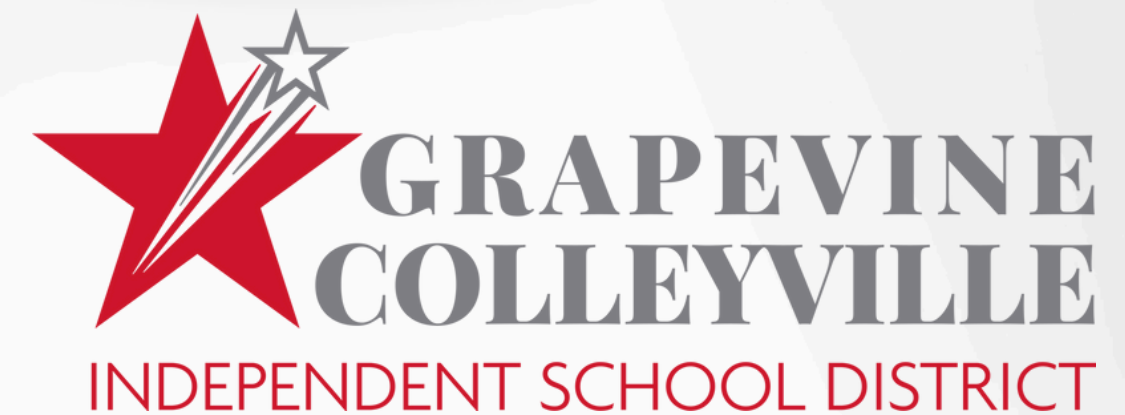


GCISD Balanced Scorecard Priority Report

January 13, 2025



Mission and Vision



Mission

We promote good citizenship and prepare, motivate, and encourage each student to reach his or her full potential.



Vision

Honor our Legacy
Equip for the Future
Achieve Excellence

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

GCISD Balanced Scorecard Report



Priority 1: Student Achievement and Post Secondary Readiness

Performance Objective: Academic Growth and Development

Key Strategic Action:

Implement the comprehensive curriculum management plan (CMP) with fidelity providing a clear direction that details systematic, on-going program of curriculum development, implementation, assessment, and evaluation.

Provide a systematic process to ensure high quality, engaging instruction in reading.

Provide a systematic process to ensure high quality engaging instruction in mathematics.

Assessment

Students in Kindergarten through Grade 8 have been assessed twice this year, in Reading and Mathematics, using the i-Ready Diagnostic.

The i-Ready Diagnostic provides a complete picture of student performance relating to grade level and national norms. It also includes Lexile® and Quantile® information for insights into reading and mathematics performance.






Comparing results from both the beginning and middle of the year provides insight into individual student growth in both subjects.

Each student has a typical and stretch growth goal and a personalized instruction path aligned to those goals.



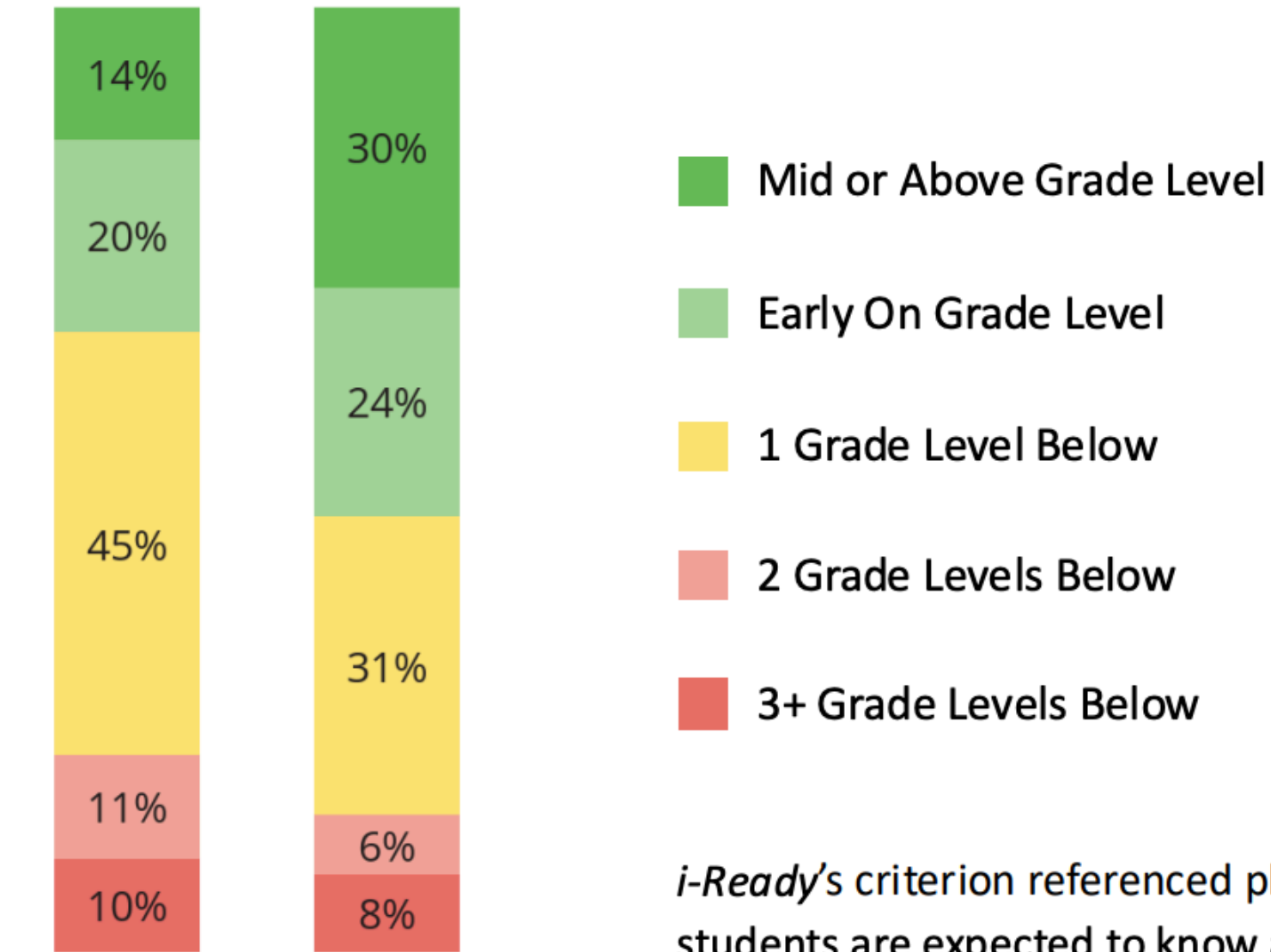
Understanding *i-Ready's* Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

 Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
 Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
 1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
 2 Grade Levels Below  3+ Grade Levels Below	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 24-25 to Winter 24-25



	Fall	Winter
Students Assessed	7,584	

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

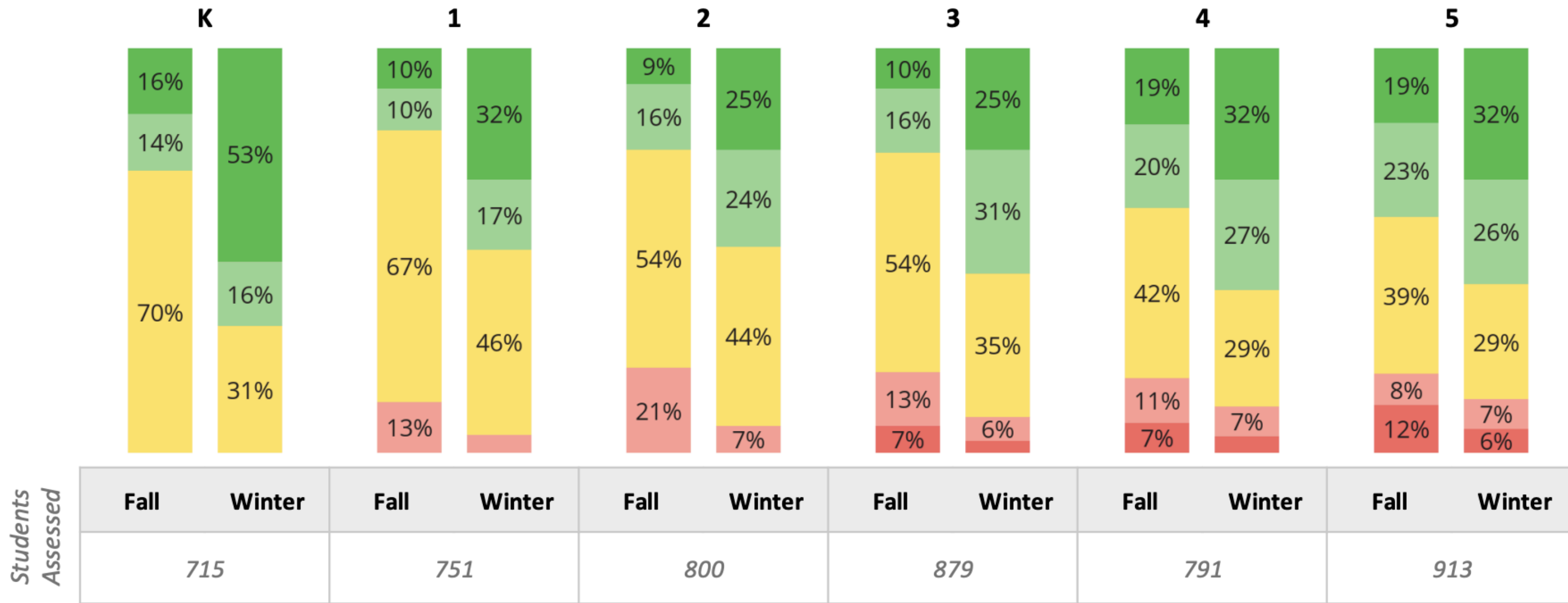
i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis



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Placement Distribution, Fall 24-25 to Winter 24-25



