

PRIORITY 1



EXCEPTIONAL STUDENT PERFORMANCE

OCTOBER 5, 2026 | Report to the G-PISD Board of Trustees | Campus Accountability Reports



East Cliff

PRIORITY 1



EXCEPTIONAL STUDENT PERFORMANCE

OCTOBER 5, 2026 | Report to the G-PISD Board of Trustees | East Cliff Elementary

A graphic titled "Balanced Scorecard (BSC)" with the mission statement "The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders." It features four priority areas: Priority 1 (Exceptional Student Performance), Priority 2 (High Performing and Engaged Workforce), Priority 3 (Quality Service and Impactful Community Engagement), and Priority 4 (Efficient and Effective District and Campus Operations). Priority 1 is circled in red. The graphic also includes the G-PISD logo, the website g-pisd.org, and social media handles @GPISD1 and @GPISD1.

Balanced Scorecard (BSC)

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4
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 and secure	High Performing and Engaged Workforce 2.1 Annually increase the percentage of staff satisfaction 2.2 Annually increase the retention rate of highly effective faculty and staff	Quality Service and Impactful Community Engagement 3.1 Annually increase the percentage of student satisfaction 3.2 Annually increase the percentage of parent/family satisfaction and engagement 3.3 Annually increase the percentage of community satisfaction and engagement	Efficient and Effective District and Campus Operations 4.1 Annually improve operational processes 4.2 Maximize fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes 4.3 Ensure strategic alignment of resources 4.4 Annually improve safety and security

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[gpisdwildcats](https://www.instagram.com/gpisdwildcats) | [@GPISD1](https://www.tiktok.com/@GPISD1)

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Priority 1

GOALS



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



- ▶ Celebrations
- ▶ A-F Accountability Data
- ▶ Performance Interpretations
 - ▶ Bright Spots
 - ▶ Areas for Growth
 - ▶ Analysis of the Factors that Contributed to Areas of Growth
- ▶ Adjustments and Next Steps
 - ▶ What Did We Do?
 - ▶ What Happened?
 - ▶ What Is Our Plan?
 - ▶ How Will We Monitor Progress?



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Celebrations



Educate.
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We ♥ celebrated...

- Students who *grew.*
- Teachers who *adjusted.*
- Teams who *collaborated.*
- Families who *showed up.*
- Students who found *their place.*
- Learning beyond *the test.*
- A campus that kept *moving forward.*

And the numbers tell part of our story...

Small Steps = Big Futures

Curious Learners ♥

Hands-On Learning ♥

Exploring Talents ♥

Real-World Experiences ♥

Building Confidence ♥

Strong Partnerships ♥

Making Memories ♥

Mr. Gatti's Pizza

EAST CLIFF ELEMENTARY | LEARN ♥ BELONG ♥ SUCCEED

2026 Accountability

WHAT OUR DATA TELLS US

**EAST CLIFF
ELEMENTARY**
Small School. Big Possibilities. ♥



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OVERALL RATING



East Cliff continues to demonstrate strong overall academic performance.

STUDENT ACHIEVEMENT



- 70% of our overall rating comes from Student Achievement.
- Our students continue to show a strong level of proficiency on STAAR.

SCHOOL PROGRESS



- **Academic Growth: 87**
- **We earned the Top 25% distinction for Academic Growth**, showing that our students are making meaningful progress year to year.

CLOSING THE GAPS



- 30% of our overall rating comes from Closing the Gaps.
- **We earned the Top 25% Comparative Closing the Gaps distinction**, reflecting strong performance across student groups.

DISTINCTIONS EARNED



- ★ Top 25% Comparative Academic Growth
- ★ Postsecondary Readiness
- ★ Top 25% Comparative Closing the Gaps

SUMMARY



Data shows **strong achievement and growth** across student groups.
Our next step is moving more students from proficiency to the highest levels of achievement.



Lil' Cats Keep Climbing ♥

HIGHER. TOGETHER.





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Performance Interpretations



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Bright Spots

What the Data Shows

83% Approaches / 62% Meets / 30% Masters

5th Math continued Improvement: +4 Approaches / +3 Meets

90% of 5th graders Approaches in BOTH Math & RLA

30% Masters

What We Believe It Means

Most students are accessing grade-level content and demonstrating strong proficiency.

5th-grade practices and supports produced measurable student growth.

Strong proficiency with an opportunity to move more students to the highest levels of performance.

What We Carry Forward

Strengthen Tier 1 instruction while moving students from Approaches → Meets → Masters.

Strong What I Need (WIN) time, intentional progress monitoring, and experienced teachers driving student growth.

Increase rigor and move successful students to the next level.



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Performance Interpretations



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Opportunities for Growth

What the Data Shows	Our Interpretation
Closing the Gaps: 86%: Reflects how successfully we are meeting performance and growth targets across student groups.	Strong achievement with an opportunity for more consistent growth across student groups.
Growth = 50% of Closing the Gaps — Growth carries the greatest weight in this domain.	Student growth strengthens accountability and ensures students move forward from where they started.
Growth: Are individual students moving forward from where they started? Closing the Gaps: Is that success happening consistently across all student groups?	
English Language Proficiency (ELP) Status: 0 of 4 points earned: No accountability points earned for English language progress.	Emergent Bilingual (EB) students need intentional language development embedded throughout daily instruction.
Texas English Language Proficiency Assessment System (TELPAS) Progress: 13% — 2 of 15 students met expected progress, compared to 56% in 2025.	We need a stronger campus-wide system to track Emergent Bilingual (EB) language development and progress.



Performance Interpretations



Analysis of the Factors that Contributed to Areas of Growth

1. Opportunity to deepen student-level data use

Use individual student data more consistently to drive instruction.

2. Opportunity to strengthen language development across classrooms

Embed **Listening, Speaking, Reading, and Writing** throughout daily instruction.

3. Opportunity to strengthen alignment within existing intervention systems

Strengthen alignment from **data** → **skill** → **instruction** → **progress monitoring**.

4. Balancing achievement and student growth

Expand our focus from achievement levels to **student growth and what drives it**.



