

Agenda of Special Meeting - Instructional Workshop

The Board of Trustees

San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!

A Special Meeting - Instructional Workshop of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, October 30, 2024, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**

Mr. Eduardo Chavez, Board President

A. Call Meeting to Order

B. Roll Call

C. Establish Quorum

D. The Pledge of Allegiance

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San Elizario ISD Student

E. Texas Pledge of Allegiance

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San Elizario ISD Student

F. **San Elizario ISD Mission Statement**

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (five-minute limit per speaker, unless otherwise noted)

3. **DISTRICT RECOGNITIONS**

A. Recognition of Student Athletes

Mr. Cesar Morales, Executive Director Athletics

1. 8th Grade Cross Country Little 13 Conference - Conference Champions

2. San Elizario High School Team Tennis District and Bi-District Champions
4. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. Board Instructional Workshop
 - Dr. Jeannie Meza-Chavez, Superintendent, Ms. Blanca Cruz, Associate Superintendent, and Planning and Instruction Team
5. **NEXT MEETING DATE:**
 - Tuesday, November 12, 2024 at 5:30 p.m. - Special Board Meeting - MoakCasey
 - Wednesday, November 13, 2024 at 5:30 p.m.- Regular Board Meeting
 - Tuesday, November 19, 2024 at 5:30 p.m. - Superintendent's Evaluation
6. **ADJOURNMENT**

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If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 551-071 | Private consultation with the board's attorney. |
| 551-072 | Discussing purchases, exchange, leases, or value of real property. |
| 551-073 | Discussing negotiated contracts for prospective gifts or donations. |
| 551-074 | Discussing personnel or to hear complaints against personnel |
| 551-076 | Deliberation regarding security devices |
| 551-082 | Considering discipline of a public school child, or complaint or charge against personnel |
| 551-083 | Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups. |
| 551-084 | Excluding witnesses from a hearing. |

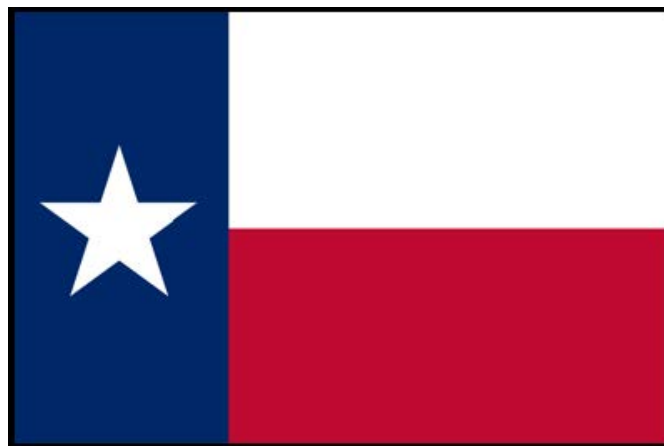
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.



**I PLEDGE ALLEGIANCE TO THE FLAG
OF THE UNITED STATES OF AMERICA,
AND TO THE REPUBLIC FOR WHICH
IT STANDS, ONE NATION UNDER GOD,
INDIVISIBLE, WITH LIBERTY AND
JUSTICE FOR ALL.**

"Honor the Texas
flag; I pledge
allegiance to
thee, Texas, one
state under God,
one and
indivisible."

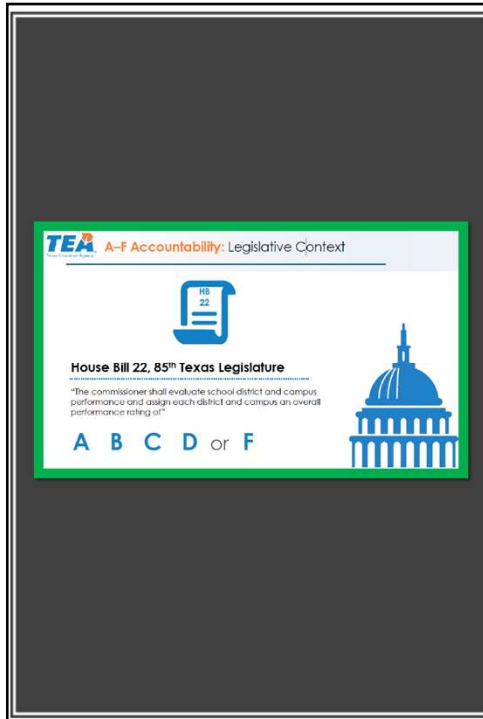




1



2



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."

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

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TEA Three Domains: Calculating an Overall Accountability Rating

Better of Achievement or Progress 70% **30%**

- Student Achievement
- School Progress
- Closing The Gaps

TEA Student Achievement Domain: Weighting

Elementary/Middle Schools	Weight
STAAR Approaches (1), Meets (2), Masters (3) – all subjects	100%

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

TEA School Progress Domain: Two Aspects to Progress

Part A: Academic Growth **Part B: Relative Performance**

Better of A or B

STAR, CCMR

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. Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

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%
Districts	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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TEA Three Domains: Calculating an Overall Accountability Rating

Better of Achievement or Progress
70%

30%

Student Achievement

School Progress

Closing The Gaps

TEA 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%

TEA School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Better of A or B

Part B: Relative Performance

CCMR

APPENDIX - ESSA

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Closing the Gaps Component Weights			Weight
Elementary and Middle Schools	Academic Achievement	STAAR Meets Grade Level on R & M	30%
	Academic Growth Status	STAAR E 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 ²	STAAR Component Only	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 (STAR 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.

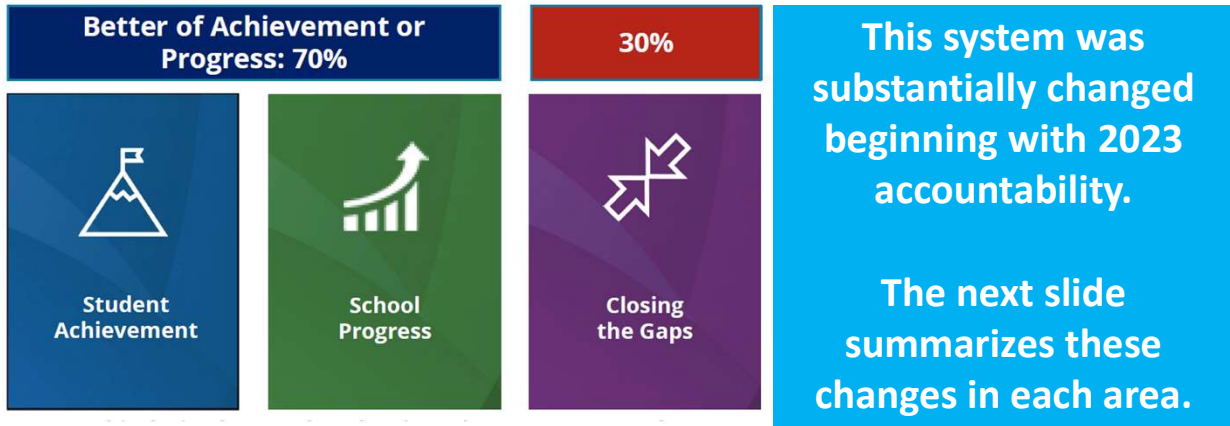
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2023 Accountability—Summary of Changes

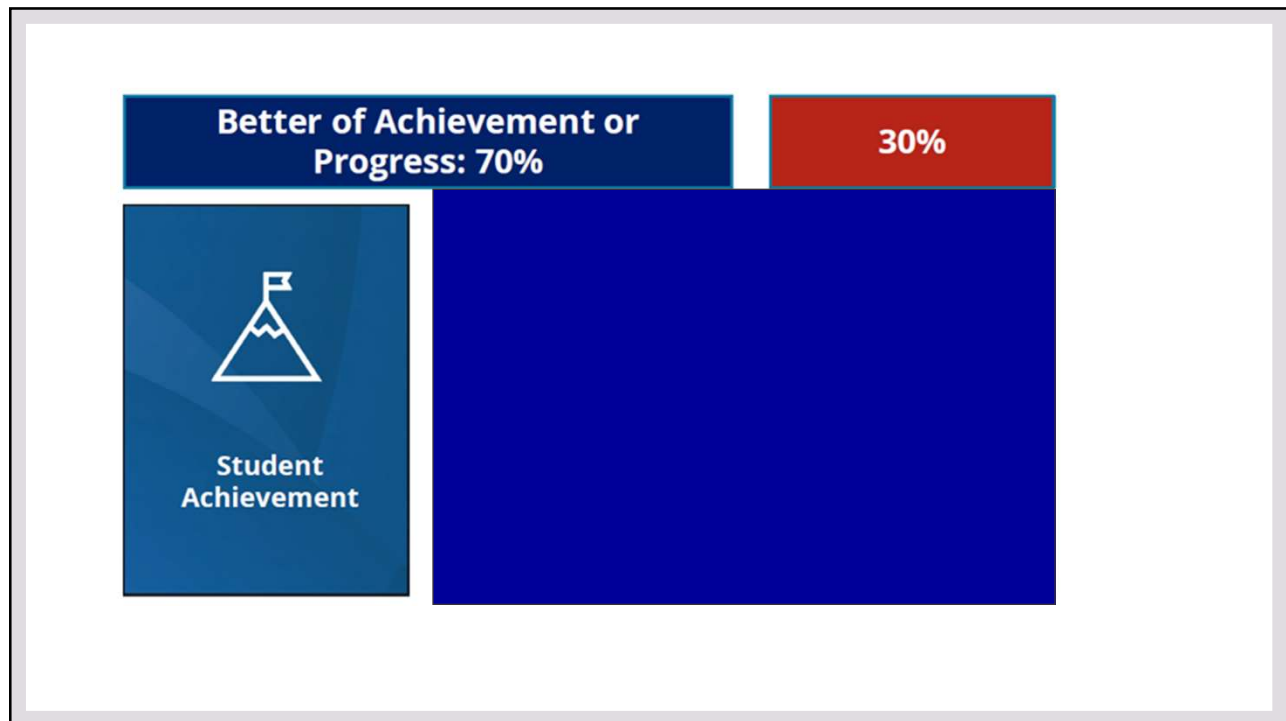
Measure/Indicator	Change in Calculation	Change in Grading (Scaling)
Domain I: STAAR Performance	None	None
Domain I: CCMR	Minor (cap on the # of students who can be counted as meeting CCMR based solely on a sunseting IBC)	Humongous
Domain I: Graduation Rate	None	Slightly more rigorous
Domain IIA: Academic 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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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 Level

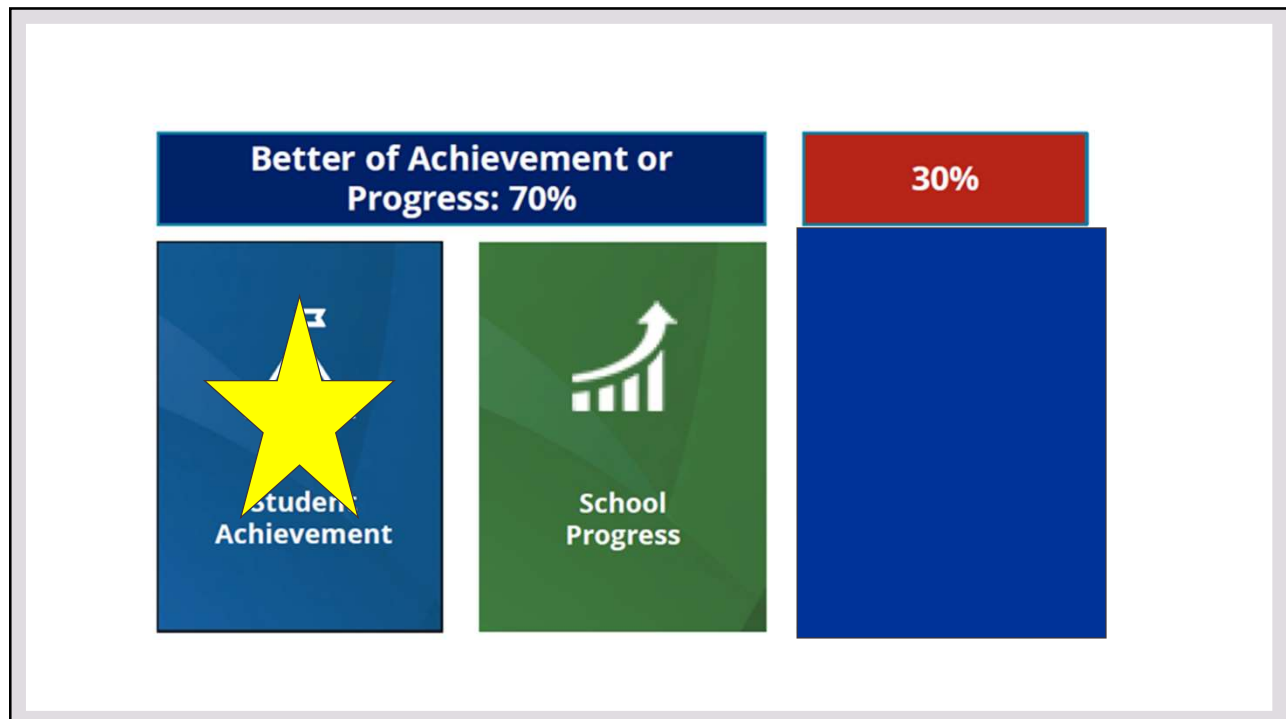
STAAR Component—Example Calculation

STAAR Performance	Reading	Mathematics	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

Prior Year	Annual Growth					
	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	Accelerated Learning			
	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

Prior Year	Accelerated Learning (Example)			
	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

Prior Year	Annual Growth (Example)					Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	
Low Did Not Meet Grade Level	20	40	10	10	8	90
High Did Not Meet Grade Level	5	30	20	10	10	80
Low Approaches Grade Level	0	10	20	40	20	100
High Approaches Grade Level	2	6	10	30	40	113
Meets Grade Level	0	2	2	1	50	100
Masters Grade Level	0	0	8	1	12	71
Total	27	88	70	92	140	554

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



Prior Year	Accelerated Learning			
	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

Prior Year	Accelerated Learning (Example)			
	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

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)

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						Accelerated Learning				
Prior Year	Current Year	Current Year						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		Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1	1	0	1	1	1	
High Did Not Meet Grade Level	0	1/2	1	1	1	1	1	0	1	1	1	
Low Approaches Grade Level	0	0	1/2	1	1	1	1	0	1	1	1	
High Approaches Grade Level	0	0	0	1/2	1	1	1	0	1	1	1	
Meets Grade Level	0	0	0	0	1	1	1	0	1	1	1	
Masters Grade Level	0	0	0	0	0	1	1	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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Better of Achievement or Progress: 70%




Student Achievement



School Progress

30%



Closing the Gaps

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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%

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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4. Narrow the focus within Closing the Gaps



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	4 Super Groups
Comprehensive Support and Improvement (CSI) Determinations	<ul style="list-style-type: none"> 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
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 graded 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

¹The 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.

