



DATA<sup>3</sup> = Engaged, Empowered, and Energized  
TAC Conference 2024

# Somerset ISD



- **Location:** Somerset ISD is located South of San Antonio about a 20-minute drive from downtown San Antonio.
- **Structure:** Seven (7) campuses serving students from pre-kindergarten through grade 12.
- **Student Demographic Data:** Student Enrollment: 4,175
  - *Economically Disadvantaged - 86.13%*
  - *Hispanic - 91.78%*
  - *White - 6.7%*
  - *African American 0.46%*
  - *American Indian/Alaskan - 0.10%*

# A View of the Past



# In 2013.....

- **Five** out of six Somerset ISD campuses were rated as **Improvement Required** by the state of Texas
  - *Five campuses in Somerset ISD were “low performing” and if a school receives an “Improvement Required” rating for two consecutive years, it may be subject to reconstitution.*
- The percentage of students who were **college ready** was at **39%**
- Our four-year **graduation rate** was at **80.5%**

# Our Drive Forward




# Somerset ISD

**RATINGS**

**SOMERSET ISD**

**A**



SOMERSET EARLY CHILDHOOD = A  
SOMERSET ELEMENTARY = A  
BARRERA VETERANS ELEMENTARY = A  
SAVANNAH HEIGHTS INTERMEDIATE = B  
SOMERSET JUNIOR HIGH = A  
SOMERSET HIGH SCHOOL = B  
ZACHARIAS EARLY COLLEGE HS = A

**24 DISTINCTIONS!**

**A TOP-RATED  
SCHOOL DISTRICT**

- **95%** of Somerset ISD Students are College Ready
- **95%** Four-Year Graduation Rate
- Somerset ISD is one of the **top-ranked academic** districts in Bexar County!





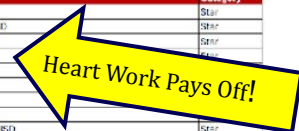
# Somerset ISD Making the News



Texas Honor Roll Districts List



| County          | District Name                                | Category |
|-----------------|--|----------|
| ANDERSON COUNTY | CAYUSA ISD                                   | Star     |
| ANDERSON COUNTY | WINDHORSE ISD                                | Star     |
| BELL COUNTY     | HOLLAND ISD                                  | Star     |
| BEXAR COUNTY    | SOMERSET ISD                                 | Star     |
| BOWIE COUNTY    | MAUD ISD                                     | Star     |
| BOWIE COUNTY    | BETHWATER ISD                                | Star     |
| BRAZORIA COUNTY | ALVIN ISD                                    | Star     |
| BRAZORIA COUNTY | PEARLAND ISD                                 | Star     |
| CAMERON COUNTY  | LOS FRESNOS GISD                             | Star     |
| CAMERON COUNTY  | SOUTH TEXAS ISD                              | Star     |
| CAMP COUNTY     | PITTSBURG ISD                                | Star     |
| CHAMBERS COUNTY | BARBERS HILL ISD                             | Scholar  |
| COLLIN COUNTY   | IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS | Scholar  |
| COLLIN COUNTY   | WICKLIFFE ISD                                | Star     |
| COLLIN COUNTY   | PLANO ISD                                    | Star     |
| COLLIN COUNTY   | LOVELAND ISD                                 | Scholar  |
| COMANCHE COUNTY | DE LEON ISD                                  | Star     |
| DALLAS COUNTY   | DMF PREPARATORY ACADEMY                      | Star     |
| DALLAS COUNTY   | HIGHLAND PARK ISD                            | Scholar  |
| DALLAS COUNTY   | COPPELL ISD                                  | Scholar  |
| DENISON COUNTY  | AREPT F ISD                                  | Scholar  |
| DONLEY COUNTY   | CLARENCE ISD                                 | Star     |
| ELLIS COUNTY    | PALMER ISD                                   | Star     |
| EL PASO COUNTY  | HARMONY PUBLIC SCHOOLS - WEST TEXAS          | Star     |
| EL PASO COUNTY  | YSI FTA ISD                                  | Star     |
| EL PASO COUNTY  | SOCORRO ISD                                  | Star     |
| FRANKLIN COUNTY | DUBLIN ISD                                   | Star     |
| FRANKLIN COUNTY | STEPHENS F ISD                               | Star     |





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TAC Conference 2024



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Session Goal:

Highlight how **Eduphoria's AWARE** guides Somerset in growing individuals at every level of the system.



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## Session Outcomes:

As a result of attending this session, participants will understand:

- The relationship between **assessment data** and **instruction**;
- How **effective data analysis guides instructional practices** that result in **student growth**;
- How the intersection of these *outcomes* **energizes** ALL stakeholders and creates a **culture of SUCCESS**.



# DATA<sup>3</sup>= Engaged, Empowered, Energized

## Session Process:

- Share **high-leverage** Eduphoria Reports
  - Discuss multilayered **ENGAGEMENT** with the highlighted reports;
  - Discuss how engagement results in **EMPOWERMENT**;
- Show how these actions produce **ENERGY AND ENERGIZE ALL STAKEHOLDERS!!!!**

