

PRIORITY 1



EXCEPTIONAL STUDENT PERFORMANCE

DATE | Report to the G-PISD Board of Trustees



PRIORITY 1



EXCEPTIONAL STUDENT PERFORMANCE

Priority 1



GOALS



Educate.
Inspire.
EMPOWER!

1.1 - Annually increase student performance in READING for all student and all student groups.

1.2 - Annually increase student performance in MATH for all student and all student groups.

1.3 - Annually increase student performance in COLLEGE, CAREER, and MILITARY READINESS for all students and all student group

1.4 - Annually increase student engagement for all students and all student groups

1.5 - Annually increase the percentage of students who feel safe at school

- ▶ Celebrations
- ▶ Goal Progress Data
- ▶ Performance Interpretations
 - Bright Spots
 - Areas for Growth
- ▶ Adjustments and Next Steps
 - ▶ What Did We Do?
 - ▶ What Happened?
 - ▶ What is our Plan?

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1**



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PERFORMANCE**



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A-F Accountability Review

★ BETTER OF DOMAIN I OR II = **70%** ★

DOMAIN III = **30%**

DOMAIN I



**STUDENT
ACHIEVEMENT**



PERFORMANCE

DOMAIN II



**SCHOOL
PROGRESS**



**GROWTH OR
RELATIVE PERFORMANCE**

DOMAIN III



**CLOSING THE
GAPS**



**SUBGROUP GROWTH AND
PERFORMANCE**

G-PISD A-F Growth by Domain

★★ **G-PISD IMPROVEMENTS IN A-F DOMAINS** ★★

STUDENT ACHIEVEMENT		ACADEMIC GROWTH		RELATIVE PERFORMANCE		CLOSING THE GAPS	
	2025		2025		2026		2025
83	81	85	78	83	81	88	84
+2		+7		+2		+4	