²Minimal 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.

Graded Outcome Table

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



HSJK-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%

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

ESSA Long-Term and Interim Goals

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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APPENDIX - ESSA

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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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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

Number of Graduates Who Achieved at Least One of the CCMR Indicators

Number of Annual Graduates

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Closing the Gaps

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Federal Graduation Rate

English Language Proficiency

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

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

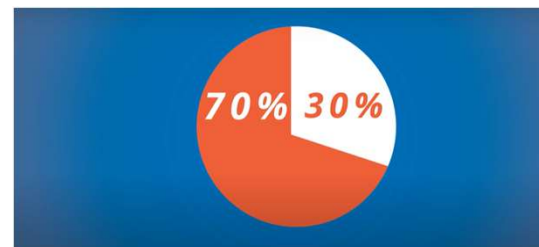


Closing the GAPS Domain – Campus Identification for Targeted Support and Improvement (TSI)

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 4-Digit District Number	072804	807	This Template is designed to be submitted based on the number of campuses in the district. Initially, the Template is set to show data for 12 campuses. If the district has fewer than 12 campuses, the user can "Unpublish Chart" and hide any empty rows. If there are more than 12 campuses in the district, the user can "Unpublish Chart", adjust rows 18 and 202 and update data to enter the data for all campuses. The user can then hide any empty rows.																				
CSC Number	Campus	Campus Type	ADA	Grade Span	Domain I			Domain II - A			Domain II - B			Domain III			Overall						
					9-12 Enrollment	Proportional Weight*	Campus Score	9-12 Enrollment	Proportional Weight*	Campus Score	9-12 Enrollment	Proportional Weight*	Campus Score	9-12 Enrollment	Proportional Weight*	Campus Score							
0718000	SAN EUGENIO -13	High School	N	99-12	1,034	1,034	1,034	45.9%	61	28.2	1,034	45.9%	64	24.4	1,034	45.9%	69	31.4	1,034	45.9%	65	31.1	66
0718001	ANA M BARRA BORGOS MONTE	Middle	N	57-08	418	418	418	18.7%	66	10.3	418	18.7%	69	11.8	418	18.7%	69	11.0	418	18.7%	69	13.9	66
0718010	L R ALARCON RL	Elementary	N	10-04	304	304	304	13.6%	65	8.4	304	13.6%	76	9.7	304	13.6%	69	9.4	304	13.6%	69	9.1	76
0718010	LORENZO LOYA PN	Elementary	N	10-04	0	175	0	0.0%	61	0.0	0	0.0%	69	0.0	0	0.0%	67	0.0	0	0.0%	60	0.0	66
0718010	JOSUE L SARRAVALLO RL	Elementary	N	10-02	0	609	0	0.0%	61	0.0	0	0.0%	67	0.0	0	0.0%	67	0.0	0	0.0%	62	0.0	66
0718014	ALFONSO BORGOS DR RL	Elementary	N	10-04	485	485	485	21.2%	64	14.1	485	21.2%	75	15.7	485	21.2%	76	15.0	485	21.2%	75	15.7	75
District	SAN EUGENIO SD				2,235	3,069	2,235	98.0%	61.2	2,235	98.0%	63.6	2,235	98.0%	67.3	2,235	98.0%	67.2	2,235	98.0%	63.2	63.2	

District's 2024 Domain Scores Based on Proportional Weighting	District Domain I Score (Capped at 88 if district's 2024 score is 88 or if any campus has a score of 88 or above)	61	District Domain II - A Score	62	District Domain II - B Score	67	District Domain III Score (Capped at 88 if any campus has a score of 88 or above)	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		

33

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.

34

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.



35



Texas Accountability
Changes and Latino
Student Success

Dr. Allison Matney
RYHT Consultant
September 2024



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 sunseting 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

TEA Three Domains: Calculating an Overall Accountability Rating

Better of Achievement or Progress 70% 30%

Student Achievement

School Progress

TEA School Progress Domain: Two Aspects

Part A: Academic Growth

Part B: Relative Performance

Better of A or B

TEA Student Achievement Domain: Weighting

Elementary/Middle Schools	Weight
STAAR	100%
High Schools, K-12, and Districts	
STAAR	40%
Career, and Military Readiness (CCMR)	40%
Graduation Rate	20%

Closing the Gaps Domain Score

Using the Gaps domain score, weight each component for which the district or the minimum number of evaluated indicators based on the following table. are rounded to one decimal place. Total points for each component are figured by the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement - STAAR Meets Grade Level on R & M	50%
	Academic Growth Status - STAAR R and M	50%
	English Language Proficiency	10%
High Schools, K-12s, AEAs, and Districts	Student Achievement Domain Score - STAAR Component Only	10%
	Academic Achievement - STAAR Meets Grade Level on R & M	50%
K-12s, AEAs, and Districts	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	50%

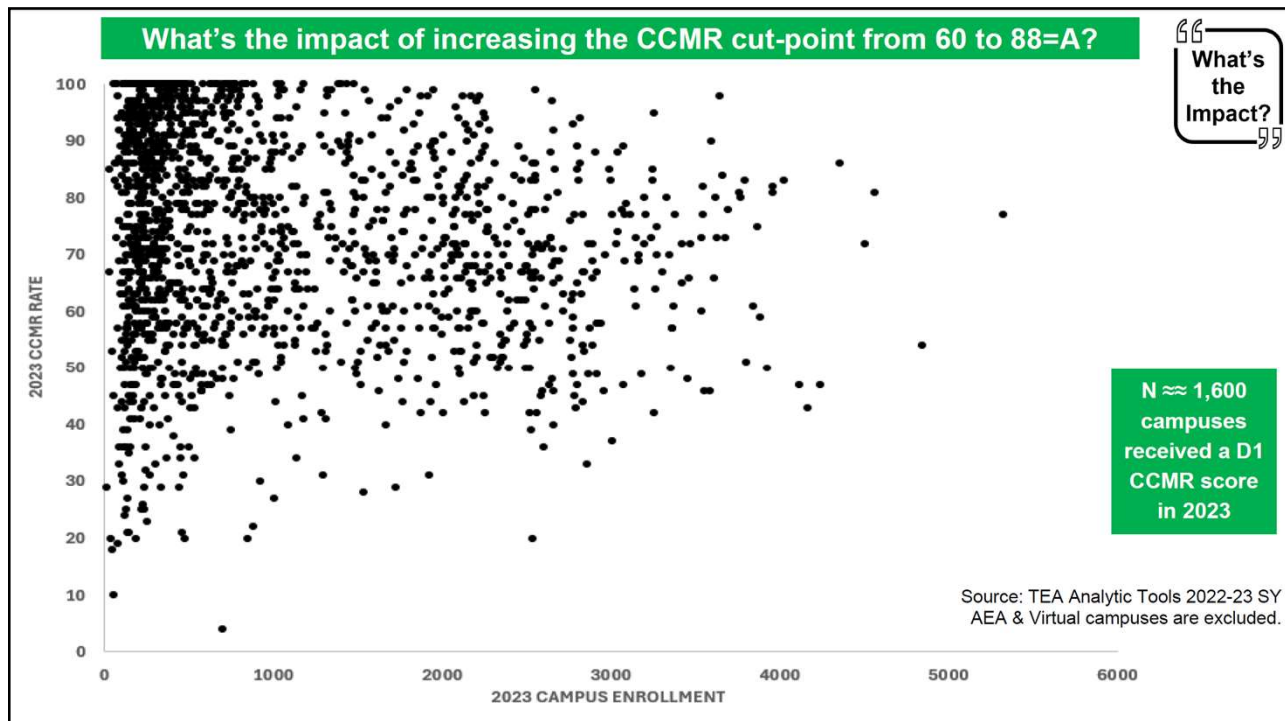
¹ Federal Graduation Status is not available. Academic Growth Status is used.
² College, Career, and Military Readiness is not available. Student Achievement Domain Score - STAAR Component Only is used.

38

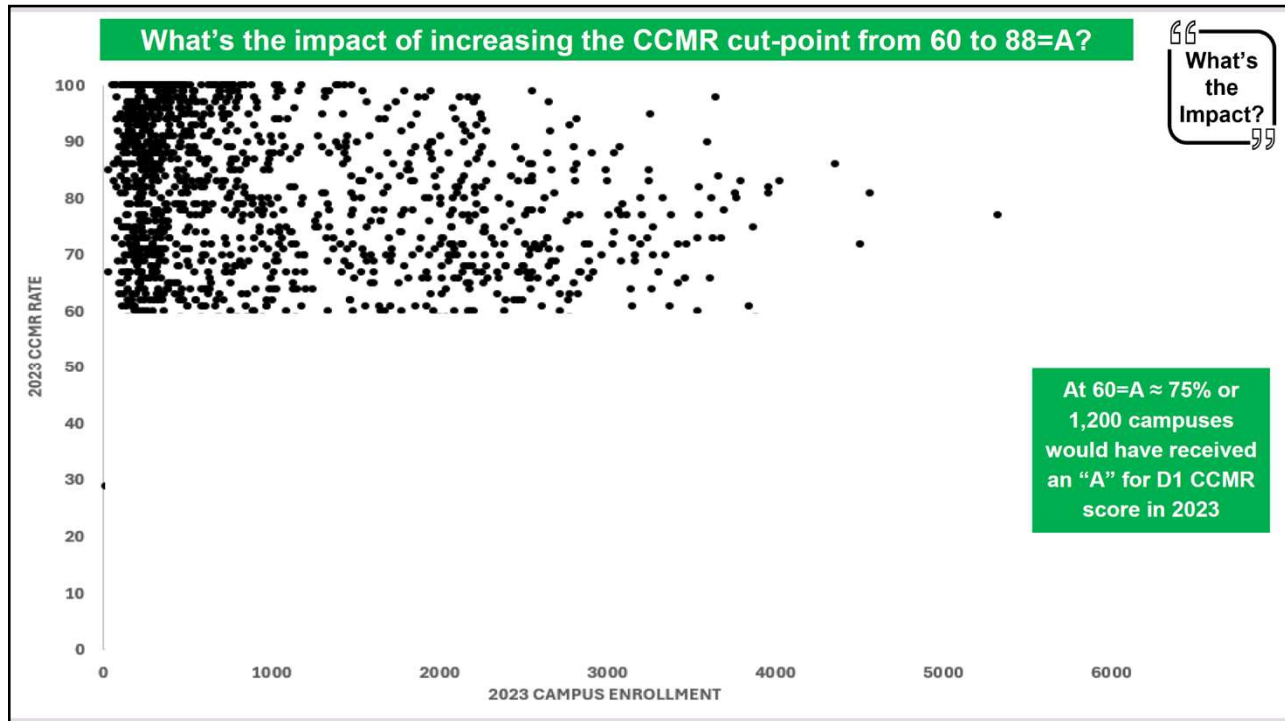
“What’s the Impact?”