Adjustments and Next Steps



What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)	How Will We Monitor Progress? (Evidence)
What I Know (WIN) & Small Groups	Strong structures are in place; now we'll focus on intentional targeting and follow-through .	Protect WIN time: Target skills and regroup as students master them.	WIN plans • Student trackers • Common assessments • Data digs
Data Digs & Progress Monitoring	Shift from reviewing performance to focusing on individual student growth .	Name → Need → Next Step: Identify who, what they need, and how we'll respond.	Student movement • Progress checks • Data-dig documentation
Emergent Bilingual (EB)/Texas English Language Proficiency Assessment System (TELPAS) Support	Strengthen consistent language development across all classrooms.	Make Listening, Speaking, Reading & Writing visible daily and set individual EB growth targets.	EB tracker • Student work/speaking samples • Walkthroughs • TELPAS checkpoints
Tier 1 Instruction	Strong achievement, with opportunities to improve individual student growth .	Increase intentional differentiation within Tier 1 to move students Approaches → Meets → Masters , not simply toward passing.	Walkthrough evidence • Common assessments • Performance-level movement
Leadership Monitoring	Strengthen consistent implementation and monitoring across initiatives.	Who isn't growing? Why? What's our response? Is it working?	Walkthrough trends • Team meetings • Data checkpoints • Student growth



Adjustments and Next Steps



**2025–26: We had the structures.
2026–27: We tighten the execution.**

Know the Student → Know the Need → Take Action → Check the Impact

WIN isn't new. Small groups aren't new. Data digs aren't new. EB strategies aren't new.

What's changing is how intentionally and consistently we use them—and how closely we monitor whether they are actually moving students.



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CLUB FRIDAY



Student engagement through choice, connection, and campus clubs.

DATA DIGS



Grades 3–5 collaborated to analyze data and intentionally build WIN groups.

1% BETTER



Staff launched the year focused on continuous improvement, collaboration, and collective responsibility.

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SFA 2026 Accountability Highlights

Key data points and instructional focus areas



Every Student Grows Here ♥



Overall Rating: **C** | **77**

A clear baseline that helps us focus our improvement efforts.

SAME
STUDENTS.
BRIGHTER
FUTURES.



Student Achievement

C | **78**

- Strongest domain score.
- STAAR Performance component: 51.
- Makes up **70%** of the overall rating, so strong Tier 1 instruction remains critical.



School Progress

C | **77**

- Overall progress score: **77**.
- Academic Growth: **69 (D)** — a key area for improvement.
- We must monitor whether students are truly growing from where they started.



Relative Performance

C | **77**

- Compares our results to campuses with similar economic demographics.
- Performance is comparable, but our goal is to outperform expectations.



Closing the Gaps

C | **76**

- Accounts for **30%** of the overall rating.
- Requires us to look beyond averages and monitor student groups closely.
- Focus includes special education, economically disadvantaged students, and other groups showing gaps.



Biggest Instructional Takeaway

- The most important number is **Academic Growth: 69**.
- Our work must center on **frequent data analysis**, WIN groups, targeted small-group instruction, and timely adjustments.
- Key question: *"How much did each student grow, and what are we doing next based on that evidence?"*



Important Note

SFA was not identified for Comprehensive Support, Targeted Support, or Additional Targeted Support.

This is positive, but we are still approaching our results with urgency because our students deserve stronger outcomes.



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Performance Interpretations



Bright Spots

English Learner Progress — In Domain 3 Closing the Gaps, our TELPAS (Texas English Language Proficiency Assessment System) progress rate reached 50%; SFA earned all 4 available English Language Proficiency points.

RLA Achievement — 57% of students reached Meets or above, exceeding the 46% accountability target.

Math Achievement – All Students — 50% reached Meets or above, narrowly exceeding the 49% all-student target.

Participation & Student Success — STAAR participation remained essentially 100%; Student Success earned 12 of 16 points.



Performance Interpretations



Areas for Growth

Academic Growth — Academic Growth fell from 83 in 2025 to 69 in 2026; 101 tests earned zero annual-growth points. (This was concentrated in 5th Grade Mathematics, impacting our overall Domain 2A score.)

Mathematics Growth — Math growth was 56%, down from 76% in 2025; no evaluated math growth group earned accountability points.

Closing the Gaps — Closing the Gaps raw score declined from 75 to 49; Growth Status earned 9 of 32 possible points.

Priority Monitoring: Special Education — SPED results across subjects: 42% Approaches, 21% Meets, 2% Masters. Growth and access to grade-level rigor require focused monitoring.



Performance Interpretations



Analysis of the Factors that Contributed to Areas of Growth

Academic Growth — Our data analysis identified a decline concentrated in one grade level and subject area, impacting our overall Domain 2A score. Targeted instructional supports are now in place to strengthen student growth and improve campus performance.

Tier I → WIN/Tier II Alignment — Intervention and WIN structures were present, but the results indicate that grade-level instruction, intervention targets, and regrouping must be more tightly connected.

Student-Group Response — SPED and other high-focus students did not consistently translate supports into grade-level outcomes, requiring stronger alignment of SDI, accommodations, progress monitoring, and core instruction.



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Adjustments and Next Steps



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What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)	How Will We Monitor Progress? (Evidence)	Effect Size (John Hattie Visible Learning)
WIN + targeted small groups	Structures were in place, but growth was inconsistent—especially in math.	Use the assessment calendar; regroup by current need; require an actionable response when students are not growing.	BOY/MOY/EOY data; Progress Monitoring trackers; common/CBA assessments; WIN rosters.	MTSS 1.09 Collective Teacher Efficacy 1.34 <i>Teachers collectively use current data to strengthen Tier 1, regroup students for WIN, provide targeted support, and adjust instruction based on progress.</i>
Data digs + collaborative planning	Achievement remained relatively stable, but growth lagged and regression occurred.	Track students by growth band and identify “Students We Cannot Lose” near key performance thresholds.	Student movement charts; PLC/data-dig artifacts; intervention changes and follow-up.	
Tier I + Amplify/Bluebonnet + SPED supports	Core instruction and supports did not produce sufficient growth for all learners; SPED gaps remained significant.	Tighten curriculum fidelity, SDI/accommodation fidelity, grade-level rigor, and Tier I/Tier II alignment through coaching.	Wildcat Walkthroughs 4.0; SPED progress reviews twice a month; common assessments; student work.	