G-PISD IMPROVED

— IN EVERY DOMAIN OF ACCOUNTABILITY —

FROM 2025-2026

Since **2024**

DOM 1



STUDENT ACHIEVEMENT

 **3** PTS

DOM 2A



SCHOOL PROGRESS

 **12** PTS

DOM 2B



RELATIVE PERFORMANCE

 **3** PTS

DOM 3



CLOSING THE GAPS

 **12** PTS

Campus Ratings 2024-2026

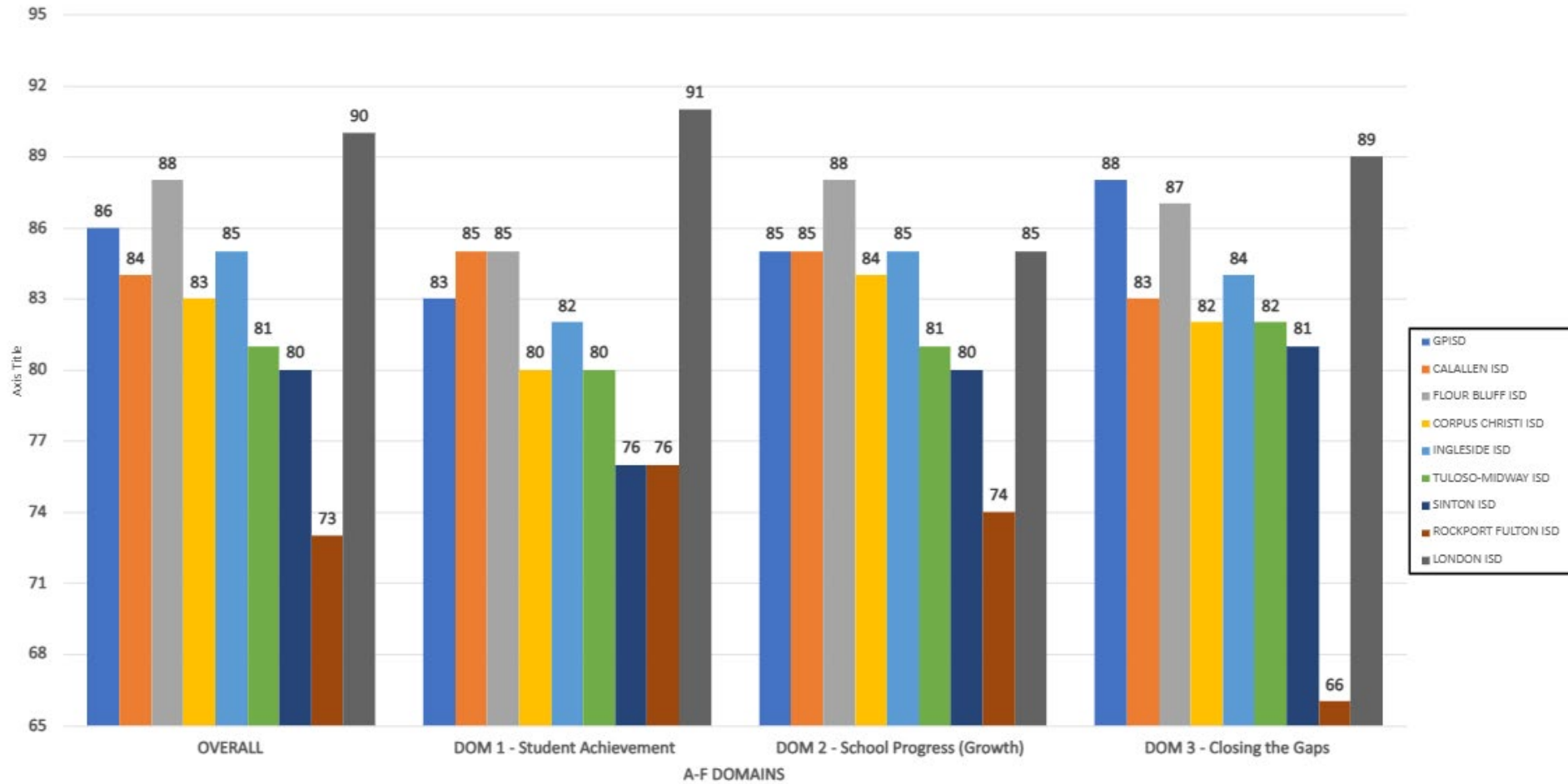
CAMPUS 	2026 DISTINCTIONS 	2026 SCORE	2025 SCORE	2024 SCORE	TWO-YEAR DIFFERENCE 
 GREGORY- PORTLAND HIGH SCHOOL	1	89	82	75	+14 
 GREGORY- PORTLAND MIDDLE SCHOOL	2	87	80	82	+5 
 AUSTIN EL	0	77	85	86	-9 
 CLARK EL	2	84	87	87	-3 
 EAST CLIFF EL	3	87	90	85	+2 
 ANDREWS EL	6	87	81	74	+13 
 DISTRICT TOTAL	14	86	82	79	+7 

Domain 1				Domain 2A				Domain 2B				Domain 3				Overall
Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
1,538	39.8%	81	32.238	1,538	39.8%	89	35.422	1,538	39.8%	83	33.034	1,538	39.8%	90	35.820	89
1,192	30.8%	85	26.180	1,192	30.8%	83	25.564	1,192	30.8%	83	25.564	1,192	30.8%	92	28.336	87
245	6.3%	78	4.914	245	6.3%	69	4.347	245	6.3%	77	4.851	245	6.3%	76	4.788	77
297	7.7%	85	6.545	297	7.7%	79	6.083	297	7.7%	85	6.545	297	7.7%	83	6.391	84
299	7.7%	88	6.776	299	7.7%	87	6.699	299	7.7%	81	6.237	299	7.7%	86	6.622	87
293	7.6%	88	6.688	293	7.6%	87	6.612	293	7.6%	86	6.536	293	7.6%	86	6.536	87
																86
3,864			83.341	3,864			84.727	3,864			82.767	3,864			88.493	
District Domain 1 Score <i>(Capped at 89 if District's D2 score <60 or if any campus D1 score <70 or any AEA D1 score <60)</i>			83	District Domain 2A Score			85	District Domain 2B Score			83	District Domain 3 Score <i>(Capped at 89 if: any campus D3 score <70 or any AEA D3 score <60)</i>			88	

