Hidden Success:
Eagle stories

P & I Team
October 30, 2024

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THESE LETTER GRADES TELL THE TALE OF *ONE* TESTING DAY.

SUCCESS IS HIDDEN BENEATH THESE LETTERS.

LET'S RECOGNIZE IT.

WHAT'S YOUR DEFINITION OF SUCCESS

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Slide 3

| Domain I - Student Achievement STAAR Performance | | 36 | 62 | D | | | |

	Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance	36	62	D	Best Scale Score: Domain I or Domain II	70	70%	49
Domain II - School Progress (Better of Part A or Part B)		70	C				
Part A - Academic Growth	63	70	C				
Part B - Relative Performance	36	69	D				
Domain III - Closing the Gaps	33	70	C	Domain III Scale Score	70	30%	21
				Overall Score			70
				Overall Letter Grade			C

Let's look at an Eagle Success Story beneath elementary Domain I, as shared by Mr. Josue Palomino.

Slide 4

Eagle Success Story: Dual Language

Through Dual Language, our Eagles are becoming fluent in reading, writing, and speaking two languages.

As they move into 3rd grade and above, and begin STAAR testing, the Dual Language program is improving their literacy and their confidence considerably.

Dr. Jose Medina, our Dual Language partner, will now share a video message.
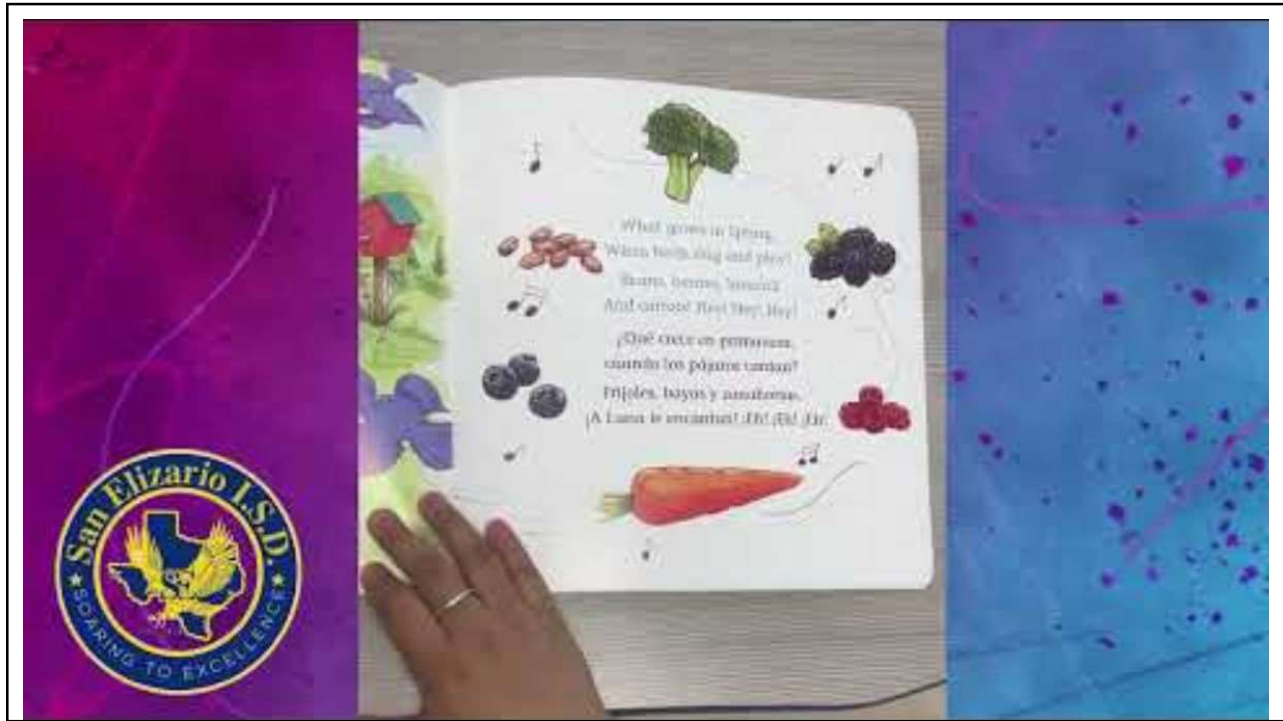
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LETTER GRADES ARE A
SNAPSHOT IN TIME.