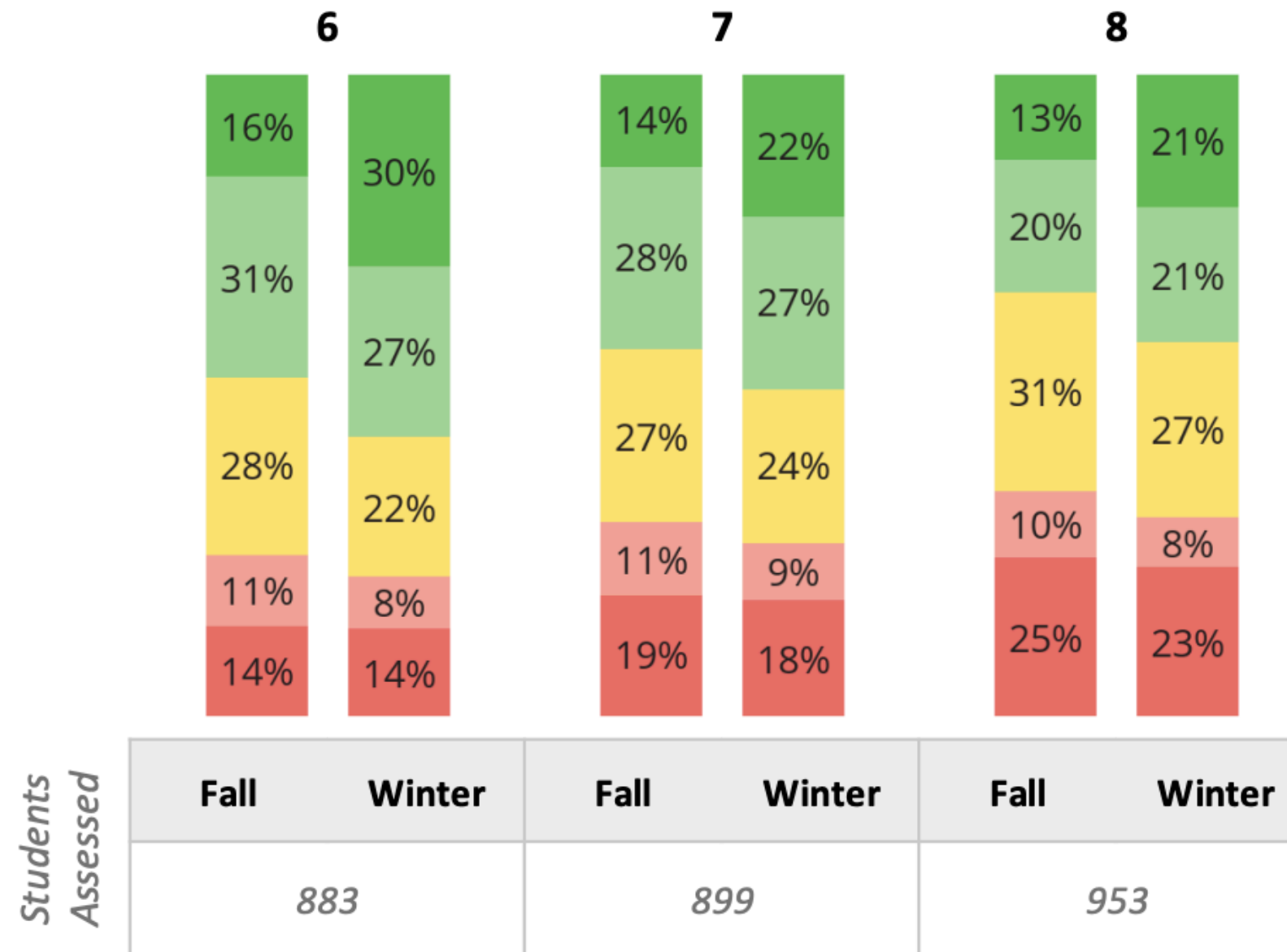
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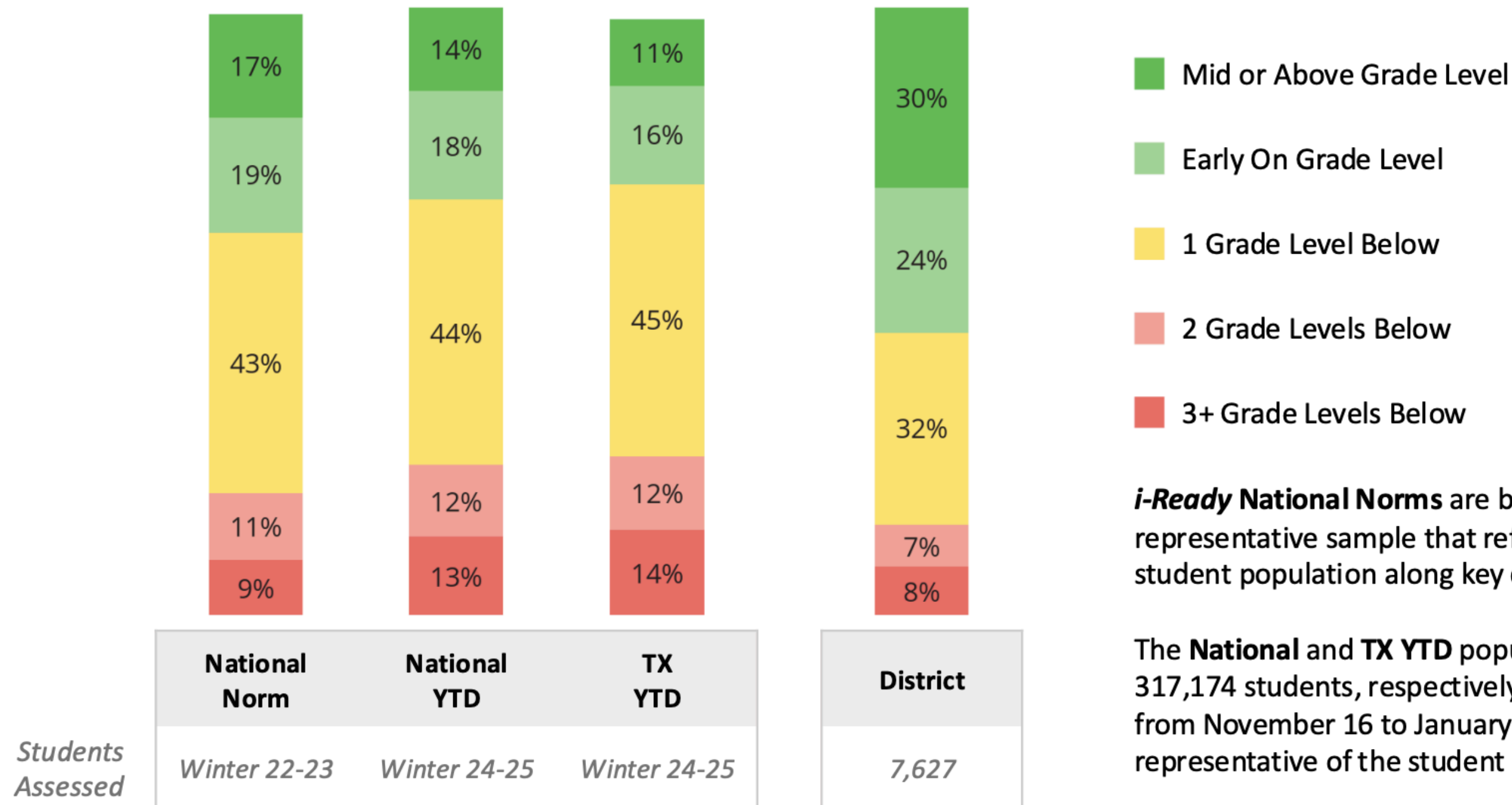
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How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks



i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **TX YTD** populations include 5,410,971 and 317,174 students, respectively, who completed a Diagnostic from November 16 to January 8. This data may not be representative of the student populations.



How Much Did Growth Vary Across Baseline Placement Levels?

