



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Edgar Ponce, Research & Evaluation Administrator  
**Subject:** (HB 3) GPM 2.3 Progress Monitoring—Grade 3 Reading Growth  
**Date:** May 13, 2026

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### HISTORY:

The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3's progress monitoring requirements. This report aims to provide feedback on HB 3 Goal Progress Measure (GPM) 2.3, which focuses on reading performance for grade 3 students

### RATIONALE:

#### Goal Progress Measure (GPM) 2.3

- The percentage of Approaches of all 3<sup>rd</sup> graders which take the Reading STAAR Interim Assessment (English) early Spring of 2026 will be  $\geq 70\%$ .
- The percentage of Approaches of all 3<sup>rd</sup> graders which take the Reading STAAR Interim Assessment (Spanish) early Spring of 2026 will be at  $\geq 68\%$ .

In this report, two parameters will be examined related to grade 3 reading performance:

- Examining reading achievement in approaches percentage for STAAR Interim Assessment.
- Subgroup analysis of achievement scores.

For this report, Alarcon and Borrego's 3<sup>rd</sup>-grade reading results will be reported separately and then averaged to compare to the target. English and Spanish Interim assessments will also be reported as separate measures.

### **Part I: Examining reading achievement in approaches percentage for STAAR Interim Assessment**

First, the 3<sup>rd</sup> grade reading data will be examined by comparing the reading approaches percentage during interim testing to the target established. The data below is from our 3<sup>rd</sup> graders at Alarcon and Borrego, along with the district averages. Pink represents not meeting the target, while green shows meeting the target.

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Grade/Campus	Reading Interim Approaches Percentage- (Reading-English)	Target-(Reading-English)	Difference
3 <sup>rd</sup> —Alarcon	50%	70%	-20%
3 <sup>rd</sup> —Borrego	44%	70%	-26%
District Average	47%	70%	-23%

Both campuses showed they did not meet the target.

Grade/Campus	Reading Interim Approaches Percentage- (Reading-Spanish)	Target-(Reading-Spanish)	Difference
3 <sup>rd</sup> —Alarcon	20%	68%	-48%
3 <sup>rd</sup> —Borrego	25%	68%	-43%
District Average	23%	68%	-45%

Both campuses showed they did not meet the target in the Spanish assessment.

### **Part II: Subgroup Analysis**

The data below show the subgroups approach percentage data compared to the targets, 3<sup>rd</sup> grade at Alarcon and Borrego, broken down for EB and SPED subgroups.

#### **Alarcon—3<sup>rd</sup> Grade Reading Achievement (English)**

Student Group	Interim Approaches	Target	Difference
Emergent Bilingual	45%	70%	-25%
Special Education	0%	70%	-70%

#### **Alarcon—3<sup>rd</sup> Grade Reading Achievement (Spanish)**

Student Group	Interim Approaches	Target	Difference
English Learners	20%	68%	-48%
Special Education	17%	68%	-51%

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**Borrego—3<sup>rd</sup> Grade Reading Achievement (English)**

Student Group	Interim Approaches	Target	Difference
English Learners	42%	70%	-28%
Special Education	6%	70%	-64%

**Borrego—3<sup>rd</sup> Grade Reading Achievement (Spanish)**

Student Group	Interim Approaches	Target	Difference
English Learners	25%	68%	-43%
Special Education	25%	68%	-43%

The data in these tables show a common theme when comparing subgroup data. The “SPED” and “EB” students did not meet the target goals.

The results noted in the tables above indicate that learning gaps must be overcome with our 3<sup>rd</sup> graders.

**BUDGET IMPACT:**

There is no budget impact for this item.

**ADMINISTRATIVE RECOMMENDATION:**

It is recommended that the Board review the progress of GPM 2.3 as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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Reading Intervention Strategies Provided by Campus

## Lorenzo Alarcon Elementary School:

Our Alarcon third-grade team uses a variety of strategies to improve student's literacy comprehension. The strategies are broken up into pre-reading activities. This gives students access to the content by building background knowledge, vocabulary, and purpose for reading. While reading strategies help support student's comprehension, fluency, and active engagement with the text. The after-reading strategies help students to check their understanding, extend their thinking, and apply learning. Alarcon's third grade team also uses strategies that span all phases of reading.

Our Special Education teacher uses the SPIRE program which addresses breaking down letter sounds, diagraphs. It has repetition for practice, spelling, and a decodable story followed by a graphic organizer to compare and contrast components of the text, or to review the elements of plot.

Our At-Risk teacher uses Alice Nine phonogram practice to assist students with decoding; her focus is on accuracy of the words. She also focuses on students knowing their sight words. She then moves students to read leveled readers from Fountas and Pinnell and Scholastic Books. Students move from practicing sight words to practicing sentences and phrases.

