
plan
passion
imagination
ingenuity
NEGATIVE
POSITIVE
October 30, 2024
INSTRUCTIONAL WORKSHOP
San Elizario I.S.D.
SOARING TO EXCELLENCE

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A-F Accountability Review
San Elizario I.S.D.
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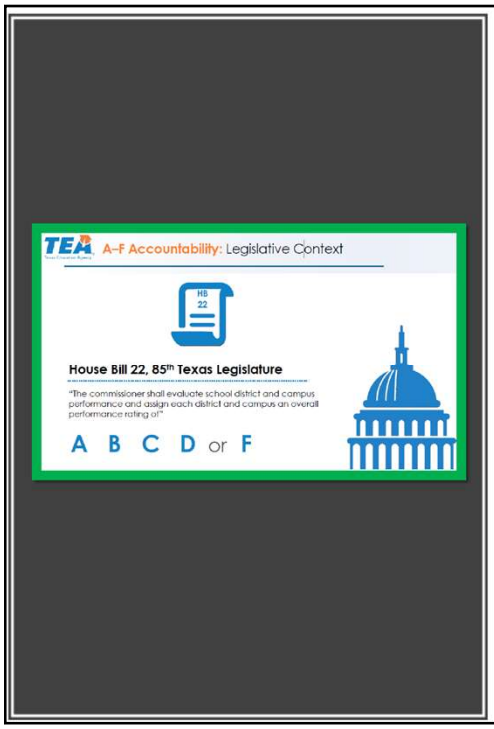

FAQ:

How are Texas' A-F accountability letter grades calculated?

"School grading is not clear, simple or transparent… it creates confusion among educators, and fails to offer the public useful or accurate information about their schools. Educators can't explain why a school earned a C or D without referring to a ~~60~~-page technical manual." **200**

John Tanner, The Pitfalls of School Grading,
2016 TASA/TASB presentation

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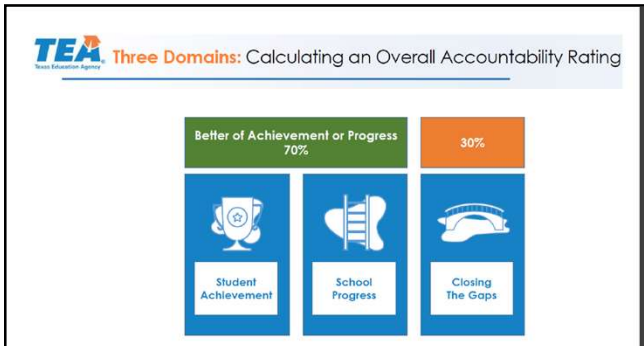

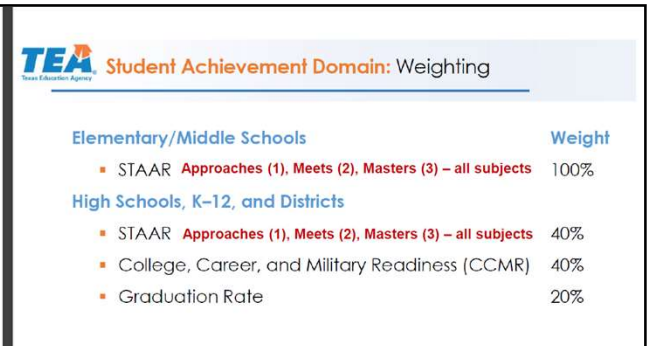

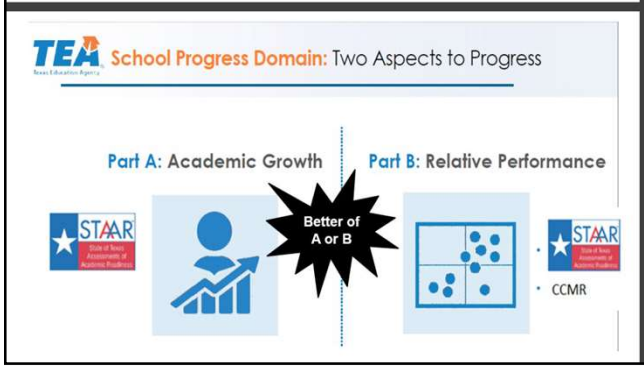

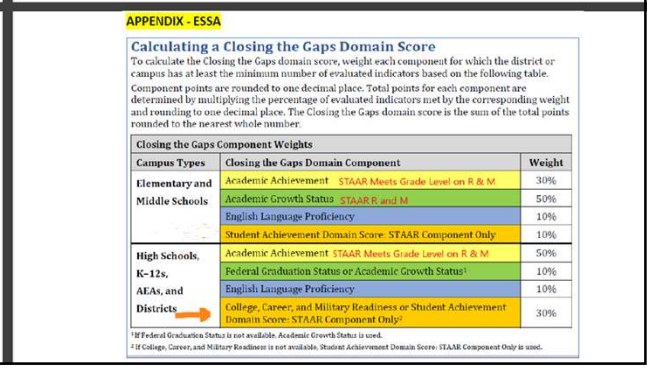

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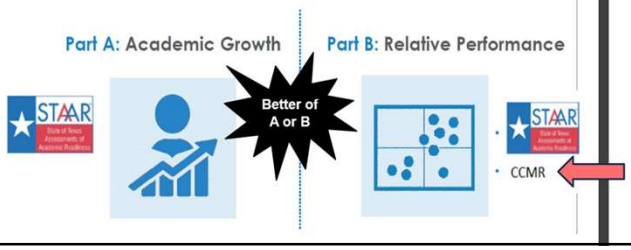
Three Domains: Calculating an Overall Accountability Rating

Student Achievement Domain: Weighting

Elementary/Middle Schools	Weight
STAAR Approaches (1), Meets (2), Masters (3) – all subjects	100%
High Schools, K–12, and Districts	
STAAR Approaches (1), Meets (2), Masters (3) – all subjects	40%
College, Career, and Military Readiness (CCMR)	40%
Graduation Rate	20%

School Progress Domain: Two Aspects to Progress



APPENDIX - ESSA

Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, weight each component for which the district or campus has at least the minimum number of evaluated indicators based on the following table.

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Closing the Gaps Component Weights

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement STAAR Meets Grade Level on R & M	30%
	Academic Growth Status STAAR R and M	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, AEAs, and Districts	Academic Achievement STAAR Meets Grade Level on R & M	50%
	Federal Graduation Status or Academic Growth Status[1]	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only[2]	30%

[1] If Federal Graduation Status is not available, Academic Growth Status is used.
[2] If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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A-F Accountability: The Big Picture

- Schools and districts receive a numerical and letter grade (A-F)
- There are raw scores that are adapted to scaled scores.
  - Scaled scores convert to A-F.
  - Each domain and sub-domain gets a scaled score and a letter grade, and an overall grade for the whole thing.

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A-F Accountability: The Big Picture

There are 3 Domains:

- ❑ **Domain I:** Student Achievement (all students)
- ❑ **Domain II:** School Progress (all students), has 2 parts.
- ❑ **Domain III**: Closing the Gaps
  - ❖ It s about subgroup performance measured against targets.

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2023 Accountability—Summary of Changes

Measure/Indicator	Change in Calculation	Change in Grading (Scaling)
Domain I: STAAR Performance	None	None
Domain I: CCMR	Minor (cap on the # of students who can be counted as meeting CCMR based solely on a sunsetting IBC)	Humongous
Domain I: Graduation Rate	None	Slightly more rigorous
Domain IIA: Academic Growth	New calculation: Annual Growth plus a bonus for HB 4545 success	Re-scaled based on changes in the calculation
Domain IIB: Relative Performance	Elem and Middle Schools: No change High Schools: Minor change to calculation of CCMR	Elem and Middle Schools: No change High Schools: each component scaled and then averaged
Domain III: Closing the Gaps	Substantially reconfigured	Re-scaled based on changes in the calculation

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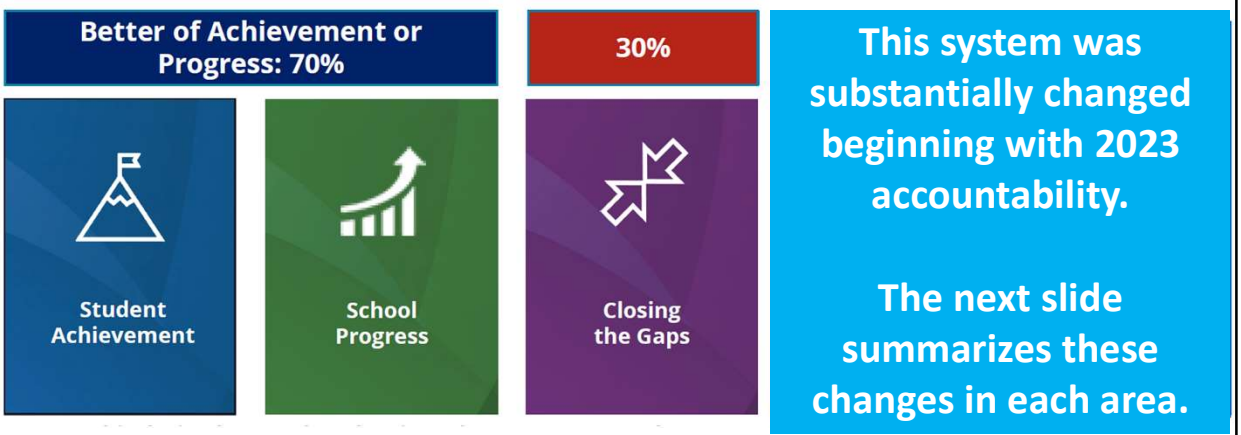
Domain Overview:
Ratings Reflect the Better of Achievement or Progress



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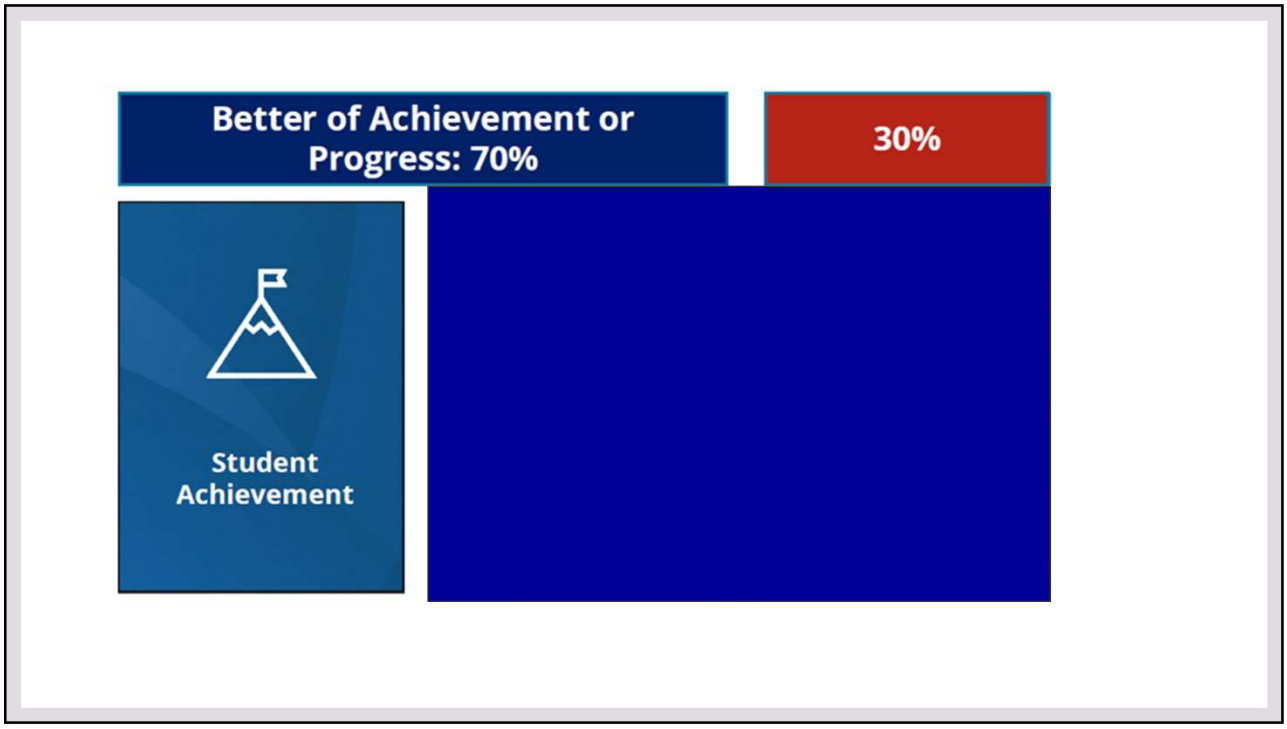

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Domain I – Student Achievement

- **STAAR Performance** - One point is given for each percentage of assessment results that are at or above the following:
- • Approaches Grade Level or above
- • Meets Grade Level or above
- • Masters Grade Leve

STAAR Component—Example Calculation

STAAR Performance	Reading	Math-ematics	Science	Social Studies	Totals	Percentages
Number of Assessments	531	482	330	274	1617	
Approaches Grade Level or Above	325	323	143	87	878	54%
Meets Grade Level or Above	220	190	45	76	531	33%
Masters Grade Level	109	165	41	22	337	21%
					Total Percentage Points	**108**
					Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)	**36**

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But Wait… Domain 2 has Two Parts:

Part A – Academic Growth

Part B – Relative Performance

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There is more…

Part A – Academic Growth

- Annual Growth
- Accelerated Learning

Part B – Relative Performance

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Domain 2 – Two Parts

Part A - Academic Growth

Annual Growth

Annual Growth						
Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

Accelerated Learning				
Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Accelerated Learning (Example)				
Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level (170)	95	50	18	7

Total Assessments with Growth	Bonus per Assessment	Total Bonus Points
75	X 0.25	18.75

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Part A – Academic Growth Calculation

Annual Growth Points		
	Assessments	Points
No Points	79	0.0
One-Half Point	80	40.0
One Point	395	395.0
Total	**554**	**435.0**

Annual Growth Points Earned			435.0
Accelerated Learning Points Earned	75	X 0.25	18.75
Sum Annual Growth plus Accelerated Learning Points			453.75
Total Number of Assessments			554
School Progress, Part A: Academic Growth Raw Score			82
School Progress, Part A: Academic Growth SCALED Score			**91 (A)**

Total Assessments with Growth	Bonus per Assessment	Total Bonus Points
75	X 0.25	18.75

Annual Growth + Accelerated Growth = Academic Growth

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Part B – Relative Performance

- Relative Performance measures the achievement of all students relative to campuses with similar economically disadvantaged percentages, as reported in the TSDS PEIMS October snapshot.
- For elementary and middle schools, School Progress, part B evaluates the overall student performance on the **Student Achievement STAAR component**.
- For high schools and K-12 campuses, School Progress Part B evaluates the **Student Achievement STAAR and CCMR components**.

