



Tulia High School

Campus  
Improvement Plan

2007-2011

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**Tulia High School Profile**  
**Personnel**  
**2007-2008**

**Office**

501 Hornet Place  
Tulia, TX 79088  
806-995-2759

Dennis G. Holt, Principal  
Phil Zolman, Assistant Principal  
Shirley Dalluge, Counselor  
Maria Gomez, Secretary

**Athletics**

806-995-4142  
Eric Wilson, Athletic Director

**Campus Staff**

Tandy Adams-Credit Recovery  
Raul Aguilar-Math  
Richard Barnes-Soc. Studies/Coach  
Karen Barnett-Fam. & Con. Science  
Vivian Bennett-Theatre Production  
Tony Byers-Math  
Kathy Carlisle-English  
Marc Christy-Assistant Band Director  
Rebecca Cobb-Computer  
Debbie Criswell-Science  
Jace Daily-Library  
Matt Daily-Band Director  
Pam Edwards-Speech/Debate  
William Fifer-AEP Assistant  
Shannon Fisher-Phy. Ed./Coach  
Matt Gafford-Science/Coach  
Kimberly Hoelting-Science  
Dorothy Hulsey-Social Studies  
Irene Luna-Foreign Lang.  
Mary Macias-Custodian  
Naemi Maciel-Custodian  
Cody McCauley-Ag. Sciences

Delynn Mabry-Resource  
Mary Lou Moreno-Foreign Lang.  
Shannon Nolen-English  
Michelle Noriega-Custodian  
Janie Notley-ESL/Reading  
Charlotte O'Daniel-Math  
Adam Ramos-Art  
Zach Ramos-Soc. Studies/Coach  
Hortencia Renteria-Resource Assistant  
Steven Ribera-Soc. Studies/Coach  
Elia Rodriguez-Custodian  
Felipa Rodriguez-CM Assistant  
Judy Rodriguez-Counselor Sec.  
Rey Rodriguez-Custodian  
Frank Subealdea-Auto Tech.  
Sue Sutphin-Content Mastery  
Christy West-AEP  
Pam White-English  
Garry Wilfong-Metal Trades  
Joe Willey-Science

## **Motto**

**Helping All Students Realize Their Full Potential**

## **Philosophy/Mission Statement**

In partnership with parents and the community, the District provides a progressive learning environment where all students are safe, supported, and encouraged to realize their full potential. It is the goal of the District that all students who remain enrolled will graduate from high school to become responsible, successful, productive citizens of the highest character, who are respectful of others and the cultural differences in the world around them.

The District will produce such graduates by employing highly qualified personnel and maintaining the modern facilities and technology necessary to deliver a challenging, innovative, and relevant curriculum that meets the academic, vocational, and social needs of its students.

## **Purpose of Campus Improvement Plan**

In Texas, the focus of the campus planning and decision-making is to improve the performance of all students. The ultimate purpose of all planning and decision making in schools is to attain the state's educational goals of equity and excellence in achievement for all students.

**TULIA HIGH SCHOOL  
CAMPUS COMMITTEES  
2007-2008**

**Campus Improvement Committee**

<u>Name</u>	<u>Area</u>	<u>Term</u>
Shirley Dalluge	Counselor	
Beth Wallace	Central Office	
Phil Zolman	Assistant Principal	
Tandy Adams	At-large	1 yr
Kathy Carlisle	At-large	1 yr.
Jace Daily	At-large	1 yr.
Matt Daily	At-large	1 yr.
	At-large	2 yr.
	At-large	2 yr.
	At-large	2 yr.
	At-large	2 yr.
	Parent	1 yr.
	Community	1 yr.
	Business	1 yr.
	Parent	2 yr.
	Student Council President	
	Student Council VP	

**District Planning and Decision Making**

Dorothy Hulsey	Teacher	1 yr.
Shannon Nolen	Teacher	1 yr.
	Teacher	2 yr.

**Placement Review**

Eric Wilson	Teacher	1 yr.
Delynn Mabry	Teacher	2 yr.
	Teacher	alternate

**Tulia High School**  
**Comprehensive Needs Analysis for 2007-11**

**A. Test Results**

TAKS/SDAA II/TELPAS:

Teachers will continue staff development and data analysis regarding TAKS/TAKS-A/TELPAS and addressing the needs of our at-risk populations

Implement teaching strategies that will enhance students test-taking skills especially in students' participation in the TAKS – test-taking skills such as being able to work more independently; stamina to stay on task longer and for solving challenging problems; increased skills on calculator/dictionary usage; increased daily assignments that stress problem solving and skill application; etc.

Address areas of weaknesses by group performance through data analysis – LEP, economically Disadvantaged, African American, Hispanic, special education

Through data analysis of AMAO's/TELPAS, AYP, and AEIS reports and TAKS/SDAA II results, address weaknesses of ELL population

Core teachers address performance by subject matter (mathematics, ELA, science, and social studies)

Consider increased use of mathematical problem solving using graphing calculators

Address critical areas of Adequate Yearly Progress (AYP-federal accountability) – 10<sup>th</sup> grade scores of at-risk populations such as economically disadvantaged, special education students taking the SDAA II on grade level, etc.

Address vocabulary weaknesses – enable students to increase skill in effectively utilizing formal language in speaking, reading, and writing

**B. Attendance**

Attendance drives school funding. Our enrollment is decreasing therefore our attendance rates become even more critical. Our attendance rate increased from 95.7% in 2002-03 to 97.2% in 2003-04..

**C. Completion rate/Drop-out rate**

Our completion rate (grades 9-12) was 96.6% for “all students”. We increased in “all students” and all subgroups from the class of 2003 to the class of 2004. (All students – 93.1% to 96.6%, Hispanic – 90.7% to 95.5, White – 96.2% to 97.3%, Economically Disadvantaged – 86.7% to 93.8%).

**D. Curriculum**

Determine through curriculum meetings in the Spring 2007 the continued format of curriculum documents, including lesson plans, benchmarks per grade levels, etc. and the organization of the staff development for the Fall of 2007

Need to continue to align curriculum with increased vertical teaming meetings

Address advanced and accelerated curriculum in curriculum documents

Consider curriculum resources and modifications to enhance inclusion strategies for special needs children to enable them to achieve at their **enrolled grade level**

Increase formal vocabulary usage

**E. Technology**

Vertical teaming per subject area to catalog technology supplies and programs available and determine the most effective use of technology through developing lesson plans, scheduling staff development, etc.

Consider increased use of mathematical problem solving using graphing calculators

**F. Safe environment**

Update crisis plan, involve community members in the planning, and continue to inservice staff in such areas as bullying, suicide prevention, child abuse, etc.

## **G. Parental/community involvement**

Consider ways to effectively communicate to parents/community new accountability standards, such as AYP, AMAO's, etc.

Update parent involvement policy/plan in campus improvement team meetings

Consider different means of effectively involving parents in the expectations and learning of their children

Consider ways to effectively encourage the involvement of our Spanish-speaking parents who are not bilingual

## **H. Staff development**

Continue efforts to ensure that all staff is highly qualified

Continue staff development concerning requirements of AYP, AEIS, and AMAO's.

Increase staff development concerning strategies to effectively accelerate the learning of English language learners (ELL) students, special education studies, and low-economic status students

Continue staff development to increase skills in math, English language arts, science, and social studies

## **I. Character education**

Decrease pregnancy rate and thereby reducing female dropout rate-Continue *Worth the Wait* program

Continue to integrate bullying awareness program through campus strategies

Involve parents/community in educating our students through increase parent communication-newsletters, meetings, etc.

## **J. Post secondary**

More students need to take SAT/ACT and to earn satisfactory scores – (Number tested decreased from 62.3% in 2002-03 to 55.7% in 2003-04. The number at or above criterion increased from 23.3% in 2002-03 to 33.3% in 2003-04.)

All students need to be **prepared upon entering high school** to graduate under recommended or distinguished program, including the underrepresented populations such as economically disadvantaged and Hispanic.

(Number graduating under RHSP/DAP increased from 47.3% in 2003 to 57.3% in 2004. Currently a law is in effect that all students must meet the RHSP requirements unless they go through certain procedures to graduate under the minimum plan.)

Increase financial aid and other college/vocational information to K-8 students and parents to encourage post-secondary education

## **K. Retention**

Develop strategies that will enable 9<sup>th</sup> grade students to be successful

Consider results of 10<sup>th</sup> and 11<sup>th</sup> grade TAKS – what needs to be implemented at HS to help accelerate those students not passing TAKS pre-tests so that they can be successful on first test administration

## **L. Funding**

Consider the continued use of the REAP program for Title I-Schoolwide funding purposes

Document funding uses and sources in campus improvement plans to help in planning the district budget, especially in SCE documentation and Title I monies

## **Equitable Access and Participation 2007-08**

Under the guidelines of the federal application for the Title programs, each school district is required to identify barriers and strategies to provide all students equitable access and participation. There were no barriers or strategies identified for 2005-06 for Tulia ISD.

### **Special Populations/Programs**

In the district improvement plan, the number notations under “Special Prog/Pops” will refer to the following populations/programs:

- 1 Title I program – (\*The State Compensatory Education (SCE) funds will be used to support our Title I Schoolwide Program at all campuses since they are each over 50% poverty.)
- 2 English language learners (ELL)
- 3 Migrant – Emergency Immigrants
- 4 Special Education
- 5 Gifted and Talented (Advanced Academic Services)
- 6 At-risk (\*SCE)
- 7 Pregnancy or parenting support
- 8 Low socio-economic status
- 9 Minority populations (Our ethnic populations consist of Hispanic and White. Our Black population is statistically too small for comparative values.)
- 10 All populations

**Elementary and Secondary Education Act of 1965 (ESEA)  
Amended by No Child Left Behind Act of 2001 (NCLB)  
ESEA Goals and Indicators**

- 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.
  - 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (This includes students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.
  - 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
  
- 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.
  - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
  
- 3. Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
  - 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers, in the aggregate and in "high-poverty" schools.
  - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.
  - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.
  
- 4. Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
  - 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.
  
- 5. Performance goal 5:** All students will graduate from high school.
  - 5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma,
    - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of data.
  - 5.2 Performance indicator: The percentage of students who drop out of school,
    - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education statistics reports on Common Core of Data.

## Title I Schoolwide Components

Each schoolwide program plan addresses each of the following components—

**(CN)** a **comprehensive needs** assessment of the entire campus that is based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.

**(RF)** schoolwide **reform strategies** that—

1. provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;
2. use effective methods and instructional strategies that are based on scientifically based research that—
  - a. strengthen the core academic program in the school;
  - b. increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
  - c. include strategies for meeting the educational needs of historically underserved populations.
3.
  - a. include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students 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 schoolwide program; and
  - b. address how the school will determine if such needs have been met; and
4. are consistent with, and are designed to implement, the State and local improvement plans, if any.

**(HQ)** instruction by **highly qualified** professional teachers.

**(PD)** in accordance with section 1119 and section 1114(a)(4), high-quality **and** ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student academic achievement standards.

**(PI)** strategies to increase **parental involvement** in accordance with section 1118, such as family literacy services.

