

GCISD Balanced Scorecard Priority Report

2024 and 2025 A-F Accountability Ratings

August 25, 2025

GCISD Balanced Scorecard

1

Student Achievement and Post Secondary Preparedness



2

Faculty and Staff Recruitment, Retention and Capacity-Building

3

Parents, Families and Community Satisfaction and Engagement

4

Strong Financial Stewardship and Internal System Efficiency



Priorities



Performance
Objectives



Key Strategic
Actions



Progress
Measures



Outcomes

Purpose of Accountability

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses.

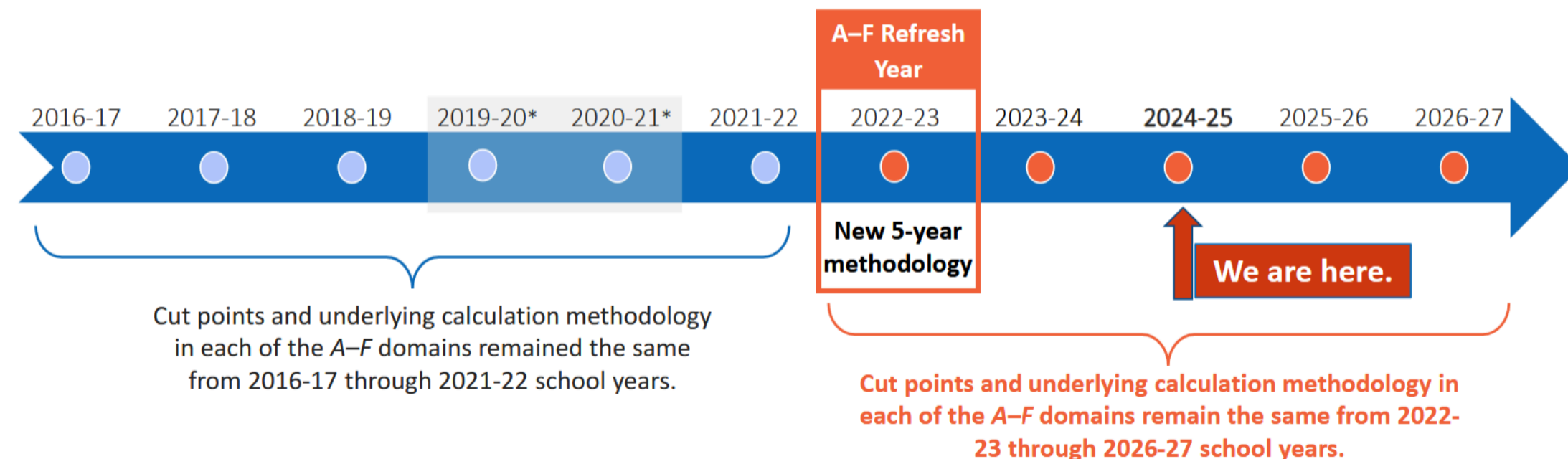
The "No Child Left Behind" (NCLB) Act was a federal law enacted in 2002 to improve public schools. NCLB aimed to increase accountability for schools, school districts, and states, requiring them to demonstrate progress towards raising student performance to a "proficient" level in reading and math by 2014.

The Texas A–F system was established by House Bill (HB) 22 in 2017 for the purpose of continuously improving student performance toward the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status, and ensuring the state is a national leader in preparing students for postsecondary success.



A-F Design Commitments

1. Ratings reflect the better of achievement or progress
2. School performance is evaluated through multiple valid measures
3. Ratings are based on defined criteria, not a fixed distribution
 - “A” ratings reflect performance consistent with reaching long term student goals
 - “C” ratings reflect average performance for the baseline year
4. The system design remains static in most years



Domain I, Student Achievement

Overall Rating Labels	Student Achievement Domain	School Progress Domain	Closing the Gaps Domain	School Profile Information
Component (Download PDF)		Description		
Student Achievement for Elementary and Middle Schools (PDF)		Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.		
Student Achievement for High Schools and K-12 Campuses (PDF)		Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.		
Student Achievement: STAAR Performance (PDF)		STAAR Performance measures achievement at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on the STAAR test.		
Student Achievement: College, Career, and Military Readiness (CCMR) (PDF)		College, Career, and Military Readiness measures graduates' readiness for college, the workforce, or the military.		
Student Achievement: Graduation Rate (PDF)		Graduation Rates measures the percentage of students who graduate in 4, 5, or 6 years.		
Student Achievement: STAAR Performance for Alternative Education Campuses (PDF)		Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school. Scaling resources specific to AECs are used for accountability ratings.		
Student Achievement: Completion Rate for Alternative Education Campuses (PDF)		Completion Rates use the highest percentage of students who graduate in 4, 5, or 6 years to calculate the graduation rate score.		