**A** Rated



**Eduphoria's Aware:  
Powering DATA  
Analysis with  
Customizable Reports**



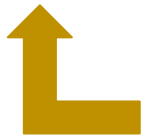
# Student Scores: District Level



Performance Bands

Student Scores - UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25

|                                  | UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25 |           |               |                   |                |                 |        |         |            |  |
|----------------------------------|--|-----------|---------------|-------------------|----------------|-----------------|--------|---------|------------|--|
|                                  | Total Students   | Raw Score | Percent Score | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters | Date Taken |  |
| <b>All Students</b>              | 252  | 12        | 63.53%        | 97.62%            | 96.83%         | 87.3%           | 69.05% | 40.87%  | 09/24/24   |  |
| Economic Disadvantage            | 201  | 12        | 62.77%        | 98.01%            | 97.51%         | 87.06%          | 68.16% | 37.81%  | 09/24/24   |  |
| American Indian/Alaskan Native   | 1  | 15        | 78.95%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/24/24   |  |
| Asian                            | 1  | 15        | 78.95%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/23/24   |  |
| Black/African American           | 1  | 11        | 57.89%        | 100%              | 100%           | 100%            | 100%   | 0%      | 09/24/24   |  |
| Hispanic                         | 234  | 12        | 62.89%        | 97.44%            | 96.58%         | 86.75%          | 67.52% | 39.32%  | 09/24/24   |  |
| Native Hawaiian/Pacific Islander | 1  | 16        | 84.21%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/24/24   |  |
| White                            | 14   | 14        | 71.05%        | 100%              | 100%           | 92.86%          | 85.71% | 57.14%  | 09/24/24   |  |
| Currently Emergent Bilingual     | 34   | 12        | 62.07%        | 97.06%            | 97.06%         | 85.29%          | 64.71% | 41.18%  | 09/24/24   |  |
| Special Ed Indicator             | 59   | 9         | 47.81%        | 91.53%            | 88.14%         | 62.71%          | 32.2%  | 10.17%  | 09/23/24   |  |



Possible Super Group



# Student Scores: Campus Level



Performance Bands

Student Scores - UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25

|  | UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25 |           |               |                   |                |                 |        |         |            |  |
|--|--|-----------|---------------|-------------------|----------------|-----------------|--------|---------|------------|--|
|  | Total Students   | Raw Score | Percent Score | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters | Date Taken |  |
| <b>BVE - Barrera Veterans Elementary</b> | 104  | 12        | 62.70%        | 98.08%            | 98.08%         | 86.54%          | 65.38% | 42.31%  | 09/24/24   |  |
| Economic Disadvantage                    | 76   | 12        | 61.98%        | 97.37%            | 97.37%         | 85.53%          | 63.16% | 40.79%  | 09/24/24   |  |
| American Indian/Alaskan Native           | 1  | 15        | 78.95%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/24/24   |  |
| Black/African American                   | 1  | 11        | 57.89%        | 100%              | 100%           | 100%            | 100%   | 0%      | 09/24/24   |  |
| Hispanic                                 | 95   | 12        | 62.16%        | 97.89%            | 97.89%         | 86.32%          | 64.21% | 41.05%  | 09/24/24   |  |
| Native Hawaiian/Pacific Islander         | 1  | 16        | 84.21%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/24/24   |  |
| White                                    | 6  | 13        | 65.79%        | 100%              | 100%           | 83.33%          | 66.67% | 50%     | 09/24/24   |  |
| Currently Emergent Bilingual             | 9  | 13        | 67.25%        | 100%              | 100%           | 100%            | 66.67% | 55.56%  | 09/24/24   |  |
| Special Ed Indicator                     | 30   | 10        | 51.23%        | 93.33%            | 93.33%         | 66.67%          | 40%    | 20%     | 09/24/24   |  |
| <b>SES - Somerset Elementary School</b>  | 148  | 12        | 64.12%        | 97.3%             | 95.95%         | 87.84%          | 71.62% | 39.86%  | 09/24/24   |  |
| Economic Disadvantage                    | 100  | 12        | 61.16%        | 98%               | 97%            | 85%             | 67%    | 31%     | 09/23/24   |  |
| Asian                                    | 1  | 15        | 78.95%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/23/24   |  |
| Hispanic                                 | 139  | 12        | 63.39%        | 97.12%            | 95.68%         | 87.05%          | 69.78% | 38.13%  | 09/24/24   |  |
| White                                    | 8  | 14        | 75%           | 100%              | 100%           | 100%            | 100%   | 62.5%   | 09/23/24   |  |
| Currently Emergent Bilingual             | 25   | 11        | 60.21%        | 96%               | 96%            | 80%             | 64%    | 36%     | 09/23/24   |  |
| Special Ed Indicator                     | 24   | 8         | 42.98%        | 87.5%             | 79.17%         | 58.33%          | 20.83% | 0%      | 09/23/24   |  |

## Report Includes

- Performance Bands
- Possible Super Groups
  - Eco Dis
  - Ethnicity
  - Spec Ed
  - Bilingual
- Campus Scores
- Raw Score
- Percentage Score
- Performance Level

# Student Scores: Teacher Level



Student Scores - UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25

|                                  | UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25 |           |               |                   |                |                 |        |         |
|----------------------------------|--|-----------|---------------|-------------------|----------------|-----------------|--------|---------|
|                                  | Total Students   | Raw Score | Percent Score | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters |
| <b>Candice</b>                   | 46   | 13        | 66.82%        | 100%              | 100%           | 89.13%          | 73.91% | 50%     |
| Economic Disadvantage            | 38   | 13        | 66.76%        | 100%              | 100%           | 89.47%          | 73.68% | 50%     |
| American Indian/Alaskan Native   | 1  | 15        | 78.95%        | 100%              | 100%           | 100%            | 100%   | 100%    |
| Black/African American           | 1  | 11        | 57.89%        | 100%              | 100%           | 100%            | 100%   | 0%      |
| Hispanic                         | 41   | 13        | 67.65%        | 100%              | 100%           | 90.24%          | 75.61% | 51.22%  |
| White                            | 3  | 10        | 54.39%        | 100%              | 100%           | 66.67%          | 33.33% | 33.33%  |
| Special Ed Indicator             | 16   | 10        | 54.93%        | 100%              | 100%           | 68.75%          | 43.75% | 25%     |
| <b>Amy</b>                       | 49   | 11        | 58%           | 95.92%            | 95.92%         | 81.63%          | 57.14% | 32.65%  |
| Economic Disadvantage            | 36   | 11        | 57.46%        | 94.44%            | 94.44%         | 80.56%          | 58.33% | 33.33%  |
| Hispanic                         | 45   | 11        | 56.14%        | 95.56%            | 95.56%         | 80%             | 53.33% | 28.89%  |
| Native Hawaiian/Pacific Islander | 1  | 16        | 84.21%        | 100%              | 100%           | 100%            | 100%   | 100%    |
| White                            | 3  | 15        | 77.19%        | 100%              | 100%           | 100%            | 100%   | 66.67%  |
| Special Ed Indicator             | 18   | 9         | 48.54%        | 88.89%            | 88.89%         | 66.67%          | 38.89% | 11.11%  |
| <b>Juana</b>                     | 9  | 13        | 67.25%        | 100%              | 100%           | 100%            | 66.67% | 55.56%  |
| Economic Disadvantage            | 6  | 12        | 64.04%        | 100%              | 100%           | 100%            | 50%    | 33.33%  |
| Hispanic                         | 9  | 13        | 67.25%        | 100%              | 100%           | 100%            | 66.67% | 55.56%  |
| Currently Emergent Bilingual     | 9  | 13        | 67.25%        | 100%              | 100%           | 100%            | 66.67% | 55.56%  |