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Final Piece of the Puzzle for Domain 2

Component	Component Score	Scaled Score
Part A: Academic Growth	82	91
Part B: Relative Performance	56 STAAR Raw/Component 67.9% Eco Dis	90
Take the higher of Part A or Part B		91
	School Progress Domain Rating	91(A)

Higher of Part A and Part B + Relative Performance

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Domain 2 - Summary

3. Improve ability to recognize growth

What: Within Domain 2a, Academic Growth, move to a transition table and include learning acceleration

Why: To include more students in the calculation for growth and recognize successful learning acceleration.

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Including a measure for accelerated learning

Transition table methodology allows us to include more students, including students moving from grade 8 to English I and students moving from a Spanish to an English test.

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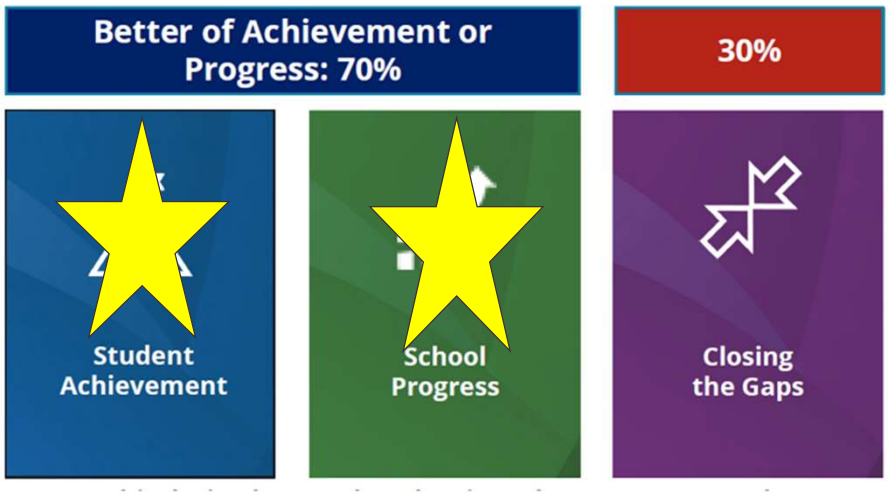

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Closing the GAPS – 4 Components

APPENDIX - ESSA

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Closing the Gaps Component Weights

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement STAAR Meets Grade Level on R & M	30%
	Academic Growth Status STAAR R and M	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, AEAs, and Districts	Academic Achievement STAAR Meets Grade Level on R & M	50%
	Federal Graduation Status or Academic Growth Status[1]	10%
	English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only[2]	30%

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[2] If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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4. Narrow the focus within Closing the Gaps

Texas Education Agency

What: Within Domain 3, Closing the Gaps, rather than giving all groups equal weight, use super groups. Reduce the minimum size to 10, and move from yes/no to 0-4 points methodology **& Setting targets by school type**

Why: Super groups allow us to focus on students most in need. Size and point methodology changes allow us to include more students and improve differentiation.

0–4 Points Definitions	
4	Met long-term target (2037–2038 target)
3	Met interim target (2022–2023 through 2026–2027 target)
2	Did not meet interim target but showed expected growth toward next interim target (2027–2028 through 2031–2032 target)
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Student Groups Evaluated in Closing the Gaps	
Closing the Gaps Rating Comprehensive Support and Improvement (CSI) Determinations	4 Super Groups • All Students • Two lowest performing racial/ethnic groups from the prior year • High focus (includes economically disadvantaged, Emergent Bilingual (EB), current special education, highly mobile)
Targeted Support and Improvement (TSI) & Additional Targeted Support (ATS) Determinations	12 Disaggregated Groups • 7 racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races • Economically disadvantaged • Special education • Emergent Bilingual • Continuously enrolled (beginning with 2023) • Former special education (beginning with 2023)
Evaluated & Reported	18 Groups (see above)

Source: TEA supplemental A-F refresh slides 5-31-2023

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0–4 Points

The performance of each student group is compared to the performance targets for each component based on school type. The performance targets are provided at the end of this chapter. Information on determining school type is available in Chapter 1.

Student groups earn 0–4 points for each indicator based on the following gradated point methodology.

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (2022-23 through 2026-27 target)
2	Did not meet interim target but showed expected growth toward next interim target[1]
1	Did not meet interim target but showed minimal growth[2]
0	Did not meet interim target and did not show minimal growth

[1]The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach the next interim target. The denominator for 2024 is five years as the next interim target will be evaluated in 2027–28. The denominator for 2025 will be four years and so forth.

$$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{\text{Years remaining until new interim targets}}$$

The expected growth calculation is rounded to one decimal point. An example is provided below.

[2]Minimal growth (for 1 point) is defined as at least 1.0 percent growth for STAAR, Progress in Achieving English Language Proficiency and CCMR indicators. Minimal growth is at least 0.1 percent growth for graduation indicators.

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Gradated Outcome Table

Appendix A: ESSA Long-Term and Interim Goals
2017-18 through 2036-37

HS/K-12 & AEA

	Targets	All Students	African American	Hispanic	White	American Indian	Asian
Aca. Ach. Status: RLA	Baseline: 2016-17 Rates	44%	32%	36%	62%	43%	74%
	2022-23 through 2026-27	**44%**	**32%**	**36%**	**62%**	**43%**	**74%**
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%
	2037-38	**72%**	**66%**	**68%**	**81%**	**72%**	**87%**
Aca. Ach. Status: Math	Baseline: 2016-17 Rates	38%	26%	35%	48%	37%	72%
	2022-23 through 2026-27	**38%**	**26%**	**35%**	**48%**	**37%**	**72%**
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%
	2037-38	**69%**	**63%**	**68%**	**74%**	**69%**	**86%**

ESSA Long-Term and Interim Goals

MINIMUM SIZE

Each student group needs at least 10 language reading/ language arts (RLA) AND 10 mathematics assessment results

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During the A-F Reset made necessary by SB 1365, Domain 3: Closing the Gaps underwent the most significant changes out of all the domains.

Shift From Student Groups to 4 Super Groups

- The All-Student Group
- A High Focus Group
- The two lowest-performing groups from the previous year.

New Methodology for Awarding Points

Implementing the gradated outcome table and assigning 0-4 points instead of Yes/No

Methodology aims to align long-term targets to reduce achievement gaps

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College Career and Military Readiness Methodology

- One point for each annual graduate **(prior year graduates)** who accomplishes **ONE** of the CCMR Indicators:
  - *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.*
  - *Earn Dual Course Credits.*
  - *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.*
  - *Earn an Associate Degree.*
  - *Complete an OnRamps Dual Enrollment Course*
  - *Earn an Industry-Based Certification (IBC).*
  - *Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.*
  - *Enlist in the Armed Forces or Texas National Guard.*
  - *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.*
  - *Earn a Level I or Level II Certificate.*

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College Career and Military Readiness Methodology

$$\frac{\text{Number of Graduates Who Achieved at Least One of the CCMR Indicators}}{\text{Number of Annual Graduates}}$$

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Closing the Gaps

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Federal Graduation Rate

- The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later.

English Language Proficiency

Number of students with TELPAS or TELPAS Alternate assessments that advance by at least one score in at least two of the four domains from 2023 to 2024 or are Advanced High or Basic Fluency in at least two of the four domains in 2024

Number of students with 2023–24 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency in at least two of the four domains or have scores in all four domains in both 2023 and 2024

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Closing the GAPS Domain – Campus Identification for Targeted Support and Improvement (TSI)

A student group is deemed "consistently underperforming" if it fails to meet targets in at least the same three indicators over three consecutive years. We think of this as the 3 x 3 Rule.

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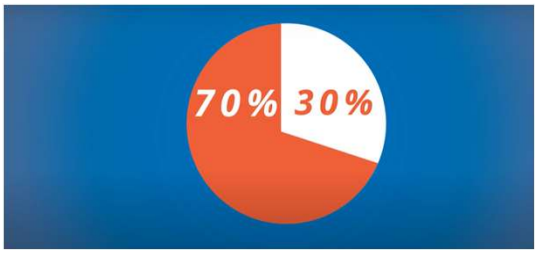
SUMMARY OF CALCULATION – A-F Accountability



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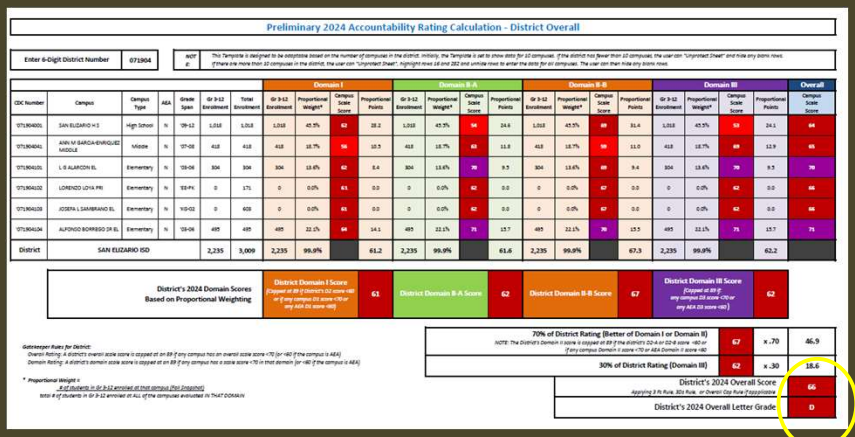
District

The district had last earned an **87 B** prior to the A-F refresh.

2024



Preliminary 2024 Accountability Rating Calculation - District Overall

Enter 6-Digit District Number: 071904

CDC Number	Campus	Campus Type	AEA	Grade Span	Gr 3-12 Enrollment	Total Enrollment	Domain I Gr 3-12 Enrollment	Domain I Proportional Weight*	Domain I Campus Scale Score	Domain I Proportional Points	Domain II-A Gr 3-12 Enrollment	Domain II-A Proportional Weight*	Domain II-A Campus Scale Score	Domain II-A Proportional Points	Domain II-B Gr 3-12 Enrollment	Domain II-B Proportional Weight*	Domain II-B Campus Scale Score	Domain II-B Proportional Points	Domain III Gr 3-12 Enrollment	Domain III Proportional Weight*	Domain III Campus Scale Score	Domain III Proportional Points	Overall Campus Scale Score
071904001	SAN ELIZARIO H S	High School	N	09-12	1,018	1,018	1,018	45.5%	62	28.2	1,018	45.5%	94	24.6	1,018	45.5%	69	31.4	1,018	45.5%	53	24.1	84
071904041	ANN M GARCIA-ENRIQUEZ MIDDLE	Middle	N	07-08	418	418	418	18.7%	56	10.5	418	18.7%	63	11.8	418	18.7%	59	11.0	418	18.7%	69	12.9	85
071904101	L G ALARCON EL	Elementary	N	03-06	304	304	304	13.6%	62	8.4	304	13.6%	70	9.5	304	13.6%	69	9.4	304	13.6%	70	9.5	78
071904102	LORENZO LOYA PR	Elementary	N	EE-PK	0	171	0	0.0%	61	0.0	0	0.0%	62	0.0	0	0.0%	67	0.0	0	0.0%	62	0.0	66
071904103	JOSEPH L SAMBRANO EL	Elementary	N	KG-02	0	608	0	0.0%	61	0.0	0	0.0%	62	0.0	0	0.0%	67	0.0	0	0.0%	62	0.0	66
071904104	ALFONSO BORREGO SR EL	Elementary	N	03-06	495	495	495	22.1%	64	14.1	495	22.1%	71	15.7	495	22.1%	70	15.5	495	22.1%	71	15.7	71
District	SAN ELIZARIO ISD				2,235	3,009	2,235	99.9%		61.2	2,235	99.9%		61.6	2,235	99.9%		67.3	2,235	99.9%		62.2	

District's 2024 Domain Scores Based on Proportional Weighting							
District Domain I Score	61	District Domain II-A Score	62	District Domain II-B Score	67	District Domain III Score	62

70% of District Rating (Better of Domain I or Domain II)	67	x .70	46.9
30% of District Rating (Domain III)	62	x .30	18.6
District's 2024 Overall Score			66
District's 2024 Overall Letter Grade			D

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District Overall Rating—Impact of Proportionality

Each campus' impact is now related to their student population percentage.