TEA uses a scaled score conversion tool to convert raw domain and component scores into a numerical results that correspond to an A, B, C, D, or F rating.

Domain I Student Achievement Score			
Organization/Year	2023	2024	2025
District	86	87	87
BEAR CREEK EL	78	73	72
BRANSFORD EL	93	91	91
CANNON EL	85	88	82
COLLEYVILLE EL	94	92	93
DOVE EL	77	72	77
GLENHOPE EL	96	95	94
GRAPEVINE EL	92	89	90
HERITAGE EL	94	93	93
SILVER LAKE EL	76	74	77
TAYLOR EL	93	93	93
TIMBERLINE EL	67	62	64
COLLEYVILLE MIDDLE	92	93	92
CROSS TIMBERS MIDDLE	91	91	90
GRAPEVINE MIDDLE	83	82	83
HERITAGE MIDDLE	93	93	92

STAAR Component for Domain I

Average of the Percent of Students by Performance Level and Scaled to an A-F

Student Achievement Domain for Schools without Graduates

100% is the average of % Approaches +, % Meets +, and % Masters on STAAR scaled to an A-F

Student Achievement Domain for Schools with Graduates

40% is the average of % Approaches +, % Meets +, and % Masters on STAAR

40% is College, Career, and Military Readiness

20% is Graduation Rate

Domain I Student Achievement Score			
Organization/Year	2023	2024	2025
District	86	87	87
COLLEYVILLE HERITAGE H S	85	85	84
GRAPEVINE H S	82	86	89
COLLEGIATE	96	97	97
THE BRIDGES ACAD ALTER	83	79	85
IUNIVERSITY PREP	83	84	84

Graduation Rate—Methodology

The four-year graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. The five-year graduation rate follows the same cohort of students for one additional year. The six-year graduation rate follows the same cohort of students for two additional years. A graduate is defined as a student who has met all applicable requirements to graduate and has been issued a high school diploma by the school district or charter school. Students who graduate by decisions of individual graduation committees (IGCs) are included as graduates. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four, five, or six years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year, five-year, and six-year graduation rate measures the percentage of graduates in a class. Students follow the high school graduation program in place when they entered ninth grade. Students who graduated by decisions of individual graduation committees (IGCs) are included as graduates. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

Number of Graduates in the Class

Number of Students in the Class
(Graduates + Continuers + TxCHSE Recipients + Dropouts)

The total points and the maximum number of points are reported for the four-year, five-year, and six-year graduation rate. The graduation rate that results in the highest score is used to calculate the graduation rate score.

College, Career, and Military Readiness Component—Methodology

One point is given for each annual graduate from the current accountability year (prior year’s annual graduates) who accomplishes any one of the CCMR indicators. The CCMR component is calculated by dividing the total points (cumulative number of CCMR graduates) by the number of annual graduates. The CCMR component score is rounded to the nearest whole number. If applicable, the sunseting IBC limit is applied at this step. Those who were not enrolled in a Texas public school in any of the preceding four years are excluded from the CCMR denominator.

