

Alfonso Borrego, Sr.
Elementary

2025-2026
#WeAreSomosSanEli

Progress
Monitoring




Borrego Reading Apples to Apples Comparison

23-24 App %		24-25 App %		Current	25-26 App %	23-24 Vs 24-25	25-26 Vs 24-25
		3rd Gr.	60%	4th Gr.	63%	N/A	3%
3rd Gr.	65%	4th Gr.	66%	5th Gr.	62%	1%	-4%
4th Gr.	73%	5th Gr.	69%	6th Gr.	69%	-4%	0%

23-24 Meets %		24-25 Meets %		Current	25-26 Meets %	23-24 Vs 24-25	25-26 Vs 24-25
		3rd Gr.	31%	4th Gr.	33%	N/A	2%
3rd Gr.	36%	4th Gr.	34%	5th Gr.	37%	-2%	3%
4th Gr.	46%	5th Gr.	51%	6th Gr.	45%	5%	-6%

23-24 Mast %		24-25 Mast %		Current	25-26 Mast %	23-24 Vs 24-25	25-26 Vs 24-25
		3rd Gr.	7%	4th Gr.	10%	N/A	3%
3rd Gr.	13%	4th Gr.	8%	5th Gr.	13%	-5%	5%
4th Gr.	16%	5th Gr.	17%	6th Gr.	16%	1%	-1%



1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students	4. Which changes will happen based on the data?	5. How can the Board Help?
<p>Based on our historical data, the students requiring the greatest support are our current 6th-grade students.</p> <p>While they maintained their Approaches performance (69%), they experienced declines at the higher achievement levels, dropping 6 percentage points at Meets and 1 percentage point at Masters compared to their previous year's performance.</p> <p>This indicates that many students are achieving basic proficiency but are not consistently advancing to higher levels of mastery.</p> <p>Additionally, our current 5th-grade cohort showed a decline of 4 percentage points in Approaches, suggesting a need for targeted intervention to ensure students remain on track.</p>	<p>Many struggling readers experience skill gaps in foundational reading, vocabulary development, comprehension, and academic language.</p> <p>In addition, every student in 6th grade tests completely in English posing a challenge for some students.</p> <p>Attendance can also impact achievement.</p> <p>To address these challenges, we:</p> <ul style="list-style-type: none"> • provide small-group instruction • schedule intervention block to provide specific support to students that is based on data • progress monitor • structured PLCs: internalization, rehearsal, SWAP, data meetings • tutoring opportunities • Use of HQIM (HMH)) to provide Tier 1 instruction aligned to TEKS and STAAR standards. 	<p>The data shows positive growth in several cohorts, particularly our current 4th-grade students, who increased across all three performance levels:</p> <p>Approaches (+3), Meets (+2), and Masters (+3).</p> <p>Our current 5th-grade students also improved at the Meets (+3) and Masters (+5) levels.</p> <p>These gains suggest that consistent intervention, focused classroom instruction, consistent progress monitoring, and structured teacher collaboration are helping students move beyond proficiency and into higher levels of achievement.</p> <p>We have to continue to improve what we do.</p>	<p>Based on the data, we will increase our focus on accelerating students from Approaches to Meets and Masters levels at all grade levels.</p> <p>We will:</p> <ul style="list-style-type: none"> *add the process of aggressive monitoring to daily instruction *strengthen Tier 1 instruction to include an explicit, well internalized and rehearsed first teach. *continue to improve the PLC process (lesson internalization/rehearsal, SWAP, data, short PD) *Strengthen Tier 2 and Tier 3 instruction *Implement formative assessments such as exit tickets and anecdotal notes *time stamp lessons 	<p>We have a population of 527 students. We need support in the are of Tier 1 instruction, implementation of instructional resources and Tier 2 and Tier 3 instruction.</p> <p>We are in need of support in all SPED classrooms to increase rigor, engagement, and student performance.</p> <p>Help us by putting out a strong message to the community that we need parents to prioritize their child's education.</p> 

Borrego MATH Apples to Apples Comparison

23-24 App %		24-25 App %		Current	25-26 App %	23-24 Vs 24-25	25-26 Vs 24-25
		3rd Gr.	51%	4th Gr.	47%	N/A	-4%
3rd Gr.	48%	4th Gr.	54%	5th Gr.	61%	6%	7%
4th Gr.	62%	5th Gr.	58%	6th Gr.	80%	-4%	22%

23-24 Meets %		24-25 Meets %		Current	25-26 Meets %	23-24 Vs 24-25	25-26 Vs 24-25
		3rd Gr.	23%	4th Gr.	27%	N/A	4%
3rd Gr.	18%	4th Gr.	31%	5th Gr.	23%	13%	-8%
4th Gr.	33%	5th Gr.	28%	6th Gr.	41%	-5%	13%

23-24 Mast %		24-25 Mast %		Current	25-26 Mast %	23-24 Vs 24-25	25-26 Vs 24-25
		3rd Gr.	4%	4th Gr.	6%	N/A	2%
3rd Gr.	5%	4th Gr.	11%	5th Gr.	4%	6%	-7%
4th Gr.	8%	5th Gr.	8%	6th Gr.	12%	0%	4%



1. Who is struggling most based on the data?

Based on the cohort analysis, our **current 5th-grade students** are the group requiring the most support.