**(AHQ)** strategies to **attract high-quality highly qualified** teachers to high need schools.

**(TR)** 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.

**(AA)** 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 **achievement of individual students** and the overall instructional program.

**(MA)** activities to ensure that students who experience difficulty **mastering** the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) must 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.

**(CI)** **coordination and integration** of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [P.L. 107-110, Section 1114(b)(1)].

**Tulia High School  
Campus Improvement Plan 2007-2011  
Goals and Objectives**

**Goal 1: Enhance student academic performance**

Objective 1.1: Improve performance on TEKS mastery to enhance TAKS and TAKS-A scores to 90% passing/meeting ARD expectations in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2009-10

Objective 1.2: Improve attendance to 97% in all groups for 2007-08

Objective 1.3: Increase completion rate (grades 9-12) to 95% for all subgroups (Hispanic, White, Black, economically disadvantaged, etc.) for 2007-08

Objective 1.4: Increase the number of high school students taking the SAT/ACT to 70% testing with 40% or more meeting at/above criteria for 2007-08 with 90% testing and 70% or more meeting at/above criteria for 2009-10

Objective 1.5: Increase the number of students graduating under recommended or distinguished high school programs to 90% in 2007-08

Objective 1.6: Accelerate special education students so that 75% become successful on grade-level testing by 2008-09, either through TAKS or TAKS-A

**Goal 2: Improve curriculum and instruction**

Objective 2.1: Continue with the integration of technology in instruction with increased graphing calculator use

Objective 2.2: Meet diverse needs of students through updated programs, especially English language learners (ELL) and gifted and talented students

Objective 2.3: Increase number of highly qualified personnel to 100% in 2007-08

Objective 2.4: Develop programs that will accelerate the child that needs to progress more than one grade level each year

Objective 2.5: Increase emphasis on formal vocabulary usage for all students in all subject areas

Objective 2.6: Develop curriculum to include effective test-taking strategies

Objective 2.7: Develop curriculum to increase the instructional use of currently available technology

### **Goal 3: Improve school climate**

Objective 3.1: Provide programs to promote safe and drug-free schools

Objective 3.2: Enhance system of effective communication to parents and community, especially in the reporting of new federal and state accountability standards

### **Goal 4: Increase parent and community involvement**

Objective 4.1: Encourage effective and quality parental involvement through further development and implementation of the parent involvement plan

Objective 4.2: Increase school and community cooperation and involvement, especially with Spanish-speaking parents who are not bilingual by 10%

## Tulia High School– Campus Improvement Plan

School Wide Components (SW Comp)  
 CN-Comprehensive needs  
 RF-Reform strategies  
 HQ-Highly qualified teachers  
 PD-Professional development  
 PI-Parental involvement  
 AHQ-Attract HQ teachers  
 TR-Transition for preschoolers  
 AA-Academic assessments  
 MA-Mastering assistance  
 CI-Coordination and integration

**Goal:** 1 Enhance student academic performance

**Objective:**  
 1.1 Improve performance on TEKS mastery to enhance TAKS/TAKS-A scores to 90% passing/meeting ARD expectations in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2009-2010

**NCLB Performance Goals Addressed:**  
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCDEJK	Continue to implement NovaNET at High School for at-risk students	CN RF AA MA	1 3 6 7 8	D Holt S Dalluge J McCasland	Jun-07 Jun-08	Region 16	NovaNET	TI	May-08	student credit accurat
ADEHJ	Continue developing curriculum documents with accommodations for advanced and accelerated learning	CN AA RF PD MA CI	2 4 5 6 8 10	J Phillips	May-07 Aug-08			TI, D, SE	Aug-08	curriculum documents
ADHK	Teachers and other appropriate staff will attend staff development regarding TAKS information throughout the year with emphasis on reaching at-risk students including LEP and special ed.	CN RF HQ PD AA MA	2 4 6 10	D Holt	Jun-07 Aug-08	Region 16		TI, D, SE	Aug-08	certif. of attendance
ACDEGK	OEYP will continue to be considered by K-12 as an extended day option to work with at-risk students	CN RF MA AA PI CI	2 4 6	D Holt	Aug-07 May-08			OEYP SCE	Aug-08	program eval., OEYP schedule

**Codes for Funding:** (D) – District (CT) – Career Technology (SCE) – Compensatory  
 (TI) – Title I Schoolwide (OEYP) – Optional Extended Yr.  
 (M) – Migrant (SE) – Special Education  
 (T) – State Tech. Allotment

**Grants:** (G-ARI/AMI) - St. Success Init.

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**Goal:** 1 Enhance student academic performance

**Objective:**

1.2 Improve attendance to 97% in all groups for 2007-08

**NCLB Performance Goals Addressed:**

1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCKL	Evaluate campus incentives to promote perfect or improved attendance	CN RF MA CI	6 10	D Holt P Zolman	Aug-07 May-08			D	May-08	campus plans, incentives
ABCFG IJKL	Increase parental awareness of the importance of attendance through campus communication opportunities especially in regard to the AEIS & AYP accountability ratings	CN PI AA CI	6 10	D Holt P Zolman	Aug-07 May-08				May-08	documentation communications
ABCFGIL	Consider a quarterly parent newsletter to include information of the importance of attendance especially as regards funding and accountability	CN PI AA CI	10	J Phillips K Miller	Aug-07 May-08		paper	D	May-08	newsletter each quarter
BC	Test exemptions for good attendance	CN	10	D Holt P Zolman	Dec-07 May-08		attendance records		Dec-07 May-08	attendance reports

**Codes for Funding:**

(D) – District

(TI) – Title I Schoolwide

(M) – Migrant

(T) - State Tech. Allotment

(CT) – Career Technology

(SCE) – Compensatory

(OEYP) – Optional Extended Yr.

(SE) - Special Education

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**Goal:** 1 Enhance student academic performance

**Objective:**  
 1.3 Increase completion rate (grades 9-12) to 95% for all subgroups (Hispanic, White, economically disadvantaged, etc.) for 2007-08

**NCLB Performance Goals Addressed:**  
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCDEF GHJK	Consideration will be given for acceleration strategies for at-risk students to reach current grade level in math and reading	CN RF PI AA MA CI PD	12 3 4 6 8	D Holt J Phillips	May-07 May-08			TI	May-08	curriculum doc., lesson plans
CDFGI	The District's School Health Advisory Council (SHAC) will continue to determine ways to increase the involvement of parents and the community in the efforts of the school district	CN PI CI	6 7 8 9 10	J Phillips G Shannon	Aug-07 May-08	SHAC			May-08	SHAC agendas and minutes
ABCDE JKL	Continue with the use of NovaNET to help students accrue needed credits	CN RF AA MA CI	1 2 3 6 7 8 9	D Holt S Dalluge	Jun-07 Aug-08			TI	Aug-07	student schedules and credit accrual
CDFGHI	Continue with "Worth the Wait" human sexuality instructional program in grades 6-8 and HS	CN RF PI CI	10	J Phillips P Edwards	Aug-07 May-08		program		May-08	lesson plans

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 (M) – Migrant (OEYP) – Optional Extended Yr.  
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**Goal:** 1 Enhance student academic performance

**Objective:**  
 1.3 Increase completion rate (grades 9-12) to 95% for all subgroups (Hispanic, White, economically disadvantaged, etc.) for 2007-08

**NCLB Performance Goals Addressed:**  
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
BCFGIL	Provide Pregnancy Related Services (PRS). Services will include: Compensatory Education Home Instruction (CEHI). Counseling services, School and other health services and instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.	RF MA CI	1 6 7	D Holt S Dalluge	Aug-07 May-08	Home instruction teacher	\$2,200 \$1,500	SCE SCE	May-08	attendance records
ABCFIL	Discipline Alternative Education Program (DAEP)	CN RF CI	10	D Holt P Zolman	Aug-07 May-08	1/2 FTE Instruc. Aides 2 FTE	\$2,000	SCE	May-08	attendance, discipline and grade reports
ABCEK	Summer TAKS remediation (exit level)	CN RF MA	1 6	D Holt J Phillips	May-08 Jul-08		\$6,500	SCE TI	Jul-08	academic records
ABCIL	Content Mastery (CM). Pull out program to assist at-risk students with academic needs.	CN RF Ci	1 2 3 4 6 7 8 9	D Holt	Aug-07 May-08	1/4 FTE Instruc. 1/4 FTE Aide		SCE	May-08	CM records

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**Goal:** 1 Enhance student academic performance

**Objective:**  
 1.4 Increase the number of high school students taking the SAT/ACT to 80% testing with 50% or more meeting at/above criteria for 2007-08 and 90% testing with 70% or more meeting at/above criteria for 2009-10

**NCLB Performance Goals Addressed:**  
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACGJ	K-8 campuses will consider ways to increase parental and community awareness of college testing and the availability of post-secondary funding for students	CN PI AA CI	10	S Frye, Y Fifer	Aug-07 May-08	S Dalluge	handouts	D	May-08	campus plans
CDGJ	9th grade students will be required to take the recommended program unless other requirements are met	CN RF PI AA	10	D Holt S Dalluge	Aug-07 May-08				May-08	PGP's
ABCDEFGH IJKL	Acceleration strategies will be in place to ensure that each at-risk child will perform at grade level in math and reading	CN PI PD AA MA CI	1 2 3 4 6 7 8 9	D Holt S Dalluge	Aug-07 May-08			D, TI SE	May-08	lesson plans, curriculum doc.
AJ	Consider strategies that may be incorporated in core classes to increase numbers and success of students taking the ACT/SAT	CN RF PD PI AA MA CI	1 2 3 4 5 6 7 8 9 10	D Holt S Dalluge	Apr-07 May-08			D, TI SE	May-08	lesson plans, curriculum doc.

**Codes for Funding:** (D) – District (CT) – Career Technology (T) – Title I Schoolwide (SCE) – Compensatory (M) – Migrant (OEYP) – Optional Extended Yr. (T) - State Tech. Allotment (SE) - Special Education

**Grants:** (G-ARI/AMI) – St. Success Init.

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**Goal:** 1 Enhance student academic performance

**Objective:**  
 1.5 Increase the number of students graduating under the recommended or distinguished achievement high school programs to 90% for 2008-09

**NCLB Performance Goals Addressed:**  
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCDJ	9th grade students will be required to participate in the recommended or distinguished achievement HS programs	CN RF AA MA CI	1 6 10	D Holt S Dalluge	Aug-07 May-08				May-08	PGP's AEIS report
ABCDGJK	K-8 campuses will consider ways to increase parental and community awareness of the higher achievement standards expected of high school graduates in regard to post-secondary education and job-related requirements	CN PI AA CI MA	10	Y Fifer S Frye	Aug-07 May-08	S Dalluge	college/voc handouts		May-08	campus plans
CGJ	K-12 campuses will consider additional ways of providing information to parents regarding the TEXAS Grant and other financial opportunities and requirements for students to attend post-secondary institutions	CN PI AA CI	8 9 10	Y Fifer S Frye S Dalluge	Aug-07 May-08	S Dalluge	handouts	D, M	May-08	campus plans
ABCD HJK	Each campus will consider acceleration strategies to ensure that each at-risk child will perform at grade level in math and reading	CN PI PD AA MA CI	1 2 3 4 6 7 8 9	S Burrow, J Lara D Holt, C McBroom J Phillips	Aug-07 May-08			D, TI M, SE	May-08	lesson plans, curriculum doc.