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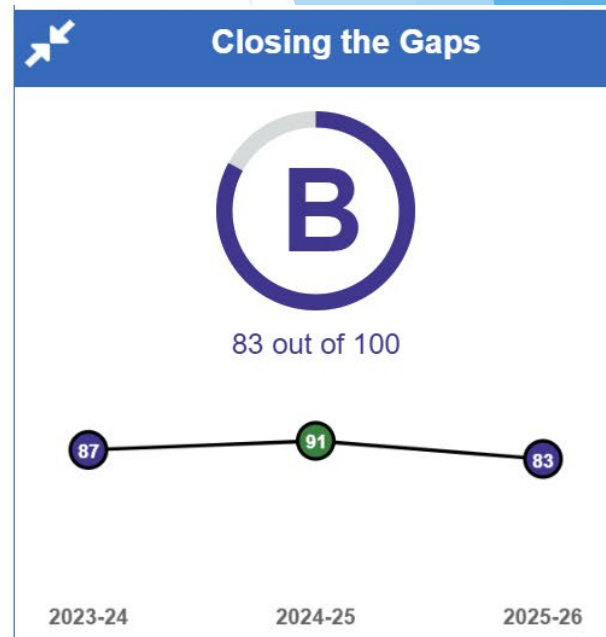
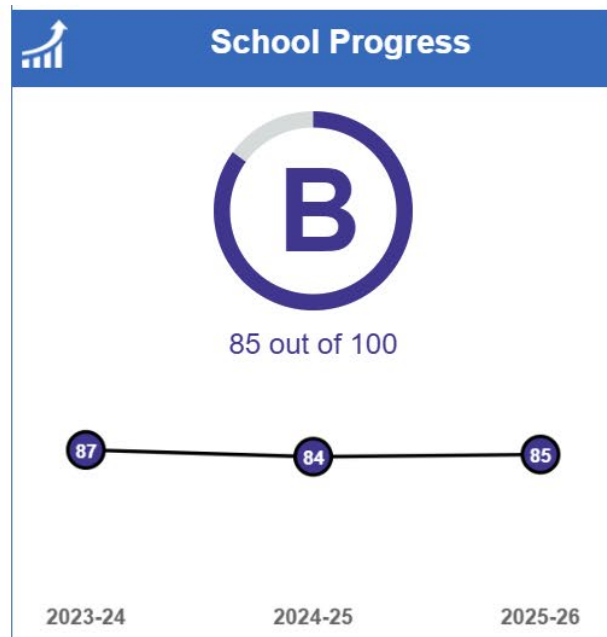
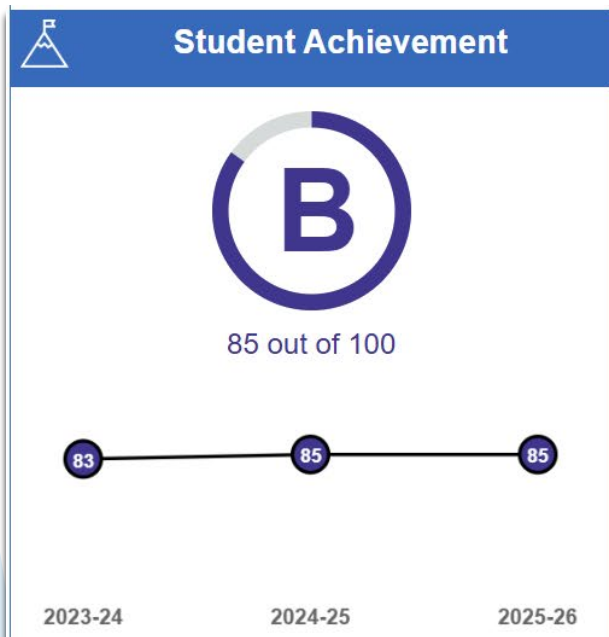
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A-F Accountability Data





Performance Interpretations



Bright Spots

4th grade Math Masters performance= #1 in comparison group of 40 campuses

4th grade RLA Masters performance= #5 in comparison group of 40 campuses

5th grade Academic Achievement in Science Distinction Earned= Top 10 in comparison group

Emergent Bilingual student growth on TELPAS= All students scored at/above intermediate level for their composite score

- 3 consecutive years earning 4/4 points for TELPAS growth

Postsecondary Readiness Distinction Earned

ADA went up by 0.52%, from 94.59% to 95.11%



Performance Interpretations



Areas for Growth

Students receiving special education services are the largest achievement gap.

Increase academic growth, particularly for students who are not progressing year to year (2026: 3rd grade cohort).

Move students to higher performance levels (2026: 4th grade cohort).



Performance Interpretations



Analysis of the Factors that Contributed to Areas of Growth

While overall student achievement remained consistent, our data indicates that our instructional systems did not result in sufficient growth for all students:

- particularly students receiving special education services and students needing accelerated academic growth.
 - Need: Develop systems to support special education teachers and strengthen SPED-GenEd Collaboration
 - Need: Strengthen Special Education Data protocols to track student progress & growth

Our data also shows a need to more intentionally move students from Meets to Masters while continuing to support students who are not demonstrating expected year-to-year growth.

- Need: Routinely review data to provided targeted supports for all student populations
- Need: Strengthen progress monitoring systems



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Adjustments and Next Steps



What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)	How Will We Monitor Progress? (Evidence)
-Provided targeted supports using data to drive small group instruction during WIN time.	-Student academic performance was maintained.	-Enhance WIN time to expand opportunities and foster continuous growth for every student. -WIN time increased to 45 minutes	-Intentional walkthroughs during WIN time to provide feedback and teacher coaching -Use assessment data to monitor and adjust small group instruction.
-Facilitated data driven discussions during grade level PLCs	-Discussions reinforced the importance of small group instruction and progress monitoring.	-Continue and expand data driven conversations to Special Education teachers and support staff.	-Utilize assessment data to monitor student growth and performance.
-Supported our Emergent Bilingual students and families with expanded learning opportunities	-Families of EB students participated in a TELPAS Family Night (increase) -EB students engaged in immersive learning labs during a student holiday	-Continue the TELPAS family night and Immersive Learning Labs to align experiences to the updated English Language Proficiency Standards (ELPS)	-Utilize assessment data (Seesaw, EB Progress Monitoring forms) to monitor student growth and performance -Utilize teacher walkthrough data to differentiate instruction.



Adjustments and Next Steps



What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)	How Will We Monitor Progress? (Evidence)
-Launched Science Immersive labs (repurposed) to integrate science vocabulary exposure during 5th grade specials	-Received a 12 point gain at the masters level	-Continue and expand the science immersive labs to students in 3rd-5th grade during specials. -Ensure science vertical alignment among grade levels.	-Utilize assessment data to monitor student growth and performance.
-Conducted 539 Wildcat Walks.	-Teachers received immediate feedback. -Opportunities for PD were identified.	-Utilize teacher feedback survey results to strengthen walkthrough feedback. -Provide opportunities for staff to observe colleagues on best practices.	-Utilize walkthrough data to identify trends.