Number of Graduates Who Achieved at Least One of the CCMR Indicators

Number of Annual Graduates

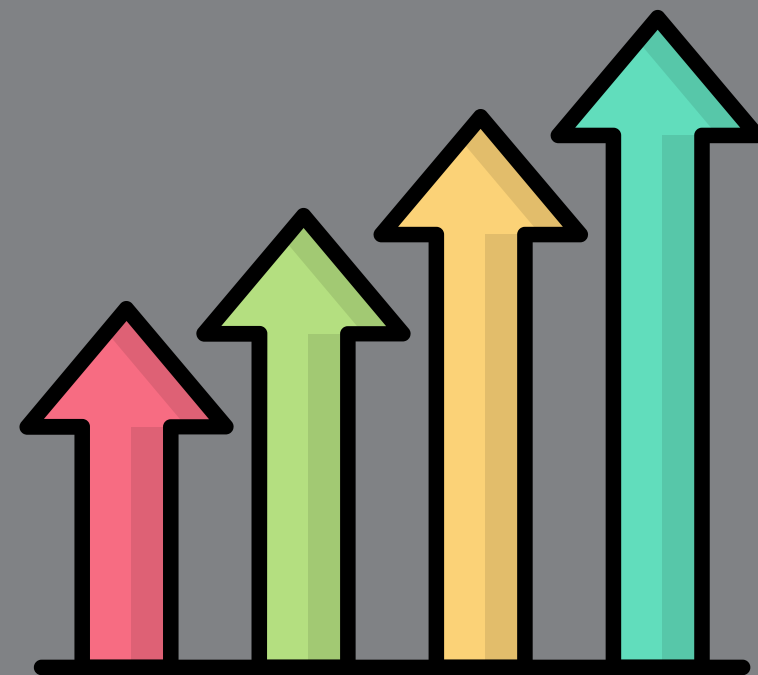
Data Used for the 2025 and 2024 College Career Military Readiness Rating Component

Campus/Year	# Graduates	# CCMR Earned	Component Score
CHHS Class of 2024	423	300	71
CHHS Class of 2023	458	342	75
GHS Class of 2024	435	355	82
GHS Class of 2023	395	303	77
CA Class of 2024	91	91	100
CA Class of 2023	79	79	100
Bridges Class of 2024	69	24	35
Bridges Class of 2023	52	15	29
iUniversity Class of 2024	204	123	60
iUniversity Class of 2023	175	100	57

Data Used for the 2025 Rating Graduation Rate Component

Campus	Class of 2024/ 4 Year	Class of 2023/ 5 Year	Class of 2022/ 6 Year
COLLEYVILLE HERITAGE	98.6	98.5	98.2
GRAPEVINE	97.7	99.2	97.2
COLLEGIATE ACADEMY	98.9	100.0	100.0
BRIDGES	95.3	90.6	86.9
IUNIVERSITY PREP	100.0	100.0	99.4

Domain II, School Progress



Academic Growth - Moving Each Student Up a Performance Level

OR



Relative Performance - Comparing STAAR & CCMR to Historical Performance Graph Based on % Economically Disadvantaged

Overall Rating Labels	Student Achievement Domain	School Progress Domain	Closing the Gaps Domain	School Profile Information
Component (Download PDF)		Description		
School Progress (PDF)		School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.		
School Progress: Academic Growth (PDF)		Academic Growth shows the amount of growth students make from year to year.		
School Progress: Relative Performance for Elementary and Middle Schools (PDF)		Relative Performance measures how a school's performance compares to other schools with similar grade levels served and economically disadvantaged populations.		
School Progress: Relative Performance for K-12 and High Schools (PDF)		Relative Performance measures how a school's performance compares to other schools with similar grade levels served and economically disadvantaged populations.		

TEA uses a scaled score conversion tool to convert raw domain and component scores into a numerical results that correspond to an A, B, C, D, or F rating.

