



Daniel Ramirez Elementary
Campus Improvement Plan
2021-2022

MEMBERS:

ROLE	NAME
Principal:	L. Avila
Assist. Principal:	M. Leanos Reyna
Secretary:	S. Reyna
Pupil Service Personnel:	J. Salinas
	M. Cantu CLL
	Nurse Hernandez
Teachers:	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
SPED Teacher:	C. Livingston
Instructional Aides:	C. Badillo
	N. Lopez
Head Custodian:	Jose Gonzalez
Parent of Enrolled Student:	Cynthia Santillan
Business & Industry REP:	Jose Reyes
Community Member:	Janet Salaya

2021-2022

Campus Leadership Team:

SBDM:

Site Based Decision Making

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.

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.

Ramirez Elementary Profile

Texas Education Agency
PDM1-120-009
v20.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA Campus-level Data

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2019 - 2020 Fall Collection, Resubmission

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

TOTAL ENROLLMENT		
531		
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%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	530	99.81%	99.81%
WHITE	1	0.19%	0.19%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	531	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	10	100.00%	1.88%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.88%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	132	100.00%	24.86%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	132	100.00%	24.86%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	388	99.74%	73.07%
WHITE	1	0.26%	0.19%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	389	100.00%	73.26%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	527	99.81%	99.25%
WHITE	1	0.19%	0.19%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	528	100.00%	99.44%

E&L	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	5	100.00%	0.94%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	5	100.00%	0.94%

Ramirez Elementary Profile

Texas Education Agency
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v21.3.3

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA Campus-Level Data

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2020 - 2021 Summer Collection, First Submission

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

DAYS MEMBERSHIP - 77,612.5

DAYS MEMBERSHIP BY GRADE	Stu Count	Days Memb	%Days Memb
Early Education	3	303.0	0.39%
Pre-Kindergarten	86	6,569.5	8.46%
Kindergarten	86	13,945.0	17.97%
Grade 1	82	13,131.0	16.92%
Grade 2	63	10,245.0	13.20%
Grade 3	68	10,455.0	13.47%
Grade 4	74	11,894.0	15.32%
Grade 5	67	11,070.0	14.26%
Grade 6	0	0.0	0.00%
Grade 7	0	0.0	0.00%
Grade 8	0	0.0	0.00%
Grade 9	0	0.0	0.00%
Grade 10	0	0.0	0.00%
Grade 11	0	0.0	0.00%
Grade 12	0	0.0	0.00%
TOTAL (distinct count)	525	77,612.5	100.00%

TOTAL DAYS PRESENT	Stu Count	Days Present	%Days Memb
Hispanic/Latino	521	70,624.0	91.00%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	4	616.0	0.79%
Two or More Races	0	0.0	0.00%
TOTAL	525	71,240.0	91.79%

TOTAL DAYS ABSENT	Stu Count	Days Absent	%Days Memb
Hispanic/Latino	367	6,346.5	8.18%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	2	26.0	0.03%
Two or More Races	0	0.0	0.00%
TOTAL	369	6,372.5	8.21%

TOTAL ELIGIBLE DAYS	Stu Count	Days Eligible	%Days Memb
Hispanic/Latino	518	70,246.5	90.51%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	4	616.0	0.79%
Two or More Races	0	0.0	0.00%
TOTAL	522	70,862.5	91.30%

TOTAL INELIGIBLE DAYS	Stu Count	Days Ineligible	%Days Memb
Hispanic/Latino	4	377.5	0.49%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	0	0.0	0.00%
Two or More Races	0	0.0	0.00%
TOTAL	4	377.5	0.49%

DAYS MEMBERSHIP BY GENDER	Stu Count	Days Memb	%Days Memb
Male	251	37,849.0	48.77%
Female	274	39,763.5	51.23%
TOTAL	525	77,612.5	100.00%

PERCENT IN ATTENDANCE	Stu Count	Days Memb	%Days Memb per Ethn
Hispanic/Latino	521	76,970.5	91.75%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	4	642.0	95.95%
Two or More Races	0	0.0	0.00%
TOTAL	525	77,612.5	100.00%

TOTAL REFINED ADA	Stu Count	Total RADA	%Total RADA
Hispanic/Latino	521	413.4	99.14%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	4	3.6	0.86%
Two or More Races	0	0.0	0.00%
TOTAL	525	417.0	100.00%

DAYS MEMBERSHIP BY ETHNICITY	Days Memb	%Days Memb
Hispanic/Latino	76,970.5	99.17%
American Indian/Alaska	0.0	0.00%
Asian	0.0	0.00%
Black/African American	0.0	0.00%
Hawaiian or Other Pacific	0.0	0.00%
White	642.0	0.83%
Two or More Races	0.0	0.00%
TOTAL	77,612.5	100.00%

COUNTS BY ETHNICITY	ALL Students	GT	LEP	BIL	ESL	CTE	SPEC ED
Hispanic/Latino	521	19	324	0	0	0	74
American Indian/Alaska	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	4	0	1	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
TOTAL	525	19	325	0	0	0	74

Note: In the Days Membership by Grade section, the Total Student Count is a distinct count of students in all grades.

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 (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.

Ramirez Elementary Profile

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TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA Campus-Level Data

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2020 - 2021 Summer Collection, First Submission

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

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

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.



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 socio-economic 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	Findings			Strategies Needed	
PRE-KINDER <ul style="list-style-type: none"> M-Class Assessment 	M-Class Assessment			Staff Dev/Resources <ul style="list-style-type: none"> DL One/Two Way Model Frogstreet Sing Spell Read Write Word Walls Texas School Ready 	<ul style="list-style-type: none"> Small Group Interventions
	• English	92%			
	• Spanish	94%			
KINDERGARTEN <ul style="list-style-type: none"> TPRI Tejas LEE 		TPRI	Tejas	Staff Dev/Resources <ul style="list-style-type: none"> DL One/Two Way Model Sing Spell Read Write Practical Life/Hands-on Activities Pearlized Math 	<ul style="list-style-type: none"> Voyager RTI Tutoring Progress monitoring
		Screening Status			
	D	78.1%	42.9%		
	SD	21.9%	57.1%		
FIRST GRADE <ul style="list-style-type: none"> TPRI Tejas LEE 		TPRI	Tejas	Staff Dev/Resources <ul style="list-style-type: none"> DL One/Two Way Model Word Walls Pearlized Math Diana Ramirez 	<ul style="list-style-type: none"> Voyager RTI Differentiated Instruction Progress monitoring
		Screening Status			
	Frust./List	37%	4.8%		
	Instructional	13%	0%		
	Independant	50%	92.2%		

