Lorenzo G. Loya Primary

2025 – 2026
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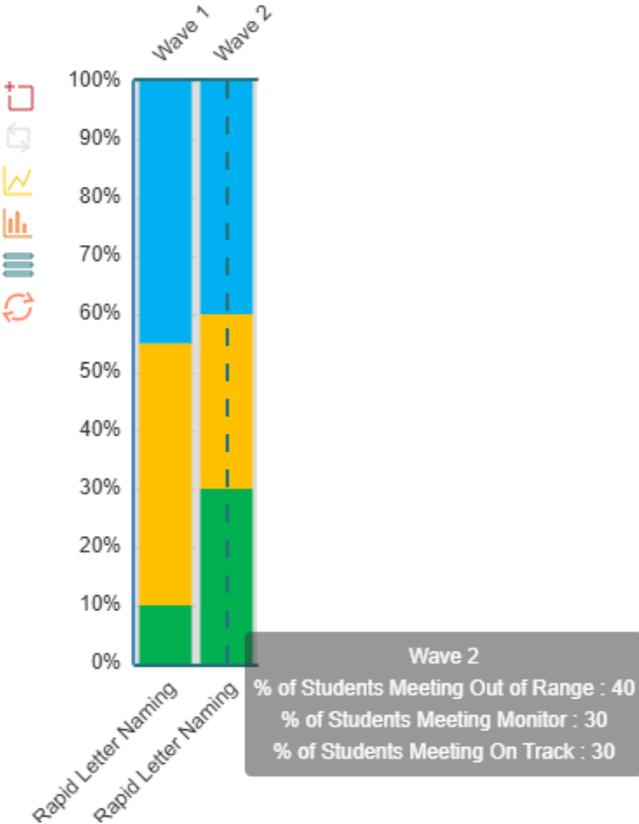
Progress Monitoring
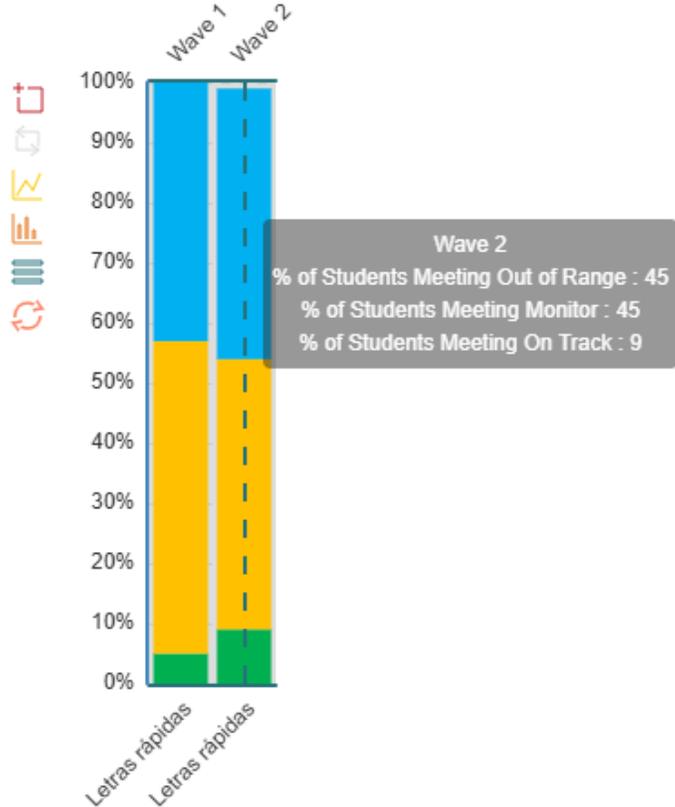
Pre-Reading PK3: Rapid Letters (timed)
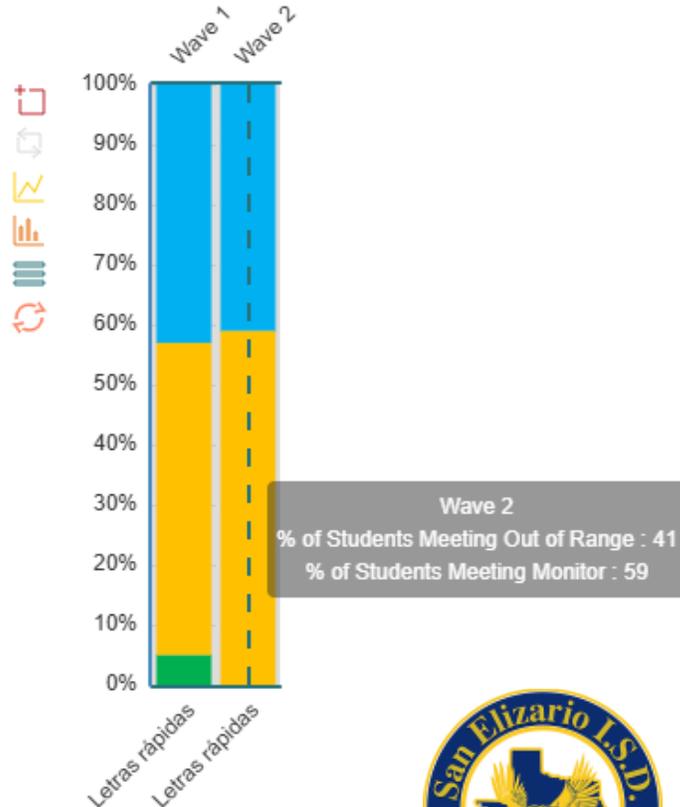
Pre-Reading PK3: Rapid Vocabulary(timed)
