



Daniel Ramirez Elementary Campus Improvement Plan 2021-2022

2021-20	022	
Campus	Leadership	Team:

SBDM:

Site Based Decision Making

:	NAME
pal:	L. Avila
t. Principal:	M. Leanos Reyna
tary:	S. Reyna
Service Personnel:	J. Salinas
	M. Cantu CLL
	Nurse Hernandez
iers:	5 th - V. Rodriguez
	4 th – M. Garcia
	3 rd − D. Garza
	2 nd – M. Flores
	1 st – L. Solis
	K – B. Tijerina
	PreK – O. Sanchez
Teacher:	C. Livingston
ctional Aides:	C. Badillo
	N. Lopez
Custodian:	Jose Gonzalez
t of Enrolled Student:	Cynthia Santillan
ess & Industry REP:	Jose Reyes
nunity Member:	Janet Salaya
	t. Principal: tary: Service Personnel: Teacher: ctional Aides: Custodian: t of Enrolled Student: less & Industry REP:

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

VISION:

Every **Daniel Ramirez Elementary** student is prepared and empowered to be an innovative leader, lifelong learner and a self-sufficient individual who sets and attains personal and academic goals.

MISSION:

As educational leaders, the Ramirez team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

Ramirez family will meet the needs of all our students by challenging them to achieve the highest level of success through student-centered, technology driven, 21st century instruction. Students will benefit from a dual language foundation to excel in a multicultural global society and from learning

We will promote career and college readiness and maintain a strong partnership with our parents and community to achieve the highest levels of success.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

School Profile:

Daniel Ramirez Elementary

Daniel Ramirez Elementary is located in Pharr, Texas. The campus participates in a Title One Program. The student enrollment is at 531. The student demographics are as follows: LEP 63%, Economic Disadvantage 98%, Hispanic/Latino 99.81%, White .19%. The current rating for the school is "Not Rated". Source: Data PEIMS 2020-2021

SBDM Quarterly Meetings:

Month	Date
1 st Quarter	September 28, 2021
2 nd Quarter	December 8, 2021
3 rd Quarter	March 8, 2022
4 th Quarter	June 1, 2022

^{*} Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.

Texas Education Agency PDM1-120-009 v20.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

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Campus-level Data

2019 - 2020 Fall Collection, Resubmission

LEA:	108909 - PHARR-SAN JUAN-ALAMO ISD
Campus:	108909116 - DANIEL RAMIREZ EL

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	4	0.75%
PRE-KINDERGARTEN	95	17.89%
KINDERGARTEN	81	15.25%
GRADE 1	63	11.86%
GRADE 2	66	12.43%
GRADE 3	68	12.81%
GRADE 4	71	13.37%
GRADE 5	83	15.63%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	531	100.00%
ENROLLMENT BY SEX	Count	%Enroll
MALE	272	51.22%
FEMALE	259	48.78%
TOTAL	531	100.00%
ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	392	73.82%
"2" ELIGIBLE FOR HALF DAY	89	16.76%
"3" TRANSFER FOR FULL DAY	23	4.33%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	9	1.69%
"7" ELIGIBLE FLEX ATND	18	3.39%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	531	100.00%
	Count	%Enroll
LEP	335	63.09%
IMMIGRANT	8	1.51%
ECONOMIC DISADVANTAGE	521	98.12%
MILITARY CONNECTED	6	1.13%
FOSTER CARE	3	0.56%
DYSLEXIA	16	3.01%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL EN	OLLMENT	531		_			
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANICILATINO	530	99.81%	99.81%	HISPANIC/LATINO	527	99.81%	99.25%
WHITE	1	0.19%	0.19%	WHITE	1	0.19%	0.19%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%
TOTAL	531	100.00%	100.00%	TOTAL	528	100.00%	99.44%
MIGRANTS	Count	%Group	%Enroll	E8L	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANICILATINO	10	100.00%	1.88%	HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.88%	TOTAL	0	0.00%	0.00%
OTHER ECON DISADV	Count	%Group	%Enroll	Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANICILATINO	132	100.00%	24.86%	HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%	WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%	TWO OR MORE	0	0.00%	0.00%
TOTAL	132	100.00%	24.86%	TOTAL	0	0.00%	0.00%
ELIGIBLE FOR FREE/REDUC MEAL	8 Count	%Group	%Enroll	GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	388	99.74%	73.07%	HISPANIC/LATINO	5	100.00%	0.94%
WHITE			0.19%	WHITE	0		0.00%
HAWAIIAN/PAC ISLAND	1	0.26%	U.19%			0.00%	0.00%
	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE TOTAL							

Texas Education Agency

PDM3-120-004 v21.3.3

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Wednesday 06/09/2021 5:07:15PM

2020 - 2021 Summer Collection, First Submission

108909 - PHARR-SAN JUAN-ALAMO ISD

Campus: 108909116 - DANIEL RAMIREZ EL

					DAYS MEMBER	RSHIP - 77,612.5							
DAYS MEMBERSHIP BY GRADE	Stu Count	Days Memb	%Days Memb	TOTAL DAYS PRESENT	Stu Count	Days Present	%Days Memb		TOTAL DAYS ABSE	ENT	Stu Count	Days Absent	%Days Memb
Early Education	3	303.0	0.39%	Hispanic/Latino	521	70,624.0	91.00%		Hispanic/Latino		367	6,346.5	8.189
Pre-Kindergarten	86	6,569.5	8.46%	American Indian/Alaska	0	0.0	0.00%		American Indian/Alas	ska	0	0.0	0.00
Kindergarten	86	13,945.0	17.97%	Asian	0	0.0	0.00%		Asian		0	0.0	0.009
Grade 1	82	13,131.0	16.92%	Black/African American	0	0.0	0.00%		Black/African Americ		0	0.0	0.009
Grade 2	63	10,245.0	13.20%	Hawaiian or Other Pacific	0	0.0	0.00%		Hawaiian or Other Pa	acific	0	0.0	0.009
Grade 3	68	10,455.0	13.47%	White	4	616.0	0.79%		White		2	26.0	0.039
Grade 4	74	11,894.0	15.32%	Two or More Races	0	0.0	0.00%		Two or More Races		0	0.0	0.00
Grade 5	67	11,070.0	14.26%	TOTAL	525	71,240.0	91.79%			TOTAL	369	6,372.5	8.219
Grade 6	0	0.0	0.00%		300						5.000		10000
Grade 7	0	0.0	0.00%		Stu	Days	%Days		The second secon		Stu	Days	%Days
Grade 8	0	0.0	0.00%	TOTAL ELIGIBLE DAYS	Count	Eliaible	Memb		TOTAL INELIGIBLE	DAYS	Count	Ineliaible	Memb
Grade 9	0	0.0	0.00%	Hispanic/Latino	518	70,246.5	90.51%		Hispanic/Latino		4	377.5	0.499
Grade 10	0	0.0	0.00%	American Indian/Alaska	0	0.0	0.00%		American Indian/Alas	ika	0	0.0	0.009
Grade 11	0	0.0	0.00%	Asian	0	0.0	0.00%		Asian		0	0.0	0.009
Grade 12	0	0.0	0.00%	Black/African American	0	0.0	0.00%		Black/African Americ	an	0	0.0	0.00
TOTAL (distinct count)	525	77,612.5	100.00%	Hawaiian or Other Pacific	0	0.0	0.00%		Hawaiian or Other Pa		0	0.0	0.009
TOTAL (distinct count)	525	77,612.5	100.00%	White	4	616.0	0.79%		White	donie	0	0.0	0.009
				Two or More Races	0	0.0	0.79%		Two or More Races		0	0.0	0.009
DAYS MEMBERSHIP BY GENDER	Stu Count	Days Memb	%Days Memb	TOTAL	522	70,862.5	91.30%		THO OF MOTO PLACES	TOTAL	4	377.5	0.499
Male	251	37,849.0	48.77%		200		202000				V2.000	1200	
Female	274	39,763.5	51.23%	PERCENT IN ATTENDANCE	Stu	Days Memb	%Days Memb per Ethn		TOTAL REFINED AL	DA	Stu	Total RADA	%Total RADA
TOTAL	525	77,612.5	100.00%	Hispanic/Latino	521	76,970.5	91.75%		Hispanic/Latino		521	413.4	99.149
	Davis	%Days		American Indian/Alaska	0	0.0	0.00%		American Indian/Alas	ska	0	0.0	0.009
DAYS MEMBERSHIP BY ETHNICITY	Days Memb	Memb		Asian	0	0.0	0.00%		Asian		0	0.0	0.009
I line and a king				Black/African American	0	0.0	0.00%		Black/African Americ	an	0	0.0	0.009
Hispanic/Latino	76,970.5	99.17%		Hawaiian or Other Pacific	0	0.0	0.00%		Hawaiian or Other Pa	acific	0	0.0	0.009
American Indian/Alaska	0.0	0.00%		White	4	642.0	95.95%		White		4	3.6	0.869
Asian	0.0	0.00%		Two or More Races	0	0.0	0.00%		Two or More Races		0	0.0	0.009
Black/African American	0.0	0.00%		TOTAL	525	77,612.5	100.00%			TOTAL	525	417.0	100.009
Hawaiian or Other Pacific	0.0	0.00%			020	,	100.0070				020	411.0	100.007
White	642.0	0.83%		COUNTS BY ETHNICITY	ALL Students	GT	LEP	BIL	ESL	CTE	CDE	EC ED	
Two or More Races	0.0	0.00%								CIE			
TOTAL	77,612.5	100.00%		Hispanic/Latino American Indian/Alaska	521	19	324	0	0		0	74	
					0	0	0	0	0		0	0	
				Asian	0	0	0	0	0		0	0	
				Black/African American	0	0	0	0	0		0	0	
				Hawaiian or Other Pacific	0	0	0	0	0		0	0	
				White Two or More Races	4	0	1	0	0		0	0	
				TOTAL	525	19	325					74	

Note: Flexible Attendance data is not considered in any of the above report sections.

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

Texas Education Agency

PDM3-120-004

Hispanic/Latino

SPECIAL POPULATION

Early Reading Indicator

v21.3.3

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

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0.00%

Campus-Level Data

Memb

19.174.0

Memb

24.70%

CAREER AND TECHNOLOGY

2020 - 2021 Summer Collection, First Submission

LEA: 108909 - PHARR-SAN JUAN-ALAMO ISD Campus: 108909116 - DANIEL RAMIREZ EL

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL

The part that was to the	000	04,100.0	00.0070	10.0170			1-10	10,114.0	01.0070	24.1010			-	0.0	0.0010	0.00.0
American Indian/Alaska	0	0.0	0.00%	0.00%	American Indian/Alaska		0	0.0	0.00%	0.00%	American Indian/Alaska		0	0.0	0.00%	0.00%
Asian	0	0.0	0.00%	0.00%	Asian		0	0.0	0.00%	0.00%	Asian		0	0.0	0.00%	0.00%
Black/African American	0	0.0	0.00%	0.00%	Black/African American		0	0.0	0.00%	0.00%	Black/African American		0	0.0	0.00%	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%	Hawaiian or Other Pacific		0	0.0	0.00%	0.00%	Hawaiian or Other Pacific		0	0.0	0.00%	0.00%
White	1	170.0	0.31%	0.22%	White		3	472.0	2.40%	0.61%	White		0	0.0	0.00%	0.00%
Two or More Races	0	0.0	0.00%	0.00%	Two or More Races		0	0.0	0.00%	0.00%	Two or More Races		0	0.0	0.00%	0.00%
TOTAL	359	54,969.5	100.00%	70.83%	TO	OTAL	146	19,646.0	100.00%	25.31%		TOTAL	0	0.0	0.00%	0.00%
	Stu	Days	***************************************		Every service and the service		Stu	Days		%Days			Stu	Days		%Days
PK PROGRAM TYPE	Stu Count	Days Memb	% Group		PRIMARY PK FUNDING SOUR		Stu Count	Days Memb	% Group	%Days Memb	SECONDARY PK FUNDING SO	OURCE	Stu Count	Days Memb	% Group	%Days Memb
PK PROGRAM TYPE "00" Not Applicable			% Group 0.00%		PRIMARY PK FUNDING SOUR				% Group 0.00%		SECONDARY PK FUNDING SO	OURCE		Days Memb	% Group 0.00%	
		Memb						Memb		Memb		OURCE		Memb		Memb
"00" Not Applicable	Count	Memb 0.0	0.00%		"1" Tuition fees		Count	Memb 0.0	0.00%	0.00%	"1" Tuition fees	OURCE		Memb 0.0	0.00%	0.00%
"00" Not Applicable "01" PK Elig >2 <4 Hrs/Day	Count 0 23	0.0 321.0	0.00% 20.09%		"1" Tuition fees "2" Local District SH		Count	0.0 1,172.5	0.00%	0.00% 1.51%	"1" Tuition fees "2" Local District SH	OURCE		0.0 0.0	0.00%	0.00% 0.00%
"00" Not Applicable "01" PK Elig >2 <4 Hrs/Day "02" PK Elig 4+ Hrs/Day	Count 0 23	0.0 321.0 1,112.0	0.00% 20.09% 69.59%		"1" Tuition fees "2" Local District SH "3" State Grant		Count	0.0 1,172.5 0.0	0.00% 100.00% 0.00%	0.00% 1.51% 0.00%	"1" Tuition fees "2" Local District SH "3" State Grant	OURCE		0.0 0.0 0.0	0.00% 0.00% 0.00%	0.00% 0.00% 0.00%

Note: Flexible Attendance data is not considered in any of the above report sections.

Count

228

Migrant	10	Female	166	51.08%
Military Connected	1	TOTAL	205	100.000/
Foster Care	5	TOTAL	325	100.00%
and the state of t				
50000	72		Stu	
RDSPD	0	Individual Graduate Committee	Count	
		Reviewed by IGC	0	

%Days

Memb

70 61%

OTHER ECON DISADV

LEP COUNT BY GENDER

Male

Hispanic/Latino

% Group

54 799 5

HOMELESS/ UNACCOMPANIED YOUTH	Stu Count
Homeless	3
Unaccompanied Youth Code 3	3
Unaccompanied Youth Code 4	0
Unaccompanied Youth Total*	3

^{*} Unaccompanied Youth Total Should match Homeless count

Note: Student counts reported in these report sections will include all students reported in the collection, regardless of how their attendance is reported.