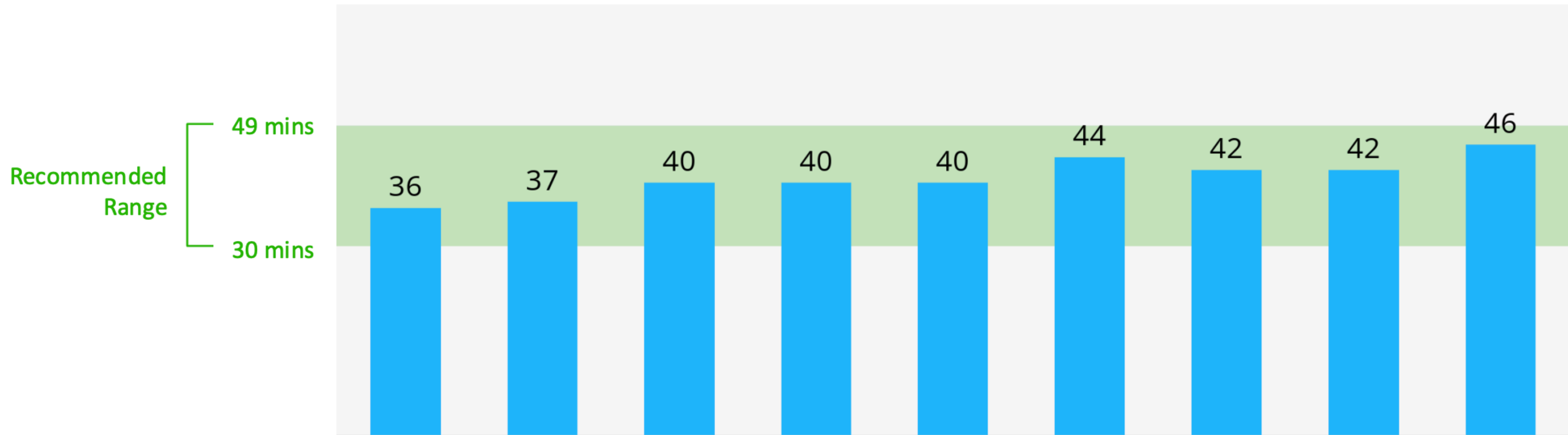
Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth	69%	38%	61%	52%	47%	57%	77%	45%	39%	53%
	Students Assessed	110	75	70	88	149	169	141	128	128	1,058
Early On Grade Level	Median % Typical Growth	83%	77%	53%	40%	52%	50%	62%	42%	44%	52%
	Students Assessed	93	75	128	137	160	211	274	254	194	1,526
One Grade Level Below	Median % Typical Growth	81%	72%	65%	62%	52%	67%	64%	42%	56%	66%
	Students Assessed	457	499	423	477	332	348	243	243	294	3,316
Two Grade Levels Below	Median % Typical Growth		81%	93%	74%	59%	83%	50%	62%	30%	72%
	Students Assessed		93	160	114	84	66	95	98	99	809
Three or More Grade Levels Below	Median % Typical Growth				70%	79%	85%	40%	23%	58%	57%
	Students Assessed				57	55	102	123	166	229	732



How Long Are Students Spending on Personalized Instruction?

Average Weekly Usage (mins) of Personalized Instruction



	K	1	2	3	4	5	6	7	8
<i>Students Included (i-Ready and i-Ready Pro):</i>	707	748	798	859	760	873	785	736	777
Average % Lessons Passed:	91%	96%	95%	94%	90%	89%	83%	77%	80%
<i>Students Included (i-Ready only):</i>	707	748	798	859	760	873	785	736	777