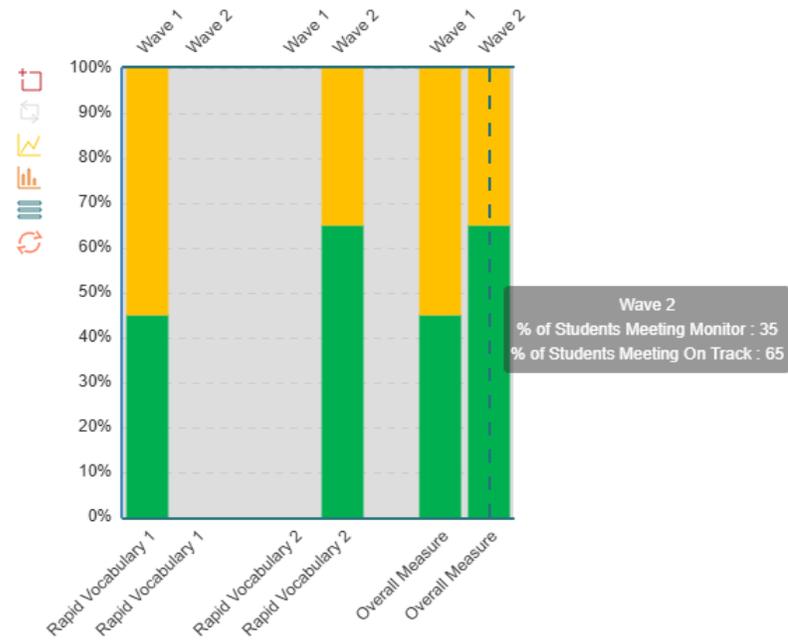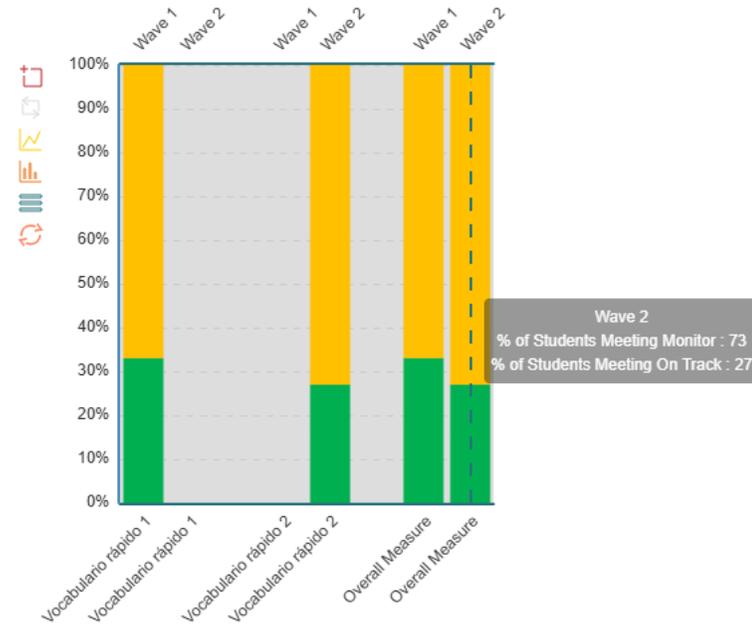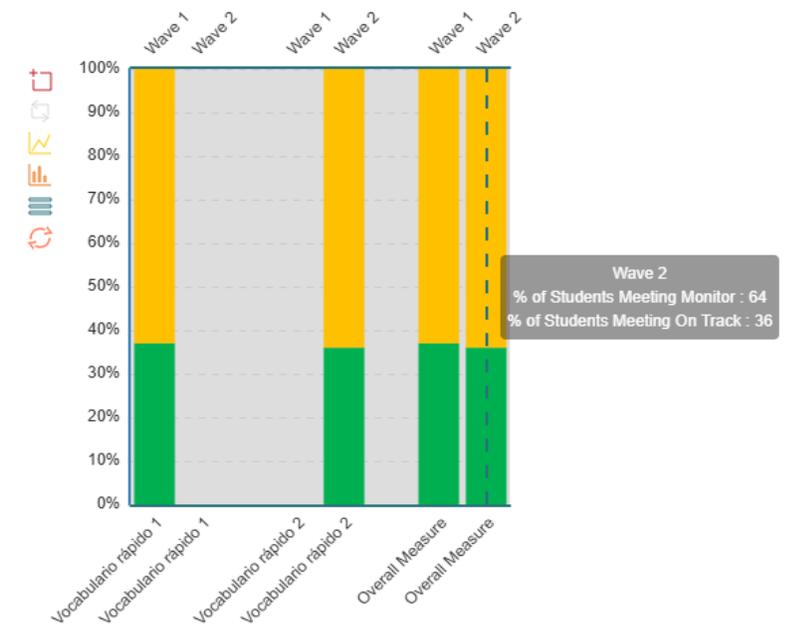
Pre-Reading ECSE data
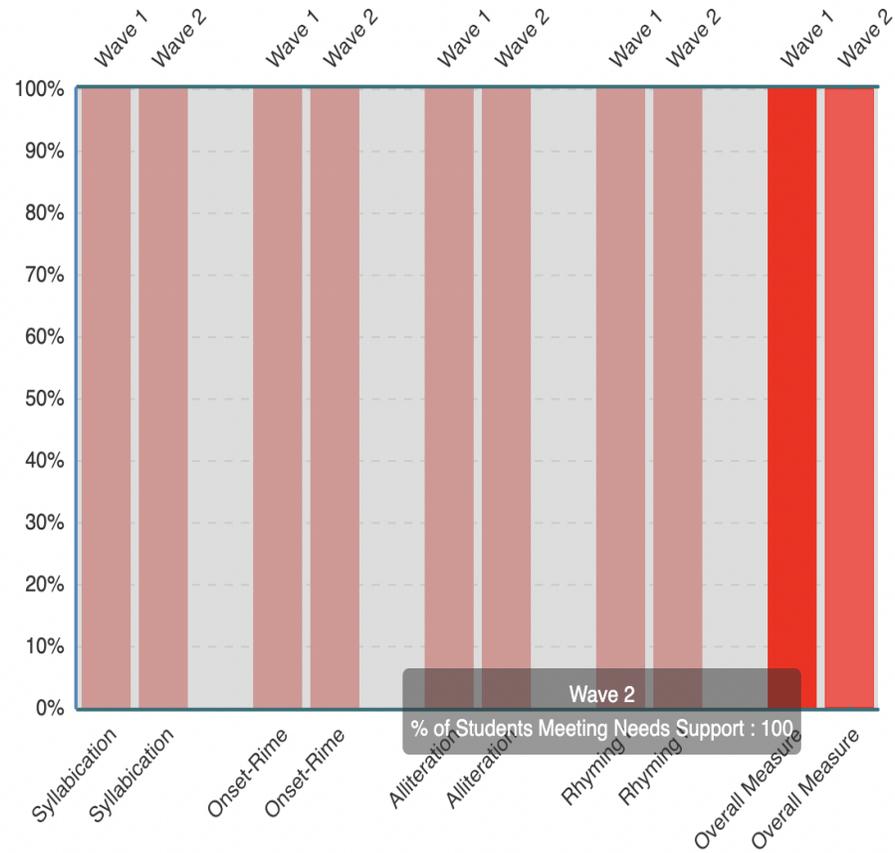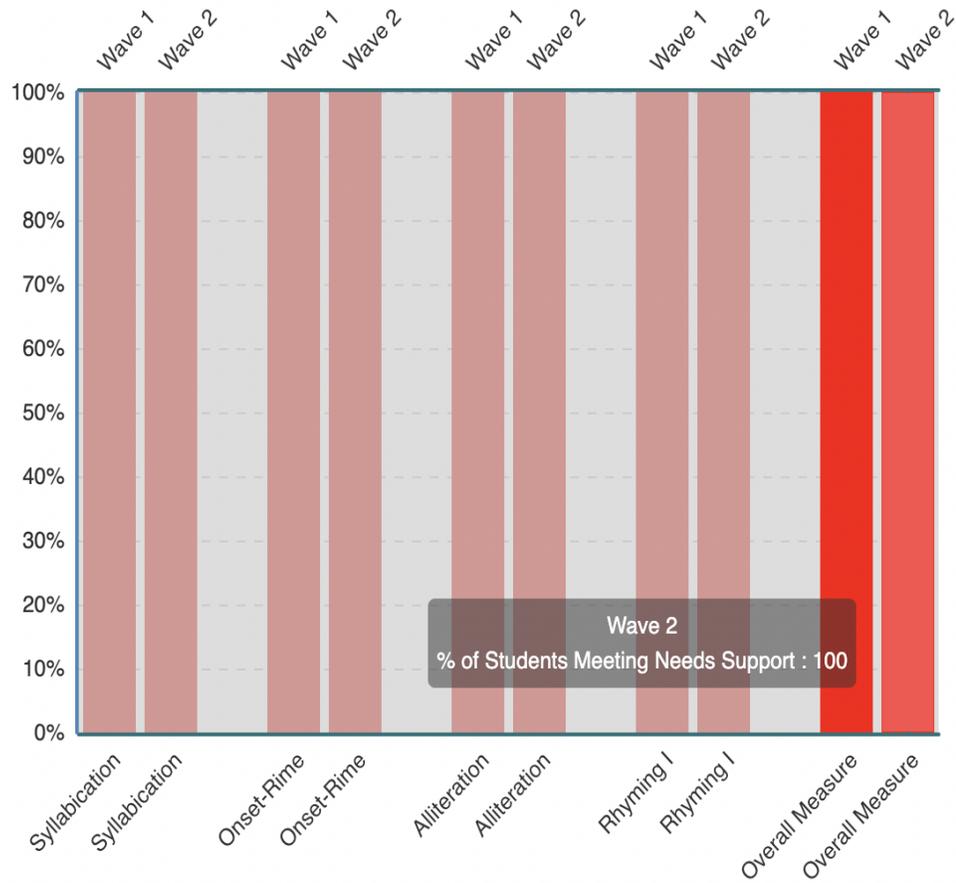
Both classes need 100% support. Combined scores PK3 and PK4