## Report Includes

- Performance Bands
- Possible Super Groups
  - Eco Dis
  - Ethnicity
  - Spec Ed
  - Bilingual
- Individual Teacher Scores
- Raw Score
- Percentage Score
- Performance Level

# Student Scores: Section Level



|                                   | UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25 |           |               |                   |                |                 |        |         |            |
|-----------------------------------|--|-----------|---------------|-------------------|----------------|-----------------|--------|---------|------------|
|                                   | Total Students   | Raw Score | Percent Score | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters | Date Taken |
| BVE - Barrera Veterans Elementary | 104  | 12        | 62.70%        | 98.08%            | 98.08%         | 86.54%          | 65.38% | 42.31%  | 09/24/24   |
| Economic Disadvantage             | 80   | 12        | 62.37%        | 97.50%            | 97.50%         | 86.25%          | 65%    | 41.25%  | 09/24/24   |
| Hispanic                          | 95   | 12        | 62.16%        | 97.89%            | 97.89%         | 86.32%          | 64.21% | 41.05%  | 09/24/24   |
| Native Hawaiian/Pacific Islander  | 1  | 16        | 84.21%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/24/24   |
| White                             | 6  | 13        | 65.79%        | 100%              | 100%           | 83.33%          | 66.67% | 50%     | 09/24/24   |
| Currently Emergent Bilingual      | 9  | 13        | 67.25%        | 100%              | 100%           | 100%            | 66.67% | 55.56%  | 09/24/24   |
| Special Ed Indicator              | 34   | 10        | 51.55%        | 94.12%            | 94.12%         | 67.65%          | 41.18% | 17.65%  | 09/24/24   |
| <b>READING [0405]</b>             | 104  | 12        | 62.70%        | 98.08%            | 98.08%         | 86.54%          | 65.38% | 42.31%  | 09/24/24   |
| Economic Disadvantage             | 80   | 12        | 62.37%        | 97.50%            | 97.50%         | 86.25%          | 65%    | 41.25%  | 09/24/24   |
| Hispanic                          | 95   | 12        | 62.16%        | 97.89%            | 97.89%         | 86.32%          | 64.21% | 41.05%  | 09/24/24   |
| Native Hawaiian/Pacific Islander  | 1  | 16        | 84.21%        | 100%              | 100%           | 100%            | 100%   | 100%    | 09/24/24   |
| White                             | 6  | 13        | 65.79%        | 100%              | 100%           | 83.33%          | 66.67% | 50%     | 09/24/24   |
| Currently Emergent Bilingual      | 9  | 13        | 67.25%        | 100%              | 100%           | 100%            | 66.67% | 55.56%  | 09/24/24   |
| Special Ed Indicator              | 34   | 10        | 51.55%        | 94.12%            | 94.12%         | 67.65%          | 41.18% | 17.65%  | 09/24/24   |
|                                   | 22   | 13        | 70.33%        | 100%              | 100%           | 90.91%          | 81.82% | 63.64%  | 09/24/24   |
| Economic Disadvantage             | 20   | 13        | 70%           | 100%              | 100%           | 90%             | 80%    | 65%     | 09/24/24   |
| Hispanic                          | 22   | 13        | 70.33%        | 100%              | 100%           | 90.91%          | 81.82% | 63.64%  | 09/24/24   |
| Special Ed Indicator              | 8  | 11        | 57.89%        | 100%              | 100%           | 75%             | 50%    | 25%     | 09/24/24   |
|                                   | 24   | 12        | 63.60%        | 100%              | 100%           | 87.50%          | 66.67% | 37.50%  | 09/24/24   |
| Economic Disadvantage             | 18   | 12        | 63.16%        | 100%              | 100%           | 88.89%          | 66.67% | 33.33%  | 09/24/24   |
| Hispanic                          | 19   | 12        | 64.54%        | 100%              | 100%           | 89.47%          | 68.42% | 36.84%  | 09/24/24   |
| Special Ed Indicator              | 8  | 10        | 51.97%        | 100%              | 100%           | 62.50%          | 37.50% | 25%     | 09/24/24   |

## Report Includes

- Performance Bands
- Possible Super Groups
  - Eco Dis
  - Ethnicity
  - Spec Ed
  - Bilingual
- Section Scores
- Raw Score
- Percentage Score
- Performance Level