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

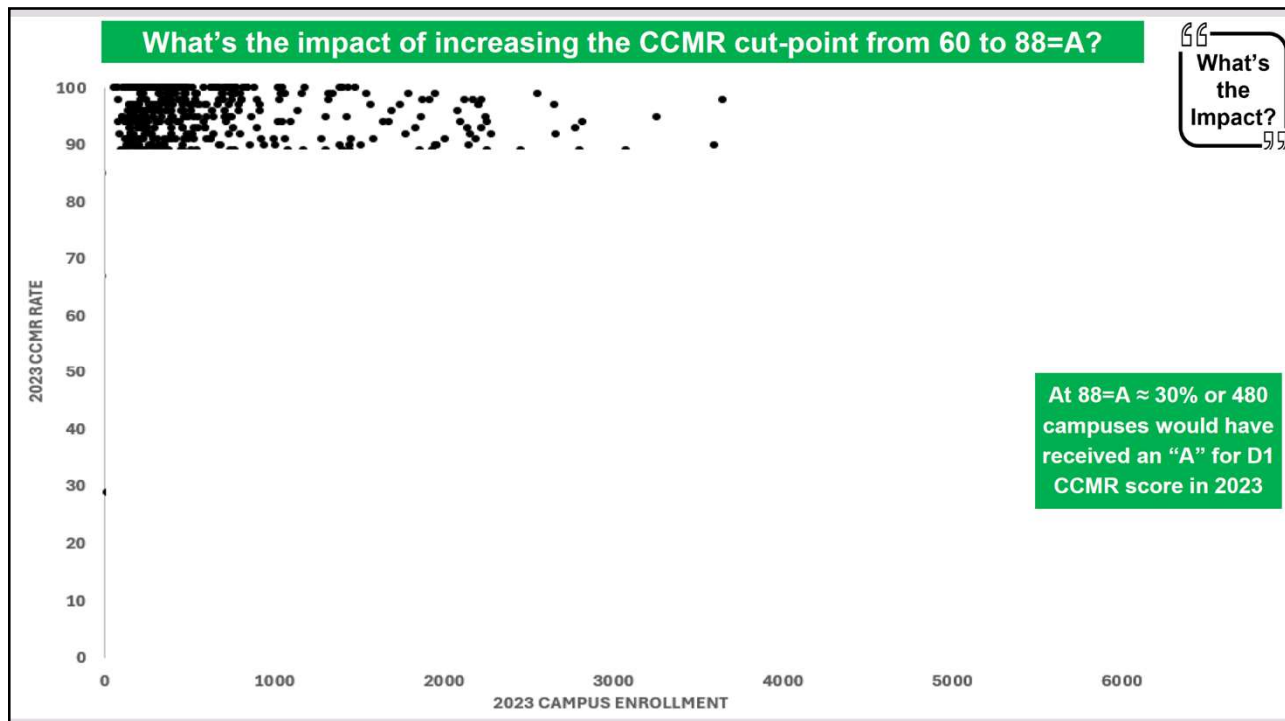
39



40

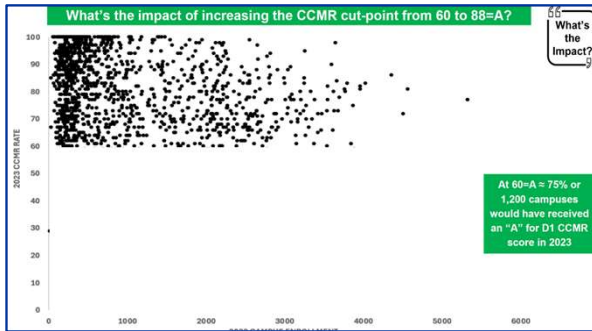


41

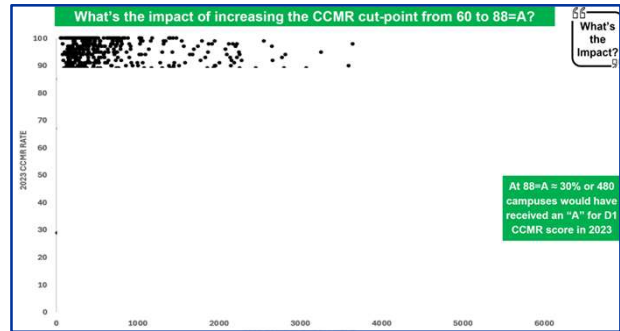


42

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/taar/taar-released-test-questions>

STAAR Grade 6 Math Answer Key

Item Position	Item Type	TEKS Alignment	Maximum Number of Points	Correct Answer(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

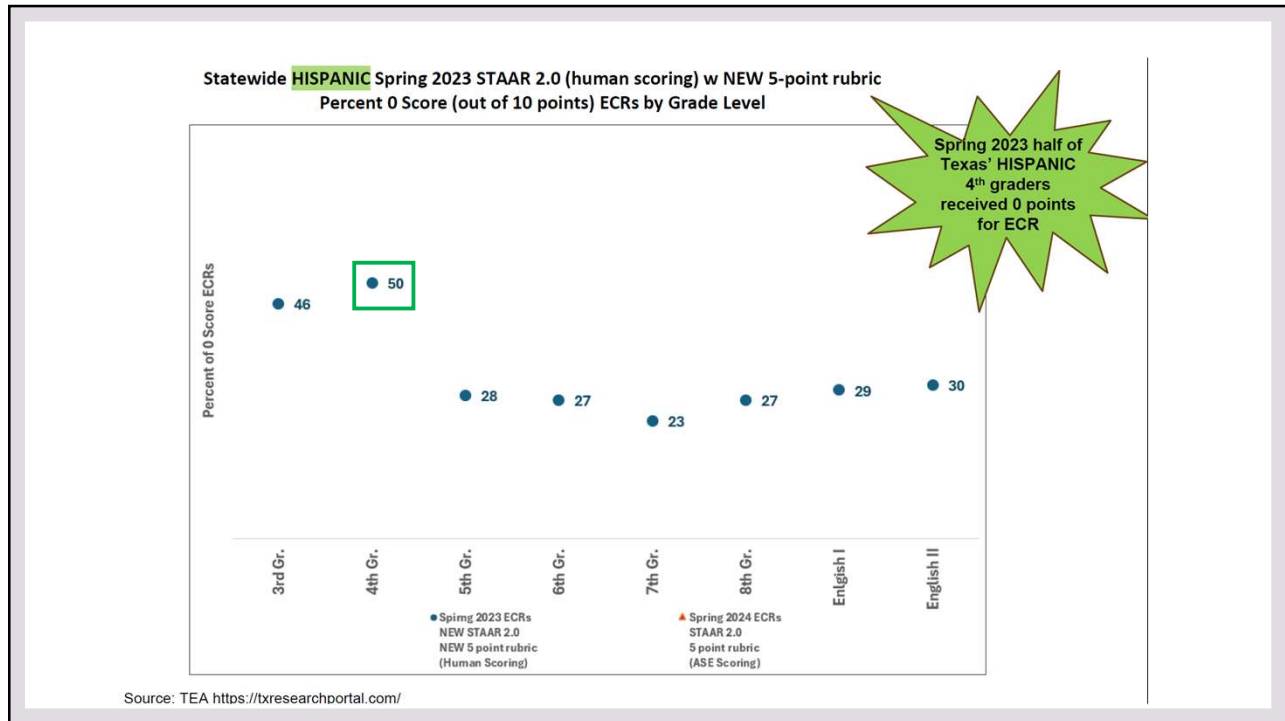
Q25: Extended Constructed Response = 10 pts

<https://tea.texas.gov/student-assessment/testing/taar/taar-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
4	Multiple Choice	8.D	1	D	1	Readiness
15	Multiple Choice	6.E	1	A	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
26	Multiple Choice	7.D	1	B	2	Readiness

46



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."

<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.dallasnews.com/news/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

By Michael Marks | February 15, 2024 3:56pm

How It Started

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

A computer will grade short written answers on STAAR. Some Texas schools have questions

Keri Heath
Austin American-Statesman
Published 12:05 p.m. CT Feb. 26, 2024 | Updated 12:22 p.m. CT Feb. 26, 2024

<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/>

From B2
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, 8:02 AM)

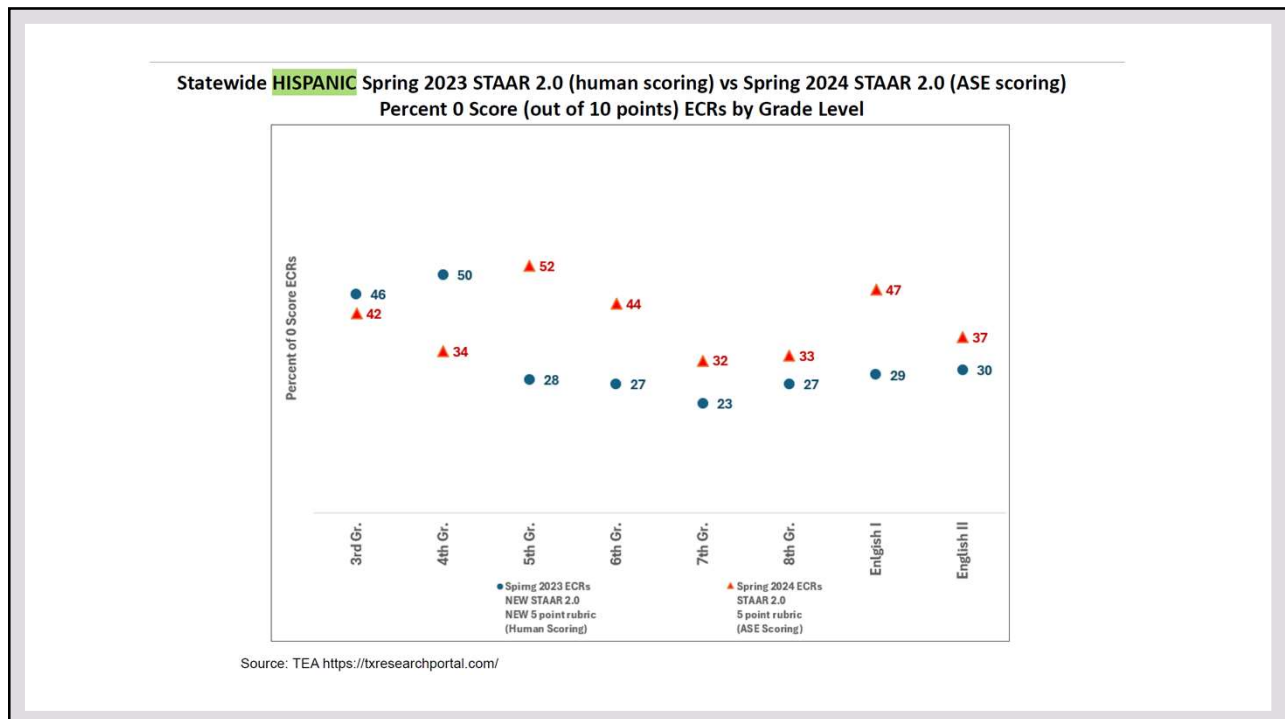
<https://www.houstonpublicmedia.org/articles/education/2024/02/29/479280/almost-half-of-texas-fourth-graders-scored-a-zero-on-the-staar-writing-composition-last-year-teachers-and-researchers-worry-while-the-tea-projects-confidence/>

48

What's
the
Impact?

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

49



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

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:

86%

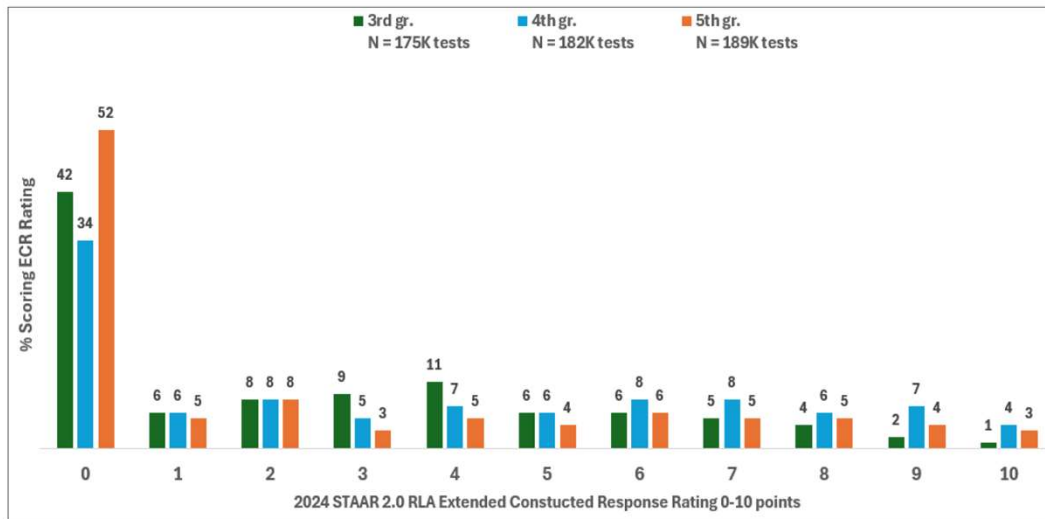
**increase in 0s for Hispanic
5th grade RLA ECRs**

51

“
**What do
you
see?**
”

52

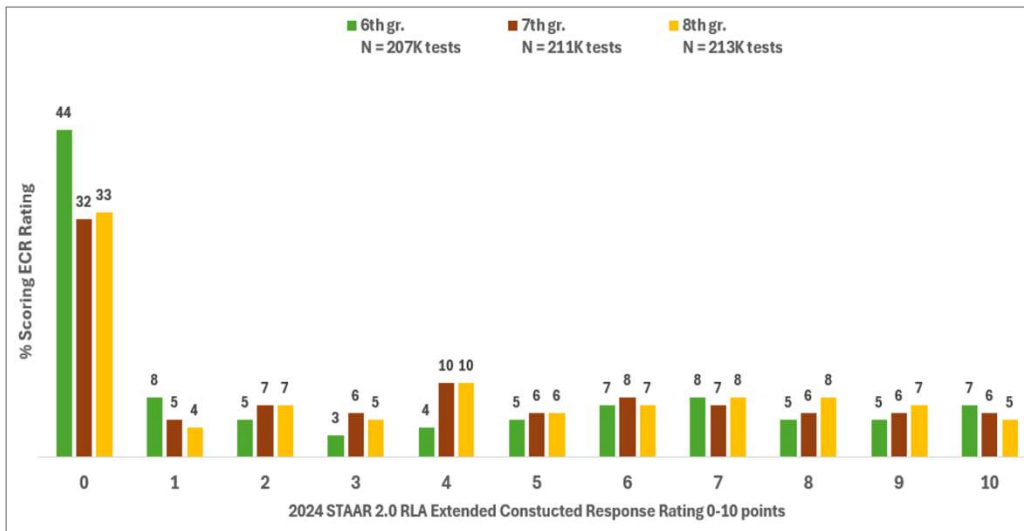
HISPANIC Statewide Grades 3-5 2024 STAAR 2.0 RLA ECR Scores – ENGLISH ONLY