This makes the high school's impact much higher than before on our overall A-F as a district.

SEHS—45%	Borrego—22%	GEMS—19%	Alarcon—14%

CCMR and Graduation rate, therefore, affect us much more than before the refresh.

In larger districts, all high schools are averaged, lessening the impact of each one individually.

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San Elizario High School – Federal Accountability

- There are 3 levels of support that can be identified:

- 1. Comprehensive Support and Improvement (CSI)
- 2. Targeted Support and Improvement (TSI)
- 3. Additional Targeted Support

- SEHS was identified under Comprehensive Support and Improvement. This was for low performance in Domain 3, Closing the Gaps.

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connecting accountability to instruction

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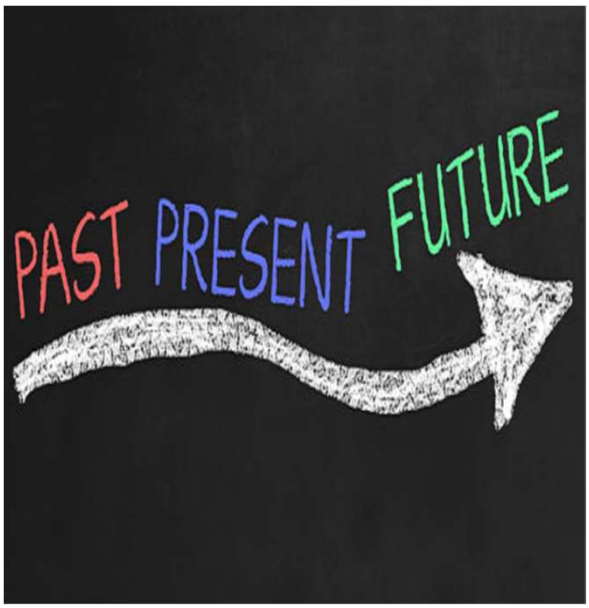


Texas Accountability Changes and Latino Student Success

Dr. Allison Matney
RYHT Consultant
September 2024

MASBA

RAISE
YOUR HAND TEXAS

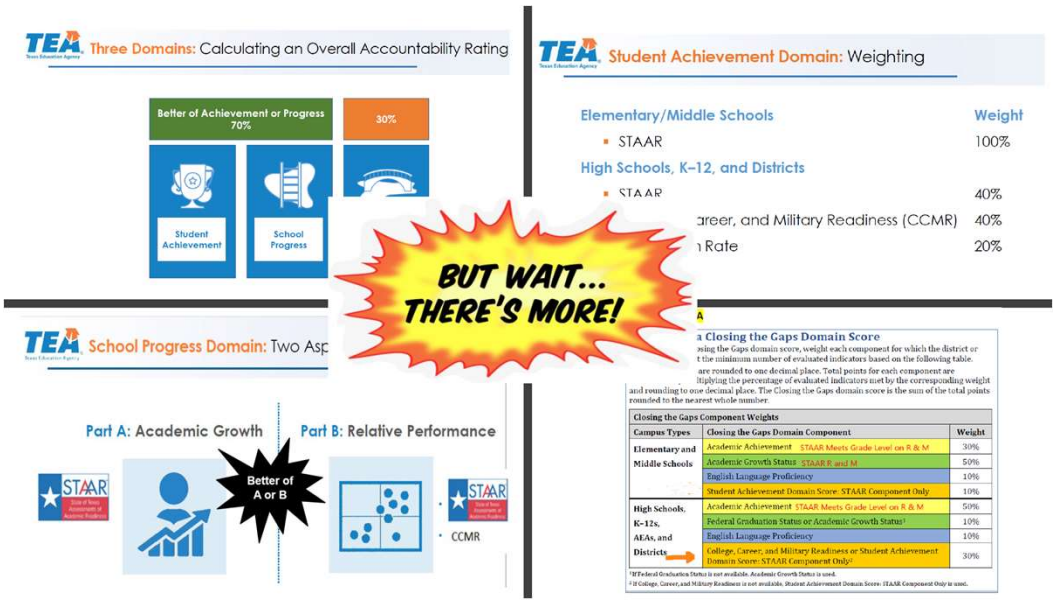
Slides from MASBA

36

2023 Accountability—Summary of Changes

Measure/Indicator	Change in Calculation	Change in Grading (Scaling)
Domain I: STAAR Performance	None	None
Domain I: CCMR	Minor (cap on the # of students who can be counted as meeting CCMR based solely on a sunsetting IBC)	Humongous
Domain I: Graduation Rate	None	Slightly more rigorous
Domain IIA: Academic Growth	New calculation: Annual Growth plus a bonus for HB 4545 success	Re-scaled based on changes in the calculation
Domain IIB: Relative Performance	Elem and Middle Schools: No change High Schools: Minor change to calculation of CCMR	Elem and Middle Schools: No change High Schools: each component scaled and then averaged
Domain III: Closing the Gaps	Substantially reconfigured	Re-scaled based on changes in the calculation

37

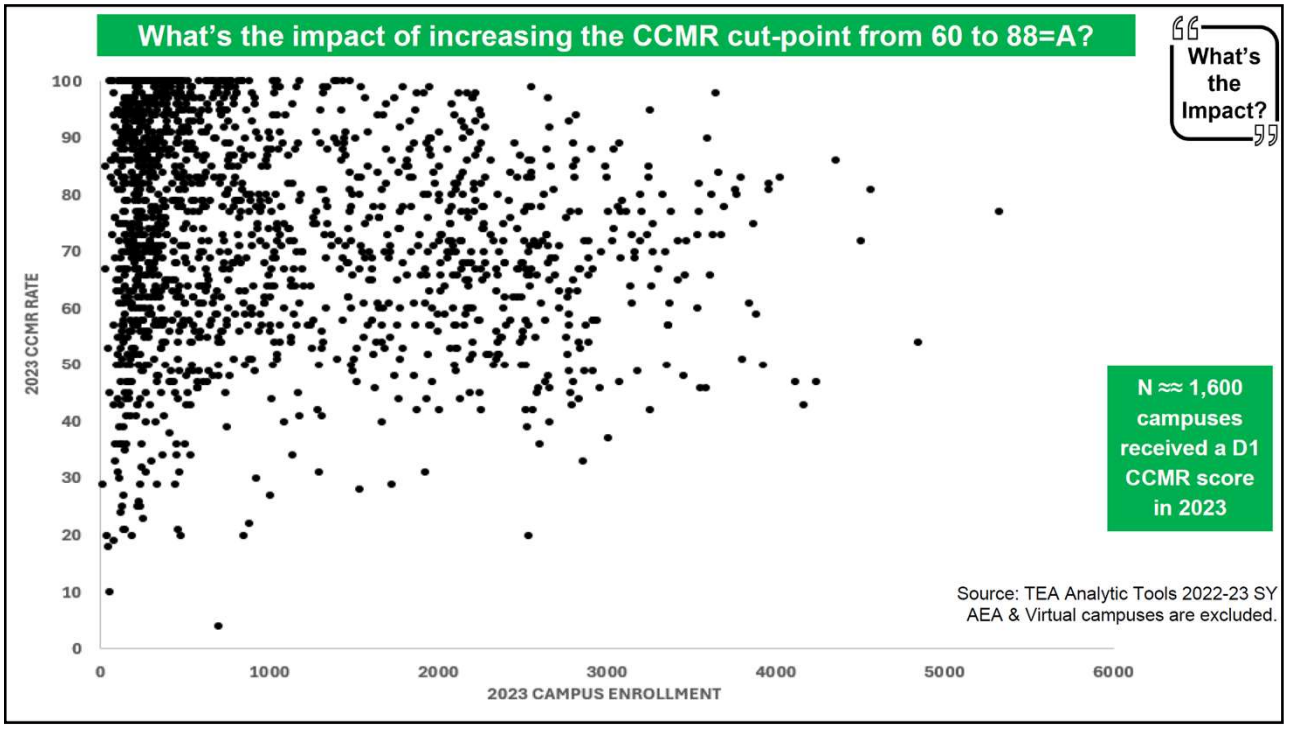


38

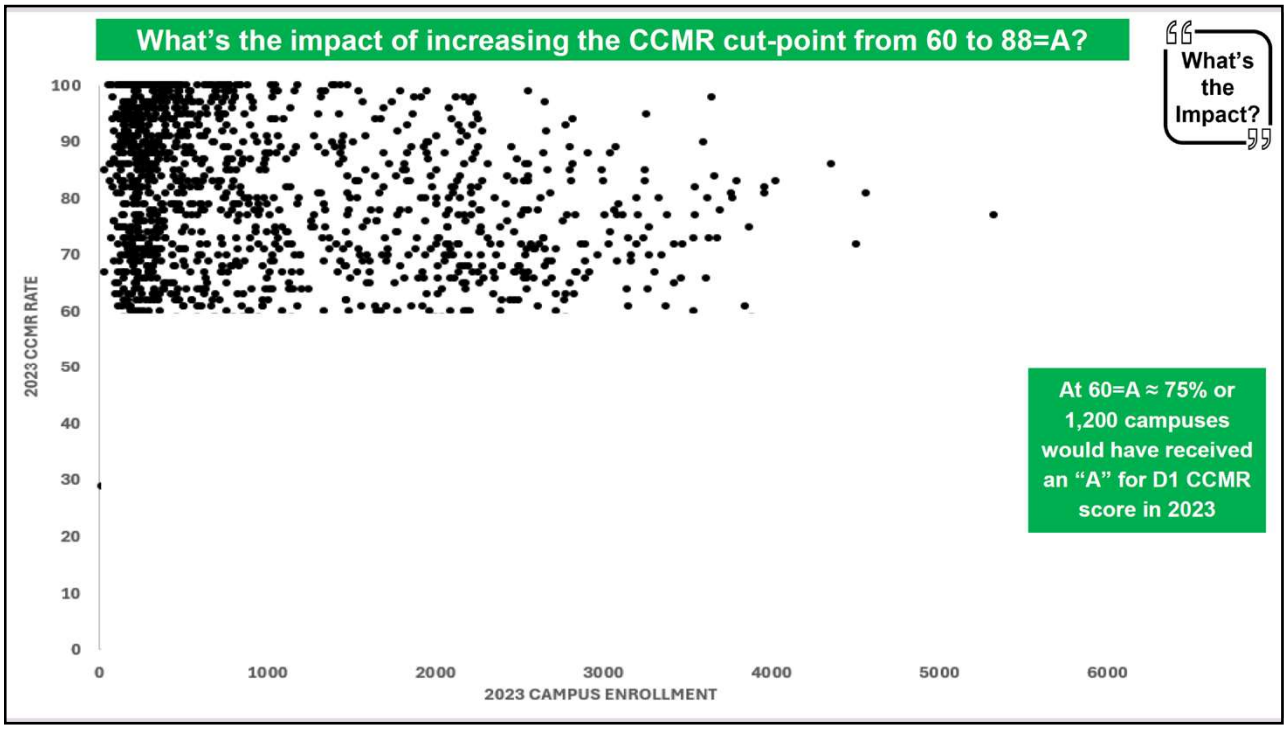
What's the Impact?

What is the impact of increasing the CCMR cut-point from 60 to 88 for an "A" on high school Domain 1 scores?

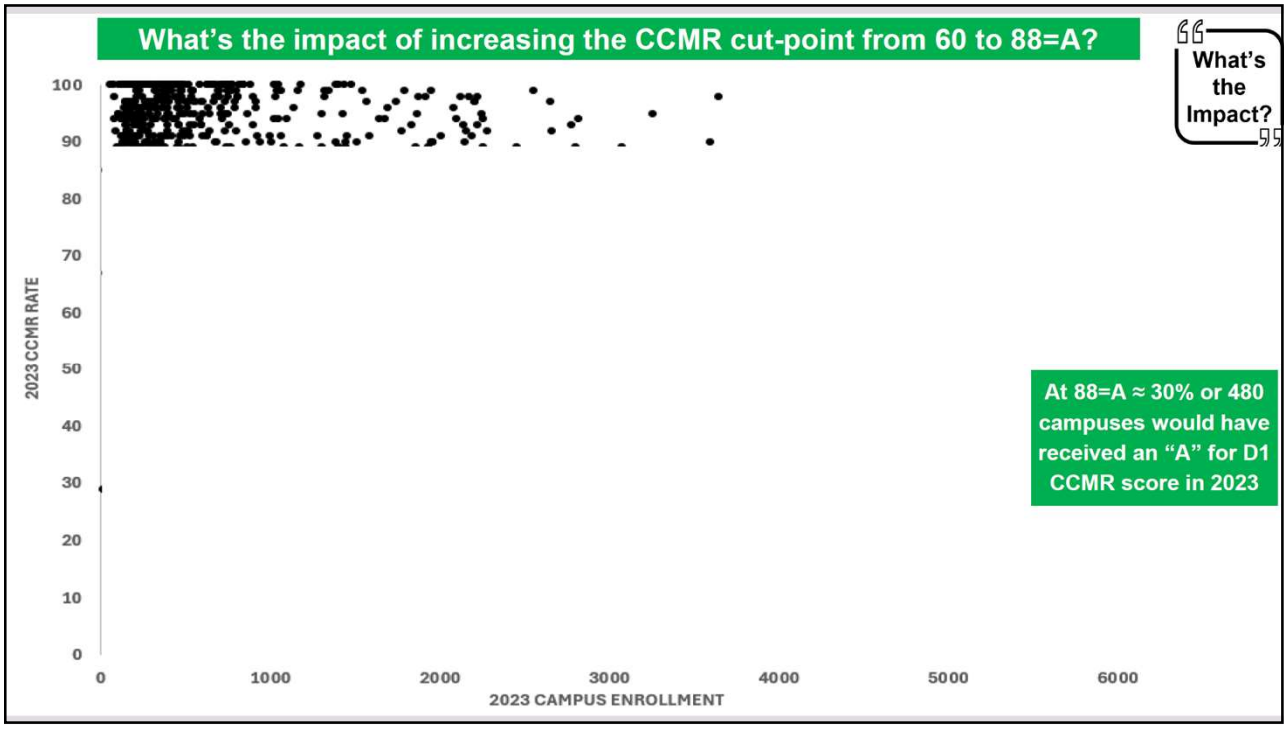
39



40

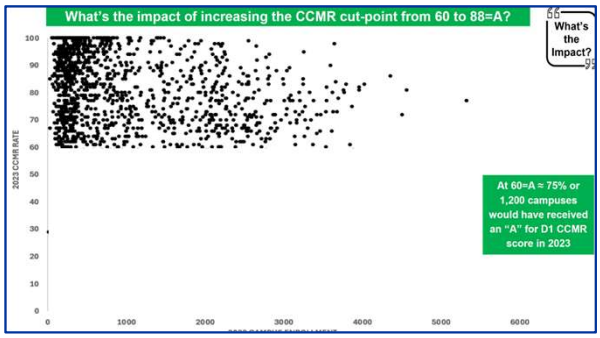

What's the impact of increasing the CCMR cut-point from 60 to 88=A?
What's the Impact?
2023 CCMR RATE
100
90
80
70
60
50
40
30
20
10
0
0
1000
2000
3000
4000
5000
6000
2023 CAMPUS ENROLLMENT
At 60=A ≈ 75% or 1,200 campuses would have received an "A" for D1 CCMR score in 2023

