

# Lorenzo G. Loya Primary

2024 – 2025

#SEISDCommitmentValorYCorazon

## Progress Monitoring



## Background information on: CIRCLE Assessment

- All PK4 students are tested with assessment
- Dual Language students are tested in both English and Spanish: BOY and EOY

- Benchmark rating rubric is scored by age range and language
- Core Measures **Age group 3.0 < 3.5 not enough data to set benchmark for this age group**
- Each content area has a different range on benchmarks

### PHONOLOGICAL AWARENESS BENCHMARKS:

Core Measures, Total Score

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	3	1	7	2	8	5	10	7
2	7	5	10	7	12	10	14	12
3	9	7	12	11	15	13	17	15

By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Syllabication	***	***	6	5	6	5	6	5
Onset-Rime	***	-	3	-	3	-	3	-
Alliteration	***	***	6	5	6	5	6	5
Rhyming 1	***	***	7	5	7	5	7	5

\*\*\*A sufficient sample size has not been collected to date to set benchmarks for this age range.

(-): Onset-rime is not assessed for Spanish-speaking students.

### MATH BENCHMARKS: TOTAL SCORE

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	7	4	9	6	11	8
2	9	7	10	9	14	13	17	15
3	11	10	13	13	18	17	20	20

By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Rote Counting	***	***	2	2	2	2	2	2
Shape Naming	***	***	4	4	4	4	4	4
Number Discrimination	***	***	2	2	2	2	2	2
Number Naming	***	***	3	3	3	3	3	3
Shape Discrimination	***	***	5	5	5	5	5	5

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## Examples from CPM (CIRCLE Progress Monitoring guide 2023)

- BOY and EOY waves are being reported, 25-26 school year, all waves will be reported: BOY, MOY & EOY
- Information is reported to [Texas Public Education Information Resource](#)