OUR CHILDREN EARN SUCCESS
EVERY DAY.

HOW WILL DUAL LANGUAGE
HAVE AN IMPACT ON A-F IN
THE FUTURE?

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2024 Accountability Report Card - Elementary School

Domain I - Student Achievement STAAR Performance		37	64	D

		92.3
%ECODIS (Fall 2023 Snapshot)		

	Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance	37	64	D	Best Scale Score:	71	70%	49.7
Domain II - School Progress (Better of Part A or Part B)		71	C				
Part A - Academic Growth	64	71	C	Domain I or Domain II			
Part B - Relative Performance	37	70	C				
Domain III - Closing the Gaps	36	71	C	Domain III Scale Score	71	30%	21.3
				Overall Score			71
				Overall Letter Grade			C

Let's look at an Eagle Success Story from within Domain I, as shared by Ms. Debbie Cortez.

2024 ELEMENTARY MATH CHAMPIONS

Math Through the Years
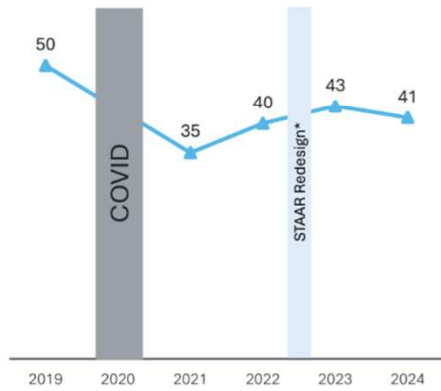
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How Do We Compare?

6th Grade Math	Approaches	Meets	Masters
State Average	69%	37%	13%
SISD	81%	47%	13%
SEISD	79%	39%	10%
FISD	77%	42%	9%
YISD	73%	36%	10%
TISD	69%	20%	4%
Anthony	66%	26%	2%
EPISD	64%	29%	8%
Canutillo	50%	11%	1%

10

Quintile 1 to Quintile 5

Quintile 1 Average % Correct: 27%				Quintile 2 Average % Correct: 41%				Quintile 3 Average % Correct: 51%				Quintile 4 Average % Correct: 64%				Quintile 5 Average % Correct: 80%			

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Full Credit

Quintile 1 Average % Correct: 27%				Quintile 2 Average % Correct: 41%				Quintile 3 Average % Correct: 51%				Quintile 4 Average % Correct: 64%				Quintile 5 Average % Correct: 80%			

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Still Growing…

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Champions

👤 **Athan Herrera** → #2

👤 **Jasaleen Gonzalez** → #4

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MS. GEORGINA DIAZ WILL SHARE
ANOTHER HIDDEN SUCCESS STORY
RELATED TO DOMAIN III, CLOSING
THE GAPS.

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STAAR Content and Language Supports

Reading Language Arts

Grades 3-6

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Content and Language Supports

This support allows for various types of assistance to support a student's understanding of selections, test, questions, and answer choices.

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EXAMPLE

Read the selection and choose the best answer to each question.

Parks are places where people can enjoy nature. They can explore walking paths, smell flowers, and see plants, trees, and clear ponds. Across the country, parks are popular, and some parks, such as Big Bend National Park in Texas, get more and more visitors each year. What happens when a park is filled with crowds of people?

Read the article to learn more about how visitors in park areas can affect the plants and wildlife, and what people and governments can do about it.

Parks with a Purpose

1   When you visit a park, you may see a playground. There may be a walking path that stretches for miles. Sweet-smelling flowers, giant green bushes, and a crystal-clear pond might be found by the path. If you are quiet, you mig... sky. But you also might see people: people crowding the paths, people trampling the flowers, and people talking over the sounds ... ust be willing to spend money to protect par...

filling

2   More and more people are visiting park... 02 visitors in 2014. By 2019, the number w... the government that owns a park might spend ... de playgrounds, picnic areas, and gift shops ... nts and animals that live there. Building things ... d, governments should spend more money t...

Bend Park
14–2019

© iStock.com/FotoSpeedy

340,000
320,000
300,000

2014 2015 2016 2017 2018 2019

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EXAMPLE

Read the selection and choose the best answer to each question.