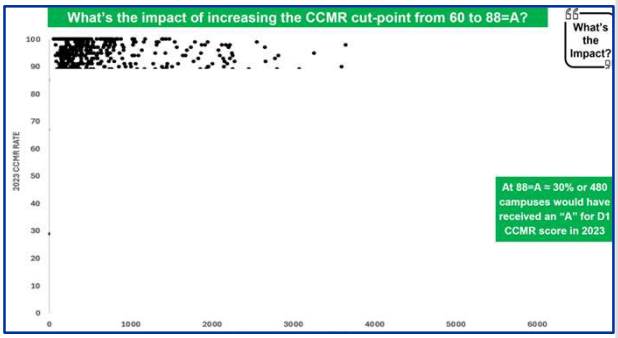
41


What's the impact of increasing the CCMR cut-point from 60 to 88=A?
What's the Impact?
2023 CCMR RATE
100
90
80
70
60
50
40
30
20
10
0
0
1000
2000
3000
4000
5000
6000
2023 CAMPUS ENROLLMENT
At 88=A ≈ 30% or 480 campuses would have received an "A" for D1 CCMR score in 2023

42

SIDE BY SIDE





75%

30%

43

"What's the Impact?"

What is the impact of STAAR Redesign on RLA & Math tests?

44

2023 STAAR 6th gr MATH Online test has 36 questions worth a total of 43 points.

14 points (32% of score) from open-response items:

Q5 – Inline Choice = 2 pts

Q10 – multiselect = 2 pts.

Q21 – match table grid = 2 pts.

Q25 – hotspot = 2 pts.

Q27 – graphing = 2 pts.

Q29 – drag & drop = 2 pts.

Q32 – drag & drop = 2 pts.

https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions

STAAR Grade 6 Math Answer Key

Item Position	Item Type	TEKS Alignment	Maximum Number of Points	Correct Answers(s)	Reporting Category	Readiness or Supporting
1	Multiple Choice	6.4.14.E	1	C	4	Supporting
2	Multiple Choice	6.3.4.H	1	A	3	Readiness
3	Multiple Choice	6.1.4.G	1	B	1	Readiness
4	Multiple Choice	6.2.3.E	1	C	2	Readiness
5	Inline Choice	6.4.12.D	2	soccer, 25% See Appendix 1.1	4	Readiness
6	Multiple Choice	6.2.6.C	1	C	2	Readiness
7	Multiple Choice	6.4.13.A	1	B	4	Readiness
8	Equation Editor	6.2.5.B	1	578 and any equivalent values See Appendix 1.2	2	Readiness
9	Multiple Choice	6.3.8.B	1	C	3	Supporting
10	Multiple Select	6.1.4.F	2	A, E See Appendix 1.3	1	Supporting
11	Multiple Choice	6.2.3.D	1	C	2	Readiness
12	Multiple Choice	6.1.7.B	1	B	1	Supporting
13	Multiple Choice	6.2.4.B	1	D	2	Readiness

45

STAAR Tests Redesign Overview

2023 STAAR 4th grade RLA Online test has **41 questions** worth a total of **52 points**.
10 points (approx. 20% of score) from ECR

Q16: Multiselect = **2 pts**

Q20: Multipart = **2 pts**

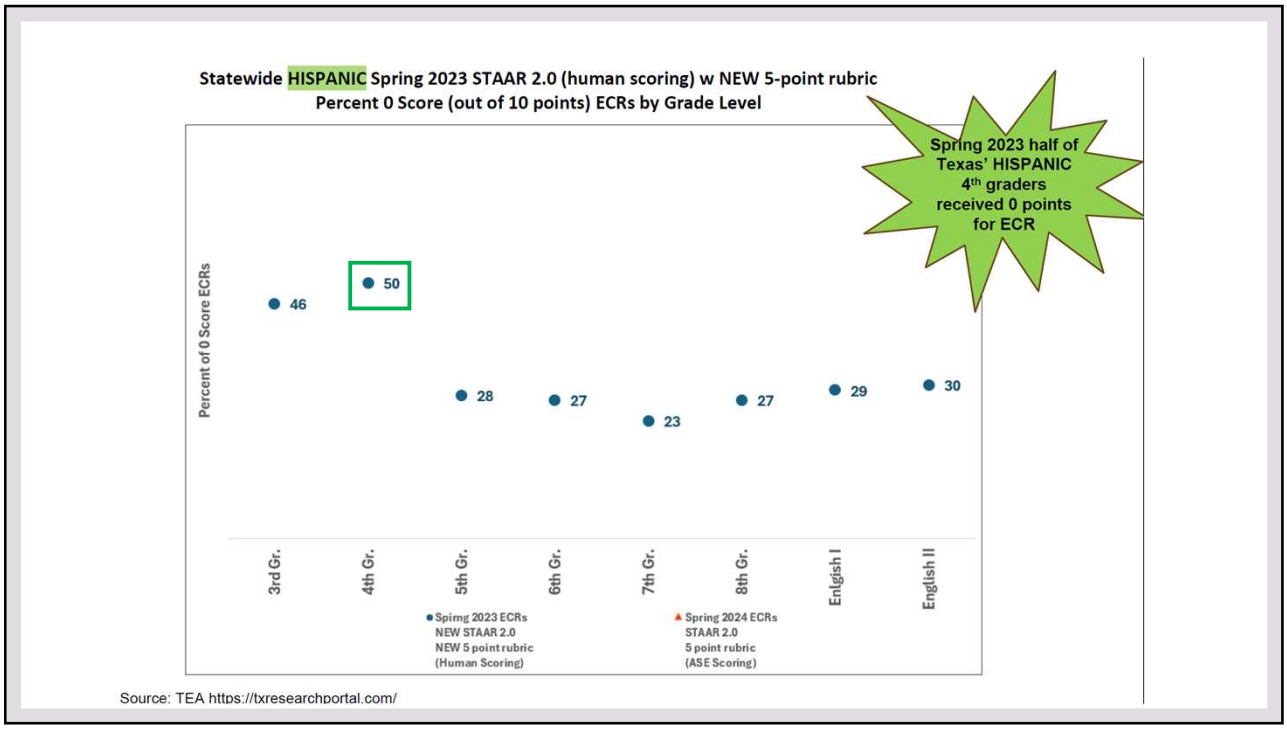
Q25: Extended Constructed Response = **10 pts**

https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions

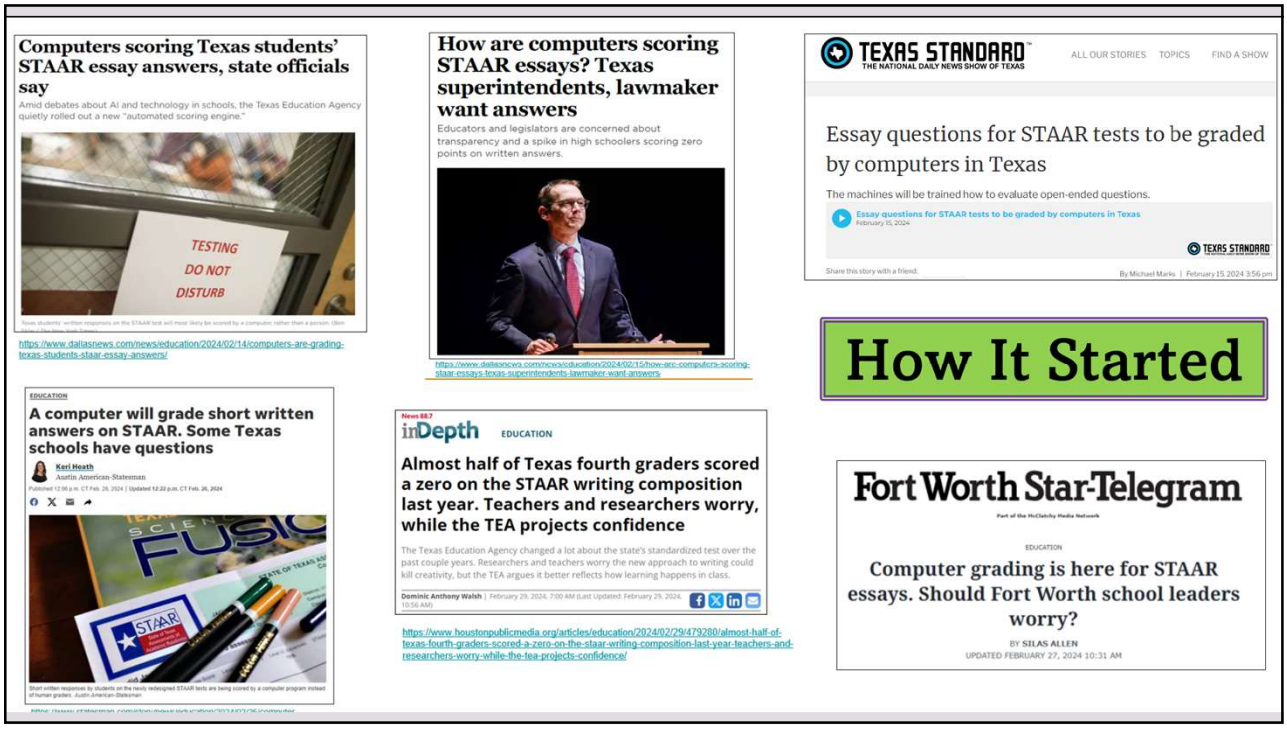
Spring 2023 Grade 4 Test – RLA Answer Key

Item Number	Item Type	TEKS	Maximum Number of Points	Correct Answer(s)	Reporting Category	Readiness and Supporting
1	Multiple Choice	3.B	1	D	1	Readiness
2	Multiple Choice	7.C	1	C	1	Readiness
3	Multiple Choice	8.C	1	D	1	Readiness
16	Multiselect	6.E	2	C, D	1	Readiness
17	Multiple Choice	6.E	1	D	1	Readiness
18	Multiple Choice	3.D	1	B	1	Supporting
19	Multiple Choice	9.Diii	1	D	1	Supporting
20	Multipart	9.Di	2	A, C	1	Readiness
21	Multiple Choice	7.D	1	B	1	Readiness
22	Multiple Choice	10.D	1	C	1	Supporting
23	Multiple Choice	6.F	1	D	1	Readiness
24	Multiple Choice	7.D	1	A	1	Readiness
25	Extended Constructed Response	12.B	10	See Scoring Guide	2	Readiness

46


Statewide HISPANIC Spring 2023 STAAR 2.0 (human scoring) w NEW 5-point rubric
Percent 0 Score (out of 10 points) ECRs by Grade Level
Spring 2023 half of Texas' HISPANIC 4th graders received 0 points for ECR
Percent of 0 Score ECRs
46
50
28
27
23
27
29
30
3rd Gr.
4th Gr.
5th Gr.
6th Gr.
7th Gr.
8th Gr.
English I
English II
Spring 2023 ECRs NEW STAAR 2.0 NEW 5 point rubric (Human Scoring)
Spring 2024 ECRs STAAR 2.0 5 point rubric (ASE Scoring)
Source: TEA https://txresearchportal.com/

