

PRIORITY 1



EXCEPTIONAL STUDENT PERFORMANCE

September 19, 2022 | Report to the G-PISD Board of Trustees



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Priority 1 Report

September 19, 2022

- ▶ Priority One of the Balanced Scorecard (BSC), Goals 1.1, 1.2, 1.3, 1.4, & 1.5
- ▶ Analyzing Results
- ▶ Share Next Steps



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2021-2025



Balanced Scorecard (BSC)

MISSION: 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

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

PRIORITY 2

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

PRIORITY 3

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

PRIORITY 4

Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain 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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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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ELA/Reading^(at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	45%	55%	78%
White	57%	65%	83%
Hispanic	37%	48%	74%
African-American	56%	41%	78%**
English Learners	29%	33%	67%
Economically Disadvantaged	34%	45%	73%
Special Education	16%	22%	61%

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** The goal was not increased from last year.



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Math (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	42%	45%	73%
White	57%	58%	79% **
Hispanic	37%	37%	69% **
African-American	33%	32%	67% **
English Learners	26%	29%	65%
Economically Disadvantaged	30%	35%	68%
Special Education	17%	20%	59% **

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Next Steps for Reading and Math

- ▶ Continue Leadership Development
 - ▶ Expand Professional Development for Coaching for High Performance
 - ▶ Refine Instructional Leadership campus systems for equity with focus on results-driven accountability
- ▶ Support Effective Tier 1 Instruction
 - ▶ Ensure viable Curriculum, Lesson Plans & Feedback, Instructional Materials, & Common Assessments (Curriculum Audit)
 - ▶ Develop and support G-PISD Learning Framework
 - ▶ Monitor C&I implementation plans via District Learning Walks
- ▶ Provide Research-based Professional Development
- ▶ Identify Opportunities for Acceleration, Intervention and Enrichment (Multi-Tier Systems of Support-MTSS)

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College, Career, & Military Readiness

(CCMR)

	Overall CCMR Spring 2021	Spring 2022	Career Ready Spring 2021	Spring 2022	College Ready Spring 2021	Spring 2022
All	57%	79%	*	*	*	*
White	63%	82%	*	*	*	*
Hispanic:	55%	78%	*	*	*	*
African-American	50%	75%	*	*	*	*
English Learners	65%	83%	*	*	*	*
Economically Disadvantaged	45%	73%	*	*	*	*
Special Education	61%	81%	*	*	*	*

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Next Steps for CCMR

Overall CCMR

- ▶ Continue a plan of support (7-12 grades) for all students in reaching their postsecondary goals and achieving college, career and military readiness
- ▶ Ensure accurate PEIMS coding for all CCMR indicators

Career Ready Indicators

- ▶ Analyze and align G-PISD CTE Programs of Study with local and state labor market data and determine and address any student barriers that exist.

College Ready Indicators

- ▶ Identify strategies to better prepare students for college assessments including SAT/ACT/TSI as well as AP exams

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1.4 Increase student Engagement for all students and all student groups

- Create a districtwide process to capture student engagement utilizing Skyward to document all students are engaged in an extracurricular and or co-curricular activity.

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

- Utilize Panorama software to survey all students throughout the school year to gauge the sense of security student's feel at school.
- Implement campus systems for building/class safety / Campus safety team

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NWEA Measure of Academic Progress (MAP) Data

Student Summary Growth Report

Fall 2022 (BOY)