Below is a list compiled by our third-grade team:

### Pre-Reading Strategies (Before Reading)

- Pre-teach key vocabulary / Frontload vocabulary
- Cognates
- Dictionary skills
- Think Alouds (*used here to model how to approach a text before reading*)
- Inquiry Charts (GLAD – *What I Know / What I Want to Know*)
- Pictorial Input Chart (GLAD)
- Anchor charts (*introducing concepts/skills*)
- Classroom library (*text selection/engagement*)
- Technology integration (iReady, AR, Summit) (*building schema/previewing*)
- HMH resources (paired passages, short texts for previewing skills)

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- LEAD4ward (*planning and aligning instruction*)
- Interactive notebooks (*setup, vocabulary, purpose setting*)
- Using sentence stems/frames (*preparing academic language*)
- Sheltered Instruction strategies (*activating background knowledge*)
- Total Physical Response (TPR) (*especially for vocabulary development*)
- EDL/DRA (*diagnostic to determine reading levels, strengths, and needs*)

### **During Reading Strategies**

- Read Alouds
- Repeated Reading
- Partner Reading
- Choral/Echo Reading
- Annotating
- Graphic Organizers (fiction/nonfiction)
- Think Alouds (*modeling comprehension in real time*)
- Text Connections (*text-to-self, text-to-text, text-to-world*)
- Cooperative groups for learning
- Small group instruction
- Peer Tutoring
- Intervention groups (targeted)
- Sheltered Instruction (*scaffolding comprehension*)
- Interactive notebooks (*note-taking during reading*)
- Using sentence stems/frames (*supporting discussion and thinking*)

### **After Reading Strategies**

- Journals (daily writing)
- RACE strategy (ECR/SCR responses)
- Text-based responses (STAAR practice with evidence)
- Exit tickets / Comprehension checks
- Respond to Reading
- Gallery Walks
- Student data tracking folders

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- Graphic Organizers (*used for summarizing/synthesizing*)
- Cooperative groups (*discussion, reflection, synthesis*)

### **Strategies That Span All Phases (Ongoing Instructional Supports)**

- Anchor charts
- Technology integration (iReady, AR, Summit K12)
- HMH resources
- Interactive notebooks
- Sentence stems/frames
- Sheltered Instruction
- Cooperative learning structures
- Cognitive Content Dictionary (CCD – GLAD)

## **Alfonso Borrego Elementary School**

### **1. Attendance and Instructional Time Protection**

- Aggressively monitor and address attendance challenges
- Minimize early pull-outs (by parents)
- Protect instructional time

### **2. Focused PLCs: (working on)**

- Lesson Rehearsal
- Lesson Internalization
- Student Work Analysis Protocol (SWAP) with a focus in writing
- Data meetings (all TEKS based assessments)
- Support from Region 19 and district (sometimes indirect)

### **3. Instruction:**

- Use of high-quality instructional material: HMH
- First teach aligned with TEKS and assessments
- Small group instruction
- Less reliance on computer programs (need to work on)

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- Consistent intervention block
- Use of AMIRA to address 5 components of Reading
- Supplemental Resources like Read Works to build background and comprehension as suggested by Science of Reading
- Use of HMH Component to teach foundational skills such as phonics, phonemic awareness, graphophonemic knowledge in both English and Spanish (ex. accents)
- Use of Summit K12 in dual language classroom

#### 4. Home/School Connection

- STAAR meeting for parents that included levels of questioning cards (Parent Liaison)
- Transition meeting for Sambrano parents and included current third grade parents
- Parent meetings held by teachers to discuss data/behavior (as needed basis)
- Newsletter to parents
- Updates to parents via Dojo

## Josefa Sambrano Elementary

### Strategies that have been followed to improve literacy:

- **Early identification and monitoring of new students to the schooling system:**  
Students who were new to formal schooling were identified early in the year, with close monitoring of attendance, literacy data, and classroom performance to ensure timely supports were put in place.
- **Implementation of the new HMH literacy program (Foundational Skills/Destrezas):**  
Teachers implemented new HMH Foundational Skills/Destrezas with fidelity to strengthen phonemic awareness, phonics, decoding, and early reading skills across grade levels.
- **Targeted RtI interventions (Tier II and Tier III):** Interventionists provided pull-out services for students identified in RtI Tier II and Tier III, focusing on specific literacy skill gaps through small-group, targeted instruction.

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- **Ongoing progress monitoring using mCLASS:** Students performing at the well below and below levels were regularly progress monitored using mCLASS to track growth, adjust instruction, and ensure interventions were effective.
- **Differentiated literacy instruction within the classroom:** Teachers used small groups, flexible grouping, differentiated centers, scaffolded texts, and targeted skill practice to meet the diverse literacy needs of students.
- **Data-driven instructional decisions:** Campus literacy data from screenings, progress monitoring, and classroom assessments were used collaboratively by teachers, interventionists, and instructional team to plan instruction and refine supports.
- **Consistent collaboration and support:** Classroom teachers, interventionists, and support staff worked collaboratively to align literacy strategies and ensure continuity between core instruction and interventions.

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