



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Research & Evaluation Administrator
Subject: End-of-Year Data Pulse Check
Date: June 11, 2025

HISTORY:

San Elizario ISD conducts testing three times per year for all students in grades PK-12. This testing is focused on measuring academic growth and achievement in math and reading. In the 2024-2025 school year, three rounds of testing have occurred (BOY—September 2024), MOY (January 2025), and EOY (May 2025).

BOY stands for beginning-of-year, MOY stands for middle-of-year, and EOY stands for end-of-year. The two testing instruments that are used are MAP (Measures of Academic Progress) in grades 3-12 and CIRCLE (Pre-K). The CIRCLE test is conducted by teachers and involves mostly observational assessments since the students are 4 years old. The MAP assessment is online and computer-adaptive, changing course for each individual student as they take the test and exhibit mastery and/or learning gaps in particular standards. This information has been shared throughout the year in different board meetings based on the monitoring calendar approved.

For this data review we will be sharing preliminary 2024-2025 STAAR/EOC data comparing this information to 2023-2024 STAAR/EOC data.

RATIONALE:

The end-of-year pulse check this year will involve reviewing data based on preliminary 2024-2025 STAAR/EOC data compared to 2023-2024 STAAR/EOC data. We will also be looking at some grade levels discipline and attendance history.

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Preliminary Data 24-25 RLA Alarcon

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	72%	32%	4%	61%	41%	3%	11%	-9%	1%
4th Grade	75%	35%	10%	68%	40%	13%	7%	-5%	-3%
5th Grade	58%	38%	14%	73%	38%	12%	-15%	0%	2%
6th Grade	72%	37%	15%	66%	45%	19%	6%	-8%	-4%

Preliminary Data 24-25 RLA Borrego

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	60%	31%	6%	65%	36%	13%	-5%	-5%	-7%
4th Grade	66%	33%	7%	73%	46%	16%	-7%	-13%	-9%
5th Grade	69%	52%	18%	67%	32%	10%	2%	20%	8%
6th Grade	64%	38%	14%	75%	49%	12%	-11%	-11%	2%

Preliminary Data 24-25 RLA ALL 3-6

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	64%	31%	6%	64%	37%	10%	0%	-6%	-4%
4th Grade	69%	34%	8%	71%	43%	15%	-2%	-9%	-7%
5th Grade	65%	46%	16%	69%	34%	11%	-4%	12%	5%
6th Grade	67%	38%	14%	72%	47%	15%	-5%	-9%	-1%

Preliminary Data 24-25 Math Alarcon

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	61%	28%	1%	55%	30%	8%	6%	-2%	-7%
4th Grade	55%	29%	7%	67%	26%	8%	-12%	3%	-1%
5th Grade	66%	29%	4%	84%	48%	5%	-18%	-19%	-1%
6th Grade	81%	42%	11%	81%	33%	6%	0%	9%	5%

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Preliminary Data 24-25 Math Borrego

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	50%	21%	4%	48%	18%	5%	2%	3%	-1%
4th Grade	52%	28%	11%	60%	38%	8%	-8%	-10%	3%
5th Grade	57%	26%	8%	74%	38%	7%	-17%	-12%	1%
6th Grade	80%	50%	19%	81%	46%	13%	-1%	4%	6%

Preliminary Data 24-25 Math ALL 3-6

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
3rd Grade	54%	23%	3%	51%	22%	6%	3%	1%	-3%
4th Grade	53%	29%	10%	62%	33%	8%	-9%	-4%	2%
5th Grade	61%	28%	7%	78%	42%	7%	-18%	-15%	-1%
6th Grade	81%	47%	16%	81%	41%	10%	0%	6%	6%

Preliminary Data 24-25 Science Alarcon

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	41%	8%	4%	36%	8%	1%	5%	0%	3%

Preliminary Data 24-25 Science Borrego

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	49%	12%	3%	53%	22%	4%	-4%	-10%	-1%

Preliminary Data 24-25 Science ALL 5th

	2024-2025			2023-2024 TAPR			Diff.		
	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
5th Grade	46%	10%	3%	46%	17%	3%	0%	-7%	0%

Data in 3rd to 6th grade tables above show that there are some growths in meets and masters in different areas but it also shows us that there are specific grade levels that have missed opportunities.

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	2024-2025			2023-2024 TAPR			Diff.		
Preliminary Data 24-25 ALL	Approaches%	Meets%	Masters%	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	98%	89%	61%	0%	2%	12%
Algebra 1 SEHS	56%	17%	4%	65%	7%	1%	-9%	10%	3%
Biology	84%	47%	6%	84%	35%	5%	0%	12%	1%
English 1	45%	28%	4%	51%	35%	6%	-6%	-7%	-2%
English 2	52%	33%	1%	63%	38%	3%	-11%	-5%	-2%
US History	92.5%	49%	15%	93%	53%	18%	-0.5%	-4%	-3%

Table above includes preliminary data of all students that took the STAAR/EOC, this also includes any students that had to re-test which means they are not specifically seating in that course of the test.