**Codes for Funding:** (D) – District (CT) – Career Technology (TI) – Title I Schoolwide (SCE) – Compensatory (M) – Migrant (OEYP) – Optional Extended Yr. (T) - State Tech. Allotment (SE) - Special Education

**Grants:** (G-ARI/AMI) – St. Success Init.

## Tulia High School – Campus Improvement Plan

School Wide Components (SW Comp)  
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**Goal:** 1 Enhance student academic performance

**Objective:**  
 1.6 Accelerate special education students so that 75% become successful on grade-level testing by 2007-08, either through TAKS or TAKS - A

**NCLB Performance Goals Addressed:**  
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEH	Administrators and teachers will update the staff development plan to address needed staff development areas especially in the area of TEKS/TAKS implementation	CN RF HQ PD AHQ CI AA MA	1 2 3 4 5 6 8 9 10	D Holt	May-07 May-08	Region 16		TI, M D, SE	May-08	campus plans
ACDEH	Teachers and administrators that have attended staff development in the areas of TEKS/TAKS will coordinate with their principals and the Director of Special Programs to present information to other staff members at their campus as well as other campuses as appropriate	CN RF HQ PD MA CI AA	10	J Lara, C McBroom D Holt, S Burrow J Phillips	May-07 May-08	teachers			May-08	agendas
ACDEHK	Teachers and principals will seek staff development in the core subject areas for teaching the at-risk student, ELL student, and students with disabilities.	CN RF HQ PD AA MA CI	1 2 3 4 6 8 9 10	D Holt	May-07 May-08	Region 16		TI, M D, SE	May-08	campus plans
ACDEK	Each campus will consider acceleration strategies to ensure that each at-risk child will perform at grade level in math and reading	CN PI PD AA MA CI	1 2 3 4 6 7 8 9	D Holt J Phillips	Aug-07 May-08			D, TI SE	May-08	lesson plans, curriculum doc.

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**Goal:** 2 Improve curriculum and instruction

**Objective:**  
 2.1 Continue with the integration of technology in instruction with increased graphing calculator use.

**NCLB Performance Goals Addressed:**  
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADE	Participate in staff development opportunities in the integration of technology in instruction with emphasis on utilizing graphing calculators in mathematics	CN PD AA HQ MA CI	10	D Holt A Cox	Jun-07 May-08	Region 16		TI, T	May-08	training certif.
ABCDEJ	Continue to effectively use NovaNET through the credit recovery and Alternative education program.	CN RF MA PD PI AA	1 6 7 8 9	D Holt S Dalluge	Aug-07 May-08	Region 16	NovaNET	TI, M	May-08	report cards TAKS

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**Goal:** 2 Improve curriculum and instruction

**Objective:**  
 2.2 Meet diverse needs of students through updated programs, especially English language learners (ELL) and gifted and talented students

**NCLB Performance Goals Addressed:**  
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
AH	Provide CAP (sp.ed.) training with a strategy for improvement in the needed area(s) in order to accelerate students to grade level achievement  Use Ellis computer program to diagnose and place ELL learners	CN RF CI PD	4	B Wallace D Holt	Aug-07 Dec-07		video handouts		Dec-07	agendas, campus plans
ADH	Provide an ESL program update meeting to include updated state LPAC manual	CN RF PD MA	2 3 9	J Phillips	Aug-07 Dec-07		Updated ESL & LPAC Manual		Dec-07	agenda, manual
ABCDEJL	Continue the use of NovaNET through the Credit Recovery	CN RF AA MA CI	1 6 7	D Holt S Dalluge	Jun-07 Aug-07	Region 16	NovaNET	TI	Aug-07	credits rec'd, PGP's
ACDHK	Each campus to consider the use of inclusion strategies for children with special needs in order to accelerate students to grade level achievement and to ensure needs of G/T students through differentiation	CN TR RF MA HQ CI AA	1 2 3 4 5 6 8 9	B Wallace, J Lara J Phillips, D Holt Burrow, McBroom	Aug-07 May-08	Sp. Ed. Personnel G/T Coord., Region 16		SE, TI	May-08	campus plans, lesson plans, curriculum doc.

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Tulia High School – Campus Improvement Plan						School Wide Components (SW Comp) CN-Comprehensive needs RF-Reform strategies HQ-Highly qualified teachers PD-Professional development PI-Parental involvement AHQ-Attract HQ teachers TR-Transition for preschoolers AA-Academic assessments MA-Mastering assistance CI-Coordination and integration				
<b>Goal:</b> 2 Improve curriculum and instruction										
<b>Objective:</b>  2.3 Increase number of highly qualified personnel in core academic subjects to 100% in 2007-08										
<b>NCLB Performance Goals Addressed:</b> 1, 2, 3, 5										
Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEH	Update improvement plans at each campus to include current staff development needs as determined through teacher survey and input	CN RF HQ PD AA MA	10	HS Principal JH Principal Elem Principal	Aug-07 May-08	Region 16 CPOC	Campus Imp Plans	TI SE	May-08	campus plans, teacher survey
H	Continue district evaluations to ensure that instructional paraprofessionals meet the NCLB highly qualified standards	CI CN RF HQ PD AHQ	10	HS Principal JH Principal Elem Principal Superintendent	Aug-07 May-08	Region 16	evaluations	TI D, SE	May-08	HQ evaluations
G, H	Recruit highly qualified personnel through university/college job fairs, ESC, and the district web page	CN RF AHQ CI	10	Principals Superintendent Technology	Feb-07 Jun-07	ESC 16 Universities	job fair materials	D	May-08	certificates, HQ Report, web page
H	Retain highly qualified personnel by providing adequate instructional materials, release time for professional development, reliable technology, and mentoring opportunities	CN RF HQ PD AHQ	10	Principals Superintendent Technology	Aug-07 May-08	CPOC	materials	TI D SE		certificates, schedules, work orders
GH	Provide financial reimbursement to teachers for ExCET tests and teacher certificates to meet highly qualified standards	CN RF HQ PD AHQ	10	Superintendent Special Programs	Aug-07 May-08	ESC 16	ExCET materials	TI D SE HS-A	May-08	certificates, HQ Report

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**Grants:** (G-ARI/AMI) – St. Success Init.  
(G-TS)- TEXSHEP  
(HS-A)- High School Allotment

## Tulia High School – Campus Improvement Plan

**Goal:** 2 Improve curriculum and instruction

**Objective:**  
2.3 Increase the number of highly qualified personnel in core academic subjects to 100% in 2007-2008

**NCLB Performance Goals Addressed:**

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Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
G H	Equitable distribution of highly qualified and inexperienced teachers to ensure that low-income and minority students are not taught at higher rates than other student groups by teachers who are not highly qualified	CN RF HQ PD AHQ CI	10	Superintendent HS Principal JH Principal Elem Principal	Aug-07 May-08		Certification Data	D TI SE	May-08	Certification Data, Campus Assignment Rosters, PEIMS
G H	Provide salary stipends in high school to recruit and retain highly qualified teachers in hard to fill core academic subject areas such as math and science	CN RF HQ PD AHQ	10	Superintendent HS Principal	Aug-07 Jul-08			HS-A	May-08	HQ Report, Campus Roster Certification Data
G H	Offer district ExCET Academy for teachers interested in obtaining ESL certification	CN RF HQ PD AHQ	2	Special Programs	Jun-07 Jun-08	ESC 16		TI	Aug-08	Sign in sheets, ExCET Records Certification Data

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 (HS-A) - High School Allotment

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**Goal:** 2 Improve curriculum and instruction

**Objective:**  
 2.4 Develop programs that will accelerate the child that needs to progress more than one grade level per year

**NCLB Performance Goals Addressed:**  
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDHK	Continue with vertical teaming to help determine curriculum strengths and weaknesses across grade levels and implement CLC materials.	CN RF PD AA MA CI	10	J Phillips D Holt	Aug-07 Aug-07				Aug-07	agendas
ADH	Schedule curriculum meetings with subject level and grade level teachers to continue developing District TEKS/TAKS-based curriculum documents that address acceleration	CN RF PD AA MA	10	J Philips D Holt	Aug-07 Aug-07				Aug-07	agendas, curr. documents
ACDE GHK	Campus teams to meet to determine strategies used to accelerate students below grade level to grade level during current school year	CN RF PD PI AA MA CI	1 2 3 4 6 7 8 9	S Burrow, J Lara C McBroom, D Holt	Apr-07 Apr-07			D, TI, M SE	Aug-07	agendas, lesson plans, curriculum doc.

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**Goal:** 2 Improve curriculum and instruction

**Objective:**  
  
 2.5 Increase emphasis on formal vocabulary usage for all students in all subject areas

**NCLB Performance Goals Addressed:**  
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADK	Continue with use of Vocabulary Cartoons in ELA classes	CN RF AA MA CI	10	D Holt	Aug-07 May-08				Aug-07	lesson plans, curr. documents
ADGH	Campus teams meet to determine a school-wide approach to formal vocabulary usage by all students with parent involvement component	CN RF PD PI AA MA CI	1, 10	S Burrow, J Lara D Holt, C McBroom	Aug-07 May-08			D, TI	Aug-07	agendas, curriculum doc. lesson plans
ACDE GHK	Campus teams to meet to determine strategies used to accelerate students below grade level to grade level during current school year	CN RF PD PI AA MA CI	1 2 3 4 6 7 8 9	S Burrow, J Lara D Holt, C McBroom	Apr-07 Aug-07			D, TI, M SE	Aug-07	agendas curriculum doc. lesson plans

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Tulia High School – Campus Improvement Plan						School Wide Components (SW Comp) CN-Comprehensive needs RF-Reform strategies HQ-Highly qualified teachers PD-Professional development PI-Parental involvement AHQ-Attract HQ teachers TR-Transition for preschoolers AA-Academic assessments MA-Mastering assistance CI-Coordination and integration				
<b>Goal:</b> 2 Improve curriculum and instruction										
<b>Objective:</b>  2.6 Develop curriculum to include effective test-taking strategies										
<b>NCLB Performance Goals Addressed:</b> 1, 2, 5										
Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADH	Committee of teachers will meet to discuss effective test-taking strategies	CN RF PD AA MA CI	10	D Holt	Aug-07 Aug-07				Aug-07	lesson plans, curriculum doc.
ADH	District team, composed of members of of campus teams, to share effective test-taking strategies with all of district	CN RF PD CI AA MA	10	J Phillips	Aug-07 Aug-07				Aug-07	agendas, curr. documents
ADEH	Campus teams to determine acceleration strategies used for advancing students below grade level to grade level during current school year including test-taking strategies for struggling students	CN RF PD CI AA MA	1 2 3 4 6 7 8 9	D Holt	Apr-07 Aug-07				Aug-07	agendas, curriculum doc. lesson plans
ADH	Core area teachers attend staff development concerning effective test-taking strategies	CN RF PD AA MA CI	10	D Holt	Jun-07 Aug-07	Region 16		TI, SE	Aug-07	Region 16 staff dev. record

