

2025 – 2026

Progress Monitoring

Josefa L. Sambrano
Elementary

#SanEliManoAMano

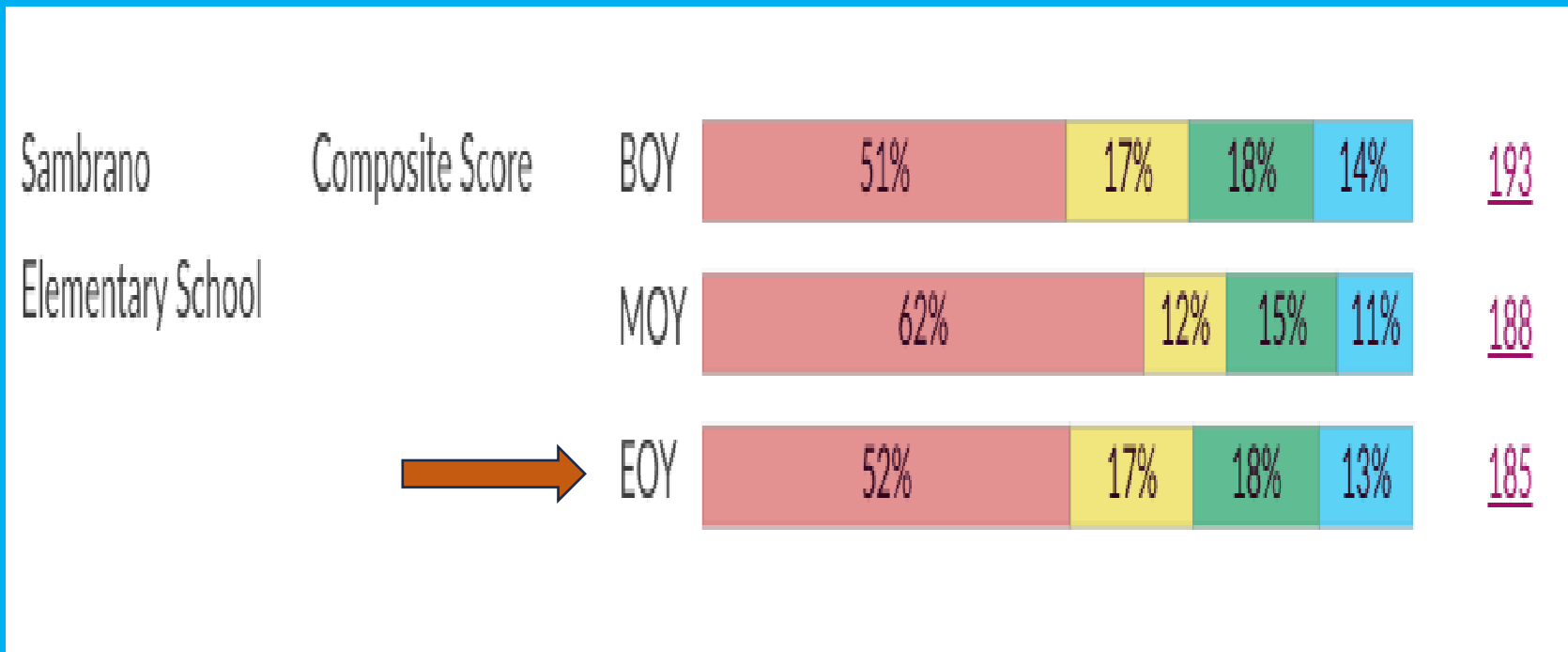


mCLASS Reading Data

2025-2026
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Sambrano Campus EOY Data (English)