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Pre-Reading PK4 Monolingual

Pre-Reading PK4 Dual language

95% on track, 5% need support
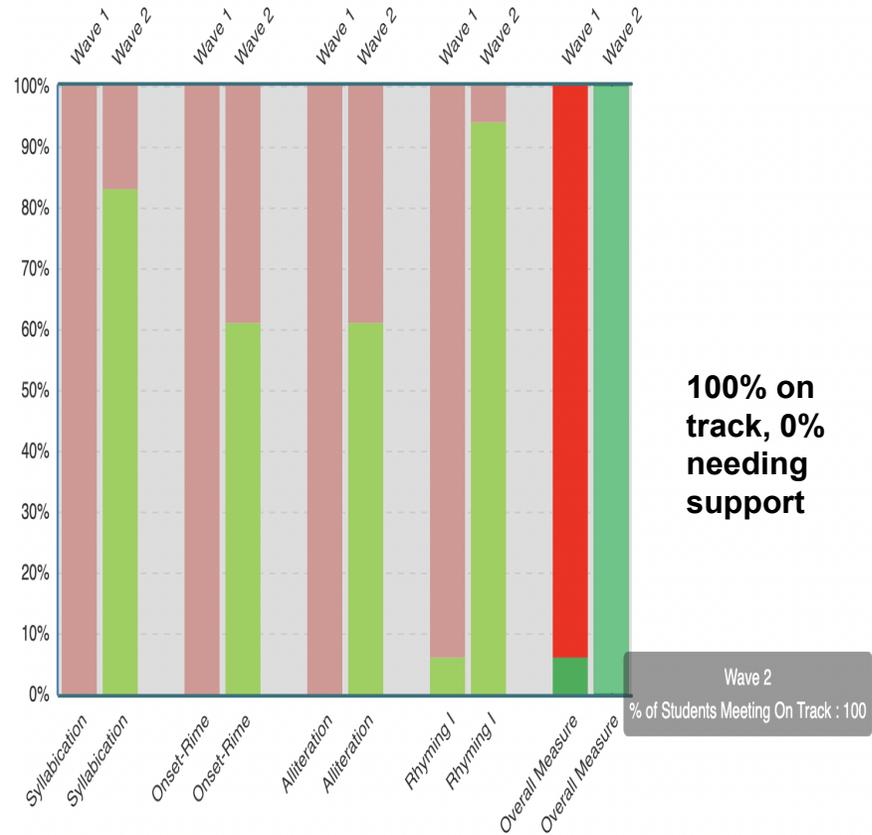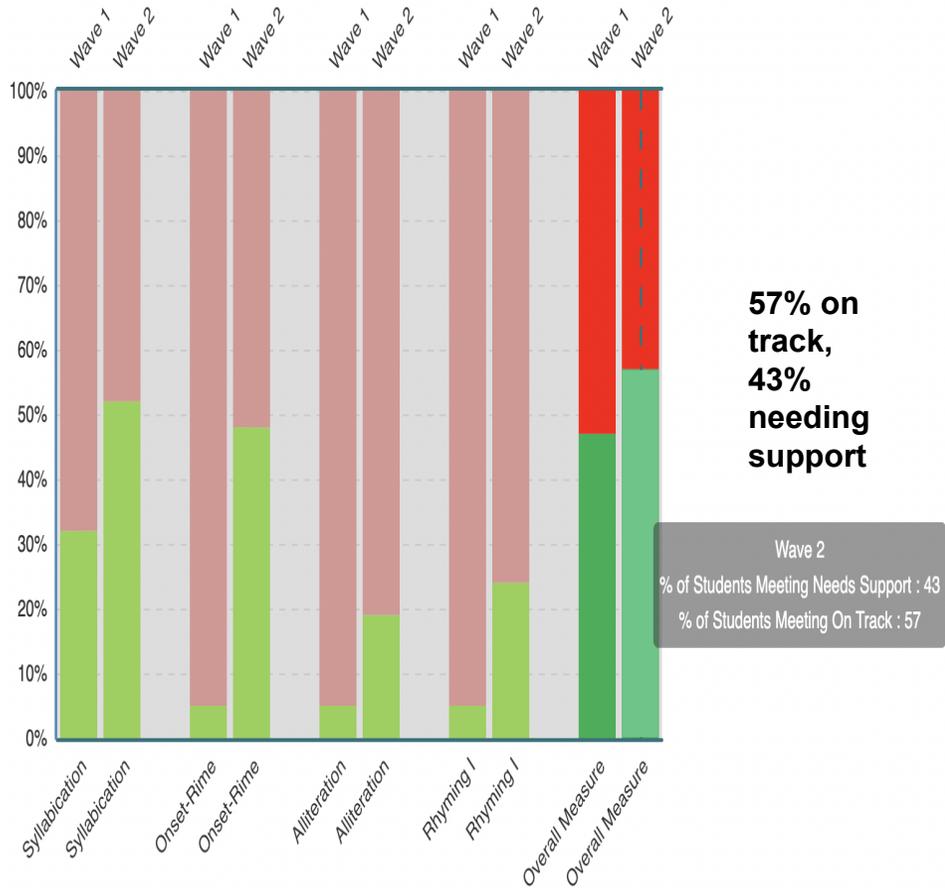
90% on track, 10% need support
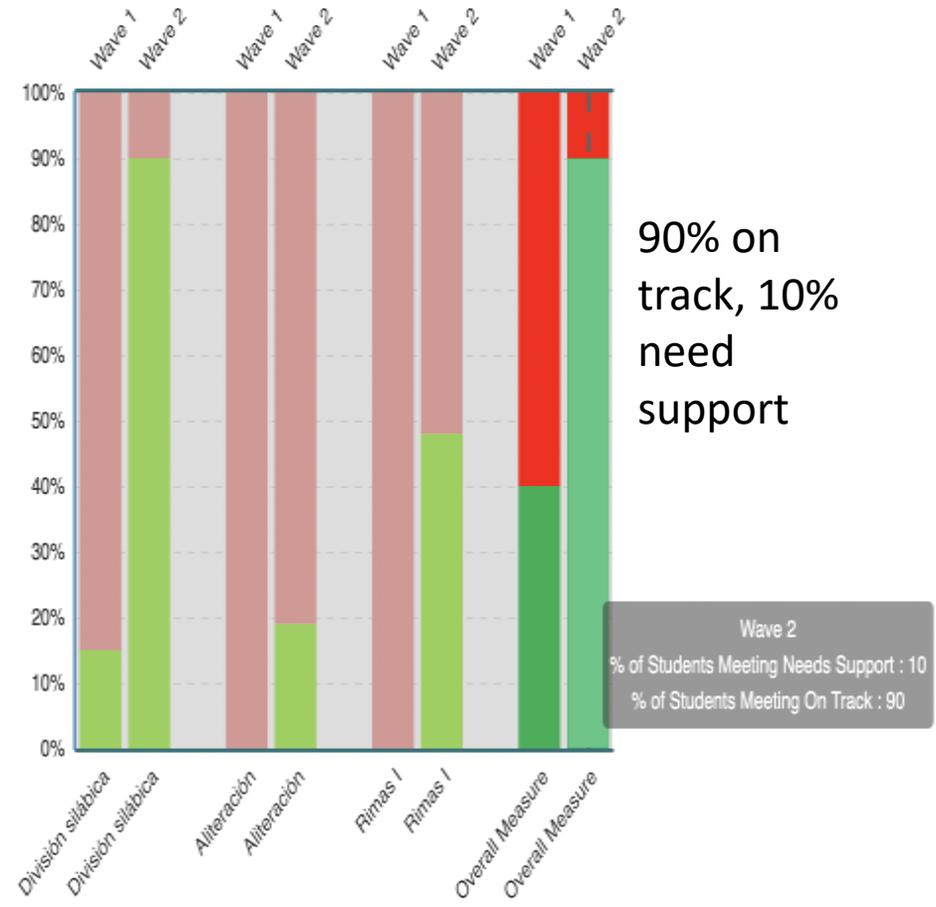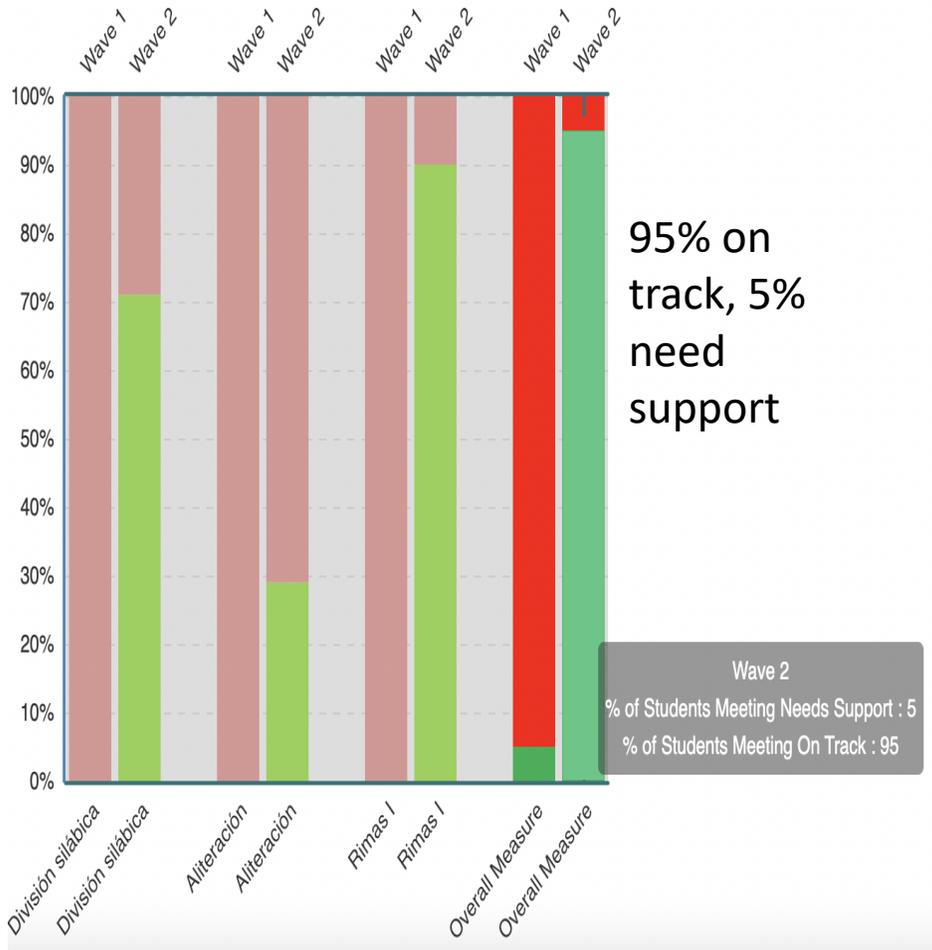
Pre-Reading PK4 Dual language