47


Computers scoring Texas students' STAAR essay answers, state officials say
Amid debates about AI and technology in schools, the Texas Education Agency quietly rolled out a new "automated scoring engine."
TESTING DO NOT DISTURB
https://www.dallasnews.com/news/education/2024/02/14/computers-are-grading-texas-students-staar-essay-answers/
How are computers scoring STAAR essays? Texas superintendents, lawmaker want answers
Educators and legislators are concerned about transparency and a spike in high schoolers scoring zero points on written answers.
https://www.dallasoncwa.com/ncwa/education/2024/02/15/how-are-computers-scoring-staar-essays-texas-superintendents-lawmaker-want-answers
TEXAS STANDARD
THE NATIONAL DAILY NEWS SHOW OF TEXAS
ALL OUR STORIES TOPICS FIND A SHOW
Essay questions for STAAR tests to be graded by computers in Texas
The machines will be trained how to evaluate open-ended questions.
Essay questions for STAAR tests to be graded by computers in Texas
February 15, 2024
TEXAS STANDARD
Share this story with a friend:
By Michael Marks | February 15, 2024 3:56 pm
How It Started
EDUCATION
A computer will grade short written answers on STAAR. Some Texas schools have questions
Keri Heath
Austin American-Statesman
STAAR
Short written responses by students on the newly redesigned STAAR tests are being scored by a computer program instead of human graders. Austin American-Statesman
News 88.7
inDepth EDUCATION
Almost half of Texas fourth graders scored a zero on the STAAR writing composition last year. Teachers and researchers worry, while the TEA projects confidence
The Texas Education Agency changed a lot about the state's standardized test over the past couple years. Researchers and teachers worry the new approach to writing could kill creativity, but the TEA argues it better reflects how learning happens in class.
Dominic Anthony Walsh | February 29, 2024, 7:00 AM (Last Updated: February 29, 2024, 10:56 AM)
https://www.houstonpublicmedia.org/articles/education/2024/02/29/479280/almost-half-of-texas-fourth-graders-scored-a-zero-on-the-staar-writing-composition-last-year-teachers-and-researchers-worry-while-the-tea-projects-confidence/
Fort Worth Star-Telegram
Part of the McClatchy Media Network
EDUCATION
Computer grading is here for STAAR essays. Should Fort Worth school leaders worry?
BY SILAS ALLEN
UPDATED FEBRUARY 27, 2024 10:31 AM

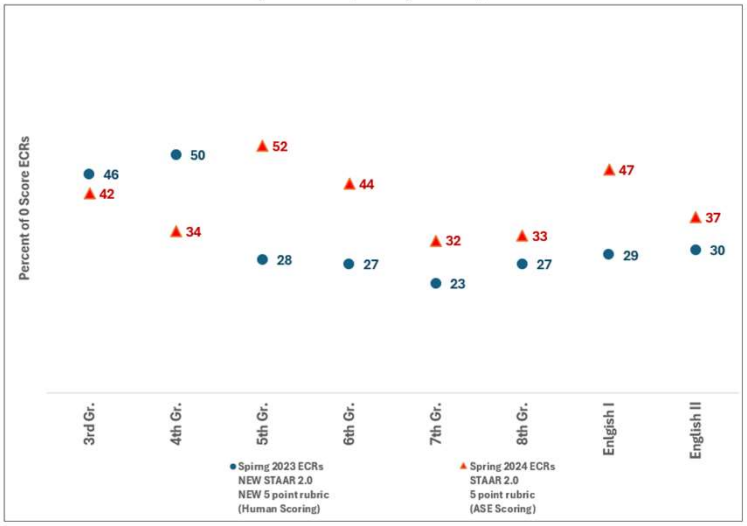
48

What's the Impact?

What is the impact of the Automated Scoring Engine on STAAR Redesign RLA Extended Constructed Response Items?

49

Statewide HISPANIC Spring 2023 STAAR 2.0 (human scoring) vs Spring 2024 STAAR 2.0 (ASE scoring)
Percent 0 Score (out of 10 points) ECRs by Grade Level



Source: TEA https://txresearchportal.com/

50

Training the ASE.

"The ASE is trained on student responses and human scores from the field-test data. …TEA requires the ASE to agree with human scorers at the same rate human scorers agree with one another and that the distribution of ASE scores is similar to the distribution of human scores."

Source: TEA Scoring Process for STAAR Constructed Response, pg. 4, December 2023

86%

increase in 0s for Hispanic 5th grade RLA ECRs

HISPANIC STUDENTS

Spring 2023 5th gr STAAR 2.0 RLA ECRs
STAAR 2.0 test / 5-point rubric / Human scorers
373K students
28% received 0s on ECR:

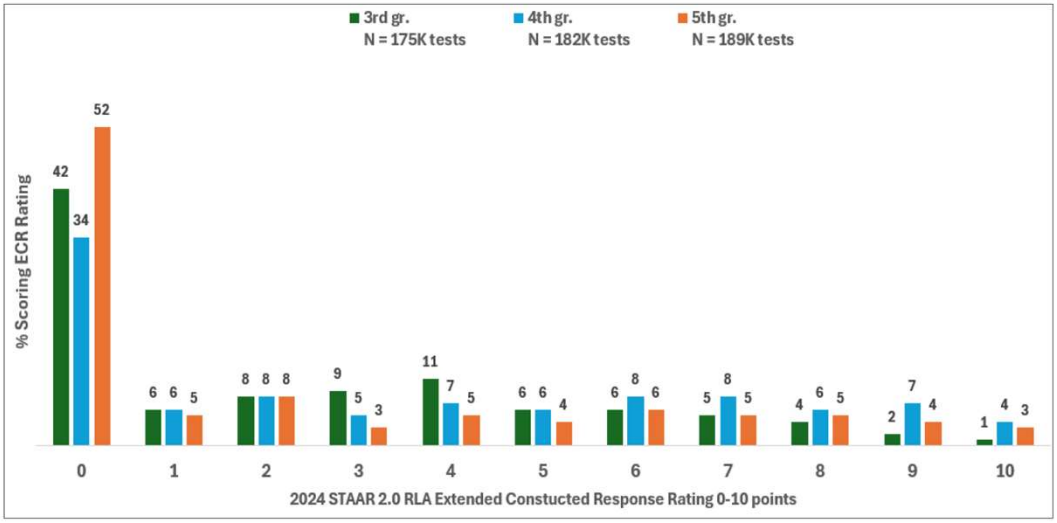
Spring 2024 5th gr STAAR 2.0 RLA ECRs
STAAR 2.0 test / 5-point rubric / ASE scoring
376K students
52% received 0s on ECR:

51

"What do you see?"

52

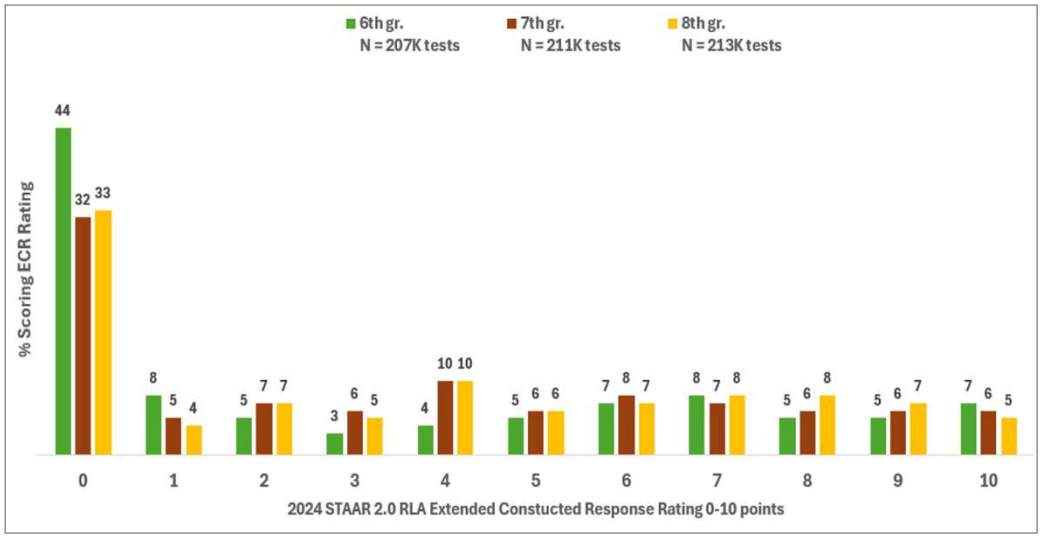
HISPANIC Statewide Grades 3-5 2024 STAAR 2.0 RLA ECR Scores – ENGLISH ONLY



Source: TEA Texas Assessment Research Portal https://txresearchportal.com/

53

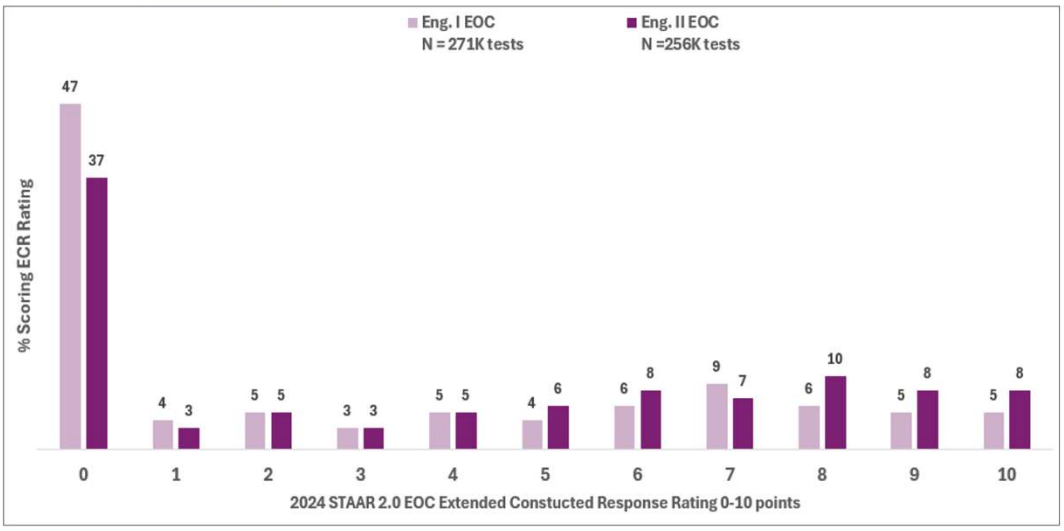
HISPANIC Statewide Grades 6-8 2024 STAAR 2.0 RLA ECR Scores



Source: TEA Texas Assessment Research Portal https://txresearchportal.com/

54

HISPANIC Statewide 2024 STAAR 2.0 EOC RLA ECR Scores



Source: TEA Texas Assessment Research Portal https://txresearchportal.com/

55

ECR Score 0s on spring 2023 & 2024, state averages

	# questions	total points	2023 % score 0s on ECR question, STATE avg.	2024 % score 0s on ECR question, STATE avg.	% ECR question counted
3rd	41	52	42%	39%	19.23%
4th	41	52	46%	31%	19.23%
5th	41	52	25%	48%	19.23%
6th	45	56	23%	39%	17.86%
7th	45	56	20%	27%	17.86%
8th	45	56	23%	28%	17.86%
Eng1	52	64	25%	40%	15.6%
Eng2	52	64	25%	31%	15.6%

All data from: https://txresearchportal.com/

56

What was the impact on SEISD?

	Spring 2023 STAAR Extended Constructed Response		
	Total Students	0 to 10	By Students
7th	201	0 (31.34%)	63
		1 (9.45%)	19
		2 (12.94%)	26
		3 (11.94%)	24
		4 (14.43%)	29
		5 (3.48%)	7
		6 (7.46%)	15
		7 (3.48%)	7
		8 (3.98%)	8
		9 (1.49%)	3
		10 (0%)	0
8th	251	0 (25.5%)	64
		1 (1.99%)	5
		2 (9.96%)	25
		3 (1.99%)	5
		4 (9.96%)	25
		5 (7.97%)	20
		6 (11.55%)	29
		7 (5.98%)	15
		8 (13.55%)	34
		9 (4.78%)	12
		10 (6.77%)	17

	Spring 2024 STAAR Extended Constructed Response		
	Total Students	0 to 10	By Students
7th	199	0 (38.69%)	77
		1 (11.06%)	22
		2 (7.54%)	15
		3 (6.03%)	12
		4 (14.57%)	29
		5 (6.53%)	13
		6 (5.53%)	11
		7 (4.02%)	8
		8 (2.51%)	5
		9 (1.01%)	2
		10 (2.51%)	5
8th	211	0 (32.7%)	69
		1 (6.64%)	14
		2 (9.95%)	21
		3 (6.64%)	14
		4 (18.01%)	38
		5 (9.48%)	20
		6 (5.21%)	11
		7 (4.27%)	9
		8 (4.74%)	10
		9 (0.95%)	2
		10 (1.42%)	3

57

What was the impact on SEISD?