	2024-2025			2023-2024 TAPR			Diff.		
Preliminary Data 24-25 First Time	Approaches %	Meets %	Masters %	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 SEHS	65%	20%	5%	65%	7%	1%	0%	13%	4%
Biology	87%	50%	7%	84%	35%	5%	3%	15%	2%
English 1	61%	41%	7%	51%	35%	6%	10%	6%	1%
English 2	63%	43%	2%	63%	38%	3%	0%	5%	-1%
US History	92%	50%	15%	93%	53%	18%	-1%	-3%	-3%

Table above includes preliminary data of first-time testers that took the STAAR for the first time only.

In overall, students taking the STAAR/EOC test for the first time saw some growth compared to the previous year

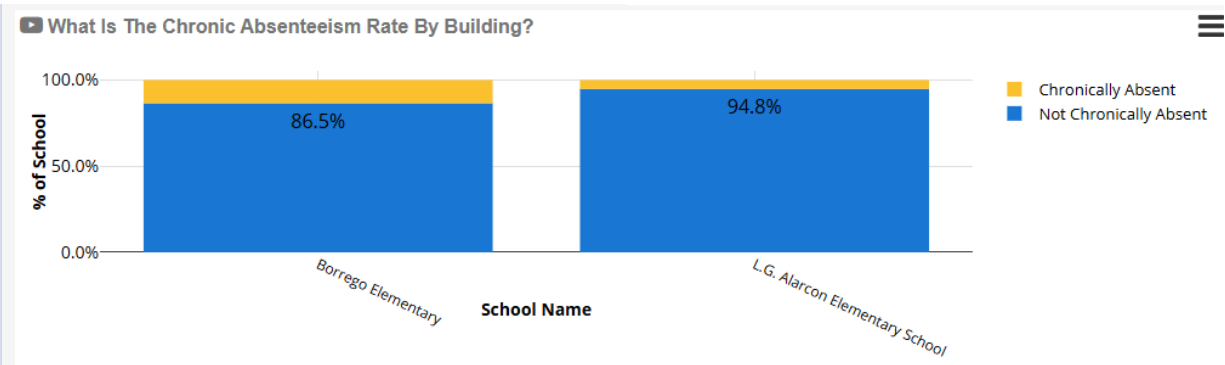
To look deeper into specific grade levels, below you will see some additional information that will cover attendance and discipline.

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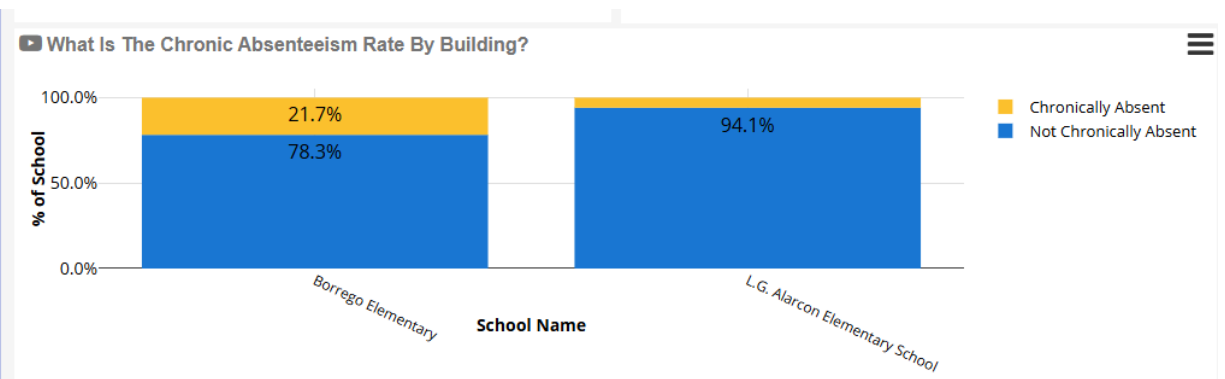
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3rd grade performed well in the preliminary test data, this also shows that they had a good percent of students attend school consistently.