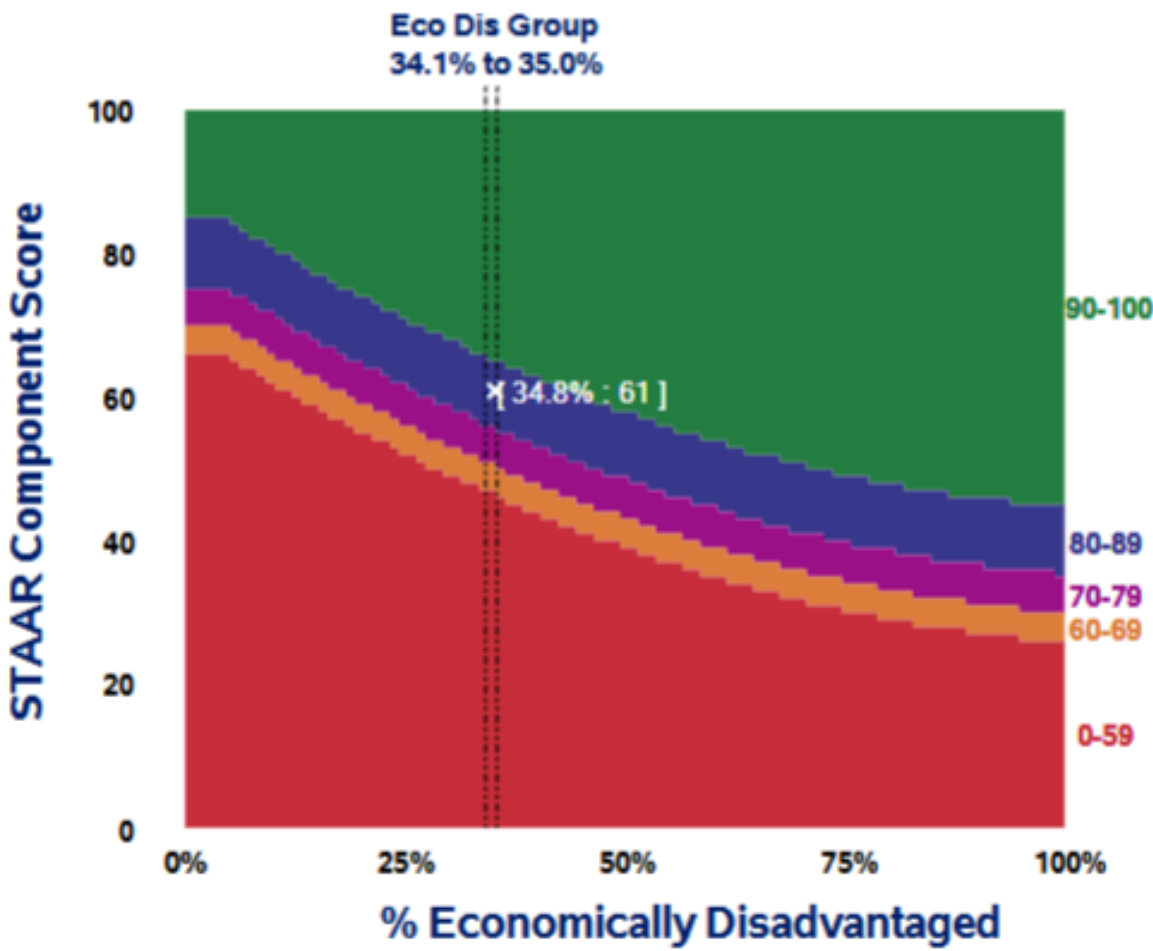
Domain II, Part A Academic Growth in Reading and Math

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	5	0.0	5	5.0	1	1.0	1	1.0	0	0.0	0	0.0	12	7.0
High Did Not Meet Grade Level	4	0.0	4	2.0	8	8.0	4	4.0	0	0.0	0	0.0	20	14.0
Low Approaches Grade Level	0	0.0	1	0.0	7	3.5	8	8.0	4	4.0	1	1.0	21	16.5
High Approaches Grade Level	0	0.0	0	0.0	7	0.0	10	5.0	25	25.0	3	3.0	45	33.0
Meets Grade Level	0	0.0	0	0.0	2	0.0	9	0.0	41	41.0	31	31.0	83	72.0
Masters Grade Level	0	0.0	1	0.0	0	0.0	0	0.0	8	0.0	57	57.0	66	57.0
Total	9	0.0	11	7.0	25	12.5	32	18.0	78	70.0	92	92.0	247	199.5

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	18	14	0	0	32	14



	Middle School STAAR Scaled Score				
Economically Disadvantaged	30 to 59	60 to 69	70 to 79	80 to 89	90 to 100
32.1% to 33.0%	0	49	53	58	67
33.1% to 34.0%	0	48	52	57	67
34.1% to 35.0%	0	48	52	57	66
35.1% to 36.0%	0	47	51	56	66
36.1% to 37.0%	0	46	50	56	65