Daniel Ramirez Elementary Comprehensive Needs Assessment 2021-2022

Criteria Reviewed	Findings			Strategies Needed	
SECOND GRADE <ul style="list-style-type: none"> TPRI Tejas LEE 	Subgroup	TPRI	Tejas	Staff Dev/Resources <ul style="list-style-type: none"> Sharon Wells Math Diana Ramirez 	<ul style="list-style-type: none"> Tutoring Voyager RTI Differentiated Instruction Progress Monitoring
		Screening Status			
	Frust/List	16.7%	7.7%		
	Instructional	15%	0%		
	Independent	68.3%	92.3%		
THIRD GRADE <ul style="list-style-type: none"> TPRI Tejas LEE 	Subgroup	TPRI	Tejas	Staff Dev/Resources <ul style="list-style-type: none"> Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready Imagine Math I Station 	<ul style="list-style-type: none"> Tutoring Voyager RTI Differentiated Instruction Progress Monitoring
		Screening Status			
	Frust/List	11.9%	7.7%		
	Instructional	9%	19.2%		
	Independent	79.1%	73.1%		
THIRD GRADE STAAR <ul style="list-style-type: none"> Reading Math 	Subgroup	RDG	Math	Staff Dev/Resources <ul style="list-style-type: none"> Sing Spell Read Write Sharon Wells Math Diana Ramirez CA – STAAR Ready 	<ul style="list-style-type: none"> Tutoring Data Analysis Differentiated Instruction Progress Monitoring
	ALL	68%	82%		
	Eco D	70%	83%		

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

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.

[Click here to read the official announcement.](#)

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary
 Total Students: 531
 Grade Span: EE - 05

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

Distinction Designations

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
Instructional Staff Percent	n/a	60.3%	64.6%
Instructional Expenditure Ratio	n/a	63.6%	62.8%

	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.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	75%	80%	-	80%	-	-	-	-	-	80%
	2018	77%	73%	79%	-	79%	-	-	-	-	-	80%
ELA/Reading	2019	75%	69%	79%	-	79%	-	-	-	-	-	80%
	2018	74%	67%	76%	-	76%	-	-	-	-	-	76%
Mathematics	2019	82%	83%	84%	-	84%	-	-	-	-	-	84%
	2018	81%	80%	87%	-	87%	-	-	-	-	-	88%
Writing	2019	68%	70%	74%	-	74%	-	-	-	-	-	74%
	2018	66%	63%	66%	-	66%	-	-	-	-	-	67%
Science	2019	81%	80%	79%	-	79%	-	-	-	-	-	79%
	2018	80%	77%	80%	-	80%	-	-	-	-	-	79%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	46%	44%	-	44%	-	-	-	-	-	44%
	2018	48%	43%	42%	-	42%	-	-	-	-	-	42%
ELA/Reading	2019	48%	41%	41%	-	41%	-	-	-	-	-	41%
	2018	46%	39%	41%	-	41%	-	-	-	-	-	41%
Mathematics	2019	52%	53%	47%	-	47%	-	-	-	-	-	47%
	2018	50%	49%	48%	-	48%	-	-	-	-	-	47%
Writing	2019	38%	39%	36%	-	36%	-	-	-	-	-	34%
	2018	41%	38%	36%	-	36%	-	-	-	-	-	36%
Science	2019	54%	48%	53%	-	53%	-	-	-	-	-	53%
	2018	51%	43%	36%	-	36%	-	-	-	-	-	35%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	20%	18%	-	18%	-	-	-	-	-	18%
	2018	22%	17%	19%	-	19%	-	-	-	-	-	18%
ELA/Reading	2019	21%	16%	17%	-	17%	-	-	-	-	-	17%
	2018	19%	14%	20%	-	20%	-	-	-	-	-	19%
Mathematics	2019	26%	26%	20%	-	20%	-	-	-	-	-	20%
	2018	24%	23%	22%	-	22%	-	-	-	-	-	22%
Writing	2019	14%	13%	13%	-	13%	-	-	-	-	-	13%
	2018	13%	12%	7%	-	7%	-	-	-	-	-	7%
Science	2019	25%	20%	23%	-	23%	-	-	-	-	-	23%
	2018	23%	16%	17%	-	17%	-	-	-	-	-	15%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	67	68	-	68	-	-	-	-	-	67
	2018	69	70	80	-	80	-	-	-	-	-	80
ELA/Reading	2019	68	66	65	-	65	-	-	-	-	-	64
	2018	69	69	81	-	81	-	-	-	-	-	81
Mathematics	2019	70	69	70	-	70	-	-	-	-	-	70
	2018	70	70	79	-	79	-	-	-	-	-	79

**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 Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	48%	-	48%	-	-	-	-	-	50%
2018	38%	37%	53%	-	53%	-	-	-	-	-	53%
Mathematics											
2019	45%	49%	58%	-	58%	-	-	-	-	-	58%
2018	47%	49%	63%	-	63%	-	-	-	-	-	65%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	79%	78%	-	78%	-	-	-	-	-	78%
Students Requiring Accelerated Instruction											
2019	22%	21%	22%	-	22%	-	-	-	-	-	22%
STAAR Cumulative Met Standard											
2019	86%	87%	86%	-	86%	-	-	-	-	-	86%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	88%	91%	-	91%	-	-	-	-	-	91%
Students Requiring Accelerated Instruction											
2019	17%	12%	9%	-	9%	-	-	-	-	-	9%
STAAR Cumulative Met Standard											
2019	90%	94%	97%	-	97%	-	-	-	-	-	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

<p>Staff Dev/Resources</p> <ul style="list-style-type: none"> • Sing Spell Read Write • Sharon Wells Math • Diana Ramirez • CA – STAAR Ready 	<ul style="list-style-type: none"> • Tutoring after school or small group during school • Data Analysis • Differentiated Instruction • Ramirez Hawk Buddies
<p>Staff Dev/Resources</p> <ul style="list-style-type: none"> • Sing Spell Read Write • Sharon Wells Math • Diana Ramirez • CA – STAAR Ready • Imagine Math • I Station 	<ul style="list-style-type: none"> • Tutoring • Voyager • RTI • Differentiated Instruction • Ramirez Hawk Buddies