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

Stu

Count

%Group

48.92%

Texas Education Agency

PDM3-120-004

v21.3.3

LEA: 108909 - PHARR-SAN JUAN-ALAMO ISD Campus: 108909116 - DANIEL RAMIREZ EL

TOTAL IN-PERSON ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	8,585.0
American Indian/Alaska	0.0
Asian	0.0
Black/African American	0.0
Hawaiian or Other Pacific	0.0
White	144.0
Two or More Races	0.0
TOTAL	8.729.0

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-Level Data

2020 - 2021 Summer Collection, First Submission

TOTAL REMOTE SYNCHRONOUS ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	0.0
American Indian/Alaska	0.0
Asian	0.0
Black/African American	0.0
Hawaiian or Other Pacific	0.0
White	0.0
Two or More Races	0.0
TOTAL	0.0

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TOTAL REMOTE ASYNCHRONOUS ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	61,661.5
American Indian/Alaska	0.0
Asian	0.0
Black/African American	0.0
Hawaiian or Other Pacific	0.0
White	472.0
Two or More Races	0.0
TOTAL	62,133.5

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Daniel Ramirez Elementary

Leonel Avila, Principal

Executive Summary

Campus Improvement Plan: School Year 2021-2022
Campus Name: Daniel Ramirez Elementary

Mission: As educational leaders, the Ramirez Team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

Demographics Summary: The current enrollment at Daniel Ramirez Elementary as of Summer 2020-2021 is 531 in PK 3 through 5th grade. The student population at Daniel Ramirez Elementary consists of 99.14% of Hispanics. Our students represent a low socioeconomic status of approximately 97.60% with ten migrant students. Approximately, 13.37% of our student population receive special education services. Our Gifted and Talented population accounts for approximately .94% of our students. The bilingual population is approximately 99.81% where most of the students' home language is Spanish.

Comprehensive Needs Assessment: Daniel Ramirez Elementary STAAR 2021 combined summary report for 3rd grade reading, 42 tested, 60% were at approaches. 3rd grade combined Math, 42 tested 33% were at approaches. 4th grade reading combined, 62%were at approaches. 4th grade combined math, 44 tested and 36% were at approaches. 5th grade combined reading,32 tested 69% were at approaches, 31 students tested and 52% were at approaches. Due to the current events, Ramirez still maintains a letter grade of a B from 2019 state accountability.

Curriculum and Instruction and Assessment: Daniel Ramirez Elementary offers a rigorous curriculum that is aligned with the TEKS. The curriculum is implemented by highly qualified staff of bilingual certified teachers. Daniel Ramirez is a dual language campus. All students are exposed to the district's Spanish enrichment program. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are offered tutoring afterschool or small group during the day.

Summary of Goals: Daniel Ramirez Elementary will improve student mastery of grade level TEKS by utilizing TEKS based, data-driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR Reading (3rd, 4th, and 5th grades) and by maintaining or increasing at least 5% in all subjects areas and subgroups. Close the achievement gap by reaching 70% of the ELL populations meeting the approaches level in Reading and Math. Daniel Ramirez will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.

2021-2022 Strategic Planning Framework

Every PSJA student

is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Our Vision & Mission

Student performance

District and school climate

Our Goals

Leadership Growth



Effective Teaching & Learning



Family & Community Empowerment



Student Support



Our Strategic directions

Technology & Communication

Key enablers for '20-'21

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

Our Foundation

Daniel Ramirez Elementary Comprehensive Needs Assessment 2021-2022

Criteria Reviewed	Fi	ndings			Strategies I	Veeded
PRE-KINDER	M-Class Assessment			Staff Dev/Resources DL One/Two Way Model		
	• English	92%			FrogstreetSing Spell Read Write	 Small Group Interventions
 M-Class Assessment 	• Spanish	94%			Word WallsTexas School Ready	
KINDERGARTEN		TPRI Tejas			Staff Dev/Resources	 Voyager
• TPRI		Screening Status			 DL One/Two Way Model Sing Spell Read Write 	RTITutoring
Tejas LEE	D 78.1% 42.9%		Practical Life/Hands-on Activities Dearlined Math	 Progress monitoring 		
	SD	21.9%	57.1%		Pearlized Math	Ü
FIRST GRADE		TPRI	Tejas		Staff Dev/Resources DL One/Two Way Model	VoyagerRTI
• TPRI		Screening	Status		Word WallsPearlized Math	 Differentiated
 Tejas LEE 	Frust./List	37%	4.8%		Diana Ramirez	Instruction • Progress
	Instructional	13%	0%			monitoring
	Independant	50%	92.2%			

Daniel Ramirez Elementary Comprehensive Needs Assessment 2021-2022

	ndings			Strategies I	Veeded
Subgroup TPF Scree Frust/List 16 Instructional 18 Independent 68 Subgroup TPF Scree Frust/List 11		Tejas		Staff Dev/Resources	• Tutoring
	Screening	Status		Diana Ramirez	VoyagerRTI
Frust/List	16.7%	7.7%			 Differentiated Instruction
Instructional	15%	0%			 Progress Monitoring
Independent	68.3%	92.3%			Worldoning
Subgroup	TPRI	Tejas		Staff Dev/Resources	• Tutoring
	Screening	Status		Sharon Wells Math	VoyagerRTI
Frust/List	11.9%	7.7%			Differentiated
Instructional	9%	19.2%		Imagine Math	Instruction • Progress
Independent	79.1%	73.1%		• I Station	Monitoring
Subgroup	RDG	Math		Staff Dev/Resources	• Tutoring
ALL	68%	82%		Sharon Wells MathDiana Ramirez	Data AnalysisDifferentiated Instruction
Eco D	70%	83%		Ort - O Profit Heady	 Progress Monitoring
	Frust/List Instructional Independent Subgroup Frust/List Instructional Independent Subgroup ALL	Frust/List 16.7% Instructional 15% Independent 68.3% Subgroup TPRI Screening Frust/List 11.9% Instructional 9% Independent 79.1% Subgroup RDG ALL 68%	Screening Status Frust/List 16.7% 7.7% Instructional 15% 0% Independent 68.3% 92.3% Subgroup TPRI Tejas Screening Status Frust/List 11.9% 7.7% Instructional 9% 19.2% Independent 79.1% 73.1% Subgroup RDG Math ALL 68% 82%	Screening Status Frust/List 16.7% 7.7% Instructional 15% 0% Independent 68.3% 92.3% Subgroup TPRI Tejas Screening Status Frust/List 11.9% 7.7% Instructional 9% 19.2% Independent 79.1% 73.1% Subgroup RDG Math ALL 68% 82%	Screening Status Frust/List 16.7% 7.7% Instructional 15% 0% Independent 68.3% 92.3% Subgroup TPRI Tejas Screening Status Frust/List 11.9% 7.7% Instructional 9% 19.2% Independent 79.1% 73.1% Subgroup RDG Math Staff Dev/Resources Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready Imagine Math I Station Staff Dev/Resources Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready Imagine Math I Staff Dev/Resources Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready CA – STAAR Ready

Texas Education Agency 2019-20 School Report Card DANIEL RAMIREZ EL (108909116)

Accountability Rating

School Information

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

District Name: PHARR-SAN JUAN-ALAMO ISD

Campus Type: Elementary Total Students: 531

Grade Span: EE - 05

Not Rated Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

For more information about this campus, see https://TXSchools.gov or the TexasAcademic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html

Distinction Designations

Click here to read the official announcement.

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about DANIEL RAMIREZ EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	96.5%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.6%
Hispanic	99.8%	99.1%	52.8%
White	0.2%	0.7%	27.0%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.1%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	98.1%	92.6%	60.2%
Special Education	13.4%	8.8%	10.7%
English Learners	63.1%	41.1%	20.3%
Mobility Rate (2018-19)	22.5%	24.5%	15.3%

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State	<u> </u>
Instructional Staff Percent	n/a	60.3%	64.6%	Expenditure
Instructional Expenditure Ratio	n/a	63.6%	62.8%	Total Oper Instruction
				Instruction

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,623	\$11,593	\$9,913
Instruction	\$6,073	\$6,409	\$5,558
Instructional Leadership	\$141	\$293	\$162
School Leadership	\$555	\$595	\$589

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.

Econ Disadv	More Races	Pacific Islander	Asian	American Indian		Hispanic	African American	Campus	District	State		
					s Tested)	(All Grades	el or Above	Grade Lev	proaches	tes at Ap	mance Ra	STAAR Perform
80%	-	-	-		-	80%		80%	75%	78%	2019	All Subjects
80%	-	-	-		-	79%		79%	73%	77%	2018	
80%		-	-		-	79%		79%	69%	75%	2019	ELA/Reading
76%	-		-			76%		76%	67%	74%	2018	
84%	-	-	-			84%		84%	83%	82%	2019	Mathematics
88%	-	_	-		-	87%		87%	80%	81%	2018	
74%	-	-			-	74%		74%	70%	68%	2019	Writing
67%	-		-	-		66%		66%	63%	66%	2018	
79%	-	-				79%		79%	80%	81%	2019	Science
79%		-				80%		80%	77%	80%	2018	
					ed)	rades Test	Above (All G	Level or	ets Grade	tes at Me	mance Ra	STAAR Perform
44%	-	-	-			44%		44%	46%	50%	2019	All Subjects
42%			-			42%		42%	43%	48%	2018	,
41%	-	-	-		-	41%	-	41%	41%	48%	2019	ELA/Reading
41%	-	<u>-</u>	-			41%	-	41%	39%	46%	2018	3
47%	-	-	-		-	47%	-	47%	53%	52%	2019	Mathematics
47%	-	-			-	48%	-	48%	49%	50%	2018	
34%	-					36%	-	36%	39%	38%	2019	Writing
36%		-	-		-	36%		36%	38%	41%	2018	
53%	-	_	-	-	-	53%		53%	48%	54%	2019	Science
35%	-	-			-	36%		36%	43%	51%	2018	o circuito o
						'ested)	All Grades T	de Level (store Gra	tos at Ma	mance Da	STAAR Perfori
18%		_	-			18%	All Oraces I	18%	20%	24%	2019	All Subjects
18%	_	_				19%		19%	17%	22%	2018	riii Subjects
17%	-	-				17%		17%	16%	21%	2019	ELA/Reading
19%	-					20%		20%	14%	19%	2018	LDVICEduing
						20%		20%	26%	26%	2019	Mathematics
		_				22%		22%	23%	24%	2018	madicinates
		_				13%		13%	13%	14%	2019	Writing
			-	_		7%		7%	12%	13%	2018	· · · · · · · · · · · · · · · · · · ·
	_			_		23%		23%	20%	25%	2019	Science
	_	-	-			17%		17%	16%	23%	2019	Science
												A codemic C
6	-	-	-			68		(d) 68	ides Teste	e (All Gra	2019	Academic Gro Both Subjects
-		-				80		80	70	69	2019	Boul Subjects
_						65		65	66	68	2019	ELA/Reading
_	-	-	-		-	81		81	69	69	2019	LLAVReading
_		-	-	-	-	70		70	69	70	2019	Mathematics
_		-	-	-	-	45.77						wainemaucs
-		-			-	79		79	70	70	2018	

Texas Education Agency 2019-20 School Report Card DANIEL RAMIREZ EL (108909116)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress	of Prior-	Year Non-	Proficient S	Students							
Sum of G	rades 4-8	3									
Reading											
2019	41%	39%	48%	-	48%	-	-	-	-	-	50%
2018	38%	37%	53%	-	53%	-	-	-	-	-	53%
Mathemat	tics										
2019	45%	49%	58%	-	58%	-	-	-	-	-	58%
2018	47%	49%	63%	-	63%	-	-	-	-	-	65%
Students	Success	Initiative									
Grade 5	Reading										
Students I	Meeting A	pproaches	Grade Leve	el on First ST	AAR Admin	istration					
2019	78%	79%	78%	-	78%	-	-	-	-	-	78%
Students I	Requiring	Accelerate	d Instruction	n							
2019	22%	21%	22%	-	22%	10	-	_	_	12	22%
STAARC	umulative	Met Stand	ard								
2019	86%	87%	86%	-	86%			_	_		86%
Grade 5 I	Mathemat	ics									
Students I	Meeting A	pproaches	Grade Leve	el on First ST	AAR Admin	istration					
2019	83%	88%	91%	-	91%	-	-	-	-	-	91%
Students	Requiring	Accelerate	d Instruction	n							
2019	17%	12%	9%		9%	10	-	-	-	-	9%
STAARC	umulative	Met Stand	ard								
2019	90%	94%	97%		97%	1	-	-	-	-	97%

[?] Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Indicates zero observations reported for this group.

Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates data reporting is not applicable for this group.