- ▶ Grades 1-5
- ▶ Grades 6-12

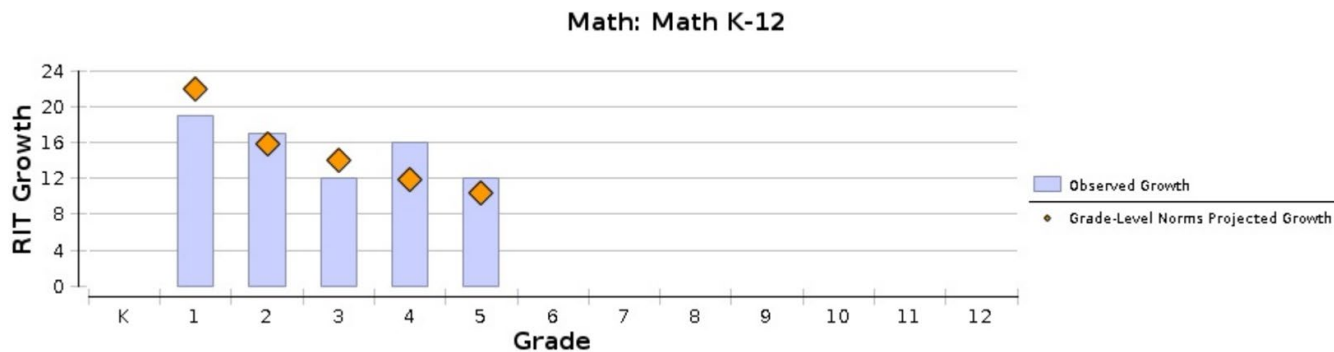
Student Growth Summary Report

Math Grades 1-5 - Cohort Data

Grade (Fall 2022)	Fall 2021 Mean RIT Score	Fall 2022 Mean RIT Score	Cohort Observed Growth (Fall 2021 to Fall 2022)
1 st	142.6	161.5	NA
2 nd	159.4	175.9	33
3 rd	176.7	188.8	29
4 th	187.2	203.6	27
5 th	202.4	214.2	27

Aggregate by District

Grades 1-5-Math



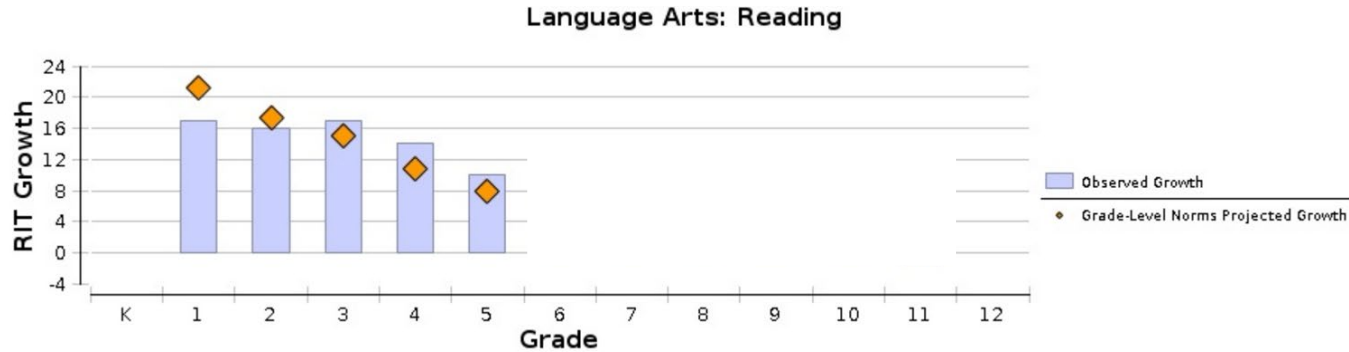
Student Growth Summary Report

Reading Grades 1-5

Grade (Fall 2022)	Fall 2021 Mean RIT Score	Fall 2022 Mean RIT Score	Cohort Observed Growth (Fall 2021 to Fall 2022)
1 st	137.8	154.6	
2 nd	155.3	171.3	34
3 rd	170.8	187.7	32
4 th	185.6	199.8	29
5 th	199.5	209.2	24

