PRIORITY 1

EXCEPTIONAL STUDENT PERFORMANCE

Priority 1 Update – Accountability and Performance Comparisons

Report to the Gregory-Portland ISD Board of Trustees

May 19, 2025

23-24 School Progress Domain – Annual Growth Score – All Grades ELA/Reading

	State Rate	Region Rate	My District Rate	ARANSAS COUNTY ISD	CALALLEN ISD	CORPUS CHRISTI ISD	TULOSO-MIDWAY ISD	FLOUR BLUFF ISD	INGLESIDE ISD	SINTON ISD
Rate	67.0%	66.0%	68.0%	63.0%	67.0%	66.0%	67.0%	73.0%	70.0%	64.0%

Legend: ● State Rate ● Region Rate ● My District Rate ● District Rate

23-24 STAAR Performance – Meets Grade Level or Above – All Grades – Reading

Exceptional Student Performance

1.1 Annually increase performance in reading for all students and all student groups

PRIORITY 1

	State Rate	Region Rate	My District Rate	ARANSAS COUNTY ISD	CALALLEN ISD	CORPUS CHRISTI ISD	TULOSO-MIDWAY ISD	FLOUR BLUFF ISD	INGLESIDE ISD	SINTON ISD
	54.0%	52.0%	60.0%	46.0%	61.0%	51.0%	55.0%	67.0%	59.0%	50.0%

Legend: ● State Rate ● Region Rate ● My District Rate ● District Rate

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Exceptional Student Performance

1.1 Annually increase performance in reading for all students and all student groups

1.2 Annually increase performance in math for all students and all student groups

1.3 Annually increase performance in college, career, and military readiness for all students and all student groups

1.4 Annually increase student engagement for all students and all student groups
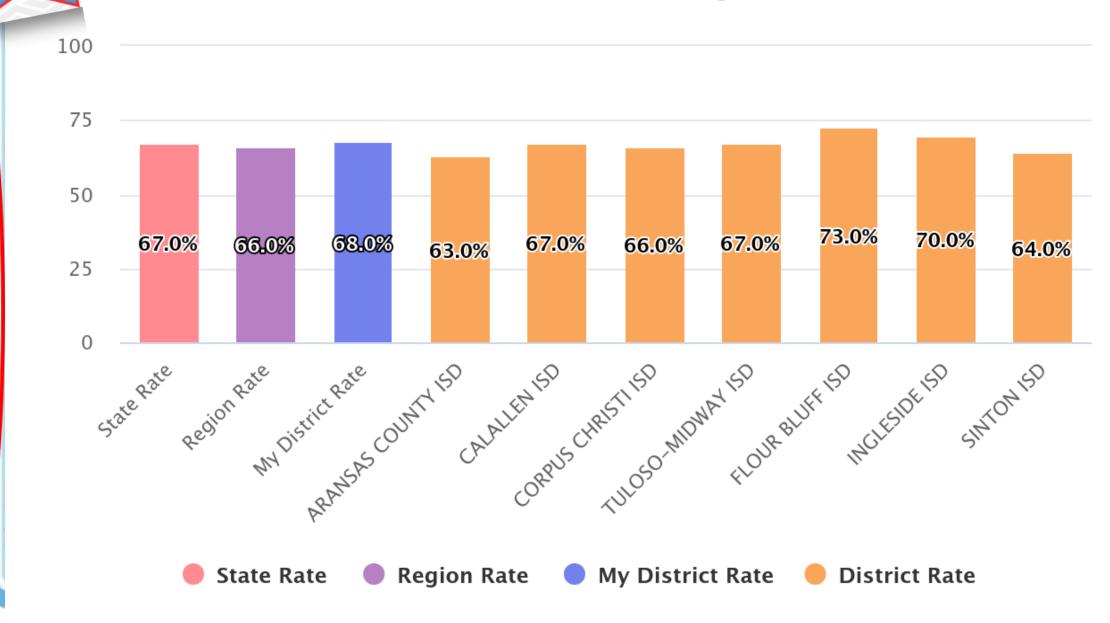
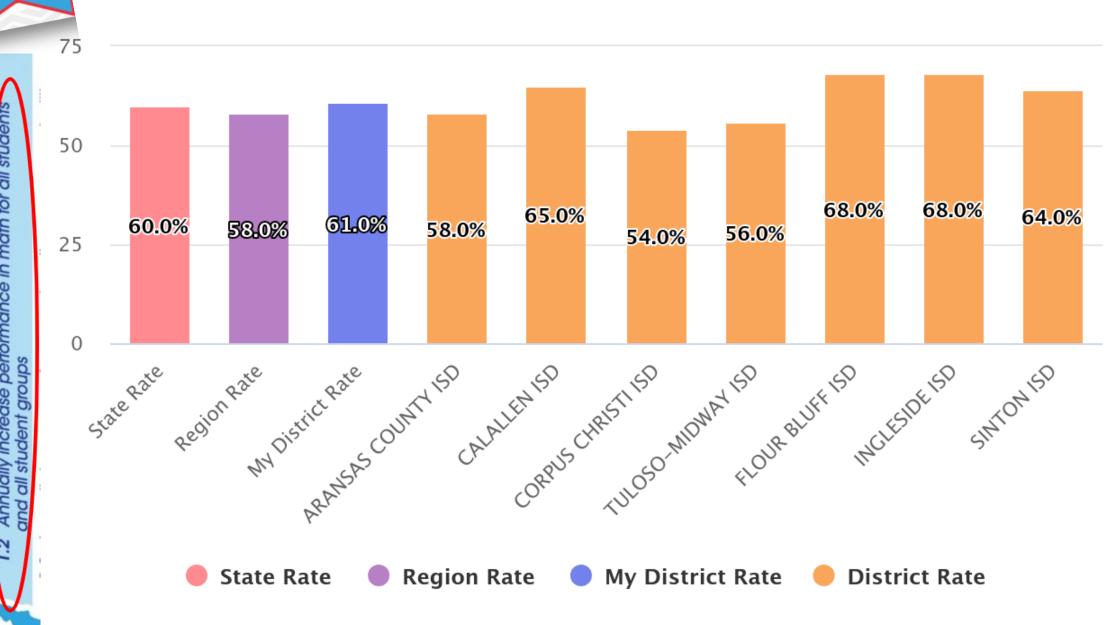**1.5** Annually increase percentage of students who feel safe at school