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?
ECSE students:	Our students are also being administrated the CIRCLE assessment. High (88%) percentage are non-verbal, testing accommodations were made to have the visuals aides directly from the assessment , extra time for response.	For some of our students receiving special education services, limited verbal language, processing delays, or communication differences can impact their ability to demonstrate knowledge within a timed or verbally administered assessment format. In these cases, a low score may reflect expressive or receptive language barriers rather than a lack of understanding.	We will utilize alternative progress monitoring tools and teacher observational data to capture growth that may not be reflected in a standardized assessment format. Our approach will be to provide targeted intervention, align assessment data with IEP goals, and ensure we are measuring growth in multiple ways to accurately reflect student progress.	PK3 began testing this year with CIRCLE due to giving the PK3 teachers the same opportunity as other grade levels who could be considered for the TIA award.

Can an alternative assessment be considered to replace CIRCLE for these groups of students that is more age-appropriate.

Can an assessment be purchased that aligns with the PK3 curriculum "Frog Street or can one be created in–house? |
| PK3 students: | Many of our students are out of range for the CIRCLE assessment due to their age. All students are assessed but not all of them are scored.
- 45% of monolingual students are not scored.
- 45% of one dual class are not scored
- 32% of the other dual class are not scored. | CLI benchmarks are grade-level expectations, but within a classroom, developmental readiness varies widely. This means a younger child may demonstrate meaningful growth in raw scores while still not meeting the benchmark cut score. In some cases, reports may show a low percentage or even zero percent in a domain, but that does not indicate a lack of growth. It indicates that the student has not yet crossed the benchmark threshold.
• Older students are more likely to meet benchmarks earlier.
• Younger students may show growth but remain below cut scores.
• A 0% score can reflect developmental stage rather than lack of instruction. | We will strengthen core Tier 1 instruction, increasing small-group interventions, and using growth monitoring to adjust instruction in real time. Our focus is not just benchmark percentages but accelerating developmental growth and oral language development across the year. | |

Pre-Math
PK3

Pre-Math combined

83% needing monitoring, 17% need support
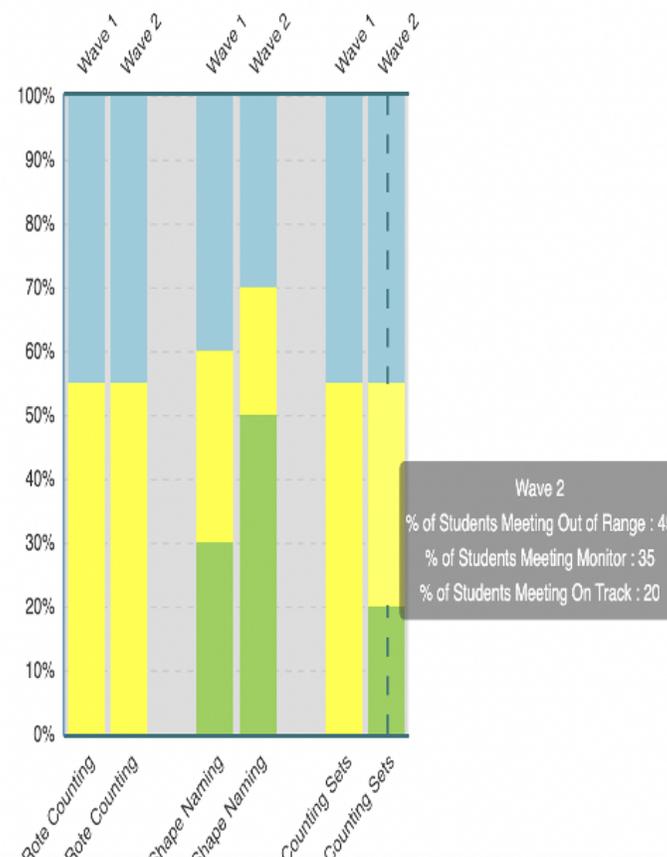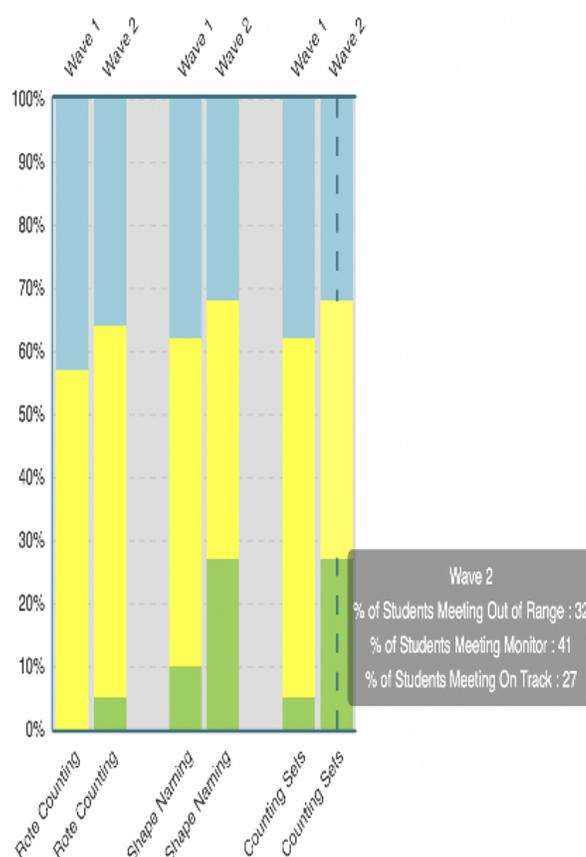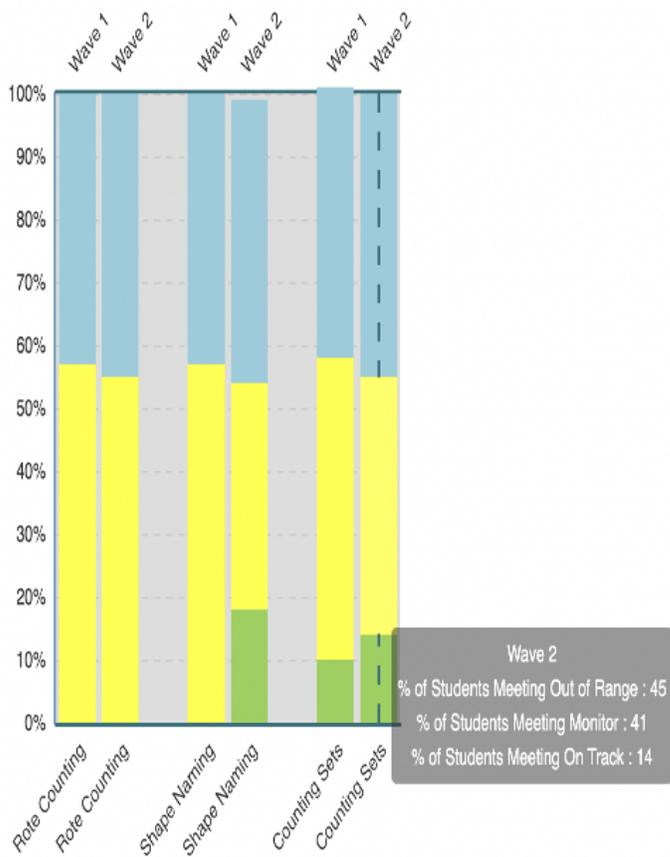
100% need support