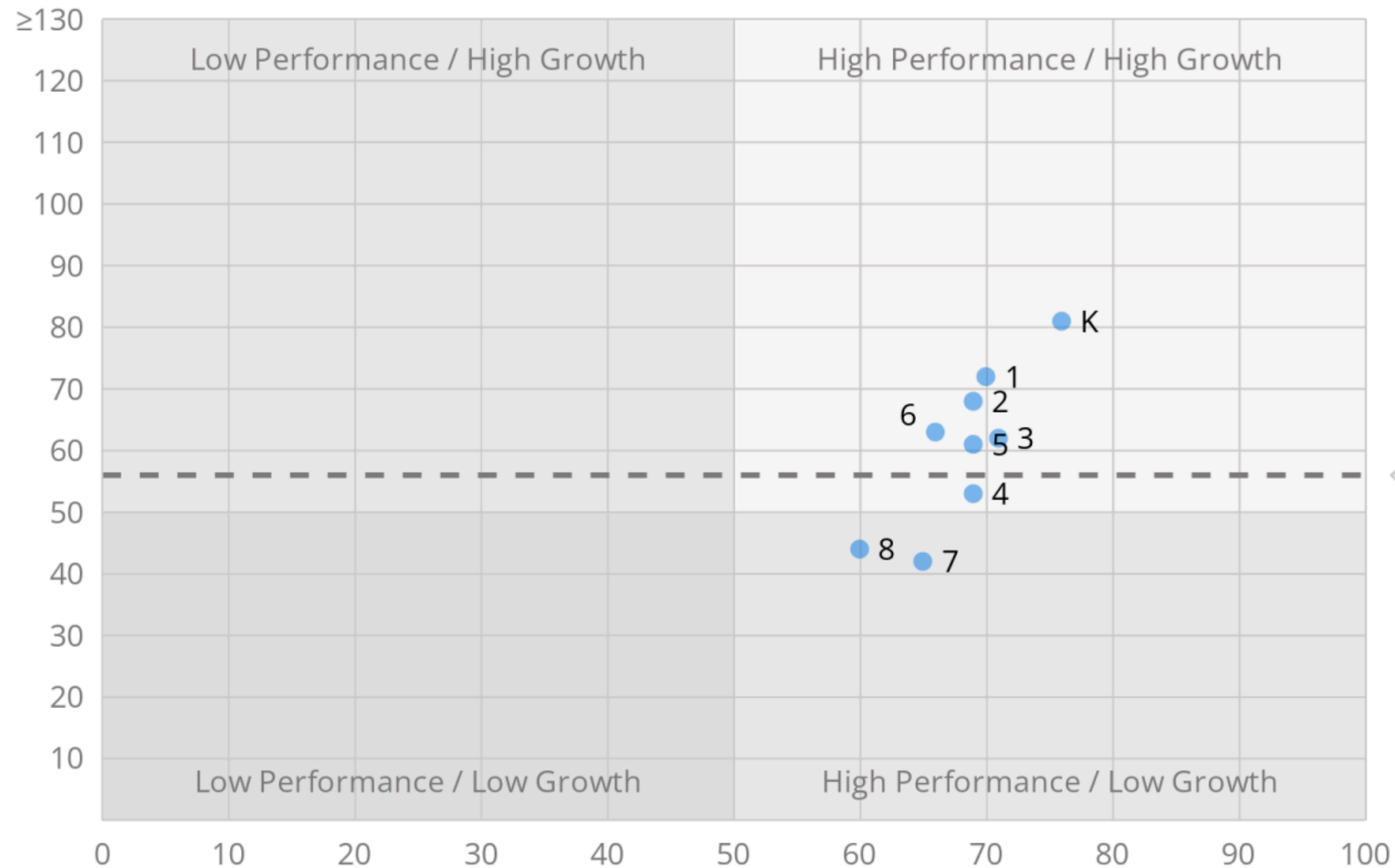


How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



National median percent of typical growth at 14-16 weeks (Grades K-8 as observed in 2022-2023)

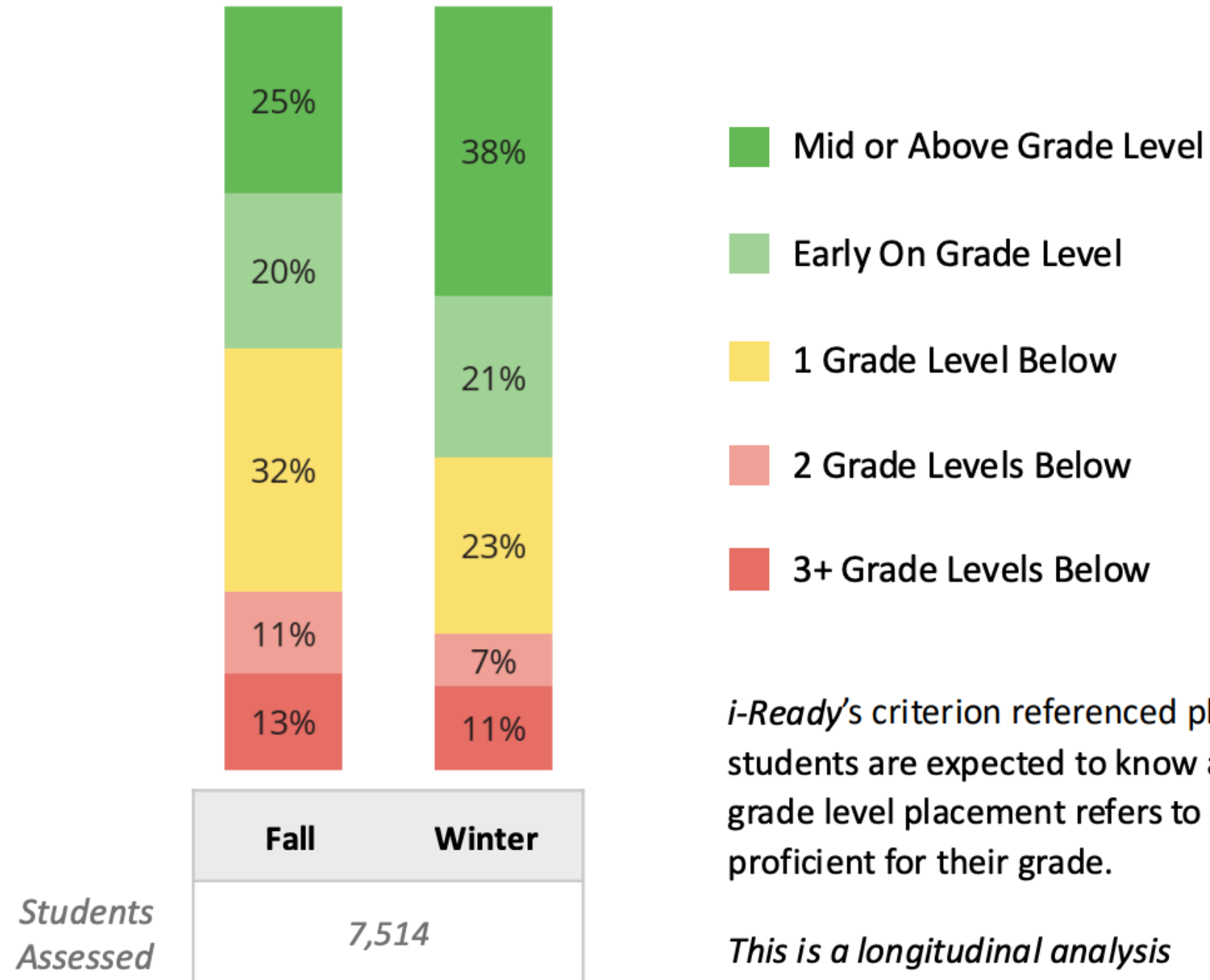
Performance

Median student performance relative to 22-23 National Norms (50th percentile is the national median)