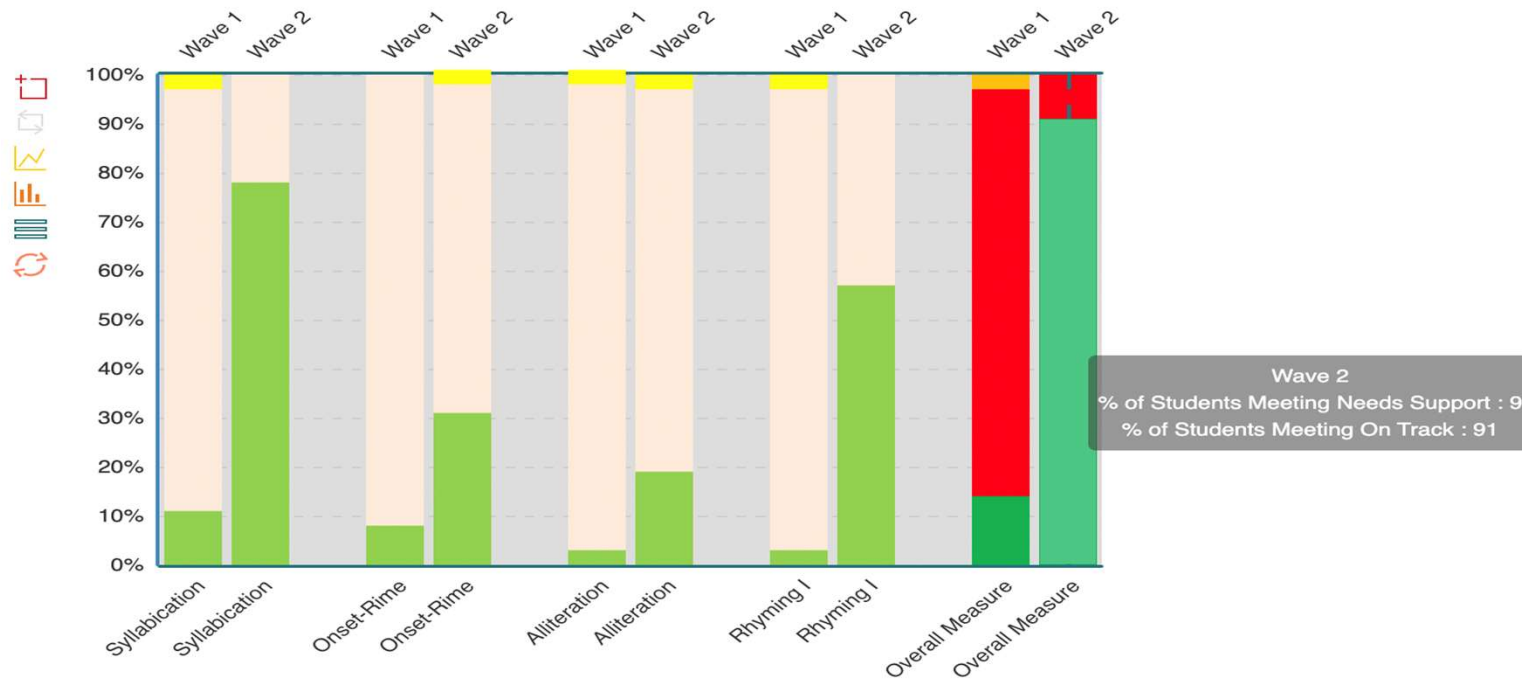


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# Reading: Phonological Awareness

## School Benchmark Growth Report

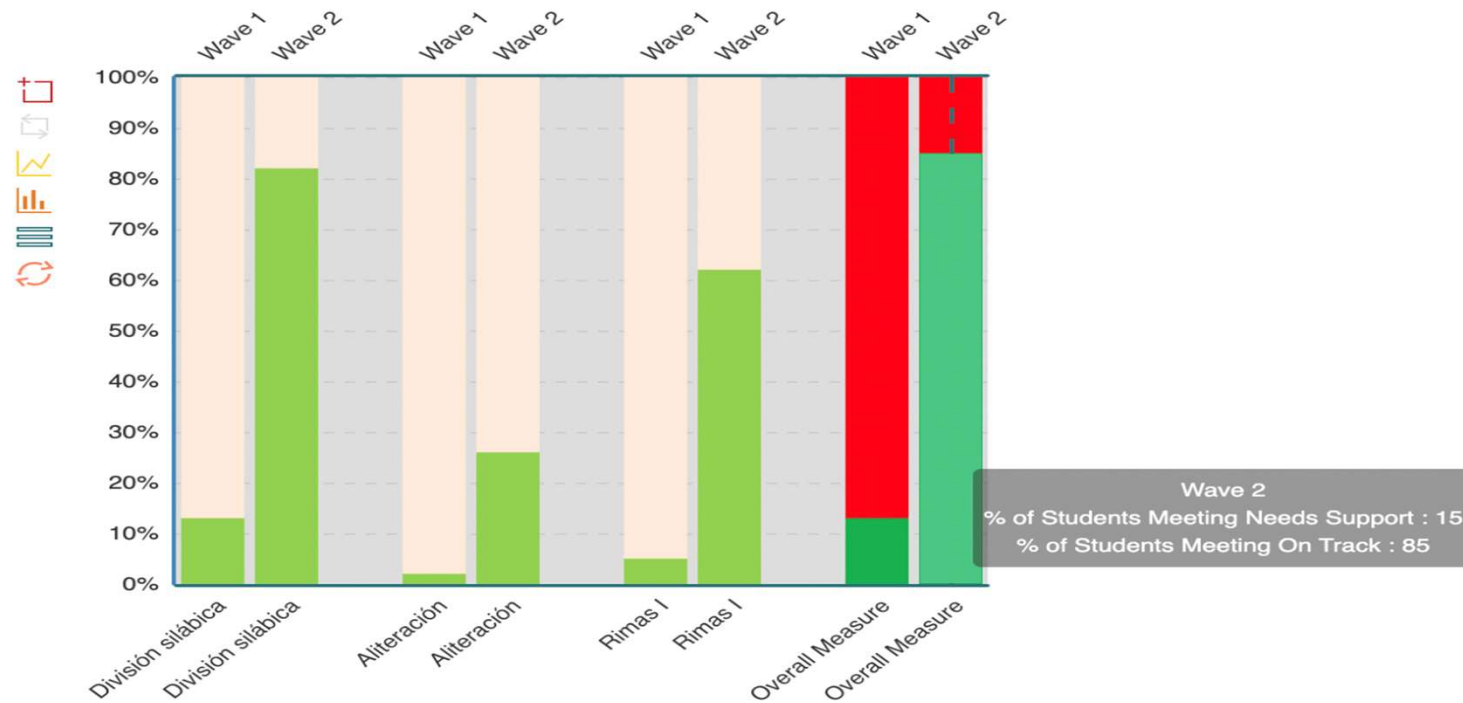
LORENZO LOYA PRI: Phonological Awareness



# Spanish

## School Benchmark Growth Report

LORENZO LOYA PRI: Conciencia fonológica



Onset-rime is not assessed for Spanish-speaking students.