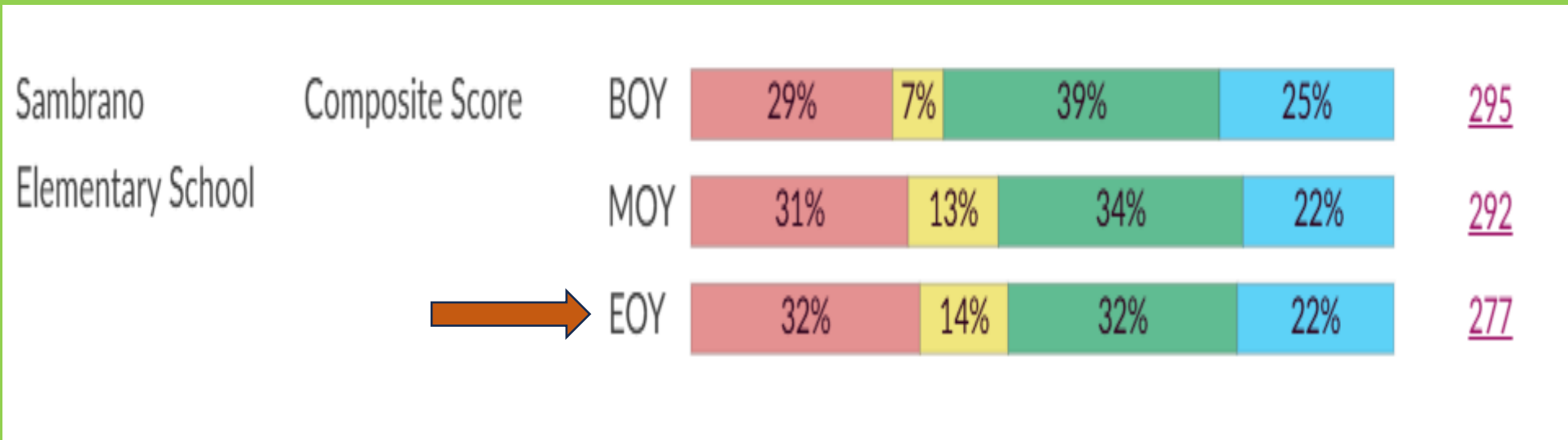


Grade Level - EOY Data (English)

Grade	Composite Score	BOY	MOY	EOY	Score		
Grade K	Composite Score	BOY	35%	24%	16%	25%	<u>37</u>
		MOY	54%	18%	18%	10%	<u>39</u>
		EOY	55%	24%	16%	5%	<u>38</u>
Grade 1	Composite Score	BOY	55%	14%	15%	16%	<u>78</u>
		MOY	65%	9%	14%	12%	<u>75</u>
		EOY	48%	16%	16%	20%	<u>79</u>
Grade 2	Composite Score	BOY	54%	17%	21%	8%	<u>78</u>
		MOY	64%	11%	16%	9%	<u>74</u>
		EOY	54%	15%	21%	10%	<u>68</u>



Sambrano Campus EOY Data (Spanish)





Grade Level - EOY Data (Spanish)

Grade	Composite Score	BOY	MOY	EOY	Score
Grade K		15%	52%	30%	<u>97</u>
		25%	17%	34%	<u>93</u>
	→	26%	17%	35%	<u>89</u>
Grade 1		40%	11%	35%	<u>99</u>
		44%	8%	33%	<u>99</u>
	→	49%	10%	30%	<u>94</u>
Grade 2		31%	7%	32%	<u>99</u>
		24%	14%	36%	<u>100</u>
	→	21%	12%	33%	<u>94</u>



iReady Math Data

2025-2026
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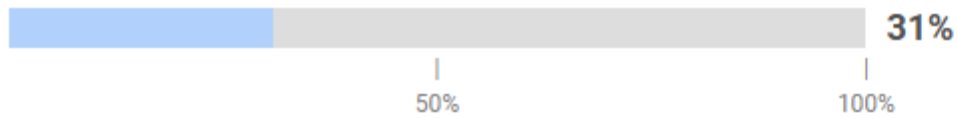


Comparison of BOY to MOY – Campus

2025-2026 School Year

Students Assessed/Total: 462/492

Progress to Annual Typical Growth (Median)







The median percent progress towards Typical Growth for this school is 31%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.