# Student Scores: Student Level



|                      |                       |                                      |                                | UA1-2A-GR4-RLA-Literacy Habits/ Purpose and Message- English-24-25 |               |                   |                |                 |       |         |            |  |
|----------------------|-----------------------|--------------------------------------|--------------------------------|--|---------------|-------------------|----------------|-----------------|-------|---------|------------|--|
| Special Ed Indicator | Economic Disadvantage | Emergent Bilingual                   | Ethnicity                      | Raw Score  | Percent Score | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters | Date Taken |  |
| Yes                  | No                    | Other Non-Emergent Bilingual Student | Hispanic                       | 16   | 84.21%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | American Indian/Alaskan Native | 15   | 78.95%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 15   | 78.95%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| Yes                  | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 10   | 52.63%        | Yes               | Yes            | Yes             | No    | No      | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 12   | 63.16%        | Yes               | Yes            | Yes             | Yes   | No      | 09/24/24   |  |
| No                   | No                    | Other Non-Emergent Bilingual Student | Hispanic                       | 16   | 84.21%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 14   | 73.68%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 16   | 84.21%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| Yes                  | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 16   | 84.21%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| Yes                  | No                    | Other Non-Emergent Bilingual Student | Hispanic                       | 15   | 78.95%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 15   | 78.95%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| Yes                  | Yes                   | Other Non-Emergent Bilingual Student | Black/African American         | 11   | 57.89%        | Yes               | Yes            | Yes             | Yes   | No      | 09/24/24   |  |
| No                   | No                    | Other Non-Emergent Bilingual Student | Hispanic                       | 12   | 63.16%        | Yes               | Yes            | Yes             | Yes   | No      | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 14   | 73.68%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | No                    | Other Non-Emergent Bilingual Student | Hispanic                       | 16   | 84.21%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| Yes                  | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 11   | 57.89%        | Yes               | Yes            | Yes             | Yes   | No      | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 15   | 78.95%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |
| No                   | Yes                   | Other Non-Emergent Bilingual Student | Hispanic                       | 13   | 68.42%        | Yes               | Yes            | Yes             | Yes   | No      | 09/24/24   |  |
| No                   | No                    | Other Non-Emergent Bilingual Student | Hispanic                       | 14   | 73.68%        | Yes               | Yes            | Yes             | Yes   | Yes     | 09/24/24   |  |

## Report Includes

- Performance Bands
- Possible Super Groups
  - Eco Dis
  - Ethnicity
  - Spec Ed
  - Bilingual
- Individual Teacher Scores
- Raw Score
- Percentage Score
- Performance Level



# Summer Administrator Academy







# Cluster to Classroom and Beyond ...



# Incorrect Response Report



## Incorrect Responses Report

Test Title: Quiz 1 (Units 1 & 2) - GR4 - Math - Place Value, and Addition & Subtraction of Whole Numbers and Decimals - Spanish - 24-25  
 Test Date: 9/18/2024  
 # of Students: 11

Teacher: Rodriguez, Paula Campus: BVE - Barrera Veterans Elementary

|   |             |                |                           |                      |
|---|-------------|----------------|---------------------------|----------------------|
| 1 | Answer: B,E | Obj/Cat: (N/A) | Content Skill: 4.2(B) [R] | Process Skill: (N/A) |
|---|-------------|----------------|---------------------------|----------------------|

|                      |     |                      |    |
|----------------------|-----|----------------------|----|
| <input type="text"/> | DE  | <input type="text"/> | A  |
| <input type="text"/> | A,E | <input type="text"/> | DE |
| <input type="text"/> | DE  | <input type="text"/> |    |

|   |           |                |                           |                      |
|---|-----------|----------------|---------------------------|----------------------|
| 2 | Answer: H | Obj/Cat: (N/A) | Content Skill: 4.2(E) [S] | Process Skill: (N/A) |
|---|-----------|----------------|---------------------------|----------------------|

|                      |   |                      |   |
|----------------------|---|----------------------|---|
| <input type="text"/> | F | <input type="text"/> | F |
| <input type="text"/> | F | <input type="text"/> | F |
| <input type="text"/> | G | <input type="text"/> | F |
| <input type="text"/> | F | <input type="text"/> | G |

|   |           |                |                           |                      |
|---|-----------|----------------|---------------------------|----------------------|
| 3 | Answer: D | Obj/Cat: (N/A) | Content Skill: 4.2(F) [S] | Process Skill: (N/A) |
|---|-----------|----------------|---------------------------|----------------------|

|                      |   |                      |   |
|----------------------|---|----------------------|---|
| <input type="text"/> | B | <input type="text"/> | C |
| <input type="text"/> | B | <input type="text"/> |   |

## Incorrect Responses Report

Test Title: UA12/3/4 - GR4 - Math - Whole Numbers & Decimals - English - 24-25  
 Test Date: 10/16/2024  
 # of Students: 46

Teacher: Agüero, Randi Campus: BVE - Barrera Veterans Elementary

|   |         |            |                           |                      |
|---|---------|------------|---------------------------|----------------------|
| 1 | Answer: | Obj/Cat: 1 | Content Skill: 4.2(A) [S] | Process Skill: (N/A) |
|---|---------|------------|---------------------------|----------------------|

|                      |                   |                      |                   |
|----------------------|-------------------|----------------------|-------------------|
| <input type="text"/> | Inline Choice 1/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 1/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 0/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 0/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 0/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 0/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 0/2 | <input type="text"/> | Inline Choice 1/2 |
| <input type="text"/> | Inline Choice 0/2 | <input type="text"/> | Inline Choice 0/2 |

|   |         |            |                           |                      |
|---|---------|------------|---------------------------|----------------------|
| 2 | Answer: | Obj/Cat: 1 | Content Skill: 4.2(B) [R] | Process Skill: (N/A) |
|---|---------|------------|---------------------------|----------------------|

|                      |                   |                      |                   |
|----------------------|-------------------|----------------------|-------------------|
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |
| <input type="text"/> | Drag-and-Drop 0/1 | <input type="text"/> | Drag-and-Drop 0/1 |

## Report Includes

- Test Title
- Test Date
- Teacher
- Campus
- Correct Answer
- TEKS
- Student Response
- Item Type