Staff Development and Resources

 Staff Dev/Resources Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready 	 Tutoring after school or small group during school Data Analysis Differentiated Instruction Ramirez Hawk Buddies
 Staff Dev/Resources Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready Imagine Math I Station 	 Tutoring Voyager RTI Differentiated Instruction Ramirez Hawk Buddies

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 3 READING

Report Date: JUNE 2021 Date of Testing: SPRING 2021

Administration Summary		1 1					1			-		Re	sults for Each Rep	orting Categor		
											1		2		3	
Number Percent	Number of Students Tested	Average Scale Score	d Not Meet		Approaches		Meats		Masters		Understanding Across Genres		Number of the Manual of the Manual Indiana Parks		Understanding/ Analysis of Informational	Texts
= No Data Reported For Fewer Than Five Students	E S	19 6	習		4		ž		ž				Avg. # of Items /	% Correct		
	žő		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47
Male Female	10	1310	6	60 45	6	40 55	1 3	10 27	0	9	3.4 3.5	68 69	6.1 8.5	41 57	6.2 6.8	44
No Information Provided	0	1365	5	45		55	-	21			3.5		0.5	51	0.0	
Hispanic/Latino	21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47
American Indian or Alaska Native	0							***		***			-			
Asian	0			***												***
Black or African American	0		***	***				-					***	***		***
Native Hawaiian or Other Pacific Islander White	0			-				_								_
Two or More Races	0															
No Information Provided	0												***			-
Economically Yes	20	1334	11	55	9	45	4	20	.1	5	3.4	67	7.3	49	6.4	46
Disadvantaged No.	1	-			-			-			-	-	_	-	-	-
No Information Provided	0	4000	11	E0.	40	40	4	40	1		3.4	69	7.4	49	6.5	47
Title I, Part A Participants Nonparticipants	21	1339	11	52	10	48		19		5	3.4		(2)			
No Information Provided	0		***			200	***	***								
Migrant Yes	- 1	200	***	***											-	-
No	20	1334	11	55	9	45	4	20	1	5	3.4	68	7.2	48	6.5	46
No Information Provided	0					***		90	- 000	9	3.5	71	7.4	49	6.5	46
Limited English Current LEP Proficient Non-LEP (Monitared 1st Year)	11	1342	6	55	5	45	4	36		9	3.5	71	1.4	49	6.5	40
Non-LEP (Monitored 2nd Year)	0							***	***	***						
Non-LEP (Monitored 3rd Year)	0					***	***	***	****	***			-			
Non-LEP (Monitored 4th Year)	0		***	***		***	****	***						***		***
Non-LEP (Past Monitoring)	0		***					-			3.3	66	7.4	49	6.6	47
Other Non-LEP No Information Provided	10		5	50	5	50	0	0		0	3.3		7.4	49	0.0	
Billingual Participants	20		11	55	9	45	4	20	1	5	3.4	68	7.2	48	6.5	46
Nonparticipants	1	1334		30						-			-		_	
No Information Provided	0										***	***		-	-	
ESL Participants	0		-	-						***		-	-	_	-	-
Nonparticipents	21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47
No Information Provided Special Education Yes	2															
Special Education Yes	19		9	47	10	53	4	21	1	5	3.5	71	7.6	51	6.6	47
No Information Provided	0			mine.				-			_		_	-		***
Gifted/Talented Participants	- 1		***									***				
Nonparticipants	20	1326	11	55	9	45	3	15	0	0	3.4	67	7.1	47	6.3	45
No Information Provided	0		10	53	9	47		21		5	3.3	66	7.4	49	6.4	45
At-Risk Yes	19	1334	10	53	9	41	4	21		2	3.3		12 C	40	-	
No Information Provided	0			_		-		***	-		_	_				

061521-00078238-108909116



District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ

Summary Report GRADE 3 MATHEMATICS

Administration Summary													Results	for Each R	eporting Cate	gory		
Auministration duminary											1		2		3		4	
Number Percent	Tested	o.c.	Not Meet		sechos				2		Numerical Representations	Relationships	Computations and Algebraic		Geometry and		Data Analysis and Personal	Literacy
Legend	2 4	9.0	ž		20		4	2	윮		8		13		7		4	
= No Data Reported For Fewer Than Five Students	d b	2.0	5	5	Appr		Med		Masters		8				s / % Correct		•	
The Date Reported For Falls That Five Statements	Number of Students Te	Average Scale Score	#	%	#	%	#	%	#	%	#	%	# 1	%.	#	%	#	%
All Students	37	1323	24	65	13	35	- 6	16	3	8	3.4	43	5.4	41	3.2	45	1.9	47
Male Female No Information Provided	15 22 0	1324 1323	10 14	67 64	5 8	33 36	4	13 18	1	13 5	3.3	42 43	5.1 5.5	39 43	3.2 3.1	46 45	1.7	52 43
Hispanic/Latino American Indian or Alaska Native	37 0	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	ā1 	3.2	45 	1.9	47
Asian Black or African American Native Hawaiian or Other Pacific Islander	0	-	-	=	=		=	-	=	=	=	_	=	=	=	=	=	-
White Two or More Races No Information Provided	0	=	_	=	=	=	=	-	=	=	=		=	=		=	=	-
Economically Yes Disadvantaged No Information Provided	36 1 0	1324	23	64	13	36	6	17	3	8 -	3.4	43	5.4	&1 —	3.1	45	1.9	47
Title I, Part A Participants Nonparticipants	37 0	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	81 	32	45	1.9	47
No Information Provided Wigrant Yes No	0 1 36	1326	23	64	13	36		17	3	8	3.4	43	5.4	41	32	 46	1.9	47
No Information Provided Limited English Corrent LEP	27	1339	16	59	11	41	6	22	3	11	3.8	48	5.6	43	3.3	48	1.9	48
Proficient Non-LEP (Monitored 1st Year) Non-LEP (Monitored 2nd Year) Non-LEP (Monitored 3nd Year)	0	=	=	=	=	=	=	=	=	=	=	=	=	Ξ	=	=	=	
Non-LEP (Monitored 4th Year) Non-LEP (Post Monitoring) Other Non-LEP	0 0 10	1281	8	80	- 2	 20	- 0				2.3	 29	4.9	38	2.7	39	1.7	43
Billingual No Information Provided Participants Nonperticipants	36 1	1326	23	64	13	36	6	17	3	8	3.4	43	5.4	#1 	3.2	46	1.9	47
No Information Provided ESL Perticipents	0	_	-	-	-		-					-	-			_	-	
Nonperticipents No Information Provided Special Education Yes	37 0	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45	1.9	47
No No Information Provided	34 0	1330	21	62	13	38	6	18	3	9	3.4	43	5.6	43	3.2	46	1.9	49
Gifted/Talented Participants Nonparticipants No information Provided	35 0	1315	24	69	11	31	5	14	3	9	3.3	41	5.2	40	3.1	44	1.8	44
At-Risk Yes	35 2 0	1326	22	63	13	37	6	17	3	9	3.5	44	5.3	41	3.2	46	1.9	48



District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ Summary Report GRADE 4 READING

Administration Summary												Re	sults for Each Rep	orting Categor		
	-										1		2		3	
Number Percent	reste	Score	f Weet		oaches						Understanding/ Analysis Across		Understanding/ Analysis of		Understanding/ Analysis of Informational	Texts
Legend	7.5	200	No		ă.		Meets		aster	-			Number of Items Tested			
	9.5	2 9	프	召		App			2		8		15		13	
= No Data Reported For Fewer Than Five Students	Number of Students	Averag	#	%	#	%	0	%	#	%	#	%	Avg. # of Items /	% Correct	#	%
All Students	31	1429	14	45	17	55	4	13	1	3	4.5	76 56	7.7	51	7.3	76
Male	17	1406	10	59	7	41	2	12	1	6	4.5	56	6.6	44	6.8	52
Female	14	1457	4	29	10	71	2	14	o	0	4.6	57	8.9	60	7.9	61
No Information Provided	0							-	***	-		100	200	200	400	200
Hispanic/Latino	31	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
American Indian or Alaska Native Asian	0									_		-	_			
Black or African American	0			***					***							-
Native Hawaiian or Other Pacific Islander	0				-											
White	0													***		
Two or More Races	0		***	***		***										
No Information Provided Economically Yes	27	1419	14	52	13	48	3	11	1	4	4.2	53	7.4	49	7.2	55
Disadvantaged No	4	1419	1-4	32	13						4.2		-			
No Information Provided	0						_			-	_	_	Sec. 2	-		-
Title I, Part A Participants		1429	14	45	17	55	4	13	- 1	3	4.5	56	7.7	51	7.3	56
Nonparticipants	0		***	***							-		-			-
No Information Provided Migrant Yes	0					***			***							***
No		1433	13	43	17	57	4	13	1	3	4.6	58	7.8	52	7.4	57
No Information Provided	0												-	***		
Limited English Current LEP	15	1412	8	53	7	47	2	13	0	0	4.5	56	6.9	46	7.0	54
Proficient Non-LEP (Monitored 1st Year)	0			***												-
Non-LEP (Monitored 2nd Year) Non-LEP (Monitored 3rd Year)	0															
Non-LEP (Monitored 4th Year)	0															
Non-LEP (Post Monitoring)	0												***			***
Other Non-LEP	16	1444	6	38	10	63	2	13	1	6	4.6	57	8.4	56	7.6	58
No Information Provided	0	4400			47			42					7.7		7.3	
Billingual Participants Nonparticipants	31	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
No Information Provided	0										_					
ESL Participants	0															
Norparticipants No Information Provided	31 0	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
Special Education Yes	4			-				-			-		-			
No		1440	11	41	16	59	4	15	1	4	4.7	59	8.1	54	7.4	57
No Information Provided Gifted/Talented Participants	2		***										-			
Giffed/Talented Participants Nonperticipants		1424	14	48	15	52	4	14	1	3	4.5	56	7.6	51	7.1	55
No Information Provided	0	1464	17													
At-Risk Yes	26	1412	13	50	13	50	2	8	0	0	4.5	56	7.1	47	6.9	53
No	5	1517	1	20	4	80	2	40	1	20	4.6	58	10.8	72	9.4	72
No Information Provided	0		***	***												



District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ Summary Report
GRADE 4 MATHEMATICS

Administration Summary													Results	for Each R	eporting Cate	gory		
Autimistration outlinary											1		2		3		4	
Number Percent	Number of Students Tested	Score	Not Meet		oaches				2		Numerical Representations	Relationships	Computations and Algebraic		Geometry and		Data Analysis and Personal	Literacy
Legend	a st	8.8					1	9	5		9		11	umber of it	10		4	
= No Data Reported For Fewer Than Five Students	윤흥	E 9	음		Appr		1 5		2		,			n # of Hom	s / % Correct		4	
	Str	Averag	8	%	#	%	8	%		%	#	%	0	%	# Correct	%	ø	%
All Students	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36
Male Female No Information Provided	19 21 0	1463 1411	11 16	58 76	8 5	42 24	4	21 5	0	0 5	4.8 3.6	54 40	5.3 4.2	48 38	4.7 4.0	47 40	1.5	38 35
Hispanic/Latino	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36
American Indian or Alaska Native	0							-				***	***			***		
Asian	0																-	
Black or African American Native Hawalian or Other Pacific Islander	0										_						_	-
White	ő			-													_	-
Two or More Races No Information Provided	0		_	_		=			_	=	=	-			_	_	_	-
Economically Yes	36	1435	24	67	12	33	5	14	. 1	3	4.2	47	4.7	43	4.3	43	1.4	36
Disadvantaged No No Information Provided	0						-	_			-	-	****			-	-	-
Title I, Part A Participants	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36
Nonparticipants No Information Provided	0		_	=		=		-		_	=		-	_	_	_	_	-
Milgrant Yes No	39	1437	26	67	13	33	5	13		3	4.2	47	4.7	42	4.4	44	1.5	37
No Information Provided	0		-	-				-	-		_			-	-	_	-	-
Limited English Current LEP Proficient Non-LEP (Monitored 1st Year)	24	1427	17	71	7	29	3	13	1	4	4.0	44	4.4	40	4.3	43	1.4	35
Proficient Non-LEP (Monitored 1st Year) Non-LEP (Monitored 2nd Year)	0			_									***			_	_	
Non-LEP (Monitored 3rd Year)	0	***	***			-					***	***	***			_	_	-
Non-LEP (Monitored 4th Year)	0			-								***	***					
Non-LEP (Post Monitoring)	0								-						-			
Other Non-LEP No Information Provided	16	1449	10	63	6	38	2	13	0	0	4.5	50	5.1	47	4.4	44	1.5	38
Billingual Participants	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36
Nonperticipents	0		-			-			-	-	-			-	_	-	_	-
No Information Provided	0											***	1000				***	***
ESL Participants Nonperticipants	0 40	1436	27	68	13	33	5	13		3	4.2	47	4.7	43	4.3	43	1.5	36
No Information Provided	0	1430									4.6		4.7		7.0	43	1.0	30
Special Education Yes No	4 36	1438	25	69	11	31	-4	11	1	3	4.3	48	4.7	 43	4.3	43	1.5	37
No Information Provided	0		***			-		***	***	***	***	200		200	and .	***	-	
Gifted/Talented Participants Nonperticipants No Information Provided	38 0	1435	26	68	12	32	5	13	1	3	4.2	47	4.7	42	4.3	43	1.5	37
At-Risk Yes	35	1425	25	71	10	29	3	9	1	3	4.1	46	4.4	40	4.1	41	1.4	36
No	5	1509	2	40	3	60	2	40	0	0	4.8	53	6.8	62	6.0	60	1.6	40
No Information Provided	0											-	-	-		100	-	***



District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ Summary Report GRADE 5 READING

Report Date: APRIL 2021 Date of Testing: APRIL 2021

Administration Summary										_		Res	sults for Each Rep	orting Categor		
										L	1		2		3	
Number Percent	er of its Tested	Average Scale Score	Not Meet		roaches		5		Masters		Understanding/ Analysis Across		Numbers of Analysis of Analysis of		Understanding/ Analysis of Informational	Texts
Legend	흔흔	2 0	ë		App		8		8	_ L	8		16		14	
= No Data Reported For Fewer Than Five Students	Number o Students	Sca	# 1	%	#	%	#	%	8	%	#	%	Avg. # of Items	% Correct	#	%
All Students	28	1493	10	36	18	64	- 6	21	4	14	4.5	56	9.1	57	8.6	61
Male	15	1479	6	40	9	60	3	20	1	7	4.3	54	8.8	55	8.5	60
Female No Information Provided	13	1509	4	31	9	69	3	23	3	23	4.7	59	9.5	60	8.8	60
Hispanic/Latino	27	1490	10	37	17	63	6	22	4	15	4.4	56	9.1	57	8.6	61
American Indian or Alaska Native	0							_								
Asian	0			***				***								
Black or African American	0			***				***					***	***		
Native Hawaiian or Other Pacific Islander	0						-	-		-						-
White Two or More Races	1 0				_			_		_						-
No Information Provided	0							_		_						-
Economically Yes	26	1477	10	38	16	62	4	15	2	8	4.3	54	8.7	55	8.3	56
Disadvantaged No No Information Provided	2 0	=	=	=	-	=	_	=	=	-	-	=		_	-	-
Title I, Part A Participants	28	1493	10	36	18	64	- 6	21	4	14	4.5	56	9.1	57	8.6	61
Nonparticipants No Information Provided	0	=	-	=	=	=	=	=	-	=	-	=				-
Migrant Yes	1	-		***	***		444	***		- ma						
No	27	1500	9	33	18	67	6	22	4	15	4.6	57	9.3	58	8.8	63
No Information Provided	0			***												
Limited English Current LEP Proficient Non-LEP (Monitored 1st Year)	17	1471	7	41	10	59	2	12	1	6	4.4	55	8.5	53	8.2	59
Non-LEP (Monitored 2nd Year)	0	_								_						
Non-LEP (Monitored 3rd Year)	0									_					-	
Non-LEP (Monitored 4th Year)	0	-														
Non-LEP (Post Monitoring)	0	-														
Other Non-LEP	11	1526	3	27	8	73	4	35	3	27	4.6	58	10.2	64	9.2	66
No Information Provided Billingual Participants	28	1493	10	36	18	64		24	4	14	4.5	56	9.1	57	8.6	- 01
Nonparticipants	0	1493	10	36	16	64	- 6	21	4	14	4.5	56	9.1	5/	8.0	61
No Information Provided	0			_	-			_	-		_	_				
ESL Participants	0	-														
Nonparticipants	28	1493	10	36	18	64	6	21	4	14	4.5	56	9.1	57	8.6	61
No Information Provided	0	4000											0.7			40
Special Education Yes No	9	1385 1544	8 2	89	17	11 89	5	11 26	0 4	21	2.9 5.3	36 66	6.7	42 64	5.9 9.9	42 71
No Information Provided	0	1944	2	11	1/		5	26	4	21	5.3	00	10.3	64	9.9	
Gifted/Talented Participants	2											-				-
Nonparticipants No Information Provided	26	1496	10	38	16	62	5	19	3	12	4.4	55	8.9	56	8.5	61
At-Risk Yes	21	1455	9	43	12	57	2	10	1	5	4.1	52	8.2	51	7.8	56
No	7	1605	1	14	6	86	4	57	3	43	5.6	70	12.0	75	11.0	79
No Information Provided	0		-			-		-				***		200		-