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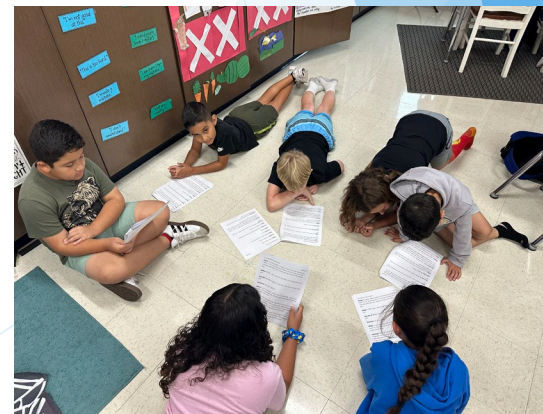
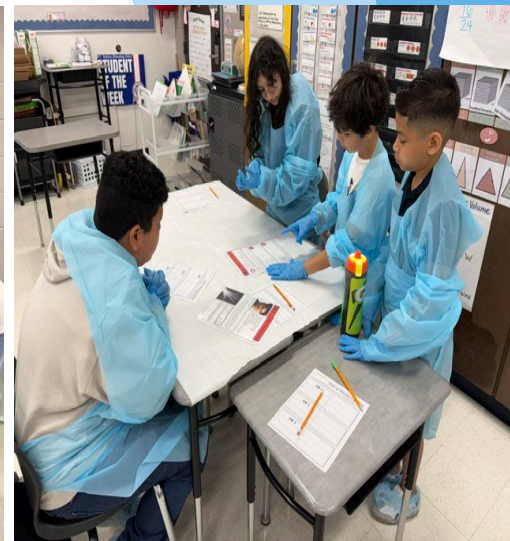
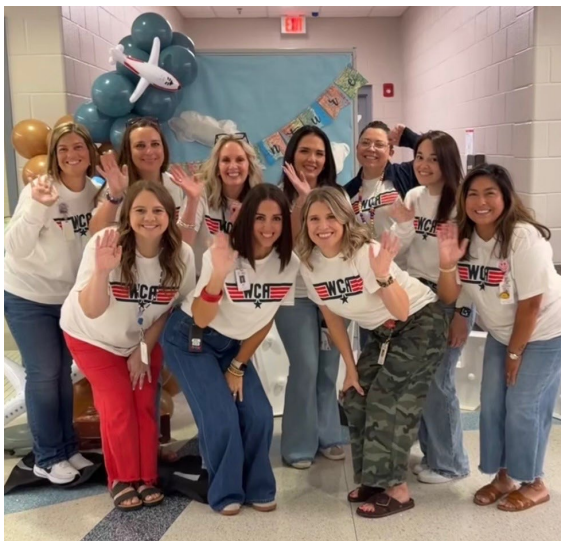
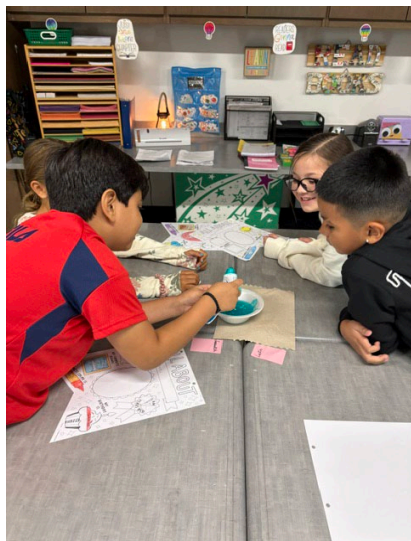


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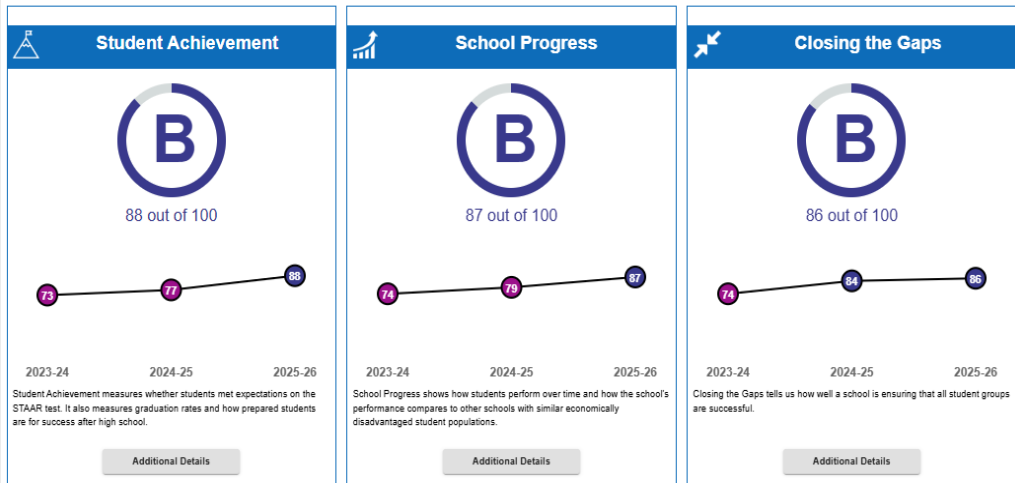
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A-F Accountability Data



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Overall Performance Details



Distinction Designations



[TELL ME MORE](#)

A-F DOMAIN	2026	2025	2024	Two-Year DIFF
OVERALL	87	81	74	+13
DOM 1 Stud Achievement	88	77	73	+15
DOM 2A Acad Growth	87	75	70	+17
DOM 2B Relative Perf	86	79	74	+12
DOM 3 Closing the Gaps	86	84	74	+12



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Bright Spots

Student Achievement

- Demonstrated growth across accountability domains and continued improvement since 2024 with overall reading and mathematics performance improved across the campus.
 - Reading success – Meets Grade Level increased 6%
 - Math success – Meets Grade Level increased 13%
 - Nearly one-third of students achieved Masters Grade Level performance.

Culture of Continuous Improvement

- Success of campus systems including PLCs, Data Digs, WIN interventions, and instructional coaching
 - Intervention systems and WIN (What I Need) time contributed to measurable student growth.
 - PLCs and Data Digs strengthened alignment between instruction and student needs.
- Intentional alignment of master schedule to maximum instructional time and implement shared WIN time

Academic Growth in Student Group

- Special Education students showed notable improvement in Mathematics, increasing from 7% in 2025 to 24% Meets Grade Level in 2026



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Areas for Growth

Student Group Performance

- Increase achievement outcomes for Emergent Bilingual and Special Education students.
- Increase TELPAS growth and English language proficiency outcomes.
- Strengthen academic language development across all content areas.
- Increase opportunities for structured student discourse, writing, and language production.
- Special Education student achievement continues to improve but remains below campus expectations.

Academic Achievement

- Strengthen academic vocabulary development.
- Science performance remains an area for continued growth and targeted support.
 - Increase student engagement with inquiry-based learning and rigorous science instruction.

Advanced Performance

- Opportunities exist to increase the percentage of students performing at the Meets and Masters levels in all content areas.



Performance Interpretations



Analysis of the Factors that Contributed to Areas of Growth

Student Group Performance

- Student subgroup data suggests the need for more intentional alignment between intervention services, classroom instruction, and progress monitoring to grow.