# Learning Standard Breakdown



## UA3/4-GR6-Math-OPERATIONS WITH POSITIVE FRACTIONS & DECIMALS AND OPERATIONS WITH INTEGERS-English-24-25

|  | Total Students | All Learning Standards |            |            |            |            |            |            |            |            |            |            | Raw Score | Percent Score |
|--|----------------|------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|---------------|
|  |                | 6.1(B) [P]             | 6.1(D) [P] | 6.1(F) [P] | 6.2(B) [S] | 6.2(D) [R] | 6.2(E) [S] | 6.3(A) [S] | 6.3(B) [S] | 6.3(C) [S] | 6.3(D) [R] | 6.3(E) [R] |           |               |
| <b>SHIS - Savannah Heights Intermediate School</b> | 299            | 53.18%                 | 54.18%     | 63.55%     | 85.95%     | 46.15%     | 53.18%     | 49.83%     | 60.87%     | 54.18%     | 46.49%     | 62.54%     | 6         | 56.82%        |
| Economic Disadvantage                              | 254            | 50.79%                 | 52.76%     | 62.60%     | 85.43%     | 45.28%     | 52.36%     | 48.03%     | 58.66%     | 52.76%     | 45.08%     | 61.02%     | 6         | 55.47%        |
| Asian  | 1              | 100%                   | 0%         | 100%       | 100%       | 100%       | 100%       | 100%       | 100%       | 0%         | 50%        | 50%        | 7         | 70%           |
| Hispanic   | 279            | 53.05%                 | 55.20%     | 64.16%     | 86.38%     | 47.31%     | 53.41%     | 50.90%     | 60.57%     | 55.20%     | 46.95%     | 62.72%     | 6         | 57.31%        |
| Two or More Races                                  | 3              | 66.67%                 | 100%       | 100%       | 66.67%     | 0%         | 66.67%     | 66.67%     | 33.33%     | 100%       | 50%        | 66.67%     | 6         | 56.67%        |
| White  | 16             | 50%                    | 31.25%     | 43.75%     | 81.25%     | 31.25%     | 43.75%     | 25%        | 68.75%     | 31.25%     | 37.50%     | 59.38%     | 5         | 47.50%        |
| Currently Emergent Bilingual                       | 69             | 59.42%                 | 37.68%     | 59.42%     | 84.06%     | 44.93%     | 56.52%     | 44.93%     | 46.38%     | 37.68%     | 44.20%     | 60.87%     | 5         | 52.46%        |
| First Year of Monitoring                           | 15             | 80%                    | 73.33%     | 80%        | 93.33%     | 80%        | 46.67%     | 73.33%     | 86.67%     | 73.33%     | 73.33%     | 73.33%     | 7         | 74.67%        |
| Second Year of Monitoring                          | 3              | 66.67%                 | 66.67%     | 100%       | 100%       | 66.67%     | 33.33%     | 66.67%     | 100%       | 66.67%     | 66.67%     | 83.33%     | 7         | 73.33%        |
| Special Ed Indicator                               | 40             | 45%                    | 55%        | 57.50%     | 72.50%     | 32.50%     | 45%        | 37.50%     | 52.50%     | 55%        | 45%        | 65%        | 5         | 51.50%        |

# Campus Teacher Analysis



|     | Total Students | All Learning Standards |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
|-----|----------------|------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|     |                | 6.2(A) [S]             | 6.2(B) [S] | 6.2(D) [R] | 6.3(D) [R] | 6.3(E) [R] | 6.4(A) [S] | 6.4(B) [R] | 6.4(C) [S] | 6.4(G) [R] | 6.4(H) [R] | 6.5(A) [S] | 6.5(B) [R] | 6.6(B) [S] | 6.6(C) [R] | 6.7(D) [R] |
|     |                | 101                    | 50.50%     | 48.51%     | 29.70%     | 48.51%     | 61.39%     | 74.26%     | 49.50%     | 61.49%     | 60.40%     | 46.53%     | 66.34%     | 58.09%     | 60.40%     | 50.50%     |
| 79  | 54.43%         | 46.84%                 | 22.78%     | 60.76%     | 79.75%     | 75.95%     | 59.49%     | 61.39%     | 61.60%     | 51.90%     | 55.70%     | 62.03%     | 68.35%     | 65.82%     | 40.51%     |            |
| 105 | 43.81%         | 42.86%                 | 22.86%     | 55.24%     | 67.62%     | 74.29%     | 61.90%     | 50.95%     | 62.22%     | 45.71%     | 50.48%     | 53.97%     | 56.19%     | 48.57%     | 39.05%     |            |



# District-Wide Teacher Professional Learning



# Campus Summer Institute

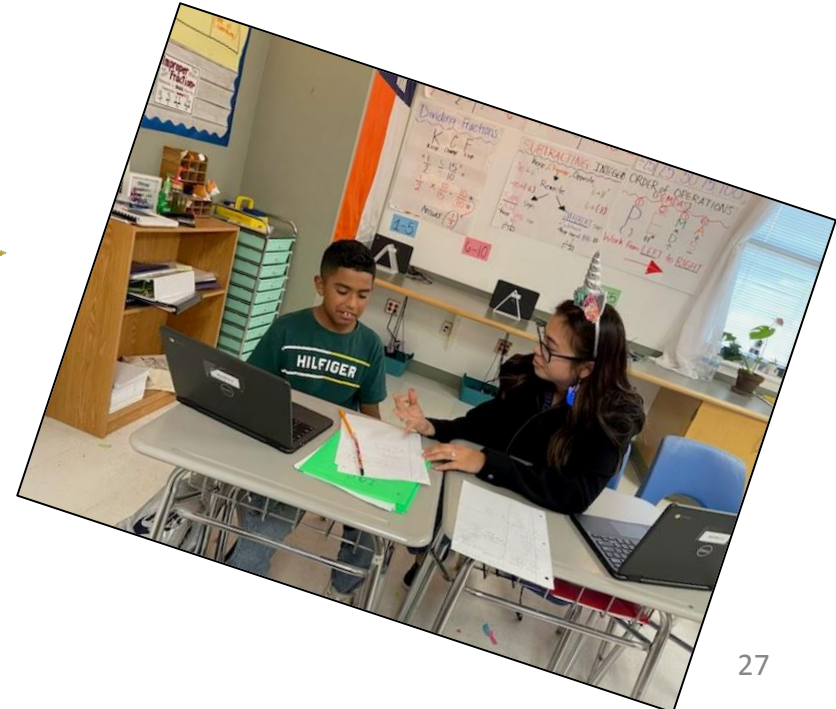
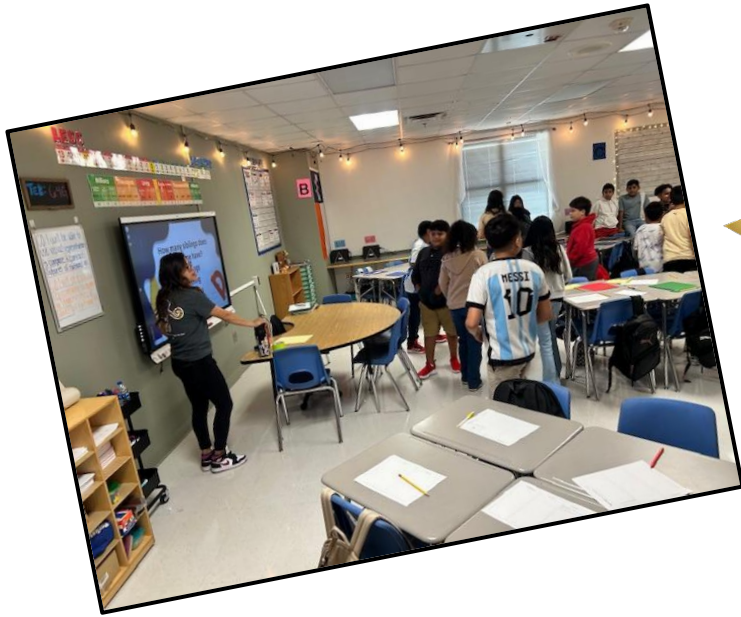