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

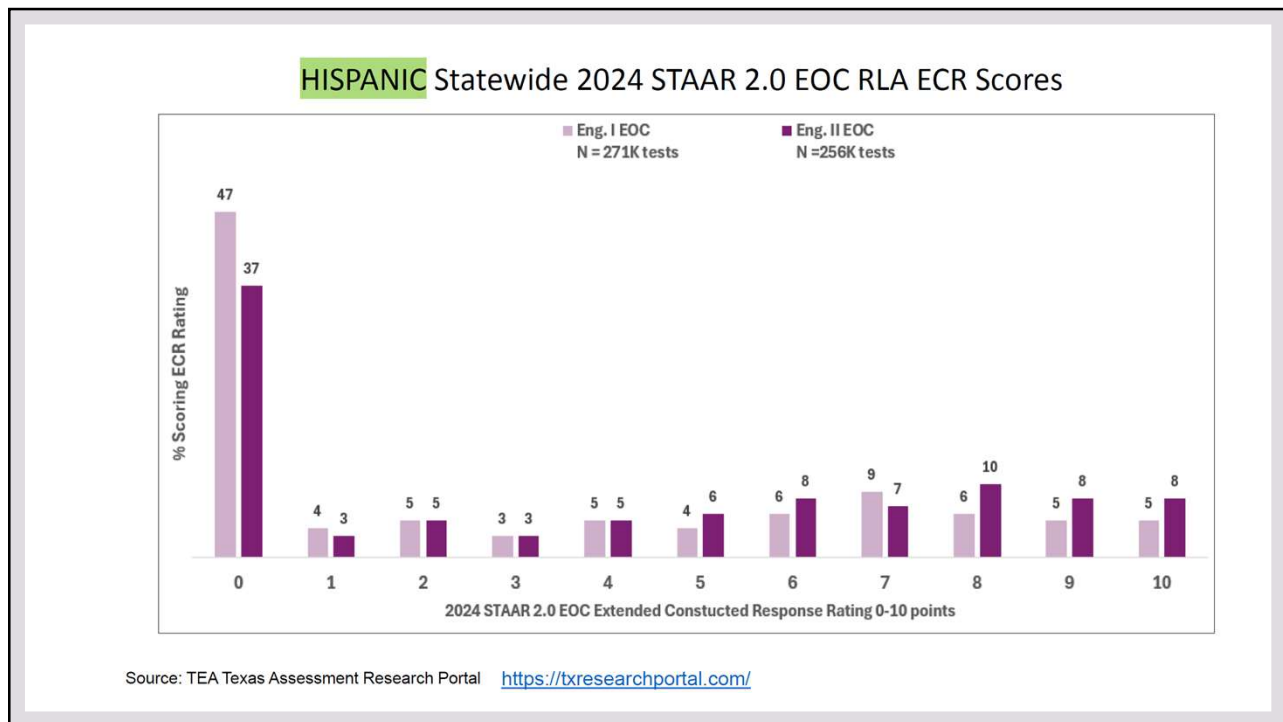
53

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



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

54



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				Spring 2024 STAAR Extended Constructed Response			
	Total Students	0 to 10	By Students	Total Students	0 to 10	By Students	
7th	201	0 (31.34%)	63	199	0 (38.69%)	77	←
		1 (9.45%)	19		1 (11.06%)	22	
		2 (12.94%)	26		2 (7.54%)	15	
		3 (11.94%)	24		3 (6.03%)	12	
		4 (14.43%)	29		4 (14.57%)	29	
		5 (3.48%)	7		5 (6.53%)	13	
		6 (7.46%)	15		6 (5.53%)	11	
		7 (3.48%)	7		7 (4.02%)	8	
		8 (3.98%)	8		8 (2.51%)	5	
		9 (1.49%)	3		9 (1.01%)	2	
		10 (0%)	0		10 (2.51%)	5	
8th	251	0 (25.5%)	64	211	0 (32.7%)	69	←
		1 (1.99%)	5		1 (6.64%)	14	
		2 (9.96%)	25		2 (9.95%)	21	
		3 (1.99%)	5		3 (6.64%)	14	
		4 (9.96%)	25		4 (18.01%)	38	
		5 (7.97%)	20		5 (9.48%)	20	
		6 (11.55%)	29		6 (5.21%)	11	
		7 (5.98%)	15		7 (4.27%)	9	
		8 (13.55%)	34		8 (4.74%)	10	
		9 (4.78%)	12		9 (0.95%)	2	
		10 (6.77%)	17		10 (1.42%)	3	

57

What was the impact on SEISD?

Spring 2023 STAAR EOC Extended Constructed Response				Spring 2024 STAAR EOC Extended Constructed Response			
	Total Students	0 to 10	By Students	Total Students	0 to 10	By Students	
English I	322	0 (28.26%)	91	330	0 (56.97%)	188	←
		1 (4.66%)	15		1 (5.45%)	18	
		2 (10.87%)	35		2 (5.45%)	18	
		3 (6.21%)	20		3 (4.24%)	14	
		4 (12.11%)	39		4 (5.45%)	18	
		5 (9.01%)	29		5 (3.64%)	12	
		6 (10.25%)	33		6 (5.15%)	17	
		7 (6.21%)	20		7 (7.27%)	24	
		8 (5.28%)	17		8 (2.73%)	9	
		9 (4.35%)	14		9 (2.42%)	8	
		10 (2.8%)	9		10 (1.21%)	4	
English II	264	0 (26.52%)	70	293	0 (46.76%)	137	←
		1 (3.41%)	9		1 (5.8%)	17	
		2 (9.85%)	26		2 (4.78%)	14	
		3 (3.41%)	9		3 (5.8%)	17	
		4 (8.33%)	22		4 (5.46%)	16	
		5 (6.06%)	16		5 (5.46%)	16	
		6 (9.09%)	24		6 (6.14%)	18	
		7 (6.82%)	18		7 (6.48%)	19	
		8 (9.85%)	26		8 (4.78%)	14	
		9 (6.82%)	18		9 (4.44%)	13	
		10 (9.85%)	26		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.

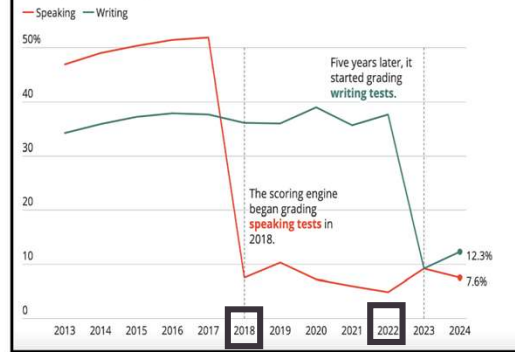
"If the evidence from our rescoring submissions is any indication, the system leaves a lot to be desired for its accuracy," said Keith Haffey, executive director of assessment and compliance at Spring Branch ISD.

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/>

English learners' scores fell after test changes

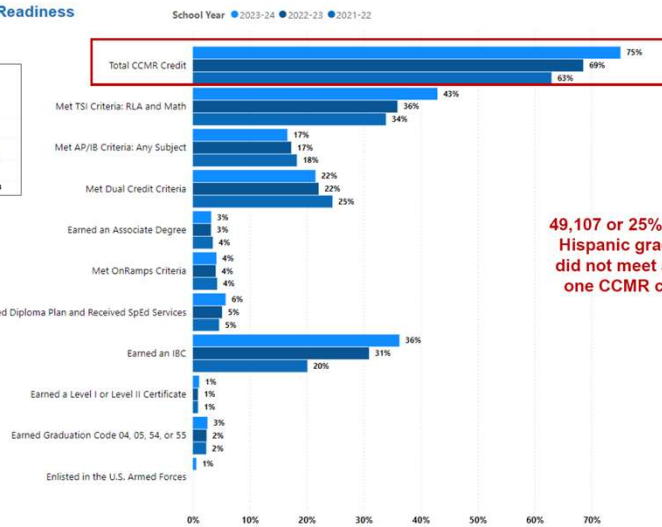
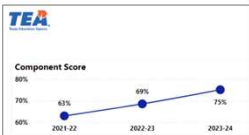
In 2018, Texas introduced an automated scoring engine to grade the tests used to assess English-learning students' language skills. Only 8% of students in grades 4-12 achieved the highest mark in the test's speaking portion that year. Writing scores saw a similar drop when the engine started reviewing that section last year.



59

OPPORTUNITIES FOR IMPROVEMENT

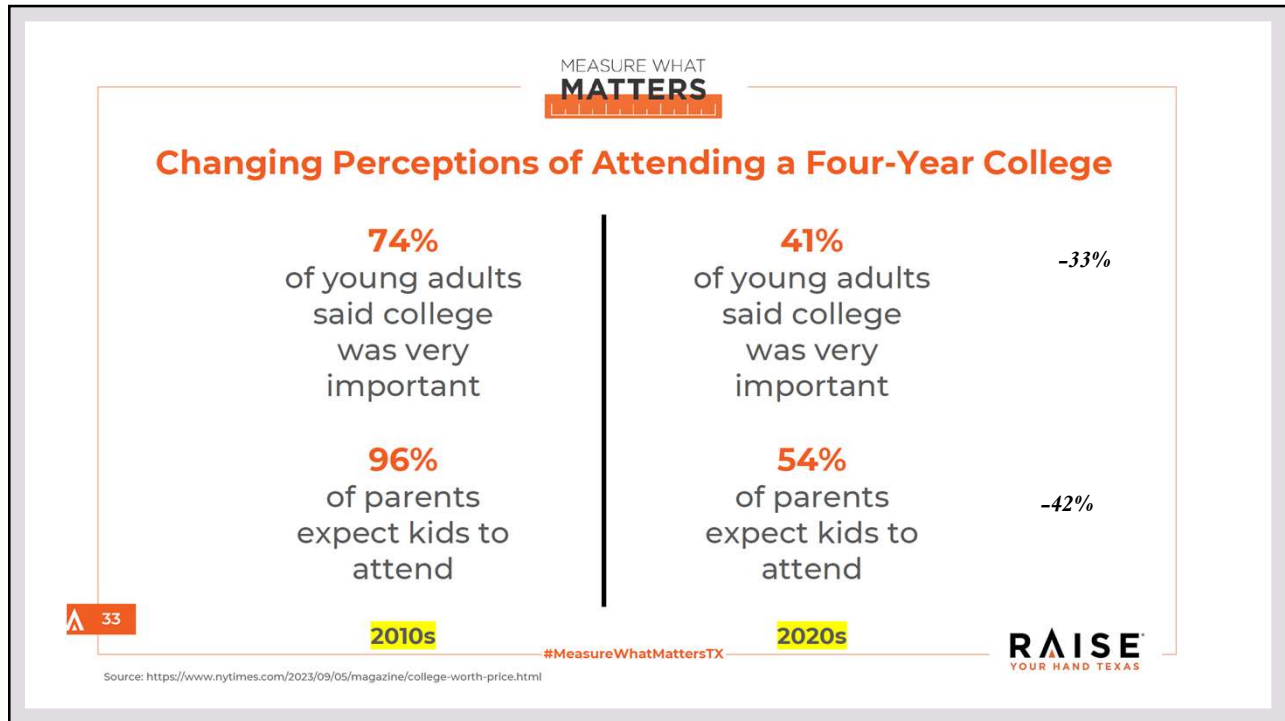
College, Career, and Military Readiness
Texas | Hispanic



49,107 or 25% of 2024 Hispanic graduates did not meet at least one CCMR criteria

Source: TEA Txschools.gov Analytic Tools, August 2024

60



61

MEASURE WHAT
MATTERS

HOW TEXAS DEFINES A "GOOD" SCHOOL

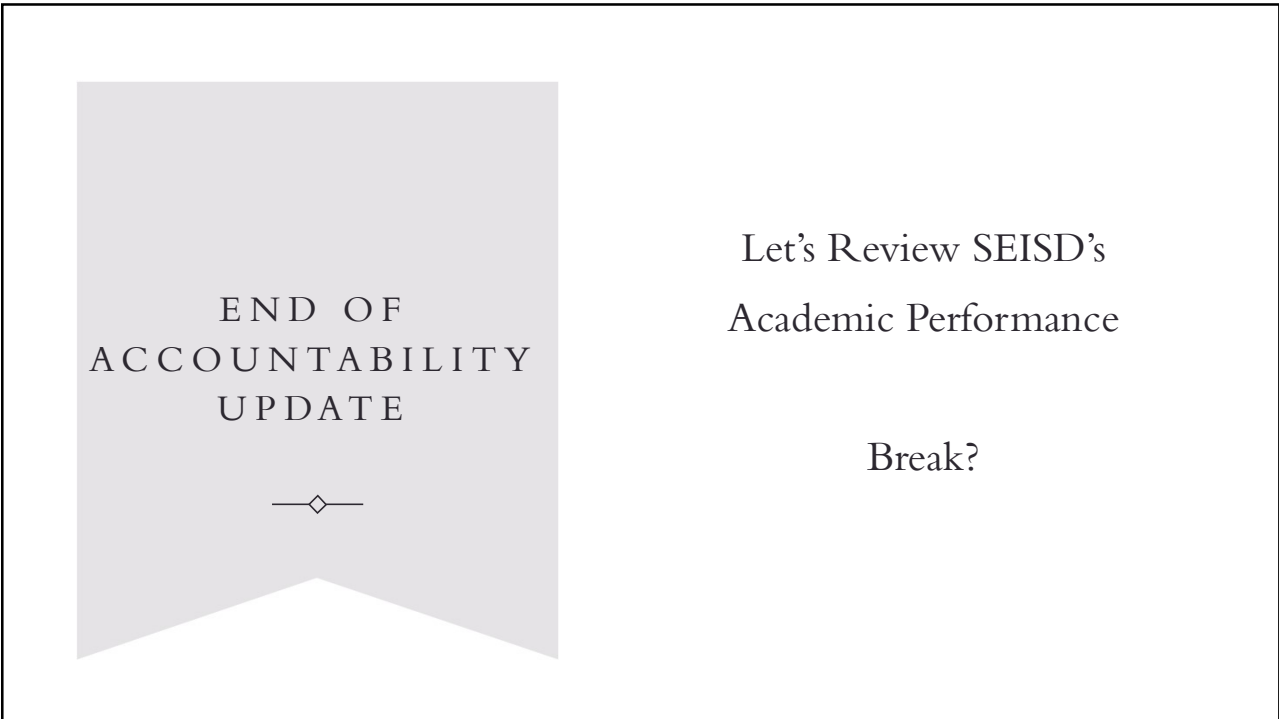
THE PROBLEM	THE OPPORTUNITY
In the course of a 180-day school year, Texas public schools do so much more than administer standardized tests. Yet, we continue to rely on one very narrow measure of school performance to define a "good school": The STAAR test.	Let's expand our definition of a "good school" 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.