Academic Achievement

- Reading and Mathematics results indicate a need to strengthen foundational literacy and numeracy skills.
- Science data indicates a need for stronger integration of academic vocabulary and content-specific language supports.
- Opportunities exist to extend writing, increase writing stamina, written expression, and the use of evidence-based responses in all content areas.

Emergent Bilingual Achievement & TELPAS Growth

- While overall student achievement remained strong, language acquisition growth for our Emergent Bilingual students did not accelerate at the rate needed to maximize TELPAS outcomes.
- Opportunities needed to strengthen the use of language acquisition strategies and structured academic discourse in daily instruction particularly for speaking, listening, reading, and writing.



Adjustments and Next Steps



What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)	How Will We Monitor Progress? (Evidence)
Conducted PLCs, Data Digs, WIN interventions, and targeted Reading and Math intervention cycles.	Student achievement and academic growth improved in both areas, 7%-13%	Continue PLC and WIN processes while strengthening intervention cycles and progress monitoring.	Common units assessments, district benchmarks, PLC data reviews, walkthrough evidence.
Utilized intervention and progress monitoring to support struggling learners and student groups.	Academic Growth earned 75% of available points. Special Education Meets performance improved but remains below campus expectations.	Instruction and intervention planned based on student performance trends. Strengthen collaboration between Special Education teachers and general education teachers to ensure implementation of appropriate instructional supports.	Growth trackers, assessment data, intervention logs, student goal-setting conferences.
Implemented general language supports for Emergent Bilingual students.	Student achievement improved; however, TELPAS progress remained at 37% and earned 0 accountability points.	Implement a TELPAS-aligned instruction, speaking and writing opportunities, and progress monitoring.	TELPAS data checkpoints, linguistic development resources and training, classroom observations



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Middle School

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Gregory-Portland Middle School





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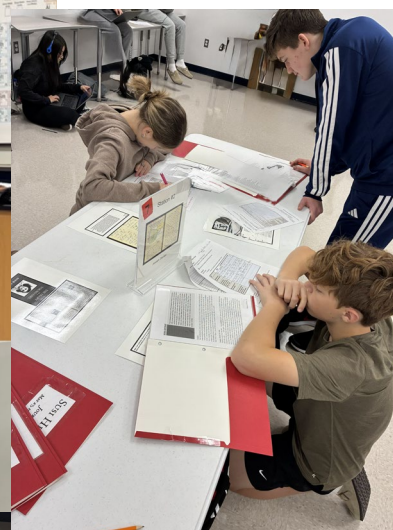
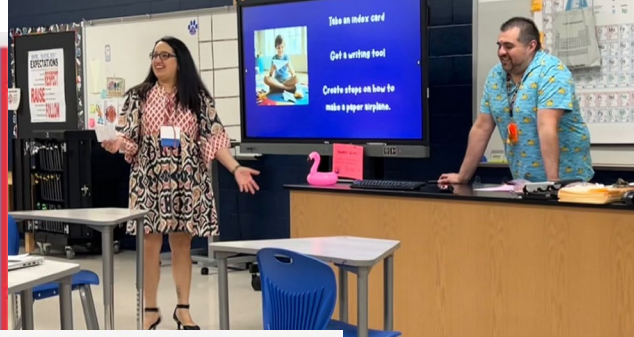
1.5 - Annually increase the percentage of students who feel safe at school



- ▶ Celebrations
- ▶ A-F Accountability Data
- ▶ Performance Interpretations
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 - ▶ What Happened?
 - ▶ What Is Our Plan?
 - ▶ How Will We Monitor Progress?



PRIORITY 1



*Investing in Our Teachers.
Investing in Our Students.*



22

GPMS TEACHERS



**EMPOWERING
EDUCATORS**
PROFESSIONAL LEARNING

EMPOWERING EDUCATORS.
ENRICHING CLASSROOMS.
TRANSFORMING FUTURES.

THROUGH THIS POWERFUL LEARNING EXPERIENCE,
OUR TEACHERS ARE:

- STRENGTHENING INSTRUCTION**
with proven strategies and best practices
- COLLABORATING ACROSS CAMPUSES**
to share ideas and solve challenges
- BUILDING LEADERSHIP CAPACITY**
to lead learning and drive results
- ENHANCING STUDENT OUTCOMES**
through high-quality, research-based instruction

Stronger Teachers. Stronger Wildcats.

LIMITLESS FUTURES.

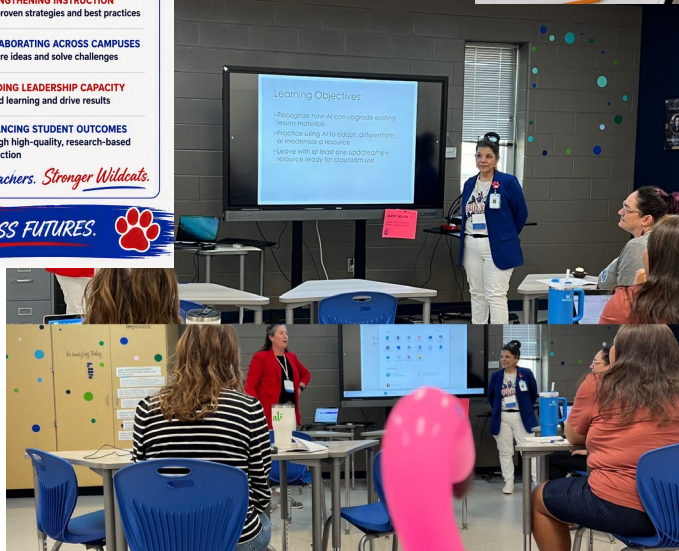


Thank You to our 22 outstanding educators for
committing to continuous learning
and excellence!