	Spring 2023 STAAR EOC Extended Constructed Response		
	Total Students	0 to 10	By Students
English I	322	0 (28.26%)	91
		1 (4.66%)	15
		2 (10.87%)	35
		3 (6.21%)	20
		4 (12.11%)	39
		5 (9.01%)	29
		6 (10.25%)	33
		7 (6.21%)	20
		8 (5.28%)	17
		9 (4.35%)	14
		10 (2.8%)	9
English II	264	0 (26.52%)	70
		1 (3.41%)	9
		2 (9.85%)	26
		3 (3.41%)	9
		4 (8.33%)	22
		5 (6.06%)	16
		6 (9.09%)	24
		7 (6.82%)	18
		8 (9.85%)	26
		9 (6.82%)	18
		10 (9.85%)	26

	Spring 2024 STAAR EOC Extended Constructed Response		
	Total Students	0 to 10	By Students
English I	330	0 (56.97%)	188
		1 (5.45%)	18
		2 (5.45%)	18
		3 (4.24%)	14
		4 (5.45%)	18
		5 (3.64%)	12
		6 (5.15%)	17
		7 (7.27%)	24
		8 (2.73%)	9
		9 (2.42%)	8
		10 (1.21%)	4
English II	293	0 (46.76%)	137
		1 (5.8%)	17
		2 (4.78%)	14
		3 (5.8%)	17
		4 (5.46%)	16
		5 (5.46%)	16
		6 (6.14%)	18
		7 (6.48%)	19
		8 (4.78%)	14
		9 (4.44%)	13
		10 (4.1%)	12

58

After six years of low scores for students learning English, Texas educators say it's the test's fault

TELPAS 2018

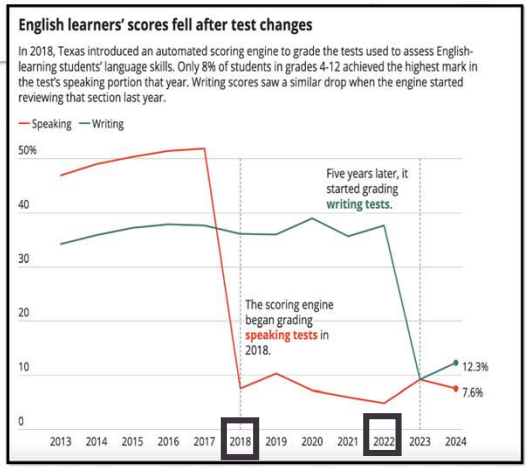
Students' scores in a test that gauges their English skills have been low since a redesign introduced computer scoring.

BY KEATON PETERS AUG. 13, 2024 UPDATED: 4 PM CENTRAL

Spring Branch ISD officials said the percentage of assessments that improved after requesting a rescore was even higher at their district. They sent more than 800 speaking assessments for rescoring in 2022, and more than a third got a better score after they were reviewed. The next year, about half of their submissions improved after rescoring, officials said.

"If the evidence from our rescoring submissions is any indication, the system leaves a lot to be desired for its accuracy," said Keith Haffey, executive director of assessment and compliance at Spring Branch ISD.

The TEA says district testing coordinators can request listening sessions, but some educators said the agency's director of student assessments told them only parents can request the files. A TEA spokesperson said that person misspoke.



Source: https://www.texastribune.org/2024/08/13/texas-telpas-bilingual-students-test-scores/

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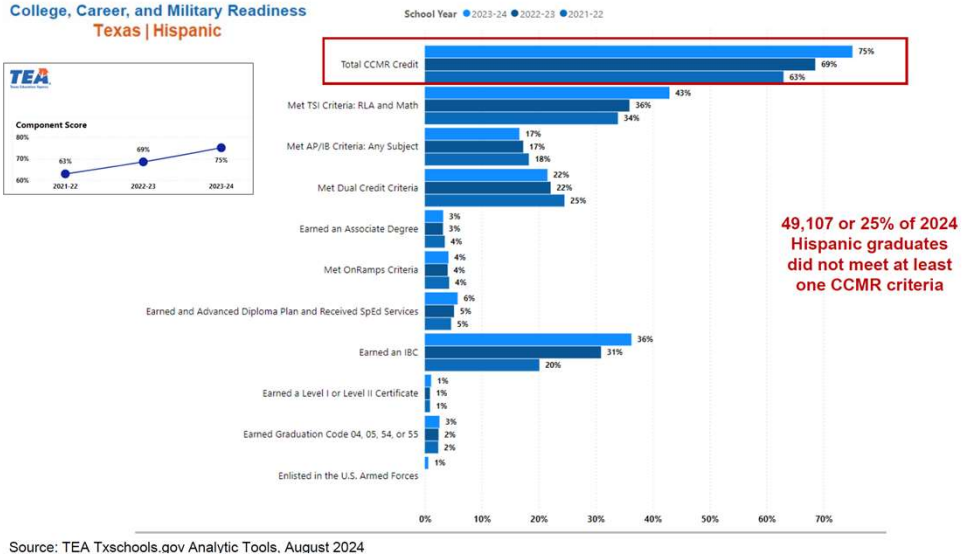
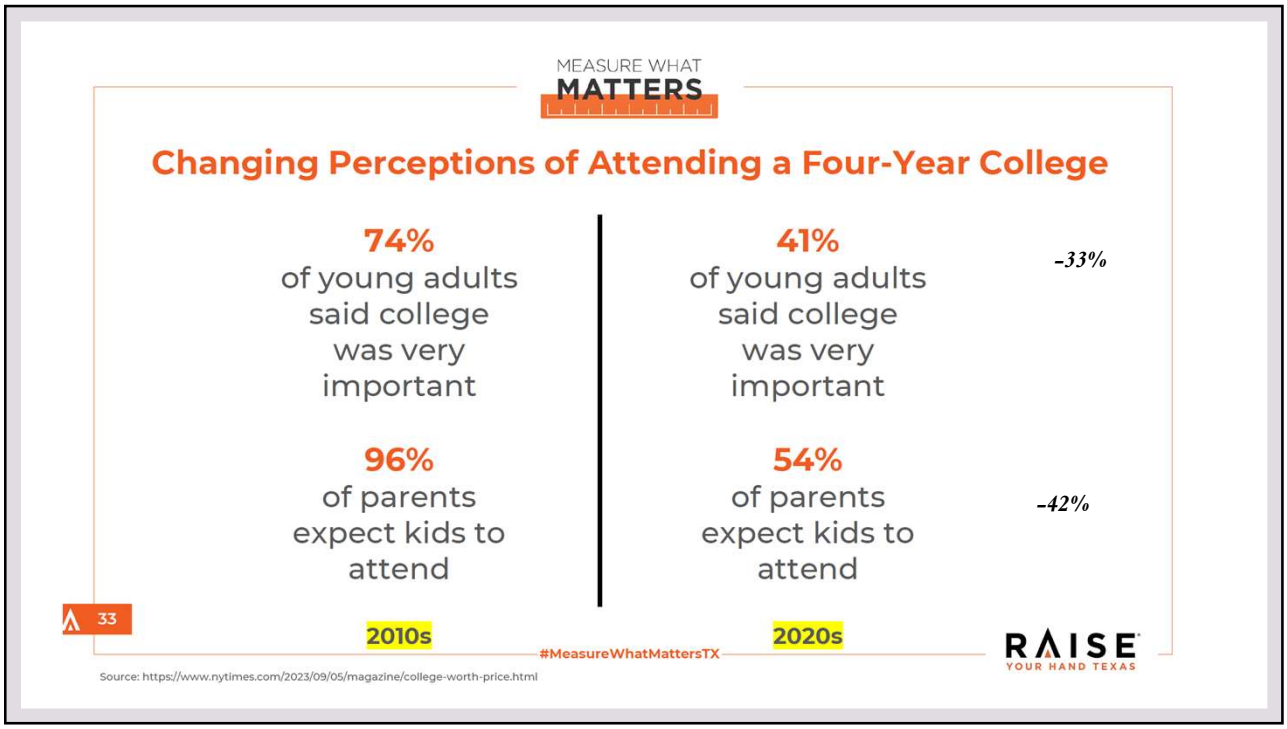
OPPORTUNITIES FOR IMPROVEMENT

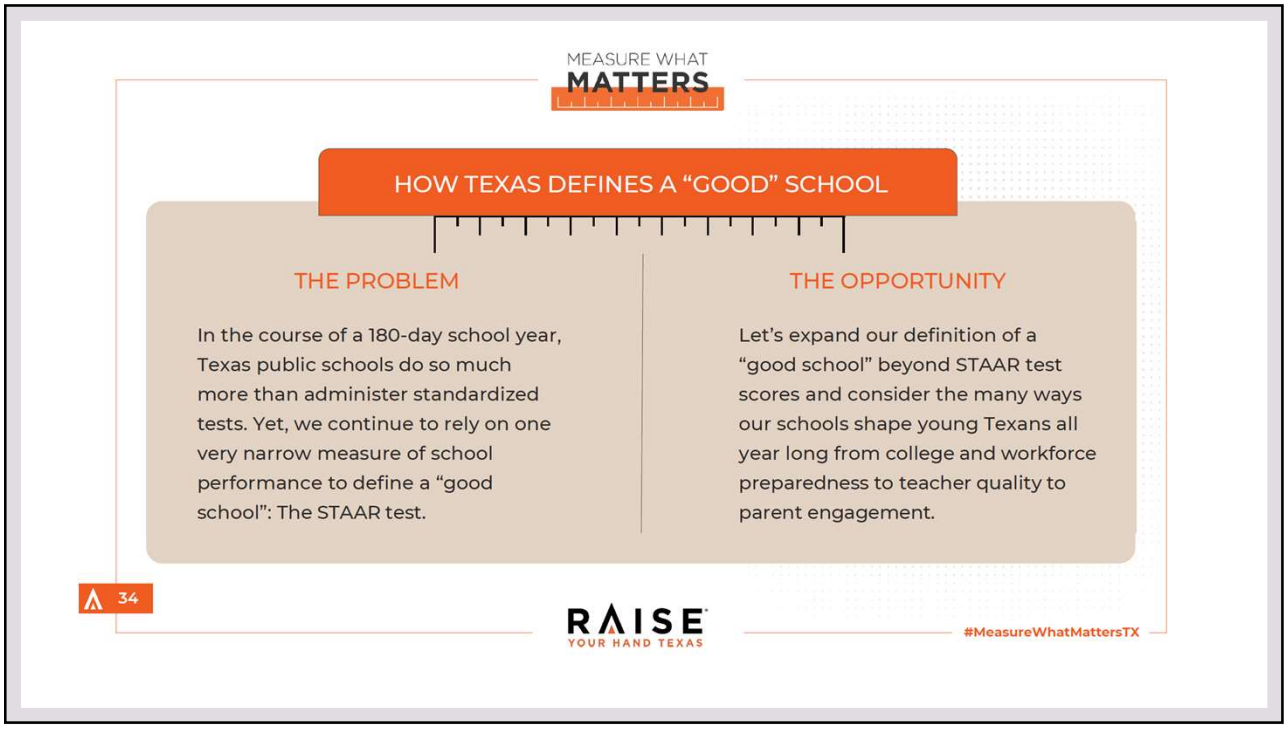


Source: TEA Txschools.gov Analytic Tools, August 2024

60


MEASURE WHAT
MATTERS
Changing Perceptions of Attending a Four-Year College
74%
of young adults said college was very important
96%
of parents expect kids to attend
2010s
41%
of young adults said college was very important
-33%
54%
of parents expect kids to attend
-42%
2020s
33
#MeasureWhatMattersTX
RAISE
YOUR HAND TEXAS
Source: https://www.nytimes.com/2023/09/05/magazine/college-worth-price.html

61


MEASURE WHAT
MATTERS
HOW TEXAS DEFINES A "GOOD" SCHOOL
THE PROBLEM
In the course of a 180-day school year, Texas public schools do so much more than administer standardized tests. Yet, we continue to rely on one very narrow measure of school performance to define a "good school": The STAAR test.
THE OPPORTUNITY
Let's expand our definition of a "good school" beyond STAAR test scores and consider the many ways our schools shape young Texans all year long from college and workforce preparedness to teacher quality to parent engagement.
34
RAISE
YOUR HAND TEXAS
#MeasureWhatMattersTX

62

STAAR ALT 2 - Updates

63

END OF ACCOUNTABILITY UPDATE

Let's Review SEISD's Academic Performance

Break?

64

2024 A-F Accountability Ratings

Ratings have not been released publicly due to lawsuits for either 2023 or 2024.

We have internally calculated ratings for each campus and for the district.

How have these A-F calculation and scaling changes impacted Region 19?

65

A-F Accountability Ratings: 2022 vs. 2024

All Region 19 districts (who have shared calculations) have dropped from 2022 to 2024 due to the "refreshed" A-F system.

Statewide—in 2022, 561 districts scored an overall D or F. ***In 2024, this has gone up by 233%.***

Region 19 District	*2022 Ratings (Official)*	*2024 Ratings (Unofficial)*
Ysleta ISD	91 A	86 B
Socorro ISD	88 B	83 B
Canutillo ISD	90 A	B (did not share score)
EPISD	88 B	77 C
San Elizario ISD	87 B	66 D

66

Alarcon

Alarcon had been under Targeted Success and Improvement in 2018-2020 and had earned their way out. They last earned an **86 B** before the refresh.

2024 Accountability Report Card - Elementary School

Campus Name	L G ALARCON EL			Campus Number	071904101
%EcoDis (Fall 2023 Snapshot)	93.1				

	Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance	36	62	D	Best Scale Score: Domain I *or* Domain II	70	70%	49
Domain II - School Progress *(Better of Part A or Part B)*		70	C				
Part A - Academic Growth	63	70	C				
Part B - Relative Performance	36	69	D				
Domain III - Closing the Gaps	33	70	C	Domain III Scale Score	70	30%	21
						Overall Score	70
						Overall Letter Grade	C

67

Borrego

Borrego had last earned an **87 B** before the A-F refresh.

2024 Accountability Report Card - Elementary School

Campus Name	ALFONSO BORREGO SR EL			Campus Number	071904104
%EcoDis (Fall 2023 Snapshot)	92.3				

	Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance	37	64	D	Best Scale Score: Domain I *or* Domain II	71	70%	49.7
Domain II - School Progress *(Better of Part A or Part B)*		71	C				
Part A - Academic Growth	64	71	C				
Part B - Relative Performance	37	70	C				
Domain III - Closing the Gaps	36	71	C	Domain III Scale Score	71	30%	21.3
						Overall Score	71
						Overall Letter Grade	C

68

GEMS

GEMS had last earned an **85 B** before the A-F refresh.