Domain II, Part B Relative Performance in Reading and Math, CCMR

Domain II School Progress	Part A: Academic Growth Score			Part B: Relative Performance Score		
Organization/Year	2023	2024	2025	2023	2024	2025
District	81	78	79	78	78	76
BEAR CREEK EL	82	65	76	75	65	62
BRANSFORD EL	92	88	91	79	70	63
CANNON EL	71	75	74	72	76	69
COLLEYVILLE EL	91	89	91	80	76	80
DOVE EL	69	69	89	74	62	72
GLENHOPE EL	93	93	91	91	86	83
GRAPEVINE EL	86	82	87	75	67	70
HERITAGE EL	83	90	89	84	82	78
SILVER LAKE EL	74	76	81	77	74	80
TAYLOR EL	92	94	92	79	79	79
TIMBERLINE EL	68	66	74	70	63	67
COLLEYVILLE MIDDLE	85	82	85	70	75	63
CROSS TIMBERS MIDDLE	82	85	85	87	88	85
GRAPEVINE MIDDLE	75	78	83	81	80	82
HERITAGE MIDDLE	90	88	88	88	90	85
COLLEYVILLE HERITAGE H S	75	64	60	74	77	73
GRAPEVINE H S	81	77	77	75	81	82
COLLEGIATE	80	83	82	95	96	96
BRIDGES	NR	NR	NR	85	71	86
IUNIVERSITY PREP	86	79	79	71	68	67

Domain III, Closing the Gaps

Overall Rating Labels	Student Achievement Domain	School Progress Domain	Closing the Gaps Domain	School Profile Information
Component (Download PDF)		Description		
Closing the Gaps for Elementary Middle Schools (PDF)		Closing the Gaps tells us how well a school or district is ensuring that all student groups are successful.		
Closing the Gaps for High Schools and Districts (PDF)		Closing the Gaps tells us how well a school or district is ensuring that all student groups are successful.		
Closing the Gaps: Academic Achievement (PDF)		Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.		
Closing the Gaps: Graduation Rate (PDF)		Graduation Rate measures the percentage of students who graduate in 4 years for all student groups.		
Closing the Gaps: Growth Status (PDF)		Growth Status shows the amount of growth all student groups make from year to year.		
Closing the Gaps: English Language Proficiency (PDF)		English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.		
Closing the Gaps: School Quality for High Schools and Districts (PDF)		School Quality measures readiness for college, the workforce, or the military across all student groups.		
Closing the Gaps: Student Success for Elementary and Middle Schools (PDF)		Student Success measures how well students perform on STAAR across all student groups.		

TEA uses a scaled score conversion tool to convert raw domain and component scores into a numerical results that correspond to an A, B, C, D, or F rating.

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	Progress in Achieving English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	Progress in Achieving English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	30%

Closing the Gaps performance targets for each demographic group are differentiated by grade level - elementary, middle, and high school.

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB ¹ , SPED, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4						0-4		
Academic Achievement (Mathematics)									
0-4	0-4						0-4		
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4						0-4		
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4						0-4		
Academic Growth in Mathematics (EL/MS)									
0-4	0-4						0-4		
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4						0-4		
SQSS: STAAR ONLY (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4						0-4		
Progress in Achieving English Language Proficiency ¹									Earned ÷ Possible (rounded to 0.1)
								0-4	

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (2022-23 through 2026-27 target)
2	Did not meet interim target but showed expected growth toward next interim target
1	Did not meet interim target but showed minimal growth ²
0	Did not meet interim target and did not show minimal growth

Domain III Closing the Gaps Score			
Organization/Year	2023	2024	2025
District	83	84	84
BEAR CREEK EL	90	73	77
BRANSFORD EL	92	81	86
CANNON EL	81	76	78
COLLEYVILLE EL	93	82	90
DOVE EL	70	75	79
GLENHOPE EL	94	94	90
GRAPEVINE EL	90	83	92
HERITAGE EL	91	92	90
SILVER LAKE EL	75	75	90
TAYLOR EL	93	93	95
TIMBERLINE EL	71	71	79
COLLEYVILLE MIDDLE	91	87	79
CROSS TIMBERS MIDDLE	78	76	83
GRAPEVINE MIDDLE	73	75	84
HERITAGE MIDDLE	92	93	93
COLLEYVILLE HERITAGE H S	82	76	75
GRAPEVINE H S	71	90	81
COLLEGIATE	95	98	97
BRIDGES	NR	NR	NR
IUNIVERSITY PREP	90	90	89

Campus Overall Scores

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		86	B	
Student Achievement		77	C	0%
STAAR Performance	49	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		89	B	70%
Academic Growth	79	89	B	✓
Relative Performance (Eco Dis: 46.4%)		72	C	
Closing the Gaps	58	79	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		97	A	
Student Achievement		97	A	70%
STAAR Performance	66	92		
College, Career and Military Readiness	100	100		
Graduation Rate	100.0	100		
School Progress		96	A	0%
Academic Growth	76	82	B	
Relative Performance (Eco Dis: 43.0%)		96	A	✓
Closing the Gaps	93	97	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Find the better of the Domain II Academic Growth or the Domain II Relative Performance to use as the Domain II Score