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report
GRADE 3 READING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
							Did Not Meet		Approaches		Meets		Masters		1		2		3			
											Understanding Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts							
Legend			--- = No Data Reported For Fewer Than Five Students								5		15		14							
											Avg. # of Items / % Correct											
			#	%	#	%	#	%	#	%	#	%	#	%	#	%						
All Students			21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47				
Male			10	1310	6	60	4	40	1	10	0	0	3.4	68	6.1	41	6.2	44				
Female			11	1365	5	45	6	55	3	27	1	9	3.5	69	8.5	57	6.8	49				
No Information Provided			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			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
White			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged			20	1334	11	55	9	45	4	20	1	5	3.4	67	7.3	49	6.4	46				
Yes			20	1334	11	55	9	45	4	20	1	5	3.4	67	7.3	49	6.4	46				
No			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A			21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47				
Participants			21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47				
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No			20	1334	11	55	9	45	4	20	1	5	3.4	68	7.2	48	6.5	46				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Limited English Proficient			11	1342	6	55	5	45	4	36	1	9	3.5	71	7.4	49	6.5	46				
Current LEP			11	1342	6	55	5	45	4	36	1	9	3.5	71	7.4	49	6.5	46				
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
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			10	1336	5	50	5	50	0	0	0	0	3.3	88	7.4	49	6.6	47				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual			20	1334	11	55	9	45	4	20	1	5	3.4	68	7.2	48	6.5	46				
Participants			20	1334	11	55	9	45	4	20	1	5	3.4	68	7.2	48	6.5	46				
Nonparticipants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL			21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47				
Participants			21	1339	11	52	10	48	4	19	1	5	3.4	69	7.4	49	6.5	47				
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education			19	1346	9	47	10	53	4	21	1	5	3.5	71	7.6	51	6.6	47				
Yes			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No			19	1346	9	47	10	53	4	21	1	5	3.5	71	7.6	51	6.6	47				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Gifted/Talented			20	1326	11	55	9	45	3	15	0	0	3.4	67	7.1	47	6.3	45				
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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
At-Risk			19	1334	10	53	9	47	4	21	1	5	3.3	66	7.4	49	6.4	45				
Yes			19	1334	10	53	9	47	4	21	1	5	3.3	66	7.4	49	6.4	45				
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 3 MATHEMATICS

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1 Numerical Representations and Relationships		2 Computations and Algebraic Relationships		3 Geometry and Measurement	
Number	Percent			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	37	64		24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45	
Students Not Tested																		
Absent	0	0																
Other	21	36		14	64	8	36	4	18	1	5	3.5	43	5.5	43	3.1	45	
Total Documents Submitted	58	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			37	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45
Male			15	1324	10	67	5	33	2	13	2	13	3.3	42	5.1	39	3.2	46
Female			22	1323	14	64	8	36	4	18	1	5	3.5	43	5.5	43	3.1	45
No Information Provided			0															
Hispanic/Latino			37	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45
American Indian or Alaska Native			0															
Asian			0															
Black or African American			0															
Native Hawaiian or Other Pacific Islander			0															
White			0															
Two or More Races			0															
No Information Provided			0															
Economically Disadvantaged			36	1324	23	64	13	36	6	17	3	8	3.4	43	5.4	41	3.1	45
Yes			36	1324	23	64	13	36	6	17	3	8	3.4	43	5.4	41	3.1	45
No			1															
No Information Provided			0															
Title I, Part A			37	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45
Participants			37	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45
Nonparticipants			0															
No Information Provided			0															
Migrant			1															
Yes			1															
No			36	1326	23	64	13	36	6	17	3	8	3.4	43	5.4	41	3.2	46
No Information Provided			0															
Limited English Proficient			27	1339	16	59	11	41	6	22	3	11	3.8	48	5.6	43	3.3	48
Current LEP			27	1339	16	59	11	41	6	22	3	11	3.8	48	5.6	43	3.3	48
Non-LEP (Monitored 1st Year)			0															
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			10	1281	8	80	2	20	0	0	0	0	2.3	29	4.9	38	2.7	39
No Information Provided			0															
Bilingual			36	1326	23	64	13	36	6	17	3	8	3.4	43	5.4	41	3.2	46
Participants			36	1326	23	64	13	36	6	17	3	8	3.4	43	5.4	41	3.2	46
Nonparticipants			1															
No Information Provided			0															
ESL			37	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45
Participants			37	1323	24	65	13	35	6	16	3	8	3.4	43	5.4	41	3.2	45
Nonparticipants			0															
No Information Provided			0															
Special Education			34	1330	21	62	13	38	6	18	3	9	3.4	43	5.6	43	3.2	46
Yes			3															
No			34	1330	21	62	13	38	6	18	3	9	3.4	43	5.6	43	3.2	46
No Information Provided			0															
Gifted/Talented			35	1315	24	69	11	31	5	14	3	9	3.3	41	5.2	40	3.1	44
Participants			2															
Nonparticipants			35	1315	24	69	11	31	5	14	3	9	3.3	41	5.2	40	3.1	44
No Information Provided			0															
At-Risk			35	1326	22	63	13	37	6	17	3	9	3.5	44	5.3	41	3.2	46
Yes			35	1326	22	63	13	37	6	17	3	9	3.5	44	5.3	41	3.2	46
No			2															
No Information Provided			0															



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report
GRADE 4 READING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
							Did Not Meet		Approaches		Meets		Masters		1		2	
											Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts			
Legend			--- = No Data Reported For Fewer Than Five Students								8		15		13			
											Avg. # of Items / % Correct							
					# %		# %		# %		# %		# %		# %			
All Students			31	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
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	0	0	4.6	57	8.9	60	7.9	61
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			27	1419	14	52	13	48	3	11	1	4	4.2	53	7.4	49	7.2	55
Yes			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			31	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			30	1433	13	43	17	57	4	13	1	3	4.6	58	7.8	52	7.4	57
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			15	1412	8	53	7	47	2	13	0	0	4.5	56	6.9	46	7.0	54
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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			16	1444	6	38	10	63	2	13	1	6	4.6	57	8.4	56	7.6	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			31	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			31	1429	14	45	17	55	4	13	1	3	4.5	56	7.7	51	7.3	56
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			27	1440	11	41	16	59	4	15	1	4	4.7	59	8.1	54	7.4	57
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			29	1424	14	48	15	52	4	14	1	3	4.5	56	7.6	51	7.1	55
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			26	1412	13	50	13	50	2	8	0	0	4.5	56	7.1	47	6.9	53
Yes			5	1517	1	20	4	80	2	40	1	20	4.6	58	10.8	72	9.4	72
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 4 MATHEMATICS

