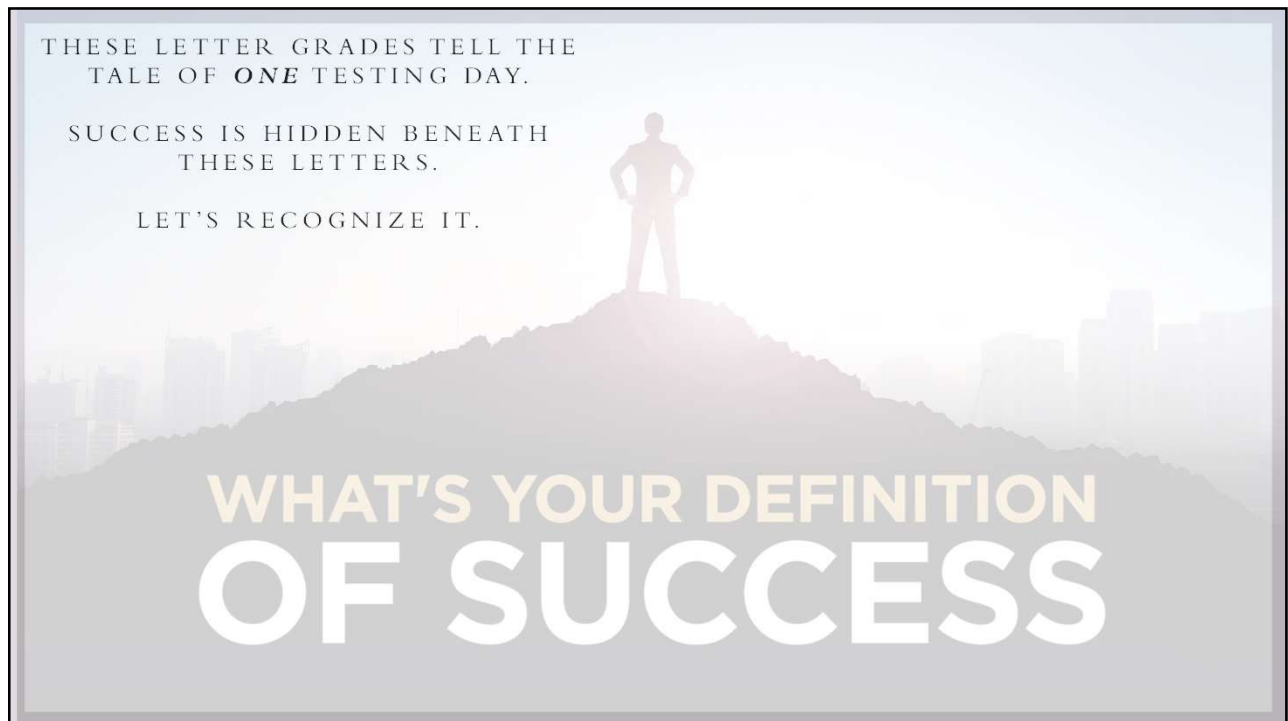




1




2

<b>Domain I - Student Achievement STAAR Performance</b>		<b>36</b>	<b>62</b>	<b>D</b>		
	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%
Domain II - School Progress <i>(Better of Part A or Part B)</i>		70	C			
Part A - Academic Growth	63	70	C	Domain III Scale Score	70	30%
Part B - Relative Performance	36	69	D			
Domain III - Closing the Gaps	33	70	C			
<b>Overall Score</b>						<b>70</b>
<b>Overall Letter Grade</b>						<b>C</b>