Aggregate by District

Grades 1-5 Reading



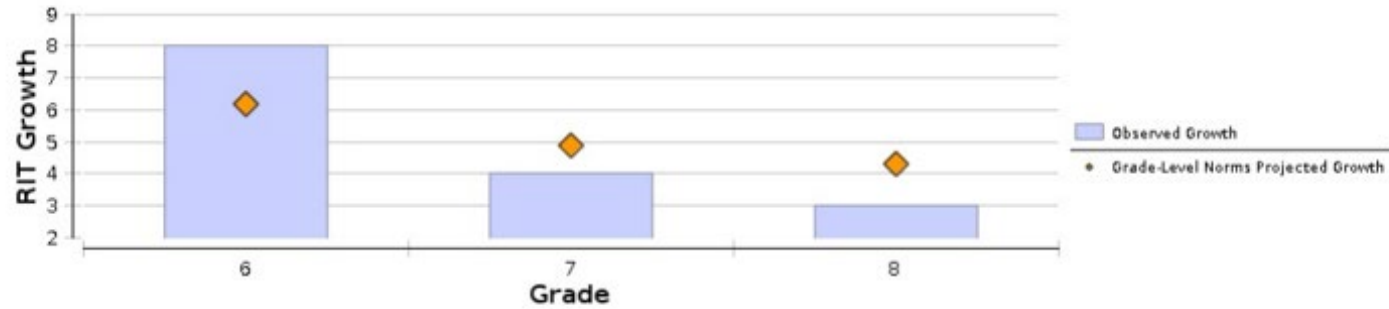
Student Growth Summary Report

Reading Grades 6-12

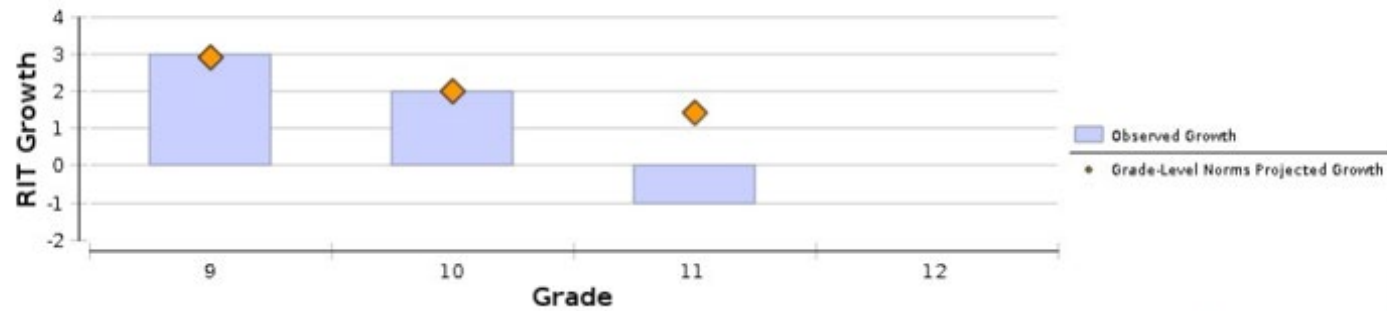
Grade (Fall 2022)	Fall 2021 Mean RIT Score	Fall 2022 Mean RIT Score	Cohort Observed Growth (Fall 2021 to Fall 2022)
6 th	205.0	213.1	13.6
7 th	213.1	216.6	11.6
8 th	214.5	217.8	4.7
9 th	218.7	221.3	6.8
10 th	222.5	224.2	5.5
11 th		222.0	-0.5

*Baseline
year

Language Arts: Reading



Language Arts: Reading



Measuring our Progress Next Steps



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East Cliff

Reading (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	54%	63%	82%
White	65%	72%	86%
Hispanic	35%	52%	76%
African-American	*	*	*
English Learners	*	29%	65%
Economically Disadvantaged	32%	52%	76%
Special Education	24%	30%	45%

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Math (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	58%	61%	81%
White	67%	69%	85%
Hispanic	43%	51%	76%
African-American	*	*	*
English Learners	*	29%	65%
Economically Disadvantaged	41%	49%	75%
Special Education	36%	35%	68%**