District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ Summary Report
GRADE 5 MATHEMATICS

Report Date: APRIL 2021 Date of Testing: APRIL 2021

Administration Summary													Results	for Each R	eporting Cate	gory		
Administration outlinery											1		2	3	3		4	
Number Percent	of s Tested	Average Scale Score	Not Meet		Approaches						Numerical Representations	Relationships	Computations and Algebraic		Geometry and		Data Analysis and Personal	Literacy
	0 29	. 8	ž		ĕ		2	2	3					7	ems Tested			
Legend	8 5	800	20		8		Me sta		Maete		6		17		9		4	
= No Data Reported For Fewer Than Five Students	Number of Students	9 6			-							-			s / % Correct			
			#	%		%	#	%	ø	%	#	%	#	%	#	%	#	%
All Students	31	1518	15	48	16	52	4	13	1	3	2.7	46	9.2	54	4.1	45	1.8	46
Male Female No Information Provided	17 14 0	1536 1496	9	35 64	11 5	65 36	1	18 7	0	7	2.6	47	10.2 8.0	60 47	4.1	45 45	1.5	53 38
Hispanic/Latino	30	1516	15	50	15	50	4	13	1	3	2.7	45	9.1	54	4.1	45	1.8	45
American Indian or Alaska Native	0	-								-				-				
Asian	0													-				
Black or African American	0											***		-	***	1000		***
Native Hawaiian or Other Pacific Islander White	0			_										_				
Two or More Races	o																	
No Information Provided	0													-		-		
Economically Yes	29	1517	14	48	15	52	4	14	1	3	2.8	46	9.1	54	4.0	45	1.8	46
Disadvantaged No Information Provided	2 0	-	-	-			-		-	-	1000	-	-	-			-	
Title I, Part A Participants	31	1518	15	48	16	52	4	13		3	2.7	46	9.2	54	4.1	45	1.8	46
Nonperticipents No information Provided	0	=	=	=	=	=	=	=	=	=		=	=	=		-	-	
Migrant Yes	1	-		- 100			-	page .	- 100	-	man .							
No.	-30	1518	15	50	15	50	4	13	1	3	2.8	47	9.1	54	4.0	44	1.9	47
No Information Provided Limited English Current LEP	20	1517	9	45	11	55	3	15	0	0	2.9	48	9.0	53	4.2	47	1.9	48
Proficient Non-LEP (Monitored 1st Year)	0	1317		40									5.0				1.3	40
Non-LEP (Monitored 2nd Year)	0																	
Non-LEP (Monitored 3rd Year)	0										-	***				***		
Non-LEP (Monitared 4th Year) Non-LEP (Post Manitoring)	0								-									
Other Non-LEP	11	1520	6	55	5	45		9		9	2.5	41	9.6	57	3.8	42	1.7	43
No Information Provided	0	1020	_											-				
Billingual Participants	31	1518	15	48	16	52	4	13	1	3	2.7	46	9.2	54	4.1	45	1.8	46
Nonperticipents	0	-	-	-	-	-			-	-	***	-	***		***		-	
No information Provided ESL Participants	0			_							-							
Nonperficipents	31	1518	15	48	16	52	4	13	1	3	2.7	46	9.2	54	4.1	45	1.8	46
No Information Provided	0																	
Special Education Yes	9	1490	5	56	4	44	1	11	0	0	2.0	33	9.2	54	3.7	41	1,1	28
No Information Provided	22	1529	10	45	12	55	3	14	1	5	3.0	51	9.2	54	4.2	47	2.1	53
Gifted/Talented Participants	2																-	
Nonparticipants No Information Provided	29 0	1513	15	52	14	48	4	14	1	3	2.7	45	8.9	63	4.0	44	1.8	46
At-Risk Yes	24	1503	13	54	11	46	3	13	0	0	2.8	46	8.6	51	3.8	43	1.8	44
No	7	1570	2	29	5	71	1	14	1	14	2.7	45	11.1	66	4.9	54	2.1	54
No Information Provided	0		***			***			***	***				-	1000			

Grade K

Texas English Language Proficiency Assessment System Summary Report All Students

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ

Translating restaurant System Carrie Co.							
		TELPAS	Compo				Yearly Progress in TELPAS Composite Rating
		W. 10307 W.	OWNERS I	Number	Percent		
Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced	Number of Stu Composite Ra Number of Stu a Composite F	ating udents Not R		46 3	94 6	Average Score	
ADV H = Advanced High	Total Docume	ents Submitt	ed	49	100	era	
	# Stdt	BEG	INT	ADV	ADV H	À	
All Students	46	65	35	0	0	1.2	
Male	24	67	33	0	0	1.3	
Female	22	64	36	0	0	1.2	
No Information Provided	0						
Hispanic/Latino	46	65	35	0	0	1.2	
Am. Indian or Alaska Native	0						
Asian	o o						
Black or African American	0			_			
Native Hawaiian/Pacific Islander	0						
White	0			1			
				-			Progress Not Applicable
Two or More Races	0			-			riogress Not Applicable
No Information Provided	0					4.0	
Economically Yes		66	34	0	0	1.2	
Disadvantaged No.			-	-	-		
No Information Provided				-			
Title I, Part A Participants		65	35	0	0	1.2	
Nonparticipants							
No Information Provided	0			-			
Migrant Yes	2						
No	44	66	34	0	0	1.2	
No Information Provided							
Limited English Current LEP	46	65	35	0	0	1.2	
Proficient Non-LEP (Monitored 1st Year)							
Non-LEP (Monitored 2nd Year)	o o						
Non-LEP (Monitored 3rd Year)							
Non-LEP (Monitored 4th Year)							
Non-LEP (Monitored 4th Year)							
Other Non-LEP					_		
No Information Provided			-	1			
		0.5	0.5			4.0	
Bilingual Participants		65	35	0	0	1.2	
Nonparticipants				-			
No Information Provided							
ESL Participants							
Nonparticipants		65	35	0	0	1.2	
No Information Provided							
Special Education Yes				-			
No	45	67	33	0	0	1.2	
No Information Provided	0						
Gifted/Talented Participants							
Nonparticipants		65	35	0	0	1.2	
No Information Provided	0		30				
At-Risk Yes		65	35	0	0	1.2	
No No			35				
No Information Provided				1		-	
No information Provided	U	***					



Grade 1

Texas English Language Proficiency Assessment System Summary Report

	108-909 F 116 DANI			N-			51		tuder							Report D Date of T		JULY 202 SPRING		
		L	istenin				5	Speakin				ı	Readin					Writing		
Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced	Not Rate	of Studen ed: EC ed: ARD D		Number 40 1 1	2	Not Rate	of Studen d: EC d: ARD D		Number 40 1 1		Not Rate	of Student d: EC d: ARD D		Number 40 1 1	2	Number of Not Rate Not Rate	d: EC		Number 40 1	
ADV H = Advanced High	Total Do	cuments :	Submitted	42	100	Total Do	cuments	Submitted	42	100	Total Do	cuments S	Submitted	42	100	Total Do	cuments	Submitted	42	100
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0
Male Female No Information Provided	26 14 0	62 57	19 14	15 21	7	26 14 0	62 57	27 21	14	7	26 14 0	77 71	12 21	12 7	0	26 14 0	77 71	15 21 	8 7 	0
Hispanic/Latino	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0
Am. Indian or Alaska Native Asian	0	=	=	=	=	0	=	=	=	=	0		=	=	=	0		=		_
Black or African American	0	-	-	-		0		-	-		0					0		-		-
Native Hawaiian/Pacific Islander White	0	=	_		_	0			_		0				=	0		-		
Two or More Races	0	_				0					0					0				_
No Information Provided	0					0					0					0				
Economically Yes Disadvantaged No		62	18	15	5	39 1	62	23	10	5	39 1	77	13	10	0	39 1	77	15	8	0
No Information Provided	40	60	18	18		0	60	25			40	75	4.5		0	40	75	40		
Title I, Part A Participants Nonparticipants	0	60	18	18	5	40	60	25	10	5	0	/5	15	10		0	/5	18	8	U
No Information Provided	0		_			0					0					0				
Migrant Yes	1	-	-	-		1					1					1		-		
No.	39	62	18	18	3	39	62	26	10	3	39	77	13	10	0	39	77	15	8	0
No Information Provided Limited English Current LEP	40	60	18	18		40	60	25	10	5	40	75	15	10		40	75	18		0
Proficient Non-LEP (Monitored 1st Year)	0					0					0					0				
Non-LEP (Monitored 2nd Year)	0		-			0					0					0				
Non-LEP (Monitored 3rd Year) Non-LEP (Monitored 4th Year)	0		-	-		0			=		0		=		=	0		-		
Non-LEP (Monitored 4th Year) Non-LEP (Post Monitoring)	0				_	0	=			_	0					0				_
Other Non-LEP	0	_	_			0					0					0				
No Information Provided	0					0					0					0				
Bilingual Participants Nonparticipants	40	60	18	18	5	40	60	25	10	5	40 0	75	15	10	0	40	75	18	8	0
No Information Provided	0				_	0			=		0					0				=
ESL Participants	0	-				0					0					0				
Nonparticipants	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0
No Information Provided Special Education Yes	5	80	20	0	0	5	100	0	0	0	5	100	0	0	0	5	100	0	0	0
No	35	57	17	20	6	35	54	29	11	6	35	71	17	11	0	35	71	20	9	0
No Information Provided Gifted/Talented Participants	2	-	-	-		2			-		2			-		2				
Nonparticipants No Information Provided	38	61	18	16	5	38	61	24	11	5	38	76	16	8	0	38	76	16	8	0
At-Risk Yes	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0
No No Information Provided	0	=	=	=	=	0		=	_		0			_	=	0		=		=
Years in One	39	59	18	18	5	39	59	26	10	5	39	74	15	10	0	39	74	18	8	0
U.S. Two	1	-	-	-		1			-		1			-		1				
Schools Three Four	0	_		-	=	0		_	-	-	0			_	=	0		_		_
Five	0	_				0					0					0				
Six or More	0	-	-			0					0			-		0				
No Information Provided	0					0					0					0				



Grade 2

Texas English Language Proficiency Assessment System Summary Report All Students

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ

		L	istenin	ıg	2041	ľ		Speakin	g		1	1.71	Reading	g				Writing		
				Number	Percent				Number					Number	Percent					Percent
Proficiency Levels		of Studen	ts Rated	35	73	Number (its Rated	35	73	Number of		ts Rated	35	73			nts Rated	44	
BEG = Beginning	Students	Absent		0	0	Students	Absent		0	0	Students	Absent		0	0	Not Rate	d: EC		4	8
	Not Rate	d: EC		0	0	Not Rate	d: EC		0	0	Not Rate	: ARD D	ecision	0	0	Not Rate	d: ARD D	Decision	0	0
INT = Intermediate	Not Rate	d: ARD D	ecision	0		Not Rate	d: ARD D	lecision	Ö		Other Stu			13		12 50 10 10				
ADV = Advanced		udents No		13	_	Other St.			13	27	Canal Can					ı				
ADV H = Advanced High				-											400		- 200		40	400
Abt II - Advanced riigii			Submitted					Submitted		100			Submitted					Submitted	48	
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
Male	18	0	50	22	28	18	50	50	0	0	18	61	22	11	6	23	57	35	4	4
Female	17	6	47	35	12	17	29	47	24	0	17	76	12	12	0	21	48	48	5	0
No Information Provided	0					0					0					0				
Hispanic/Latino	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
Am. Indian or Alaska Native	0					0		-			0					0				
Asian	0					0			:		0		:	;		o				
		-	-			- :		-								-		-	-	
Black or African American	0					0					0					0		-		
Native Hawaiian/Pacific Islander	0		-			0		-			0			-		0		-	-	
White	0		-			0					0					0		-	-	
Two or More Races	0					0					0					0				
No Information Provided	0					0					0					0				
Economically Yes	34	3	50	26	21	34	41	47	12	0	34	71	15	12	3	43	53	40	5	2
Disadvantaged	1					1					1					1				
No Information Provided	0					0					0					0				
Title I, Part A Participants	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
Nonparticipants	0					0					0					0				
No Information Provided	0					0					0					0				
Migrant Yes	1	-	-			1		-			1			-		2		-		
																			-	_
No.	34	3	50	26	21	34	38	50	12	0	34	68	18	12	3	42	50	43	5	2
No Information Provided	0					0					0					0				
Limited English Current LEP	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
Proficient Non-LEP (Monitored 1st Year)	0		-			0					0					0			-	
Non-LEP (Monitored 2nd Year)	0			-		0					0			-		0			-	
Non-LEP (Monitored 3rd Year)	0					0					0					0				
Non-LEP (Monitored 4th Year)	0					0					0					0				
Non-LEP (Post Monitoring)	0					0					0					0				
Other Non-LEP	0					0					0					0				
No Information Provided	0					0					0					0				
Bilingual Participants	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
Nonparticipants	0					0					0					0				
No Information Provided	0					0				77	0					0				
														-				-		
	0					0					0		47			0		-		
Nonparticipants	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
No Information Provided	0					0					0					0				
Special Education Yes	4		-	-		4		-			4			-		5	80	20	0	0
No	31	3	48	29	19	31	35	52	13	0	31	68	19	10	3	39	49	44	5	3
No Information Provided	0					0					0					0				
Gifted/Talented Participants	0					0					0					0			-	
Nonparticipants	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
No Information Provided	0					0					0					0				
At-Risk Yes	35	3	49	29	20	35	40	49	11	0	35	69	17	11	3	44	52	41	5	2
No	0		_			0					0					0		1 1		
No Information Provided	0					0					0					0				
Years in One	2		-			2					2					2		-		
U.S. Two	32	3	50	31	16	32	41	47	13	0	32	72	16	9	3	39	49	44	5	3
	77.00								;	17.00									70 70763	
Schools Three	1		-			1		-			1					3		-	-	
Four	0		-			0					0					0		-		
Five	0		-			0		-			0			-		0			-	
Six or More	0		-			0					0					0		-	-	
No Information Provided	0					0					0					0				