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**Goal:** 2 Improve curriculum and instruction

**Objective:**  
 2.7 Develop curriculum to increase the instructional use of currently available technology

**NCLB Performance Goals Addressed:**  
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADEH	Committee of teachers meet to discuss effective use of available technology	CN RF PD AA MA CI	10	D Holt	Aug-07 Aug-07				Aug-07	agendas, curriculum doc. lesson plans
ADE	District list of current technology available on each campus to be shared district-wide	CN RF PD AA MA CI	10	J Phillips A Cox	Aug-07 Aug-07				Aug-07	district list
ADE	Campus teams determine strategies used to accelerate students below grade level to grade level during current school year that include the most effective use of available technology	CN RF PD PI AA MA CI	1 2 3 4 6 7 8 9	S Burrow, J Lara D Holt, C McBroom	Apr-07 Aug-07			D, TI, M SE	Aug-07	agendas curriculum doc., lesson plans

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**Goal:** 3 Improve school climate

**Objective:**

3.1 Provide programs to promote safe and drug-free schools

**NCLB Performance Goals Addressed:**

1, 2, 3, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
BCDF GHI	Continue to implement "Worth The Wait" program in health classes or other designated classes in grades 6-8 and HS	CN RF PD CI PI	6 7 10	S Dalluge J Lara, D Holt	Aug-07 May-07		program materials		May-08	lesson plans, calendars
BCDFI GH	Continue to implement anti-bullying program	CN RF CI PI PD	10	S Dalluge	Aug-07 May-07		program materials	D	May-08	lesson plans, calendars
FHI	Provide staff development on each campus in recognizing and reporting child abuse, sexual harrassment, effective discipline management, violence prevention, and conflict resolution to help promote a safe school environment	CN RF PD CI	10	D Holt	Aug-07 May-07				May-08	agendas, handouts
FGHI	Update crisis plan and provide inservice for teachers on updated plan	CN RF PD CI PI	10	K Miller, J Phillips D Holt	Aug-07 May-07		previous crisis plan		May-08	crisis plan, agendas
DFGI	Consider ways to increase parent involvement in anti-bullying program and in the "Worth The Wait" sex education program	CN RF CI PI	10	J Phillips D Holt	Aug-07 May-07	SHAC	program materials		May-08	parent involvement plan-updated
F	Conduct fire and disaster drills	CI	10	P Zolman	Aug-07 May-07		calendar		May-08	reports
F	Conduct campus safety meetings	CI	10	D Holt	Aug-07 May-07	Central office	Safety materials		May-08	reports

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**Goal:** 3 Improve school climate

**Objective:**  
 3.2 Enhance system of effective communication to parents and community, especially in the reporting of new federal and state accountability standards

**NCLB Performance Goals Addressed:**  
 1, 2, 3, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCDF GIJKL	Provide more information to parents and community members through newspaper articles or newsletters regarding programs that require parental/community participation, new accountability standards, and state/federal funding issues	CN RF PI CI TR	10	J Phillips K Miller D Holt	Jun-07 May-08		newsletters brochures	D	May-08	articles, newsletters
GL	Provide more flexible scheduling opportunities for Title I parent meetings to explain accountability measures that involve Title I funding	CN PI	I, 10	D Holt	Aug-07 May-08				May-08	agendas, notices of meetings
ABCDFG JKL	Encourage school representatives to visit with community organizations to explain school programs, their funding, and their accountability standards	CN PI AA HQ MA CI	1 2 3 4 5 6 8 10	K Miller	Aug-07 May-08				May-08	agendas, calendars
BG	Contact parents concerning attendance, grades and conduct	CN PI CI	10	D Holt P Zolman	Aug-07 May-08			D	May-08	reports
G	Encourage Open House attendance	PI	10	D Holt	Mar-08			D	May-08	attendance records

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**Goal:** 4 Increase parental and community involvement

**Objective:**  
 4.1 Encourage effective and quality parental involvement through further development and implementation of parent involvement plan

**NCLB Performance Goals Addressed:**  
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
G	Provide a copy of the district and campus parent involvement plan to all parents	CN RF PD PI AA CI TR	10	D Holt J Phillips	Aug-07 May-08		parent inv. plans		May-08	documentation
G	Update the district and campus parent involvement plans through the district and campus improvement teams as well as through the Title I parent meetings	CN RF PD PI AA CI TR	10	D Holt J Phillips	Aug-07 May-08	DEIC CPOC Title I			May-08	updated parent involvement policy

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**Goal:** 4 Increase parental and community involvement

**Objective:**  
 4.2 Increase school and community cooperation and involvement, especially with Spanish-speaking parents who are not bilingual

**NCLB Performance Goals Addressed:**  
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
G	Plan a program to encourage Spanish-speaking parent participation, i.e. program presented in Spanish-only format	PI	2 3 9	K Miller, J Phillips D Holt	Jun-07 May-08	J Lara	handouts	TI, M	May-08	flyers, agenda, sign-in
G	Encourage programs to include bilingual element whenever possible	PI	2 3 9	J Phillips D Holt	Aug-07 May-08	bilingual personnel			May-08	agendas
FGI	Encourage student participation in community service through student clubs and programs	CN RF CI	10	D Holt	Aug-07 Aug-08				May-08	calendars

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**Tulia High School  
Campus Improvement Plan  
2007-2008**

**Summative Evaluation**

<b>Enhanced Student Performance</b>	<b>Met Objective</b>
1.1 Improve performance on TEKS mastery to enhance TAKS/TAKS Accommodated/TAKS M scores to 90% passing or meeting ARD expectations in all subject areas (reading, writing, ELA math, science, social studies) and in all groups by 2009-2010.	No- According to the final AEIS report, we did not meet 90 % passing on any test taken in all subgroups. There was improvement made in several areas.
1.3 Improve attendance to 97% in all groups for 2006-07	No-According to the AEIS report, Tulia High School had a attendance rate of 95.7 % above state attendance at 95.5%.
1.4 Increase completion rate (grades 9-12) to 90% for all student subgroups for 2007-08	No- District Completion Rate I was slightly below 90% (89.3%) on the AEIS report with only two subgroups above (AA/100%, W/97.1%).
1.5 Increase the number of high school students taking the SAT/ACT to 70% testing with 40% or more meeting at/above criteria for 2008-2009 and 90% testing with 70% or more meeting at/above criteria for 2009-10	No- Improvement noted. According to AEIS data, 60.6% (07) (57.1%/ 06) tested and 12.5% (07) (12.5%/06) were at or above criterion.
1.6 Increase the number of students graduating under the recommended or distinguished achievement high school programs to 90% for 2009-10	No- Improvement noted. According to AEIS data, 73.7% (07) (61.7%/06) graduated with recommended or distinguished high school programs in 2007.
1.7 Accelerate special education students so that 75% become successful on grade-level testing by 2008-09, either through TAKS, TAKS-Accommodated, or TAKS M	No- Only TAKS Modified Reading met the passing goal with 87.5%. AEIS data indicates that 99.8% of special education students participated in one or more TAKS tests.

<b>Improve Curriculum and Instruction</b>	<b>Met Objective</b>
2.1 Continue the integration of technology in instruction, data disaggregation, student assessment, professional growth, and parent and community involvement and communication for all groups for 2008-2009	Yes- Continued to integrate technology into the curriculum. Examples include: Teacher lesson plans with expanded teaching units as evidenced by archived plans on Schoolworksite.com, CLC scope and sequence, DMAC personal graduation plans and test disaggregation reporting, increased use of computers for word processing, research, and student projects, and expanded online testing. Expanded technology based supplemental and intervention programs

	such, Study Island, and CEI math and reading labs. White boards have been incorporated to improve instruction. Staff development was offered during the school year and summer.
2.2 Meet diverse needs of students through accelerated and advanced programs, especially English language learners (ELL), special education students, migrant, and gifted and talented students	Yes- Continued implementation of ELLIS with updated software. Programs including CEI, were expanded to meet the needs of ELL and Gifted and Talented students with an emphasis on accelerated learning and accommodation of learning styles.
2.3 Increase number of highly qualified personnel to 100% in 2008-09	No- High School has one teacher not HQ. The district increased recruiting efforts utilizing job fairs, online resources, ESC contacts, and signing bonuses. Efforts to retain highly qualified personnel included increased mentoring, professional growth opportunities, and stipends for remaining multiple years in the district. ESL certification was reimbursed by the district.
2.4 Continue to develop curriculum in partnership with Region 5 for all grades and subjects to align 100% of classroom instruction to TEKS	Yes- Teachers continued to implement CLC scope and sequence and vocabulary lists at each grade level.

<b>Improve School Climate</b>	<b>Met Objective</b>
3.1 Provide programs to promote 100% safe and drug-free schools	Yes- Continued training and implementation of the Worth the Wait human sexuality program. Participated in Red Ribbon Week with an emphasis on promoting drug free schools. Continued implementation of and training for the district/campus emergency plan involving school, law enforcement, and community resources.
3.2 Enhance system of effective communication to parents and community, especially in the reporting of federal and state accountability standards	Yes- Title I parent meetings were held at different times to provide flexibility for parents. A public meeting was held to explain the school report card. TAKS results and campus report cards were sent home to parents in grade reports. School representatives spoke to business and community groups about school goals, initiatives, and activities. The district/campus website was expanded and updated. Communication was sent home to parents in both languages. Interpreters were available on all campuses to assist parents.

<b>Increase Parent/Community Involvement</b>	<b>Met Objective</b>
4.1 100% of parents will participate as partners in their children's education by having active contact with our schools the minimum of three times a year	Yes- The district/campus developed Parental Involvement Plans and distributed the plans to parents. Increased efforts were made to inform and invite all parents to school activities including notes, Channel 8, email, district website, and Swisher Current Newsletters.

**Were the goals met for 2008-2009?**

**Was student academic performance enhanced? Evidenced by what?**

Comments:

Student performance was enhanced with improvement shown in all but two groups in the TAKS Met 2008 standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))(Standard Accountability Indicator). Science AA and Female Soc. Studies were the two areas that improvement was not made.

There was improvement noted in completion rate, SAT/ACT scores, and in the number of high school students graduating with recommended or distinguished high school programs.

THS continued to implement and update new programs to help the at-risk child succeed. The "Optional Flexible School Day" was implemented to offer a non-traditional schedule to assist at-risk kids. THS continued "Credit Recovery Program" to assist students with accelerated instruction. Teacher staff development was provided to increase student achievement.

**Was curriculum and instruction improved? Evidenced by what?**

Comments:

Yes. Curriculum and instruction are being improved through the continued development of aligned curriculum documents and online lesson plan documents. Teachers continued horizontal and vertical alignment through participation in Region 5 CLC Curriculum Cooperative. There was continued documentation of TEKS through the use of the Schoolworksite online planning system. Test results were disaggregated in groups to identify curriculum needs and changes to better meet student needs. THS implemented a Response to Intervention (RTI) aimed at accelerating struggling learners through supplemental programs and use of intervention strategies in the classroom.

