Ann M. Garcia-Enriquez Middle School

2026 – 2027
#WeAreSomosSanEli

Progress Monitoring

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Texas Education Agency
2025 Accountability Rating Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	B	
Student Achievement		**71**	C	**0%**
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**82**	B	**70%**
Academic Growth	67	79	C	
Relative Performance (Eco Dis: 92.9%)		82	B	✓
Closing the Gaps	**73**	**91**	A	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Texas Education Agency
2026 Accountability Rating Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY
✷ Confidential ✷

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	B	
Student Achievement		**73**	C	**0%**
STAAR Performance	41	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**85**	B	**70%**
Academic Growth	69	81	B	
Relative Performance (Eco Dis: 94.9%)		85	B	✓
Closing the Gaps	**63**	**84**	B	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Attendance

2023-2024 End of Year	2024-2025 End of Year	2025-2026 End of Year	2026-2027 Current
93.8	94.23	93.59	95.97

2026-2027 Grade Level Attendance	
7th	96.46
8th	95.48

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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?
New Eagles adjusting to our GEMS culture Newcomers 9 students with 5 or more absences Student pulled out early from class and not making up work	Health conditions Transportation Attendance contracts Deputy/Social Worker transportation PBIS MTSS follow up Caught soaring Eagle lens on these targeted students	Health conditions and IEP plans. PBIS MTSS follow up	Continuous daily monitoring and tracking Parent-Teacher conferences, 504 mtgs Attendance Clerk now attending PBIS meeting monthly to track and create connections plans as PBIS/MTSS team Reminders on the Gazette	At any public-school event, highlight importance of student attendance. Promote attendance at Mission Progressing Together Meetings • [1.] Need consistent instructional time • Attendance affects credit/grades • Attendance supports student success and school accountability

1. Administration sought clarification, Principal will elaborate during presentation.



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Reading/Social Studies

Reading and Social Studies Performance Data

	23-24			24 25			25 26			Difference from 25-26			Q1 4wks		Q1 8wks	
	App.	Meets	Masters	App.	Meets	Masters	App.	Meets	Masters	App. differ	Meets differ	Masters differ	Meets	Masters	Meets	Masters
7th RLA	55%	28%	9%	71%	38%	9%	67%	35%	16%	-4%	-3%	7%	43%	17%	35%	12%
							6%	-6%	1%							
8th RLA	73%	39%	8%	79%	45%	18%	82%	50%	18%	3%	5%	0%	22%	6%	9%	2%
							11%	12%	9%							
8th SS	35%	8%	8%	52%	15%	5%	44%	14%	4%	-8%	-1%	-1%	42%	15%	62%	19%

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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?
7th graders **Middle school adjustment** **Seeing progress – immature** **Needy & need one on one support (lack of initiative) teach independence,** **Discipline numbers increase.** **Newcomers** **8th Social Studies** **Double Coded** **EB's -** **Sped Pops** **New Eagles**	Master Schedule adjustment Golden Hour Interventions Rotations Summit K12 daily practice Interventionists small groups STAAR RLA labs Refining our systems for teacher feedback for IEP's.	Intentional Monitoring Tracker -- Weekly tracker of student progress. Targeted Coaching by month Pacing Calendar diligence Concise, focused instruction.	Increase student daily monitor Increase para support in Social Studies Coaching Priority -- Rehearsals DAEP Teacher SS certified - In class when a SS teacher absent GEMS Admin Leadership Book Study Monthly token of appreciation to increase team morale	- Promote Attendance - Promote parental engagement – check portals, PT conference, ARDS etc - Read at EOY Transition. - Continue Setting the example LOVE FOR LITERACY through Board Book study - Recommend Book Arete - By Brian Johnson - Numerous short stories - Activating Hero Potential. - Invite to class to see how class dynamic shifted - As state reduces Title 1 funds, how will we adjust? - Class size
GAPS in Grammar – periods, commas, punctuation, etc.	Intentional in obtaining data from prior districts/campuses Language acquisition focus Build academic vocabulary Lack of acquisition skills Not able to adapt ABC's Provide Supplemental aids, Visuals, Refining/consistent accommodations		Reteach Grammar focus Graphic organizers to organize thinking Strengthening reading/writing connection Focus in DAEP/ISS Vocabulary Sentence structure Handwriting packets	