How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 24-25 to Winter 24-25



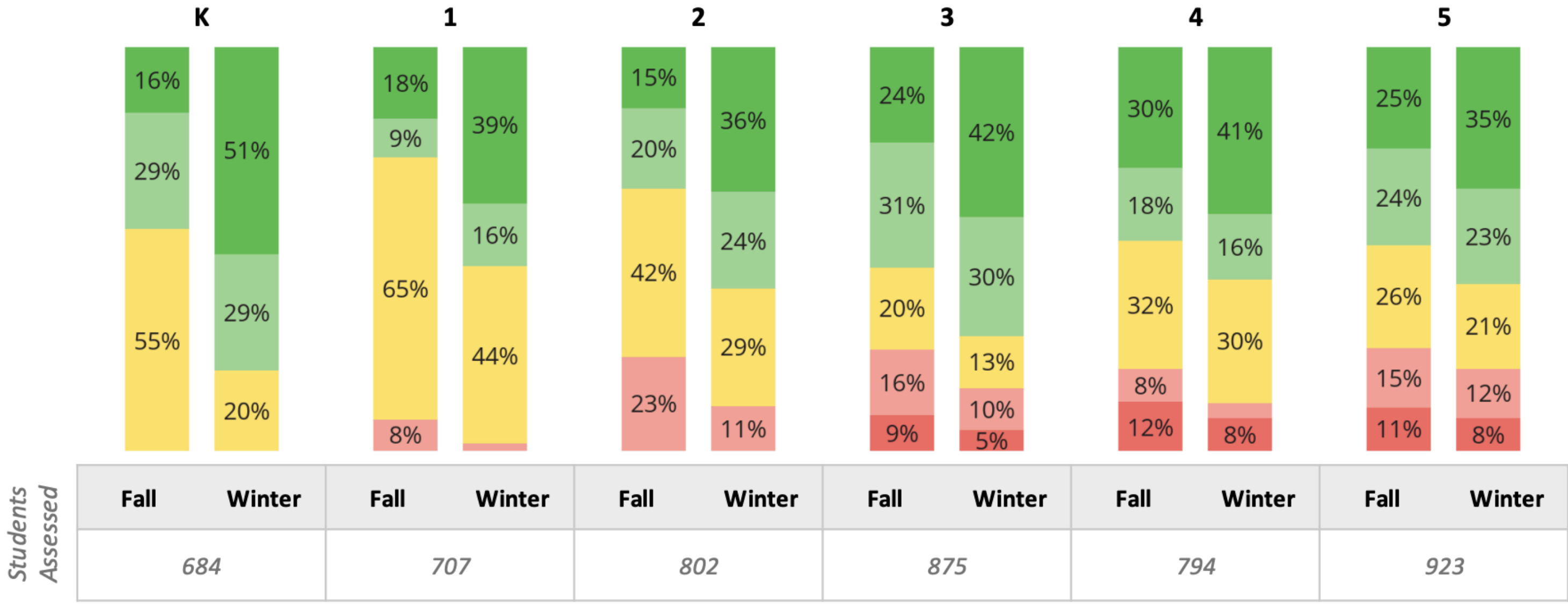
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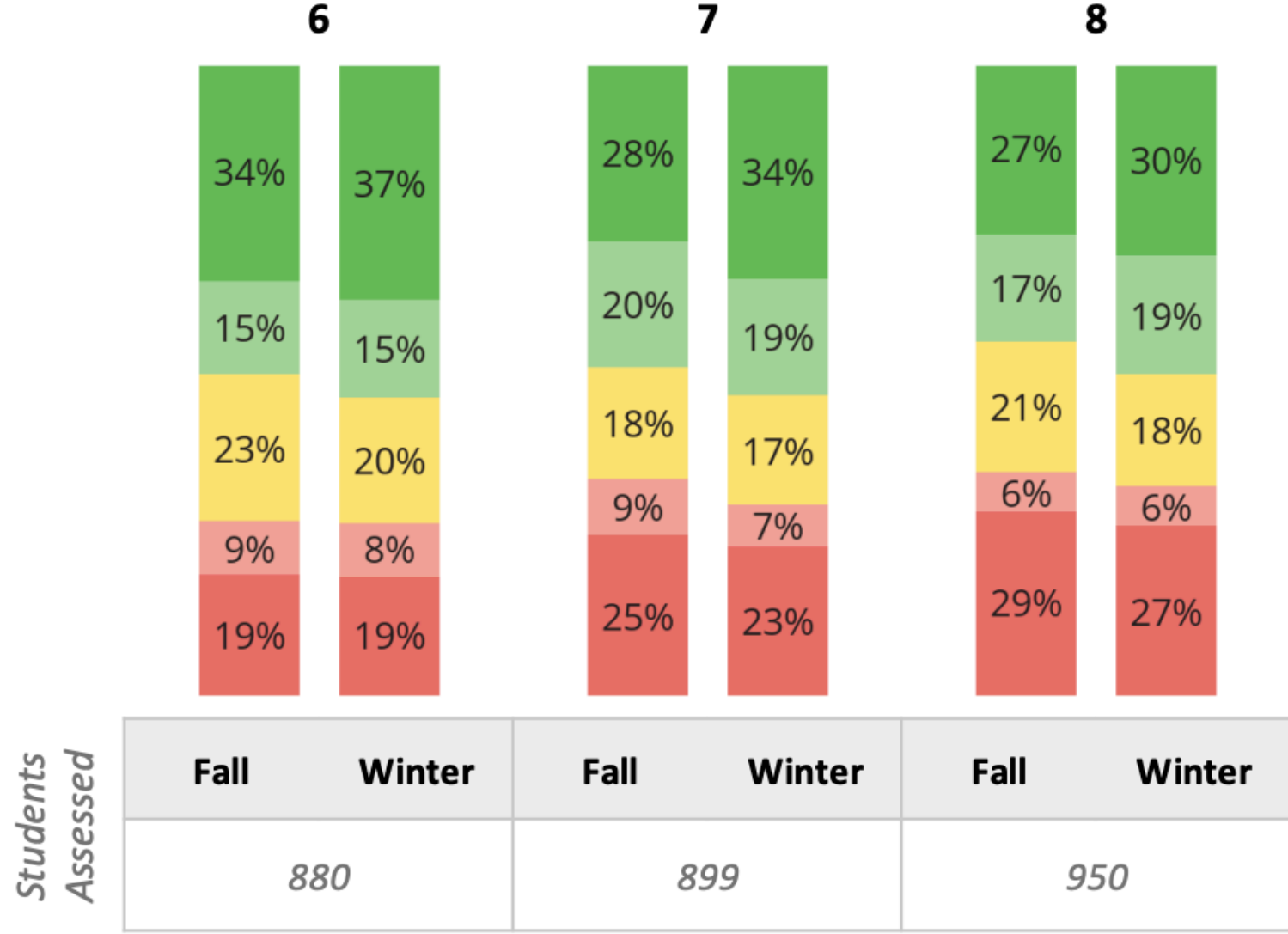
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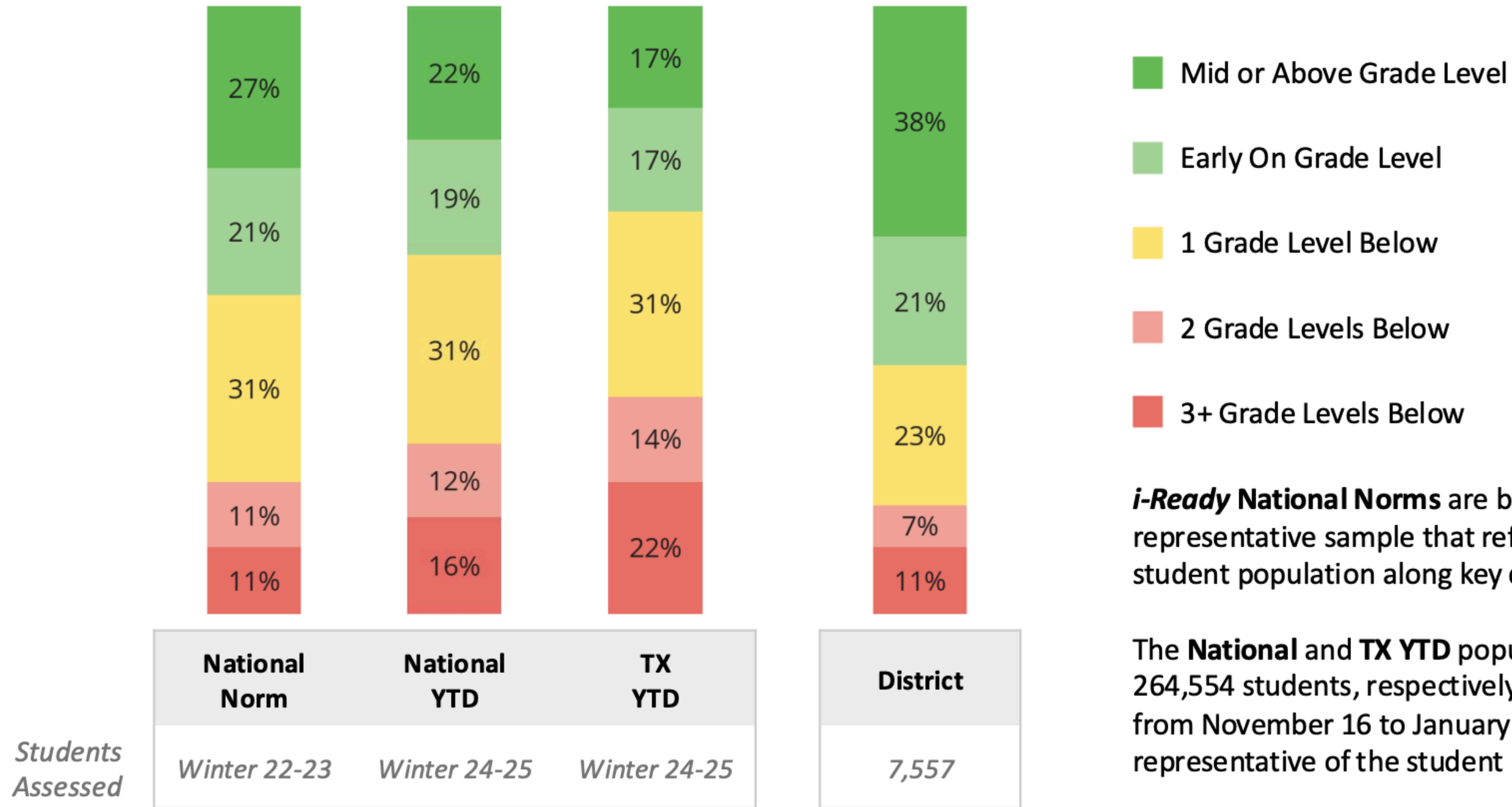
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Winter Placement Distribution for District and Benchmarks



