

San Elizario High School

2026 – 2027

Progress
Monitoring



English Language Arts

English I: All Testers			
	4 Week Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	55%	45%	52%
Meets	30%	28%	33%
Masters	5%	4%	3%

English II: All Testers			
	4 Week Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	56%	52%	49%
Meets	25%	33%	35%
Masters	6%	1%	2%



English I

English I First Time Tester			
	4 WK Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	55%	54	67
Meets	30%	28	47
Masters	5%	4	4



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English II

English II First Time Tester			
	4 Week Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	56%	56%	62%
Meets	25%	32%	47%
Masters	6%	1%	3%



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English

Data Points

FT Meets data (prior 6)- II
FT Meets data (prior 6)-I

App. Data (prior 3)- I
SP App. Data (prior 3)- I

Special Education	
English I	
[25-26]	18-5-0
[24-25]	14-4-0
[23-24]	16-10-2

Emergent Bilingual	
English II	
[25-26]	30-15-0
[24-25]	37-20-0
[23-24]	49-26-0



1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?	5. How can the Board Help?
1. EB and Special Education students	1. Intervention must include rigorous texts and identifying students that are still unable to decode 2. Intensive writing is needed and will occur daily 3. Student Work analysis must inform instruction 4. Embedded reading in all classes 5. Writing in all classes. 6. Small group reading intervention.	1. Evident that first instruction is reaching roughly 60% of the entire student population 2. Important to review instructional impact daily so that student gaps for EBs and SPED students do not go unaddressed for several weeks. 3. Commitment to curriculum 4. Coherent and effortful writing submissions	1. Trained on collaboration strategies 2. Wednesday/Friday tutorial prior to assessment 3. Know students' gaps at a specific level 4. Implemented 9th grade language labs 5. Leadership meetings consist solely of student achievement (every Tuesday @7:45AM) 6. Leadership meetings consist solely of student achievement (every Tuesday @8:45AM) 7. Building wide observations	1. Engage in the PLC 

Mathematics

Algebra I				
	4 Week Assessment [# 1]	STAAR 2024	STAAR 2025	STAAR 2026
Approaches	57.02%	59%	56%	77%
Meets	40%	5%	17%	35%
Masters	20%	0%	4%	7%



Mathematics

9 th Grade: 2026		
Approaches	Meets: On Grade Level	Masters
88%	45%	10%

8 th Grade: 2025		
Approaches	Meets: On Grade Level	Masters
72%	42%	9%

9 th Grade: 2025		
Approaches	Meets: On Grade Level	Masters
65%	21%	5%

8 th Grade: 2024		
Approaches	Meets: On Grade Level	Masters
52%	9%	0%



Mathematics

Data Points

SPED Data (Prior 6)

EB Data (Prior 6)

80% of all first-time testers grew

Special Education					
9 th grade			8 th Grade		
63-18-5	+	[25-26]	43-7-0		
46-15-3	+	[24-25]	31-3-0		
50-3-0	+	[23-24]	45-3-0		
Emergent Bilingual					
9 th grade			8 th grade		
71-27-4		[25-26]	64-29-4		
54-15-42		[24-25]	53-9-0		
55-4-0		[23-24]	74-28-1		





1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
1. EB and SPED student (50%) of each of these populations neither approaching or meeting 2. Overall general students not performing	1. Intervention must be targeted and specific to a student's gap 2. Reviewing teacher models during PLC to ensure there is clarity 3. Performance tracking 8th grade and each 4/8-week assessment 4. Review of student work at each quarterly assessment 5. Review of student work on a weekly basis 6. Commitment to curriculum-shifting to a knowledge-based curriculum	1. Evident that the rigor of instruction is increasing Approaches and Meets levels 2. Identify what types of supports and interventions are needed to increase our Meets and Masters percentages 3. Creating a routinized approach at the grade level to ensure class period start quickly 4. Maintain targeted intervention	1. Review the effectiveness of First Instruction 2. Train and implement collaborative structures within each lesson 3. Ensure teachers are aware of all demographics that make up of each of their classrooms 4. Consistent implementation of the teacher coaching cycle: timely and specific feedback 5. Personnel changes 6. Teacher awareness on where the child entered their room; and evaluate students at each assessment, and standard by standard 7. Leadership meetings consist solely of student achievement (every Tuesday @7:45AM) 8. Leadership meetings consist solely of student achievement (every Tuesday @8:45 AM) 9. Building wide observations	1. Engage in the PLC 

Class	Total students and Percentage	Preliminary Reporting Senior Class of 2026
12 th Grade	34%	88% [Pending an additional CTE certification and a military enlistment]
11 th Grade	32%	
10 th Grade	21%	
9 th Grade	0.5% [Pending an October snapshot]	



CCMR

Year	CCMR
21-22	42%
22-23	50%
23-24	74%
24-25	89%
25-26 [Pre-liminary]	88%



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1. Who is struggling most based on the data?	2. Which circumstances surround struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	How can the Board help?
1. Upon reviewing final testing files determine which most recurring impediment to acquiring the CCMR point	1.Effective AP instructional coaching 2.Targeted and specified intervention that is consistently executed	1.Advanced placement instructional coaching 2. Increased Early College Enrollment 3. CTE coaching and monitoring	1.Identify number of students needed to reach 95% of Senior class receiving CCMR point 2.Maintain performance tracker for all students in College Bridge and College Prep Courses (like Early College Tracking) 3.Post graduation task force: where did students land 4.TSI heavy	1. Consider when advocating to the TEA the importance of accountability metrics being clear and not altered mid-year 2. Consider adopting board amendment requiring CCMR point for walking at graduation; beginning with the class of 2028 3. Provide for cord acknowledgement for CCMR status of 26-27 class



Attendance

First Two Weeks of School

96.7

3rd best ADA in first 2 weeks of school
when compared to last 10 years

Current ADA

94.1

Last year ADA at this time was 94.99



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Attendance

2020-2021	2021-2022	2022-2023
84.67	89.5	89.29
2023-2024	2024-2025	2025-2026
90.6	91.5	92.44

Chronic Absenteeism			
21-22	22-23	23-24	2025-2026
39.5	36.3	34.5	30.2



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Attendance

Current Attendance	
Grade Level	% of Attendance
9 th	95.46%
10 th	93.57%
11 th	93.71%
12 th	93.76%
TOTAL	94.1



Overall Improvements

2026-2027
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San Elizario High School

Rating History

Change Over Time	Score
25-26	79 C
24-25	69 D
23-24	64 D
22-23	64 D
21-22 [What If]	65 D



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San Elizario High School Rating History Domains

Year	School Progress	Closing the Gaps
25-26	82 B	75 C
24-25	76 C	59 F
23-24	69 D	53 F
22-23	71 C	49 F



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Closing

2026-2027
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Questions?