2024 Accountability Report Card - Middle School

Campus Name	ANN M GARCIA-ENRIQUEZ MIDDLE			Campus Number	071904041
%EcoDis (Fall 2023 Snapshot)	93.8				
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement STAAR Performance	31	59	F	Best Scale Score: Domain I or Domain II	69	70%	48.3
Domain II - School Progress (Better of Part A or Part B)		69	D				
Part A - Academic Growth	58	65	D				
Part B - Relative Performance	31	69	D				
Domain III - Closing the Gaps	15	59	F	Domain III Scale Score	59	30%	17.7
					Overall Score	66
					Overall Letter Grade	D

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SEHS

SEHS had last earned a **78 C** in 2022 before the A-F refresh.

2024 Accountability Report Card - High School (with CCMR)

Campus Name	SAN ELIZARIO H S			Campus Number	071904001
%EcoDis (Fall 2023 Snapshot)	92.3				
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement		62	D	Best Scale Score: Domain I or Domain II	69	70%	48.3
STAAR Performance (40%)	36	62	D				
CCMR (40%)	54	62	D				
Graduation Rate (20%)	90	60	D				
Domain II - School Progress (Better of Part A or Part B)		69	D				
Part A - Academic Growth	51	54	F				
Part B - Relative Performance		69	D				
STAAR Performance (50%)	36	69	D				
CCMR (50%)	54	68	D				
Domain III - Closing the Gaps	28	53	F	Domain III Scale Score	53	30%	15.9
					Overall Score	64
					Overall Letter Grade	D

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Actions Speak Louder than… Plans

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Co-Support Plan to Co-Support ***ACTION*** Plan

- AVID – K-12 Beginning with the 2024-2025 School Year
- Tutoring Effectiveness – Monitoring
- Intervention Effectiveness – Data, Monitoring, Walkthroughs
- Planning Learning Communities – Constant involvement from Campus Administrators, Data review with intentionality, and a focus on special populations
- Critical Conversations – Empowering through coaching conversations
- Learning Walks – Being present in the classrooms
- Lesson Plan Development – Rigor of Instruction

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Action Items – Planning and Instruction Department

Alignment!

- Learning Walk Documents
- Planning
- Data Disaggregation
- Dual-Language Classroom Design
- Lesson Plan Templates and Depositories

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Action Items – Planning and Instruction Department

Support

- PLC's
- Direct Teacher Support
  - Modeling
- Direct Student Support
- Instructional Officers working with students

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Action Items – Planning and Instruction Department

Support

- TNTP (The new teacher project)
  - Invited other teachers to participate in an RLA lesson delivery and planning★

Work in progress – More purposeful planning of RLA lessons.

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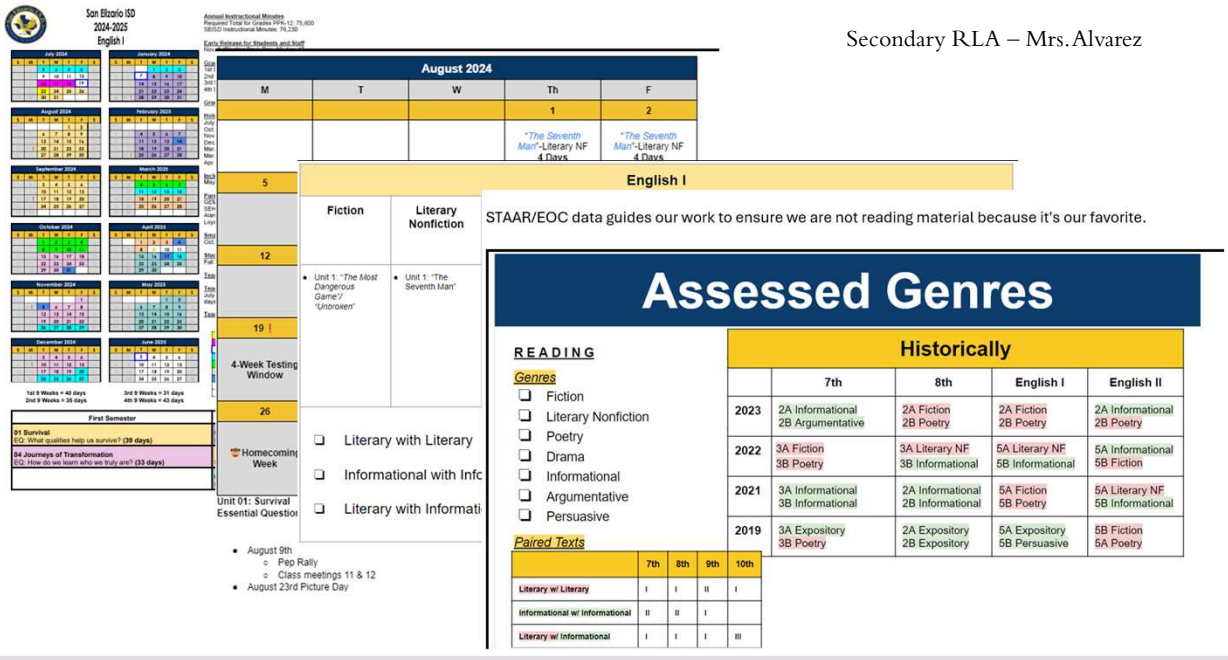
Secondary RLA – Mrs. Alvarez



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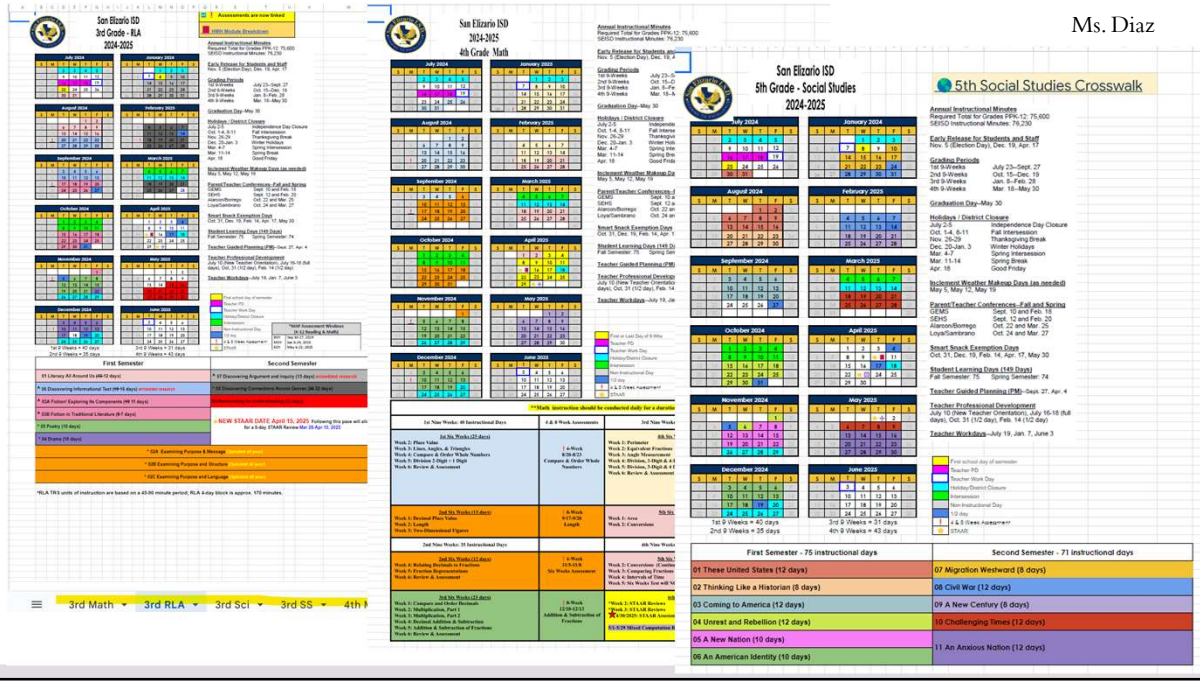
Ms. Diaz



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Action Items – Planning and Instruction Department

Transitional PLCs – Vertical Alignment

PreK to Kindergarten				
Loya Teachers	**Sambrano Kindergarten Teachers**		**Observation Date & Time** Friday, October 25, 2024	**IS & IO**
Benavidez & Mendoza	M. Rodriguez	Rm 208	8:15 AM - 9:00 AM	Vallejo & G. Diaz
Montoya & Gentry (SPED)	D. Loya	Rm 203		C. Duran & D. Cortez
Ballesteros & Samayoa (SPED)	M. Loya	Rm 202		A. Padilla & J. Palomino
Ortega & Bernanen	E. Castaneda	Rm 206		Letty DeSantos
Transition Meeting (All Pre-k and Kinder Teachers will attend)				
Date	**Time**	**Location**	**IOs Present**	**ISs present**
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Camino Real Conference Room	Josue Palomino	M. Vallejo A.Padilla

2nd Grade to 3rd Grade				
Sambrano Teachers	**Alarcon & Borrego Teachers**		**Observation Date & Time** Tuesday, October 22, 2024	**IO**
C. Romera, D. Mendoza, P. Santisteban	H. Rodriguez (Math/PM)	Rm 407	1:15 PM - 2:00 PM	D. Cortez
P. Figueroa, A. Ramirez, J. Perez (SPED)	H. Rodriguez (RLA/AM)	Rm 407	8:15 AM - 9:00 AM	G. Diaz
S. Delgado, V. Martinez, I. Maldonado, N. Villasenor	E. Moreira	Rm 203	8:15 AM - 9:00 AM	J. Palomino
Transition Meeting (All Second and Third Grade Teachers will attend)				
Date	**Time**	**Location**	**IOs Present**	**ISs present**

Elementary/Middle School Transition Visits
2024-2025

Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Mission Trail Boardroom	Georgina	C. Duran C. Nakay

Elementary/Middle School Transition Visits
2024-2025

Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Mission Trail Boardroom	Georgina	C. Duran C. Nakay

7th Grade to 6th Grade Math				
GEMS	**Alarcon & Borrego**		**Observation Date & Time**	**IO & IS**
R. Gonzalez & G. Olvera	S. Cardenas (Borrego)	Rm 308	Thursday, October 24, 2024 2:45 PM - 3:30 PM	D. Cortez E Quezada
E. Villalobos & L. Aguilar (SPED)	R. Garcia (Alarcon)	Rm 300	Thursday, October 24, 2024 8:50 AM - 9:35 AM	D. Cortez E. Quezada
6th Grade to 7th Grade Math				
Alarcon & Borrego	**GEMS**		**Observation Date & Time**	**IO & IS**
R. Garcia & P. Ortiz	Nivia Garcia	Rm 421	Tuesday, October 29, 2024 9:05 AM - 10:13 AM	D. Cortez E. Quezada
S. Cardenas & J. Olivas	Nivia Garcia	Rm 421	Tuesday, October 29, 2024 2:49 PM - 3:50 PM	D. Cortez E. Quezada
Math Transition Meeting (All 6th Grade and 7th Grade Math Teachers will Attend)				
Date	**Time**	**Location**	**IOs Present**	**ISs Present**
Thursday, Oct 31, 2024	3:30 PM - 4:30 PM	Mission Trail Boardroom	D. Cortez	E. Quezada C. Talamantes
RLA Transition Meeting (no observations) (All 6th Grade and 7th Grade RLA Teachers will Attend)				
Thursday, Oct 31, 2024	3:30 PM - 4:30 PM	Camino Real Conf Rm	A. Alvarez G. Diaz	C. Nakay B. Jara E. Morales
6th - B. Mireles, D. Michael, S. Tinajero, L. Sandoval 7th - N. Mitchell, S. Zaragoza, G. Kimmel				

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Planning & Instruction

Transition Visit Observation Form

Teacher's Name:	
Subject	Number of Students

Lesson Objective / Purpose:

Classroom environment	• **Organization:** • **Classroom Culture:** • **Questioning Structures:**
Classroom management	• **Clear Expectations:** • **Routines and Procedures:** • **Teacher Presence and Monitoring:**

Planning & Instruction

Instructional strategies	• **Evidence of Peer Collaboration:** • **Active Learning:** • **Specific strategies:**
Evaluation / assessment strategies	• **3** things I liked about the classroom environment: • **2** positive aspects of the lesson: • **1** question I have:

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Action Items – Planning and Instruction

Targeted Support for Campuses

Alfonso Borrego Elementary School * (plans to extend to Alarcon Elementary)

Ms. Diaz
Ms. Cortez
Mr. Palomino

- G. Diaz and D. Cortez will facilitate PLCs throughout the year
  - PLC topics
    - Planning
    - Data
    - Campus Choice- Intervention - November 8th
    - Campus Choice- December 13th - no topic yet
- Provide Ms. Santana the math and RLA YAGS- paper copies
- PLC Support- aligning to Alarcon's system
  - Revisit PLC Document
  - Housed in Google Classroom
    - Will make a copy for each PLC
  - Edit Google Classroom to create the PLC section
- Intervention Learning Walks- 7:35-8:20
  - D. Cortez- focus on M. Munoz grade 3
- Mari Vallejo from Loya will assist with SPED or intervention- Administration will take the lead on her role

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Action Items – Planning and Instruction Department