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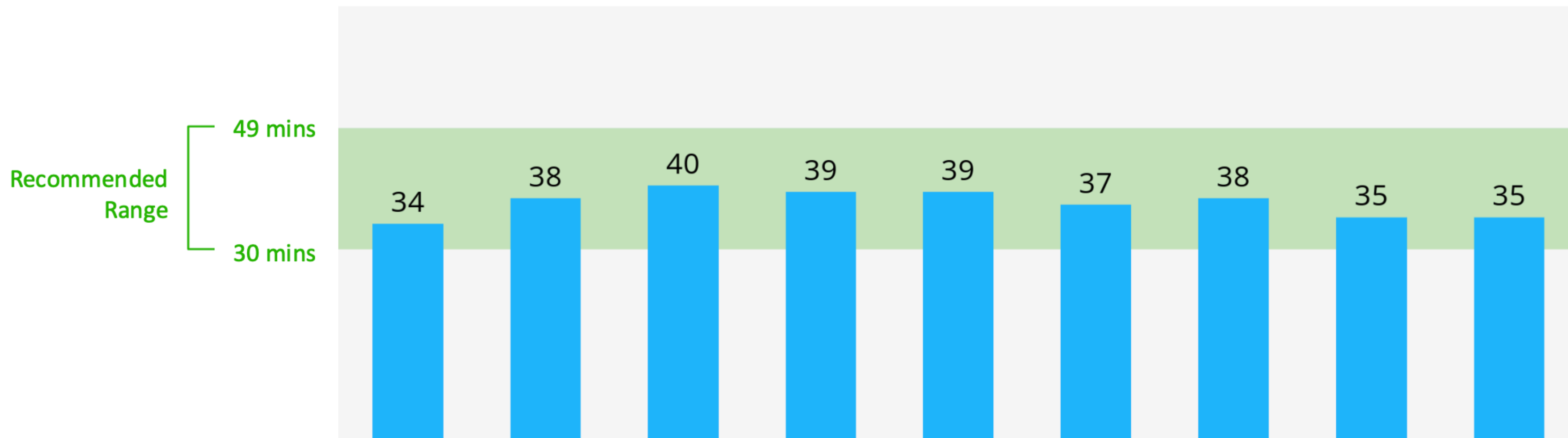
Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth	44%	75%	91%	59%	50%	57%	0%	50%	0%	54%
	Students Assessed	105	124	118	206	237	233	301	252	254	1,830
Early On Grade Level	Median % Typical Growth	61%	70%	72%	100%	88%	85%	95%	59%	75%	77%
	Students Assessed	189	67	157	271	143	218	130	176	163	1,514
One Grade Level Below	Median % Typical Growth	76%	61%	87%	112%	85%	103%	42%	50%	89%	77%
	Students Assessed	356	451	329	176	245	234	203	160	196	2,350
Two Grade Levels Below	Median % Typical Growth		93%	73%	94%	120%	78%	14%	117%	42%	85%
	Students Assessed		55	180	139	64	136	75	78	55	782
Three or More Grade Levels Below	Median % Typical Growth				57%	82%	73%	47%	53%	56%	61%
	Students Assessed				76	94	90	164	221	275	920