$2 \wedge 2 \perp$

TELPAS Texas English Language

Grade 2 Texas English Language Proficiency Assessment System

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ Summary Report All Students

		TELPAS	Compo	site Rati	na		١ ١	early P	roare	ss in TE	ELPAS	Comp	osite	Rating	
					Percent				- 3.0			3			
Proficiency Levels	Number of St	udents Rece	iving a					Students	Who	Students	Who	Students	Who	Students	e Whr
BEG = Beginning	Composite R	_		35	73	Score	0	Progre		Progres		Progre		Progre	
INT = Intermediate	Number of St		Receiving			l i	Matched ents	On		Two		Thre		At Leas	
ADV = Advanced	a Composite	Rating		13	27	ø	SE SE	Proficie		Proficie	ency	Profici	ency	Profici	ency
ADV = Advanced High						l e	N N	Leve	el	Leve	ls	Leve	els	Lev	el
ADV H - Advanced High	Total Docum			48	100	Average	# of Match Students							_	
	# Stdt	BEG	INT	ADV	ADV H	4	# (J)	#	%	#	%	#	%	#	%
All Students	35	29	63	9	0	1.9	2								_
Male	18	39	50	11	0	1.9	1	-		-			-		-
Female	17	18	76	6	0	1.9	1	-							-
No Information Provided	0						0								-
Hispanic/Latino	35	29	63	9	0	1.9	2								-
Am. Indian or Alaska Native	0						0								-
Asian	0			-			0								-
Black or African American	0						0								-
Native Hawaiian/Pacific Islander	0						0								-
White	0						0								-
Two or More Races	0						0								-
No Information Provided	0						0								-
	/es 34	29	62	9	0	1.9	2								-
Disadvantaged	No 1			-			0								-
No Information Providence	ded 0						0								_
Title I, Part A Participa	nts 35	29	63	9	0	1.9	2								-
Nonparticipa	nts 0						0								_
No Information Providence							0								-
	es 1						0								-
	No 34	26	65	9	0	1.9	2								_
No Information Providen							0								_
Limited English Current L		29	63	9	0	1.9	2								-
Proficient Non-LEP (Monitored 1st Ve	ar) 0						0								_
Proficient Non-LEP (Monitored 1st Ye Non-LEP (Monitored 2nd Ye	ar) 0						0								_
Non-LEP (Monitored 3rd Ye	ar) 0						0								_
Non-LEP (Monitored 4th Ye	ar) 0						ő								_
Non-LEP (Post Monitori							ő								
Other Non-L							ő								_
No Information Provide		-					0								
Bilingual Participa		29	63	9	0	1.9	2							- 10	_
Nonparticipa		29	03	9	0	1.8	0					-			
No Information Provid							0						100		
ESL Participa					-		0	-							
Nonparticipa Nonparticipa		29	63	9	0	1.9	2		-						
No Information Provid		29			U	1.8	0	-							
	es 4				-		0								
	No 31	23	71	6	0	1.9	2	0.00		0.000		37.00		0.00	
No Information Provide						1.9	0	-		_			-		-
Gifted/Talented Participa				-			0								
		29	63	9	0	1.9								0.0	
Nonparticipa No Information Provid		29		9			0	-							-
	ded 0 /es 35	29	63	9	0	1.9	2								-
	No 0			9				-					-		-
			-		-	-	0	-		-					-
No Information Provid				-											-
	ne 2			-			1	-		-					-
	wo 32	28	63	9	0	1.9	1	-							-
	ree 1			-			0	-							-
	our 0						0	-							-
	ive 0			-			0	-							-
Six or M							0	-							-
No Information Providence	ded 0						0								-

2021

TELPAS Texas English Language

Grade 2

Texas English Language Proficiency Assessment System

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ Summary Report All Students

			TELPAS	Compo	site Rati	na		\ \	early P	roare	ss in TE	LPAS	S Comp	osite	Rating	
						Percent				- 3. 4					29	
Proficiency Level	S	Number of Str Composite Ra		iving a	35	73	9	2660	Students		Students		Students		Students	
BEG = Beginning		Number of St		teceivina	33	13	Score	B	Progres		Progres		Progre		Progre At Leas	
INT = Intermediate	0	a Composite			13	27	S	to to	Proficie		Proficie		Profici		Profici	
ADV = Advanced						71000	ag	Ma	Leve		Leve		Leve		Lev	
ADV H = Advanced H	ligh	Total Docum			48	100	Averag	# of Matched Students								
		# Stdt	BEG	INT	ADV	ADV H	4		#	%	#	%	#	%	#	%
All Students		35	29	63	9	0	1.9	2								-
Male		18	39	50	11	0	1.9	1	-		-			-		-
Female		17	18	76	6	0	1.9	1 0	-		-			-		-
No Information Provided Hispanic/Latino		35	29	63	9	0	1.9	2								
Am. Indian or Alaska Nativ		0	29	63	9	0	1.9	0						_		
Asian	0	0						ő								
Black or African American		0						ő								
Native Hawaiian/Pacific Isla	ander	l ő						ő								
White		0						ő								
Two or More Races		o o						ő								_
No Information Provided		o						ő								
Economically	Yes	34	29	62	9	0	1.9	2								
Disadvantaged	No	1						0	-							
No Informa	ation Provided	0						0								
Title I, Part A	Participants 4 6 1	35	29	63	9	0	1.9	2								-
	onparticipants							0								
	ation Provided							0								
Migrant	Yes				-	-		0								
	No		26	65	9	0	1.9	2	-							-
	ation Provided				-			0								
Limited English	Current LEP	35	29	63	9	0	1.9	2								
Proficient Non-LEP (Monito Non-LEP (Monito	ored 1st Year)	0			-			0								
Non-LEP (Monito	rea 2nd Year)	0			-			0	-							
Non-LEP (Monito Non-LEP (Monito	orea 3ra Year)	0						0	-							
Non-LEP (Monito	st Monitoring)	0		-	-			0						-		-
	ther Non-LEP			_	-	-		0			-					-
	ation Provided							0								
Bilingual	Participants		29	63	9	0	1.9	2								
	onparticipants						1.0	0								
	ation Provided							ő								_
ESL	Participants							0								
	onparticipants		29	63	9	0	1.9	2								
No Informa	ation Provided							0								
Special Education	Yes	4						0								
	No		23	71	6	0	1.9	2								
	ation Provided							0								
Gifted/Talented	Participants 4 6 1				-			0								
	onparticipants		29	63	9	0	1.9	2	-							
	ation Provided							0								
At-Risk	Yes		29	63	9	0	1.9	2	-		-					-
Ma 1-5-	No			-	-	-	-	0	-		-					-
	ation Provided							0								
Years in	One	_						1	-		-					
U.S. Schools	Two		28	63	9	0	1.9	1	-		-					-
SCHOOLS	Three	1 0		-	-	-		0	-		-					
	Four Five	0		-	-			0	-		-					-
	Six or More	_			-	-			-		-					
No Inform	SIX or More ation Provided					-		0	-					-		-
NO Informa	auon Provided	U U						U								

Texas English Language Proficiency Assessment System Summary Report All Students Grade 3

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ

Proficiency Assessment System Callipus.	DAN	EL RAWI	112													Date of 1	esung.	SERING	2021	
		L	istenin				,	Speakin	-				Reading					Writing		
					Percent				Number						Percent					Percent
Proficiency Levels		of Student	ts Rated	30				nts Rated	30			of Studen	ts Rated	30			of Studen	ts Rated	43	
BEG = Beginning	Students Not Rate			0		Students Not Rate			0		Students Not Pate	Absent d: ARD D	ecision	0		Not Rate	d: EC d: ARD D	locision	2	
INT = Intermediate		d: ARD D	ecision	0		Not Rate		ecision	0			udents No		15		Not reate	d: ARD D	ecision	U	
ADV = Advanced		udents No		15		Other St.			15		Outer St	udelita No	rateu	13	33					
ADV H = Advanced High		cuments 9		45				Submitted	45		Total Do	cumonte (Submitted	45	100	Total Do	oumants (Submitted	45	100
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	30	0	20	37	43	30	23	53	23	0	30	30	33	13	23	43	21	53	19	7
Male	11	0	36	18	45	11	27	64	9	0	11	36	45	9	9	17	18	59	12	12
Female	19	0	11	47	42	19	21	47	32	0	19	26	26	16	32	26	23	50	23	4
No Information Provided	0					0					0					0				
Hispanic/Latino	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Am. Indian or Alaska Native	0	-	-			0					0					0		-		
Asian	0		-			0					0					0		-		-
Black or African American Native Hawaiian/Pacific Islander	0	_	-		-	0		-	-		0			-	-	0	-	-	-	-
White	0		_			0			_	_	0			-	_	0		=		_
Two or More Races	0					0					0					0				
No Information Provided	2					2					2					2				
Economically Yes	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	40	20	55	18	8
Disadvantaged No	0	_				0					0					1				
No Information Provided	2					2					2					2				-
Title I, Part A Participants	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Nonparticipants	0		-			0					0					0				
No Information Provided	2					2					2					2				
Migrant Yes	0					0					0					0		-		-
No.	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
No Information Provided	2					2					2					2				
Limited English Current LEP	30	0	20	37	43	30	23	53	23	0	30	30	33	13	23	43	21	53	19	7
Proficient Non-LEP (Monitored 1st Year) Non-LEP (Monitored 2nd Year)	0	-	-		-	0					0			-		0	-	-		-
Non-LEP (Monitored 2nd Year)	0	_	_			0			_		0			-	_	0		=	-	_
Non-LEP (Monitored 4th Year)	0					0					0					0				
Non-LEP (Post Monitoring)	0					0					0					0				
Other Non-LEP	0					0					0					o				
No Information Provided	0					0					0					0				
Bilingual Participants	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Nonparticipants	0					0					0					0				
No Information Provided	2					2					2					2				
ESL Participants	0					0					0					0				
Nonparticipants	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
No Information Provided	2					2					2					2				
Special Education Yes	3	-	-			3					3					4		-		-
No Information Provided	25	0	16	36	48	25	20	56	24	0	25	28	32	16	24	37	16	57	19	8
No Information Provided Gifted/Talented Participants	2		_			2		-			2				=	3		-		-
Nonparticipants	26	0	23	38	38	26	23	58	19	0	26	31	38	15	15	38	21	58	16	5
No Information Provided	20	0	23	30	30	20	23	30	19		20	31	30	15	13	2	21	30	10	5
At-Risk Yes	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
No No	0	-			45	0		37			0	28		14		0				
No Information Provided	2					2					2					2				
Years in One	1					1					1					3		-		-
U.S. Two	3					3					3					3				
Schools Three	23	0	4	43	52	23	17	57	26	0	23	22	30	17	30	34	15	56	21	9
Four	3					3					3					3				
Five	0					0					0					0				
Six or More	0		-			0					0					0		-		-
No Information Provided	0					0					0					0				



Grade 3

Texas English Language Proficiency Assessment System Summary Report All Students

	108-909 PHAF 116 DANIEL F		UAN-					Stude		ort						Report Date: JULY 202 Date of Testing: SPRING 2
		TELPAS	Compo	site Rati			,	Yearly P	rogre	ss in TE	LPAS	Comp	osite	Rating		1
Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced ADV H = Advanced High	Number of Stu Composite Ra Number of Stu a Composite F	iting idents Not f Rating	Receiving	30 15	Percent 67 33	Average Score	# of Matched Students	Students Progres One Proficie	ssed ency	Students Progres Two Proficie Level	sed ncy	Students Progres Thre Proficie	ssed e ency	Students Progre At Leas Proficion	ssed at One ency	
ADV II - Advanced High	# Stdt	BEG	INT	ADV	ADV H	N N	# of	#	%	#	%	#	%	#	%	-
All Students	30	10	50	27	13	2.4	2									1
Male	11	9	73	9	9	2.2	0									1
emale	19	11	37	37	16	2.6	2	-								1
No Information Provided	0						0									1
Hispanic/Latino	28	7	54	29	11	2.4	2									1
Am. Indian or Alaska Native	0						0									
Asian	0			-			0									1
Black or African American	0						0									
Native Hawaiian/Pacific Islander	0						0									1
White	0			_			0									
Two or More Races	0						0									
No Information Provided	2						o o									
Economically Yes		7	54	29	11	2.4	2									1
Disadvantaged No							0									1
No Information Provided							0									1
Fitle I, Part A Participants		7	54	29	11	2.4	2	-								1
Nonparticipants			34	28		2.4	0									
No Information Provided			_	-			0								-	
Migrant Yes			-				0									1
		7	1	1				-		1						4
No Information Described			54	29	11	2.4	2	-							-	4
No Information Provided Limited English Current LEP		40		07	40	2.4	0								-	4
Limited English Current LEP	30	10	50	27	13	2.4	2	-		-			-		-	
Proficient Non-LEP (Monitored 1st Year) Non-LEP (Monitored 2nd Year)	0		-	-			0	-							-	
Non-LEP (Monitored 2nd Year)	0		-	-			0			-						
Non-LEP (Monitored 3rd Year)			-	-			0	_							-	
Non-LEP (Monitored 4th Year)			-	-			0									
Non-LEP (Post Monitoring)			-	-	-		0	-							-	
Other Non-LEP			-	-			0	-							-	
No Information Provided							0									4
Bilingual Participants		7	54	29	11	2.4	2	-							-	1
Nonparticipants			-	-			0	-								1
No Information Provided							0									4
ESL Participants				-			0									
Nonparticipants		7	54	29	11	2.4	2	-								1
No Information Provided							0									1
Special Education Yes				-	-		0									1
No		4	52	32	12	2.5	2								-	1
No Information Provided							0									1
Gifted/Talented Participants							0									1
Nonparticipants		8	58	27	8	2.4	2									
No Information Provided	2						0									_
At-Risk Yes		7	54	29	11	2.4	2									1
No	0			_			0	-								1
No Information Provided	2		-	-			0									1
Years in One							0									1
J.S. Two							1 1									1
Schools Three		4	48	30	17	2.6	1									
Four							0									1
Five				_			0									
Six or More							0									1
No Information Provided						-	0									
INO IIIIOITTIALIOIT FTOVIGED	U						U					:				_