Parks are places where people can enjoy nature. They can explore walking paths, smell flowers, and see plants, trees, and clear ponds. Across the country, parks are popular, and some parks, such as Big Bend National Park in Texas, get more and more visitors each year. What happens when a park is filled with crowds of people?

Read the article to learn more about how visitors in park areas can affect the plants and wildlife, and what people and governments can do about it.

Parks with a Purpose

1   When you visit a park, you may see a playground. There may be a walking path that stretches for miles. Sweet-smelling flowers, giant green bushes, and a crystal-clear pond might be found by the path. If you are quiet, you might hear a group of birds calling each other above you in the sky. But you also might see people: people crowding the paths, people trampling the flowers, and people talking over the sounds of nature. Parks are suffering from overcrowding and we must be willing to spend money to protect parks for the future.

2   More and more people are visiting parks each year. For example, Big Bend National Park had 314,102 visitors in 2014. By 2019, the number went up to 463,832 visitors. Sometimes, the government that owns a park might spend money to build things for the people who visit. This can include playgrounds, picnic areas, and gift shops. But crowds at parks can affect the plants and animals that live there. Building things to attract more people can make the problem worse. Instead, governments should spend more money to protect the nature in parks.

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GUEST, GUEST

Who is most likely the intended audience of the article?

Ⓐ Kids looking for ne...

chosen

Ⓑ Adults interested in becoming park rangers

Ⓒ People who like being outdoors

Ⓓ Families who want a different vacation spot

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Alarcon Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Other Non-Emergent Bilingual Student	28.85%	No	Did Not Meet High	57.69%	Yes	Yes	Meets
	No	Currently Emergent Bilingual	30.77%	No	Did Not Meet High	59.62%	Yes	Yes	Meets

			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Currently Emergent Bilingual	25%	No	Did Not Meet High	42.31%	Yes	No	Approaches Low
	No	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	50%	Yes	No	Approaches High
	No	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	40.38%	Yes	No	Approaches Low

			May 2023 STAAR Reading Language Arts, Grade 5			May 2024 STAAR Reading Language Arts, Grade 6			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	No	Currently Emergent Bilingual	38.46%	No	Did Not Meet High	39.29%	Yes	No	Approaches Low
	No	Currently Emergent Bilingual	32.69%	No	Did Not Meet High	39.29%	Yes	No	Approaches Low

Borrego Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Other Non-Emergent Bilingual Student	30.77%	No	Did Not Meet High	34.62%	Yes	No	Approaches Low

			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	61.54%	Yes	Yes	Meets

			May 2023 STAAR Reading Language Arts, Grade 5			May 2024 STAAR Reading Language Arts, Grade 6			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Currently Emergent Bilingual	34.62%	No	Did Not Meet High	39.29%	Yes	No	Approaches Low

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Student A

			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
Student A	Yes	Currently Emergent Bilingual	25%	No	Did Not Meet High	42.31%	Yes	No	Approaches Low

+ 17.31%

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Student B

Alarcon Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
Student B	Yes	Other Non-Emergent Bilingual Student	28.85%	No	Did Not Meet High	57.69%	Yes	Yes	Meets

+ 28.84%
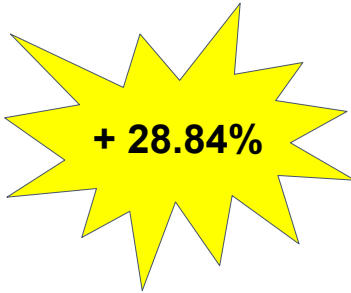
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Student C

			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
Student C	Yes	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	61.54%	Yes	Yes	Meets

+ 34.62%
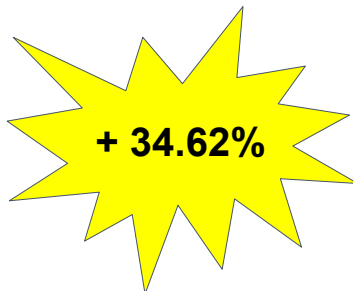
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How can Content and
Language Supports lead to
improvements in A-F?