Tulia High School continued efforts to ensure that 100% of all core academic subject area teachers were highly qualified and assisted teachers in maintaining or attaining certification. Teachers were afforded opportunity to attend training and acquire ESL certification at district expense.

Staff development was offered on topics of preference indicated by a teacher survey of professional growth needs the prior spring.

**Was the school climate improved? Evidenced by what?**

Comments:

Yes-The district/campus continued implementation of anti-bullying programs on each campus and the *Worth the Wait* human sexuality program in 6-12. All campuses participated in conflict resolution, drug abuse, and refusal skill programs. Campuses also implemented character education programs through regular group and individual counseling.

Teachers were afforded increased opportunities for professional growth, mentoring, and collegial planning and discussion.

**Was parental and community involvement increased? Evidenced by what?**

Comments:

Yes- District and campus community involvement plans were distributed to all parents. The School Health and Advisory Committee continues to involve parent and community in school district efforts to address student health issues and are assisting in an evaluation of the district coordinated school health program. Programs were held to increase the awareness of college testing and the availability of post-secondary funding. Newspaper articles, newsletters, a monthly district lunch menu, Channel 8, and an expanded Tulia ISD website were utilized to increase community awareness of school programs and activities. Student participated in service projects such as the community canned food drive. THS increased the use of student intervention teams as a means of informing and involving parents in school decisions. Tulia ISD staff, parents, and community members participated in implementation of the Emergency Operations Plan (EOP) to assure a safe school environment for all Tulia ISD students. Parents participated in a survey designed to inform the district and campus administration of preferences for receiving school communication.

# Appendix

DISTRICT NAME: TULIA  
 CAMPUS NAME: TULIA H S      Campus Rating: Academically Acceptable  
 CAMPUS NUMBER: 219903001      Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.  
 Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2006				2005			Required Improvement			
	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?
<b>Reading/ELA</b>											
X All Students	182	215	85%	100%	180	232	78%		7		
African Amer	*	*	85%	*	6	9	67%		18		
X Hispanic	93	116	80%	54%	86	127	68%		12		
X White	78	86	91%	40%	87	95	92%		-1		
X Econ Disadv	98	122	80%	57%	82	120	68%		12		
<b>Writing</b>											
All Students	*	*	*	*	*	*	*		*		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	*	*	*	*	*		*		
White	*	*	*	*	*	*	*		*		
Econ Disadv	*	*	*	*	*	*	*		*		
<b>Social Studies</b>											
X All Students	116	144	81%	100%	134	149	90%		-9		
African Amer	*	*	67%	*	*	*	67%		0		
X Hispanic	59	80	74%	56%	61	73	84%		-10		
X White	53	58	91%	40%	*	*	99%		-8		
X Econ Disadv	57	77	74%	53%	58	70	83%		-9		
<b>Mathematics</b>											
X All Students	130	215	60%	100%	140	224	63%	Yes	-3	**	No
African Amer	7	12	58%	6%	4	9	44%		14		
X Hispanic	53	117	45%	54%	58	122	48%	Yes	-3	**	No
X White	70	86	81%	40%	77	92	84%		-3		
X Econ Disadv	62	122	51%	57%	59	115	51%	Yes	0	**	No
<b>Science</b>											
X All Students	84	144	58%	100%	76	146	52%	Yes	6	**	No
African Amer	4	7	57%	5%	*	*	17%		40		
X Hispanic	35	80	44%	56%	29	71	41%	Yes	3	**	No
X White	45	57	79%	40%	45	68	66%		13		
X Econ Disadv	37	78	47%	54%	21	68	31%	Yes	16	**	No

\*\* Met the minimum size requirement, but did not meet the 65% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results	2006				2005			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	*	*	> 99%	*	28	39	72%		*		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2005?	Exceptions Applied
17	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: TULIA  
CAMPUS NAME: TULIA H S  
CAMPUS NUMBER: 219903001

Campus Rating: Academically Acceptable  
Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.  
Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12)

	Class of 2005					Class of 2004			Required Improvement			
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	85	4	91	93.4%	100%	84	89	94.4%		-1.0		
African Amer	7	1	8	87.5%	9%	7	8	87.5%		0.0		
Hispanic	41	3	46	89.1%	51%	41	44	93.2%		-4.1		
White	37	0	37	100.0%	41%	36	37	97.3%		2.7		
Econ Disadv	36	3	40	90.0%	44%	44	48	91.7%		-1.7		

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

ANNUAL DROPOUT RATE TABLE (Gr. 7-8)

	2004-05				2003-04			Required Improvement			
	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Stu Grp %	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-		-		
African Amer	-	-	-	-	-	-	-		-		
Hispanic	-	-	-	-	-	-	-		-		
White	-	-	-	-	-	-	-		-		
Econ Disadv	-	-	-	-	-	-	-		-		

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

2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: TULIA  
 CAMPUS NAME: TULIA H S  
 CAMPUS NUMBER: 219903001

Campus Rating: Academically Acceptable  
 Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are marked with an 'X'.  
 Special formats ('\*') are used to protect student confidentiality.

Advanced Course/Dual Enrollment Completion (2004-05): DOES NOT QUALIFY

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
X All Students	67	367	100%	18.3%
African American	3	21	6%	14.3%
X Hispanic	8	197	54%	4.1%
X White	55	148	40%	37.2%
X Economically Disadvantaged	13	187	51%	7.0%

AP/IB Results (2004-05): DOES NOT QUALIFY

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
X All Students	0	150	100%	0.0%	0	0	-
African American	0	8	5%	0.0%	0	0	-
Hispanic	0	74	49%	0.0%	0	0	-
White	0	67	45%	0.0%	0	0	-

Attendance Rate (2004-05): ACKNOWLEDGED

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
X All Students	61,369	63,377	100%	96.8%
African American	3,760	3,946	6%	95.3%
X Hispanic	32,444	33,735	53%	96.2%
X White	25,010	25,535	40%	97.9%
X Economically Disadvantaged	31,939	33,184	52%	96.2%

Attendance Rate standard for your acknowledgment is 95.0%.

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	24	215	100%	11%
African American	*	*	*	< 1%
X Hispanic	5	116	54%	4%
X White	19	86	40%	22%
X Economically Disadvantaged	5	122	57%	4%

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

2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: TULIA  
 CAMPUS NAME: TULIA H S  
 CAMPUS NUMBER: 219903001

Campus Rating: Academically Acceptable  
 Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are marked with an 'X'.  
 Special formats ('\*\*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	33	215	100%	15%
African American	*	12	6%	< 1%
X Hispanic	7	117	54%	6%
X White	26	86	40%	30%
X Economically Disadvantaged	8	122	57%	7%

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

Commended on Writing: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	*	*	*	*
African American	*	*	*	*
Hispanic	*	*	*	*
White	*	*	*	*
Economically Disadvantaged	*	*	*	*

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

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	7	144	100%	5%
African American	*	7	5%	< 1%
X Hispanic	*	80	56%	1%
X White	6	57	40%	11%
X Economically Disadvantaged	*	78	54%	3%

Commended on Social Studies: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	16	144	100%	11%
African American	*	*	*	< 1%
X Hispanic	6	80	56%	8%
X White	10	58	40%	17%
X Economically Disadvantaged	5	77	53%	6%

Comparable Improvement: DOES NOT QUALIFY

	Total Number of Matched Students	Quartile
X Reading/ELA	202	Q4
X Math	202	Q3

2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: TULIA  
 CAMPUS NAME: TULIA H S  
 CAMPUS NUMBER: 219903001

Campus Rating: Academically Acceptable  
 Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are marked with an 'X'.  
 Special formats ('\*\*') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2005): DOES NOT QUALIFY

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
X All Students	46	86	100%	53.5%
African American	1	7	8%	14.3%
X Hispanic	18	41	48%	43.9%
X White	27	38	44%	71.1%
X Economically Disadvantaged	14	35	41%	40.0%

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

SAT/ACT Results (Class of 2005): DOES NOT QUALIFY

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
X All Students	36	73	100%	49.3%	8	36	22.2%
African American	*	4	5%	*	*	*	*
X Hispanic	12	35	48%	34.3%	1	12	8.3%
X White	23	34	47%	67.6%	7	23	30.4%

Texas Success Initiative (TSI) ELA: DOES NOT QUALIFY

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring at or Above Standard
X All Students	34	70	100%	49%
African American	*	*	*	*
X Hispanic	13	36	51%	36%
X White	20	31	44%	65%
X Economically Disadvantaged	10	34	49%	29%

Texas Success Initiative (TSI) Mathematics: DOES NOT QUALIFY

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring at or Above Standard
X All Students	26	70	100%	37%
African American	*	*	*	*
X Hispanic	12	36	51%	33%
X White	14	31	44%	45%
X Economically Disadvantaged	7	34	49%	21%

## ***2005-06 Academic Excellence Indicator System***

***District Name: TULIA ISD***

***Campus Name: TULIA H S***

***Campus #: 219903001***

***2006 Accountability Rating: Academically Acceptable***

***Gold Performance Acknowledgments:***

***Attendance (2004-05)***

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T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 1  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>TAKS Met 2006 Standard Grade 9</b>															
Reading	2006	88%	86%	91%	86%	83%	78%	97%	*	*	77%	95%	*	80%	*
	2005	83%	82%	84%	82%	*	74%	96%	*	*	81%	83%	*	81%	*
Mathematics	2006	58%	56%	57%	56%	40%	37%	83%	*	*	60%	53%	*	43%	*
	2005	58%	68%	57%	68%	*	53%	92%	*	*	67%	68%	*	63%	*
All Tests	2006	57%	55%	57%	55%	50%	33%	83%	*	*	56%	54%	*	42%	*
	2005	56%	64%	55%	64%	*	48%	92%	*	*	62%	66%	*	60%	*
<b>TAKS Met 2006 Standard Grade 10</b>															
Eng Lang Arts	2006	86%	86%	88%	86%	*	81%	92%	*	*	81%	91%	*	86%	*
	2005	68%	73%	68%	73%	*	61%	86%	*	*	62%	80%	*	56%	20%
Mathematics	2006	62%	60%	61%	60%	*	44%	84%	*	*	51%	69%	*	55%	*
	2005	59%	51%	57%	51%	*	39%	65%	*	*	47%	54%	*	36%	< 1%
Science	2006	61%	52%	57%	52%	*	36%	80%	*	*	50%	54%	*	47%	*
	2005	55%	44%	48%	44%	*	35%	57%	*	*	42%	46%	*	26%	< 1%
Soc Studies	2006	84%	72%	83%	72%	*	64%	88%	*	*	68%	77%	*	69%	*
	2005	85%	88%	82%	88%	*	81%	97%	*	*	97%	80%	*	81%	20%
All Tests	2006	50%	44%	48%	44%	*	27%	72%	*	*	37%	51%	*	37%	*
	2005	40%	42%	36%	42%	*	36%	53%	*	*	38%	45%	*	26%	< 1%
<b>TAKS Met 2006 Standard ^ Grade 11</b>															
Eng Lang Arts	2006	89%	81%	92%	81%	*	81%	84%	*	*	68%	92%	*	74%	*
	2005	87%	78%	89%	78%	*	67%	94%	*	*	73%	85%	*	66%	*
Mathematics	2006	78%	66%	76%	66%	*	56%	77%	*	*	68%	64%	*	56%	*
	2005	72%	69%	72%	69%	*	49%	97%	*	*	72%	66%	*	52%	*
Science	2006	76%	65%	74%	65%	*	53%	78%	*	*	66%	64%	*	49%	*
	2005	71%	59%	69%	59%	*	46%	76%	*	*	59%	60%	*	36%	*
Soc Studies	2006	94%	89%	95%	89%	*	86%	94%	*	*	88%	90%	*	80%	*
	2005	91%	92%	91%	92%	*	86%	> 99%	*	*	95%	89%	*	85%	*
All Tests	2006	66%	51%	65%	51%	*	39%	70%	*	*	45%	56%	*	31%	*
	2005	60%	44%	58%	44%	*	19%	74%	*	*	45%	43%	*	24%	*

^ Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 2  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>TAKS Met 2006 Standard (Sum of All Grades Tested)</b> (Standard Accountability Indicator)															
Reading/ELA	2006	87%	88%	90%	85%	85%	80%	91%	*	*	76%	93%	60%	80%	29%
	2005	83%	83%	80%	78%	67%	68%	92%	*	*	72%	83%	57%	68%	10%
Mathematics	2006	75%	72%	63%	60%	58%	45%	81%	*	*	59%	62%	*	51%	29%
	2005	71%	71%	59%	63%	44%	48%	84%	*	*	63%	62%	*	51%	< 1%
Science	2006	70%	64%	65%	58%	57%	44%	79%	*	*	57%	59%	*	47%	< 1%
	2005	63%	55%	57%	52%	17%	41%	66%	*	*	51%	53%	*	31%	< 1%
Soc Studies	2006	87%	81%	88%	81%	67%	74%	91%	*	*	77%	84%	40%	74%	40%
	2005	87%	89%	86%	90%	67%	84%	99%	*	*	96%	84%	*	83%	29%
All Tests	2006	67%	64%	55%	50%	38%	33%	75%	*	*	46%	54%	14%	37%	< 1%
	2005	62%	59%	49%	50%	33%	36%	71%	*	*	49%	51%	14%	39%	< 1%
<b>TAKS Commended Performance (Sum of All Grades Tested)</b>															
Reading/ELA	2006	27%	21%	17%	11%	< 1%	4%	22%	*	*	6%	16%	< 1%	4%	< 1%
	2005	25%	19%	12%	11%	< 1%	4%	21%	*	*	5%	17%	< 1%	4%	< 1%
Mathematics	2006	23%	23%	10%	15%	< 1%	6%	30%	*	*	14%	17%	*	7%	< 1%
	2005	20%	14%	11%	9%	11%	4%	16%	*	*	5%	14%	*	7%	< 1%
Science	2006	16%	11%	7%	5%	< 1%	1%	11%	*	*	4%	5%	*	3%	< 1%
	2005	14%	7%	4%	2%	< 1%	< 1%	4%	*	*	1%	3%	*	< 1%	< 1%
Soc Studies	2006	30%	13%	23%	11%	< 1%	8%	17%	*	*	10%	12%	< 1%	6%	< 1%
	2005	26%	13%	20%	14%	< 1%	8%	22%	*	*	18%	11%	*	4%	< 1%
All Tests	2006	11%	7%	4%	4%	< 1%	1%	9%	*	*	4%	4%	< 1%	< 1%	< 1%
	2005	10%	6%	3%	3%	< 1%	2%	4%	*	*	1%	4%	< 1%	2%	< 1%
<b>SDAA II Examinations (Sum of All Grades Tested)</b> Met ARD Expectations (Standard Accountability & AEA Indicator)															
2006		84%	93%	80%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
2005		79%	79%	78%	72%	71%	63%	85%	*	*	69%	80%	72%	72%	*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 3  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>SDAA II Examinees (Sum of All Grades Tested)</b>															
<b>Met ARD Expectations</b>															
Reading/ELA	2006	87%	> 99%	86%	> 99%	> 99%	> 99%	*	*	*	> 99%	> 99%	> 99%	> 99%	*
	2005	82%	86%	89%	87%	*	86%	> 99%	*	*	82%	*	87%	83%	*
Mathematics	2006	86%	97%	77%	> 99%	> 99%	> 99%	*	*	*	> 99%	> 99%	> 99%	> 99%	*
	2005	80%	81%	75%	65%	*	63%	67%	*	*	62%	*	65%	71%	*
Writing	2006	68%	33%	67%	*	*	*	*	*	*	*	*	*	*	*
	2005	65%	55%	64%	57%	*	*	*	*	*	60%	*	57%	50%	*
All Tests	2006	74%	86%	70%	> 99%	> 99%	> 99%	*	*	*	> 99%	> 99%	> 99%	> 99%	*
	2005	68%	65%	57%	53%	*	50%	67%	*	*	54%	*	53%	57%	*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 4  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)</b>														
<b>Tested</b>	97.1%	97.9%	96.2%	96.1%	94.7%	95.0%	97.9%	-	-	93.9%	98.4%	75.8%	94.1%	71.4%
<b>By Assessment</b>														
TAKS (1 or more)	90.7%	89.1%	87.4%	89.0%	68.4%	88.5%	93.8%	-	-	84.0%	94.4%	21.2%	83.6%	57.1%
Not on TAKS	6.4%	8.8%	8.0%	7.1%	26.3%	6.5%	4.1%	-	-	9.9%	4.0%	54.5%	10.5%	14.3%
TAKS-I Only	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	8.8%	6.0%	7.1%	26.3%	6.5%	4.1%	-	-	9.9%	4.0%	54.5%	10.5%	14.3%
TAKS-I/SDAA II Only	0.8%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
<b>By Acct Status</b>														
Acct System	90.5%	94.4%	89.6%	92.9%	94.7%	91.4%	94.8%	-	-	90.8%	95.2%	72.7%	93.4%	64.3%
Non-Acct System	6.5%	3.5%	5.5%	3.1%	0.0%	3.6%	3.1%	-	-	3.1%	3.2%	3.0%	0.7%	7.1%
Mobile	5.6%	3.5%	5.4%	3.1%	0.0%	3.6%	3.1%	-	-	3.1%	3.2%	3.0%	0.7%	7.1%
Non-Acct Test	0.2%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Not Tested</b>	2.9%	2.1%	3.9%	3.9%	5.3%	5.0%	2.1%	-	-	6.1%	1.6%	24.2%	5.9%	28.6%
Absent	0.2%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	1.2%	0.4%	2.7%	5.3%	2.9%	2.1%	-	-	4.6%	0.8%	21.2%	3.9%	7.1%
LEP Exempt	1.0%	0.7%	0.0%	0.8%	0.0%	1.4%	0.0%	-	-	0.8%	0.8%	0.0%	1.3%	14.3%
Other	1.0%	0.1%	1.8%	0.4%	0.0%	0.7%	0.0%	-	-	0.8%	0.0%	3.0%	0.7%	7.1%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>3,001,657</b>	<b>680</b>	<b>264</b>	<b>255</b>	<b>19</b>	<b>139</b>	<b>97</b>	<b>0</b>	<b>0</b>	<b>131</b>	<b>124</b>	<b>33</b>	<b>152</b>	<b>14</b>
<b>2005 TAKS/SDAA II Participation (Grades 3-11)</b>														
<b>Tested</b>	97.0%	97.4%	96.3%	94.9%	85.7%	95.3%	95.4%	-	*	92.7%	97.1%	63.9%	94.0%	91.7%
<b>By Assessment</b>														
TAKS (1 or more)	90.8%	89.1%	90.0%	89.0%	64.3%	89.9%	90.8%	-	*	83.9%	94.1%	19.4%	85.2%	83.3%
SDAA II Only	6.2%	8.3%	5.5%	5.9%	21.4%	5.4%	4.6%	-	*	8.8%	2.9%	44.4%	8.7%	8.3%
<b>By Mobility Status</b>														
Acct Subset	91.3%	94.3%	90.7%	91.2%	85.7%	91.3%	91.7%	-	*	89.1%	93.4%	61.1%	89.9%	91.7%
Mobile Subset	5.7%	3.1%	5.7%	3.7%	0.0%	4.0%	3.7%	-	*	3.6%	3.7%	2.8%	4.0%	0.0%
<b>Not Tested</b>	3.0%	2.6%	3.7%	5.1%	14.3%	4.7%	4.6%	-	*	7.3%	2.9%	36.1%	6.0%	8.3%
Absent	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	1.5%	2.0%	3.7%	14.3%	3.4%	2.8%	-	*	5.1%	2.2%	27.8%	4.7%	0.0%
LEP Exempt	1.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.5%	1.4%	1.5%	0.0%	1.3%	1.8%	-	*	2.2%	0.7%	8.3%	1.3%	8.3%
<b>Total Count</b>	<b>2,931,773</b>	<b>733</b>	<b>357</b>	<b>273</b>	<b>14</b>	<b>149</b>	<b>109</b>	<b>0</b>	<b>1</b>	<b>137</b>	<b>136</b>	<b>36</b>	<b>149</b>	<b>12</b>

