



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce; Planning & Instruction
Subject: (HB 3) GPM 2.3 Progress Monitoring—Grade 3 Reading Growth
Date: May 14, 2025

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 growth for grade 3 students

RATIONALE:

Goal Progress Measure (GPM) 2.3 (District; 1-year Goal)

Students in grade 3 MAP Reading assessment (English) will increase from the 41st percentile in January of 2024 (MOY) to > 45th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.

Students in grade 3 MAP Reading assessment (Spanish) will increase from the 27th percentile in January of 2024 (MOY) to > 32nd percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.

In this report, three parameters will be examined related to grade 3 reading growth:

- Meeting MOY reading growth targets based on the MAP assessment.
- Examining reading achievement from BOY to MOY based on the MAP assessment.
- Subgroup analysis of achievement scores.

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

Part I: Meeting MOY reading growth targets based on the MAP assessment

Alarcon had 72 students in grade 3 take the MAP reading (English) test in January 2025. The table below represents the growth data for reading.

Campus	Number of 3 rd Graders that Tested Reading (English)	Percentile Meeting Growth Projection for Reading (English)
Alarcon	72	29 th Percentile

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Our 3rd graders at Alarcon who tested reading in English were in the 29th percentile.

Alarcon students did not take the English (Spanish) test.

Of 101 tested, Borrego's 3rd graders who tested reading in English reached the 36th percentile. We aim for 50% or more of our students to meet their growth projections.

Campus	Number of 3 rd Graders that Tested Reading (English)	Percentile Meeting Growth Projection for Reading (English)
Borrego	101	36 th percentile

Borrego had 37 grade 3 students take the MAP test in reading (Spanish) during January 2025. The table below represents the growth data for this group of testers, which equates to the 48th percentile.

Campus	Number of 3 rd Graders that Tested Reading (Spanish)	Percentage Meeting Growth Projection for Reading (Spanish)
Borrego	37	48 th percentile

Our targets for GPM 2.3 are based on the English and Spanish testers. It was identified that at Alarcon students only took the English version of the test, at Borrego students took the English and Spanish version of the test. We will still review the average of the exams and compare them to the board goals.

The English version of the Reading test averaged 32nd percentile which is below the 45th percentile goal. We understand the work that is needed to increase the performance of this group.

The Spanish version of the Reading test averaged 48th percentile which is well above the goal of 32nd percentile.

Part II: Examining math achievement from BOY to MOY based on the MAP assessment

The second way the 3rd grade reading data will be examined is by comparing the reading achievement at BOY compared to MOY on the MAP test. We want the scores to increase at MOY. There is no set target; we are considering whether the scores have increased, decreased, or

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stayed the same. The data below is from our 3rd graders at Alarcon and Borrego, along with the district averages. Pink represents a decline, while green shows an increase.

Grade/Campus	BOY MAP (Reading-English)	MOY MAP- (Reading-English)	Difference
3 rd —Alarcon	30	30	-
3 rd —Borrego	42	38	-4
District Average	36	34	-2

Both campuses showed a regression from BOY to MOY, with a district average of -2% in reading (English).

Grade/Campus	BOY MAP (Reading-Spanish)	MOY MAP- (Reading-Spanish)	Difference
3 rd —Borrego	53	48	-5%

As mentioned earlier only one campus (Borrego) took the spanish version of the test, seeing a difference of -5%.

Part III: Subgroup Analysis

The data below show the BOY to MOY results for 3rd grade at Alarcon and Borrego, broken down for EL, SPED, and GT subgroups. No 3rd graders were coded GT at Alarcon.

Alarcon—3rd Grade Reading Achievement (English)

Student Group	BOY	MOY	Difference
Gifted and Talented	79	74	-5
English Learners	35	41	6
Special Education	30	32	2

Alarcon—3rd Grade Reading Achievement (Spanish) – None Tested

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Borrego—3rd Grade Reading Achievement (English)

Student Group	BOY	MOY	Difference
Gifted and Talented	38	20	-18
English Learners	41	35	-6
Special Education	33	19	-14

Borrego—3rd Grade Reading Achievement (Spanish)

Student Group	BOY	MOY	Difference
Gifted and Talented	N/A	N/A	
English Learners	53	48	-5
Special Education	26	37	11

The data in these tables show a common theme when comparing subgroup data. The “SPED” students showed growth in different areas which shows the dedication and adjustments that are happening throughout the year.

The results noted in the tables above indicate that learning gaps must be overcome with our 3rd graders. We must also consider our approach to MAP testing in terms of relaying the importance of this instrument to our teachers and students.

BUDGET IMPACT:

There is no budget 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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