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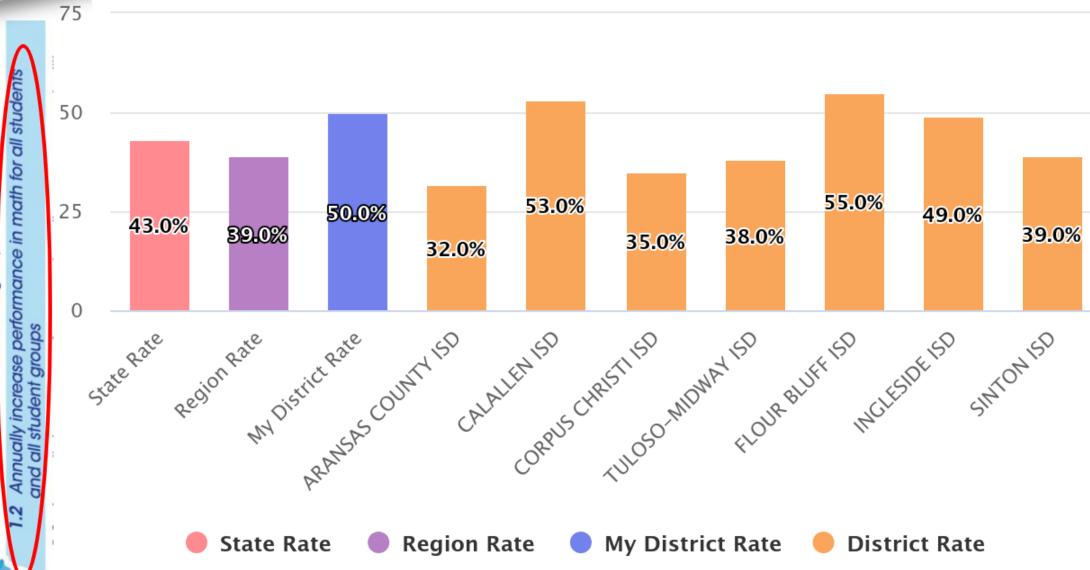GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

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23–24 School Progress Domain – Annual Growth Score – All Grades Mathematics

Exceptional Student Performance

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1.1 Annually increase performance in reading for all students and all student groups