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

3



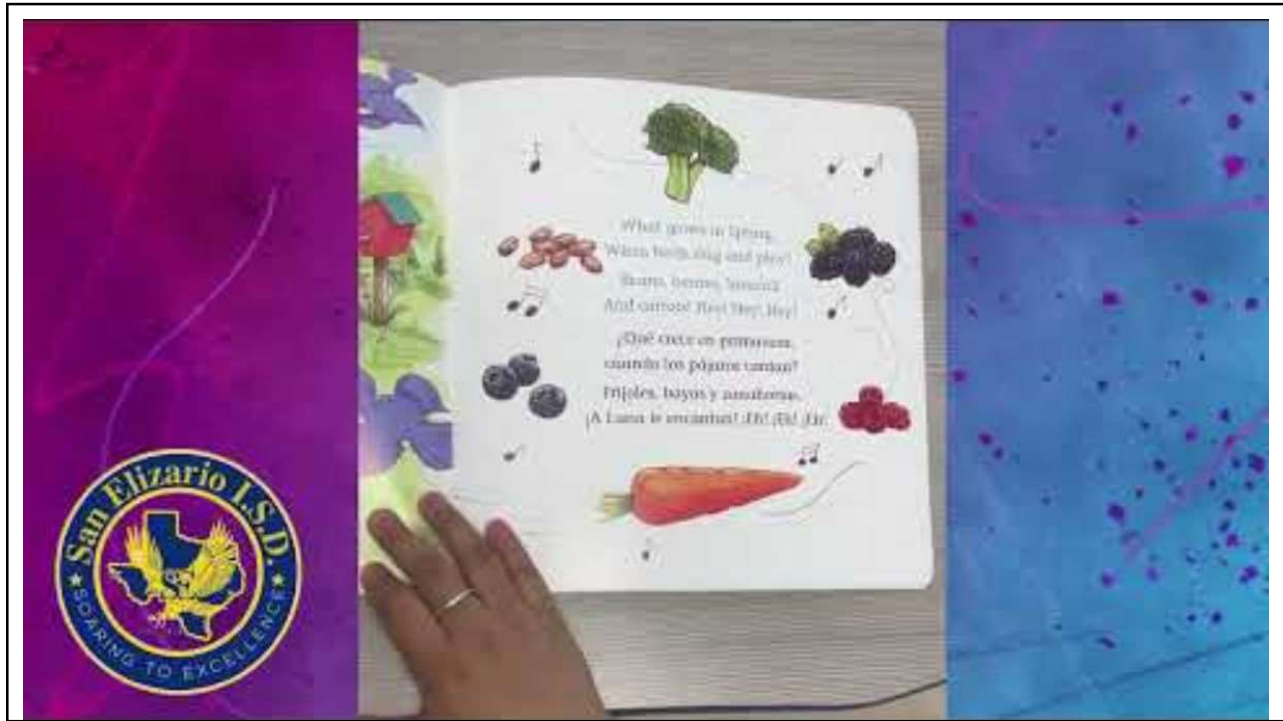
## Eagle Success Story: Dual Language

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

As they move into 3<sup>rd</sup> 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.

4



5

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?

A young child is standing in a classroom, wearing an orange t-shirt with a cartoon character that has a large yellow mustache and a large orange tutu on their head. The child is standing on a colorful rug with letters and numbers. In the background, there are classroom shelves and other children.

6

2024 Accountability Report Card - Elementary School						
Domain I - Student Achievement STAAR Performance	37	64	D			
MCEDS (Fall 2023 Snapshot)	92.3					
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement STAAR Performance	37	64	D	Best Scale Score: Domain I or Domain II	71	70%
Domain II - School Progress (Better of Part A or Part B)		71	C			
Part A - Academic Growth	64	71	C			
Part B - Relative Performance	37	70	C			
Domain III - Closing the Gaps	36	71	C	Domain III Scale Score	71	30%
<b>Overall Score</b>						<b>71</b>
<b>Overall Letter Grade</b>						<b>C</b>

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

7



8

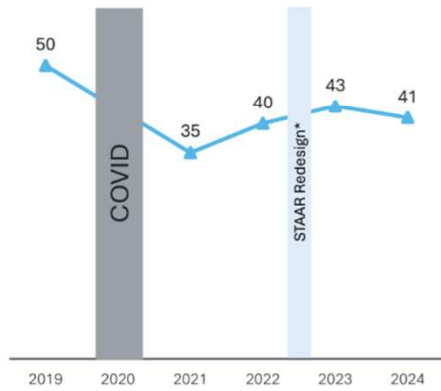
## Math Through the Years



### Overall Math - Grades 3-8 and Algebra I



Percent of Students that Met Grade Level or Above in Math  
(Grades 3-8 & Algebra I)