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Stephen F. Austin

Reading (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	36%	48%	74%
White	51%	61%	81%
Hispanic	32%	44%	72%
African-American	*	*	*
English Learners	50%	86%	93%
Economically Disadvantaged	29%	40%	70%
Special Education	16%	19%	60%

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Math (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	39%	37%	69%**
White	57%	52%	79%**
Hispanic	33%	32%	67%**
African-American	*	*	*
English Learners	50%	29%	75%**
Economically Disadvantaged	32%	28%	66%**
Special Education	10%	26%	63%

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T.M. Clark

Reading (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	39%	62%	81%
White	46%	66%	83%
Hispanic	33%	58%	79%
African-American	*	*	*
English Learners	19%	60%	80%
Economically Disadvantaged	32%	59%	80%
Special Education	14%	35%	68%

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Math (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	42%	57%	79%
White	54%	65%	83%
Hispanic	35%	50%	75%
African-American	*	*	*
English Learners	14%	47%	74%
Economically Disadvantaged	36%	51%	76%
Special Education	7%	32%	66%

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W.C. Andrews

Reading (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	45%	56%	78%
White	54%	70%	85%
Hispanic	39%	49%	75%
African-American	*	*	*
English Learners	40%	56%	78%
Economically Disadvantaged	33%	47%	74%
Special Education	14%	28%	64%

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Math (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	36%	45%	73%
White	53%	55%	78%
Hispanic	26%	39%	70%
African-American	*	*	*
English Learners	20%	44%	72%
Economically Disadvantaged	21%	35%	68%
Special Education	14%	13%	55%**

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1.1 Next Steps for READING - All Elementaries

▶ Effective Tier 1 Instruction

- ▶ Ensure language rich learning environment
- ▶ Focus on Learner-Centered Culture
- ▶ Establish/implement vertical alignment of literacy resources and progress monitoring,
- ▶ Professional development: Reading Academy, Amplify implementation, expectation to share learning after attending professional development, opportunity for learning from one another (learning walks), PD for support staff

▶ Strong Campus Leadership & Planning

- ▶ Reinforce & empower Collaborative Time/Professional Learning Communities (PLCs) (Learner-Centered Instruction, Data Driven Instruction, Faculty-Led Professional Development)
- ▶ Monitoring Instruction & teacher feedback
- ▶ Professional development: TEKS Resource Conference, Eureka, Zearn, CAMT, "Spotlight" times communicated to support learning from one another

▶ MTSS - Acceleration, Intervention & Enrichment

- ▶ MAP screening (BOY/MOY/EOY)
- ▶ Student Clubs offered to students during the instructional day
- ▶ Maximize Master Schedule - Weekly, extended planning time, Intervention/Enrichment Block "WIN Time", Tier II & II
- ▶ Classes offered to 3rd-5th
- ▶ K-2 Interventionist, 3rd-5th Interventionist, Enrichment/interventionist, Instructional Coaches

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1.2 Next Steps for Math - All Elementaries

▶ Effective Tier 1 Instruction

- ▶ Eureka Math Curriculum Pilot
- ▶ Numeracy Rich Learning Environment; Word walls, math facts, 100s chart
- ▶ Aligned Math strategies (Number Talks)
- ▶ Learning Walks (New & Experienced Teachers)

▶ Strong Campus Leadership & Planning

- ▶ Reinforce & empower Collaborative Time/Professional Learning Communities (PLCs) (Learner-Centered Instruction, Data Driven Instruction, Faculty-Led Professional Development)
- ▶ Monitoring Instruction & teacher feedback
- ▶ Professional development: TEKS Resource Conference, Eureka, Zearn, CAMT, "Spotlight" times communicated to support learning from one another

▶ MTSS - Acceleration, Intervention & Enrichment

- ▶ MAP screening (BOY/MOY/EOY)
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- ▶ Maximize Master Schedule - Weekly, extended planning time, Intervention/Enrichment Block "WIN Time", Tier II & III Classes offered to 3rd-5th
- ▶ K-2 Interventionist, 3rd-5th Interventionist, Enrichment/interventionist, Instructional Coaches