ONE DISTRICT ★ ONE TEAM ★ ALL STUDENTS



**Educate.
Inspire.
EMPOWER!**

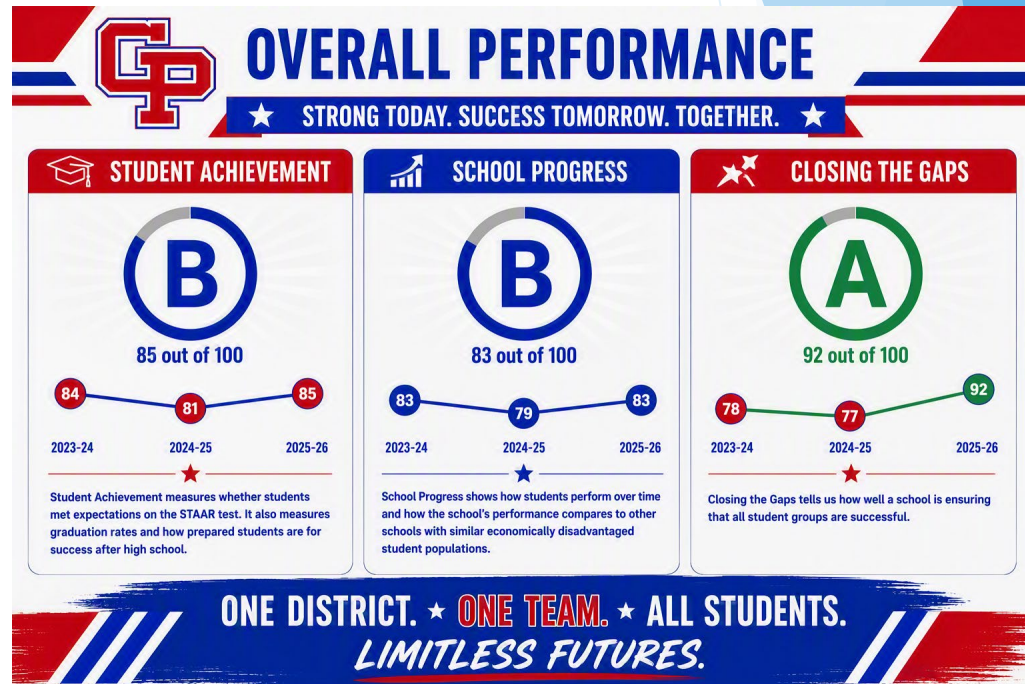


PRIORITY
1

A-F Accountability Data



Educate.
Inspire.
EMPOWER!



A-F Accountability Data



≡ Proud to be ≡
DISTINCTION DESIGNATED!
A reflection of our commitment. A result of our community.
Together, we achieve excellence.

DISTINCTION DESIGNATED

**POST SECONDARY
READINESS**

Preparing our students for life after high school through college, career, and military readiness.

DISTINCTION DESIGNATED

**TOP 25% COMPARATIVE
CLOSING THE GAPS**

Recognized among the top 25% of districts for closing achievement gaps and creating opportunities for all students.

GP ONE DISTRICT. **ONE TEAM.** ALL STUDENTS. *LIMITLESS FUTURES.*

PRIORITY
1

A-F Accountability Data



Educate.
Inspire.
EMPOWER!



**PRIORITY
1**

Performance Interpretations



Educate.
Inspire.
EMPOWER!



GREGORY-PORTLAND MS A-F ACCOUNTABILITY

2025-2026 Progress Over Time

A-F DOMAIN	2026	2025	DIFF	
OVERALL	87	> 80	+7	
DOM 1 Stud Achievement	85	> 81	+4	
DOM 2A Acad Growth	83	> 73	+10	
DOM 2B Relative Perf	83	> 79	+4	
DOM 3 Closing the Gaps	92	> 77	+15	

Educate ★ *Inspire* ★ *Empower* ★

★ HIGH EXPECTATIONS ★ DATA DRIVEN ★ STUDENT FOCUSED ★ COMMUNITY STRONG

BRIGHT SPOTS

LEARN • GROW • ACHIEVE • TOGETHER

★ Our Work Is Making a Difference! ★



★ ★ ★ **Proud of Our Progress!** ★ ★ ★

ONE DISTRICT ★ ONE TEAM ★ ALL STUDENTS | LIMITLESS FUTURES.

PRIORITY
1

Performance Interpretations



Educate.
Inspire.
EMPOWER!



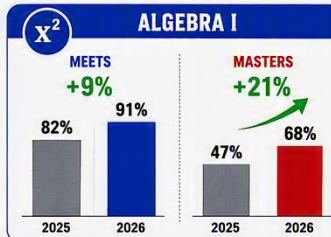
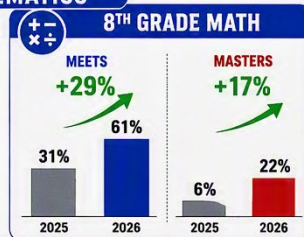
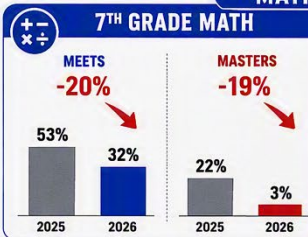
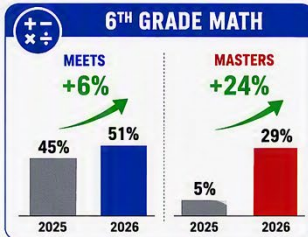
GROWTH IN MEETS & MASTERS



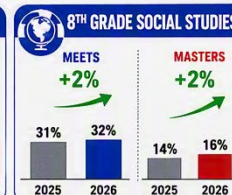
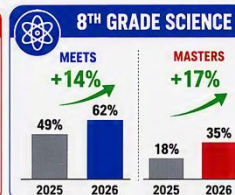
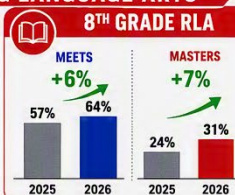
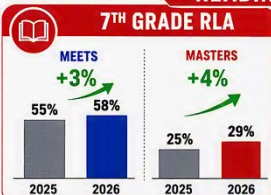
2025 SPRING TO 2026 SPRING STAAR RESULTS



MATHEMATICS



READING LANGUAGE ARTS



**LARGEST MEETS
GROWTH**
8th Grade Math
+29%



**LARGEST MASTERS
GROWTH**
6th Grade Math
+24%



**ALGEBRA I
SUCCESS**
Meets +9%
Masters +21%



**SCIENCE
GROWTH**
Meets +14%
Masters +17%



**ALL RLA GRADES
INCREASED**
In Meets & Masters
from 2025 to 2026



ONE DISTRICT. ★ ONE TEAM. ★ ALL STUDENTS. *LIMITLESS FUTURES.*

PRIORITY
1

Performance Interpretations



Educate.
Inspire.
EMPOWER!



AREAS *FOR* GROWTH

★ TARGETED IMPROVEMENT PRIORITIES FOR 2026-2027 ★



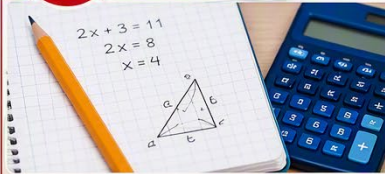
8TH GRADE SOCIAL STUDIES



Focus on targeted spiraling and reinforcement of priority TEKS to strengthen student mastery and performance outcomes.



7TH GRADE MATHEMATICS



Increase student achievement at the **Meets Grade Level** and **Masters Grade Level** performance standards through targeted intervention, monitoring, and instructional alignment.