9

## How Do We Compare?



6th Grade Math	Approaches	Meets	Masters
State Average	69%	37%	13%
SISD	81%	47%	13%
SEISD	<b>79%</b>	<b>39%</b>	<b>10%</b>
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: 82%				
Student	ID	%	Grade	Score	Student	ID	%	Grade	Score	Student	ID	%	Grade	Score	Student	ID	%	Grade	Score	Student	ID	%	Grade	Score
Dem DeRo	10217002	25%	N		Ajma Aisa	10217028	47%	N		Genevieve Arita	10218007	55%	F		Liam Howe Stone	10219028	75%	F		Rahela Toranzo	10219007	85%	F	
Dem DeRo	10218011	25%	N		Angela Jimenez	10218039	47%	F		Chad Dujon	10218070	55%	F		Pete Juhus	10219120	75%	F		Wesley Aho	10219009	81%	F	
Rogan Davis	10217010	25%	N		Delaina Diaz	10217000	47%	F		Rodriguez Valera	10218000	55%	F		Debrae Juarez	10219121	87%	N		Daniel Hernandez Lopez	10219000	85%	F	
Erica Harve	10219000	25%	N		Debrae Juarez	10219120	47%	F		Trina Bruden	10218000	55%	F		Dora Luanna	10219000	87%	F		Denise Jackson	10219079	85%	F	
Sarah Anderson, Tashawn	10218000	25%	N		Daria Torres	10218007	47%	F		Carmannelema Sosa	10218000	55%	N		Shayla Cortina	10219000	87%	N		Sumari Ocasio Roberts	10219000	85%	F	
Shaun Torres Alford	10219000	25%	F		Judith Hernandez Torres	10219007	47%	N		Delaina Jimenez	10217000	51%	N		Lisa Davis	10219000	87%	F		Vivian Garcia	10219110	85%	F	
Isabella Stone, Christian	10219007	25%	F		Vivian Garcia	10219079	47%	F		Delaina Jimenez	10217000	51%	N		Lisa Davis	10219000	87%	F		Vivian Garcia	10219110	85%	F	
Travis Cheuk, Eric	10219000	25%	F		Vivian Garcia	10219079	47%	F		Chawna Chan	10219000	51%	F		Veronica Velaz	10219000	87%	F		Figueras Das Dyer	10219110	85%	F	
Erica Harve	10219000	25%	F		Sonia Valera	10219121	45%	F		Sonia Lucia	10219022	51%	F		Paula Garcia Rojas	10219000	87%	F		Polignone Juarez	10219000	85%	F	
Dem DeRo	10218002	25%	N		Ysabella Harve	10218000	45%	N		Genevieve Arita	10219007	51%	N		Dem Lu	10219110	85%	F		Sumari Ocasio Roberts	10219000	85%	F	
Dem DeRo	10219000	25%	F		Chawna Chan	10219000	45%	N		Ysabella Harve	10218000	45%	N		Veronica Velaz	10219000	85%	F		Alfonso Arita	10219000	75%	F	
Dem DeRo	10219000	25%	F		Chawna Chan	10219000	45%	N		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	

**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: 82%				
Student	ID	%	Grade	Score	Student	ID	%	Grade	Score	Student	ID	%	Grade	Score	Student	ID	%	Grade	Score	Student	ID	%	Grade	Score
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Rogan Davis	10217010	25%	N		Delaina Diaz	10217000	47%	F		Rodriguez Valera	10218000	55%	F		Debrae Juarez	10219121	87%	N		Daniel Hernandez Lopez	10219000	85%	F	
Erica Harve	10219000	25%	N		Debrae Juarez	10219120	47%	F		Trina Bruden	10218000	55%	F		Dora Luanna	10219000	87%	F		Denise Jackson	10219079	85%	F	
Sarah Anderson, Tashawn	10218000	25%	N		Daria Torres	10218007	47%	F		Carmannelema Sosa	10218000	55%	N		Shayla Cortina	10219000	87%	N		Sumari Ocasio Roberts	10219000	85%	F	
Shaun Torres Alford	10219000	25%	F		Judith Hernandez Torres	10219007	47%	N		Delaina Jimenez	10217000	51%	N		Lisa Davis	10219000	87%	F		Vivian Garcia	10219110	85%	F	
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Dem DeRo	10218002	25%	N		Ysabella Harve	10218000	45%	N		Genevieve Arita	10219007	51%	N		Dem Lu	10219110	85%	F		Sumari Ocasio Roberts	10219000	85%	F	
Dem DeRo	10219000	25%	F		Chawna Chan	10219000	45%	N		Ysabella Harve	10218000	45%	N		Veronica Velaz	10219000	85%	F		Alfonso Arita	10219000	75%	F	
Dem DeRo	10219000	25%	F		Chawna Chan	10219000	45%	N		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	
Dem DeRo	10219000	25%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F		Dem Lu	10219110	85%	F	