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 5  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>Progress of Prior Year TAKS Failers (Sum of Grades 4-11)</b>															
<b>Percent of Failers Passing TAKS</b>															
Reading/ELA	2006	51%	53%	73%	58%	*	61%	50%	*	*	48%	73%	*	62%	20%
	2005	45%	48%	51%	49%	40%	40%	88%	*	*	50%	47%	*	48%	13%
Mathematics	2006	32%	26%	30%	19%	33%	12%	38%	*	*	26%	13%	*	19%	33%
	2005	25%	22%	29%	23%	*	22%	33%	*	*	15%	29%	*	17%	< 1%
<b>Average TGI Growth</b>															
Reading/ELA	2006	0.56	0.33	0.70	0.33	*	0.40	0.07	*	*	0.24	0.45	*	0.41	0.01
	2005	0.53	0.52	0.51	0.33	0.10	0.22	0.90	*	*	0.40	0.24	*	0.32	-0.16
Mathematics	2006	0.34	0.04	0.28	-0.06	0.64	-0.17	0.04	*	*	-0.08	-0.04	*	-0.12	-0.16
	2005	0.38	0.37	0.38	0.36	*	0.35	0.57	*	*	0.40	0.33	*	0.35	0.13
<b>English Language Learners Progress Measure</b>															
2005-06		66%	80%	59%	44%	*	44%	*	*	*	50%	*	*	44%	38%
<b>Attendance Rate</b>															
2004-05		95.7%	97.0%	95.2%	96.8%	95.3%	96.2%	97.9%	-	*	97.1%	96.5%	96.1%	96.2%	97.9%
2003-04		95.7%	96.8%	94.9%	97.2%	97.0%	96.2%	98.4%	*	-	97.2%	97.2%	95.7%	96.4%	97.7%
<b>Annual Dropout Rate (Gr 7-12)</b>															
<b>(AEA Indicator)</b>															
2004-05		0.9%	0.4%	0.6%	0.5%	7.7%	0.0%	0.0%	-	*	1.0%	0.0%	1.8%	0.0%	0.0%
2003-04		0.9%	0.5%	0.6%	0.8%	0.0%	1.5%	0.0%	*	-	1.5%	0.0%	0.0%	0.9%	5.6%
<b>Completion/Student Status Rate (Gr 9-12)</b>															
<b>Class of 2005</b>															
Graduated		84.0%	91.2%	90.9%	91.2%	87.5%	84.8%	100.0%	-	-	88.6%	93.6%	86.7%	87.5%	*
Received GED		3.8%	2.2%	3.2%	2.2%	0.0%	4.3%	0.0%	-	-	2.3%	2.1%	0.0%	2.5%	*
Continued HS		7.9%	2.2%	3.7%	2.2%	0.0%	4.3%	0.0%	-	-	4.5%	0.0%	0.0%	2.5%	*
Dropped Out (4-yr)		4.3%	4.4%	2.6%	4.4%	12.5%	6.5%	0.0%	-	-	4.5%	4.3%	13.3%	7.5%	*
<b>Class of 2004</b>															
Graduated		84.6%	89.9%	90.3%	89.9%	75.0%	88.6%	94.6%	-	-	88.0%	92.3%	91.7%	87.5%	*
Received GED		4.2%	2.2%	3.4%	2.2%	12.5%	2.3%	0.0%	-	-	2.0%	2.6%	0.0%	2.1%	*
Continued HS		7.3%	4.5%	3.2%	4.5%	12.5%	4.5%	2.7%	-	-	4.0%	5.1%	8.3%	4.2%	*
Dropped Out (4-yr)		3.9%	3.4%	1.6%	3.4%	0.0%	4.5%	2.7%	-	-	6.0%	0.0%	0.0%	6.3%	*
<b>Completion Rate II (w/GED)</b>															
<b>(AEA Indicator)</b>															
Class of 2005		95.7%	95.6%	97.5%	95.6%	87.5%	93.5%	100.0%	-	-	95.5%	95.7%	86.7%	92.5%	*
Class of 2004		96.1%	96.6%	98.5%	96.6%	100.0%	95.5%	97.3%	-	-	94.0%	100.0%	100.0%	93.8%	*
<b>Completion Rate I (w/o GED)</b>															
<b>(Standard Accountability Indicator)</b>															
Class of 2005		91.9%	93.4%	94.2%	93.4%	87.5%	89.1%	100.0%	-	-	93.2%	93.6%	86.7%	90.0%	*
Class of 2004		91.9%	94.4%	94.8%	94.4%	87.5%	93.2%	97.3%	-	-	92.0%	97.4%	100.0%	91.7%	*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 6  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion</b>														
2004-05	20.5%	18.3%	18.2%	18.3%	14.3%	4.1%	37.2%	-	*	17.7%	18.8%	0.0%	7.0%	0.0%
2003-04	19.9%	19.0%	16.6%	19.0%	4.3%	13.2%	28.6%	*	-	16.8%	21.3%	4.0%	11.1%	0.0%
<b>RHSP/DAP Graduates</b>														
Class of 2005	72.3%	53.5%	72.8%	53.5%	14.3%	43.9%	71.1%	-	-	48.8%	57.8%	0.0%	40.0%	*
Class of 2004	68.4%	57.3%	67.9%	57.3%	16.7%	41.0%	81.1%	-	-	45.5%	71.1%	0.0%	32.6%	*
<b>AP/IB Results</b>														
<b>Tested</b>														
2005	18.4%	0.0%	9.5%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	n/a	n/a	n/a
2004	17.4%	0.7%	8.0%	0.7%	0.0%	1.5%	0.0%	-	-	0.0%	1.4%	n/a	n/a	n/a
<b>Examinees &gt;= Criterion</b>														
2005	51.8%	-	25.0%	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2004	53.9%	*	21.4%	*	-	*	-	-	-	-	*	n/a	n/a	n/a
<b>Scores &gt;= Criterion</b>														
2005	47.4%	-	21.3%	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2004	49.3%	*	23.4%	*	-	*	-	-	-	-	*	n/a	n/a	n/a
<b>Texas Success Initiative (TSI) - Higher Education Readiness Component</b>														
Eng Lang Arts														
2006	40%	49%	38%	49%	*	36%	65%	*	*	39%	56%	*	29%	*
2005	39%	39%	34%	39%	*	19%	62%	*	*	30%	50%	*	19%	*
Mathematics														
2006	51%	37%	48%	37%	*	33%	45%	*	*	39%	36%	*	21%	*
2005	48%	47%	44%	47%	*	27%	73%	*	*	56%	37%	*	30%	*
<b>SAT/ACT Results</b>														
<b>Tested</b>														
Class of 2005	65.5%	49.3%	63.4%	49.3%	*	34.3%	67.6%	-	-	42.4%	55.0%	n/a	n/a	n/a
Class of 2004	61.9%	55.7%	58.5%	55.7%	*	41.9%	68.6%	-	-	45.9%	66.7%	n/a	n/a	n/a
<b>At/Above Criterion</b>														
Class of 2005	27.4%	22.2%	18.6%	22.2%	*	8.3%	30.4%	-	-	35.7%	13.6%	n/a	n/a	n/a
Class of 2004	27.0%	33.3%	20.1%	33.3%	*	23.1%	41.7%	-	-	41.2%	27.3%	n/a	n/a	n/a
<b>Mean SAT Score</b>														
Class of 2005	992	1264	971	1264	-	-	1264	-	-	*	*	n/a	n/a	n/a
Class of 2004	987	1038	953	1038	-	*	1098	-	-	1110	*	n/a	n/a	n/a
<b>Mean ACT Score</b>														
Class of 2005	20.0	20.5	19.3	20.5	*	16.9	21.4	*	-	22.1	19.3	n/a	n/a	n/a
Class of 2004	20.1	21.5	19.8	21.5	*	18.7	23.6	*	-	23.4	20.0	n/a	n/a	n/a

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'\*' indicates results are masked due to small numbers to protect student confidentiality.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Profile

Section II - Page 1  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	335	100.0%	25,072	1,053	4,505,572
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.4%	4.0%
Kindergarten	0	0.0%	0.0%	8.5%	7.8%
Grade 1	0	0.0%	0.0%	8.5%	8.0%
Grade 2	0	0.0%	0.0%	8.3%	7.6%
Grade 3	0	0.0%	0.0%	6.6%	7.6%
Grade 4	0	0.0%	0.0%	6.3%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	7.5%
Grade 6	0	0.0%	0.0%	6.9%	7.2%
Grade 7	0	0.0%	0.2%	6.9%	7.5%
Grade 8	0	0.0%	0.4%	5.9%	7.4%
Grade 9	84	25.1%	30.5%	8.0%	8.7%
Grade 10	90	26.9%	25.5%	8.5%	7.2%
Grade 11	78	23.3%	22.7%	7.4%	6.2%
Grade 12	83	24.8%	20.7%	7.9%	5.7%
Ethnic Distribution: African American	22	6.6%	12.5%	7.6%	14.7%
Hispanic	177	52.8%	51.6%	53.8%	45.3%
White	135	40.3%	34.1%	38.4%	36.5%
Native American	0	0.0%	0.3%	0.0%	0.3%
Asian/Pac. Islander	1	0.3%	1.5%	0.2%	3.1%
Economically Disadvantaged	193	57.6%	56.3%	69.8%	55.6%
Limited English Proficient (LEP)	13	3.9%	5.5%	5.3%	15.8%
Students w/Disciplinary Placements (2004-05)	12	3.0%	5.0%	2.0%	2.3%
At-Risk	155	46.3%	57.4%	42.2%	48.7%
Mobility (2004-05)	66	16.7%	20.0%	13.3%	21.1%
Number of Students per Teacher	10.4	n/a	13.0	11.0	14.9

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Profile

Section II - Page 2  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

STUDENT INFORMATION

Graduates (Class of 2005):	-----Campus-----		Campus Group	District	State
	Campus	Percent			
Total Graduates	86	100.0%	4,970	86	239,716
By Ethnicity (incl. Special Ed.):					
African American	7	8.1%	618	7	32,811
Hispanic	41	47.7%	2,235	41	84,566
White	38	44.2%	2,021	38	113,212
Native American	0	0.0%	19	0	764
Asian/Pacific Islander	0	0.0%	77	0	8,363
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	40	46.5%	1,298	40	66,380
Recommended H.S. Pgm./DAP	46	53.5%	3,672	46	173,336
Special Education Graduates	13	15.1%	697	13	25,951

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	16.7	19.3
Grade 1	-	-	15.8	18.9
Grade 2	-	-	17.0	18.9
Grade 3	-	-	16.4	18.9
Grade 4	-	-	15.2	19.3
Grade 5	-	-	18.4	21.9
Grade 6	-	-	11.8	21.4
Mixed Grades	-	-	-	25.7
Secondary: English/Language Arts	12.7	17.8	12.2	20.3
Foreign Languages	16.7	19.8	16.7	21.3
Mathematics	14.1	18.6	12.9	20.3
Science	13.6	19.3	12.9	21.5
Social Studies	12.4	20.7	12.3	22.5

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Profile

Section II - Page 3  
Total Students: 335  
Grade Span: 09 - 12  
School Type: Secondary

District Name: TULIA ISD  
Campus Name: TULIA H S  
Campus #: 219903001

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	42.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	37.9	90.1%	90.2%	63.7%	62.5%
Teachers	32.3	76.7%	78.7%	52.5%	50.7%
Professional Support	2.4	5.7%	7.3%	5.9%	8.0%
Campus Admin. (School Leader.)	3.3	7.7%	4.2%	4.3%	2.8%
Educational Aides:	4.2	9.9%	9.8%	12.5%	10.2%
Total Minority Staff:	5.3	12.7%	23.0%	23.5%	41.5%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	4.8%	0.0%	9.1%
Hispanic	3.5	10.8%	13.8%	5.2%	20.1%
White	28.8	89.2%	80.4%	94.8%	69.4%
Native American	0.0	0.0%	0.2%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.8%	0.0%	1.1%
Males	13.7	42.4%	44.2%	22.7%	22.9%
Females	18.6	57.6%	55.8%	77.3%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	3.0	9.3%	7.9%	8.4%	7.5%
1-5 Years Experience	6.0	18.6%	24.8%	13.6%	29.0%
6-10 Years Experience	6.0	18.5%	18.4%	12.6%	19.4%
11-20 Years Experience	9.7	30.1%	25.6%	39.9%	24.2%
Over 20 Years Experience	7.6	23.5%	23.2%	25.5%	19.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		13.2 yrs.	12.5 yrs.	14.3 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		9.7 yrs.	7.6 yrs.	10.9 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$28,019	\$32,529	\$27,698	\$34,505
1-5 Years Experience		\$30,682	\$34,168	\$30,122	\$36,567
6-10 Years Experience		\$37,029	\$37,530	\$36,274	\$39,008
11-20 Years Experience		\$41,865	\$42,564	\$41,737	\$43,978
Over 20 Years Experience		\$46,245	\$49,885	\$45,314	\$51,998
Average Actual Salaries (regular duties only):					
Teachers		\$38,637	\$40,451	\$39,203	\$41,744
Professional Support		\$42,645	\$48,090	\$47,377	\$50,029
Campus Administration (School Leadership)		\$52,767	\$61,001	\$54,121	\$62,704
Contracted Instructional Staff (not incl. above):		0.0	5.3	0.0	4,958.9