1.2 Annually increase performance in math for all students and all student groups

Category	Rate
State Rate	60.0%
Region Rate	58.0%
My District Rate	61.0%
ARANSAS COUNTY ISD	58.0%
CALALLEN ISD	65.0%
CORPUS CHRISTI ISD	54.0%
TULOSO-MIDWAY ISD	56.0%
FLOUR BLUFF ISD	68.0%
INGLESIDE ISD	68.0%
SINTON ISD	64.0%

Legend: ● State Rate ● Region Rate ● My District Rate ● District Rate

23–24 STAAR Performance – Meets Grade Level or Above – All Grades – Math

PRIORITY 1

Exceptional Student Performance

1.1 Annually increase performance in reading for all students and all student groups

1.2 Annually increase performance in math for all students and all student groups

	Rate
State Rate	43.0%
Region Rate	39.0%
My District Rate	50.0%
ARANSAS COUNTY ISD	32.0%
CALALLEN ISD	53.0%
CORPUS CHRISTI ISD	35.0%
TULOSO-MIDWAY ISD	38.0%
FLOUR BLUFF ISD	55.0%
INGLESIDE ISD	49.0%
SINTON ISD	39.0%

● State Rate ● Region Rate ● My District Rate ● District Rate

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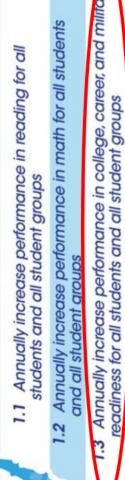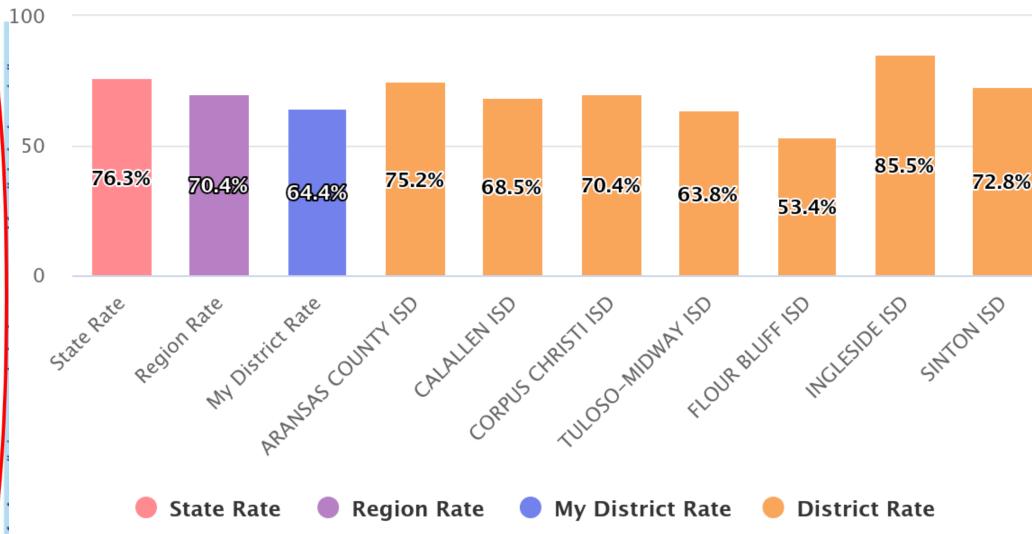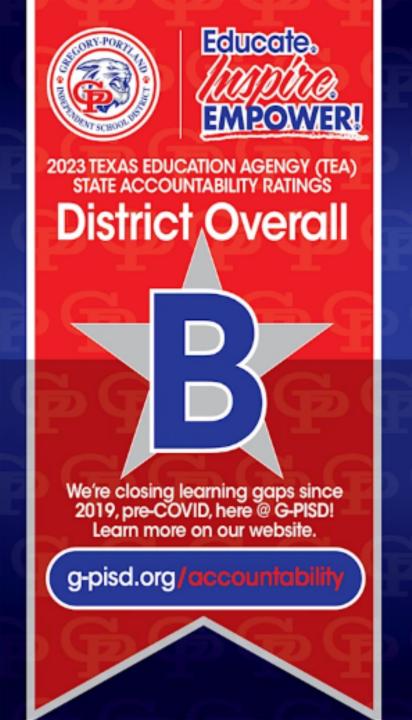
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22–23 College, Career, and Military Readiness (CCMR) – College, Career, and Military Ready Graduates – Annual Graduates
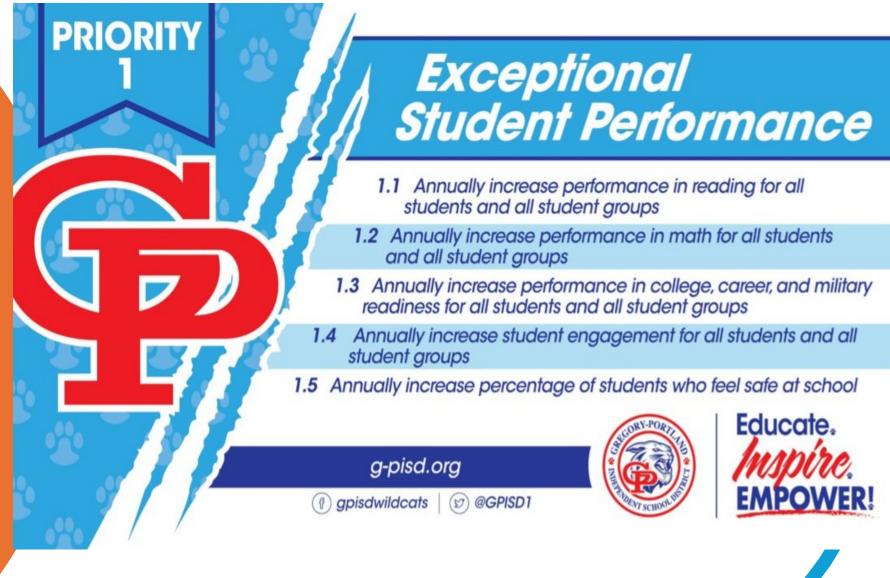
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Category	Rate
State Rate	76.3%
Region Rate	70.4%
My District Rate	64.4%
ARANSAS COUNTY ISD	75.2%
CALALLEN ISD	68.5%
CORPUS CHRISTI ISD	70.4%
TULOSO–MIDWAY ISD	63.8%
FLOUR BLUFF ISD	53.4%
INGLESIDE ISD	85.5%
SINTON ISD	72.8%