# Still Growing..



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%				
Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth	
Soni, David	10211622	28%	N		Ajuna, Arika	10211792	47%	N		Carren, Valeria	10211627	55%	F		Luz Flores, Diana	10211622	75%	F		Roberto, Mariana	10211627	85%	F	
Perez, David	10211671	28%	N		Arriaga, Johanna	10211672	47%	F		Carren, Valeria	10211627	55%	F		Luz Flores, Diana	10211622	75%	F		Roberto, Mariana	10211627	85%	F	
Bergel, Derek	10211674	28%	N		Cardenas, Erik	10211622	47%	F		Cast, David	10211672	55%	F		Roa, Julian	10211673	75%	F		Hanna, John	10211622	81%	F	
Roa, Yanier	10211624	28%	N		Cardona, Arik	10211672	47%	F		Rodriguez, Valeria	10211622	55%	F		Correa, Javier	10211672	75%	N		Gerard, Valeria, Aaron	10211622	88%	F	
Carlo Anderson, Taylorson	10211622	28%	N		Caydora, Ariel	10211622	47%	F		Torres, Brandon	10211622	55%	F		De la Cruz, Lucrecia	10211622	75%	F		Corrales, Jasean	10211679	88%	F	
De La Torre, Alfonso	10211622	28%	F		Leandro Hernandez, Valeria	10211622	47%	N		Corrales, Guzman, Guzman	10211622	55%	N		Grigo, Corralia	10211622	75%	N		Gustavo Cruz, Roberto	10211622	88%	F	
Melena, Christian, Christian	10211622	28%	F		Munoz, Brianna	10211622	47%	F		Cherana, Dylan	10211622	55%	F		Loza, Darce	10211622	75%	F		Munoz, Genesia	10211674	88%	F	
Torres, Charles, Gina	10211622	28%	F		Munoz, Brianna	10211622	47%	F		Cherana, Dylan	10211622	55%	F		Macias, Kaley	10211622	75%	F		Figueras Diaz, Dylan	10211674	88%	F	
Diaz, Aileen	10211622	28%	F		Gomez, Valeria	10211622	47%	F		Genia, Leslie	10211622	55%	F		Perez, Cedric, Edgar	10211622	75%	F		Rodriguez, Jeyden	10211622	88%	F	
Escobedo, Valeria	10211622	28%	N		Villalobos, Yanier	10211622	47%	N		Gomez, Guzman, Maria	10211622	55%	N		Breen, Lia	10211622	75%	F		Suarez Palacios, Gabriela	10211622	88%	F	
Gonzales, Brandon	10211622	28%	F		Chaves, Gael	10211622	47%	N		Torres, Valeria	10211622	55%	N		Marquez, Ariana	10211622	75%	F		Alvarado, Andres	10211622	88%	F	
Loza, Yanir	10211622	28%	F		Cobos, Ana	10211622	47%	N		Carillo, Daria	10211622	55%	F		Baroneta, Kamila	10211622	75%	F		Diaz, Kevin	10211679	79%	F	
Mena, Rodolfo	10211622	28%	F		Genia, Kaseidy	10211622	47%	N		Cases, Jeyden	10211622	55%	F		Corrales, Lety	10211622	75%	F		Magalanes, Aridy	10211622	79%	F	
Francisco, Yanier	10211622	28%	N		Castaneda-Rojas, Jackie	10211622	47%	N		Carran, Santiago	10211622	55%	F		Escobar, Carlos, Sofia	10211622	75%	F		Morales, Nataniel	10211622	79%	F	
Garcen, Maribel	10211622	28%	F		Ricardo, Yanier	10211622	47%	F		Ortega, Amelie	10211622	55%	N		Gonzales, Briana	10211622	75%	F		Razon, Myriela	10211622	79%	F	
Diaz Espino, Marco	10211622	28%	F		De Leon, Andria	10211622	47%	N		Hernandez, Nani	10211622	55%	F		Bernal, Victor	10211622	75%	F		Loza, Ailyn	10211674	79%	N	
Dominguez, Shaila	10211622	28%	F		Vasquez, Gael	10211622	47%	F		Hernandez, Isabella	10211622	55%	F		Rodriguez, Arianna	10211622	75%	F		Solis, Sebastian	10211679	79%	N	
Arcaya, Amber	10211622	28%	N		Varones, Leah	10211622	47%	F		Ledezga, Isabella	10211622	55%	F		Solis, Chris	10211622	75%	F		Santiago Sanchez, Mia	10211622	79%	F	
Chaves, Yvette	10211622	28%	N		Palma, Adriana	10211622	47%	F		Lopez, Roseline	10211622	55%	N		Carillo, Tracy	10211622	75%	F		Sanchez Sanchez, Mia	10211622	79%	N	
Sorales, Gustavo	10211622	28%	N		Puentes, Arik	10211622	47%	F		Roman, Sebastian	10211622	55%	F		Mares, Belia	10211622	75%	F		Chaves, Gael	10211674	79%	F	
Hernandez, Octavio	10211622	28%	N		Rosca, Arika	10211622	47%	F		Roman, Jeyden	10211622	55%	F		Soto, Allyson	10211622	75%	F		Garcena, Nathan	10211679	79%	F	
Arcaya, Nadine	10211622	19%	F		Vasquez, Bradley	10211622	47%	F		Ortiz, Juan	10211622	55%	F		Nicholson, Aubrey	10211622	75%	F		Sosa Fernandez, Daniel	10211679	79%	F	
Lopez, Annabelle	10211622	19%	N		Rivera, Jackson	10211622	47%	N		Sanchez, Ariel	10211622	55%	N		Berges-Perez, Danna	10211622	75%	F		Trinidad, Yanir	10211622	79%	F	
									Varela, Sophia	10211622	55%	N		Rivera, Valeria	10211622	75%	F		Vaquero, Ariana	10211679	79%	F		