The grade levels in each unit are combined, could not pull separate reports EE (PK3) from PK4 students data.

Pre-Math PK4

81% are on track, 19% need support

94% are on track, 6% need support
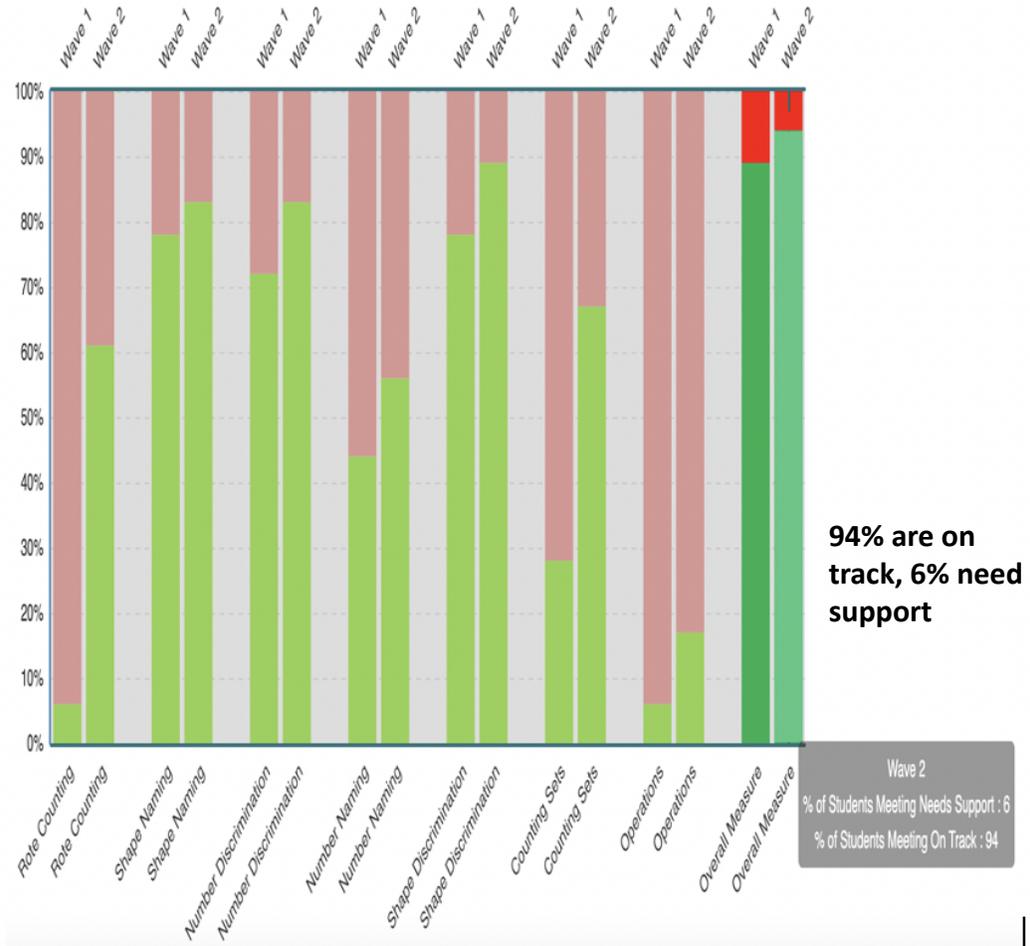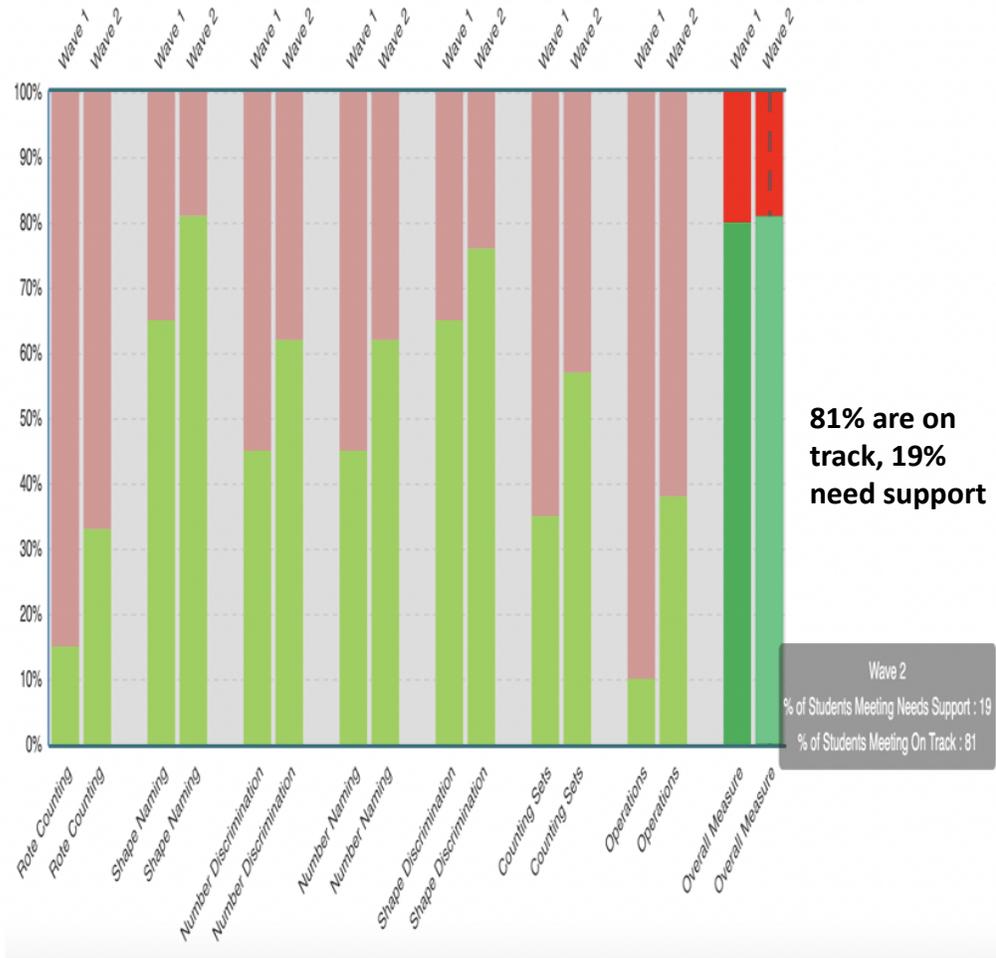
Pre-Math PK4 Dual language: Assessing in English