G-PISD 2026 A-F Accountability District Calculation

70% of District Rating (Better of Domain 1 or Domain 2) NOTE: The District's Domain II score is capped at 89 if the district's D2-A or D2-B score <60 or if any campus Domain II score <70 or AEA Domain II score <60		85	x .70	59.5
30% of District Rating (Domain 3)		88	x .30	26.4
District's 2026 Overall Score Applying 3 Fs Rule, 3Ds Rule, or Overall Cap Rule if applicable				86
District's 2026 Overall Letter Grade				B

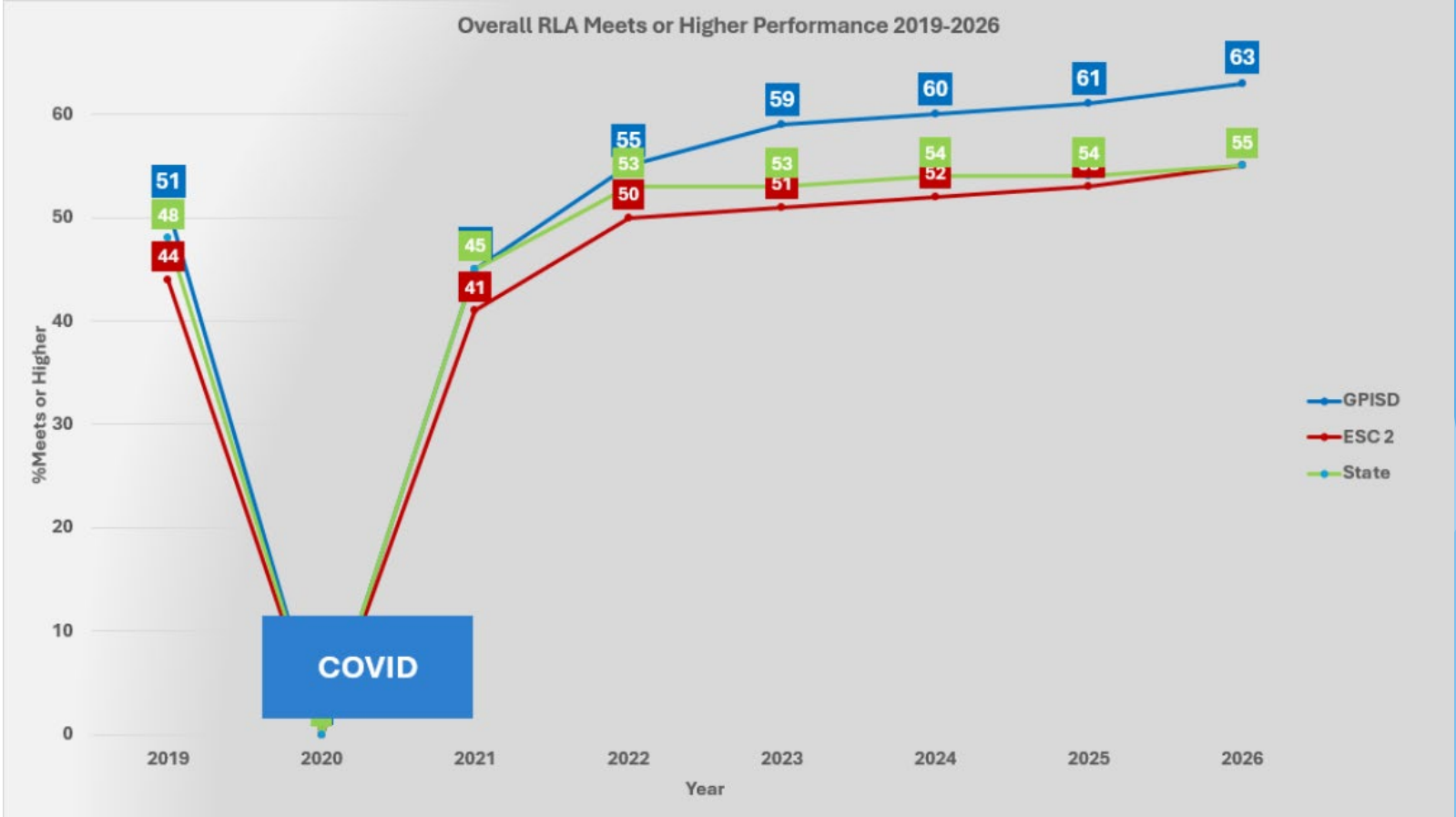
2026 A-F Ratings - ESC 2 Districts