SPECIAL EDUCATION STUDENT POPULATIONS



- Implement priority progress monitoring in both **Reading** and **Mathematics** to accelerate growth and close achievement gaps.
- Utilize data-driven instructional adjustments and targeted supports to ensure continued academic success.



FOCUSED. TARGETED. TOGETHER.
Building Success for Every Student



**LIMITLESS
FUTURES**

ONE DISTRICT ★ ONE TEAM ★ ALL STUDENTS

PRIORITY
1

Performance Interpretations



Educate.
Inspire.
EMPOWER!



ANALYSIS OF THE FACTORS THAT CONTRIBUTED TO AREAS OF GROWTH



WEEKLY PLC MEETINGS



STAAR Alignment



Common Assessments



Data-Analysis



Action plans for low-performing priority TEKS



TARGETED INTERVENTION



Math Tutor Pull-out Support System



Small-group instruction during the school day



Targeted lessons focused on priority TEKS



PROFESSIONAL DEVELOPMENT



Opportunities for
teacher to attend conferences



ONE DISTRICT ★ ONE TEAM ★ ALL STUDENTS | *LIMITLESS FUTURES.*



CAMPUS ADJUSTMENTS *AND* NEXT STEPS

Learning Today. Leading Tomorrow.



What Did We Do? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)	How Will We Monitor Progress? (Evidence)
1 Providing professional learning opportunities for Social Studies teachers	Teachers are needing additional training on priority TEKS and best practices.	- Two teachers are attending the Texas Council of Social Studies teachers Conference. - Two teachers are attending the STAAR 101 workshop at the ESC Region 2.	Common assessment data and walk-through data
2 Math Reinforcement	Creation of the new course and established student placement criteria.	Daily accelerated instruction on priority TEKS.	Monitor Common Assessment Data and IXL Pathways for closing the gaps.
3 Additional staffing in Special Education Department	Creation of additional specialized support sections.	Focus on implementation of priority TEKS and best practices.	Monitor Common Assessment Data and IXL Pathways for closing the gaps.
4 Monitoring student growth	Identifying students who need additional support after each common unit assessment.	Data analysis during PLC meetings.	Student growth tracking.



Focus
on what matters most.



Support
every learner.



Adjust
with purpose.



Monitor
for progress.



Achieve
together.

ONE DISTRICT ★ ONE TEAM ★ ALL STUDENTS

LIMITLESS FUTURES.



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Inspire.
EMPOWER!



Thank you!

**PRIORITY
1**



**EXCEPTIONAL STUDENT
PERFORMANCE**



Educate.
Inspire.
EMPOWER!

High School

PRIORITY 1



EXCEPTIONAL STUDENT PERFORMANCE

OCTOBER 5, 2026 | Report to the G-PISD Board of Trustees |
Gregory-Portland High School





Priority 1

GOALS



Educate.
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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
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A-F Accountability Data



Next Generation of Leaders...



GREGORY-PORTLAND HS A-F ACCOUNTABILITY

2024-2026 Progress Over Time

	2024 RATING	2025 RATING	2026 RATING	TWO-YEAR DIFFERENCE
OVERALL	75	82	89	+14
DOM 1 Student Achievement	76	79	81	+5
STAAR PERFORMANCE	80	85	90	+10
CCMR	70	74	73	+3
GRAD RATE	96.5	95.3	96.7	+0.2
DOM 2A Academic Growth	67	79	89	+22
DOM 2B Relative Performance	77	80	83	+6
DOM 3 Closing the Gaps	71	87	90	+19

Educate ★ Inspire ★ Empower

★ HIGH EXPECTATIONS | ★ DATA DRIVEN | ★ STUDENT FOCUSED | ★ COMMUNITY STRONG

PRIORITY
1

Celebrations



GREGORY PORTLAND HIGH SCHOOL

★★ YEAR OVER YEAR CHANGES • 2025 vs 2026 ★★

SUBJECT	% APPROACHES & ABOVE			% MEETS & ABOVE			% MASTERS		
	2025	2026	CHANGE	2025	2026	CHANGE	2025	2026	CHANGE
 MATH	81%	91%	+10% ↑	38%	59%	+21% ↑	16%	27%	+12% ↑
 RLA	79%	83%	+4% ↑	64%	69%	+5% ↑	17%	14%	-2% ↓
 SCIENCE	93%	93%	+0% —	63%	68%	+5% ↑	24%	29%	+5% ↑
 SS	96%	96%	+0% —	76%	80%	+4% ↑	45%	49%	+4% ↑
 HS DOM 1	86%	89%	+3% ↑	62%	69%	+7% ↑	24%	26%	+3% ↑



Educate.
Inspire.
EMPOWER!

Next Generation of Leaders...





Celebrations



Educate.
Inspire.
EMPOWER!



Next
Generation
of Leaders...





Celebrations:
Next Generation of
Leaders...



Educate.
Inspire.
EMPOWER!



What We Did to Drive Improvement

01

TARGETED MATH INTERVENTION

Created a Math Models course for students needing targeted intervention and additional support to successfully pass the Algebra I EOC.

02

STRONGER, DATA-DRIVEN PLCs

Strengthened PLCs through intentional collaboration, consistent use of student data, and data trackers to identify needs and adjust instruction.

03

EOC BOOTCAMPS & TUTORING

Provided focused EOC bootcamps and hired tutors to give students additional preparation, practice, and targeted support before testing.

04

ADDITIONAL TEACHER PLANNING

Provided additional planning days for teachers to analyze assessment data and make instructional improvements targeting identified areas of weakness.





Opportunities for Growth



ATTENDANCE

Increase Daily Attendance

91% → 96%

Increase instructional time
and keep students connected
to learning.

MORE TIME TO LEARN



TSI / COLLEGE READINESS

Increase TSI Success

28% → 75%

Increase college readiness
and open doors to
postsecondary opportunities.

MORE COLLEGE-READY STUDENTS



CCMR

Expand Student Opportunities

69% → 75%

Expand access to CTE, Dual Credit,
interventions, electives, and credit
opportunities for CCMR.

MORE PATHWAYS TO SUCCESS



PRIORITY
1

Opportunities for Growth



Educate.
Inspire.
EMPOWER!