Grade 4

Texas English Language Proficiency Assessment System Summary Report All Students

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ

Not Ranked EAR Decision ADV	Transactory resessment system Sumpus.	10 27 1141															T T	osting.	OF IGNO	LUZI	
Proficiency Lavels BEG = Beginning INT = Intermediate BEG = Beginning INT = Intermediate Beginning INT = Intermediate AV = Advanced AV = Adv			L	istenin				,	Speakin		20.00			Reading					Writing		
Bot	Definition of the last		- 6.06 - 4										-101-1	- D-4 -				- 601 -			
Nor Rasel = Deginning But	Proficiency Levels			ts Rated					its Rated					ts Rated					ts Rated		
Note Part Intermediate ADV #Avanced High ADV ADV ADV ADV #Avanced High ADV ADV ADV ADV #Avanced High ADV A														ecision					ecision		
ADV = Advanced High ADV = Advanced High ADV = Advanced High First Section Stortment Submitted & 8 100 Test Decuments Submitted	INT = Intermediate			ecision					ecision								INOL INDIC	u. AND D	GCISION	U	U
ADV H = Advanced High Fistic BEG NT ADV ADV H # Stot BEG NT ADV ADV ADV H # Stot BEG NT ADV ADV H # St	ADV = Advanced									-						- 00	i .				
# Stort BEG INT ADV ADV # Stort ADV ADV ADV # Stort ADV ADV ADV # Stort ADV AD	ADV H = Advanced High	Total Do	cuments S	Submitted			Total Do	cuments	Submitted			Total Do	cuments :	Submitted	48	100	Total Do	cuments !	Submitted	48	100
Male Francis 11 0 55 18 27 11 18 55 27 0 11 0 55 36 9 16 19 50 25 25 25 26 10 10 10 10 10 10 10 1		# Stdt	BEG	INT			# Stdt	BEG	INT	ADV		_			ADV	ADV H					ADV H
Female 13 38 8 38 15 13 8 69 22 0 13 15 38 15 31 28 14 36 25 25 25 21 24 13 63 25 0 24 8 46 25 21 43 16 40 26 19 18 18 18 18 18 18 18	All Students	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18
No Information Provided 0	Male										0										6
Hispanic Latino			38	8	38	15		8	69	23	0		15	38	15	31		14	36	25	25
Ami. Indian or Alaska Native Askain A																					
Asian American American													1	1							
Black or African American Alaxive Hawaiian/Pacific Islander 0			_						-									_		-	
No information Provided No information Provid		_			-	;	_				-	_		-	-	-					
White Very or More Races O		_										_									
Two or More Races 0	White					1					1		1	1			1				
No Information Provided 0	Two or More Races	_		_			0					0					0				
Disadvantaged No Information Provided O	No Information Provided	0					0					0					0				
Title Part A Participants 24 21 29 29 21 24 13 63 25 0 24 8 46 25 21 44 16 41 25 18 25 18 25 25 25 25 25 25 25 2	Economically Yes	23	22	30	26	22	23	13	65	22	0	23	9	48	26	17	43	16	42	26	16
Title I, Part A Participants 24 21 29 29 21 24 13 63 25 0 24 8 46 25 21 44 16 41 25 18 Nonparticipants 0				-								1				-					-
Nonparticipants O																					
No Information Provided 0																					
Migrant Yes 0							_					_				-					
No Information Provided No Information P		_				1	_				1	_				-					-
No Information Provided														46	25			16	4		18
Proficient Non-LEP (Monitored 1st Year)																					
Non-LEP (Monitored 2nd Year) 0		24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18
Non-LEP (Monitored 4th Year) 0				_																	
Non-LEP (Montlored 4th Year) 0									-												-
Non-LEP (Post Monitoring)							_					_		1		-					
Other Non-LEP O						1						_					_				
No Information Provided O							-		-			_				-	_	-			
Bilinate Participants 24 21 29 29 21 24 13 63 25 0 24 8 46 25 21 44 16 41 25 18					-		_										-				
No Information Provided O			21	29	29	21		13	63	25	0		8	46	25	21		16	41	25	18
ESL Participants 0 0 0 0 0 0 0						1							1 11 11 11	1	1 7 7 7 7						
Nonparticipants No Information Provided O	No Information Provided	0					0					0					0				
No Information Provided 0	ESL Participants												•	•							
Special Education Yes 3					29	21		13	63	25	1			46	25	21		16	41	25	18
No Information Provided						-	_							-					_	_	
No Information Provided						1								1	4	24		8			
Gifted/Talented Participants 0			19		29	1		14	62		1		5	43	29	24		13	40	28	
Nonparticipants 24 21 29 29 21 24 13 63 25 0 24 8 46 25 21 44 16 41 25 18				_		+	_				+	_				-					
No Information Provided 0						1								1		-				1	18
No Information Provided 0 0 0 0 0															1						
No Information Provided 0		24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18
Years in U.S. One Two 2 2 2 2 2 3																					_
U.S. Two 2 2 2 2 3 Schools Three 2 2 2 2 3 Schools Four 13 15 31 38 15 13 8 46 46 0 13 8 38 38 15 30 10 43 27 20 Five 6 0 33 17 50 6 17 83 0 0 6 0 50 17 33 5 0 40 60 0 Six or More 0 0 0 0 0				-							-	0									-
Schools Three 2 2 2 2 3 3 Four 13 15 31 38 15 13 8 46 46 0 13 8 38 38 15 30 10 43 27 20 Five 6 0 33 17 50 6 17 83 0 0 6 0 50 17 33 5 0 40 60 0 Six or More 0 0 0 0 0 0 0 0 0						1						1		1							
Four 13 15 31 38 15 13 8 46 46 0 13 8 38 38 15 30 10 43 27 20 Five 6 0 33 17 50 6 17 83 0 0 6 0 50 17 33 5 0 40 60 0 Six or More 0												_						-			
Five 6 0 33 17 50 6 17 83 0 0 6 0 50 17 33 5 0 40 60 0 Six or More 0 0 0 0 0																		-		-	
Six or More 0 0 0 0 0								_													
		_				1	_					_		30	17			-			
		_										_									



Texas English Language Proficiency Assessment System Summary Report All Students Grade 4

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ

		TELDAC	C	oite Deti				/aarbi D		on in Ti	TI DAG		!4-	Dating	
		TELPAS	Compo			_	,	early P	rogre	SS IN II	ELPA	Comp	osite	Rating	
Deeffelen ou Levele	Number of C	tudents Receiv		Number	Percent			1155000 00		1337777 88		20 9000		120000	
Proficiency Levels	Composite R		ving a	23	48	ø		Students		Students		Students		Students	
BEG = Beginning		tudents Not Re	irina	23	40	ō	8	Progres		Progre		Progre		Progres	
INT = Intermediate	a Composite		eceiving	25	52	ŭ	5 00	One		Twe		Thre		At Leas	
ADV = Advanced	a composite	reading		25	32	e d	nts at	Proficie		Proficie		Profici		Proficie	
ADV H = Advanced High	Total Dogge	nents Submitte	ad .	48	100	e e	≥ 8	Leve	BI	Leve	IIS	Leve	HS	Lew	eı
	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	#	%	#	%	#	%	#	%
All Students	23	9	43	39	9	2.5	1								-
Male	10	0	50	40	10	2.5	0								_
Female	13	15	38	38	8	2.5	1								_
No Information Provided	0			_			0								_
Hispanic/Latino	23	9	43	39	9	2.5	1								_
Am. Indian or Alaska Native	0						0								_
Asian	0						ő								_
Black or African American	0						0								_
Native Hawaiian/Pacific Islander	0						0	-							_
White	0						0								_
Two or More Races	0						0								_
No Information Provided	0						0								_
Economically	Yes 22	9	45	41	5	2.4	1								-
Disadvantaged	No 1						0								
No Information Prov	vided 0						0								
Title I, Part A Particip		9	43	39	9	2.5	1								
Nonparticip							o								
No Information Prov							0								
Migrant	Yes 0						0						·		
migrant.	No 23	9	43	39	9	2.5	1								_
No Information Prov							0								
Limited English Current		9	43	39	9	2.5	1								_
Proficient Non-LEP (Monitored 1st)							0								
Non-LEP (Monitored 2nd)							0								_
Non-LEP (Monitored 3rd)	Year) 0						0								_
Non-LEP (Monitored 4th)	rear) 0						0								_
Non-LEP (Post Monito							0								_
Other Non-							0								_
No Information Prov							0								_
Bilingual Particip		9	43	39	9	2.5	1								_
Nonparticio							i i								_
No Information Prov							Ö								_
ESL Particip							0								
Nonparticip		9	43	39	9	2.5	1								_
No Information Prov							0								_
Special Education	Yes 3						0								
	No 20	5	40	45	10	2.6	1								_
No Information Prov							o								_
Gifted/Talented Particip							0							-	_
Nonparticip		9	43	39	9	2.5	1								_
No Information Prov							Ö								
At-Risk	Yes 23	9	43	39	9	2.5	1								_
	No 0						0								
No Information Prov							0								_
Years in	One 1						0								
U.S.	Two 2						ő								_
	hree 2						1								_
	Four 13	8	46	31	15	2.5	o								_
	Five 5	0	20	80	0	2.8	ő								_
							0								
Six or I	More 0			1											

District: 108-909 PHARR-SAN JUAN-

Campus: 116 DANIEL RAMIREZ

TELPAS Texas English Language Restrictors of the same of States

Grade 5

Texas English Language Proficiency Assessment System

Summary Report All Students

Proficiency Assessment System Gallipus.	TO DANIEL RAWINEZ								11	Date or Testing: SPRING 2021										
		L	istenin				5	Speakin				F	Reading					Writing		
		822578		Number		13,977,020	12000	1000		Percent	27 22 -	9537385			Percent		122778			Percent
Proficiency Levels		of Studen	ts Rated	20			of Studen	ts Rated	20			of Student	s Rated	20			of Student	ts Rated	43	
BEG = Beginning	Students Not Rate			0		Students Not Rate			0		Students Not Pate	d: ARD D	neisian	0	-	Not Rate	d: EC	ocicion	1 0	-
INT = Intermediate		ed: ARD D	ecision	0			d: ARD D	ecision	0			dents No		24		NOL Rate	u. ARD D	ecision	U	U
ADV = Advanced		udents No		24		1	udents No		24		Outer ou	Journa 140	ridiod	-	- 55					
ADV H = Advanced High			Submitted	44				Submitted			Total Do	cuments S	Submitted	44	100	Total Do	cuments !	Submitted	44	100
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
Male	10	0	30	40	30	10	30	40	30	0	10	0	30	50	20	19	11	47	37	5
Female	10	0	60	20	20	10	0	50	50	0	10	0	20	40	40	24	8	21	58	13
No Information Provided	0					0					0					0				
Hispanic/Latino	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
Am. Indian or Alaska Native	0	-				0					0					0				
Asian	0	-				0					0			-		0		-		
Black or African American Native Hawaiian/Pacific Islander	0	-	-		-	0					0			-	-	0	-		-	-
White	0		_	-	=	0	=				0			_	_	0				_
Two or More Races	0					0					0					0				
No Information Provided	0	_				0					0					0				
Economically Yes	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	42	10	33	48	10
Disadvantaged No.	0		_			0					0					1				
No Information Provided	0		-			0					0					0				
Title I, Part A Participants	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
Nonparticipants	0	-				0					0			-		0				
No Information Provided Migrant Yes	1	-			-	0					0			-		0				
Migrant 765 No	19	0	42	32	26	19	16	42	42	0	19	0	26	42	32	42	10	31	50	10
No Information Provided	0	_				0					0					0				
Limited English Current LEP	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
Proficient Non-LEP (Monitored 1st Year)	0	-				0					0					0				
Non-LEP (Monitored 2nd Year)	0	-			-	0					0			-		0				
Non-LEP (Monitored 3rd Year)	0	-	-		-	0					0			-	-	0	-		-	_
Non-LEP (Monitored 4th Year)	0	_	-			0					0			-		0	-			
Non-LEP (Post Monitoring) Other Non-LEP	0	_	_		=	0			-		0		_	_	-	0	_	_	-	
No Information Provided	0					0					0					0				
Bilingual Participants	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
Nonparticipants	0	_			-	0					0					0				
No Information Provided	0					0					0					0				
ESL Participants	0	-			-	0					0			-		0				
Nonparticipants	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
No Information Provided Special Education Yes	0					0					0			-		5	40	60	0	0
Special Education Yes No	16	0	44	25	31	16	13	38	50	0	4 16	0	19	44	38	38	40 5	29	55	11
No Information Provided		-	-44	25	31	0	13	30	30		0		19	44	38	0	5	29	55	111
Gifted/Talented Participants	0					0					0					1				
Nonparticipants	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	42	10	33	50	7
No Information Provided	0					0					0					0				
At-Risk Yes	20	0	45	30	25	20	15	45	40	0	20	0	25	45	30	43	9	33	49	9
No.	0	-	-		-	0		-			0			-	-	0	-	-		-
No Information Provided Years in One	0					0					0					0				
Years in One U.S. Two	0					0					0					0				
Schools Three	0					0					0					1				
Four	3					3					3					3				
Five	16	0	44	25	31	16	13	38	50	0	16	0	25	44	31	38	8	29	53	11
Six or More	1	-	-		-	1					1					1				
No Information Provided	0	-				0					0					0				