GPISD – Meets Performance Over Time



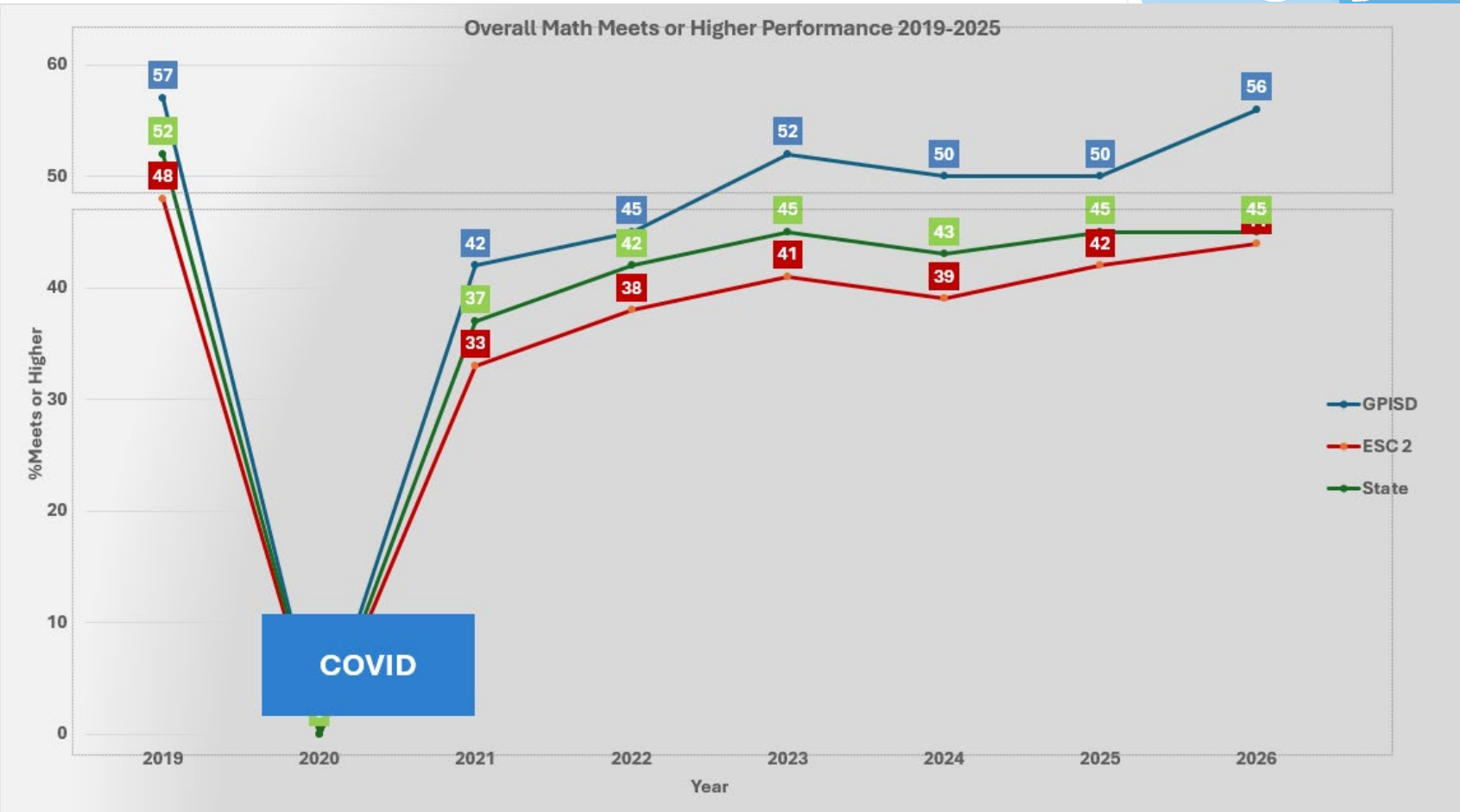
RLA



GPISD – Meets Performance Over Time

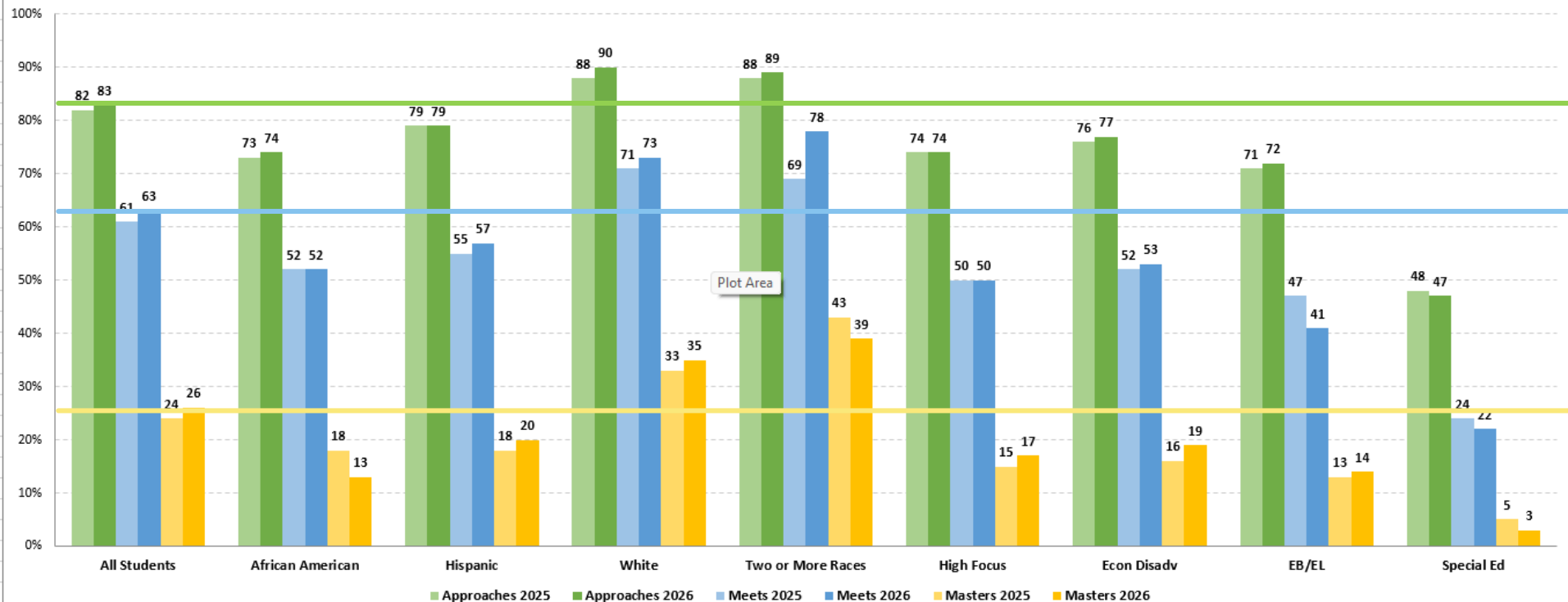


MATH



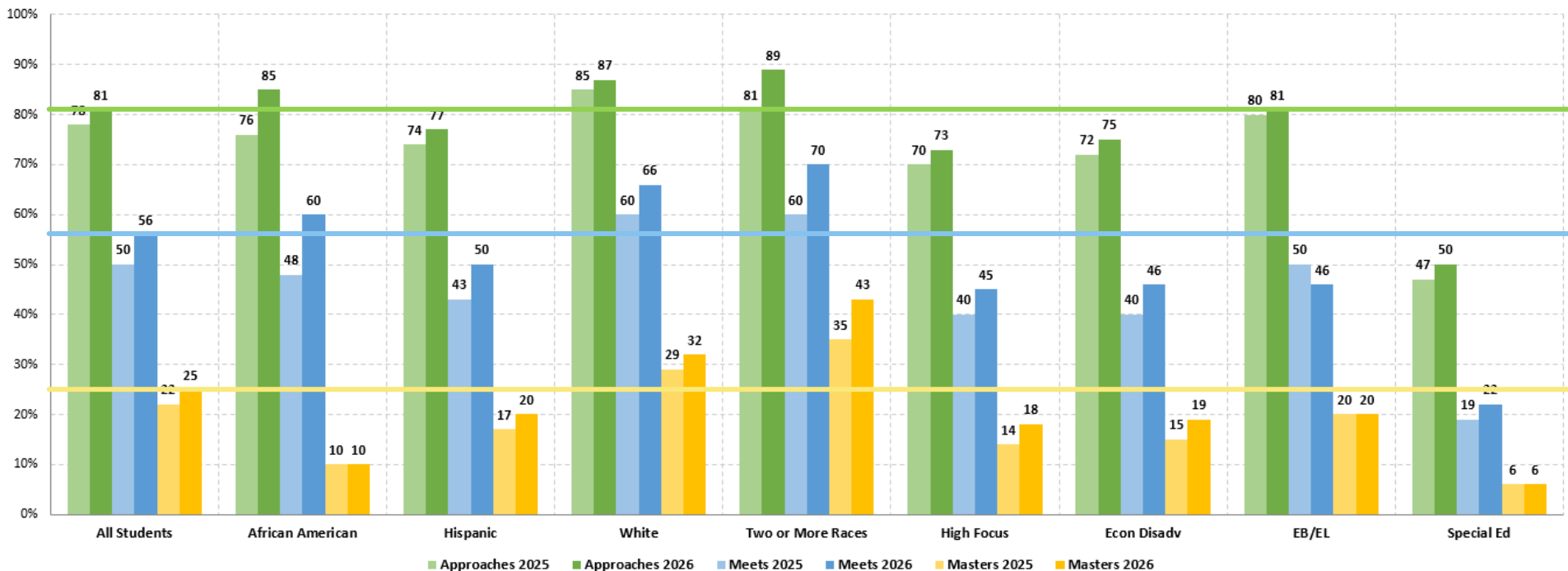
GPISD – 2025/2026 Performance Levels Comparison by Subgroup for RLA

STAAR PERFORMANCE - GPISD RLA 2025-2026 COMPARISON



GPISD – 2025/2026 Performance Levels Comparison by Subgroup for Math

STAAR PERFORMANCE - GPISD MATH 2025-2026 COMPARISON



Approaches 2025 Approaches 2026 Meets 2025 Meets 2026 Masters 2025 Masters 2026

Performance Interpretations



Bright Spots

- G-PISD improved in every domain from 2025-2026 - +7 pts overall since 2024
- Math performance and growth - +21% in Meets at HS, +6% at MS, +2% at Elementary
- Double-Digit gains at 3 campuses in Academic Growth – GPHS 100 score on Dom 2A for Math
- Closing the Gaps – Both secondary campuses earned an “A” – GPMS 92
- WC Andrews – Double digit gains in every domain from 2024! Earned all 6 available Distinction Designations
- G-PHS – Scored an 89.3 (.7 from a 90 and .2 from rounding to a 90)



Performance Interpretations



Areas for Growth
Two campuses saw a dip in Student Growth – Data has been analyzed to determine source(s) of concern, and changes have been made
Student Growth counts for 50% of Domain 3 for elementary and middle school campuses - HUGE
TELPAS growth at a couple of elementary campuses
CCMR – Lagging indicator, should see increase for class of 2026
Graduation Rate – Continually working to check leaver codes and track students
Attendance Rate – Lagging indicator that has huge impact on Distinction Designations