[Learn More About Growth](#)

Current Placement Distribution



-  Mid or Above Grade Level
(From 1%)
-  Early On Grade Level
(From 2%)
-  One Grade Level Below
(From 71%)
-  Two Grade Levels Below
(From 26%)
-  Three or More Grade Levels Below
(From 0%)

 [The Mapping Between 5-Level and 3-Level Placements](#)

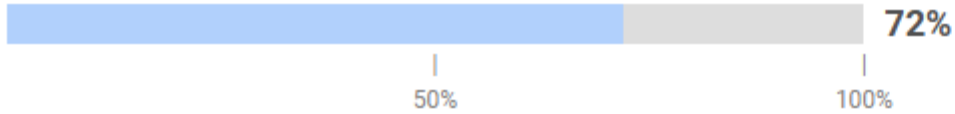
Level	BOY	MOY	+/-
Mid or Above Grade Level 	1%	3%	+2%
Early On Grade Level 	2%	7%	+5%
One Grade Level Below 	72%	71%	-1%
Two Grade Levels Below 	25%	19%	-5%
Three or More Grade Levels Below 	0%	0%	0%

Comparison of BOY to EOY – Campus

2025-2026 School Year

Students Assessed/Total: 476/492

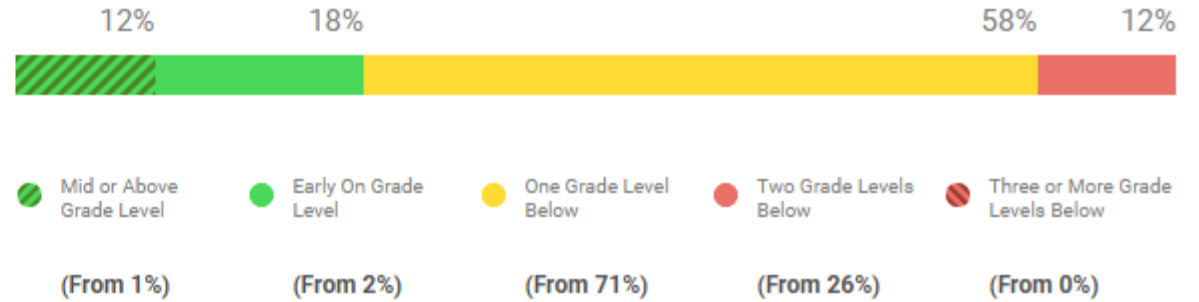
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 72%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Level	BOY	EOY	+/-
Mid or Above Grade Level	1%	12%	+11%
Early On Grade Level	2%	18%	+16%
One Grade Level Below	71%	58%	-13%
Two Grade Levels Below	26%	12%	-14%
Three or More Grade Levels Below	0%	0%	0%

Comparison of BOY to MOY – Grade Level

2025-2026 School Year

Level	
Mid or Above Grade Level	
Early On Grade Level	
One Grade Level Below	
Two Grade Levels Below	
Three or More Grade Levels Below	

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent		4%	13%	83%	0%	0%	124/135
	BOY		+2%	+11%	-13%	0%	0%	
Grade 1	Most Recent		2%	3%	78%	18%	0%	165/179
	BOY		+1%	+2%	+1%	-3%	0%	
Grade 2	Most Recent		3%	7%	55%	34%	0%	164/179
	BOY		+2%	+3%	+7%	-14%	0%	

Comparison of MOY to EOY – Grade Level

2025-2026 School Year

Level	
Mid or Above Grade Level	
Early On Grade Level	
One Grade Level Below	
Two Grade Levels Below	
Three or More Grade Levels Below	


Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Spring (March 2 - End of Year)		19%	23%	59%	0%	0%	128/134
	MOY		+14%	+10%	-24%	0%	0%	
Grade 1	Spring (March 2 - End of Year)		8%	17%	66%	9%	0%	172/179
	MOY		+6%	+14%	-10%	-10%	0%	
Grade 2	Spring (March 2 - End of Year)		12%	17%	49%	23%	0%	173/179
	MOY		+9%	+9%	-5%	-12%	0%	

Comparison of BOY to EOY – Grade Level

2025-2026 School Year

Level	
Mid or Above Grade Level	
Early On Grade Level	
One Grade Level Below	
Two Grade Levels Below	
Three or More Grade Levels Below	

Grade		Overall Grade-Level Placement		Students Assessed/Total
Grade K	Most Recent		60%	124/134
	BOY		96%	
Grade 1	Most Recent		67% 8%	165/179
	BOY		77% 21%	
Grade 2	Most Recent		49% 22%	164/178
	BOY		48%	