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2024 Accountability Report Card - Middle School						
Domain III - Closing the Gaps		15		59	F	41
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement STAAR Performance	31	59	F	Best Scale Score: Domain I or Domain II	69	70%	48.3
Domain II - School Progress (Better of Part A or Part B)		69	D			
Part A - Academic Growth	58	65	D			
Part B - Relative Performance	31	69	D			
Domain III - Closing the Gaps	15	59	F	Domain III Scale Score	59	30%	17.7
				Overall Score		66
				Overall Letter Grade		D

Let's look at Eagle Success Stories from within GEMS' Domain III, as shared by Mr. Ulises Galaviz.

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2024 Science Fair Champions

Academic Excellence

- Succeeded on Science Fair AND obtained high growth on MAP, despite STAAR challenges
- Two students achieved "meets" on the math STAAR test.

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Student A

- STAAR: did not approach at 41.30%
- MAP: showed tremendous growth + achievement

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile		Quadrant Chart
GROWTH Above Mean	ACHIEVEMENT Above Mean	High Growth
98TH	73RD	High Achievement

PROJECTIONS	Projected result for tests
Meets	STAAR If taken in the spring
On Track 22	ACT College Readiness If taken in the spring
On Track	SAT If taken in the spring
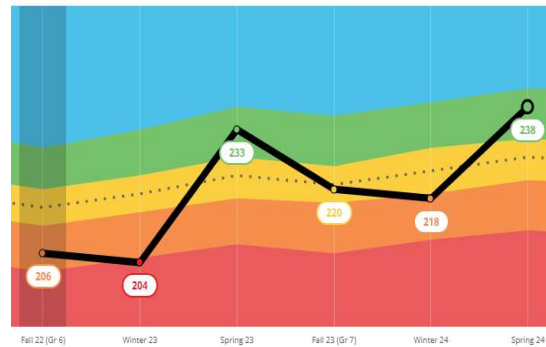
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Next Steps...

- TEA's Research Based Instructional Strategies training for HS math
- New Science TEKS training for secondary science
  - o Ongoing, PLC, individualized, as needed
- Revamped personalized teacher coaching and support
- Strategic and targeted learning walks and feedback
- Focused unit and lesson planning support
- Anticipated classroom support
  - o Coteaching, modeling, classroom management, discipline
- Campus admin support
  - o PLC, teacher feedback debrief, student monitoring, teacher professional development

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Let's look at several Eagle Success Stories from within SEHS' Domain I, as shared by Ms. Anna Alvarez.

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Meet Anissa

Enrolled in San Elizario:	7th Grade
Current Enrollment:	San Elizario HS Sophomore
Home Language:	Spanish

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Did You Know…

STAAR/EOC Results				
	Math	Science	Social Studies	Reading Language Arts
7th Grade Year	Did Not Meet			Did Not Meet
8th Grade Year	Passed!	Did Not Meet	Did Not Meet	Did Not Meet
9th Grade Year	Passed!	Passed!		Passed!

"Anissa has improved so much with her English proficiency especially in writing; she no longer needs help with translating! "
-Ms. Christina Martinez; SEHS English II Teacher

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Meet Keira & Lily

✦San Elizario Legacies

Enrolled in San Elizario:	2013; Pre-K 3	**Enrolled in San Elizario:**	2014; Pre-K 4
Current Enrollment:	San Elizario HS	**Current Enrollment:**	San Elizario HS
Home Language:	English	**Home Language:**	Spanish

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Did You Know…

STAAR
State of Texas Assessments of Academic Readiness

Raw Score Conversion Table

English I

Spring 2024

Raw Score	Scale Score	Performance Level	Percentile
57	4828		95
58	4900		97
59	4984		98
60	5086		99
61	5215		99
62	5394		100
63	5698		100
64	6000		100

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	61

"These young ladies scores placed them in the top 1% of the entire state of Texas!"

Ms. Nora Gutierrez; SEHS English I Teacher

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LETTER GRADES ARE A SNAPSHOT IN TIME.

OUR CHILDREN EARN SUCCESS EVERY DAY.

HOW CAN THE SUCCESS OF THESE 3 STUDENTS BE REPLICATED THROUGHOUT SEHS?

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RLA Day by Day Pacing Guide

Content and Language Supports: RLA & SS

Student Trackers by Teacher: Math & RLA

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SUCCESS IS EVERYWHERE, HIDDEN JUST UNDER THE SURFACE. WE MUST BE WILLING TO LOOK FOR IT.

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