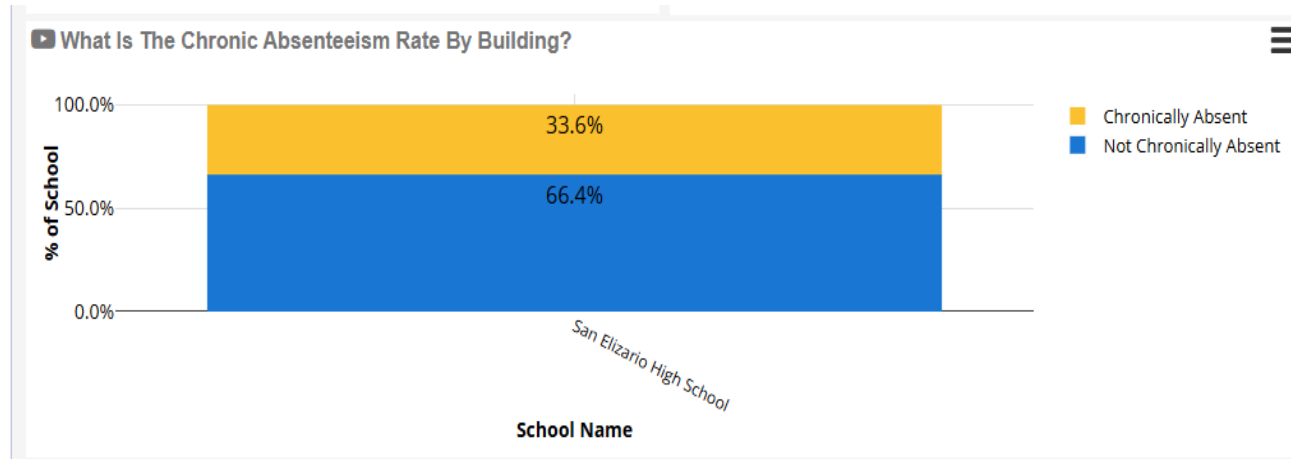
5th grade in overall had some areas of concern based on preliminary test data, above you can see that many students were chronically absent during the year.

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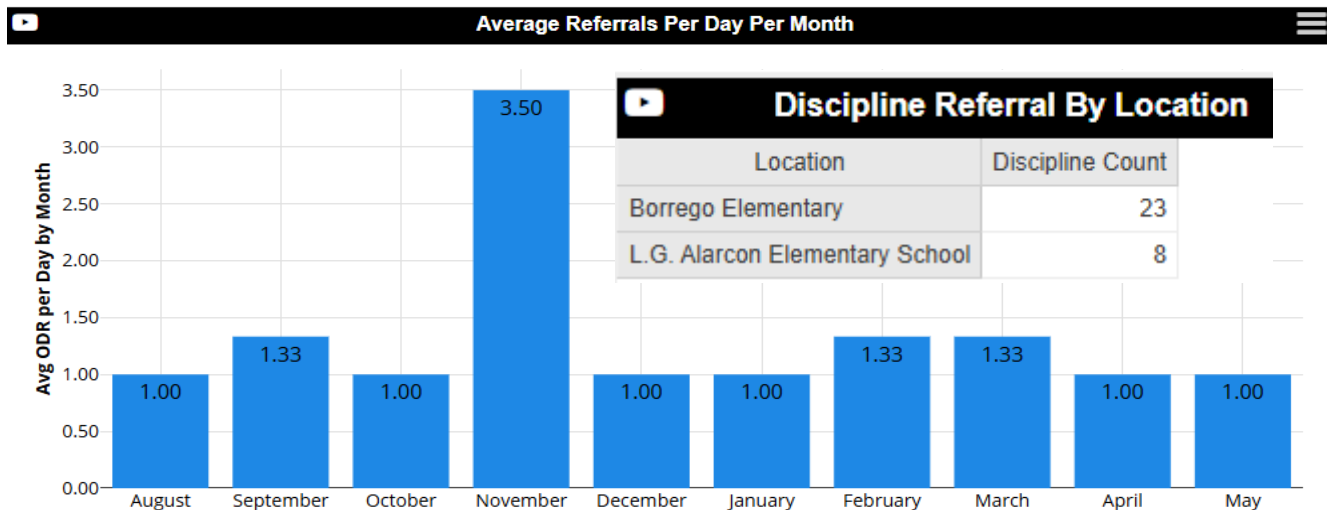


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Students that took the English II STAAR/ EOC assessment had some areas of concern based on preliminary test data. The data above shows the chronic attendance rate for 10th graders which majority are in the English II class, you can see that many students were chronically absent during the year.

To look at other data points we also looked at referrals and discipline counts.