<p>1. Who is struggling most based on the data?</p> <p>(Reading & Math)</p>	<p>2. What circumstances surrounded struggling students. What is being done about it?</p>	<p>3. Why is it working for some students?</p>	<p>4. What changes will happen based on the data?</p>	<p>5. How can the Board Help?</p>
<p>We had approximately 38 students newly enrolled this year that had never attended school, or attended Head Start.</p> <p>We continue to enroll students requiring SPED services. They either come already identified or are newly qualifying students.</p> <p>We have the largest SPED population in the district.</p>	<p>Many struggling students are (or have) experienced attendance issues.</p> <p>New instructional programs (BB & HMH) are in use. The teacher familiarity plays a part but with continual implementation.</p> <p>Large class sizes impact the small group instruction and impacts the individualized instruction.</p> <p>The large SPED ASC unit affected academics; we have since added a new unit.</p>	<p>Students that attended PK typically show more growth compared to those that do not attend PK.</p> <p>High and consistent attendance helps students achieve academic success.</p> <p>The daily double-dose of support (small group instruction and intervention) helps students struggling with retention of concepts taught.</p>	<p>Continuing to follow the new programs (HQIM) with fidelity will have a positive impact on Tier 1 instruction and on student achievement.</p> <p>Kinder students that do not attend PK will be identified, monitored, and supported by interventionists the first month of school.</p> <p>Struggling 1st grade students will be identified and supported the first semester by the reading interventionists.</p> <p>Struggling 2nd grade students will be identified and supported the entire second semester by the reading interventionists.</p> <p>Continue with instructional coaching.</p>	<p>Continue supporting the unique needs of our large campus.</p> <p>Be understanding of our young student needs and the unique and individualized support they may require.</p> <p>Be supportive and understanding when we want to maintain and respect instructional time by limiting or restructuring activities that may cut into learning time for students.</p> 

Overall Plan

2025-2026

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Reading & Math Plan

- mCLASS progress monitoring every 2 weeks for Well Below students
- The use of progress monitoring data to adjust instruction and groupings
- Documentation of small group instruction, lesson logs, and communication
- iReady adaptive lessons for both reading and math
- Bluebonnet problem sets during math block
- Continue the TXLS process for math and begin incorporating reading
- Progress notifications sent home for collaboration
- Targeted small-group instruction during each reading/math blocks
- Biweekly PLC data meetings



Aligning with SEISD Board Goals

Continue weekly PLCs:

- Lesson internalization and collaboration w/ R19
- HMH Foundational Skills implementation and monitoring

Continue Coaching Model:

- Consistent collaboration with the campus Instructional Leadership Team to address instructional needs
- Conduct coaching sessions with teachers, not only to coach, but to practice and calibrate with instructional team on the coaching model
- A work in progress