RAISE
YOUR HAND TEXAS

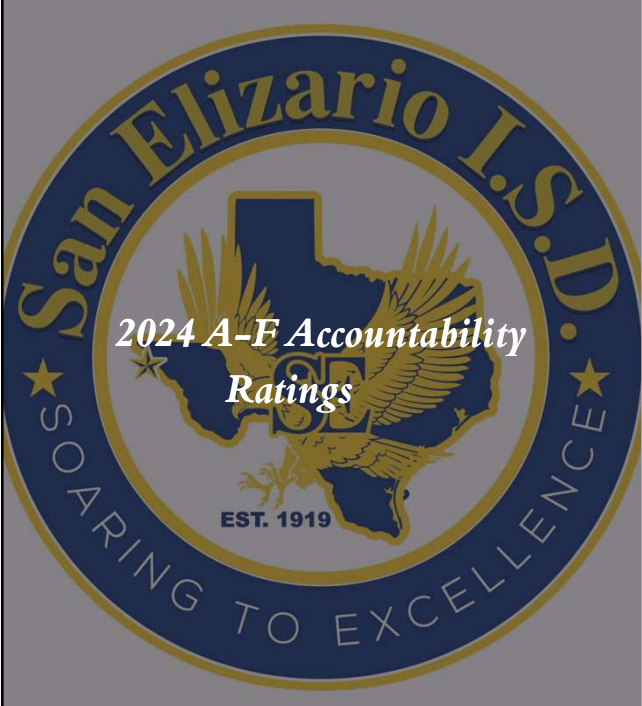
62



63



64



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	

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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: 69 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

69

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: 69 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

70

Actions Speak Louder than... Plans



71

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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San Elizario ISD
2024-2025
English I

August 2024

M	T	W	Th	F
			1	2
			The Seventh Man-Literary NF 4 Days	*The Seventh Man*-Literary NF 4 Days

English I

Week	Fiction	Literary Nonfiction
5		
12		
19	Unit 1: "The Most Dangerous Game", "Unbroken"	Unit 1: "The Seventh Man"
26	<input type="checkbox"/> Literary with Literary <input type="checkbox"/> Informational with Inf <input type="checkbox"/> Literary with Informati	

4-Week Testing Window

Homecoming Week

Unit 01: Survival Essential Question

- August 9th
 - Pep Rally
 - Class meetings 11 & 12
- August 23rd Picture Day

Secondary RLA – Mrs. Alvarez

STAAR/EOC data guides our work to ensure we are not reading material because it's our favorite.

Assessed Genres

READING		Historically				
		7th	8th	English I	English II	
<input type="checkbox"/> Fiction	<input type="checkbox"/> Literary Nonfiction <input type="checkbox"/> Poetry <input type="checkbox"/> Drama <input type="checkbox"/> Informational <input type="checkbox"/> Argumentative <input type="checkbox"/> Persuasive	2023	2A Informational 2B Argumentative	2A Fiction 2B Poetry	2A Fiction 2B Poetry	2A Informational 2B Poetry
<input type="checkbox"/> Literary Nonfiction		2022	3A Fiction 3B Poetry	3A Literary NF 3B Informational	5A Literary NF 5B Informational	5A Informational 5B Fiction
<input type="checkbox"/> Poetry		2021	3A Informational 3B Informational	2A Informational 2B Informational	5A Fiction 5B Poetry	5A Literary NF 5B Informational
<input type="checkbox"/> Drama		2019	3A Expository 3B Poetry	2A Expository 2B Expository	5A Expository 5B Persuasive	5B Fiction 5A Poetry
<input type="checkbox"/> Informational						
<input type="checkbox"/> Argumentative						
<input type="checkbox"/> Persuasive						

Paired Texts

	7th	8th	9th	10th
Literary w/ Literary	I	I	II	I
Informational w/ Informational	II	II	I	
Literary w/ Informational	I	I	I	III

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San Elizario ISD
3rd Grade - RLA
2024-2025

San Elizario ISD
2024-2025
4th Grade - Math

San Elizario ISD
5th Grade - Social Studies
2024-2025

5th Social Studies Crosswalk

Instructional Minutes	Assessment
Annual Instructional Minutes: 175,600	Assessment: 10,000
Instructional Minutes: 165,600	Assessment: 10,000
Instructional Minutes: 155,600	Assessment: 10,000
Instructional Minutes: 145,600	Assessment: 10,000
Instructional Minutes: 135,600	Assessment: 10,000
Instructional Minutes: 125,600	Assessment: 10,000
Instructional Minutes: 115,600	Assessment: 10,000
Instructional Minutes: 105,600	Assessment: 10,000
Instructional Minutes: 95,600	Assessment: 10,000
Instructional Minutes: 85,600	Assessment: 10,000
Instructional Minutes: 75,600	Assessment: 10,000
Instructional Minutes: 65,600	Assessment: 10,000
Instructional Minutes: 55,600	Assessment: 10,000
Instructional Minutes: 45,600	Assessment: 10,000
Instructional Minutes: 35,600	Assessment: 10,000
Instructional Minutes: 25,600	Assessment: 10,000
Instructional Minutes: 15,600	Assessment: 10,000
Instructional Minutes: 5,600	Assessment: 10,000

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Action Items – Planning and Instruction Department

Transitional PLCs – Vertical Alignment

PreK to Kindergarten			
Loys Teachers	Sambora Kindergarten Teachers	Observation Date & Time	IS & IO
Bonavides & Mendoza	M. Rodriguez	Rm 208	Valdeco & G. Diaz
Martinez & Gutty (SPED)	D. Loys	Rm 203	C. Durm & D. Cortez
Ballesteros & Jimenez (SPED)	M. Loys	Rm 202	A. Padilla & J. Palomares
Ortega & Borrajos	E. Castaños	Rm 206	Letty Debaton
Transition Meeting (All Pre-K and Kinder Teachers will attend)			
Date	Time	Location	IS/IO Present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Camino Real Conference Room	Jonas Palomares, M. Valdeco

2nd Grade to 3rd Grade			
Sambora Teachers	Alarcon & Borrego Teachers	Observation Date & Time	IO
C. Romero, D. Mendon, P. Sanzabon	H. Rodriguez (Math/PSO)	Rm 407	D. Cortez
P. Funesco, A. Ramirez, J. Perez (SPED)	H. Rodriguez (ELA/AM)	Rm 407	G. Diaz
S. Delgado, V. Martinez, I. Maldonado, N. Villaverde	E. Moreira	Rm 203	J. Palomares
Transition Meeting (All Second and Third Grade Teachers will attend)			
Date	Time	Location	IS/IO Present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Camino Real Conference Room	Jonas Palomares, M. Valdeco

Elementary/Middle School Transition Visits
2024-2025

Date	Time	Location	IS Present	IO Present
Thursday, Oct 31, 2024	12:45 PM - 1:45 PM	Mission Trail Boardroom	Georgina	C. Durm, 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)				
Date	Time	Location	IS Present	IO Present
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. Mureles, D. Michael, S. Tinajero, L. Sandoval
7th - N. Mitchell, S. Zaragoza, G. Kimmel

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Transition Visit Observation Form	
Teacher's Name: _____ Subject: _____ Number of Students: _____	
Lesson Objective / Purpose: _____	
Classroom environment	<ul style="list-style-type: none"> • Organization: • Classroom Culture: • Questioning Structures:
Classroom management	<ul style="list-style-type: none"> • Clear Expectations: • Routines and Procedures: • Teacher Presence and Monitoring:

Planning & Instruction	
Instructional strategies	<ul style="list-style-type: none"> • Evidence of Peer Collaboration: • Active Learning: • Specific strategies:
Evaluation / assessment strategies	<ul style="list-style-type: none"> • 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)

- 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

Ms. Diaz
Ms. Cortez
Mr. Palomino

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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
<p>All: Remain at your home campus</p> <ul style="list-style-type: none"> Conce- find an area for Maribel in your office All: <ul style="list-style-type: none"> 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. 	<p>★ Maribel: Attend Alarcon's PLCs. Tour Alarcon with C. Talamantes from 2:00-3:30</p> <p>Alarcon PLC Schedule</p> <p>6th 8:30-9:30</p> <p>5th 9:30-10:30</p> <p>4th 10:30-11:30</p> <p>3rd 1:00-2:00</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <p><i>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</i></p>	<ul style="list-style-type: none"> 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. 	<p>★ Cesar & Conce:</p> <p>Attend Borrego's PLC</p> <p>3rd 8:15 - 9:15 am</p> <p>4th 9:20 - 10:20 am</p> <p>5th 1:40 - 2:40 pm</p> <p>6th 2:45 - 3:45 pm</p> <p>★ Conce & Cesar: Tour Borrego with D. Cortez at</p> <ul style="list-style-type: none"> 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		Hands-on Look Fors																												
Week & Concept	STAAR 2024 Data																													
1 3-Digit Addition	<table border="1" style="width: 100%; text-align: center;"> <tr><th>SE</th><th>Alarcon</th><th>Borrego</th></tr> <tr><td>3.4A</td><td>36%</td><td>29%</td></tr> <tr><td>3.5A</td><td>61%</td><td>48%</td></tr> </table>	SE	Alarcon	Borrego	3.4A	36%	29%	3.5A	61%	48%	<table border="1" style="width: 100%; text-align: center;"> <tr><th>SE</th><th>Alarcon</th><th>Borrego</th></tr> <tr><td>4.2B</td><td>70%</td><td>64%</td></tr> <tr><td>4.2E</td><td>Not Tested</td><td></td></tr> </table>		SE	Alarcon	Borrego	4.2B	70%	64%	4.2E	Not Tested										
SE	Alarcon	Borrego																												
3.4A	36%	29%																												
3.5A	61%	48%																												
SE	Alarcon	Borrego																												
4.2B	70%	64%																												
4.2E	Not Tested																													
2 Fraction Recognition	<table border="1" style="width: 100%; text-align: center;"> <tr><th>SE</th><th>Alarcon</th><th>Borrego</th></tr> <tr><td>3.3A</td><td></td><td></td></tr> <tr><td>3.3E</td><td colspan="2">Not tested</td></tr> </table>	SE	Alarcon	Borrego	3.3A			3.3E	Not tested		<table border="1" style="width: 100%; text-align: center;"> <tr><th>SE</th><th>Alarcon</th><th>Borrego</th></tr> <tr><td>5.4A</td><td>9%</td><td>23%</td></tr> <tr><td>5.3K</td><td>14%</td><td>3%</td></tr> <tr><td>5.4E</td><td>Not Tested</td><td></td></tr> <tr><td>5.4F</td><td>47%</td><td>37%</td></tr> <tr><td>5.4H</td><td>63%</td><td>63%</td></tr> </table>		SE	Alarcon	Borrego	5.4A	9%	23%	5.3K	14%	3%	5.4E	Not Tested		5.4F	47%	37%	5.4H	63%	63%
SE	Alarcon	Borrego																												
3.3A																														
3.3E	Not tested																													
SE	Alarcon	Borrego																												
5.4A	9%	23%																												
5.3K	14%	3%																												
5.4E	Not Tested																													
5.4F	47%	37%																												
5.4H	63%	63%																												

Grade 4

1 Decimal Place Value

***Guidance provided**



Activity 1 - Base ten place value mat, n
Activity 2 - decimal point, col
Activity 3 - Money
Activity 4 - Blackline
Possible Anchor C

Grade 5

1 Number Theory

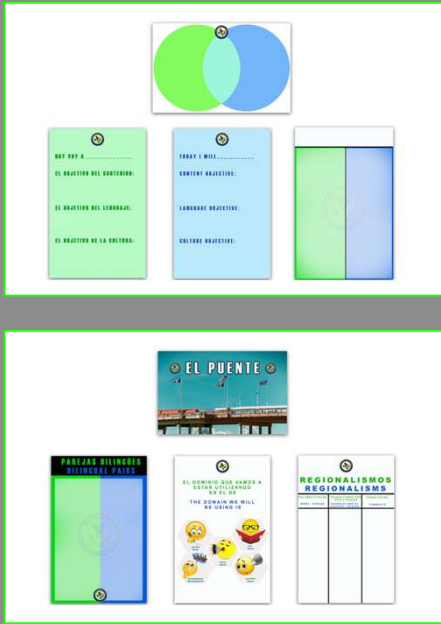
2 Decimal Addition and Subtraction

3 Simplifying Numerical Expressions, Part 1

4 Simplifying Numerical Expressions, Part 2

5 Perimeter

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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?