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

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet		Approaches		Meets		Masters		1		2		3		4
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	40	61																	
Students Not Tested																			
Absent	0	0																	
Other	26	39																	
Total Documents Submitted	66	100																	
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
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	19	1463	11	58	8	42	4	21	0	0	4.8	54	5.3	48	4.7	47	1.5	38	
Female	21	1411	16	76	5	24	1	5	1	5	3.6	40	4.2	38	4.0	40	1.4	35	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
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	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	36	1435	24	67	12	33	5	14	1	3	4.2	47	4.7	43	4.3	43	1.4	36	
Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36	
Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes	39	1437	26	67	13	33	5	13	1	3	4.2	47	4.7	42	4.4	44	1.5	37	
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Limited English Proficient	24	1427	17	71	7	29	3	13	1	4	4.0	44	4.4	40	4.3	43	1.4	35	
Current LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
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	16	1449	10	63	6	38	2	13	0	0	4.5	50	5.1	47	4.4	44	1.5	38	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36	
Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants	40	1436	27	68	13	33	5	13	1	3	4.2	47	4.7	43	4.3	43	1.5	36	
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes	36	1438	25	69	11	31	4	11	1	3	4.3	48	4.7	53	4.3	43	1.5	37	
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants	38	1435	26	68	12	32	5	13	1	3	4.2	47	4.7	52	4.3	43	1.5	37	
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	35	1425	25	71	10	29	3	9	1	3	4.1	46	4.4	50	4.1	41	1.4	36	
Yes	5	1509	2	40	3	60	2	40	0	0	4.8	53	6.8	62	6.0	60	1.6	40	
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report
GRADE 5 READING

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

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
							Did Not Meet		Approaches		Meets		Masters		1 Understanding/ Analysis of Genres		2 Understanding/ Analysis of Literary Texts	
Legend			Number of Items Tested															
--- = No Data Reported For Fewer Than Five Students			8		16				14									
			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			13	1509	4	31	9	69	3	23	3	23	4.7	59	9.5	60	8.8	63
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			26	1477	10	38	16	62	4	15	2	8	4.3	54	8.7	55	8.3	59
Yes			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			28	1493	10	36	18	64	6	21	4	14	4.5	56	9.1	57	8.6	61
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			27	1500	9	33	18	67	6	22	4	15	4.6	57	9.3	56	8.8	63
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			17	1471	7	41	10	59	2	12	1	6	4.4	55	8.5	53	8.2	59
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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	36	3	27	4.6	58	10.2	64	9.2	66
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			28	1493	10	36	18	64	6	21	4	14	4.5	56	9.1	57	8.6	61
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			28	1493	10	36	18	64	6	21	4	14	4.5	56	9.1	57	8.6	61
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			9	1385	8	89	1	11	1	11	0	0	2.9	36	6.7	42	5.9	42
Yes			19	1544	2	11	17	89	5	26	4	21	5.3	66	10.3	64	9.9	71
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			26	1486	10	38	16	62	5	19	3	12	4.4	55	8.9	56	8.5	61
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			21	1455	9	43	12	57	2	10	1	5	4.1	52	8.2	51	7.8	56
Yes			7	1605	1	14	6	86	4	57	3	43	5.6	70	12.0	75	11.0	79
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

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			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
					#	%	#	%	#	%	#	%	1 Numerical Representations and Relationships		2 Computations and Algebraic Relationships		3 Geometry and Measurement		4 Data Analysis and Personal Financial Literacy	
Number	Percent												Number of Items Tested				Avg. # of Items / % Correct			
													6	7	8	9	10	11	12	
Students Tested	31	47											2.7	46	9.2	54	4.1	45	1.8	46
Students Not Tested																				
Absent	0	0																		
Other	35	53																		
Total Documents Submitted	66	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																	
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	17	1536	6	35	11	65	3	18	0	0			2.8	47	10.2	60	4.1	45	2.1	53
Female	14	1496	9	64	5	36	1	7	1	7			2.6	44	8.0	47	4.1	45	1.5	38
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
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	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes: 29, No: 2, No Information Provided: 0	1517	14	48	15	52	4	14	1	3			2.8	46	9.1	54	4.0	45	1.8	46
Title I, Part A	Participants: 31, Nonparticipants: 0, No Information Provided: 0	1518	15	48	16	52	4	13	1	3			2.7	46	9.2	54	4.1	45	1.8	46
Migrant	Yes: 1, No: 30, No Information Provided: 0	1518	15	50	15	50	4	13	1	3			2.8	47	9.1	54	4.0	44	1.9	47
Limited English Proficient	Current LEP: 20, Non-LEP (Monitored 1st Year): 0, 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, No Information Provided: 0	1517	9	45	11	55	3	15	0	0			2.9	48	9.0	53	4.2	47	1.9	48
Bilingual	Participants: 31, Nonparticipants: 0, No Information Provided: 0	1518	15	48	16	52	4	13	1	3			2.7	46	9.2	54	4.1	45	1.8	46
ESL	Participants: 0, Nonparticipants: 31, No Information Provided: 0	1518	15	48	16	52	4	13	1	3			2.7	46	9.2	54	4.1	45	1.8	46
Special Education	Yes: 9, No: 22, No Information Provided: 0	1490	5	56	4	44	1	11	0	0			2.0	33	9.2	54	3.7	41	1.1	28
Gifted/Talented	Participants: 2, Nonparticipants: 29, No Information Provided: 0	1513	15	52	14	48	4	14	1	3			2.7	45	8.9	53	4.0	44	1.8	46
At-Risk	Yes: 24, No: 7, No Information Provided: 0	1503	13	54	11	46	3	13	0	0			2.8	46	8.6	51	3.8	43	1.8	44



Grade K

**Texas English Language Proficiency Assessment System
Summary Report
All Students**

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating					Average Score
			Number	Percent		
Number of Students Receiving a Composite Rating			46	94		
Number of Students Not Receiving a Composite Rating			3	6		
Total Documents Submitted			49	100		
	# Std	BEG	INT	ADV	ADV H	
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	0	---	---	---	---	---
Black or African American	0	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---
White	0	---	---	---	---	---
Two or More Races	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Economically Disadvantaged	44	66	34	0	0	1.2
Yes	2	---	---	---	---	---
No	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Title I, Part A	46	65	35	0	0	1.2
Participants	0	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Migrant	2	---	---	---	---	---
Yes	44	66	34	0	0	1.2
No	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Limited English Proficient	46	65	35	0	0	1.2
Current LEP	0	---	---	---	---	---
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---
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	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Bilingual	46	65	35	0	0	1.2
Participants	0	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
ESL	46	65	35	0	0	1.2
Participants	0	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Special Education	45	67	33	0	0	1.2
Yes	1	---	---	---	---	---
No	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
Gifted/Talented	46	65	35	0	0	1.2
Participants	0	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---
At-Risk	46	65	35	0	0	1.2
Yes	0	---	---	---	---	---
No	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	---