# Overall Average Reading

<b>English: CIRCLE Assessment</b>		
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>
On-track	14%	91%
Need Monitoring	3%	0%
Needing Support	83%	9%

2 monolingual sections

<b>Spanish: CIRCLE Assessment</b>		
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>
On-track	13%	85%
Need Monitoring	0%	0%
Needing Support	87%	15%

4 dual-lang sections

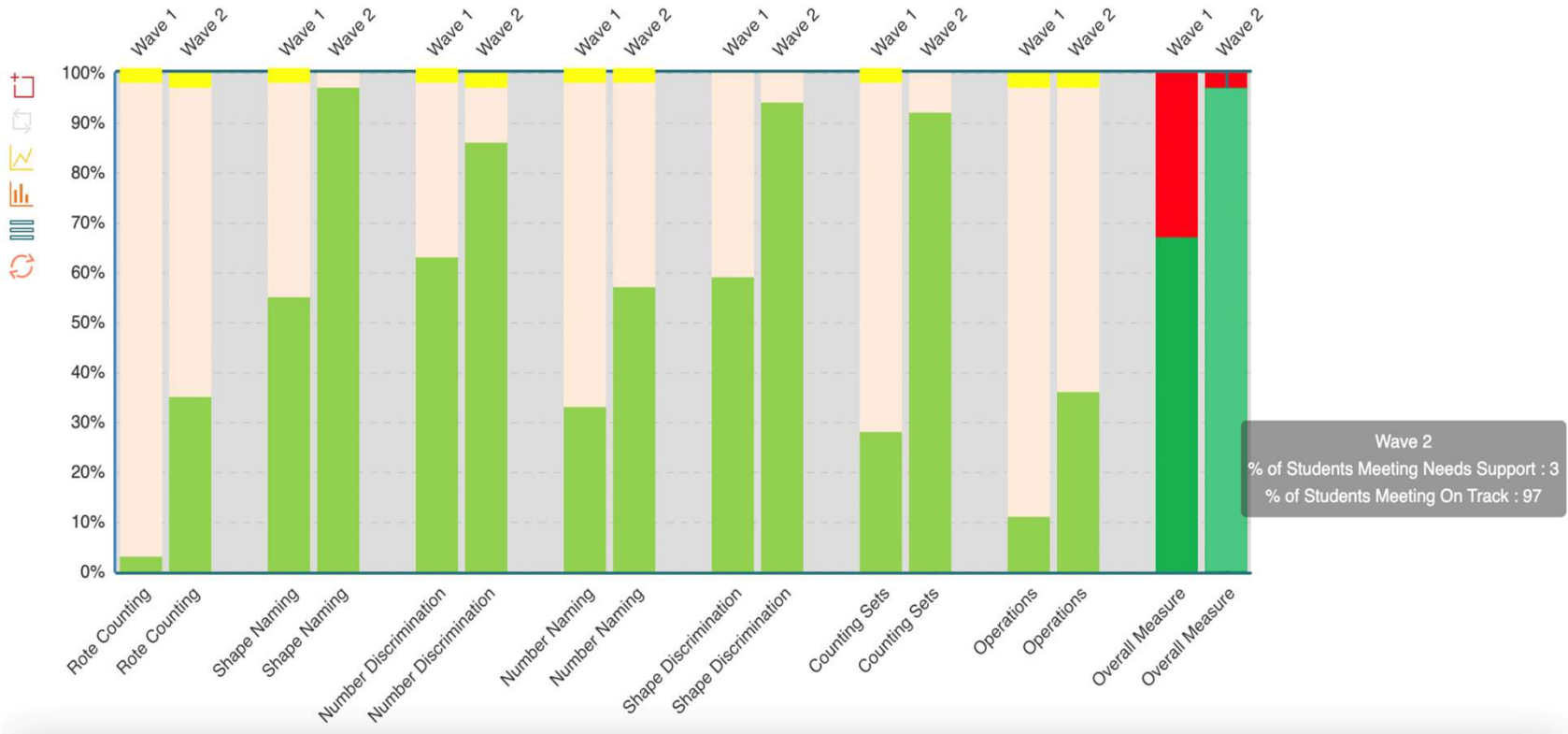


1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?	5. How can the Board Help?
<p>New students we have received after the BOY assessment was given, no scores to show compare. These students have improved since enrollment.</p> <p>Students who enter after January 8, 2025 were assessed with MOY, teachers have noticed gaps of learning and lack of exposure to school setting.</p> <p><b>Special Note:</b> Concepts in rhyme and alliteration have not been fully taught, only introduced.</p>	<p>Some of our SI (speech) students are needing more support in the area tested.</p> <p>TIER I: In-class small group intervention for students needing support by teacher and T-2.</p> <p>TIER II : Students being supported by reading Intervention teacher, IS and tutor for MCV students.</p> <p>SLP &amp; SLP intern is supporting SI students.</p>	<p>Attendance plays a huge role for retention of concepts.</p> <p>Some of our younger students are being affected because they are not developmentally ready, takes more time for them.</p>	<p>In comparing the students who took the BOY and MOY had huge gains in all areas.</p> <p>Many students that did attend our PK3 program showed the highest growth progress compared to those that just entered this year.</p>	<p>Continue supporting the unique needs of the campus.</p>