Year at a Glance Grade 6 Advanced Mathematics YAG – 9 weeks (Based on approximately 38 days per 9 weeks = each day equals 50 minutes)	
First Semester	2nd Nine Weeks
1st Nine Weeks	
Unit 01: Understanding Positive Rational Numbers (10 days or 500 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.2D, 6.4G, 6.5B 6.2C, 6.2E, 6.4E, 6.4F, 6.5C	Unit 05: Proportional Reasoning (continued) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.4B, 6.4G, 6.5B, 7.4A, 7.4D 6.4C, 6.4D, 6.4E, 6.5A, 7.4B
Unit 02: Operations with Positive Rational Numbers (10 days or 500 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.3E, 7.3B 6.3A, 6.3B, 7.3A	Unit 06: Equivalent Expressions and One-Variable, One- and Two-Step Equations (15 days or 750 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.7A, 6.7D, 6.10A, 7.11A 6.7B, 6.7C, 6.9A, 6.9B, 6.9C, 6.10E, 7.10A, 7.10B, 7.10C, 7.11B
Unit 03: Understanding Rational Numbers (5 days or 250 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.2D 6.2A, 6.2B, 6.2C, 7.2A	Unit 07: One-Variable, One- and Two-Step Inequalities (10 days or 500 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.10A, 7.11A 6.9A, 6.9B, 6.9C, 6.10E, 7.10A, 7.10B, 7.10C, 7.11B
Unit 04: Operations with Rational Numbers (9 days or 450 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.3D, 7.3B 6.3C, 6.14C, 7.3A	
Unit 05: Proportional Reasoning (16 days or 800 minutes) 6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G 6.4B, 6.4G, 6.5B, 7.4A, 7.4D 6.4C, 6.4D, 6.4E, 6.5A, 7.4B	
6 TEKS: 7.2A, 7.3A, 7.3B, 7.4A, 7.4B, 7.4D	8 TEKS: 7.4A, 7.4B, 7.4D, 7.10A, 7.10B, 7.10C, 7.11A, 7.11B

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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.

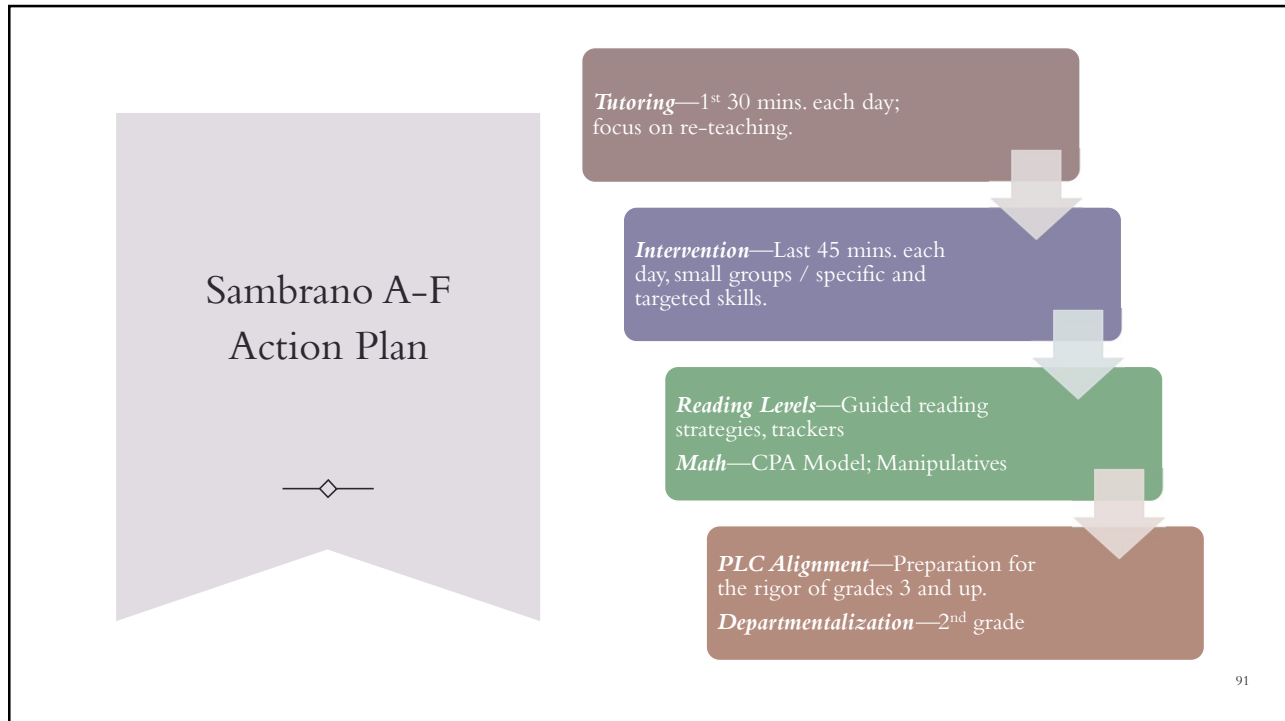


CCMR:

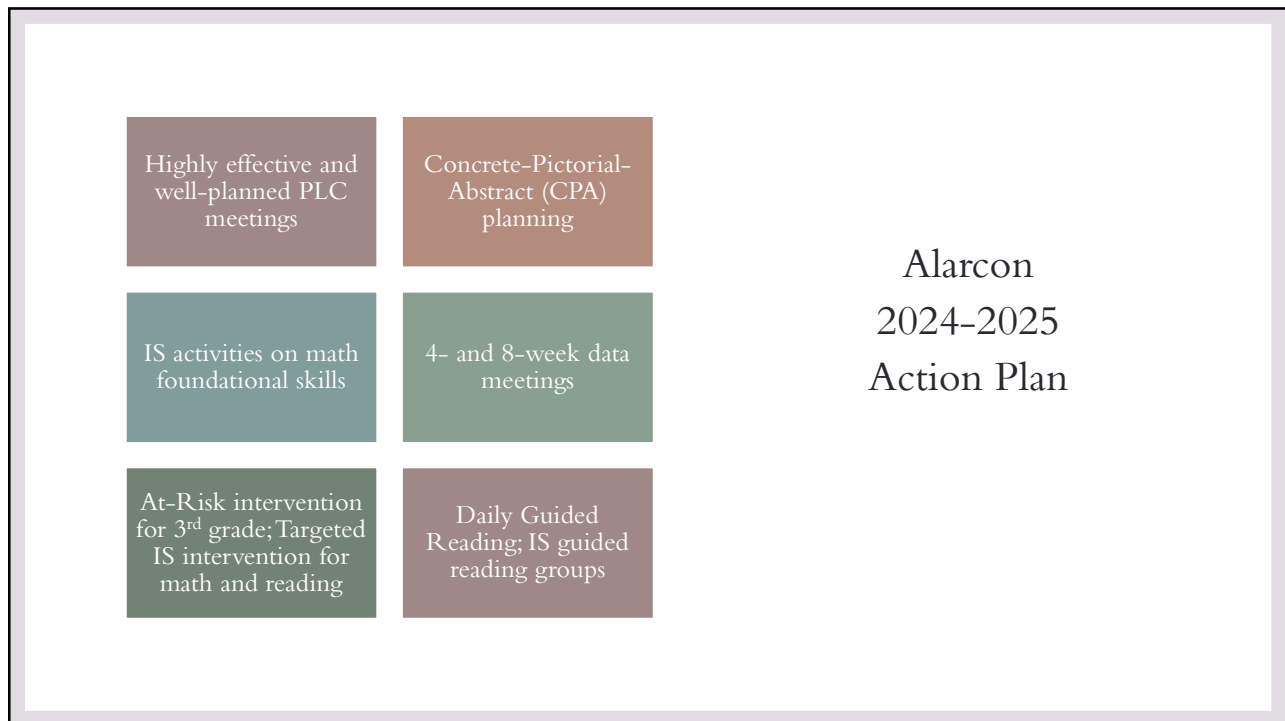
- Teachers in Pre-k 4 SLO is tied to meeting pre-reading readiness by identifying letter and the corresponding sound.

SAMBRANO'S COMMITMENT TO A-F SUCCESS





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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

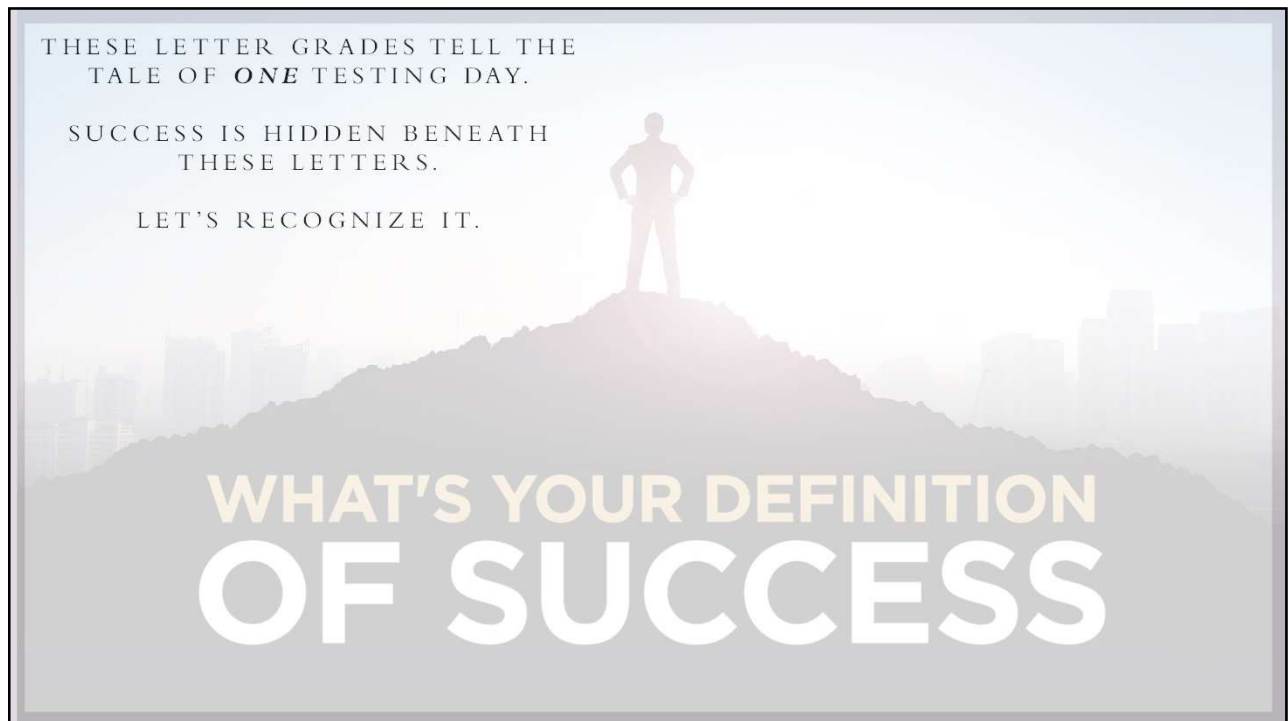
- Teamwork
- Alignment
- Consistent Monitoring
- Fidelity to TEKS and Curriculum Resources
- Modeling of High-Quality Instruction



96



1




2

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

Let's look at an Eagle Success Story beneath elementary Domain I, as shared by Mr. Josue Palomino.

3



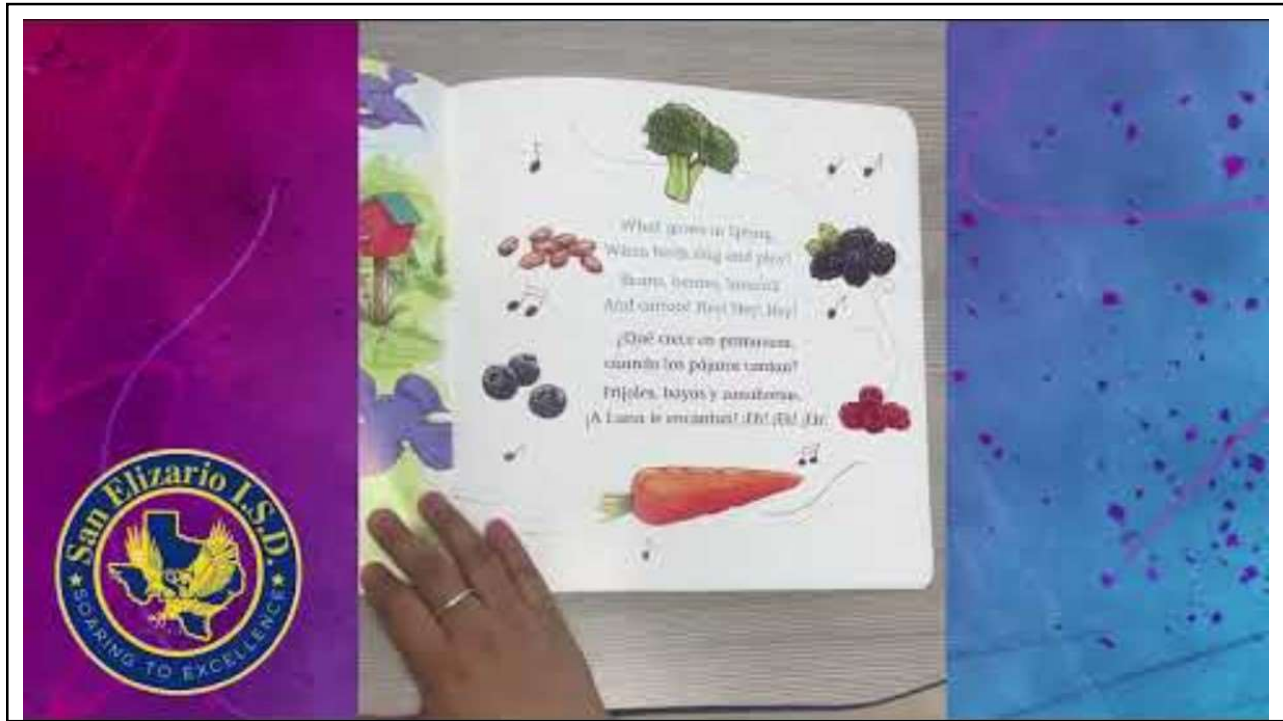
Eagle Success Story: Dual Language

Through Dual Language, our Eagles are becoming fluent in reading, writing, and speaking two languages.