62% are on track, 38% need support

90% are on track, 10% need support

43% are ontrack, 57% need support

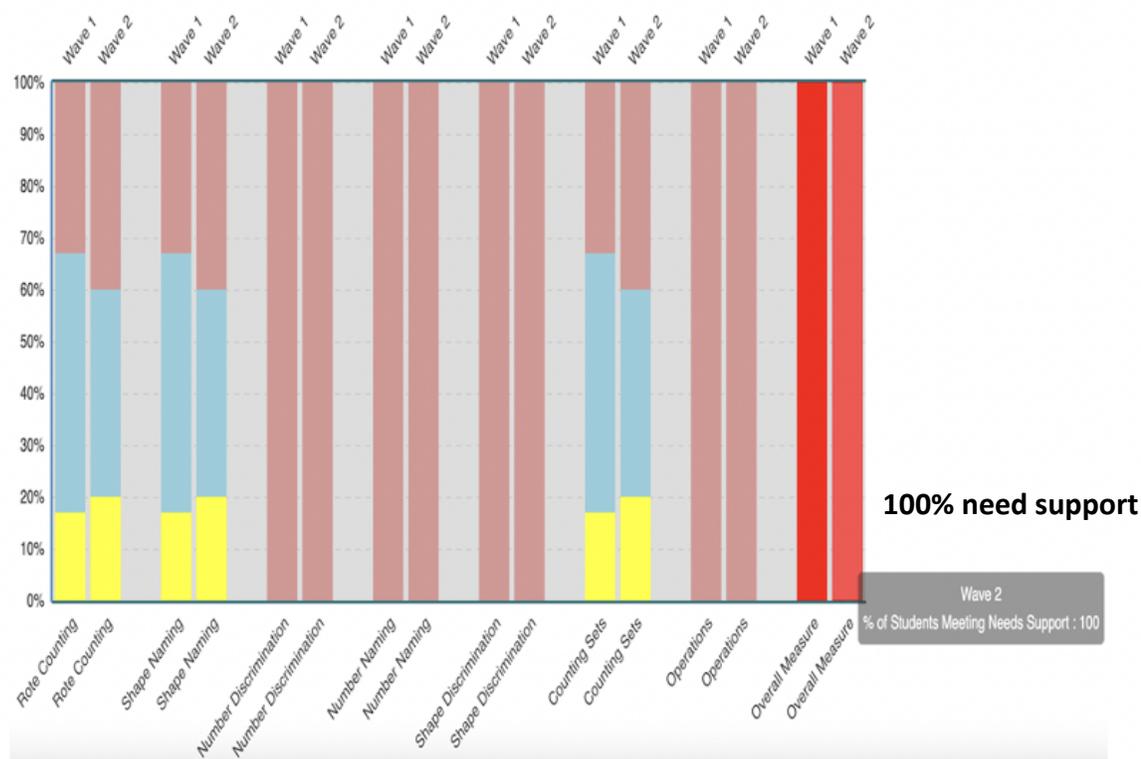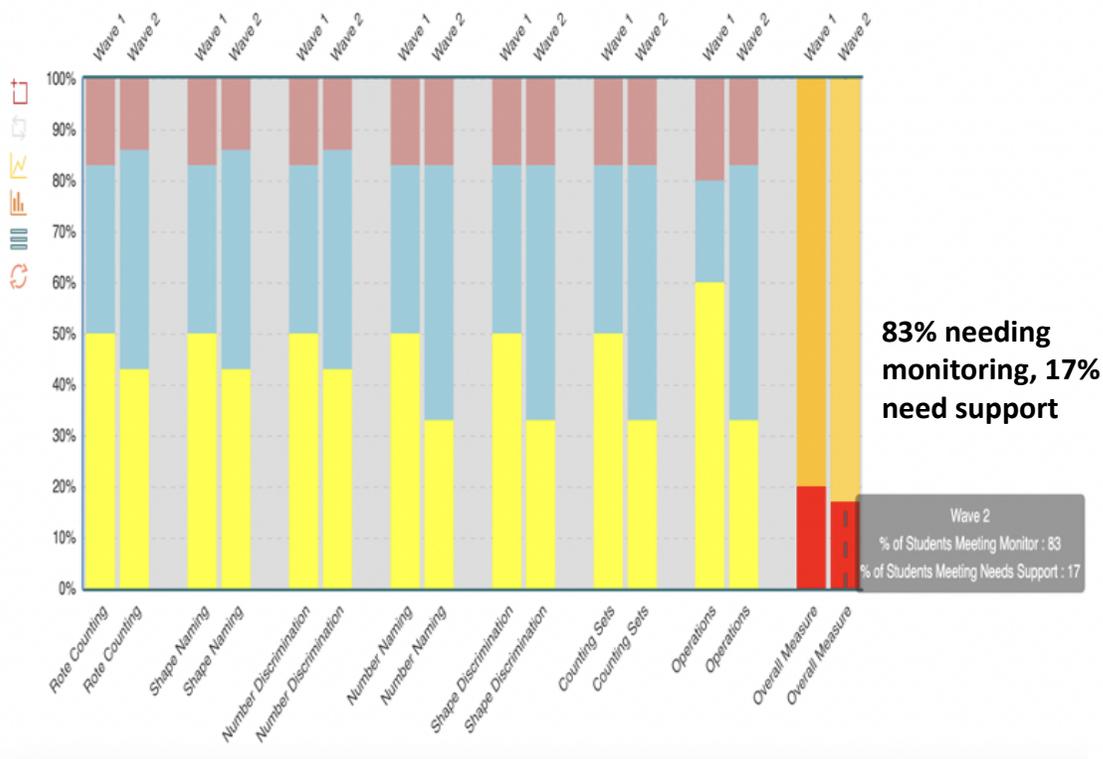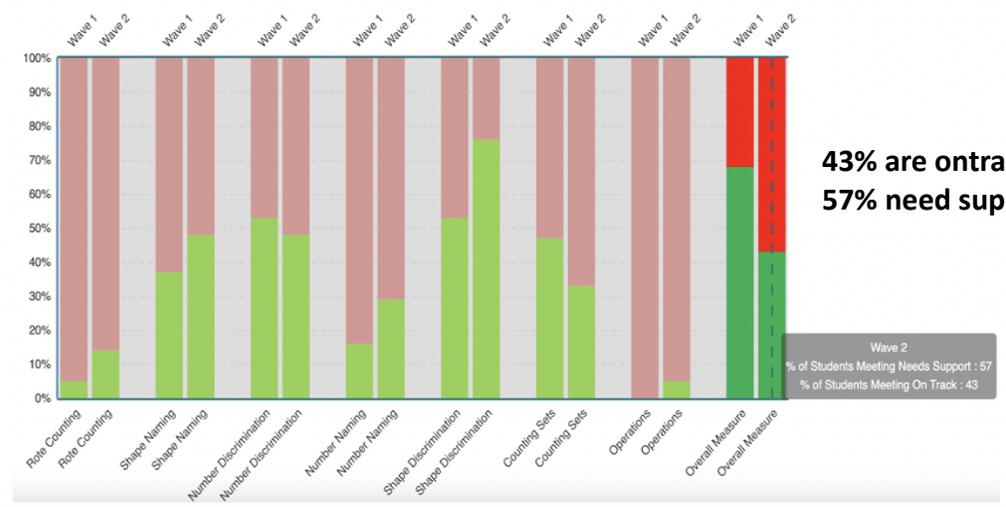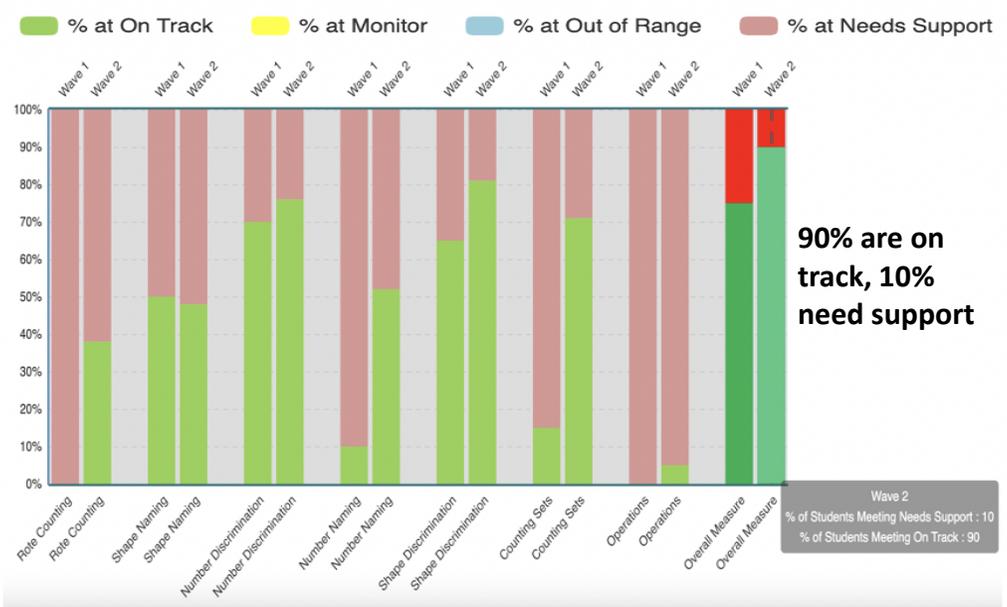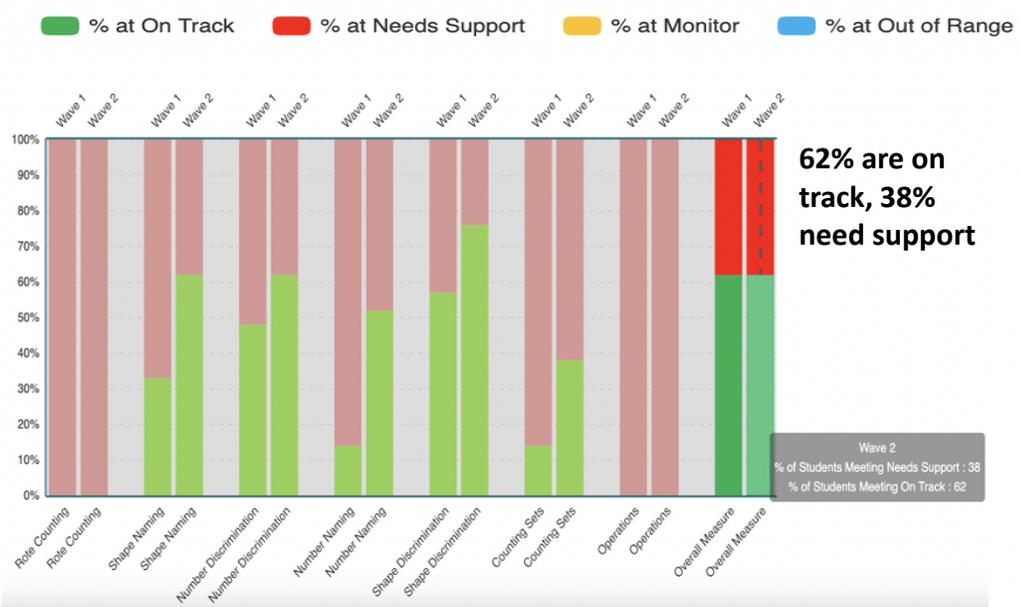| 1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
ECSE Students	Our students are also being administrated the CIRCLE assessment. High (88%) percentage are non-verbal, testing accommodations were made to have the visuals aides directly from the assessment, extra time for response.	Students receiving special education services may struggle to demonstrate their knowledge on timed or verbally administered assessments due to language or processing challenges. As a result, low scores may reflect communication barriers rather than a lack of understanding.	Our approach will be to provide targeted intervention, align assessment data with IEP goals, and ensure we are measuring growth in multiple ways to accurately reflect student progress.	PK3 began testing this year with CIRCLE due to giving the PK3 teachers the same opportunity as other grade levels who could be considered for the TIA award.
PK3 Students	Many of our students are out of range for the CIRCLE assessment due to their age. All students are assessed but not all of them are scored. - 45% of monolingual students are not scored. - 45% of one dual class are not scored - 32% of the other dual class are not scored.	CLI benchmarks reflect grade-level expectations, but developmental readiness varies widely within a classroom. Younger students may show meaningful raw-score growth yet remain below cut scores, and even a 0% can reflect developmental stage rather than lack of instruction, while older students are more likely to meet benchmarks earlier.	To increase math outcomes in PK3 and dual language classrooms, we are strengthening daily math routines, embedding bilingual vocabulary instruction, increasing small-group intervention, and using hands-on learning strategies aligned to developmental readiness. Our goal is to accelerate foundational math skills while accounting for age and language acquisition.	Can an alternative assessment be considered to replace CIRCLE for these groups of students that is more age-appropriate? Can an assessment be purchased that aligns with the PK3 curriculum "Frog Street or can one be created in–house?
Dual Language Students	Math instruction for Dual Language students is conducted in English. The following skills in math are assessed in English: rote counting, shape naming, number discrimination, shape discrimination, number naming, counting sets, and operations.	When a student is still acquiring English, especially in PreK, they are simultaneously learning new vocabulary, sentence structure, and academic language. If math concepts are assessed in English before students have developed sufficient receptive language, scores may reflect language proficiency rather than true mathematical understanding.	We will increase the use of visual supports, manipulatives, gestures, and modeling to reduce language load during instruction. We will analyze data alongside language proficiency levels to ensure we are not misidentifying language acquisition as a math deficit.	Revisit the dual language model for instruction in Math for PK3. Ensure that the Dual Language Model supports vertical alignment.