# School Benchmark Growth Report

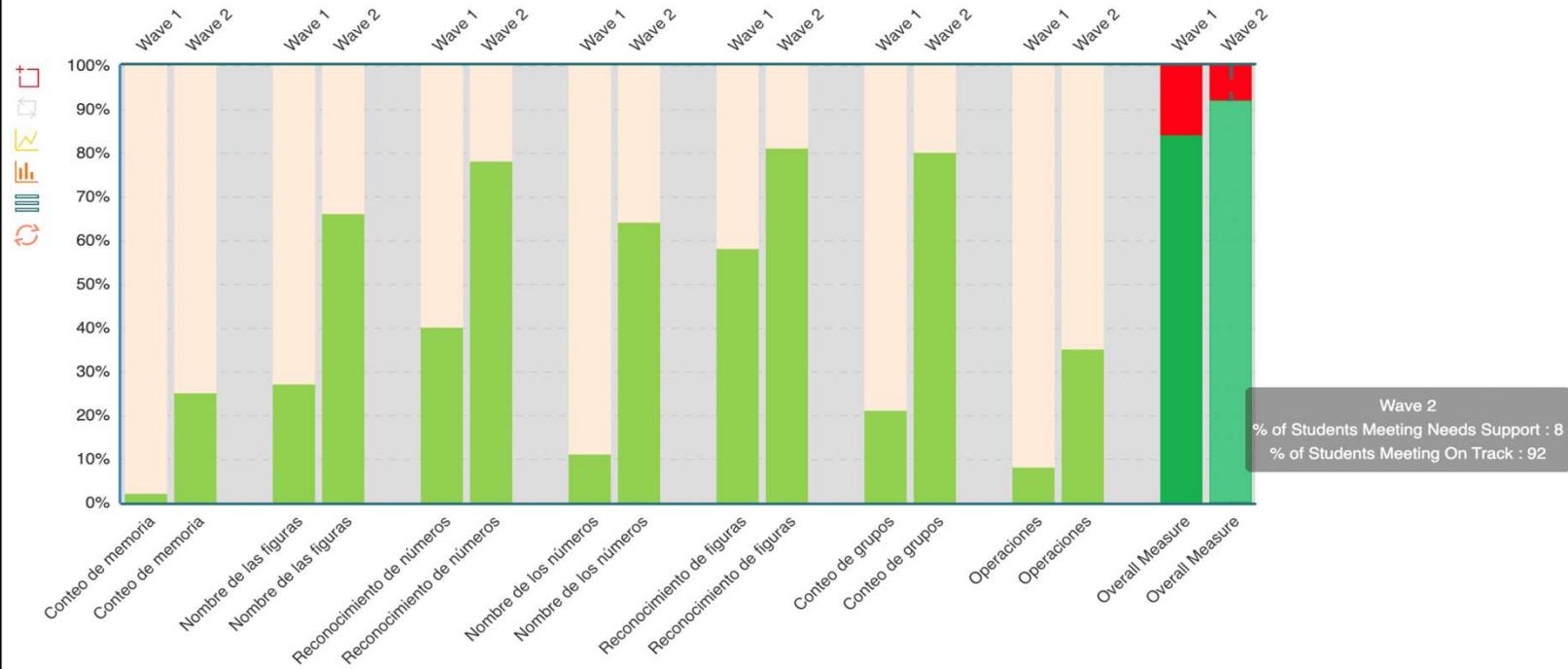
LORENZO LOYA PRI: Math



# Spanish

## School Benchmark Growth Report

LORENZO LOYA PRI: Matemáticas





**Overall  
Average:  
Math**

<b>English: CIRCLE Assessment</b>		
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>
On-track	67%	97%
Need Monitoring	0%	0%
Needing Support	33%	3%

2 monolingual sections

<b>Spanish: CIRCLE Assessment</b>		
<b>Progress</b>	<b>WAVE I (BOY)</b>	<b>WAVE II (MOY)</b>
On-track	84%	92%
Need Monitoring	0%	0%
Needing Support	16%	8%

4 dual-lang sections



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>New students we have received after the BOY assessment was given, no scores to compare with. These students have improved since enrollment.</p> <p>Students who enter after January 8, 2025 were assessed with MOY, teachers have noticed gaps of learning and lack of exposure in a school setting.</p> <p><b>Special Note:</b> Concept of operations has not been taught yet. Teachers have been introducing since our return from 1st semester, Concept is usually taught in the 4th 9 weeks..</p>	<p>TIER I: In-class small group intervention for students needing support by teacher and T-2.</p> <p>TIER II : Students being supported by IS and tutor for MCV students.</p>	<p>Attendance plays a huge role for retention of concepts.