■ >=50%
 ■ 40-49%
 ■ 30-39%
 ■ 0-29%

How Long Are Students Spending on Personalized Instruction?

Average Weekly Usage (mins) of Personalized Instruction



	K	1	2	3	4	5	6	7	8
<i>Students Included (i-Ready and i-Ready Pro):</i>	706	749	802	854	781	871	821	764	804
Average % Lessons Passed:	83%	88%	88%	83%	79%	79%	75%	77%	77%
<i>Students Included (i-Ready only):</i>	706	749	802	854	781	871	777	730	771

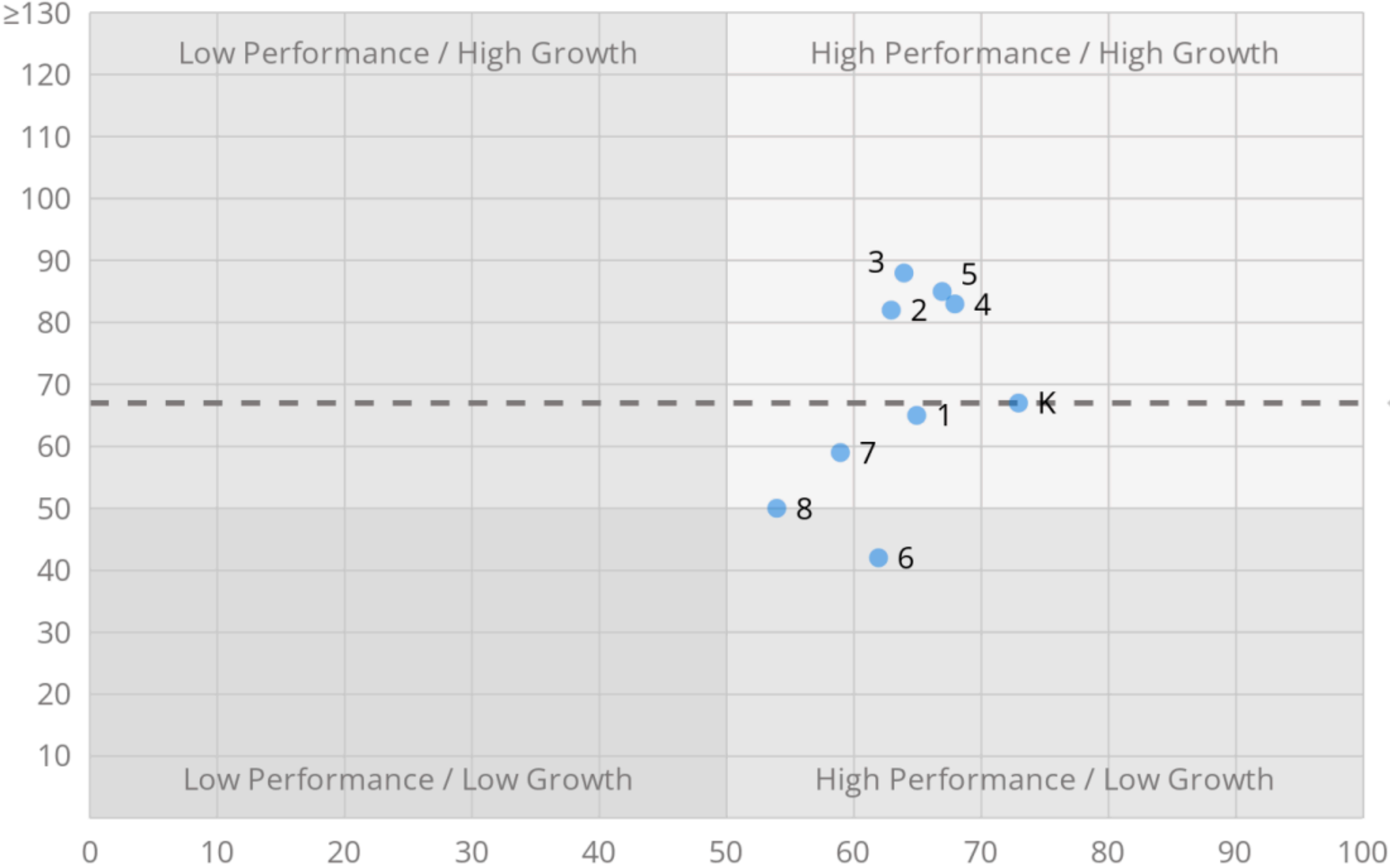


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Performance Median student performance relative to 22-23 National Norms (50th percentile is the national median)



Next Steps

Campus iReady sessions Jan. 6 & 7

- Understanding Growth
- Chart progress
- Action Plans
- Personalized Learning Plans

Parent information

Student Data Chats

Instructional Grouping Adjustments

Monitoring of MyPath Progress

Thank You

www.GCISD.net 