As they move into 3rd grade and above, and begin STAAR testing, the Dual Language program is improving their literacy and their confidence considerably.

Dr. Jose Medina, our Dual Language partner, will now share a video message.

4



5

LETTER GRADES ARE A
 SNAPSHOT IN TIME.

OUR CHILDREN EARN SUCCESS
 EVERY DAY.

HOW WILL DUAL LANGUAGE
 HAVE AN IMPACT ON A-F IN
 THE FUTURE?

6

2024 Accountability Report Card - Elementary School						
Domain I - Student Achievement STAAR Performance	37	64	D			
XCROSS (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%
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%
Overall Score						71
Overall Letter Grade						C

Let's look at an Eagle Success Story from within Domain I, as shared by Ms. Debbie Cortez.

7



8

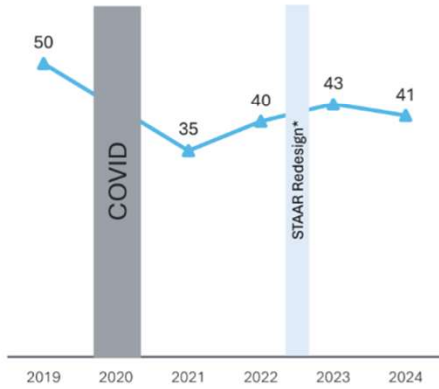
Math Through the Years



Overall Math - Grades 3-8 and Algebra I



Percent of Students that Met Grade Level or Above in Math (Grades 3-8 & Algebra I)



9

How Do We Compare?



6th Grade Math	Approaches	Meets	Masters
State Average	69%	37%	13%
SISD	81%	47%	13%
SEISD	79%	39%	10%
FISD	77%	42%	9%
YISD	73%	36%	10%
TISD	69%	20%	4%
Anthony	66%	26%	2%
EPISD	64%	29%	8%
Canutillo	50%	11%	1%

10

← Quintile 1 to Quintile 5 →

Quintile 1					Quintile 2					Quintile 3					Quintile 4					Quintile 5				
Average % Correct: 27%					Average % Correct: 41%					Average % Correct: 51%					Average % Correct: 64%					Average % Correct: 82%				
Student	ID	%	Grade	Count	Student	ID	%	Grade	Count	Student	ID	%	Grade	Count	Student	ID	%	Grade	Count	Student	ID	%	Grade	Count
Orin Davis	12217022	25%	N		Ajira Ake	12217028	47%	N		Genevieve Arino	12218007	85%	F		Laurianna Brice	12218022	75%	F		Robyn Harris	12218007	85%	F	
Rene Davis	12218071	25%	N		Ampo Johnson	12218039	47%	F		Debi Dujon	12218070	85%	F		Paula Jullus	12218020	75%	F		Wendy Aho	12218009	81%	F	
Royal Davis	12217010	25%	N		Delwina Doh	12217022	47%	F		Rodriguez Valera	12218008	85%	F		Deanna Julian	12218021	87%	N		Demetrius Adams	12218002	85%	F	
Ryan Davis	12218020	25%	N		Delvin Ake	12218018	47%	F		Trina Brandon	12218008	85%	F		David Luerna	12218008	87%	F		Shirley Jackson	12218079	85%	F	
Sarah Anderson, Tashawn	12218002	25%	N		Debra Terry	12218027	47%	F		Carmanne Schmitt, Dorela	12218001	85%	N		Shayla Corrala	12218002	87%	N		Summer Duane Roberts	12218002	85%	F	
Shauna Thomas	12218002	25%	F		Judith Hernandez, Maria	12218027	47%	N		Delwina Arino	12218002	87%	N		Lisa Davis	12218008	87%	F		Yvonne Garcia	12218010	85%	F	
Wahne Dorene Christian	12218007	25%	F		Holly Brown	12218079	47%	F		Delwina Arino	12218002	87%	N		Lucy Davis	12218008	87%	F		Yvonne Garcia	12218010	85%	F	
Thomas Duane Dore	12218008	25%	F		Holly Jackson	12218007	47%	F		Deanna Dujon	12218002	87%	F		Wendy Aho	12218009	87%	F		Floraire Des Dore	12218010	85%	F	
Tracy Ann	12218071	25%	F		Shirley Harris	12218079	45%	F		Shirley Jackson	12218022	87%	F		Paula Jullus	12218020	87%	F		Rodriguez Julian	12218002	85%	F	
Debra M. Harris	12218008	25%	N		Yvonne Harris	12218002	45%	N		Genevieve Arino	12218007	87%	N		Shirley Jackson	12218022	87%	F		Summer Duane Roberts	12218002	85%	F	
Shirley Brandon	12218008	25%	F		Cheryl Sae	12218028	45%	N		Tringa Harris	12218010	87%	N		Wendy Aho	12218009	85%	F		Alvinde Aho	12218002	75%	F	
Lucy Terry	12218071	25%	F		Colin Ake	12218079	45%	N		Debra Davis	12218008	85%	F		Genevieve Arino	12218007	85%	F		Debi Dujon	12218070	75%	F	
Yvonne Roberts	12218007	25%	F		Debra Harris	12218002	45%	N		Deanna Julian	12218021	85%	F		Cheryl Sae	12218020	85%	F		Wendy Aho	12218009	75%	F	
Francis Walsh	12218070	25%	N		Deanna Rodriguez, Julie	12218002	45%	F		Debra Serrano	12218001	85%	N		Deanna Corita Davis	12218010	85%	F		Wendy Aho	12218009	75%	F	
Robert Harris	12218007	25%	F		Patricia Terry	12218028	45%	F		Shirley Arino	12218022	85%	N		Debra Davis	12218008	85%	F		Rachel Harris	12218071	75%	F	
Richardson Harris	12218002	25%	F		Shirley Terry	12218028	45%	F		Wendy Aho	12218022	85%	F		Shirley Jackson	12218022	85%	F		Laura Aho	12218070	75%	N	
Shirley Davis	12218070	25%	F		Yvonne Sae	12217010	47%	F		Herminda Roberts	12218070	85%	F		Rodriguez Julian	12218002	85%	F		Shirley Jackson	12218079	75%	N	
Yvonne Aho	12218002	25%	N		Wendy Aho	12218070	47%	F		Julia Roberts	12218007	85%	F		Shirley Jackson	12218070	85%	F		Sherrie Serrano, Yvonne	12218071	75%	F	
Shirley Harris	12218002	25%	N		Yvonne Aho	12218002	47%	F		Lucy Harris	12218027	85%	F		Debra Terry	12218008	85%	F		Debi Dujon	12218070	75%	F	
Herminda Davis	12218002	27%	N		Yvonne Aho	12218070	47%	F		Shirley Jackson	12218022	85%	F		Yvonne Aho	12218009	85%	F		Cheryl Sae	12218020	75%	F	
Yvonne Harris	12218010	75%	F		Yvonne Davis	12218002	47%	F		Deanna Julian	12218021	85%	F		Wendy Aho	12218009	85%	F		Shirley Jackson	12218079	75%	F	
Yvonne Aho	12218002	75%	N		Rene Julian	12218002	47%	N		Shirley Jackson	12218022	85%	F		Paula Jullus	12218020	85%	F		Shirley Jackson	12218079	75%	F	
Rodriguez Sae	12218008	75%	N		Trina Brandon	12218008	47%	F		Yvonne Davis	12218002	47%	N		Paula Jullus	12218020	85%	F		Yvonne Aho	12218010	75%	F	

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Full Credit



Quintile 1					Quintile 2					Quintile 3					Quintile 4					Quintile 5				
Average % Correct: 27%					Average % Correct: 41%					Average % Correct: 51%					Average % Correct: 64%					Average % Correct: 82%				
Student	ID	%	Grade	Count	Student	ID	%	Grade	Count	Student	ID	%	Grade	Count	Student	ID	%	Grade	Count	Student	ID	%	Grade	Count
Orin Davis	12217022	25%	N		Ajira Ake	12217028	47%	N		Genevieve Arino	12218007	85%	F		Laurianna Brice	12218022	75%	F		Robyn Harris	12218007	85%	F	
Rene Davis	12218071	25%	N		Ampo Johnson	12218039	47%	F		Debi Dujon	12218070	85%	F		Paula Jullus	12218020	75%	F		Wendy Aho	12218009	81%	F	
Royal Davis	12217010	25%	N		Delwina Doh	12217022	47%	F		Rodriguez Valera	12218008	85%	F		Deanna Julian	12218021	87%	N		Demetrius Adams	12218002	85%	F	
Ryan Davis	12218020	25%	N		Delvin Ake	12218018	47%	F		Trina Brandon	12218008	85%	F		David Luerna	12218008	87%	F		Shirley Jackson	12218079	85%	F	
Sarah Anderson, Tashawn	12218002	25%	N		Debra Terry	12218027	47%	F		Carmanne Schmitt, Dorela	12218001	85%	N		Shayla Corrala	12218002	87%	N		Summer Duane Roberts	12218002	85%	F	
Shauna Thomas	12218002	25%	F		Judith Hernandez, Maria	12218027	47%	N		Delwina Arino	12218002	87%	N		Lisa Davis	12218008	87%	F		Yvonne Garcia	12218010	85%	F	
Wahne Dorene Christian	12218007	25%	F		Holly Brown	12218079	47%	F		Delwina Arino	12218002	87%	N		Lucy Davis	12218008	87%	F		Yvonne Garcia	12218010	85%	F	
Thomas Duane Dore	12218008	25%	F		Holly Jackson	12218007	47%	F		Deanna Dujon	12218002	87%	F		Wendy Aho	12218009	87%	F		Floraire Des Dore	12218010	85%	F	
Tracy Ann	12218071	25%	F		Shirley Harris	12218079	45%	F		Shirley Jackson	12218022	87%	F		Paula Jullus	12218020	87%	F		Rodriguez Julian	12218002	85%	F	
Debra M. Harris	12218008	25%	N		Yvonne Harris	12218002	45%	N		Genevieve Arino	12218007	87%	N		Shirley Jackson	12218022	87%	F		Summer Duane Roberts	12218002	85%	F	
Shirley Brandon	12218008	25%	F		Cheryl Sae	12218028	45%	N		Tringa Harris	12218010	87%	N		Wendy Aho	12218009	85%	F		Alvinde Aho	12218002	75%	F	
Lucy Terry	12218071	25%	F		Colin Ake	12218079	45%	N		Debra Davis	12218008	85%	F		Genevieve Arino	12218007	85%	F		Debi Dujon	12218070	75%	F	
Yvonne Roberts	12218007	25%	F		Debra Harris	12218002	45%	N		Deanna Julian	12218021	85%	F		Cheryl Sae	12218020	85%	F		Wendy Aho	12218009	75%	F	
Francis Walsh	12218070	25%	N		Deanna Rodriguez, Julie	12218002	45%	F		Debra Serrano	12218001	85%	N		Deanna Corita Davis	12218010	85%	F		Wendy Aho	12218009	75%	F	
Robert Harris	12218007	25%	F		Patricia Terry	12218028	45%	F		Shirley Arino	12218022	85%	N		Debra Davis	12218008	85%	F		Rachel Harris	12218071	75%	F	
Richardson Harris	12218002	25%	F		Shirley Terry	12218028	45%	F		Wendy Aho	12218022	85%	F		Shirley Jackson	12218022	85%	F		Laura Aho	12218070	75%	N	
Shirley Davis	12218070	25%	F		Yvonne Sae	12217010	47%	F		Herminda Roberts	12218070	85%	F		Rodriguez Julian	12218002	85%	F		Shirley Jackson	12218079	75%	N	
Yvonne Aho	12218002	25%	N		Wendy Aho	12218070	47%	F		Julia Roberts	12218007	85%	F		Shirley Jackson	12218070	85%	F		Sherrie Serrano, Yvonne	12218071	75%	F	
Shirley Harris	12218002	25%	N		Yvonne Aho	12218002	47%	F		Lucy Harris	12218027	85%	F		Debra Terry	12218008	85%	F		Debi Dujon	12218070	75%	F	
Herminda Davis	12218002	27%	N		Yvonne Aho	12218070	47%	F		Shirley Jackson	12218022	85%	F		Yvonne Aho	12218009	85%	F		Shirley Jackson	12218079	75%	F	
Yvonne Harris	12218010	75%	F		Yvonne Davis	12218002	47%	F		Deanna Julian	12218021	85%	F		Wendy Aho	12218009	85%	F		Shirley Jackson	12218079	75%	F	
Yvonne Aho	12218002	75%	N		Rene Julian	12218002	47%	N		Shirley Jackson	12218022	85%	F		Paula Jullus	12218020	85%	F		Shirley Jackson	12218079	75%	F	
Rodriguez Sae	12218008	75%	N		Trina Brandon	12218008	47%	F		Yvonne Davis	12218002	47%	N		Paula Jullus	12218020	85%	F		Yvonne Aho	12218010	75%	F	

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Still Growing..