13

# Champions

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%				
Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth	
Soni, David	10211622	28%	N		Ajuna, Arika	10211792	47%	N		Carren, Valeria	10211627	55%	F		Luz Flores, Diana	10211622	75%	F		Roberto, Mariana	10211627	85%	F	
Perez, David	10211671	28%	N		Arriaga, Johanna	10211672	47%	F		Carren, Valeria	10211627	55%	F		Luz Flores, Diana	10211622	75%	F		Roberto, Mariana	10211627	85%	F	
Bergel, Derek	10211674	28%	N		Cardenas, Erik	10211622	47%	F		Cast, David	10211672	55%	F		Roa, Julian	10211673	75%	F		Hanna, John	10211622	81%	F	
Roa, Yanier	10211624	28%	N		Cardona, Arik	10211672	47%	F		Rodriguez, Valeria	10211622	55%	F		Correa, Javier	10211672	75%	N		Gerard, Valeria, Aaron	10211622	88%	F	
Carlo Anderson, Taylorson	10211622	28%	N		Caydora, Ariel	10211622	47%	F		Torres, Brandon	10211622	55%	F		De la Cruz, Lucrecia	10211622	75%	F		Corrales, Jasean	10211679	88%	F	
De La Torre, Alfonso	10211622	28%	F		Leandro Hernandez, Valeria	10211622	47%	N		Corrales, Guzman, Guzman	10211622	55%	N		Grigo, Corralia	10211622	75%	N		Gustavo Cruz, Roberto	10211622	88%	F	
Melena, Christian, Christian	10211622	28%	F		Munoz, Brianna	10211622	47%	F		Cherana, Dylan	10211622	55%	F		Loza, Darce	10211622	75%	F		Munoz, Genesia	10211674	88%	F	
Torres, Charles, Gina	10211622	28%	F		Munoz, Brianna	10211622	47%	F		Cherana, Dylan	10211622	55%	F		Macias, Kaley	10211622	75%	F		Figueras Diaz, Dylan	10211674	88%	F	
Diaz, Aileen	10211622	28%	F		Gomez, Valeria	10211622	47%	F		Genia, Leslie	10211622	55%	F		Perez, Cedric, Edgar	10211622	75%	F		Rodriguez, Jeyden	10211622	88%	F	
Escobedo, Valeria	10211622	28%	N		Villalobos, Yanier	10211622	47%	N		Gomez, Guzman, Maria	10211622	55%	N		Breen, Lia	10211622	75%	F		Suarez Palacios, Gabriela	10211622	88%	F	
Gonzales, Brandon	10211622	28%	F		Chaves, Gael	10211622	47%	N		Torres, Valeria	10211622	55%	N		Marquez, Ariana	10211622	75%	F		Alvarado, Andres	10211622	88%	F	
Loza, Yanir	10211622	28%	F		Cobos, Ana	10211622	47%	N		Carillo, Daria	10211622	55%	F		Baroneta, Kamila	10211622	75%	F		Diaz, Kevin	10211679	79%	F	
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Diaz Espino, Marco	10211622	28%	F		De Leon, Andria	10211622	47%	N		Hernandez, Nani	10211622	55%	F		Bernal, Victor	10211622	75%	F		Loza, Ailyn	10211674	79%	N	
Dominguez, Shaila	10211622	28%	F		Vasquez, Gael	10211622	47%	F		Hernandez, Isabella	10211622	55%	F		Rodriguez, Arianna	10211622	75%	F		Solis, Sebastian	10211679	79%	N	