Progress Not Applicable



Grade 1

**Texas English Language Proficiency Assessment System
Summary Report
All Students**

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing					
	Number : Percent					Number : Percent					Number : Percent					Number : Percent					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Number of Students Rated	40	95	Number of Students Rated	40	95	Number of Students Rated	40	95	Number of Students Rated	40	95	Number of Students Rated	40	95	Number of Students Rated	40	95				
Not Rated: EC	1	2	Not Rated: EC	1	2	Not Rated: EC	1	2	Not Rated: EC	1	2	Not Rated: EC	1	2	Not Rated: EC	1	2				
Not Rated: ARD Decision	1	2	Not Rated: ARD Decision	1	2	Not Rated: ARD Decision	1	2	Not Rated: ARD Decision	1	2	Not Rated: ARD Decision	1	2	Not Rated: ARD Decision	1	2				
Total Documents Submitted:	42	100	Total Documents Submitted:	42	100	Total Documents Submitted:	42	100	Total Documents Submitted:	42	100	Total Documents Submitted:	42	100	Total Documents Submitted:	42	100				
	# Std	BEG	INT	ADV	ADV H	# Std	BEG	INT	ADV	ADV H	# Std	BEG	INT	ADV	ADV H	# Std	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	26	62	19	15	4	26	62	27	8	4	26	77	12	12	0	26	77	15	8	0	
Female	14	57	14	21	7	14	57	21	14	7	14	71	21	7	0	14	71	21	7	0	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	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	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
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 Disadvantaged	39	62	18	15	5	39	62	23	10	5	39	77	13	10	0	39	77	15	8	0	
Yes	39	62	18	15	5	39	62	23	10	5	39	77	13	10	0	39	77	15	8	0	
No	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Title I, Part A	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
Participants	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Migrant	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	---
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	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Limited English Proficient	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
Current LEP	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
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	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
Participants	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
ESL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
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	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Special Education	5	80	20	0	0	5	100	0	0	0	5	100	0	0	0	5	100	0	0	0	
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	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Gifted/Talented	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	---
Participants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	---
Nonparticipants	38	61	18	16	5	38	61	24	11	5	38	76	16	8	0	38	76	16	8	0	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
At-Risk	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
Yes	40	60	18	18	5	40	60	25	10	5	40	75	15	10	0	40	75	18	8	0	
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
Years in U.S. Schools	39	59	18	18	5	39	59	26	10	5	39	74	15	10	0	39	74	18	8	0	
One	39	59	18	18	5	39	59	26	10	5	39	74	15	10	0	39	74	18	8	0	
Two	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	---
Three	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---
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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing								
	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H
	Number of Students Rated					Number of Students Rated					Number of Students Rated					Number of Students Rated								
	Students Absent					Students Absent					Students Absent					Not Rated: EC								
	Not Rated: EC					Not Rated: EC					Not Rated: ARD Decision					Not Rated: ARD Decision								
	Other Students Not Rated					Other Students Not Rated					Other Students Not Rated													
	Total Documents Submitted					Total Documents Submitted					Total Documents Submitted					Total Documents Submitted								
	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	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	---	---	---	---		0	---	---	---	---	
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 Disadvantaged	34	3	50	26	21		34	41	47	12	0		34	71	15	12	3		43	53	40	5	2	
Yes	1	---	---	---	---		1	---	---	---	---		1	---	---	---	---		1	---	---	---	---	
No	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No Information Provided	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Title I, Part A	35	3	49	29	20		35	40	49	11	0		35	69	17	11	3		44	52	41	5	2	
Participants	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Nonparticipants	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No Information Provided	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Migrant	1	---	---	---	---		1	---	---	---	---		1	---	---	---	---		2	---	---	---	---	
Yes	34	3	50	26	21		34	38	50	12	0		34	68	18	12	3		42	50	43	5	2	
No	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No Information Provided	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Limited English Proficient	35	3	49	29	20		35	40	49	11	0		35	69	17	11	3		44	52	41	5	2	
Current LEP	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
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	35	3	49	29	20		35	40	49	11	0		35	69	17	11	3		44	52	41	5	2	
Participants	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Nonparticipants	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No Information Provided	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
ESL	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
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	---	---	---	---	
Special Education	4	---	---	---	---		4	---	---	---	---		4	---	---	---	---		5	80	20	0	0	
Yes	31	3	48	29	19		31	35	52	13	0		31	68	19	10	3		39	49	44	5	3	
No	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No Information Provided	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Gifted/Talented	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
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	---	---	---	---	
At-Risk	35	3	49	29	20		35	40	49	11	0		35	69	17	11	3		44	52	41	5	2	
Yes	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
No Information Provided	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
Years in U.S. Schools	2	---	---	---	---		2	---	---	---	---		2	---	---	---	---		2	---	---	---	---	
One	32	3	50	31	16		32	41	47	13	0		32	72	16	9	3		39	49	44	5	3	
Two	1	---	---	---	---		1	---	---	---	---		1	---	---	---	---		3	---	---	---	---	
Three	0	---	---	---	---		0	---	---	---	---		0	---	---	---	---		0	---	---	---	---	
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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating					Average Score	# of Matched Students	Yearly Progress in TELPAS Composite Rating							
	Number of Students Receiving a Composite Rating	Number		Percent				Students Who Progressed One Proficiency Level	Students Who Progressed Two Proficiency Levels	Students Who Progressed Three Proficiency Levels	Students Who Progressed At Least One Proficiency Level				
		35	73	13	27										
	Number of Students Not Receiving a Composite Rating	48		100											
Total Documents Submitted	# Std	BEG	INT	ADV	ADV H	#	%	#	%	#	%	#	%		
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	---	---	---	---	---	---		
Economically Disadvantaged	34	29	62	9	0	1.9	2	---	---	---	---	---	---		
Yes	1	---	---	---	---	---	0	---	---	---	---	---	---		
No	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Title I, Part A	35	29	63	9	0	1.9	2	---	---	---	---	---	---		
Participants	0	---	---	---	---	---	0	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Migrant	1	---	---	---	---	---	0	---	---	---	---	---	---		
Yes	34	26	65	9	0	1.9	2	---	---	---	---	---	---		
No	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Limited English Proficient	35	29	63	9	0	1.9	2	---	---	---	---	---	---		
Current LEP	0	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---		
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Bilingual	35	29	63	9	0	1.9	2	---	---	---	---	---	---		
Participants	0	---	---	---	---	---	0	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
ESL	0	---	---	---	---	---	0	---	---	---	---	---	---		
Participants	35	29	63	9	0	1.9	2	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Special Education	4	---	---	---	---	---	0	---	---	---	---	---	---		
Yes	31	23	71	6	0	1.9	2	---	---	---	---	---	---		
No	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Gifted/Talented	0	---	---	---	---	---	0	---	---	---	---	---	---		
Participants	35	29	63	9	0	1.9	2	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
At-Risk	35	29	63	9	0	1.9	2	---	---	---	---	---	---		
Yes	0	---	---	---	---	---	0	---	---	---	---	---	---		
No	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		
Years in U.S. Schools	2	---	---	---	---	---	1	---	---	---	---	---	---		
One	32	28	63	9	0	1.9	1	---	---	---	---	---	---		
Two	1	---	---	---	---	---	0	---	---	---	---	---	---		
Three	0	---	---	---	---	---	0	---	---	---	---	---	---		
Four	0	---	---	---	---	---	0	---	---	---	---	---	---		
Five	0	---	---	---	---	---	0	---	---	---	---	---	---		
Six or More	0	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---		