Comprehensive Needs Assessment 2021-2022

TELPAS Texas English Language Proficiency Assessment System

Grade 5

Texas English Language Proficiency Assessment System Summary Report

District: 108-909 PHARR-SAN JUAN-Campus: 116 DANIEL RAMIREZ All Students

		TELPAS	Compo	site Rati	ng		Yearly Progress in TELPAS Composite Rating								
					Percent										
Proficiency Levels	Number of Sto		iving a			_		Students	Who	Students	Who	Students	Who	Students	Who
BEG = Beginning	Composite Ra			20	45	Score	70	Progres	ssed	Progre	ssed	Progres	ssed	Progre	ssed
INT = Intermediate	Number of Stu		teceiving			ı ğ	2	One		Twe		Thre		At Leas	
ADV = Advanced	a Composite	Rating		24	55	Φ.	ts ts	Proficie	ency	Proficie	ency	Proficie	ency	Profici	ency
						ge	Matched	Leve	el	Leve	ls	Leve	ls	Lev	el
ADV H = Advanced High	Total Docume			44	100	Average	# of Match Students			-					
a succession of the succession	# Stdt	BEG	INT	ADV	ADV H	4	#± (7)	#	%	#	%	#	%	#	%
All Students	20	0	40	45	15	2.7	0								
Male	10	0	50	40	10	2.6	0	-							
Female	10	0	30	50	20	2.8	0								
No Information Provided	0						0								
Hispanic/Latino	20	0	40	45	15	2.7	0	-							
Am. Indian or Alaska Native	0						0								
Asian	0						0								
Black or African American	0						0								
Native Hawaiian/Pacific Islander	0						0								
White	0						0								
Two or More Races	0						o								
No Information Provided	0						0								
Economically Yes		0	40	45	15	2.7	0								
Disadvantaged No			40	45		2.7	0								
No Information Provided						-	0								-
Title I, Part A Participants		0	40	45	15	2.7	0								
		-					0								
Nonparticipants				-									-		-
No Information Provided							0								
Migrant Yes							0	-					-		
No		0	37	47	16	2.7	0	-					-		-
No Information Provided							0								
Limited English Current LEP		0	40	45	15	2.7	0						-		
Proficient Non-LEP (Monitored 1st Year)	0						0								
Non-LEP (Monitored 2nd Year)	0						0	-							
Non-LEP (Monitored 3rd Year)							0	-					-		
Non-LEP (Monitored 4th Year)							0								
Non-LEP (Post Monitoring)							0								-
Other Non-LEP							0						-		
No Information Provided	0						0								
Bilingual Participants	20	0	40	45	15	2.7	0								
Nonparticipants							0								
No Information Provided							ő								
ESL Participants				-			0								
Nonparticipants		0	40	45	15	2.7	0								
No Information Provided							0			- 1					_
Special Education Yes							0								
No No		0	31	50	19	2.8	0								
No Information Provided			1	50		2.0	0	-							-
Gifted/Talented Participants							0								
				1				-		-			_		-
Nonparticipants		0	40	45	15	2.7	0	-							-
No Information Provided			40	45	45	0.7	0								
At-Risk Yes		0	40	45	15	2.7	0	-					-	-	-
No.				-			0	-					-		
No Information Provided							0								
Years in One					-		0	-							
U.S. Two							0								
Schools Three				-			0								
Four							0								
Five	16	0	38	44	19	2.8	0								
Six or More	1						0								
No Information Provided	0						0								

Goals Objectives Strategies Action Plans

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Daniel Ramirez Elementary 2020-2021 CIP

GOAL AREA 1: Improve Student Academic Achievement

Goal Area: 1 Impro	ve Student Academic Achiev	rement					
Annual Goal:1 All ide	ntified student groups in the	student academic achieveme	nt domain will meet 7	70% of the indicators in the Acade	emic Achievement component by June	2022	
Objective:1 All ide	ntified student groups in the	student academic achieveme	nt domain will be mo	nitored to ensure that at least 70°	% of the indicators in the Academic Ac	hievement componet are m	et
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
	Principal Assistant Principal Teachers	District Curriculum Istation Imagine Math Unique Read Well Read Write STAAR Releases CBAs	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	DMAC Data Reports Progress Monitoring Walk-Throughs Lesson Plans TPRI/Tejas LEE/ TX-KEA Circle Student Work	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C)
Action Steps							

- 1) Use ongoing district built formative and summative assessments by grade level. (e.g., weekly, unit, CBA, BM I & II, Practice Listening & Speaking Sets)
- 2) Use assessment data to drive intervention plans and build intervention time into the day at every level.
- 3) Provide instruction and interventions that are directly related to student's needs as demonstrated by data (e.g., enrichment classes & camps, tutorials, extended learning time, academies, summer school)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
	Assistant Principal Teachers	Istation Imagine Math Unique Read Well Read Write	Oct. 2021 Nov. 2021 Jan. 2022 March 2022	Walk-Throughs Lesson Plans Student Work	1	CBA/BM STAAR TELPAS STAR Diagnostic	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional
		STAAR Releases CBAs	April 2022 June 2022		fluency report.	TPRI/Tejas LEE TX KEA Circle	development (A,B,C)

- 1) Re-establish priorites based on data and identify student needs as needed
- 2) Use program systems to provide efficient and effective feedback within timelines to monitor progress
- 3) Provide equitable resources on a timely manner to ensure student success

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technology resources	Principal	MyON	Aug. 2021	ISTATION Reports	Increase academic	Weekly Tests	Comprehensive Needs Assessment
to facilitate reading development and	Assistant Principal	Istation Imagine	Oct. 2021	Imagine Math Reports	performance of all student groups	CBA/BM	(A,B,C), Reform strategies (A,B,C), Integration of
differentiate student learning	Teachers	Math Unique	Nov. 2021	Progress Monitoring Walk-	in all BM, STAAR tested subjects,	STAAR	Federal, State, & Local Services (A,B,C), Teacher
	CLL	Read Well Read	Jan. 2022	Throughs Lesson Plans	TPRI/Tejas Lee/TX KEA and Circle	TELPAS	decision-making regarding assessments (A,B,C),
		Write	March 2022	Student Work	(BOY/MOY/EOY), report card,	STAR Diagnostic	high quality and ongoing professional
		Student Technology	April 2022	Grading Book	fluency report.	TPRI/Tejas LEE TX	development (A,B,C), effective and timely
		Devices District-	June 2022			KEA	assistance to students experiencing
						Circle	
Acrian Stans							

- Acrion Ste
- 1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Voyager, Learning Ally, Sounds Sensible and myON) to facilitate reading development for student groups
- 2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
- 3) Ensure that campus schedules allow for instructional time for program implementation

GOAL AREA 1: Improve Student Academic Achievement

Goal Area 1:	Improve Student Acader	mic Achievement					
Annual Goal 2:	4th and 5th grade will in	ncrease meets and masters in the a	area of Reading by 10	0% by June 2022			
Objective 2:	Implement a curriculum	that will provide all students the	opportunity to succe	ssfully increase meets and master	rs in the area of Reading by 10% by June	e 2022	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement extended day intervention and Saturday intervention academies.	Principal Assistant Principal Teachers CLL	MyON Istation Imagine Math Unique Read Well Read Write Student Technology Devices District- approved platforms (GC, Class DOJO, G	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	ISTATION Reports Imagine Math Reports Progress Monitoring Lesson Plans Student Rosters Grading Book Time Sheets	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C)
Action Steps							

- 1) Use teacher aides to reinforce instruction (PK-5th) and teachers provide small group instruction.
- 2) Allocate funds to pay teachers/interventionists.
- 3) Purchase research-based supplemental resources aligned to the TEKS (e.g. Forde Ferrier, STAAR Master, Motivational Reading, Kamico, Accelerated Reader, Galaxy, Sciencesaurus, K12 Summit)
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide researched-based professional development for	Principal Assistant Principal CLL	l '	Aug. 2021 Oct. 2021	McREL/Walkthroughs Progress Monitoring Lesson	Increase academic performance of all student groups	Weekly Tests CBA/BM	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of
teachers.			Nov. 2021 Jan. 2022	Plans Teacher/Administrator Conferences	in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle	STAAR TELPAS	Federal, State, & Local Services (A,B,C), high quality and ongoing professional development
		TELPAS	March 2022 April 2022			TPRI/Tejas LEE	(A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C),
		Curriculum PD Hoonuit Learning Pathways	June 2022		achievement gap among student groups		instruction by highly qualified teachers (A,B,C)
Action Stone							

- Action Ste
- 1) Provide professional development through district approved consultants.
- 2) Teachers will attend research-based trainings and conferences at the local and state level.
- 3) Provide coaching, modeling, learning walks, and trainings by CLL through research-based strategies.
- 4) Provide technology training for teachers and instructional aides to meet the needs of the students.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
1	Principal Assistant Principal Teachers CLL CIT	COWS Student devices	Nov. 2021	Plans Teacher/Administrator	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle	CBA/BM STAAR	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development
	Lab Manager	Computer Labs	March 2022 April 2022 June 2022	Imagine Math reports	' '	TPRI/Tejas LEE	(A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

- Acrion Ste
- 1) Utilize budget to purchase research-based software and hardware to supplement PreK through 5th grade curriculum (Chromebooks, IPADS, Laptops, Smart TVs, Promethean boards, printers, ink, COWS, tablets, hotspots, headphones, earpiece, blue light glasses).
- 2) Conduct a needs assessment for technology and trainings.
- Integrate technology TEKS in the curriculum.

GOAL AREA 1: Improve Student Academic Achievement

Goal Area 1:	Improve Student Academ	ic Achievement					
Annual Goal 3:	Students from K through 5	5th will meet 70% of the exp	ected EOY oral reading	fluency norms and students from	PK will meet 70% of the expected lett	er/sound recognition no	rms by June
Objective 3:	By June 2022 students in	PK-5th will meet 70% of the	expected reading norm	ns.			
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a campus timeline to track and monitor progress at all grade levels. (BOY/MOY/EOY)	Principal Assistant Principal Teachers CLL	DMAC reports TPRI/Tejas LEE TX KEA Circle TELPAS STAAR Release Data District Curriculum	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Student Progress Reports	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps Action Steps							

2) Communicate and share with parents goals and expectations for norms through trainings.

Use fluency lessons provided in district reading curriculum.

4) Provide students with hear myself sound phones to increase auditory feedback and improve fluency.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Classroom teachers will maintain	Principal	TPRI/Tejas LEE	Aug. 2021	McREL/Walkthroughs	Increase academic	Weekly Tests	Comprehensive Needs Assessment
a fluency progress monitoring record	Assistant Principal	TXKEA	Oct. 2021	Progress Monitoring Lesson	performance of all student groups	CBA/BM	(A,B,C), Reform strategies (A,B,C), Integration of
or letter/sound recognition record that	Teachers	Circle	Nov. 2021	Plans Teacher/Administrator	in all BM, STAAR tested subjects,	STAAR	Federal, State, & Local Services (A,B,C), high
includes rate, accuracy, prosody, and	CLL	TELPAS	Jan. 2022	Conferences Student	TPRI/Tejas Lee/TX KEA and Circle	TELPAS	quality and ongoing professional development
comprehension.		District Curriculum	March 2022	Fluency Checks	(BOY/MOY/EOY), report card,	TPRI/Tejas LEE	(A,B,C), effective and timely assistance to
			April 2022	(BOY/MOY/EOY)	fluency report. Closing the	Circle	students experiencing difficulty (A,B,C),
			June 2022		achievement gap among student	TX KEA	instruction by highly qualified teachers (A,B,C)
					groups		

Action Steps

1)Provide teachers with Fluency Progress Monitoring form (measures rate, accuracy, prosody, comprehension).

2) Review Fluency Progress Monitoring form during grade level meetings or TCLC meetings with campus administration.

3) Teacher / parent or student conference sharing fluency growth

Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Incentives / Programs / reward systems by six weeks	Principal Assistant Principal Teachers Grade Level Chairs	Principals Report - A & B Honor Roll Report Cards AR Reports Istation Reports Imagine Math Reports	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Calendar Assembly Six Weeks Awards Assemblies AR Recognition	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C)
ActionSteps							

1) Schedule dates for assemblies with Grade levels / Librarian / PE / Music

2) Purchase incentives/snacks from district approved vendors

GOAL AREA 2: Closing the Gap

Goal Area 2:	Closing the Gap
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2022
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic achievement component are met by June

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress weekly and drive interventions (Reg. Ed (RTI/504), SpEd, GT, Migrant, Dyslexia, ELs, EPs)	Principal Assistant Principal Teachers CLL Counselor	TPRI/Tejas LEE TXKEA Circle TELPAS District Curriculum Fluency Checks STAAR Release Data CBA/BM Weekly Assessment ISTATION/Imagine Math Student Observation Data	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	McREL/Walkthroughs Progress Monitoring Data Lesson Plans Teacher/Administrator Conferences Grade Book Student Work Samples	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) and use the data to drive intervention plans and build intervention time.
- 2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3) Purchase all the resources needed to support and provide intervention services. (Herman Method Kit A&B, Esperanza program, sound sensible, research-based software programs, intervention resources)
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes & camps, tutorials, extended learning time, academies, summer school)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Improve student attendance to meet daily district goal of 97.5%.	Principal Assistant Principal Teachers Parent Educator Counselor	PEIMS- Daily Attendace Rep. Student incentives Social media ARP	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Daily classroom attendance records End of day attendance recognition PEIMS-Daily Attendance Reports Perfect Attendance Recognition	in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card,	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
ActionSteps							

- 1) Recognize students with perfect attendance every six weeks. (e.g., awards assemblies, student raffles, restaurant/store/local businesses gift cards (district approved), prizes (local and catalog district approved vendors, social media, school announcements).
- 2) Daily personal and automated calls to parents, including home visits, at district and campus level.
- 3) Provide training to parents on attendance state regulations and requirements. (State Compulsory Law -TEC 25.092)
- 4) Clasroom teachers will implement an incentive program for their classroom to promote daily attendance. (sticker chart, class raffles, verbal student recognition)