</p> <p>Some of our younger students are being affected because they are not developmentally ready, takes more time for them to grasp concepts.</p>	<p>In comparing the students who took the BOY and MOY had huge gains in all areas.</p> <p>Many students that did attend our PK3 program showed the highest growth compared to those that just entered this year.</p> <p><b>Special Note:</b> <i>Historically, our students do very well in math and continue to do so.</i></p> <p><i>Great alignment between PK3 &amp; PK4</i></p>	<p>Continue supporting the unique needs of the campus.</p>



# PK3 data

<b>English: MOY Teacher Created Assessment</b>		
<b>Concepts</b>	<b>On-track</b>	<b>Needing Support</b>
Colors	94%	6%
Shapes	73%	27%
Rote counting numbers	93%	7%
Number concept	100%	0%
<i>Vowel name</i>	76%	24%
<i>Vowel sound</i>	41%	59%

(1 monolingual section)

<b>Spanish: MOY Teacher Created Assessment</b>		
<b>Concepts</b>	<b>On-track</b>	<b>Needing Support</b>
Colors	92%	8%
Shapes	65%	35%
Rote counting numbers	83%	17%
Number concept	82%	18%
<i>Vowel name</i>	42%	58%
<i>Vowel sound</i>	35%	65%

(2 dual-lang sections)

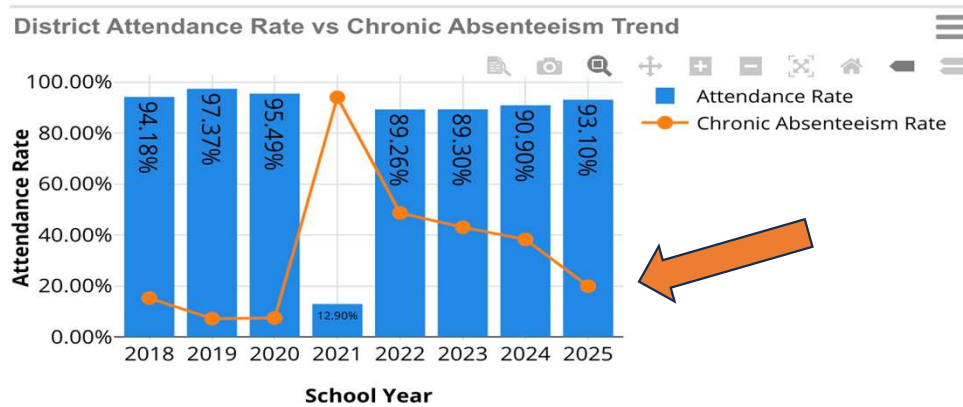
<b>ECSE: MOY Teacher Created Assessment</b>		
<b>Concepts</b>	<b>On-track</b>	<b>Needing Support</b>
Colors	51%	49%
Shapes	43%	57%
Rote counting numbers	41%	59%
Number concept	62%	38%
<i>Vowel name</i>	46%	54%
<i>Vowel sound</i>	33%	67%