Grade 2

Texas English Language Proficiency Assessment System
Summary Report
All Students

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating					Average Score	Yearly Progress in TELPAS Composite Rating								
	# Std	BEG	INT	ADV	ADV H		# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
								#	%	#	%	#	%	#	%
								Number		Percent					
Number of Students Receiving a Composite Rating		35		73											
Number of Students Not Receiving a Composite Rating		13		27											
Total Documents Submitted		48		100											
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	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes 34	29	62	9	0	1.9	2	---	---	---	---	---	---	---	---
No Information Provided	No 1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants 35	29	63	9	0	1.9	2	---	---	---	---	---	---	---	---
No Information Provided	Nonparticipants 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant	Yes 1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	No 34	26	65	9	0	1.9	2	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP 35	29	63	9	0	1.9	2	---	---	---	---	---	---	---	---
No Information Provided	Non-LEP (Monitored 1st Year) 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year) 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year) 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year) 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring) 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Other Non-LEP 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual	Participants 35	29	63	9	0	1.9	2	---	---	---	---	---	---	---	---
No Information Provided	Nonparticipants 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL	Participants 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	Nonparticipants 35	29	63	9	0	1.9	2	---	---	---	---	---	---	---	---
Special Education	Yes 4	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	No 31	23	71	6	0	1.9	2	---	---	---	---	---	---	---	---
Gifted/Talented	Participants 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	Nonparticipants 35	29	63	9	0	1.9	2	---	---	---	---	---	---	---	---
At-Risk	Yes 35	29	63	9	0	1.9	2	---	---	---	---	---	---	---	---
No Information Provided	No 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools	One 2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
	Two 32	28	63	9	0	1.9	1	---	---	---	---	---	---	---	---
	Three 1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Four 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Five 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Six or More 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	0	---	---	---	---	---	---	---	---



Grade 3

Texas English Language Proficiency Assessment System
Summary Report
All Students

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing				
	Number		Percent		Number		Percent		Number		Percent		Number		Percent					
	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	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	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	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Economically Disadvantaged	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	40	20	55	18	8
Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	1	---	---	---	---
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Title I, Part A	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Migrant	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Yes	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Limited English Proficient	30	0	20	37	43	30	23	53	23	0	30	30	33	13	23	43	21	53	19	7
Current LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
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	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
ESL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Participants	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Nonparticipants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Special Education	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	4	---	---	---	---
Yes	25	0	16	36	48	25	20	56	24	0	25	28	32	16	24	37	16	57	19	8
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Gifted/Talented	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	3	---	---	---	---
Participants	26	0	23	38	38	26	23	58	19	0	26	31	38	15	15	38	21	58	16	5
Nonparticipants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
At-Risk	28	0	21	36	43	28	21	57	21	0	28	29	36	14	21	41	20	56	17	7
Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Years in U.S. Schools	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	3	---	---	---	---
One	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
Two	23	0	4	43	52	23	17	57	26	0	23	22	30	17	30	34	15	56	21	9
Three	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	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	---	---	---	---



Grade 3

**Texas English Language Proficiency Assessment System
Summary Report
All Students**

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Average Score	# of Matched Students	Yearly Progress in TELPAS Composite Rating								
	# Stdt	BEG	INT	ADV	ADV H	Number			Percent	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
										#	%	#	%	#	%	#	%
All Students	30	10	50	27	13	2.4	2	---	---	---	---	---	---	---	---	---	---
Male	11	9	73	9	9	2.2	0	---	---	---	---	---	---	---	---	---	---
Female	19	11	37	37	16	2.6	2	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	28	7	54	29	11	2.4	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	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
Yes	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Title I, Part A	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
Participants	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Migrant	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	30	10	50	27	13	2.4	2	---	---	---	---	---	---	---	---	---	---
Current LEP	30	10	50	27	13	2.4	2	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Bilingual	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
Participants	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
ESL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Nonparticipants	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Special Education	3	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Yes	3	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No	25	4	52	32	12	2.5	2	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Participants	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Nonparticipants	26	8	58	27	8	2.4	2	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
At-Risk	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
Yes	28	7	54	29	11	2.4	2	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No Information Provided	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Years in U.S. Schools	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
One	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Two	3	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Three	23	4	48	30	17	2.6	1	---	---	---	---	---	---	---	---	---	---
Four	3	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Five	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
Six or More	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	---	---



Grade 4

Texas English Language Proficiency Assessment System
 Summary Report
 All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

Proficiency Levels
 BEG = Beginning
 INT = Intermediate
 ADV = Advanced
 ADV H = Advanced High