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1.3 Next Steps College, Career, and Military Readiness – All Elementaries

- ▶ Increase Campus CCMR Awareness (Each Wednesday - shirt, announcements, classroom activities, guest speakers)
- ▶ Designated CCMR week/month with various activities/opportunities
- ▶ Coordinate a Veterans day celebration, educating students and honoring our Veterans
- ▶ Continue to host annual Senior Graduate walks
- ▶ Engage in Community Partnerships, CTE Coordinator, and GPHS student programs
- ▶ Provide Real World Career Learning Experiences - Safety Patrol, SRO lessons, Fire Department & Boys/Girls Scouts
- ▶ Organize clubs/opportunities such as Robotics, STEM, coding, Tower Gardens, etc.

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Next Steps for Engagement/Safety - All Elementaries

- ▶ **1.4 Annually Increase student engagement for all student groups**
 - ▶ Intentional PurposeFULL People lessons, connected to Student of the Month
 - ▶ Implement Kagan Structures and Lead4ward Instructional Strategies
 - ▶ Acknowledge Academic Growth with students by Celebrating (MOY/EOY)
 - ▶ Celebrate Hispanic Heritage Month, Black History Month
 - ▶ Empower students to own their learning by tracking own data
 - ▶ Student clubs
 - ▶ Engaging Academic & SEL Schoolwide events - Dot Day, National Smile Day, Character Parade, Feastival food drive, 100th Day of School, deis y seis de septiembre
- ▶ **1.5 Annually increase the percentage of students who feel safe at school**
 - ▶ Expectation Presentations presented by Principals (BOY/MOY)
 - ▶ PBIS Campus Wide System
 - ▶ Regular safety drills scheduled throughout school year
 - ▶ Regular law enforcement presence on campus
 - ▶ Anonymous "See Something, Say Something" box

Measuring our Progress Next Steps



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Gregory-Portland Middle School

Reading (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	40%	53%	77%
White	51%	62%	81%
Hispanic	30%	48%	74%
African-American	58%	50%	75%**
English Learners	29%	21%	65%**
Economically Disadvantaged	28%	44%	72%
Special Education	14%	21%	61%

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1.1 Next Steps for Reading

- ▶ Exhibit Strong Campus Leadership & Planning
 - ▶ Developing campus Instructional Leaders with clear roles & responsibilities
 - ▶ Create plan, monitor implementation & hold task managers accountable
 - ▶ Weekly PLCs; Wildcat Wednesdays
 - ▶ Support & develop Staff PD w/ Book study re: PLC framework
- ▶ Support Effective Instruction
 - ▶ MAPS screening (BOY/MOY/EOY)
 - ▶ Aligned TRS curriculum roll out
 - ▶ Refine & improve Master Schedule (Common Planning) & Intervention Block (E.I.E. Time)
 - ▶ Provide inclusion support for students with disabilities and/or English language learners
- ▶ Strengthen School Culture
 - ▶ Aligning mission, vision & beliefs focused on safe environment & high expectations
 - ▶ Develop campus PBIS Campus committee and implement plan to improve climate & culture

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Math (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	44%	44%	72%**
White	57%	57%	74%**
Hispanic	35%	36%	68%**
African-American	25%	36%	67%
English Learners	30%	26%	65%**
Economically Disadvantaged	32%	33%	67%**
Special Education	17%	15%	59%**

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1.2 Next Steps for Math

▶ Exhibit Strong Campus Leadership & Planning

- ▶ Developing Campus Instructional Leaders with clear roles & responsibilities
- ▶ Aligned curriculum and lesson plans
- ▶ Weekly PLCs; Wildcat Wednesday's
- ▶ **Support Effective Instruction**
- ▶ MAP screening (BOY/MOY/EOY)
- ▶ Aligned TRS curriculum roll out
- ▶ Refine & improve Master Schedule (Common Planning) & Intervention Block (E.I.E. Time)
- ▶ Provide inclusion support for students with disabilities and/or English language learners
- ▶ Small Group & Collaborative Learning structure