Strength-Based Support from Instructional Specialists (Elementary Level) ★

Ms. Cortez
Ms. Diaz
Ms. De Santos

IS Elementary Schedule for "Blackout" Week

Tuesday, Oct. 15th Loya PLC	Wednesday, Oct. 16th- Alarcon PLC Day	Thursday, Oct. 17th Sambrano PLC	Friday, Oct. 18th Borrego PLC Day
All: Remain at your home campus • Conce- find an area for Maribel in your office • All: ○ Create your schedule for the following week. Include the dates and times you will be at your supporting campus. This may vary weekly. ○ Research your teacher's 2024 STAAR and unit assessment data. ○ Write down any questions you may have for IOs, campus principals, or campus IS.	★ **Maribel: Attend Alarcon's PLCs. Tour Alarcon with C. Talamantes from 2:00-3:30** **Alarcon PLC Schedule** **6th 8:30-9:30** **5th 9:30-10:30** **4th 10:30-11:30** **3rd 1:00-2:00** • Introductions: principal, office staff, librarian or librarian aide, counselor, etc. • Learn campus procedures and building access • Obtain supporting teacher's schedule • Find your "2nd office" • Meet teacher(s) who will be supported • Email your teacher after you are introduced. ○ You may want to begin your email with a few "fun facts" about yourself to build rapport. ○ Ask where he/she is in their lesson ○ Ask if you can meet with your teacher(s) for a brief conversation regarding your role. ○ Please see below for a **sample email**. **I hope you're doing well! My name is [Your Name], and I thought I'd start with a few fun facts about myself to break the ice—I love**	• Continue to work on logistics. Feel free to add any additional research to support your work. • Today would be a great day to meet with your teacher for a few minutes if time permits. It could be a helpful opportunity to touch base.	★ **Cesar & Conce:** **Attend Borrego's PLC** **3rd 8:15 - 9:15 am** **4th 9:20 - 10:20 am** **5th 1:40 - 2:40 pm** **6th 2:45 - 3:45 pm** • **Conce & Cesar: Tour Borrego with D. Cortez at** • Email your schedule to your campus principal, visiting campus principal, and Elementary IOs. • Ensure that you feel comfortable at your 2nd campus. Feel free to stop by the campus and ask questions. If you need any assistance from the IOs, don't hesitate to reach out to us. We're here to support you.

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Action Items – Planning and Instruction

Dual Language ★

Mr. Palomino

1. Learning Walks Implementation
We are systematically supporting our teachers through the implementation of Learning Walks. This process ensures that we all grow together while aligning our practices across Dual Language Classrooms. I've attached the **Dual Language Learning Walk checklist** for your reference.

We are implementing this tool by focusing on one section at a time. I personally visit classrooms, focusing on the first section of the checklist, and provide feedback to teachers. I then follow up with each teacher in person or via Zoom to discuss the visit and offer support. This method helps us ensure that all Dual Language Classrooms are aligned in instructional practice.

2. New Posters for Dual Language Classrooms
We are excited to deliver eight new posters to your Dual Language teachers at no cost. These posters will be valuable resources for guiding instructional practices in both languages. Below is a summary of each poster:

- **4 + 1 Domain Icons**: These domains guide teachers in implementing instructional practices that empower students in both languages. Sentence stems for students are included.
- **Bilingual Pairs Poster**: This poster highlights this essential instructional strategy, which fosters academic, linguistic, and social development in dual-language students.
- **Regionalismos Poster**: This poster showcases the richness and diversity of the Spanish language and prepares students to navigate regional language variations.
- **El Puente Poster**: Focuses on connecting both Spanish and English, bridging languages for academic and cognitive growth.
- **Content and Language Objectives Poster**: Guides teachers in setting clear objectives in both languages to help students meet academic and language goals.
- **T-Chart Poster**: A simple graphic organizer that helps students compare and contrast concepts in both languages.
- **Venn Diagram Poster**: Another excellent graphic organizer to support students in comparing and contrasting concepts in both Spanish and English.

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Weekly Concept Manipulatives
Grades 3-5
2nd Six Weeks

- Click HERE to access the Sharon Wells
- All Concepts are taught using the CPA (

Principal Support for Math
Ms. Debbie Cortez

Grade 4

Week & Concept	STAAR 2024 Data	Hands-on Look Fors
1 Decimal Place Value	SE: 4.2B — Alarcon 70% — Borrego 64% SE: 4.2E — Alarcon Not Tested — Borrego	"Guidance provid Activity 1- Base te place value mat, n Activity 2 - decim decimal point, col Activity 3-Money Activity 4-Blackli Possible Anchor C

Grade 5

Week & Concept	2024 STAAR Data	Hands-on Look Fors
1 Number Theory	SE: 5.4A — Alarcon 9% — Borrego 23%	Activity 1- Activity 2 - Activity 3- Activity 4- Possible Anchor Chart from the Homework page
2 Decimal Addition and Subtraction	SE: 5.3K — Alarcon 14% — Borrego 3%	Activity 1: Activity 2 : Activity 3: Activity 4: Homework anchor chart:
3 Simplifying Numerical Expressions, Part 1	SE: 5.4E — Alarcon Not Tested — Borrego	★ Activities 1 & 2: -colored pencils, color tiles or grid paper ★ Activity 3: Bingo markers or chips- Game ★ Activity 4- Blackline master practice
4 Simplifying Numerical Expressions, Part 2	SE: 5.4F — Alarcon 47% — Borrego 37%	★ Activities 1: - scissors, colored pencils or highlighters ★ Activity 2: Blackline master ★ Activity 3: Dice, Game Cards- GAME ★ Activity 4- Blackline master practice
5 Perimeter	SE: 5.4H — Alarcon 63% — Borrego 63%	★ Activities 1: Geoboard and rubber bands, color tiles ★ Activity 2: Perimeter crossword puzzle ★ Activity 3: Color Tiles ★ Activity 4: Colored pencils or crayons, scissors

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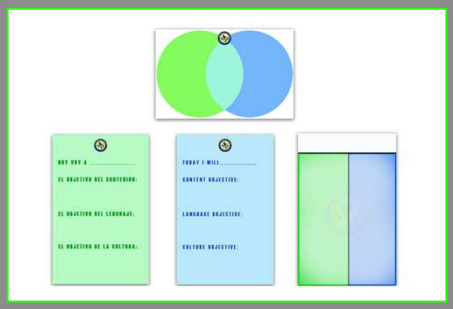

1. Classroom Environment

- **Language Environment**: Are both languages visibly represented (posters, labels, anchor charts)?
- **Student Work**: Is student work displayed in both languages?
- **Resources**: Are there bilingual resources available (books, dictionaries, word walls)?
- **Anchor Charts**: Are anchor charts present and used effectively in both languages to support key concepts, strategies, and vocabulary? Are they co-created with students and easily accessible for reference?
  - **Seating Arrangement**: Is the seating arrangement conducive to collaborative learning?

2. Language Use and Interaction

- **Teacher Language Use**: Is the teacher consistently using the designated language of instruction?
- **Student Language Use**: Are students encouraged to use the target language in their interactions?
- **Language Support Strategies**: Are strategies like sentence frames, graphic organizers, or visuals used to support language development?

3. Instructional Strategies

- **Dual Language Strategies**: Are specific dual language instructional strategies (e.g., Bridging, Translanguaging) evident?
- **El Puente**: Is the El Puente strategy being used to explicitly connect and transfer knowledge between both languages?
- **Preview-View-Review**: Is the Preview-View-Review strategy implemented to build background knowledge, engage in content, and review in both languages?
- **Differentiated Instruction**: Is instruction differentiated to meet the diverse language proficiency levels of students?
- **Interactive Activities**: Are there opportunities for students to engage in interactive, language-rich activities (e.g., think-pair-share, cooperative learning

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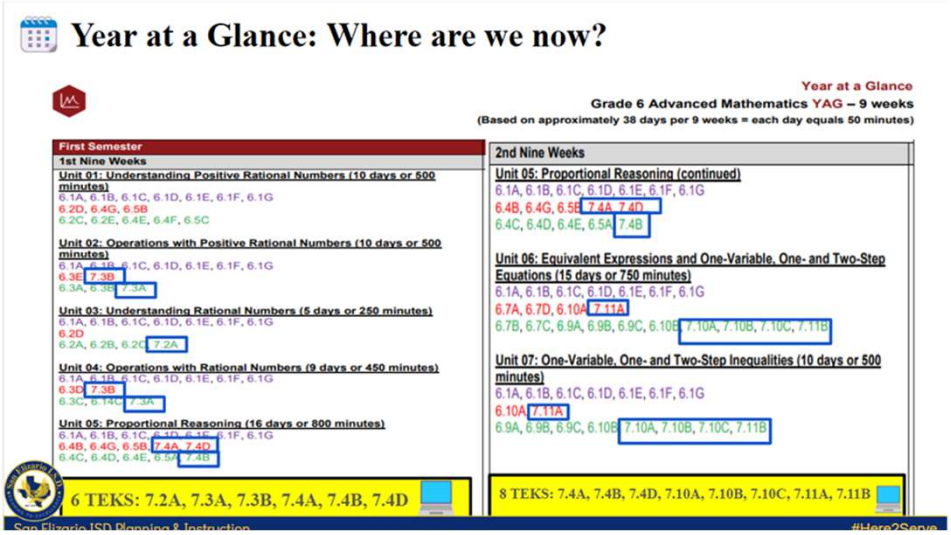
Action Items – Planning and Instruction

Advanced Mathematics – 6th Grade★

Ms. Debbie Cortez

Year at a Glance: Where are we now?



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Action Items – Planning and Instruction Department

- Academic UIL Expectations★
- Response to Intervention Training★
- TSL – Walkthroughs/Rigor of Instruction (R19)
- GT Identification (All 2nd graders) ★
- Summit K-12 District Wide★
- Alignment of Resources and District-Created Materials
- Campus Forms Alignment★
- TIA Score Card★
- Secondary Strategy Meetings (new to GEMS)★
- Grading policy★
- CREED for 8th grade Algebra★
- Library Plan★
- Secondary Strategy Meetings (new to GEMS)★
- Grading policy★
- CREED for 8th grade Algebra★
- Library Plan★
- Implement a Coaching Model (See it, Name it, Do it)
- Consider looping Pre-K 3 and Pre-K 4 Teachers

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Action Items – Planning and Instruction Department

Special Education – Refinement Meeting★

ARD Key Members

2024-2025—517 students out of 2926 (18% of the population)

2023-2024—476 students out of 3019 (16% of the population)

Special Education Impacts our A-F in Multiple Ways:

- Domain I, Student Achievement (Grades 3-12 and district)
- Domain I, Graduation Rate (HS and district)
- Domain I, CCMR (HS and district)
- Domain 2A, Academic Growth (Grades 3-12 and district)
- Domain 2B, Relative Performance (Grades 3-12 and district)
- Domain 3, Closing the Gaps (Grades 3-12 and district)

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Loya Primary A-F Action Plan

In-school Intervention:

- Teachers hold the intervention block for pre-reading and pre-math skills immediately after each block is completed.
- Reading intervention teacher is working with small groups of students who are struggling with the basic letter recognition.

Student Learning Objective (SLO):

- The SLO for each grade level is aligned to meet the PreK outcomes and guidelines.
- The principal will continue to meet and monitor each teacher to discuss the progress of students at each check-in following the student growth tracker.
- Campus created an additional rubric for MOY progress profile to track the students' growth.

CCMR:

- Teachers in Pre-k 4 SLO is tied to meeting pre-reading readiness by identifying letter and the corresponding sound.

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SAMBRANO'S COMMITMENT TO A-F SUCCESS

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Sambrano A-F Action Plan

Tutoring—1st 30 mins. each day; focus on re-teaching.

Intervention—Last 45 mins. each day, small groups / specific and targeted skills.

Reading Levels—Guided reading strategies, trackers

Math—CPA Model; Manipulatives

PLC Alignment—Preparation for the rigor of grades 3 and up.

Departmentalization—2nd grade

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Alarcon 2024-2025 Action Plan

- Highly effective and well-planned PLC meetings
- Concrete-Pictorial-Abstract (CPA) planning
- IS activities on math foundational skills
- 4- and 8-week data meetings
- At-Risk intervention for 3rd grade; Targeted IS intervention for math and reading
- Daily Guided Reading; IS guided reading groups

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Borrego
2024-2025
Action Plan

- Tier 1 instruction, Lesson Cycle and Guided Reading; CPA
- SPED students—Focus on instruction and accommodations
- Focus on TEKS' specificity for improved instruction
- 90/60/30 data walls and connecting instruction to assessment
- Structured PLC's and data meetings with a focus on intervention
- Improved approach to intersessions
- Book study and walkthroughs with feedback

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GEMS
2024-2025
Action Plan

- Getting to know our students—At-Risk, EB, SPED
- Data digs in PLC resulting in STAAR Lab adjustments
- Fall Intersession—Targeting HB 4545 students failing both Reading and Math
- Eagle Eye monitoring HB 4545
- Targeted SE's for reteaching and scaffolding

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SEHS 2024-2025 Action Plan

- Remain consistent to the coaching cycle for staff to occur weekly
- SPED intervention
- Teacher Performance Tracking
- IS will follow up on pullouts for students not meeting grade level at the 4 & 8-week mark
- Math/RLA Professional Development: TNTP Literacy and RBIS (mathematics)
- IO support ensuring pacing calendar adherence and use of viable curriculum
- CCMR

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Our Commitment to Excellence

- Teamwork
- Alignment
- Consistent Monitoring
- Fidelity to TEKS and Curriculum Resources
- Modeling of High-Quality Instruction

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