GOAL AREA 2: Closing the Gap

Goal Area 2:	Closing the Gap						
Annual Goal 1:	All identified student grou	ps in the Closing the Gap domair	n will meet 70% of the	e indicators in the Academic Achi	evement component by June 2022		
Objective 1:	All identified student grou	ps in the Closing the Gaps doma	in will be monitored v	veekly to ensure that at least 70%	6 of the indicators in the Academic a		e met by June 2021.
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a parental	Principal	Funds for refreshments	Aug. 2021	Sign-in sheets	Increase academic	Weekly Tests	Comprehensive Needs Assessment
involvement program that will	Assistant Principal	PAC meeting calendar	Oct. 2021	Recorded virtual meetings	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),
provide a home-school	Teachers	Social media	Nov. 2021	PAC	groups in all BM, STAAR	STAAR	Integration of Federal, State, & Local
connection to ensure academic	Parent Educator	Local community/district	Jan. 2022	meeting agenda	tested subjects, TPRI/Tejas	TELPAS	Services (A,B,C), high quality and ongoing
success.	Counselor	speakers	March 2022	Parent feedback/survey	Lee/TX KEA and Circle	TPRI/Tejas LEE	professional development (A,B,C),
			April 2022	Meeting advertisements	(BOY/MOY/EOY), report card,	Circle	effective and timely assistance to students
			June 2022	Social media	fluency report. Closing the	TX KEA	experiencing difficulty (A,B,C), strategies
					achievement gap among		to increase parental involvement (A,C,D)
					student groups		
Acrion Steps							

- 1) Conduct meet the teacher night, curriculum night, TELPAS information meeting, STAAR information meeting, TPRI/Tejas LEE, Circle
- 2) Promote parental involvement through social media (e.g., Class DOJO, Facebook, Google Classroom, TEAMS, school website)
- 3) Schedule parent/teacher conferences to discuss assessment results, student conduct, student goals and academic performance
- 4) Conduct monthly PAC meetings to discuss ways to help their child: offer both AM and PM times, in person and virtual meetings.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Ensure additional assistance to	Principal	District Curriculum	Aug. 2021	Walkthroughs	Increase academic	Weekly Tests	Comprehensive Needs Assessment
students who experience	Assistant Principal	CBA/BM	Oct. 2021	Progress Monitoring Data	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),
difficulty mastering content and	Teachers	STAAR Data	Nov. 2021	Lesson Plans	groups in all BM, STAAR,	STAAR	Integration of Federal, State, & Local
performance standards	Counselor	DMAC Reports	Jan. 2022	Student WorkSamples	TPRI/Tejas Lee/TX KEA and	TELPAS	Services (A,B,C), high quality and ongoing
(TEKS/STAAR),	CLL		March 2022	RTI/504/IEPs	Circle (BOY/MOY/EOY), report	TPRI/Tejas LEE	professional development (A,B,C),
			April 2022	DMAC Reports	card, fluency report. Closing	Circle	effective and timely assistance to students
			June 2022		the achievement gap among	TX KEA	experiencing difficulty (A,B,C), instruction
					student groups Decrease in		by highly qualified teachers (A,B,C)
					discipline referrals		' ' '
Action Steps							

- 1) Include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance: RTI (BOY, MOY, EOY) 504 (yearly and as needed), Progress Monitoring (weekly)
- 2) Staff development for teachers related to identification of learning and academic difficulties
- 3) Teacher/parent conferences to discuss: a) what the school will do to help the student meet the standards b) what the parents can do to help the student's performance c) additional assistance at the school or elsewhere in the community

GOAL AREA 2: Closing the Gap

Goal Area 2:	Closing the Gap										
Annual Goal 2:		· ·		0, ,, 0	o support social-emotional and aca	demic success by June	2022				
Objective 2:	All student groups will be expected to engage in Social Emotional Learning activities at least 90% of the time by June 2022										
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component				
Address at-risk population to	Principal	District G & C	Aug. 2021	Walkthroughs	Increase academic	Weekly Tests	Comprehensive Needs Assessment				
support their emotional, social,	Assistant Principal	Curriculum	Oct. 2021	Progress Monitoring Data	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),				
and academic needs.	Teachers Counselor	SEL Virtual Lessons WITS SuccessEd (RTI/504) Student incentives/resources Student devices (virtual support)	Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Lesson Plans Student WorkSamples RTI/504/IEPs	, ,	STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)				
Action Steps											

¹⁾ Incorporate yearly programs and practices such as WITS, Red Ribbon activities, Career Day, schoolwide expectations, bullying prevention, fire prevention, awards assemblies, Superstar Celebration

4) Support the SEL needs for students by providing staff with resources (books, trainings, book study groups)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement the district's	Principal	District G & C	Aug. 2021	Walkthroughs	Increase academic	Weekly Tests	Comprehensive Needs Assessment
Elementary Guidance and Counseling curriculum	Assistant Principal Counselor	1	Oct. 2021 Nov. 2021	Progress Monitoring Data Lesson Plans	performance of all student groups in all BM, STAAR,	CBA/BM STAAR	(A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local
Couriseinig curriculum	Couriseioi	WITS	Jan. 2022	Student WorkSamples	lo ' ' '	TELPAS	Services (A,B,C), high quality and ongoing
			March 2022 April 2022	RTI/504/IEPs	Circle (BOY/MOY/EOY), report card, fluency report. Closing the	TPRI/Tejas LEE Circle	professional development (A,B,C), effective and timely assistance to students
		Student devices (virtual support)	June 2022		achievement gap among student groups Decrease in discipline referrals	TX KEA	experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps					uiscipiile reterruis		

¹⁾ Implement virtual Social Emotional Learning lessons by posting on Google Classroom and in-person guidance lessons for all grade levels.

²⁾ Counselor will attend state and local conferences and trainings for continued professional development.

³⁾ Counselor will provide the following services: RTI/504 identification and case management, guidance lessons, individual and group counseling, monthly parental meetings, staff trainings every six weeks

²⁾ Teachers will be trained by counselor/district to access and deliver Social Emotional Learning lessons available on Sharepoint.

³⁾ Social Emotional Learning lessons will be integrated by teachers through the disctrict's Reading curriculum

GOAL AREA 3: Improve Safety, Public Support, Culture and Climate

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Frain faculty on student sexual abuse and neglect, bullying, syberbullying, suicide, and restorative practices.	Principal Assistant Principal Teachers Counselor CLL	State- mandated district trainings State/local/district presenters and trainings Contact information for local resources	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Register with ERO on Professional Development System Certificates of Completion Training agenda and sign- in sheets	performance of all student	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effection and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

¹⁾ School wide positive behavior interventions and supports will be implemented. (e.g. school wide expectations (Respectful, Responsible, and Safe), Talon Token Reward System, Hawk Buddies, Positive Behavior Game, classroom expectations)

³⁾ Campus will create an Emergency Response Team (ERT) that will be revised and modified annually.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Conduct mock monthly fire	Principal	District and local safety	Aug. 2021	Monthly safety audits	Increase academic	Weekly Tests	Comprehensive Needs Assessment
drills and conduct mock	Assistant Principal	plan Campus Safety	Oct. 2021	submitted to safety	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),
lockdowns twice a year.	Campus Safety Rep. Security Guard Custodians	Rep. Safety signs	Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	department Fire Department Contact Log Practice mock drill with students	groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							

¹⁾ Purchase two-way radios with headset and antennna booster to ensure consistent and effective communication with all school personnel.

²⁾ Staff will participate in annual trainings for bullying, cyberbullying, sexual harassment, conflict resolution, suicide prevention, crisis response, reporting child abuse and neglect.

²⁾ Establish and implement procedures for evacuation and lockdown plan to ensure student and staff safety.

³⁾ Update campus signs to improve safety and promote social distancing

GOAL AREA 3: Improve Safety, Public Support, Culture and Climate

Goal Area 3:	Improve Safety, Public Su	pport, Culture and Climate											
Annual Goal 2:	By June 2021, the campu	By June 2021, the campus will increase parent and community involvement by 50% to provide a home-school connection.											
Objective 2:	To increase the participation of community partners and resources in parent engagement program by June 2022												
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component						
Systems will be in place to engage parents on constructive personalized ongoing feedback of their child's performance, state and local assessments, and college readiness.	Principal Assistant Principal Teachers Counselor Parent Educator	Parent outreach PAC meeting calendar Social media	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media Parent contact logs	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card. Closing the achievement gap among student groups Decrease discipline referrals	STAAR TELPAS TPRI/Tejas LEE Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)						
Action Steps													

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Resources and trainings will be provided to parents to help their children improve their test taking strategies in state and local assessments and college readiness.	Principal Assistant Principal Teachers Counselor Parent Educator	Social media Local	March 2022	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card. Closing the achievement gap among student	CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)
Action Steps							

Provide necessary trainings to parents during monthly PAC meetings.

²⁾ Inform parents of virtual and in-person resources and trainings available by campus and school district.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Resources and trainings will be provided to parents to assist with personal needs and education to promote family success.	Principal Assistant Principal Teachers Counselor Parent Educator	Funds for refreshments PAC meeting calendar Social media Local community/district speakers	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022		performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card. Closing the achievement gap among student	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)
Action Steps							

²⁾ Parental engagement staff will recruit parents to participate in parental engagement classes, which focus on community activities, skills and resources.

GOAL AREA 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase staff quality, re	Increase staff quality, recruitment and retention									
Annual Goal 1:	By June 2022 all teache	rs will improve 30% based o	n the T-TESS evalua	ation system.							
Objective 1:	Provide professional de	velopment to all teachers a	t the beginning of t	he school year and continue a	as needed.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component				
Implement weekly TCLC's to	Principal	Teacher evaluation tool	Aug. 2021	McREL/Walkthroughs	Increase academic	Weekly Tests	Comprehensive Needs Assessment				
guide the systematic delivery	Assistant Principal	TEEMS Website TTESS	Oct. 2021	Progress Monitoring Lesson	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),				
model of the McCREL evaluation tool.	CLL	Teacher Evaluation Schedule Agenda and sign-in sheets TCLC binders and meeting materials	Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Teacher/Administrator Conferences Calendar of	groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)				
Action Steps											
T) Provide and review the McRFI	teacher evaluation schedu	lle with the teachers, exped	tations and appro	priate trainings							

⁴⁾ Train staff to know how to move from one rating to the next. (Developing, Proficient, Accomplished, and Distinguished)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Instructional coaching support	Principal	Teacher mentor	Aug. 2021	McREL/Walkthroughs	Increase academic	Weekly Tests	Comprehensive Needs Assessment
will be provided for new	Assistant Principal	District Curriculum	Oct. 2021	Progress Monitoring Lesson	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),
teachers and all teachers needing support.		Lead4ward Resources PK Guidelines	March 2022 April 2022 June 2022	Teacher/Administrator Conferences Calendar of CLL strategies (CIF, best teaching practices) Agenda and sign-in sheets	l` ' ' '' '	STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							

²⁾ Create a weekly agenda with initiation, collaboration, and transformation learning sequence that addresses teacher and campus professional development goals.

³⁾ Provide teacher mentors to staff with 3 or less years of experience.

²⁾ Collaborative instructional practices will be reviewed among staff. (e.g., instructional rounds, walkthroughs, observations, feedback)

³⁾ Interview commitees will be formed to recruit high quality teachers and staff.

Goal Area 4:	Increase staff quality, recruitment and retention							
Annual Goal 2:	By June 2022 80% of the teachers will attend professional development based on the needs from the McREL self assessment.							
Objective 2:	All staff will be monitored to ensure they meet their professional development goals based on the McREL self assessment.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component	
Utilize local and state professional development trainings to address the needs of teachers.	Principal Assistant Principal CLL	Region One District trainings McREL self-assessment State/local/district presenters and trainings Funding for registration and travel expenses	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Register with ERO on Professional Development System Certificates of Completion Training agenda and sign- in sheets	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)	
Action Steps								

Provide teachers with Region One calendar with dates and times of upcoming trainings.

³⁾ Provide teachers with campus professional development calendar with dates and times of upcoming trainings. (e.g. Techy Thursdays, TCLC meetings,

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will participate in peer	Principal	District trainings	Aug. 2021	Register with ERO on	Increase academic	Weekly Tests	Comprehensive Needs Assessment
observations to observe best	Assistant Principal	McREL self-assessment	Oct. 2021	Professional Development	performance of all student	CBA/BM	(A,B,C), Reform strategies (A,B,C),
teaching practices.	CLL	State/local/district	Nov. 2021	System Certificates of	groups in all BM, STAAR,	STAAR	Integration of Federal, State, & Local
	Teachers	presenters and trainings	Jan. 2022	Completion Training	TPRI/Tejas Lee/TX KEA and	TELPAS	Services (A,B,C), high quality and ongoing
		Peer	March 2022	agenda and sign- in sheets	Circle (BOY/MOY/EOY), report	TPRI/Tejas LEE	professional development (A,B,C), effective
		observation calendar	April 2022	Growth in McREL	card, fluency report. Closing the	Circle	and timely assistance to students
		Teacher resource books	June 2022	evaluation	achievement gap among	TX KEA	experiencing difficulty (A,B,C), instruction
		(Leader in Me, etc)		Peer observation log	student groups Decrease in		by highly qualified teachers (A,B,C)
				Implementation of next	discipline referrals		
Action Steps Action Steps							

¹⁾ Schedule peer observations and feedback opportunities.

Provide teachers with district professional development calendar with dates and times of upcoming trainings.

²⁾ Monitor action steps/practices to be implemented based on feedback.



Texas Education Agency Title I Capacity Building Initiative

10 Components of a Title I, Part A Schoolwide

1. Comprehensive Needs

Assessment

- Required: Establish a planning team of educators, parents, community members, and businessrepresentatives to review campus data and create a vision for schoolwide reform
- Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

2. Reform strategies

- Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research
- Best practice: Identify how each activity strengthens the core academic program
- Best practice: Identify scientifically-based research programs that increase the amount andquality of learning time

3. Instruction by Highly Qualified Teachers

- Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- Best practice: Provide opportunities for teachers to observe master teachers in action

4. High-Quality and Ongoing Professional Development

- Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
- Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers
- Best practice: Rearrange the school day to provide a block of time for collaborative planning

Strategies to Attract Highly Qualified Teachers

- Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

6. Strategies to Increase Parental Involvement

- Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- Required: Include parents in developing the parental involvement policy and school-parent compact
- Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDERESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

- a. Required: Provide transition assistance for students coming from preschool
- Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
- c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
- Best practice: Arrange guided site visits to high school for middle school students

Teacher Decision-Making Regarding Assessments

- Required: Include teachers in the decisions and planning regarding use of assessments
- Best practice: Provide opportunities for teachers to work together to develop studentassessments (Examples: benchmarks, performance assessments, student inventories)
- c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

Effective and Timely Assistance to Students Experiencing Difficulty

- Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
- b. Best practice: Provide individualized and small group learning sessions
- Best practice: Incorporate computer assisted instruction, modifications, and accommodationsfor curriculum activities

10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds

- Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
- c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP



What We Believe In

Guiding Principles

- Commitment to academic excellence
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.