

# San Elizario High School

2025-2026  
#SanEliManoAMano

Progress  
Monitoring




# Reading

English I		
	4 Week Assessment [# 1]	STAAR 2025
Approaches	55%	46.2%
Meets	30%	30.03%
Masters	5%	4.95%

English 2		
	4 Week Assessment [# 1]	EOY Return
Approaches	56%	52%
Meets	25%	33%
Masters	6%	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?
1. EB and Special Education students	<ol style="list-style-type: none"> <li>1. Intervention must include rigorous texts and identifying students that are still unable to decode</li> <li>2. <b>Intensive writing is needed and will occur daily</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Evident that first instruction is reaching roughly 60% of the entire student population</li> <li>2. Important to review instructional impact daily so that student gaps for EBs and SPED students do not go unaddressed for several weeks.</li> <li>3. <b>Commitment to curriculum</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Trained on collaboration strategies</li> <li>2. Wednesday/Friday tutorial prior to assessment</li> <li>3. Know students' gaps at a specific level</li> <li>4. <b>Implemented 9<sup>th</sup> grade language labs</b></li> <li>5. <b>Leadership meetings consist solely of student achievement (every Tuesday @7:45AM)</b></li> </ol> 


# Math

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

9 <sup>th</sup> Grade: 2025		
Approaches	Meets: On Grade Level	Masters
65%	21%	5%

8 <sup>th</sup> Grade: 2024		
Approaches	Meets: On Grade Level	Masters
52%	9%	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
<p>1. EB and SPED student (50%) of each of these populations neither approaching or meeting</p> <p><b>2.Overall general students not performing</b></p> 	<p>1. Intervention must be targeted and specific to a student's gap</p> <p>2. Reviewing teacher models during PLC to ensure there is clarity</p> <p>3. Performance tracking 8<sup>th</sup> grade and each 4/8-week assessment</p> <p>4. Review of student work at each quarterly assessment</p> <p><b>5. Review of student work on a weekly basis</b></p>	<p>1.Evident that the rigor of instruction is increasing Approaches and Meets levels</p> <p>2. Identify what types of supports and interventions are needed to increase our Meets and Masters percentages</p> <p>3. Creating a routinized approach at the grade level to ensure class period start quickly</p>	<p>1. Review the effectiveness of First Instruction</p> <p>2. Train and implement collaborative structures within each lesson</p> <p>3. Ensure teachers are aware of all demographics that make up of each of their classrooms</p> <p>4. Consistent implementation of the teacher coaching cycle: timely and specific feedback</p> <p>5. Personnel changes</p> <p><b>6. Teacher awareness on where the child entered their room; and evaluate students at each assessment, and standard by standard</b></p> <p><b>7. Leadership meetings consist solely of student achievement (every Tuesday @7:45AM)</b></p>

# CCMR High

## CCMR [Current Status]

Class	Total students and Percentage	Preliminary Reporting for Senior Class of 2026
Senior-Class of 2024	77%	90%
Class of 2025 – 12 <sup>th</sup> Grade	171 students out of 249 enrolled already have the CCMR point: 70% plus.	
Class of 2026 – 11 <sup>th</sup> Grade	89 students out of 235 enrolled already have the CCMR point, 37%	
Class of 2027 – 10 <sup>th</sup> Grade	Pending October Snapshot	
Class of 2028 – 9 <sup>th</sup> Grade	Pending October Snapshot	



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	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. <b>Targeted and specified intervention that is consistently executed</b>	1. Advanced placement instructional coaching and college prep course achievement 2. <b>Increased Early College Enrollment</b>	1. Identify number of students needed to reach 95% of Senior class receiving CCMR point 2. <b>Maintain performance tracker for all students in College Bridge and College Prep Courses (like Early College Tracking)</b>	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 2027



# Attendance

2022-2023 End of Year	2023-2024 End of Year	2024-2025 End of Year
90.3%	90.6%	91.39%

2024-2025 August 2024	2025-2026 Current
92.96%	94.99%

7/22 - 8/22/2025	
Grade Level	% of Attendance
9 <sup>th</sup>	95.09%
10 <sup>th</sup>	94.39%
11 <sup>th</sup>	94.73%
12 <sup>th</sup>	95.81%
<b>TOTAL</b>	<b>94.99%</b>





# Attendance

2024-2025 Grade Level Attendance	
9 <sup>th</sup>	93.92%
10 <sup>th</sup>	91.82%
11 <sup>th</sup>	93.70%
12 <sup>th</sup>	92.74%

2025-2026 Grade Level Attendance	
9 <sup>th</sup>	95.09%
10 <sup>th</sup>	94.39%
11 <sup>th</sup>	94.83%
12 <sup>th</sup>	95.81%



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
<p>1. Campus currently holds a total of 14 students that have exceeded 15 absences</p>	<p>2. Conduct quarter 1 analysis to identify main trends and determine assistance that building can lend to families to improve attendance</p>	<p>1.Improving urgency throughout the day</p> <p>2. Students late are received by teachers and administration</p> <p>3. Reducing absences throughout the day</p>	<p>1. Conduct outbound calls to students that have accrued two plus absences over a 30-, 60-, or 90-day period</p> <p>2. Campus will hold parent meetings that provide overall student achievement and attendance impact for all students exceeding 6 absences for the year.</p> <p><b>3. Assign personnel to 9-10 to follow up on individual students</b></p> <p><b>4. Assigned personnel to address specific areas</b></p>



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# Accountability Overview



## ACCOUNTABILITY OVERVIEW

### Overall Rating



69 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

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### Change Over Time

School Year	Rating/Score
<a href="#">2024-25</a>	D / 69
<a href="#">2023-24</a>	D / 64
<a href="#">2022-23</a>	D / 64
2021-22 What If	D / 65
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23	
<a href="#">2021-22</a>	C / 78

# Accountability Overview



## Overall Performance Details



### Student Achievement



68 out of 100



2022-23

2023-24

2024-25

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.



### School Progress



76 out of 100



2022-23

2023-24

2024-25

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.



### Closing the Gaps



59 out of 100



2022-23

2023-24

2024-25

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.



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Questions