● State Rate   ● Region Rate   ● My District Rate   ● District Rate

Gregory-Portland High School 8 Year STAAR Performance Summary

ENGLISH I	Change from 2021	Change from 2016 Or 2017	2024	2023	2022	2021	2020	2019	2018	2017	2016
Approaches and Higher	7	15	76	76	65	69		71	68	68	61
Meets and Higher	11	15	61	57	47	50		48	45	46	
Masters	10	15	20	14	7	10		9	7	5	
ENGLISH II			2024	2023	2022	2021	2020	2019	2018	2017	2016
Approaches and Higher	7	12	80	74	75	73		71	69	68	68
Meets and Higher	7	18	65	55	60	58		49	48	47	
Masters	0	2	8	7	9	8		9	5	6	
ALGEBRA I			2024	2023	2022	2021	2020	2019	2018	2017	2016
Approaches and Higher	13	-6	70	73	70	57		78	82	78	76
Meets and Higher	7	-17	24	23	30	17		42	40	41	
Masters	3	-9	7	7	13	4		18	16	16	
BIOLOGY			2024	2023	2022	2021	2020	2019	2018	2017	2016
Approaches and Higher	13	-1	91	87	83	78		94	90	92	92
Meets and Higher	11	-1	61	54	55	50		73	63	62	
Masters	5	-1	21	21	16	16		28	26	22	
US HISTORY			2024	2023	2022	2021	2020	2019	2018	2017	2016
Approaches and Higher	4	2	96	96	92	92		92	93	95	94
Meets and Higher	0	4	76	75	73	76		75	74	72	
Masters	-8	1	36	39	48	44		42	43	35	

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2023 TEXAS EDUCATION AGENGY (TEA) STATE ACCOUNTABILITY RATINGS

District Overall

B

We're closing learning gaps since 2019, pre-COVID, here @ G-PISD! Learn more on our website.

g-pisd.org/accountability

East Cliff Elementary School — **A** +5 Distinction Designations

S.F. Austin Elementary School — **B** +1 Distinction Designation

T.M. Clark Elementary School — **B** +5 Distinction Designations

W.C. Andrews Elementary School — **B** +3 Distinction Designations

Gregory-Portland Middle School — **B** +4 Distinction Designations

Gregory-Portland High School — **C**

Since 2023, Gregory-Portland ISD has taken deliberate, data-informed steps to improve educational outcomes and meet accountability goals across all campuses.