Attendance

**DISTRICT ATTENDANCE AVERAGE:
93.03%**

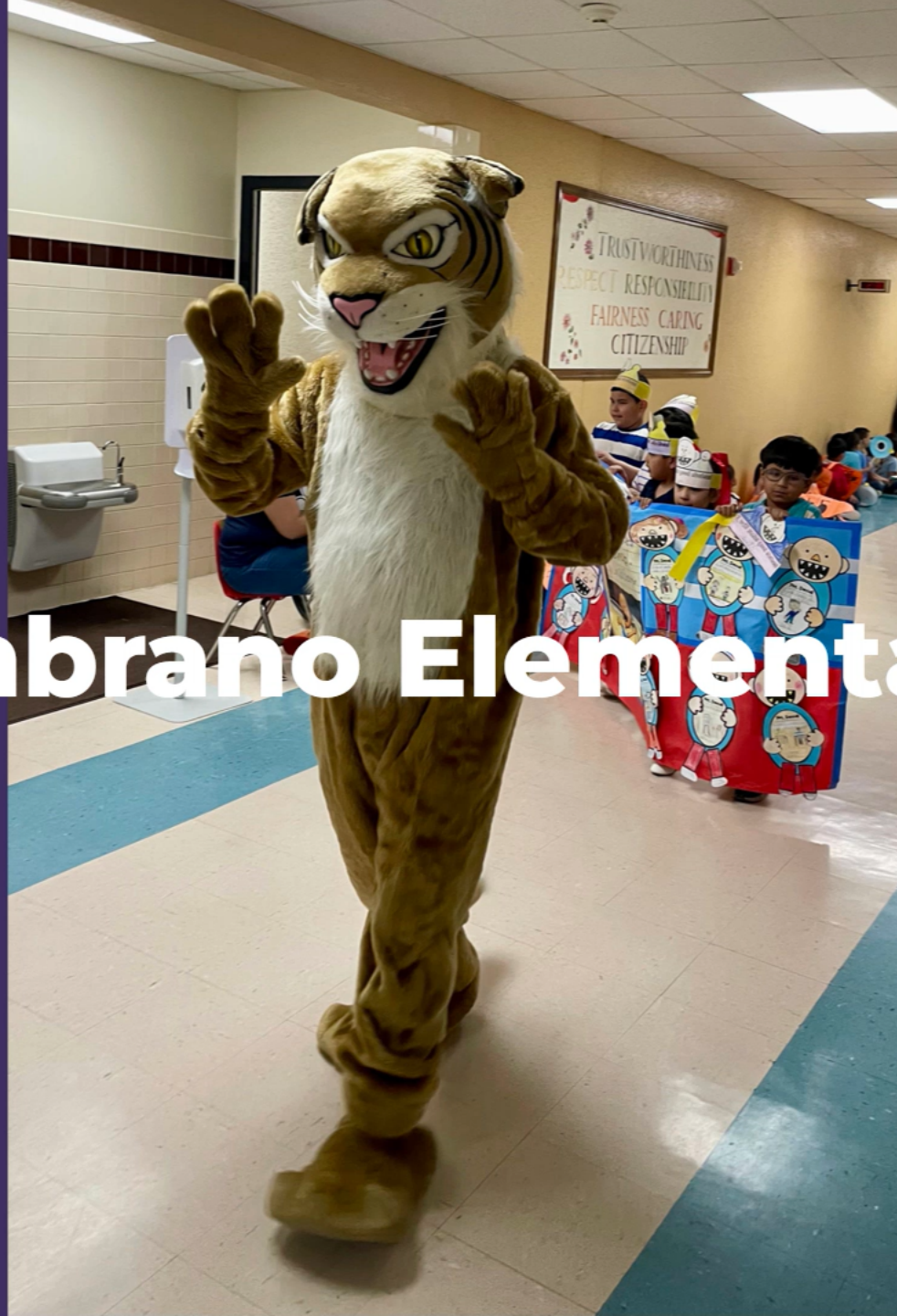
2023-2024 End of Year	2024-2025 End of Year	2025-2026 Current
92.83 %	92.75%	93.03%

Attendance Rate by Grade Level 2025-2026		
Kinder	First Grade	Second Grade
92.33 %	92.80%	93.77%



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?
<p>Struggling most are Kindergarten students and our most vulnerable and medically fragile students; students in the self-contained Special Education units.</p> <p>Kinder students are typically the students with the lowest attendance rate.</p>	<p>In December, we experienced an influx of the flu which affected both students and teachers. We worked on maintaining disinfecting protocols to keep our school environment as healthy as possible.</p> <p>We are informing parents of what attendance means (academically and monetarily) to our school and school district.</p> <p>We communicate with parents about the importance of attending school every day to develop good habits and set the foundation of learning, responsibility, and accountability.</p>	<p>Parent support is essential; we emphasize a strong home–school connection.</p> <p>Scheduled meetings with parents to address student attendance (excused and unexcused absences) and signing 45-day plans are working to improve student attendance.</p> <p>Emphasizing the scheduling of appointments outside of school hours and/or returning students to school after appointments.</p> <p>Incentives and a strong connection with their classroom teacher helps bring in students.</p>	<p>Stronger school/home attendance communication will continue to grow and be monitored.</p> <p>The attendance clerk will work with PEIMS coordinator to learn attendance policies and procedures. Additionally, will work closely with AP to monitor excessive absences.</p>	<p>Continued support of attendance awareness to families.</p> <p>Continued support in our efforts to keep schools safe physically, mentally, and emotionally.</p> <p>Assist with incentive ideas or donations for both students and adults.</p> 

Sambrano Elementary



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Questions?