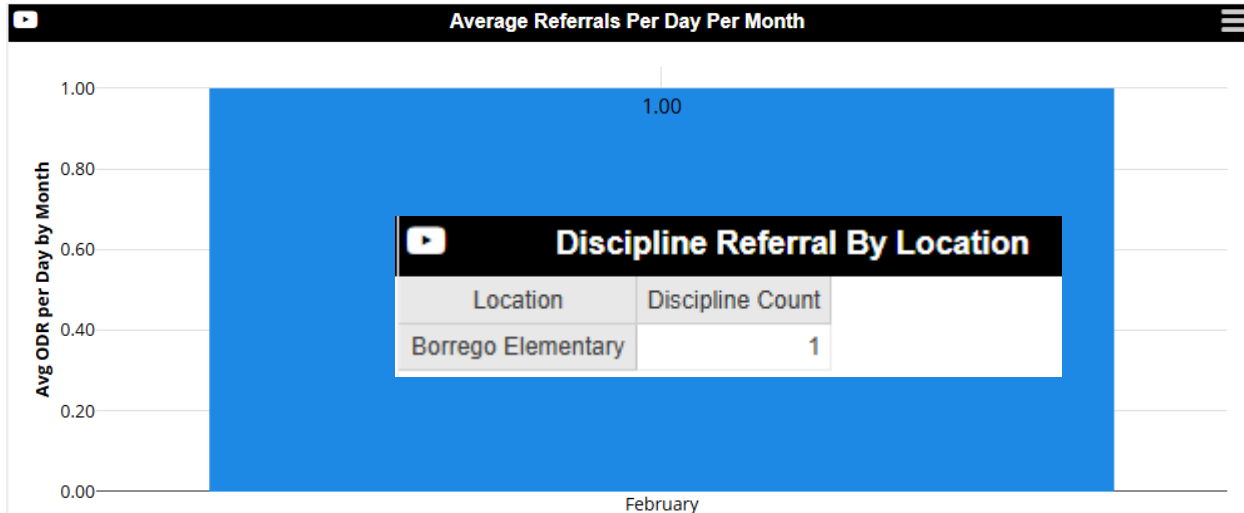


5th grade in the table above shows the month and the average number of referrals by month. The data also shows the total number by campus. This is in correlation to the grade level that missed opportunities according to the preliminary data.

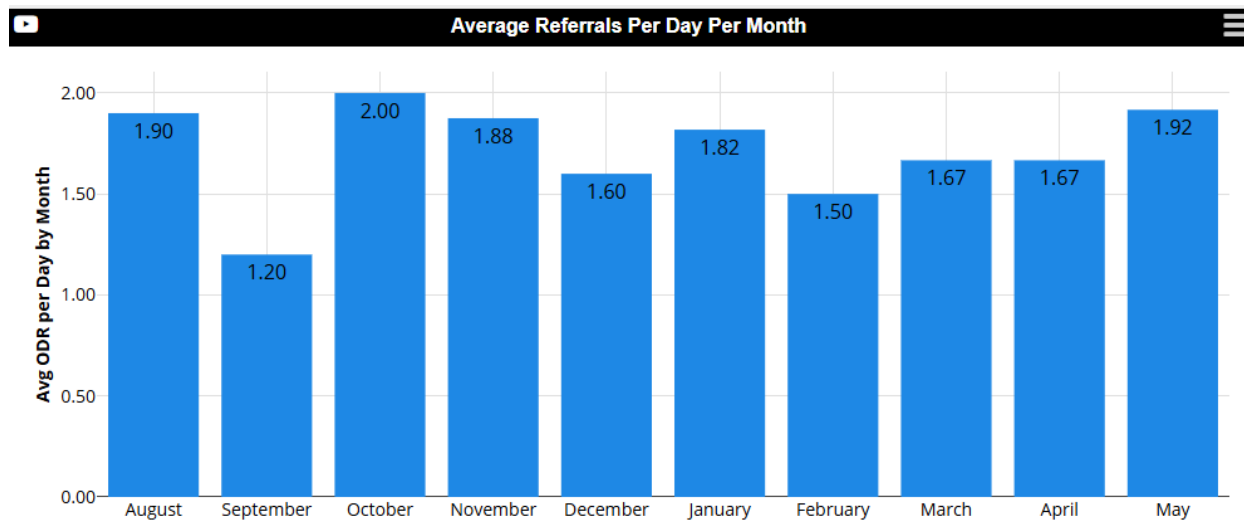
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3rd grade in the table above shows the average number of referrals by month. The data also shows the total number by campus. This is in correlation to the grade level that showed improvement according to the preliminary data.



10th graders in the table above shows the average number of referrals by month. Within this data there were 145 referrals for this grade level out of 387 total referrals, 10th graders had 38% of all referrals for the building. This is in correlation to the grade that most take the English II test which according to the preliminary data had some missed opportunities.

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Data shows a correlation to those grade levels that had some missed academic opportunities according to the preliminary data with attendance and discipline. Information has been shared with campus principals to review and determine a plan for these areas.

BUDGET IMPACT:

There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the end-of-year preliminary STAAR data as presented.

For Approval? ☐ Yes ☒ No

If no, please check one: ☐ Presentation ☒ Report ☐ Information

Please check if applicable: ☐ Attachment Included

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