▶ Strengthen School Culture

- ▶ Aligning mission, vision & beliefs focused on safe environment & high expectations
- ▶ Develop campus PBIS Campus committee and implement plan to improve climate & culture

1.3 Next Steps College, Career, and Military Readiness

- ▶ Support Campus college awareness days
 - ▶ Thursday College T-shirt & Weekly Announcements
- ▶ Launch Xello lessons to all grade-levels launch High School Pathways
- ▶ Recruit for CTE course enrollment
- ▶ Host Veteran's Day celebration & campus wide lessons
- ▶ Collaborate with HS CTE Coordinator to align course offerings & resources

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1.4 Engagement & 1.5 Safety

- ▶ Campus-wide Discipline Procedures
- ▶ Development of Vertically Aligned Discipline Matrix
- ▶ New Effective Hall Pass Procedures
 - ▶ Implementation of E-Hall Pass
 - ▶ Hall Monitor Procedures
- ▶ New Metal Detectors
- ▶ Interior and Exterior Door Checks

Measuring our Progress Next Steps



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Gregory-Portland High School

ELA End-of-Course (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goals
All	54%	54%	77%
White	66%	66%	83%**
Hispanic	46%	46%	74%**
African-American	44%	33%	72%**
English Learners	19%	11%	60%**
Economically Disadvantaged	43%	42%	72%**
Special Education	15%	16%	58%**

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1.1 Next Steps for ELA

- ▶ Exhibit Strong Campus Leadership & Planning
 - ▶ Establish & rollout Professional Learning Community (PLC) framework
 - ▶ Align curriculum & lesson plan
 - ▶ Monitor Instruction & teacher feedback
 - ▶ Establish Learning Framework & collaboration with content coordinators
 - ▶ Create and Implement ESL / TELPAS Strategic Plan
- ▶ Strengthen MTSS - Acceleration, Intervention & Enrichment
 - ▶ Ensure MAPS screening (BOY/EOY)
 - ▶ Provide inclusion support for students with disabilities and/or English language learners
 - ▶ Promote & maximize WLC Alternative Program
 - ▶ Summer 2023 Acceleration/Winter Night School

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Algebra (at meets level)

	Spring 2021	Spring 2022	Spring 2023 Goal
All	29%	37%	69%
White	40%	53%	77%
Hispanic	20%	30%	65%
African-American	*	*	*
English Learners	11%	*	*
Economically Disadvantaged	19%	28%	64%
Special Education	14%	17%	59%**

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1.2 Next Steps for Algebra/Math

Strong Campus Leadership & Planning

- ▶ Aligned Curriculum & lesson plan
- ▶ Monitoring Instruction & teacher feedback
- ▶ Instructional Framework & collaboration with content coordinators
- ▶ MTSS - Acceleration, Intervention & Enrichment
 - ▶ MAPS screening (BOY/EOY)
 - ▶ WLC Alternative Program
 - ▶ Summer 2023 Acceleration/Winter Night School

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Spring 2022 Data

College, Career, and Military Readiness

	Overall CCMR Spring 2021	Spring 2022	Career Ready Spring 2021	Spring 2022	College Ready Spring 2021	Spring 2022
All:	57%	84%	*	*	*	*
White:	63%	86%	*	*	*	*
Hispanic:	55%	82%	*	*	*	*
African- American:	50%	88%	*	*	*	*
English Learners:	65%	75%	*	*	*	*
Economically Disadvantaged:	45%	76%	*	*	*	*
Special Education:	61%	74%	*	*	*	*

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1.3 Next Steps College, Career, and Military Readiness