AREA	WHERE WE ARE / GROWTH NEEDED	WHY THIS IS OUR NEXT AREA OF GROWTH
ATTENDANCE	91% → 96% GOAL	Attendance has consistently been an area needing improvement. As our EOC systems are now stronger and more sustainable, we can devote greater attention and resources to the approximately 10% of students struggling with consistent attendance through more targeted interventions.
TSI / COLLEGE READINESS	28% → 75% GOAL	With EOC performance moving in the right direction, our next academic priority is extending that success beyond EOC proficiency to college readiness. Stronger foundational skills in reading and math better position students to demonstrate readiness on TSI.
CCMR	69% → 75% GOAL	Increasing TSI success expands the number of students who can earn a CCMR indicator. Expanded CTE, Dual Credit, industry-based certifications, and other pathways also give students multiple opportunities to demonstrate postsecondary readiness.
EOC PERFORMANCE		FOUNDATION STRENGTHENED



Adjustments and Next Steps



ATTENDANCE

91% → 96%

- Tightly track attendance with weekly parent phone calls and student attendance contracts.
- Study high-performing campuses in our comparative group to identify additional strategic practices.

Increase engagement and instructional time through targeted attendance support.

TSI / COLLEGE READINESS

28% → 75%

- BOY TSI training for all math and English/reading teachers; TSI practice embedded into math and English classes.
- Strong emphasis on 10th-grade readiness, with sophomores testing in September.
- Earlier testing creates more retest opportunities before junior year.
- TSI bootcamps aligned to retesting dates throughout the year.

Prepare early • Test early • Intervene • Retest

CCMR / EXPANDED OPPORTUNITY

69% → 75%

- Increase TSI readiness to expand CCMR, Dual Credit, and college-ready opportunities.
- Use the 8-period day to provide greater flexibility and access.
- Students can remain in electives they value while completing CTE practicums and programs requiring 2–3 periods.
- Increased the number of teachers in Culinary, Agriculture and Robotics Pathways

Multiple pathways to postsecondary readiness.



How Will We Monitor Progress



PRIORITY	WHAT WE WILL MONITOR	HOW OFTEN	HOW WE WILL RESPOND
ATTENDANCE	Campus attendance rate; students below 90%; attendance contracts; parent contacts; individual student trends.	WEEKLY	Identify students needing additional intervention, review trends, and adjust supports based on results.
TSI / COLLEGE READINESS	Pass rates by grade and subject; first-time testers vs. re-testers; bootcamp participation; growth between testing opportunities.	AFTER EACH TSI TEST	Identify students closest to meeting the standard, target intervention groups, and adjust instruction based on skill gaps.
CCMR	Senior CCMR rate; TSI completion; Dual Credit; IBCs; CTE pathway progress; students who have not yet earned an indicator.	EVERY 9 WEEKS	Maintain a student-level CCMR tracker and identify a pathway or opportunity for students without an indicator.
INSTRUCTIONAL SYSTEMS	PLC data trackers; common assessment/EOC data; intervention results; implementation of embedded TSI practice.	PLC CYCLES	Determine what is working, who is not responding, and what instructional adjustment comes next.

**PRIORITY
1**

TEA Changes to CCMR & Accountability



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- "Improved readiness rates are a positive outcome of the accountability redesign; however, their impact depends on better postsecondary outcomes for students. Stakeholders must analyze how CCMR changes relate to postsecondary readiness, access, and success."
- "Most CCMR indicators successfully predict college enrollment, but enrollment alone is an incomplete measure of readiness. Texas should routinely evaluate CCMR indicators against longer-term outcomes, including college persistence, credential completion, and early workforce earnings, to identify which pathways support sustained success after high school."



Despite ongoing improvements to CCMR and increased CCMR attainment, our public school system is not yet a top performer nationally for postsecondary success outcomes.

The 2028 refresh is an opportunity to align what we know Texas graduates are capable of with the accountability processes that evaluate postsecondary readiness

Sources: Who Remains 'College, Career, and Military Ready' in the Context of a Shifting Accountability Framework?, Kinder Institute for Urban Research
The Uneven Promise of Readiness: Which College and Career Readiness Indicators Actually Predict Success After High School?, Texas Tech College of Education

PRIORITY
1

Coming Changes to CCMR & Accountability



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Differential Weighting of CCMR

2027 Accountability

- Completer status required
- IBC list v4 (or V3 with 20% limit)
- College Prep Courses required to be from grade 12

2028 Accountability

- New IBC list with 5% cap on Tier 3 IBCs
- New military readiness indicator (AFQT + JROTC)
- Approved list requirements for College Prep Courses from grade 12
- Updated cut points

2029 Accountability

- No changed requirements from 2028

2030 Accountability

- No changed requirements from 2028
- IBC List v5(or v4 if in three-year phase out)

2031 Accountability

- Differential weighting of CCMR

2032 Accountability

- No changed requirements from 2031

2033 Accountability

- Refresh year, framework will be shared in 2021
- IBC List v5 only

2026

2027

2028

2029

2030

2031

2032

Senior Class
Of

Current
Freshman

For 2028, 2029, and 2030 Accountability there are updates to the preliminary framework



Foundational Postsecondary Readiness

- Met TSI using an approved College Prep Course
OR
- Potential college credit (any subject)*
 - 1 AP/IB passed exam, or
 - 3 hours On Ramps, or
 - 3 hours Dual Credit
 OR
- CTE Completer with aligned Tier 3 IBC
OR
- JROTC Completion and 31-49 (Category IIIB AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.

*A student has the potential to earn college credit from any of these pathways; credit awarded is dependent on IHE, degree, score, etc

Demonstrated Postsecondary Readiness

- **Met TSI** using SAT or ACT or TSIA
OR
- CTE Completer with aligned Tier 2 IBC
OR
- SPED Advanced Diploma
OR
- Workforce Ready IEP Diploma
OR
- JROTC Completion and 50-64 (Category IIIB AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with no potential college credit) CCMR is Demonstrated

Advanced Postsecondary Readiness

- Associate Degree
OR
- **Met TSI** using SAT/ACT/TSIA **and potential college credit** (any subject)*
 - 1 AP/IB passed exam, or
 - 3 hours On Ramps, or
 - 3 hours Dual Credit
 OR
- Earn Level I or Level II Certificate
OR
- CTE Completer with aligned Tier 1 IBC
OR
- Military Enlistment
OR
- JROTC Completion and 65+ (Category II AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with potential college credit) CCMR is Advanced.



What the CCMR Changes Mean for GPHS



1 ACCOUNTABILITY

CCMR indicators will eventually carry different weights based on their connection to postsecondary success.

2 MILITARY READINESS

Students will need JROTC completion and a qualifying AFQT score to earn the military readiness indicator.

3 INDUSTRY CERTIFICATIONS

TEA will limit how many students can earn CCMR credit through Tier 3 industry certifications.

4 GPHS RESPONSE

GPHS will strengthen student advising, align students to high-value pathways, and monitor CCMR progress earlier.



Thank you!

**PRIORITY
1**



**EXCEPTIONAL STUDENT
PERFORMANCE**



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