Distinction Designations

CAMPUS	# DISTINC.	DISTINCTIONS EARNED	ADDITIONAL INFO
G-PHS	1	•Top 25% Comparative Academic Growth	• #1 in their Group of 40 Campuses for Comparative Academic Growth • #2 in Group of 40 for Accel Stud Learning Math • #4 in Group of 40 for Accel Stud. Prog in RLA
G-PMS	2	•Top 25% Comparative Closing the Gaps •Postsecondary Readiness	• #2 in Group of 40 Campuses for Comparative Closing the Gaps • #5 in Group of 40 Gr. 6 Math Masters
ANDREWS EL	6	•Academic Achievement in Reading Language Arts •Academic Achievement in Math •Academic Achievement in Science •Top 25% Comparative Academic Growth •Postsecondary Readiness •Top 25% Comparative Closing the Gaps	•#1 in Group of 40 for Accel Student Learning in Math •#2 in their Group of 40 Campuses for Comparative Academic Growth •#2 in Group of 40 Accel Student Progress in RLA •#3 in Group of 40 – Gr. 4 Math Masters •#5 in Group of 40 % STAAR @ Meets or Higher in All Subjects •Earned all 6 eligible distinctions!!
CLARK EL	2	•Academic Achievement in Science •Postsecondary Readiness	• #1 in Group of 40 Campuses for Gr. 4 Math Masters • #5 in Group of 40 Campuses for Gr. 4 RLA Masters
EAST CLIFF EL	3	•Top 25% Comparative Academic Growth •Postsecondary Readiness •Top 25% Comparative Closing the Gaps	•#4 in their Group of 40 Campuses for Comparative Academic Growth

Adjustments and Next Steps

School Leadership



What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)
Supported campuses throughout the year with monthly data meetings and analysis	Campuses were able to determine after each district assessment if there were concerns with teachers, students, or subgroups.	We will continue the same process. First round of meetings with campuses have already occurred where we analyzed their 2026 A-F and pinpointed areas of focus and goals for the year.
G-PISD Data Dashboard	Principals and campus staff always have data available to them in one location that is disaggregated by teacher, individual students, and subgroups for both performance and growth.	2026 A-F reports and analysis are already on the dashboard and were reviewed at first campus meeting. Process will continue throughout the year with district assessment data. - Individual campus and teacher student listings with student growth goals are already posted for STAAR grade levels
Monthly Principal PLC's	Each month, a segment of the PLC was dedicated to Accountability. The goal was for principals to gain a deep understanding of the A-F framework and be able to apply that to the management of their campus.	Continue with this practice – 1st Principal PLC, each principal completed an activity with their Domain 3 data to determine goals and focus for the year.

*****Principals will share their next steps and plans at the board workshop in October.***

Adjustments and Next Steps



Curriculum and Instruction

What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)
Curriculum & Instructional Resources Implemented and supported aligned curriculum, instructional resources, assessments, and curriculum systems across reading and math.	Resources and systems increased instructional consistency; however, student data showed varied performance across grade levels, content areas, campuses, and student groups.	•Deepen implementation of Amplify and Bluebonnet Math. •Implement Saxon Phonics •Implement secondary math instructional materials/resources.
Targeted Instructional Support Provided PLC support, professional learning, coaching, collaborative planning, classroom support, and targeted assistance based on identified needs.	Data reinforced that instructional needs vary significantly by campus, grade level, standard, teacher, and student group.	•Differentiate C&I support based on campus and student data. •Increase targeted support through collaborative planning, classroom modeling, and PLCs. •Use student work, assessments, walkthroughs, and feedback to monitor impact and adjust support.
Systems of Student Support & Opportunity Supported intervention/MTSS, special populations, CCMR, experiential learning, STEM, College & Career opportunities, and student engagement.	Expanded opportunities highlighted the need for stronger student-level tracking, targeted intervention, and intentional monitoring of participation and outcomes.	•Strengthen Tier II/III and secondary intervention systems. •Expand targeted SPED, Bilingual/ESL, and differentiation supports. •Support the strengthening and alignment of CCMR/CTE pathways. •Continue experiential learning, STEM, enrichment, and student voice opportunities.

High Expectations Remain. Support Becomes More Targeted and Intentional. Impact Grows.

Thank you!

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