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Math/Science

Math and Science Performance Data

	23-24			24 25			25 26			Difference from 25-26			Q1 4wks		Q1 8wks	
	App.	Meets	Masters	App.	Meets	Masters	App.	Meets	Masters	App. differ	Meets differ	Masters differ	Meets	Masters	Meets	Masters
7th Math	42%	21%	2%	43%	14%	2%	38%	14%	1%	-5%	0%	-1%	2%	0%	28%	3%
							-38%%	-23%	-10%							
8th Math	51%	10%	0%	72%	42%	9%	77%	46%	16%	5%	4%	7%	27%	9%	26%	2%
							34%	32%	14%							
GEMS Algebra	98%	89%	61%	98%	91%	73%	100%	95%	71%	2%	4%	-2%	75%%	0%	60%	9%
							57%	81%	69%							
8th Science	57%	26%	6%	65%	32%	10%	72%	43%	16%	7%	11%	6%	20%%	4%	39%	15%

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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?
7th Math **--> Maturity of 7th** **Independent organized** **Newcomers** **EB** **SPED students** **New Eagles**	Math 7th grade – ALL IN Para support EB's Embed tutoring during instruction Targeted Coaching/Rehearsals Strong PLC collaborations Teacher parent conferences & phone calls to hold crucial conversations Science Gap in instructional focus at elementary level	Strong PLC Collaborations and team sharing High expectations for targeted students in intervention and in ISS/DAEP Repetition and consistency of class routines Interventions rotations LIFT Obs/Feedback Coaching	Consider Transfer refusals Increased STAAR Math labs Integrated STAAR labs. Weekly interventions for targeted students Focused enrichment during Intersession Saturday STAAR Camp in Spring Tracking DAEP/ISS days to evaluate reduction of time away of class	Continue promoting attendance Support funding curriculum and recommended curriculum cuts. Math Dept requests a Math Interventionist UTEP Math interns Targeted funding for Science lab supplies
Science classes +30	Targeted Coaching Intentional to track student progress in laps Friday Teacher Rehearsals	Strong PLC Collaborations and team sharing	Focused Intersession Saturday STAAR Camp in Spring	
No sense of urgency from students	Academic counseling PBIS support Sports teams – study hall		Science – smaller classes requests	

Overall Improvements

2026 – 2027
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#GEMSSHINEBRIGHT

Daily **Morning Huddle** to create cohesive Admin Team
Book Study – Coaching Habits -- 9 chapters
Writing Initiative – SCR's in all contents
Strong PLC Collaboration daily
Consistent Coaching – prioritized monthly
Teacher **Rehearsals** on Fridays
Master Schedules revisions to attend to Student needs.

Weekly **Gazette News**: maintain strong parent-student-teacher-school connection-approx. 600 views.
STAAR labs as an Elective in Reading and Math
R19 LIFT implementation—with strong instructional improvement feedback
Social Studies Initiative lens
Co-Teaching refinement in all contents
Frugal Fiscal Management: Shut down 500, 100 and parts of 300 to maximize space/cost efficiency
STRONG PBIS Team—**PBIS/MTSS/Attendance** reviews and implementation.
STRONG Parental Engagement component at GEMS – approx. over 20 parents at our monthly events
Monthly celebrations – students weekly, staff and campus activities.
STRONG LITERACY PROGRAM – co-teach instruction, lunch activities, parental literacy events.
Study hall –weekly for all sports teams each semester.

For future District planning: Welcome 6th grade to our campus!

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Proud to be ANN M. GARCIA Enriquez MIDDLE SCHOOL

RECEIVING A TEA B RATED CAMPUS!

Thank you for making our school **FORWARD DRIVEN!**

B RATED CAMPUS

EST. 1972



THANK YOU TO OUR AMAZING STUDENTS, DEDICATED STAFF, SUPPORTIVE FAMILIES, AND WONDERFUL COMMUNITY!



EAGLE PRIDE.

EXCELLENCE. EVERY DAY.

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Questions?