Find the better of the Domain II Score and the Domain I Score and use that for 70% of the overall rating

Domain III is the remaining 30% of the overall rating

Overall Rating			
Organization/Year	2023	2024	2025
District	85	86	86
BEAR CREEK EL	84	73	76
BRANSFORD EL	93	88	90
CANNON EL	84	84	81
COLLEYVILLE EL	94	89	92
DOVE EL	75	73	86
GLENHOPE EL	95	95	93
GRAPEVINE EL	91	87	91
HERITAGE EL	93	93	92
SILVER LAKE EL	76	76	84
TAYLOR EL	93	94	94
TIMBERLINE EL	70	68	76
COLLEYVILLE MIDDLE	92	91	88
CROSS TIMBERS MIDDLE	87	87	88
GRAPEVINE MIDDLE	80	80	83
HERITAGE MIDDLE	93	93	92
COLLEYVILLE HERITAGE H S	84	82	81
GRAPEVINE H S	79	87	87
COLLEGIATE	96	97	97
BRIDGES	85	79	86
IUNIVERSITY PREP	87	86	86

Distinction Designations

2024	Overall	Domain I	Domain II A	Domain II B	Domain III	Unique Comparison Groups
Campus	Score	Score	Score	Score	Score	Distinction Designations
BEAR CREEK	73	73	65	65	73	-
BRANSFORD	88	91	88	70	81	Math, Science
CANNON	84	88	75	76	76	Science, Postsecondary Readiness
COLLEYVILLE	89	92	89	76	82	Reading, Math, Postsecondary Readiness
DOVE	73	72	69	62	75	-
GLENHOPE	95	95	93	86	94	All 6 Available Distinctions
GRAPEVINE	87	89	82	67	83	-
HERITAGE	93	93	90	82	92	Reading, Postsecondary Readiness
SILVER LAKE	76	74	76	74	75	-
TAYLOR	94	93	94	79	93	Reading, Math, Comparative Growth, Postsecondary Readiness, Closing the Gaps
TIMBERLINE	68	62	66	63	71	-
CMS	91	93	82	75	87	-
CTMS	87	91	85	88	76	Reading, Math, Social Studies, Postsecondary Readiness
GMS	80	82	78	80	75	Math, Comparative Growth, Postsecondary Readiness
HMS	93	93	88	90	93	Reading, Math, Social Studies, Comparative Growth, Postsecondary Readiness, Closing the Gaps
CHHS	82	85	64	77	76	-
GHS	87	86	77	81	90	Reading, Math, Science, Social Studies
COLLEGIATE	97	97	83	96	98	Closing the Gaps
BRIDGES	79	79		71		-
iUNIVERSITY	86	84	79	68	90	Reading, Science, Social Studies, Postsecondary Readiness

2025	Overall	Domain I	Domain II A	Domain II B	Domain III	Unique Comparison Groups
Campus	Score	Score	Score	Score	Score	Distinction Designations
BEAR CREEK	76	72	76	62	77	-
BRANSFORD	90	91	91	63	86	-
CANNON	81	82	74	69	78	Science
COLLEYVILLE	92	93	91	80	90	Reading
DOVE	86	77	89	72	79	Comparative Growth
GLENHOPE	93	94	91	83	90	Reading, Math, Science, Postsecondary Readiness
GRAPEVINE	91	90	87	70	92	-
HERITAGE	92	93	89	78	90	-
SILVER LAKE	84	77	81	80	90	Postsecondary Readiness, Closing the Gaps
TAYLOR	94	93	92	79	95	Math, Postsecondary Readiness, Closing the Gaps
TIMBERLINE	76	64	74	67	79	-
CMS	88	92	85	63	79	-
CTMS	88	90	85	85	83	Reading, Math, Postsecondary Readiness
GMS	83	83	83	82	84	Math, Comparative Growth, Postsecondary Readiness, Closing the Gaps
HMS	92	92	88	85	93	Reading, Math, Social Studies, Comparative Growth, Postsecondary Readiness, Closing the Gaps
CHHS	81	84	60	73	75	Math, Science
GHS	87	89	77	82	81	Reading, Math, Science, Social Studies, Comparative Growth, Postsecondary Readiness
COLLEGIATE	97	97	82	96	97	Math, Postsecondary Readiness
BRIDGES	86	85		86		-
iUNIVERSITY	86	84	79	67	89	Reading, Science, Postsecondary Readiness