	Listening					Speaking					Reading					Writing							
	Number		Percent			Number		Percent			Number		Percent			Number		Percent					
	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV	ADV H	#	Std	BEG	INT	ADV
All Students	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Male	11	0	55	18	27	11	18	55	27	0	11	0	55	36	9	16	19	50	25	6			
Female	13	38	8	38	15	13	8	69	23	0	13	15	38	15	31	28	14	36	25	25			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Hispanic/Latino	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	43	16	40	26	19			
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
White	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	1	---	---	---	---			
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Economically Disadvantaged	23	22	30	26	22	23	13	65	22	0	23	9	48	26	17	43	16	42	26	16			
Yes	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---			
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Title I, Part A	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Migrant	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Yes	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Limited English Proficient	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Current LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
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	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
ESL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Participants	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Special Education	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	4	---	---	---	---			
Yes	21	19	29	29	24	21	14	62	24	0	21	5	43	29	24	40	13	40	28	20			
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Gifted/Talented	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Participants	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
At-Risk	24	21	29	29	21	24	13	63	25	0	24	8	46	25	21	44	16	41	25	18			
Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Years in U.S. Schools	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	3	---	---	---	---			
One	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	3	---	---	---	---			
Two	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	3	---	---	---	---			
Three	13	15	31	38	15	13	8	46	46	0	13	8	38	38	15	30	10	43	27	20			
Four	6	0	33	17	50	6	17	83	0	0	6	0	50	17	33	5	0	40	60	0			
Five	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
Six or More	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---			



Grade 4

Texas English Language Proficiency Assessment System
Summary Report
All Students

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating											
	# Std	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level				
								#	%	#	%	#	%	#	%			
								Number		Percent		Number		Percent		Number		Percent
Number of Students Receiving a Composite Rating		23		48		Number of Students Not Receiving a Composite Rating		25		52		Total Documents Submitted		48		100		
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	---	---	---	---	---	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	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes 22 No 1 No Information Provided 0	9 ---	45 ---	41 ---	5 ---	2.4 ---	1 0 0	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants 23 Nonparticipants 0 No Information Provided 0	9 ---	43 ---	39 ---	9 ---	2.5 ---	1 0 0	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes 0 No 23 No Information Provided 0	9 ---	43 ---	39 ---	9 ---	2.5 ---	1 0	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP 23 Non-LEP (Monitored 1st Year) 0 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 0 No Information Provided 0	9 ---	43 ---	39 ---	9 ---	2.5 ---	1 0 0 0 0 0 0	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants 23 Nonparticipants 0 No Information Provided 0	9 ---	43 ---	39 ---	9 ---	2.5 ---	1 0 0	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants 0 Nonparticipants 23 No Information Provided 0	---	---	---	---	---	0 1 0	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes 3 No 20 No Information Provided 0	---	---	---	---	---	0 1 0	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants 0 Nonparticipants 23 No Information Provided 0	---	---	---	---	---	0 1 0	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes 23 No 0 No Information Provided 0	9 ---	43 ---	39 ---	9 ---	2.5 ---	1 0 0	---	---	---	---	---	---	---	---	---	---	---
Years in U.S. Schools	One 1 Two 2 Three 2 Four 13 Five 5 Six or More 0 No Information Provided 0	---	---	---	---	---	0 0 1 0 0 0	---	---	---	---	---	---	---	---	---	---	---



Grade 5

Texas English Language Proficiency Assessment System
Summary Report
All Students

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

Report Date: JULY 2021
Date of Testing: SPRING 2021

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating									
		Number	Percent	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level	Students Who Progressed Two Proficiency Levels	Students Who Progressed Three Proficiency Levels	Students Who Progressed At Least One Proficiency Level							
										Number	Percent	#	%	#	%	#
	Number of Students Receiving a Composite Rating		20	45												
Number of Students Not Receiving a Composite Rating		24	55													
Total Documents Submitted		44	100													
	# Std	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	#	%	#	%	#	%	#	%	
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						0									
No Information Provided	0						0									
Economically Disadvantaged	20	0	40	45	15	2.7	0									
Yes	20	0	40	45	15	2.7	0									
No	0						0									
No Information Provided	0						0									
Title I, Part A	20	0	40	45	15	2.7	0									
Participants	20	0	40	45	15	2.7	0									
Nonparticipants	0						0									
No Information Provided	0						0									
Migrant	1						0									
Yes	1						0									
No	19	0	37	47	16	2.7	0									
No Information Provided	0						0									
Limited English Proficient	20	0	40	45	15	2.7	0									
Current LEP	20	0	40	45	15	2.7	0									
Non-LEP (Monitored 1st Year)	0						0									
Non-LEP (Monitored 2nd Year)	0						0									
Non-LEP (Monitored 3rd Year)	0						0									
Non-LEP (Monitored 4th Year)	0						0									
Non-LEP (Post Monitoring)	0						0									
Other Non-LEP	0						0									
No Information Provided	0						0									
Bilingual	20	0	40	45	15	2.7	0									
Participants	20	0	40	45	15	2.7	0									
Nonparticipants	0						0									
No Information Provided	0						0									
ESL	20	0	40	45	15	2.7	0									
Participants	20	0	40	45	15	2.7	0									
Nonparticipants	0						0									
No Information Provided	0						0									
Special Education	4						0									
Yes	4						0									
No	16	0	31	50	19	2.8	0									
No Information Provided	0						0									
Gifted/Talented	20	0	40	45	15	2.7	0									
Participants	20	0	40	45	15	2.7	0									
Nonparticipants	0						0									
No Information Provided	0						0									
At-Risk	20	0	40	45	15	2.7	0									
Yes	20	0	40	45	15	2.7	0									
No	0						0									
No Information Provided	0						0									
Years in U.S. Schools	0						0									
One	0						0									
Two	0						0									
Three	0						0									
Four	3						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							
Annual Goal:1 All identified student groups in the student academic achievement domain will meet 70% of the indicators in the Academic Achievement component by June 2022							
Objective:1 All identified student groups in the student academic achievement domain will be monitored to ensure that at least 70% of the indicators in the Academic Achievement component are met							
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	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
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring.	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	Curriculum weekly tests Progress Monitoring Walk-Throughs Lesson Plans Student Work Grading Book	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), high quality and ongoing professional development (A,B,C)
Action Steps							
1) Re-establish priorities 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 to facilitate reading development and differentiate student learning	Principal Assistant Principal Teachers CLL	MyON Istation Imagine Math Unique Read Well Read Write Student Technology Devices District-	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	ISTATION Reports Imagine Math Reports Progress Monitoring Walk-Throughs Lesson Plans Student Work Grading Book	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), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing
Action Steps							
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							
Annual Goal 2: 4th and 5th grade will increase meets and masters in the area of Reading by 10% by June 2022							
Objective 2: Implement a curriculum that will provide all students the opportunity to successfully increase meets and masters in the area of Reading by 10% by June 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, Sciencsaurus, 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 teachers.	Principal Assistant Principal CLL	DMAC reports TPRI/Tejas LEE TX KEA Circle TELPAS STAAR Release Data Curriculum PD Hoonuit Learning Pathways	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences	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), 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) 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
Use classroom computers and electronic devices to enhance and reinforce instruction.	Principal Assistant Principal Teachers CLL CIT Lab Manager	Desktops COWS Student devices WIFI/Hot Spots Computer Labs	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Istation reports Imagine Math 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	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) 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.							
3) Integrate technology TEKS in the curriculum.							