T E X A S E D U C A T I O N A G E N C Y  
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Section II - Page 4  
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District Name: TULIA ISD  
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ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$2,171,341	100.0%	\$5,965	\$2,386,726	100.0%	\$6,557	\$160,549,093	100.0%	\$6,417
Instruction (11,95)	\$1,634,521	75.3%	\$4,490	\$1,793,464	75.1%	\$4,927	\$107,115,369	66.7%	\$4,282
Instructional-Related Services (12,13)	\$92,004	4.2%	\$253	\$92,945	3.9%	\$255	\$5,547,004	3.5%	\$222
Instructional Leadership (21)	\$14,609	0.7%	\$40	\$14,609	0.6%	\$40	\$2,167,081	1.3%	\$87
School Leadership (23)	\$157,227	7.2%	\$432	\$157,650	6.6%	\$433	\$11,448,106	7.1%	\$458
Support Services-Student (31,32,33)	\$108,441	5.0%	\$298	\$163,013	6.8%	\$448	\$7,988,500	5.0%	\$319
Other Campus Costs (35,36,51,52,53)	\$164,539	7.6%	\$452	\$165,045	6.9%	\$453	\$26,283,033	16.4%	\$1,051
<b>By Program:</b>									
Total Operating Expenditures	\$2,006,802	100.0%	\$5,513	\$2,219,895	100.0%	\$6,099	\$134,076,566	100.0%	\$5,359
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$467,560	0.3%	\$19
Career & Technology Education (22)	\$352,052	17.5%	\$967	\$373,944	16.8%	\$1,027	\$17,708,224	13.2%	\$708
Accelerated Education (24,30)	\$151,756	7.6%	\$417	\$323,653	14.6%	\$889	\$11,181,236	8.3%	\$447
Gifted & Talented Education (21)	\$7,265	0.4%	\$20	\$7,282	0.3%	\$20	\$1,240,872	0.9%	\$50
Regular Education (11)	\$1,169,735	58.3%	\$3,214	\$1,183,665	53.3%	\$3,252	\$84,844,409	63.3%	\$3,391
Special Education (23)	\$230,471	11.5%	\$633	\$234,533	10.6%	\$644	\$18,079,651	13.5%	\$723
Other (26,28,29)	\$95,523	4.8%	\$262	\$96,818	4.4%	\$266	\$554,614	0.4%	\$22

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	13	3.9%	4.8%	5.3%	14.6%
Career & Technology Education	260	77.6%	66.7%	32.1%	20.3%
Gifted & Talented Education	33	9.9%	9.5%	5.4%	7.6%
Special Education	41	12.2%	14.5%	12.8%	11.1%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.3	0.8%	0.7%	1.2%	8.8%
Career & Technology Education	5.4	16.8%	13.6%	6.6%	4.0%
Compensatory Education	4.4	13.6%	1.5%	13.4%	3.2%
Gifted & Talented Education	0.0	0.0%	0.9%	0.0%	2.2%
Regular Education	20.0	62.1%	65.5%	69.0%	68.9%
Special Education	2.1	6.6%	11.3%	9.7%	10.4%
Other	0.0	0.0%	6.4%	0.0%	2.5%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2006 AYP Results

Campus Name: TULIA H S (219903001) TULIA  
Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students*
<b>Performance: Reading/English Language Arts</b>									
2005-06 Assessments									
Met Standard	72	*	40	*	45	*	*	n/a	*
Number Tested	82	*	48	*	51	*	*	*	*
% Met Standard	88%	>99%	83%	93%	88%	91%	*	n/a	*
Student Group %	100%	*	59%	*	62%	*	n/a	*	*
2004-05 Assessments									
Met Standard	64	*	28	33	28	*	*	n/a	
Number Tested	87	*	45	38	47	*	*	6	
% Met Standard	74%	*	62%	87%	60%	80%	17%	n/a	
Change 2005 to 2006	14	*	21	6	28	11	*		
<b>Performance: Mathematics</b>									
2005-06 Assessments									
Met Standard	54	*	25	24	33	*	*	n/a	*
Number Tested	83	*	49	28	52	*	*	*	*
% Met Standard	65%	83%	51%	86%	63%	92%	*	n/a	*
Student Group %	100%	*	59%	34%	63%	*	n/a	*	*
2004-05 Assessments									
Met Standard	41	*	16	23	17	4	*	n/a	
Number Tested	81	*	40	37	43	10	*	6	
% Met Standard	51%	*	40%	62%	40%	40%	17%	n/a	
Change 2005 to 2006	14	*	11	24	23	52	*		

2006-07 Title I School Improvement Requirement: None

Special formats ('\*', >99%, <1%) are used to protect student confidentiality  
n/a indicates that the data are not available or applicable  
A dash (-) indicates there were no students in that group

\*In accordance with the Hurricane Katrina/Rita Flexibility Waiver, Displaced Students are not evaluated on Performance Measures.

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2006 AYP Results

Campus Name: TULIA H S (219903001) TULIA  
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	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students
<b>Participation: Reading/English Language Arts</b>									
<b>2005-06 Assessments</b>									
Number Participating	*	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	*		*
Student Group %	*	*	*	*	*	*	*		*
<b>2004-05 Assessments</b>									
Number Participating	*	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*	*		*
Participation Rate	99%	*	98%	>99%	98%	>99%	>99%		*
<b>Participation: Mathematics</b>									
<b>2005-06 Assessments</b>									
Number Participating	*	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	*		*
Student Group %	*	*	*	*	*	*	*		*
<b>2004-05 Assessments</b>									
Number Participating	*	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*	*		*
Participation Rate	99%	*	98%	>99%	98%	>99%	>99%		*

Special formats ('\*', >99%, <1%) are used to protect student confidentiality  
n/a indicates that the data are not available or applicable  
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2006 AYP Results

Campus Name: TULIA H S (219903001) TULIA  
Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students
<b>Graduation Rate Class of 2005</b>									
Graduates	83	7	39	37	35	13	*		
Number in Class	91	8	46	37	40	15	4		
Graduation Rate	91.2%	87.5%	84.8%	100.0%	87.5%	86.7%	*		
Student Group %	100%	9%	51%	41%	44%	16%	4%		
<b>Graduation Rate Class of 2004</b>									
Graduates	80	6	39	35	42	11	*		
Number in Class	89	8	44	37	48	12	3		
Graduation Rate	89.9%	75.0%	88.6%	94.6%	87.5%	91.7%	*		
Student Group %	100%	9%	49%	42%	54%	13%	3%		
Change	1.3	12.5	-3.8	5.4	0.0	-5.0	*		

2006 AYP Explanation Table

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

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 3% cap
- X Missed AYP for this measure for other reasons or a combination of reasons
- E Meets AYP for this performance measure by receiving exception to 3% cap

## Highly Qualified Teacher Plans Required

Any district that does not have 100% of all core academic subject area teachers meeting the highly qualified requirements as of the end of the 2005-06 school year must have a highly qualified teacher plan on file for each campus that is not at 100%. Each LEA and campus must have a plan<sup>1</sup> that describes strategies and activities to ensure the LEA is making progress toward meeting the measurable achievement objectives for teacher quality under NCLB, to—

- Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by end of 2006-07, or later if applicable exception<sup>2</sup>
- Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by end of 2006-07, or later if applicable exception<sup>2</sup>
- Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by end of 2006-07, or later if applicable exception<sup>2</sup>
- Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% by end of 2006-07
- Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-HQ teachers
- Attract and retain highly qualified teachers
- Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner

<sup>1</sup> The Plan for Teacher Quality, including the strategies and activities, may be a separate plan or may be included in existing district and campus improvement plans. If incorporated into existing plans, the LEA must ensure that the strategies and activities are easily identifiable. The district may choose to incorporate all the campus activities and strategies into the district's plan or may choose individual campus plans.

<sup>2</sup> Eligible new multi-subject special education teachers who can demonstrate highly qualified in either mathematics, science, or language arts have two years from their date-of-hire to meet highly qualified in additional core subject areas taught. Teachers in eligible districts defined as "rural" by USDE definition who teach two or more subjects and are highly qualified in at least one core academic subject area they teach, have three years from the date-of-hire to become highly qualified in each core academic subject that they teach

## Educational Acronyms

ACT	American College Test
ADA	Average Daily Attendance
ADA	Americans with Disabilities Act
AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
AMAOs	Annual Measurable Achievement Objectives (NCLB accountability)
AP	Advanced Placement (courses to earn AP credit for college)
ARD	Admission Review and Dismissal (special ed. committee)
AYP	Adequate Yearly Progress (NCLB accountability)
COE	Certificate of Eligibility (migrant program)
CPOC	Campus Performance Objective Committee (site-based decision making)
DAEP	Disciplinary Alternative Education Program (same as AEP)
DAP	Distinguished Achievement Program (HS graduation program)
DAT	Differential Aptitude Test
DEIC	District Education Improvement Council (site-based decision making)
ELL	English Language Learners
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ExCET	Examination for the Certification of Educators in Texas
FAPE	Free and Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program (sp. ed. plan for students)
ISS	In-School Suspension
GPC	Grade Placement Committee (acceleration/retention committee for 3 <sup>rd</sup> grade TAKS)
GT	Gifted and Talented program
LEA	Local Education Agency
LDAA	Locally Developed Alternative Assessment
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
MEP	Migrant Education Program
NCLB	No Child Left Behind (federal education bill)
NGS	New Generation System (migrant program)
OEYP	Optional Extended Year Program
OLPT	Oral Language Proficiency Test
OLSAT	Otis Lennon School Ability Test
PAC	Parent Advisory Council (migrant program)
PDAS	Professional Development and Appraisal System
PBMAS	Performance-Based Monitoring Analysis System
RHSP	Recommended High School Program (HS graduation program)
RPTE	Reading Proficiency Tests in English
SAT10	Scholastic Aptitude Test, 10 <sup>th</sup> Ed.
SAT	Scholastic Aptitude Test
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SCE	State Compensatory Education
SDAA	State Developed Alternative Assessment
SEM	Standard Error of Measurement
SHAC	School Health Advisory Council
TAAS	Texas Assessment of Academic Skills
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TASP	Texas Academic Skills Program

TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency System
TEExES	Texas Examinations of Educator Standards (replaces ExCET)
THEA	Texas Higher Education Assessment (replaces TASP)
THEO	Texas Homeless Education Office
TOP	Texas Observation Protocols
TPRI	Texas Primary Reading Inventory
TRS	Texas Retirement System
USDE	United States Department of Education