Attendance

Attendance Rate Analysis - Current Year

Chronically Absent

What % Of Students Are Chronically Absent?

26.7%

What is the Campus Average Attendance Rate?

92.88%

▶ **What Is The Chronic Absenteeism Rate By Building?**

- Chronically Absent
- Not Chronically Absent

100.0%

26.7%

73.3%

50.0%

0.0%

% of School

Lorenzo Loya Primary

Campus Attendance Rate vs Chronic Absenteeism Trend

- Attendance Rate
- Chronic Absenteeism Rate

80.00% 90.82%   92.95%   92.88%

60.00%

40.00%

20.00%

0.00%

Attendance Rate

2024   2025   2026

School Year
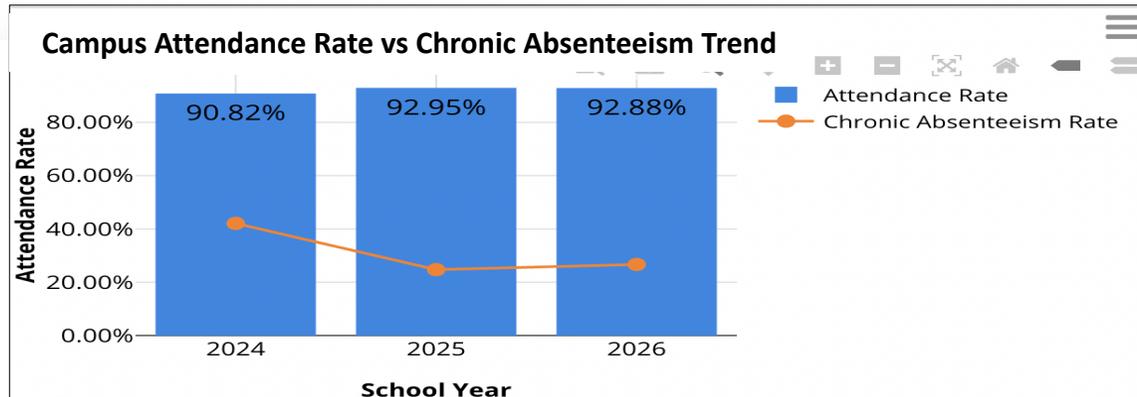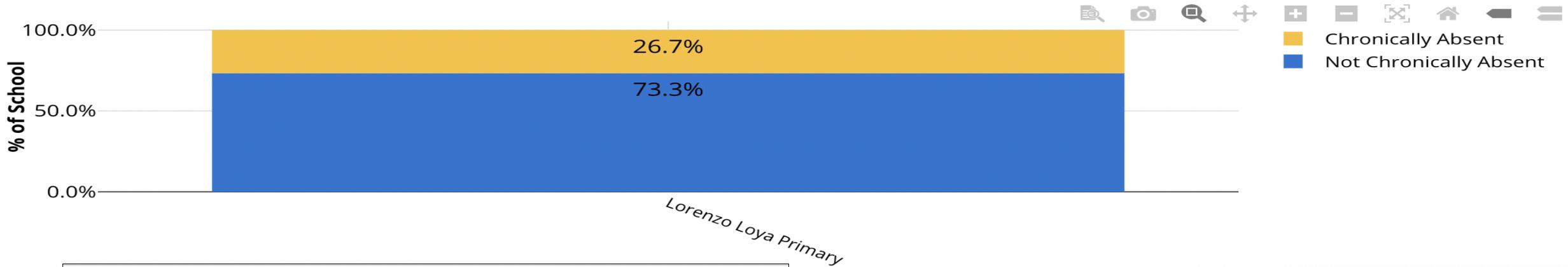
Current Campus Attendance Rate: **92.88%** as of 2/23/26

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Aligning with SEISD Board Goals

Ongoing PLC Focus:
- Lesson alignment and giving teachers time to plan and collaborate
- Adjustments to Year-at-a-Glance (YAG) as needed
- Data-driven decision making: Digging in deeper to our data, looking at every indivdual student with each assessment and
  Student Learning Objective (SLO) goals to ensure students success
- Targeted supplemental intervention activities created by our Instructional Specialist to asssit teachers and T-2s
- Authenic collaboration

Coaching model evidence:
- Strengthened instructional practices through 9 documented coaching sessions with 5 teachers (through February)
- Modeled reflective growth by recording and debriefing a coaching session with Mrs. Anderson
- Collaborate consistently with the campus Instructional Specialist to address instructional needs
- Refined leadership practices by balancing T-TESS observations, weekly walkthroughs and coaching model sessions.

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?
In reviewing the list of chronic absences, the majority of our students are out due to illness.	Students who are not performing at peer level have their areas of need communicated by teachers to parents. Upon returning to school, targeted small-group interventions are provided with support from both the teacher and the instructional (T-2). Intervention teacher is also working with students in small group A classroom lab for intervention was created by our IS to be used for additional support where T-2's and teachers can provide small group instruction.	Parent support is essential; we emphasize a strong home–school connection.	During the 2nd and 3rd nine weeks, attendance typically declines due to illness. This year, stomach viruses, respiratory infections (RSV), and hand, foot, and mouth disease accounted for many absences. **Attendance Percentage:** 1st 9weeks: **96%** 2nd 9weeks: **93.03%**	Continued support of attendance awareness to families.

Focus on Social Emotional Learning

2025-2026
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Specialized Support Professional Development

Region 19 Special Education Department provided specialized training for teachers, instructional aides and the instructional support team to focus on supporting our students' emotional and behavioral needs.

- **<u>July</u>**:
    - Trauma Informed Practices for Early Childhood.
    - Managing Big Feelings and Building Strong teams in Pre-k.

- **<u>October</u>:**
    - Focusing on Young Student Needs.

- **<u>February</u>**:
    - Focus on young students' emotional care: Understanding **AUTISM**: Embracing Differences
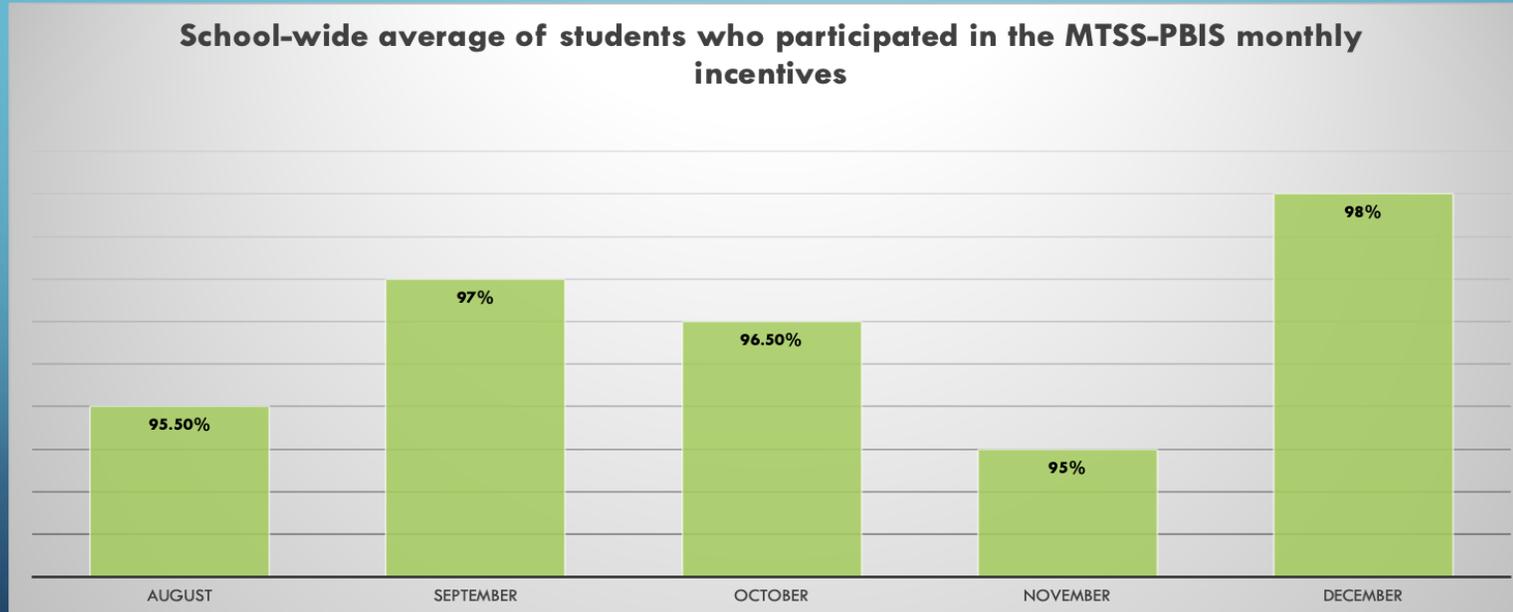
Thank you to our Special Education Dept and C & I for your support in contracting Region 19

Region 19 training to support our focus on behavior

Loya Primary

Lorenzo G. Loya Primary

2025 – 2026
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Questions?