# Local Assessment Development & Instructional Planning





# Classroom Instruction





**Reports:  
The Constructed  
Response [ECR and  
SCRI**

| All RCs |        |
|---------|--------|
| R1      | R2     |
| 52.63%  | 41.67% |



# The Extended Constructed Response

- Scores
- Raw Score Max
- Did Not Meet High
- Approaches Low
- Highest Level Achieved
- lead4ward - Threshold Analysis
- Language Version
- Test Version
- Passing Standard for Approaches Grade Level
- State Percentile
- STAAR Progress
- On Track to Meet Grade Level
- Mathematics Badge Indicator
- Extended Constructed Response Score
- Lexile Measure

Aware > Analysis > Quick Views

## Quick View

Export to Excel Export to PDF Export Grades Edit

| Extended Constructed Response Score |                 |                 |                   |                                       |             |   |                         |   |               |   |                      |  |
|-------------------------------------|-----------------|-----------------|-------------------|---------------------------------------|-------------|---|-------------------------|---|---------------|---|----------------------|--|
| Total Students                      | 0 - Nonscorable | 1 - Ineffective | 2 - Not Developed | 3 - Between Not Developed and Limited | 4 - Limited | 5 - Between Limited and Partially Developed | 6 - Partially Developed | 7 - Between Partially Developed and Effective | 8 - Effective | 9 - Between Effective and Fully Developed | 10 - Fully Developed |  |
| 285                                 | 28.42%          | 7.02%           | 2.81%             | 1.75%                                 | 4.56%       | 6.32%                                       | 6.67%                   | 15.44%  | 8.77%         | 10.18%                                    | 8.07%                |  |

**Extended Constructed Response Score:**

- 7 - Between Partially Developed and Effective
- 8 - Effective
- 7 - Between Partially Developed and Effective
- 9 - Between Effective and Fully Developed
- 9 - Between Effective and Fully Developed
- 9 - Between Effective and Fully Developed
- 8 - Effective
- 8 - Effective
- 10 - Fully Developed
- 7 - Between Partially Developed and Effective
- 9 - Between Effective and Fully Developed
- 9 - Between Effective and Fully Developed
- 8 - Effective
- 5 - Between Limited and Partially Developed
- 10 - Fully Developed
- 8 - Effective
- 8 - Effective
- 7 - Between Partially Developed and Effective
- 9 - Between Effective and Fully Developed
- 10 - Fully Developed
- 5 - Between Limited and Partially Developed
- 6 - Partially Developed
- 8 - Effective
- 5 - Between Limited and Partially Developed
- 7 - Between Partially Developed and Effective
- 7 - Between Partially Developed and Effective
- 7 - Between Partially Developed and Effective

# The Extended Constructed Response

| RLA – ECR English            |                   |                   |                   |                   |                   |                   |                   |                   |
|------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Grade Level                  | 3                 | 4                 | 5                 | 6                 | 7                 | 8                 | Eng I             | Eng II            |
| <b>Total Possible Points</b> | 10                | 10                | 10                | 10                | 10                | 10                | 10                | 10                |
| <b>State Average 2023</b>    | 2.53              | 2.71              | 3.93              | 4.37              | 4.49              | 4.92              | 4.62              | 4.72              |
| <b>District Average 2023</b> | 2.89              | 3.87              | 4.67              | 5.13              | 3.91              | 5.1               | 4.13              | 4.27              |
| <b>State Average 2024</b>    | 2.82 <sup>+</sup> | 3.87 <sup>+</sup> | 2.75 <sup>-</sup> | 3.71 <sup>-</sup> | 4.28 <sup>-</sup> | 4.34 <sup>-</sup> | 3.80 <sup>-</sup> | 4.67 <sup>-</sup> |
| <b>District Average 2024</b> | 3.46              | 4.32              | 3.16              | 4.59              | 4.3               | 4.93              | 4.11              | 4.05              |

# Individual Response Scores: The Extended Constructed Response

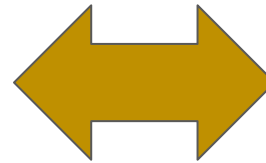
This tells me ...