Arcaya, Amber	10211622	28%	N		Varones, Leah	10211622	47%	F		Ledezga, Isabella	10211622	55%	F		Solis, Chris	10211622	75%	F		Santiago Sanchez, Mia	10211622	79%	N	
Chaves, Yvette	10211622	28%	N		Palma, Adriana	10211622	47%	F		Lopez, Roseline	10211622	55%	N		Carillo, Tracy	10211622	75%	F		Sanchez Sanchez, Mia	10211622	79%	N	
Sorales, Gustavo	10211622	28%	N		Puentes, Arik	10211622	47%	F		Roman, Sebastian	10211622	55%	F		Mares, Belia	10211622	75%	F		Chaves, Gael	10211674	79%	F	
Hernandez, Octavio	10211622	28%	N		Rosca, Arika	10211622	47%	F		Roman, Jeyden	10211622	55%	F		Soto, Allyson	10211622	75%	F		Garcena, Nathan	10211679	79%	F	
Arcaya, Nadine	10211622	19%	F		Vasquez, Bradley	10211622	47%	F		Ortiz, Juan	10211622	55%	F		Nicholson, Aubrey	10211622	75%	F		Sosa Fernandez, Daniel	10211679	79%	F	
Lopez, Annabelle	10211622	19%	N		Rivera, Jackson	10211622	47%	N		Sanchez, Ariel	10211622	55%	N		Berges-Perez, Danna	10211622	75%	F		Trinidad, Yanir	10211622	79%	F	
										Varela, Sophia	10211622	55%	N		Rivera, Valeria	10211622	75%	F		Vaquero, Ariana	10211679	79%	F	

Athan Herrera

Jasaleen Gonzalez

#2

#4

14



15

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

16



# STAAR Content and Language Supports

Reading Language Arts

Grades 3-6



17

## 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.



18

**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.

Year	Visitors
2014	314,102
2015	350,000
2016	380,000
2017	410,000
2018	440,000
2019	463,832

19

**EXAMPLE**

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

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5

QUEST. QUEST

Who is most likely the intended audience of the article?

A Kids looking for new vacation spots

B Adults interested in becoming park rangers

C People who like being outdoors

D Families who want a different vacation spot

20

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



21

# Student A

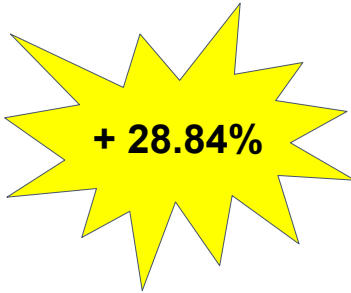
			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level [TX]	Performance Level Indicator	Percent Score	Approaches Grade Level [TX]	Meets Grade Level [TX]	Performance Level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



22

# Student B

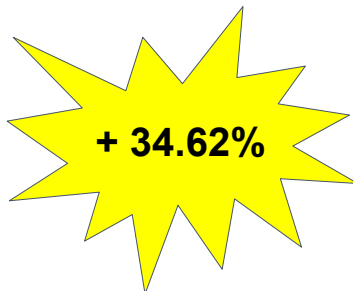
Alarcon Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level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