Exhibit Strong Campus Leadership & Planning

- ▶ Provide robust course offerings & alignment w/ rich resources
- ▶ Partner with Del Mar Community College programming & offerings
- ▶ Increase enrollment in college-prep ELA course offering
- ▶ Onboard new Coordinator of CTE staff position & host CTE Showcase Night
- ▶ Align w/ course offerings & recruiting enrollment
- ▶ Promote program offerings for efficient HS Pathways (Spring 23)
- ▶ Implement Pre-AP curriculum with College Board
- ▶ Host Military Awareness & Recruitment campus visits
- ▶ Participate in Staff & Campus College awareness days
- ▶ Create campus CCMR Campus committee to build strategic plan (22-23 SY)

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1.4 Engagement & 1.5 Safety

- ▶ Develop campus PBIS Campus committee and implement plan to improve climate & culture
- ▶ Develop and implement effective alternative school program aimed at At-Risk students
- ▶ Summer 2023 Acceleration/Winter Night School
- ▶ Develop and implement after program to remediate absences for students with less than 75% in the course.
- ▶ Develop and implement quality advanced programming.
- ▶ Campus-wide Discipline Procedures
- ▶ Development of Vertically Aligned Discipline Matrix
- ▶ Develop and implement random metal detector procedures.
- ▶ Implement student ID's and hall sweeps
- ▶ Staff training on SRP

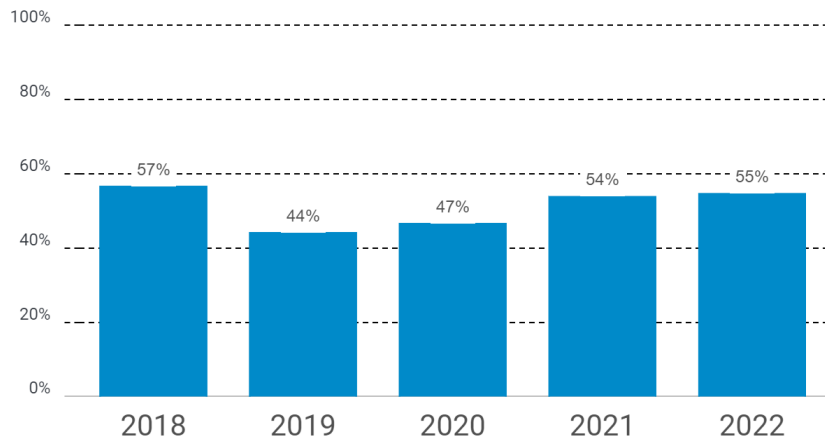
Advanced Placement

Spring 2022

AP Scores



% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	74	70	77	76	95
Number of Exams	115	127	120	171	229
AP Students with Scores 3+	42	31	36	41	52
% of Total AP Students with Scores 3+	56.76	44.29	46.75	53.95	54.74

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EXCEPTIONAL STUDENT
PERFORMANCE



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AP Exams by Score and Subject

	Biol	Calc AB	Calc AB Subs	Calc BC	Chem	Eng Lang Comp	Eng Lit Comp	Env Sci	Hum Geog	Macr Econ	Mus Aur Subs	Mus NonA Subs	Mus Theo	Phys 1	Phys 2	Phys C: E M
Number of Exams	12	10	8	8	16	51	12	5	1	9	2	2	2	28	7	3
Average Score	3.2	2.2	2.4	2.1	2.6	2.8	3.6	3.4	4	2	3	3	3	2	2.3	1.7
Percent of Exams with Scores of 3 or Higher	75%	30%	50%	50%	44%	51%	100%	80%	100%	33%	50%	50%	50%	25%	57%	0%

STAAR Campus Distinctions

Campuses that receive an accountability rating of Met Standard are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics

Academic Achievement in ELA / Reading: - TMC	Top 25% Comparative Closing the Gap: - East Cliff - TM Clark
Academic Achievement in Mathematics: - East Cliff - TM Clark - Middle School	Top 25% Comparative Academic Growth: - WC Andrews - High School - East Cliff - TM Clark
Academic Achievement in Science: - East Cliff	Post-Secondary Readiness: - East Cliff - TM Clark - Middle School

Thank you!

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