While they improved at the Approaches level (+7%), they experienced declines at the higher achievement levels, dropping **8 percentage points at Meets** and **7 percentage points at Masters** compared to their performance as 4th graders.

This indicates that students are meeting basic proficiency but are struggling to demonstrate deeper mathematical understanding and mastery.

2. Which circumstances surrounded struggling students and what is being done about it?

Students who struggle in math often have unfinished learning in foundational number sense, problem-solving, mathematical reasoning, and academic vocabulary.

Gaps that developed in earlier grades can become more evident as math concepts increase in complexity.

To address these needs, teachers are:

- providing targeted small-group instruction
- intervention support
- spiral review of prerequisite skills
- data analysis through PLCs
- progress monitoring.
- We are also focusing on problem-solving strategies to strengthen conceptual understanding.
- structured PLCs: internalization, rehearsal, SWAP, data meetings
- Use of HQIM (Bluebonnet) to provide Tier 1 instruction aligned to TEKS and STAAR standards.

3. Why is it working for some students?

The data shows strong growth in several cohorts, particularly our **current 6th-grade students**, who demonstrated gains across all performance levels compared to their prior year performance: Approaches (+22%), Meets (+13%), and Masters (+4%).

These results suggest that focused intervention, strong instructional practices, teacher collaboration, and targeted support are helping students achieve higher levels of mathematical proficiency.

Our current 4th-grade students also showed growth at the Meets (+4%) and Masters (+2%) levels for the same reasons.

4. Which changes will happen based on the data

Based on the data, we will focus on increasing the number of students moving from Approaches into Meets and Masters performance levels, particularly in 5th grade.

We will:

- Build positive relationships with students
- add the process of aggressive monitoring to daily instruction
- Ensure consistent implementation of Bluebonnet
- strengthen intervention
- add the process of aggressive monitoring to daily instruction
- strengthen Tier 1 instruction to include an explicit, well internalized and rehearsed first teach.
- continue to improve the PLC process (lesson internalization/rehearsal, SWAP, data, short PD)
- strengthen Tier 2 and Tier 3 instruction
- implement formative assessments such as exit tickets and anecdotal notes
- time stamp lessons

5. How can the Board Help?

Considering we have a high enrollment, Borrego would benefit from support in the area of Tier 1 instruction, implementation of instructional resources in Tier 2 and Tier 3 intervention.

Borrego would also benefit from support in all SPED classrooms to increase rigor, engagement, and student performance.

Help us by putting out a strong, yet motivational, message encouraging the community to become active parents in the education of our students.



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Attendance

(as of May 29, 2026)

DISTRICT ATTENDANCE Average:

93.37%

2023-2024 End of Year	2024-2025 End of Year	2025-2026 Current
94.27%	94.6%	94.49%

2025-2026 Grade Level Attendance			
3rd	94.91%	5th	95.02%
4th	94.44%	6th	93.48%



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1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
<p>The grade level with the lowest attendance percentage is 6th grade.</p>	<p>Sixth grade struggles to come to school everyday. Students are simply allowed to stay home. Forms of intervention for <u>unexcused absences</u> are as follows:</p> <ul style="list-style-type: none"> • 3 =warning letter • 5= 45-day contract • 7=counselor reaches out to parent for support • 13+ and after trying to work closely with parent=file for court (8 families this year) • Committee meets every Wednesday to review reports and decide the action for each student. • Consistent phone calls • Home visits by Principal/CIS/Parent Liaison/Mr. Galvan • We held 3 parent sessions (during hours and after). <p><u>Incentives included:</u> Popcorn parties 15 min. extra recess as a class (monthly) Free dress Friday Field trip at EOY Awards/certificates Popsicle surprise We raffled 2 bikes per grade level (8) Promoted Project Vida Clinic</p>	<p>There are many families who consistently prioritize school and ensure their children attend every day.</p> <p>Meetings with school representatives are impactful.</p> <p>Keep an open line of communication. We work everyday to ensure that families know that we genuinely care.</p> <p>In some cases, we work to resolve concerns (usually between children).</p>	<p>The idea is to move beyond reactive attendance interventions to more proactive, preventative systems that address overall attendance.</p> <p>We will take a more proactive approach to improving attendance by identifying students at risk earlier in the school year and supporting them before absences increase. We will strengthen communication with families, revisit student incentives, and provide additional support through mentoring, counseling, and check-ins.</p>	<p>The Board can support attendance efforts by communicating with the community a message about the importance of daily attendance across the district.</p> <p>Consider the creation of a district-wide attendance committee (made of APs possibly) to address attendance problems we all face.</p> <div data-bbox="2160 1096 2397 1329" style="text-align: right;"> </div>

Overall Improvements

2025-2026
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TOGETHER
WE GROW
STRONGER

2025-2026

#RamsOnAMission
#GrowthMindset
#BorregoRams

LEARN
★
LEAD
★
SUCCEED



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Questions?