Goal Area 1: Improve Student Academic Achievement							
Annual Goal 3: Students from K through 5th will meet 70% of the expected EOY oral reading fluency norms and students from PK will meet 70% of the expected letter/sound recognition norms by June							
Objective 3: By June 2022 students in PK-5th will meet 70% of the expected reading norms.							
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							
1) Provide campus training to teachers for oral reading fluency norms during TCLC meetings.							
2) Communicate and share with parents goals and expectations for norms through trainings.							
3) 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 a fluency progress monitoring record or letter/sound recognition record that includes rate, accuracy, prosody, and comprehension.	Principal Assistant Principal Teachers CLL	TPRI/Tejas LEE TXKEA Circle TELPAS 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 Fluency Checks (BOY/MOY/EOY)	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) 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.							
Strategy 3	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)
Action Steps							
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					
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 2021.					
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 Attendance 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	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) 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) Classroom 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					
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 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 involvement program that will provide a home-school connection to ensure academic success.	Principal Assistant Principal Teachers Parent Educator Counselor	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	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	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), strategies to increase parental involvement (A,C,D)
Action 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 students who experience difficulty mastering content and performance standards (TEKS/STAAR),	Principal Assistant Principal Teachers Counselor CLL	District Curriculum CBA/BM STAAR Data DMAC Reports	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs DMAC Reports	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							
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
 Annual Goal 2: All student groups will participate in the district/campus Social Emotional Learning (SEL) program to support social-emotional and academic 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 support their emotional, social, and academic needs.	Principal Assistant Principal Teachers Counselor	District G & C Curriculum SEL Virtual Lessons WITS SuccessEd (RTI/504) Student incentives/resources Student devices (virtual support)	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs	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

- 1) Incorporate yearly programs and practices such as WITS, Red Ribbon activities, Career Day, schoolwide expectations, bullying prevention, fire prevention, awards assemblies, Superstar Celebration
- 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
- 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 Elementary Guidance and Counseling curriculum	Principal Assistant Principal Counselor	District G & C Curriculum SEL Virtual Lessons WITS Student incentives/resources Student devices (virtual support)	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs	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

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

Goal Area 3: Improve Safety, Public Support, Culture and Climate
 Annual Goal 1: By June 2022 the campus will implement a school wide safety plan and effectively maintain a positive school culture and climate by 85% .
 Objective 1: The campus will monitor the school wide safety plan that will make students feel safe and secure and in turn want to come to school everyday and learn by June 2022

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train faculty on student sexual abuse and neglect, bullying, cyberbullying, 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	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							

- 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)
- 2) Staff will participate in annual trainings for bullying, cyberbullying, sexual harassment, conflict resolution, suicide prevention, crisis response, reporting child abuse and neglect.
- 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 drills and conduct mock lockdowns twice a year.	Principal Assistant Principal Campus Safety Rep. Security Guard Custodians	District and local safety plan Campus Safety Rep. Safety signs	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Monthly safety audits submitted to safety department Fire Department Contact Log Practice mock drill with students	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							

- 1) Purchase two-way radios with headset and antenna booster to ensure consistent and effective communication with all school personnel.
- 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							
Annual Goal 2: 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	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							
1) Provide information through report cards, progress reports, discipline, parent conferences, summative and formative assessments. (e.g. TPRI/Tejas LEE, Circle, TXKEA)							
2) Establish and maintain interactive communication between school, staff, parents, and community. (meet the teacher, curriculum night, parent meetings with refreshments, district approved virtual platforms)							
3) Have two teacher/parent conferences per year (fall/spring) virtually or in person. Share students strengths, areas of improvement and goals.							
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	Funds for refreshments PAC meeting calendar Social media Local community/district speakers Purchase supplies needed for educational make-and-take sessions	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	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 Increase number of parent volunteers	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							
1) 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	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	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 Increase number of parent volunteers	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							
1) Collaborative partnerships will be established with external and internal organizations to promote parent resources and awareness.							
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
 Annual Goal 1: By June 2022 all teachers will improve 30% based on the T-TESS evaluation system.
 Objective 1: Provide professional development to all teachers at the beginning of the school year and continue 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 guide the systematic delivery model of the McCREL evaluation tool.	Principal Assistant Principal CLL	Teacher evaluation tool TEEMS Website TTESS Teacher Evaluation Schedule Agenda and sign-in sheets TCLC binders and meeting materials	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Calendar of CLL strategies (CIF, best teaching practices) Agenda and sign-in sheets TCLC Schedules	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) Provide and review the McREL teacher evaluation schedule with the teachers, expectations, and appropriate trainings.
- 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.
- 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 will be provided for new teachers and all teachers needing support.	Principal Assistant Principal CLL	Teacher mentor District Curriculum Grade Level TEKS Lead4ward Resources PK Guidelines	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Calendar of CLL strategies (CIF, best teaching practices) Agenda and sign-in 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 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) All new teachers will be provided with a teacher mentor.
- 2) Collaborative instructional practices will be reviewed among staff. (e.g., instructional rounds, walkthroughs, observations, feedback)
- 3) Interview committees 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							
1) Provide teachers with Region One calendar with dates and times of upcoming trainings.							
2) Provide teachers with district professional development 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 observations to observe best teaching practices.	Principal Assistant Principal CLL Teachers	District trainings McREL self-assessment State/local/district presenters and trainings Peer observation calendar Teacher resource books (Leader in Me, etc...)	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 Growth in McREL evaluation Peer observation log Implementation of next	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							
1) Schedule peer observations and feedback opportunities.							
2) Monitor action steps/practices to be implemented based on feedback.							

10 Components of a Title I, Part A Schoolwide

1. Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. 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

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

3. Instruction by Highly Qualified Teachers

- a. 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
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. High-Quality and Ongoing Professional Development

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

5. Strategies to Attract Highly Qualified Teachers

- a. 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
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

6. Strategies to Increase Parental Involvement

- a. 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)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

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

- a. Required: Provide transition assistance for students coming from preschool
- b. 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
- d. Best practice: Arrange guided site visits to high school for middle school students

8. Teacher Decision-Making Regarding Assessments

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

9. Effective and Timely Assistance to Students Experiencing Difficulty

- a. 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
- c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

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

- a. 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.