# Attendance

2022-2023 End of Year	2023-2024 End of Year	2024-2025 Current
89.30%	90.90%	93.00%

2024-2025 Grade Level Attendance	
PK3	91.85
PK4	93.08



**Special Note:** Chronic Absentee rate has decreased from 40% last year, to 20% as of 2/14/25.



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>Inform parents about the importance of attending school every day to develop good habits and set the foundation of learning and responsibility.</p>	<p>We encourage all our families to bring their children to school. It is difficult when parents are making the decision to keep them home, when they are not ill.</p>	<p>We will continue communicating to parents the value of them being in school every day, all day.</p>	<p>Continued support of attendance awareness.</p>



# Showcase



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# Overall Improvements

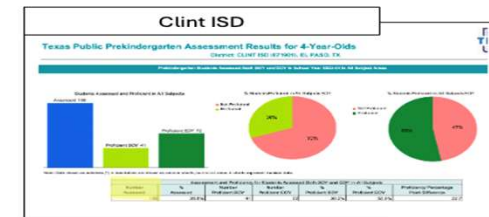
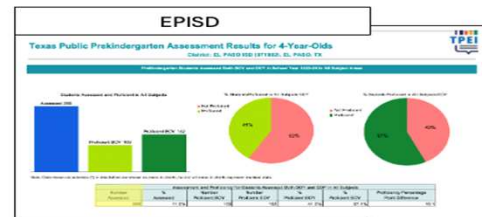
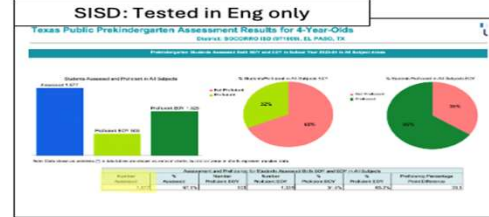
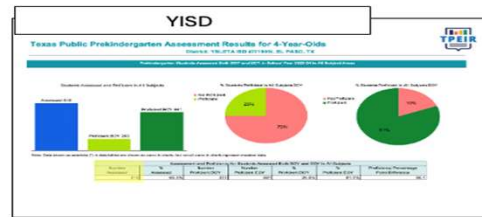
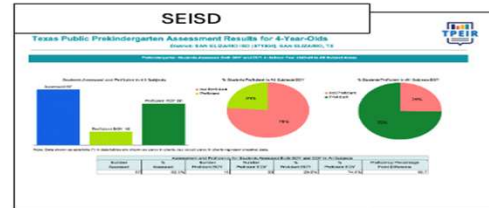
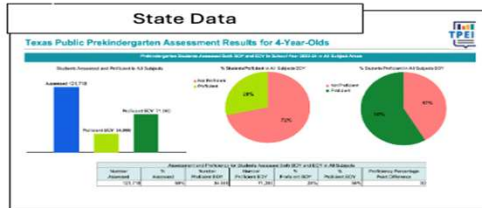
2024-2025

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# TPEIR Report

## Texas Public Education Information Resource (TPEIR) 2023-24 DATA



### Reading & Math Scores

Comparison	BOY Read	EOY Read	BOY Math	EOY Math
State-wide	47%	83%	80%	89%
YISD	41%	93%	89%	98%
SEISD	26%	81%	88%	95%
SISD	51%	91%	91%	96%
EPISD	59%	76%	89%	88%
CISD	40%	90%	86%	93%

### All areas assessed

Comparison	BOY Proficient	EOY Proficient
State-wide	41%	57%
YISD	25%	81%
SEISD	24%	75%
SISD	32%	65%
EPISD	41%	57%
CLINT	30%	53%

- Emergent Reading
- Language Communication
- Math





# Lorenzo G. Loya Primary

2024-2025

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## Questions?