The district's efforts align with its five key strategic priorities and are grounded in instructional excellence and whole-child development.

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Priority 1.1 WHAT STEPS HAVE BEEN TAKEN TO IMPROVE STUDENT PERFORMANCE IN *READING*?

Implementation of Amplify ELAR in grades K – 8 with deeper focus on instructional quality

Supported the development of secondary YAGs and identified aligned resources for English I and English II

Provided ongoing, consistent feedback to teachers on instruction to elevate instructional delivery

Executed an assessment and data plan to monitor reading growth and inform teaching

Developing the Profile of a G-P Educator as part of the Curriculum Management Plan to align expectations for effective literacy instruction

Developed and implemented strategies to close performance gaps

- Implemented Special Education Continuum of Services
- Addition of the Multilingual Coordinator

Priority 1.1 WHAT STEPS HAVE BEEN TAKEN TO IMPROVE STUDENT PERFORMANCE IN *READING*?

Provided targeted support to campuses based on STAAR data such weekly PLC attendance, classroom visits, and additional facilitated planning

Common conference periods for English I and English II at the secondary level

- Next year: common conference periods for elementary teachers across the district

Supported secondary PLCs and the analysis of student performance data using the Four Question Model.

- This summer: Providing Professional Learning Communities refresh for all campus administrators, instructional coaches, deans, and full training for teachers

Continued refinement and implementation of MTSS (multi-tiered systems of support)

Increased support to campus administration in data analysis

Priority 1.2 WHAT STEPS HAVE BEEN TAKEN TO IMPROVE STUDENT PERFORMANCE IN *MATH*?

Implementation of Eureka Math in grades K – 5 with deeper focus on instructional quality (Next year: Bluebonnet Math)

Implementation of Maneuvering the Middle in grades 6-8 and Algebra I

Supported the development of secondary YAGs as well as the alignment of resources and assessments

Provided ongoing, consistent feedback to teachers on instruction to elevate instructional delivery

Executed an assessment and data plan to monitor growth and inform teaching

Developing the Profile of a G-P Educator through the Curriculum Management Plan to align expectations for effective instruction

Priority 1.2
WHAT STEPS HAVE BEEN TAKEN TO IMPROVE STUDENT PERFORMANCE IN *MATH*?

Developed and implemented strategies to close performance gaps
- Implemented Special Education Continuum of Services
- Addition of the Multilingual Coordinator

Provided targeted support to campuses based on STAAR data such weekly PLC attendance, classroom visits, and additional facilitated planning

Common conference periods for Algebra I at the secondary level
- Next year: common conference periods for elementary teachers across the district

Supported and modeled secondary PLCs and the analysis of student performance data using the Four Question Model
- This summer: Providing Professional Learning Communities refresh for all campus administrators, instructional coaches, deans, and full training for teachers

Continued refinement and implementation of MTSS (multi-tiered systems of support)

Increased support to campus administration in data analysis

Priority 1.3
WHAT STEPS HAVE BEEN TAKEN TO IMPROVE STUDENT PERFORMANCE IN *CCMR*?

Analyzing CCMR disparities through targeted supports and outreach for student groups

Developing experiential learning opportunities for elementary schools

Implemented College & Career Labs at Middle School

Increased the number of CTE offerings in Grade 8 for high school credit

Established a new dual credit partnership with TAMUCC

Strengthened the dual credit partnership with Del Mar

Priority 1.3 WHAT STEPS HAVE BEEN TAKEN TO IMPROVE STUDENT PERFORMANCE IN *CCMR*?

Laid the foundation for launching a pathway for students to graduate with an associate degree

Developed CTE pathways and certification tests to ensure that we have program completers

Increased Texas Success Iniative Assessment (TSIA) opportunities

Developing TSIA preparation for students

Next year: Introducing Texas College Bridge to the high school to increase CCMR A-F Accountability for seniors

Increased support to campus administration in data analysis

Thank you!

PRIORITY 1

GP

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