80 students earned zeros

14 students earned 1's

25 students earned 5's

11 students earned earned 10's



| 25                |
|-------------------|
| 0 to 10           |
| R2                |
| <b>5.7(B) [R]</b> |
| 0 (28.88%)        |
| 1 (5.42%)         |
| 2 (3.97%)         |
| 3 (2.89%)         |
| 4 (9.75%)         |
| 5 (9.39%)         |
| 6 (10.83%)        |
| 7 (9.75%)         |
| 8 (7.58%)         |
| 9 (7.94%)         |
| 10 (3.61%)        |

# District Academic Leadership Team (DALT)





# Literacy Institute and Back-to-School Professional Development







## Student Constructed Response Tool

### 1. Response:

Score: 0 / 2 | Word Count: 22 | Character Count: 60

to it plan that to um a so at um higen is a gud for so you can git a gud rucot

### 2. Response:

Score: 2 / 2 | Word Count: 62 | Character Count: 269

The author wrote this article to describe mount fuji because in the article it says " how tall mont fuji ". in paragh 2 and in paragaph 3 it says "The last time this volcano was in 1708 people believe that the first person to climb this mountain was a monk in the year 663 ." that pofts that the author purpose was to describe .

# Student Constructed Response Tool



SCORE

WORDS

CHARS

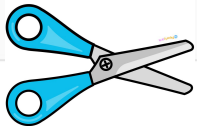
RESPONSE

0 / 2

57

258

That she is a nice and she is very happy to see that she mad it and here is the part from the store. In phargrafe (27) it say "Asthe Australian champion of the Stupendously Spectacular Spelling Bee, you are hereby inviited to compete in the Most Marvelous International Spelling Bee in London" they are all happy.



2 / 2

89

413

India's reactions to the surprising events throughout the passage tell that her character is nice and doesn't get mad over those type of things.It shows that she is nice because of the inccident she didn't get mad at all and she just let it go.It shows that in paragraph 16 "She's normally very calm, but lamingtons drive her bananas."It also shows that she doesn't get mad over that type of stuff because she is a nice person.It shows that in paragraph 17 "India stared down Main Street from saftey."

# Student Constructed Response Tool



< Benchmark-RLA-7th grade-2023-2024

READING LANGUAGE ARTS 8TH Period 3 (RLA8-33) ▾

Testing Teachers ▾

Scores ▾

↓ SCORE WORDS CHARS RESPONSE

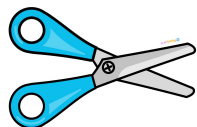
10 / 10 222 1,101

Some ways humans benefit from allowing robots to complete simple tasks at home and in the workplace by wearing an exoskeleton to assist a worker and make their job easier when needing to complete a task, and by helping humans clean their floors by programming a small robot.

One reason why humans benefit from allowing robots to complete simple tasks at home and in the workplace is a human attaching themselves to an exoskeleton to help them with tasks. I know this because in paragraph five the text reads, "When a warehouse worker using an exoskeleton bends to pick up a heavy object, motors in the exoskeleton engage to assist the worker in lifting the load." This proves that humans benefit from allowing robots to complete simple tasks in a workplace.

A second reason why humans are beneficial from allowing robots to complete at home and in the workplace is programming a small robot to clean their floors. For example, in paragraph seven the text states, "Home robots can be programmed to clean floors or do the other minor tasks." This demonstrates that humans aren't just beneficial in the workplace but also in the home too.

To summarize what has been stated above, humans are benefited from allowing robots to complete simple tasks at home and in the workplace by using an exoskeleton and getting their floor cleaned.



10 / 10 180 777

Some ways humans can benefit from allowing robots to complete simple tasks at home and the workplace is having to do less work and getting the job done faster.

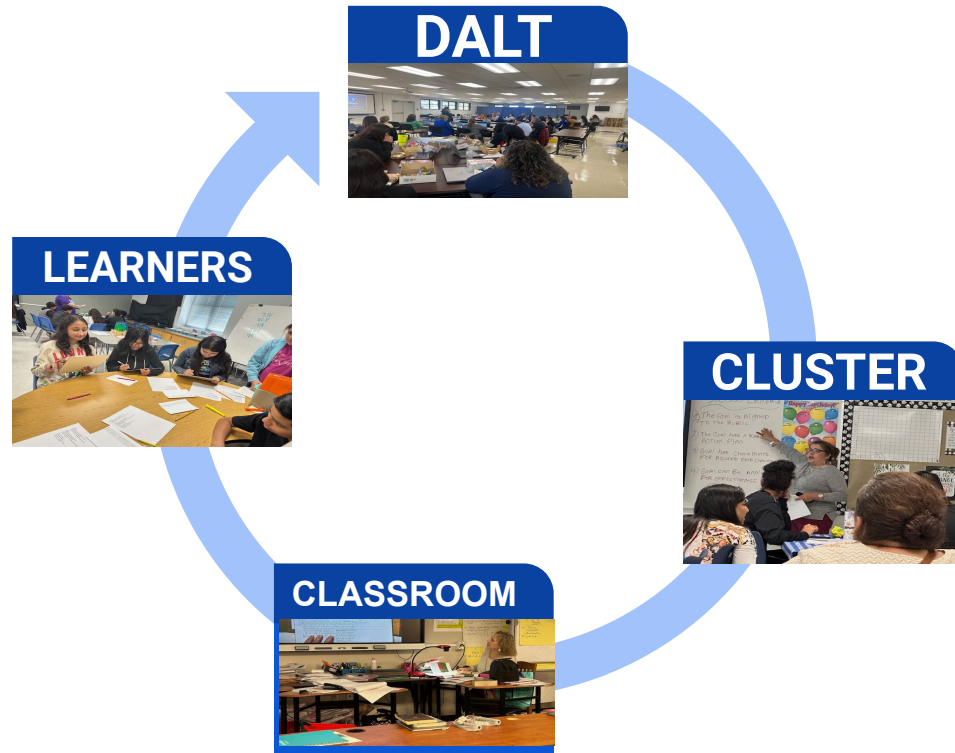
For example one way is having to do less work around the house.

In the texts it states "Home robots can be programmed to clean floors or do other minor task." This actively demonstrates that is robots can clean floors then it wouldn't have to do it and it would be easier for them.