23

# 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



24



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



25

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

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

26

# 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.

27

## Student A

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

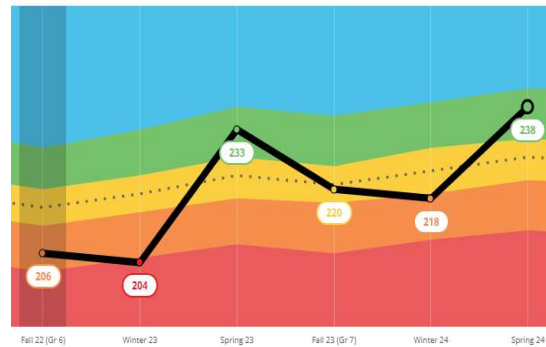
COMPARISONS

### GROWTH & ACHIEVEMENT MEASURES



### 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



28

## Next Steps...

- TEA's Research Based Instructional Strategies training for HS math
- New Science TEKS training for secondary science
  - 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
  - Coteaching, modeling, classroom management, discipline
- Campus admin support
  - PLC, teacher feedback debrief, student monitoring, teacher professional development

29

2024 Accountability Report Card - High School (with CCMR)									
Campus Name		SAN ELIZABIO H S			Campus Number		071904001		
NEoDis									
<b>Domain I - Student Achievement</b>						<b>62</b>	<b>D</b>		
STAAR Performance (40%)	36	62	D	Best Scale Score: Domain I or Domain II	69	70%	48.3		
CCMR (40%)	54	62	D						
Graduation Rate (20%)	90	68	D						
<b>Domain II - School Progress (Better of Part A or Part B)</b>		69	D						
<b>Part A - Academic Growth</b>	51	54	F						
<b>Part B - Relative Performance</b>		69	D						
STAAR Performance (50%)	36	69	D						
CCMR (50%)	54	68	D						
<b>Domain III - Closing the Gaps</b>	28	53	F	<b>Domain III Scale Score</b>	53	30%	15.9		
<b>Overall Score</b>							<b>E4</b>		
<b>Overall Letter Grade</b>							<b>D</b>		

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

30

# Meet Anissa



<b>Enrolled in San Elizario:</b>	7th Grade
<b>Current Enrollment:</b>	San Elizario HS Sophomore
<b>Home Language:</b>	Spanish

31

# 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

32



# Meet Keira & Lily

## ◆ San Elizario Legacies

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



33

# Did You Know...



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



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

Ms. Nora Gutierrez; SEHS English I Teacher

34

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?

35

### Content and Language Supports: RLA & SS

### Student Trackers by Teacher: Math & RLA

Teacher	Math	RLA	SS	ELA	Science	History	Art	Music	Physical Education	Health	Other
Mr. [Name]	...	...	...	...	...	...	...	...	...	...	...
Ms. [Name]	...	...	...	...	...	...	...	...	...	...	...

### RLA Day by Day Pacing Guide

August 2024				
M	T	W	Th	F
			1	2
			"The Seventh Man" Literary NF 4 Days	"The Seventh Man" Literary NF 4 Days
5	6	7	8	9
"The Moral Logic of Survivor Guilt" International 4 Days	"The Moral Logic of Survivor Guilt" International 4 Days	"The Moral Logic of Survivor Guilt" International 4 Days	"The Moral Logic of Survivor Guilt" International 4 Days	"The Moral Logic of Survivor Guilt" International 4 Days
12	13	14	15	16
"The Value of a Shrewd Life" Argumentative 4 Days	"The Value of a Shrewd Life" Argumentative 4 Days	"The Value of a Shrewd Life" Argumentative 4 Days	"The Value of a Shrewd Life" Argumentative 4 Days	"The Value of a Shrewd Life" Argumentative 4 Days
19	20	21	22	23
4 Week Testing Window			"The Most Dangerous Game" (Fiction) 10 days	"The Most Dangerous Game" (Fiction) 10 days
26	27	28	29	30
Homecoming Week	"The Most Dangerous Game" (Fiction) 10 days	"The Most Dangerous Game" (Fiction) 10 days	"The Most Dangerous Game" (Fiction) 10 days	"The Most Dangerous Game" (Fiction) 10 days

Unit 01: Survival  
Essential Question: What qualities help us survive?

August Notes:

- August 9th: Pep Rally
- Class meetings 11 & 12
- August 23rd Picture Day

36



37