Quintile 1					Quintile 2					Quintile 3					Quintile 4					Quintile 5				
Average % Correct: 27%					Average % Correct: 41%					Average % Correct: 51%					Average % Correct: 64%					Average % Correct: 80%				
Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth	
Conal, Cecilio	102118232	28%	N		Ajuria, Arika	102117928	47%	N		Conner Hernandez, Andres	102118247	55%	F		Luz Flores, Diana	102118238	72%	F		Robledo, Mariana	102118287	85%	F	
Perez, David	102118271	28%	N		Arriaga, Johanna	102118729	47%	F		Carla, Cecilia	102118270	55%	F		Concepcion, Juan	102118721	67%	N		Gerardo Hernandez, Aaron	102118282	88%	F	
Bergel, Derek	102118244	28%	N		Cardenas, Erick	102117922	47%	F		Thomas, Brandon	102118288	55%	F		David E. Luoma	102118288	67%	F		Conrado, Alexander	102117979	85%	F	
Rios, Xavier	102118240	28%	N		Cardenas, Erick	102117922	47%	F		Conner Gonzalez, Ezekiel	102118282	55%	N		Grego, Conrrita	102118280	67%	N		Gustavo Cruz, Roberto	102118262	88%	F	
Carillo Anderson, Tashawn	102118290	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Loza, Dania	102118238	67%	F		Munoz, Genesis	102118240	88%	F	
De La Torre, Alfonso	102118260	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Macias, Kelley	102118238	67%	F		Figueras Diaz, Dylan	102118242	88%	F	
Melendez Chaves, Christian	102118267	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Terres Chaves, Gina	102118266	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Diaz, Aileen	102118271	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Escobedo, Valerie	102118256	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Sanabria, Brandon	102118266	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Loza, Yanis	102118277	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Mena, Roberto	102118261	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Francisco, Ivanal	102118270	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Campos, Maribel	102118267	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Diaz Espino, Marco	102118264	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Dominguez, Shelia	102118276	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Ayres, Amber	102118284	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Chaves, Yvette	102118265	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Sorokan, Gustavo	102118290	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Hernandez, Octavio	102118264	21%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Ayres, Nadine	102118270	19%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Loza, Annabelle	102118269	19%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	
Barbosa, Thal	102118288	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Perez Calderin, Edgar	102118268	67%	F		Rodriguez, Jayden	102118263	88%	F	

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Champions

Quintile 1					Quintile 2					Quintile 3					Quintile 4					Quintile 5				
Average % Correct: 27%					Average % Correct: 41%					Average % Correct: 51%					Average % Correct: 64%					Average % Correct: 80%				
Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth		Student	ID	%	Growth	
Conal, Cecilio	102118232	28%	N		Ajuria, Arika	102117928	47%	N		Conner Hernandez, Andres	102118247	55%	F		Robledo, Mariana	102118287	85%	F						
Perez, David	102118271	28%	N		Arriaga, Johanna	102118729	47%	F		Carla, Cecilia	102118270	55%	F		Herrera, Athan	102118269	91%	F						
Bergel, Derek	102118244	28%	N		Cardenas, Erick	102117922	47%	F		Thomas, Brandon	102118288	55%	F		Gerardo Hernandez, Aaron	102118282	88%	F						
Rios, Xavier	102118240	28%	N		Cardenas, Erick	102117922	47%	F		Conner Gonzalez, Ezekiel	102118282	55%	N		Conrado, Alexander	102117979	85%	F						
Carillo Anderson, Tashawn	102118290	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Gustavo Cruz, Roberto	102118262	88%	F						
De La Torre, Alfonso	102118260	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Munoz, Genesis	102118240	88%	F						
Melendez Chaves, Christian	102118267	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Figueras Diaz, Dylan	102118242	88%	F						
Terres Chaves, Gina	102118266	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Diaz, Aileen	102118271	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Escobedo, Valerie	102118256	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Sanabria, Brandon	102118266	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Loza, Yanis	102118277	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Mena, Roberto	102118261	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Francisco, Ivanal	102118270	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Campos, Maribel	102118267	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Diaz Espino, Marco	102118264	28%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Dominguez, Shelia	102118276	28%	P		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Ayres, Amber	102118284	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Chaves, Yvette	102118265	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Sorokan, Gustavo	102118290	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Hernandez, Octavio	102118264	21%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Ayres, Nadine	102118270	19%	F		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Loza, Annabelle	102118269	19%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						
Barbosa, Thal	102118288	28%	N		Cardenas, Erick	102117922	47%	F		Cheraine, Dylan	102118282	51%	F		Rodriguez, Jayden	102118263	88%	F						

Athan Herrera #2

Jasaleen Gonzalez #4

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MS. GEORGINA DIAZ WILL SHARE ANOTHER HIDDEN SUCCESS STORY RELATED TO DOMAIN III, CLOSING THE GAPS.

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STAAR Content and Language Supports

Reading Language Arts

Grades 3-6



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Content and Language Supports

This support allows for various types of assistance to support a student's understanding of selections, test questions, and answer choices.



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EXAMPLE

Read the selection and choose the best answer to each question.

Parks are places where people can enjoy nature. They can explore walking paths, smell flowers, and see plants, trees, and clear ponds. Across the country, parks are popular, and some parks, such as Big Bend National Park in Texas, get more and more visitors each year. What happens when a park is filled with crowds of people?

Read the article to learn more about how visitors in park areas can affect the plants and wildlife, and what people and governments can do about it.

Parks with a Purpose

1 When you visit a park, you may see a playground. There may be a walking path that stretches for miles. Sweet-smelling flowers, giant green bushes, and a crystal-clear pond might be found by the path. If you are quiet, you might hear a group of birds calling each other above you in the sky. But you also might see people: people crowding the paths, people trampling the flowers, and people talking over the sounds of nature. Parks are suffering from overcrowding and we must be willing to spend money to protect parks for the future.

2 More and more people are visiting parks each year. For example, Big Bend National Park had 314,102 visitors in 2014. By 2019, the number went up to 463,832 visitors. Sometimes, the government that owns a park might spend money to build things for the people who visit. This can include playgrounds, picnic areas, and gift shops. But crowds at parks can affect the plants and animals that live there. Building things to attract more people can make the problem worse. Instead, governments should spend more money to protect the nature in parks.

Year	Visitors
2014	314,102
2015	350,000
2016	380,000
2017	410,000
2018	440,000
2019	463,832

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EXAMPLE

Read the selection and choose the best answer to each question.

Parks are places where people can enjoy nature. They can explore walking paths, smell flowers, and see plants, trees, and clear ponds. Across the country, parks are popular, and some parks, such as Big Bend National Park in Texas, get more and more visitors each year. What happens when a park is filled with crowds of people?

Read the article to learn more about how visitors in park areas can affect the plants and wildlife, and what people and governments can do about it.

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5

QUEST. QUEST

Who is most likely the intended audience of the article?

A Kids looking for new vacation spots

B Adults interested in becoming park rangers

C People who like being outdoors

D Families who want a different vacation spot

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Alarcon Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Other Non-Emergent Bilingual Student	28.85%	No	Did Not Meet High	57.69%	Yes	Yes	Meets
	No	Currently Emergent Bilingual	30.77%	No	Did Not Meet High	59.62%	Yes	Yes	Meets
			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Currently Emergent Bilingual	25%	No	Did Not Meet High	42.31%	Yes	No	Approaches Low
	No	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	50%	Yes	No	Approaches High
	No	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	40.38%	Yes	No	Approaches Low
			May 2023 STAAR Reading Language Arts, Grade 5			May 2024 STAAR Reading Language Arts, Grade 6			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	No	Currently Emergent Bilingual	38.46%	No	Did Not Meet High	39.29%	Yes	No	Approaches Low
	No	Currently Emergent Bilingual	32.69%	No	Did Not Meet High	39.29%	Yes	No	Approaches Low
Borrego Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Other Non-Emergent Bilingual Student	30.77%	No	Did Not Meet High	34.62%	Yes	No	Approaches Low
			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	61.54%	Yes	Yes	Meets
			May 2023 STAAR Reading Language Arts, Grade 5			May 2024 STAAR Reading Language Arts, Grade 6			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
	Yes	Currently Emergent Bilingual	34.62%	No	Did Not Meet High	39.29%	Yes	No	Approaches Low



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Student A

			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
Student A	Yes	Currently Emergent Bilingual	25%	No	Did Not Meet High	42.31%	Yes	No	Approaches Low

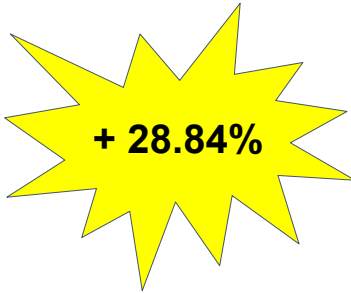
+ 17.31%



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Student B

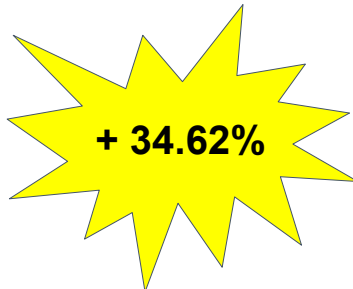
Alarcon Elementary			May 2023 STAAR Reading Language Arts, Grade 3			May 2024 STAAR Reading Language Arts, Grade 4			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
Student B	Yes	Other Non-Emergent Bilingual Student	28.85%	No	Did Not Meet High	57.69%	Yes	Yes	Meets



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Student C

			May 2023 STAAR Reading Language Arts, Grade 4			May 2024 STAAR Reading Language Arts, Grade 5			
Student Name	Special Ed Indicator	Emergent Bilingual	Percent Score	Approaches Grade Level (TX)	Performance Level Indicator	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Performance Level Indicator
Student C	Yes	Currently Emergent Bilingual	26.92%	No	Did Not Meet High	61.54%	Yes	Yes	Meets



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How can Content and Language Supports lead to improvements in A-F?



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2024 Accountability Report Card - Middle School							
Domain III - Closing the Gaps			15	59	F	17.7	
		Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement <i>STAAR Performance</i>		31	59	F	Best Scale Score: 69 Domain I or Domain II	70%	48.3
Domain II - School Progress <i>(Better of Part A or Part B)</i>			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	30%	17.7
Overall Score						66	
Overall Letter Grade						D	

Let's look at Eagle Success Stories from within GEMS' Domain III, as shared by Mr. Ulises Galaviz.

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2024 Science Fair Champions



Academic Excellence

- Succeeded on Science Fair AND obtained high growth on MAP, despite STAAR challenges
- Two students achieved “meets” on the math STAAR test.

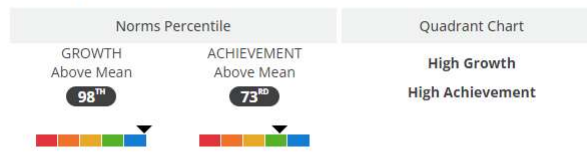
27

Student A

- STAAR: did not approach at 41.30%
- MAP: showed tremendous growth + achievement

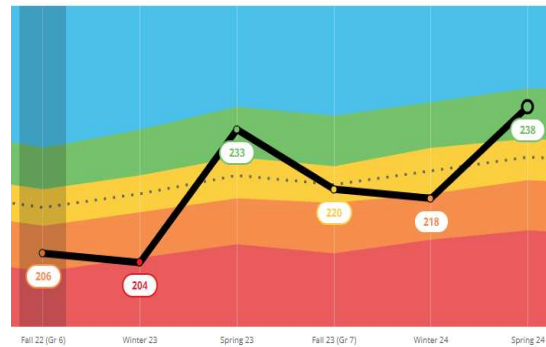
COMPARISONS

GROWTH & ACHIEVEMENT MEASURES



PROJECTIONS

	Projected result for tests
Meets	STAAR If taken in the spring
On Track 22	ACT College Readiness If taken in the spring
On Track	SAT If taken in the spring



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Next Steps...

- TEA's Research Based Instructional Strategies training for HS math
- New Science TEKS training for secondary science
 - Ongoing, PLC, individualized, as needed
- Revamped personalized teacher coaching and support
- Strategic and targeted learning walks and feedback
- Focused unit and lesson planning support
- Anticipated classroom support
 - Coteaching, modeling, classroom management, discipline
- Campus admin support
 - PLC, teacher feedback debrief, student monitoring, teacher professional development

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2024 Accountability Report Card - High School (with CCMR)									
Campus Name		SAN ELIZABIO H S			Campus Number		071904001		
NEoDis									
Domain I - Student Achievement						62	D		
STAAR Performance (40%)	36	62	D	Best Scale Score: 69	70%	48.3	Domain I or Domain II		
CCMR (40%)	54	62	D						
Graduation Rate (20%)	90	68	D						
Domain II - School Progress (Better of Part A or Part B)		69	D						
Part A - Academic Growth	51	54	F	Domain III Scale Score: 53			30%		
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			15.9		
						Overall Score		E4	
						Overall Letter Grade		D	

Let's look at several Eagle Success Stories from within SEHS' Domain I, as shared by Ms. Anna Alvarez.

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Meet Anissa



Enrolled in San Elizario:	7th Grade
Current Enrollment:	San Elizario HS Sophomore
Home Language:	Spanish

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Did You Know...



STAAR/EOC Results				
	Math	Science	Social Studies	Reading Language Arts
7th Grade Year	Did Not Meet			Did Not Meet
8th Grade Year	Passed!	Did Not Meet	Did Not Meet	Did Not Meet
9th Grade Year	Passed!	Passed!		Passed!

“Anissa has improved so much with her English proficiency especially in writing; she no longer needs help with translating!”
 -Ms. Christina Martinez; SEHS English II Teacher

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Meet Keira & Lily

◆ San Elizario Legacies

Enrolled in San Elizario:	2013; Pre-K 3	Enrolled in San Elizario:	2014; Pre-K 4
Current Enrollment:	San Elizario HS	Current Enrollment:	San Elizario HS
Home Language:	English	Home Language:	Spanish



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Did You Know...



Raw Score Conversion Table
English I
Spring 2024

Raw Score	Scale Score	Performance Level	Percentile
57	4828		95
58	4900		97
59	4984		98
60	5086		99
61	5215		99
62	5394		100
63	5698		100
64	6000		100



"These young ladies scores placed them in the top 1% of the entire state of Texas!"

Ms. Nora Gutierrez; SEHS English I Teacher

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