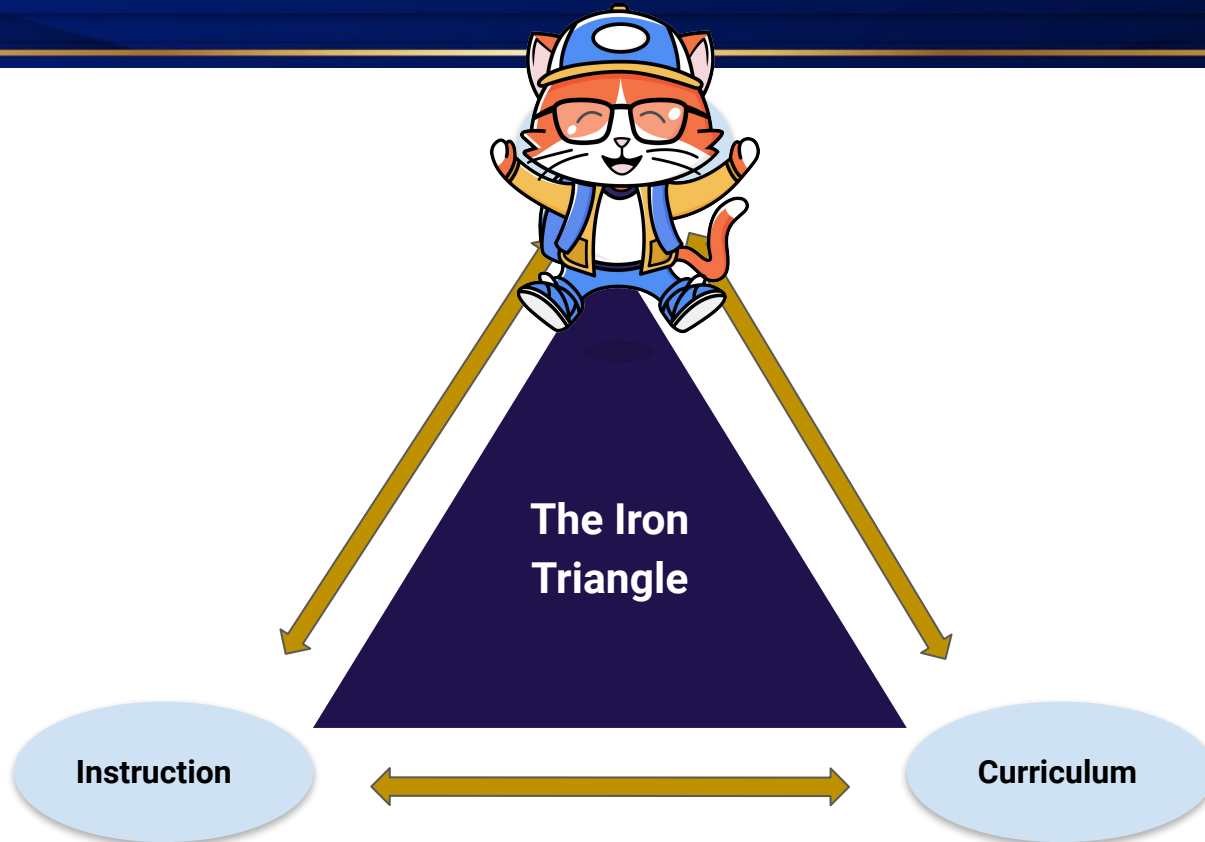
Another example is getting the job done faster. In the text it says "The robot arms allows the workers to assemble a far greater number of parts per hour than the workers could on their own." This shows that using robots allows them to get the work done faster.

To sum up everything that has been stated so far some ways humans benefit from allowing robots to complete simple task at home and the workplace is by people not having to do much work at home and by getting the job done so much faster at work.

# How does DATA translate to instruction?



# DATA<sup>3</sup> = Engaged, Empowered, and Energized





# DATA<sup>3</sup> = Engaged, Empowered, and Energized

Success



Texas  
Incentive  
Allotment



> LIST OF THE TOP 5 SCHOOLS IN SAN ANTONIO  
SOURCE: CHILDREN AT RISK

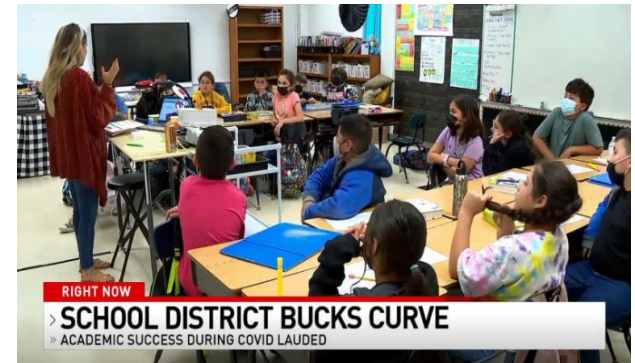


MILKEN FAMILY FOUNDATION  
2023-2024  
\$25,000.00  
Ivan Dominguez

# Somerset ISD Making the News



EXCELLENCE IN EDUCATION AWARDS  
Somerset ISD  
Twenty-five Thousand Dollars  
H-E-B  
TOYOTA  
Somerset ISD  
Twenty Five Thousand Dollars  
May 13, 2018  
By School Board Wages



RIGHT NOW  
> SCHOOL DISTRICT BUCKS CURVE  
> ACADEMIC SUCCESS DURING COVID LAUDED



Barrera Veterans Elementary  
Somerset  
Gold Ribbon School  
of Excellence



# Blue Ribbon School Awardee



# Thank You!

Mrs. Rose Chapa, Director of Support Services -  
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Mr. Stephen Enriquez, Eduphoria Solutions Specialist -  
[stephen@eduphoria.net](mailto:stephen@eduphoria.net)

Mr. Mario Goff, Executive Director of Instructional Services -  
[mario.goff@sisd12.net](mailto:mario.goff@sisd12.net)

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