District Overall Ratings

Texas Education Agency

2025 Accountability Rating Overall Summary
GRAPEVINE-COLLEYVILLE ISD (220906) - TARRANT COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	86	B	
Student Achievement	87	B	70%
School Progress	79	C	0%
Academic Growth	79	C	
Relative Performance (Eco Dis: 26.1%)	76	C	
Closing the Gaps	84	B	30%

Calculate Domain Scores using
 Campus Domain Scores
 weighted by their proportional
 contribution to the District's
 3-12 enrollment

Find the better of Domain II
 Academic Growth or Domain II
 Relative Performance to use as
 the Domain II Score

Find the better of the Domain II
 Score and the Domain I Score
 and use that for 70% of the
 overall rating

Domain III is the remaining 30%
 of the overall rating

Proportional Contribution

Starting with 2023 Accountability, the District-Level Domain Scores, as well as, the Overall Scores are calculated using the proportional contribution of each campus based on enrollment in grades 3-12.

Campus	Grade 3-12 Enrollment	Proportional Contribution
BEAR CREEK EL	257	2.40%
BRANSFORD EL	210	2.00%
CANNON EL	264	2.50%
COLLEYVILLE EL	207	1.90%
DOVE EL	162	1.50%
GLENHOPE EL	322	3.00%
GRAPEVINE EL	249	2.30%
HERITAGE EL	256	2.40%
SILVER LAKE EL	204	1.90%
TAYLOR EL	229	2.10%
TIMBERLINE EL	283	2.60%
COLLEYVILLE MIDDLE	610	5.70%
CROSS TIMBERS MIDDLE	818	7.60%
GRAPEVINE MIDDLE	635	5.90%
HERITAGE MIDDLE	724	6.80%
COLLEYVILLE HERITAGE H S	1,836	17.10%
GRAPEVINE H S	1,624	15.20%
COLLEGIATE ACADEMY	358	3.30%
BRIDGES	56	0.50%
IUNIVERSITY PREP	1,415	13.20%

Change from 2024 to 2025

	Light Green-Maintained A
	White-No Change
	Bright Blue-Increase (2 letters)
	Bright Green-Increase (1 letter)
	Blue-Increase
	Yellow-Decrease
	Red-Decrease (1 letter)

2025 Official					
	Overall	Domain I	Domain II, A	Domain II, B	Domain III
District	B	B	C +1	C -2	B +11
Bear Creek	C +3	C -1	C +11	D -3	C +4
Bransford	A +2	A	A +3	D -7	B +5
Cannon	B -3	B -6	C -1	D -7	C +2
Colleyville	A +3	A +1	A +2	B +4	A +8
Dove	B +13	C +5	B +20	C +10	C +4
Glenhope	A -2	A -1	A -2	B -3	A -4
Grapevine	A +4	A +1	B +5	C +3	A +9
Heritage	A -1	A	B -1	C -4	A -2
Silver Lake	B +8	C +3	B +5	B +6	A +15
OC Taylor	A	A	A -2	C	A +2
Timberline	C +8	D +2	C +8	D +4	C +8
Colleyville MS	B -3	A -1	B +3	D -12	C -8
Cross Timbers	B +1	A -1	B	B -3	B +7
Grapevine MS	B +3	B +1	B +5	B +2	B +9
Heritage MS	A -1	A -1	B	B -5	A
CHHS	B -1	B -1	D -4	C -4	C -1
GHS	B	B +3	C	B +1	B -9
CA	A	A	B -1	A	A -1
Bridges (Alt)	B +7	B +6		B +15	
iUP	B	B	C	D -2	B -1

Next Steps:



Finalize student outcome targets collaboratively with district instructional leaders and campus leadership.



Develop department cascading scorecards with specific action steps.



Develop campus improvement plans with specific action steps.



Establish systems to monitor progress, make adjustments, and provide in-time support based on student data.



Thank You