

Gregory-Portland Independent School District



Austin Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

- What is the breakdown of students by grade, ethnicity, and gender?
- What is the breakdown of students by at-risk indicator?
- How many students are considered economically disadvantaged?
- What is the breakdown of students by special instructional program (SPED, dyslexia, 504, emergent bilingual, special education, CTE, GT, SCE, migrant)?
- Has there been any changes in the district/community that impacted demographics?
- How do teacher-student ratios impact instruction?

Student Learning

Summary

- How are our students performing on state assessments?
- Describe the domain ratings for your campus: Student Achievement, School Programs and Closing the Gaps.
- How are our students performing on local metrics for learning?
- Which students are making progress and which students are not?
- How are at-risk students performing compared to students who are not at-risk?
- How are students in special instructional programs performing?
- Does student behavior impact student achievement?
- How are our instructional programs aligned from EC-12 and beyond?

School Processes & Programs

Summary

- How is professional development planned to support student achievement?
 1. Based on student data and Teacher/ Staff input of needs and want
- Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?
 1. Our campus is working with the district to transition students who are below grade level to reach grade level growth.
- What is our instructional technology plan?
 1. We follow the District adopted instructional technology plan for Eureka, Amplify and Stem Scopes.
- How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.)?
 1. Our campus uses feedback from teachers regarding scheduling for Master Schedule, PLCs, ARD/504 Meeting, enrollment/staffing and instructional meetings.

Perceptions

Summary

- How do students, staff and parents describe our culture and climate?
- Do students, staff and parents feel safe on campus and within the district?
- Do we continue to retain high quality and effective teachers?
- How do parents and families engage in the education of their child?
- Do we provide an effective educational experience?



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data



Priorities

Priority 1 Exceptional Student Performance

Goal 1

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

Key Strategic Action 1

Implement Amplify Reading Curriculum in grades 1-5 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: Increase reading progress for all students through student work analysis. As evidenced by walkthroughs and data conversations, teachers will adhere to the scope and sequence of instructional delivery with room for differentiated support.

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Interventionist

Formative Reviews

Moderate Progress

January

March

June

June

Goal 2

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

Key Strategic Action 1

Implement Bluebonnet Math Curriculum in grades 1-5 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: Increase math progress for all students through student work analysis. As evidenced by walkthroughs and data conversations, teachers will adhere to the scope and sequence of instructional delivery with room for differentiated support.

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Interventionist

Formative Reviews

Moderate Progress

January

March

June

June

Goal 3  **HB3 Priority**

1.3 Annually increase performance in COLLEGE, CAREER and MILITARY READINESS (CCMR) for all students and all student groups.

Evaluation Data Source: TAPR CCMR percentages

Key Strategic Action 1

* Career and Technical Education: The campus will continue to offer real-world experience connections. The campus will offer Career and Technical Education Fairs, tours of middle school and high school CTE programs, IHE parent engagement opportunities, and informative parent meetings.

Strategy's Expected Result/Impact: The expected impact is that parents and students will be more informed about CTE programs offered in GPISD and will be able to make informed decisions in middle school and high school about career pathways.

Staff Responsible for Monitoring: Campus Principal and Director of CCMR and Counseling

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 2

* College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, and college readiness. Additional support will be provided to upcoming 6th graders while in 5th grade to ensure strong planning for future endeavors.

Formative Reviews

Moderate Progress

January

March

June

June

Goal 4

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

Key Strategic Action 1

* Instruction: The campus will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. Focused support will be provided for the implementation of the new math curriculum.

Strategy's Expected Result/Impact: Instructional resources will meet High Quality Instructional Material (HQIM) criteria as defined by TEA.

Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers, Interventionists

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 2

* Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year.

Strategy's Expected Result/Impact: Increase student attendance to meet campus goal of 95%

Staff Responsible for Monitoring: Principals, Teachers, PEIMS, Counselor

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 3

* Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math while utilizing data to guide instruction. Develop and implement an aligned district assessment calendar to monitor the academic progress of all students and student groups for grades 1-5. As part of this action, campus instructional leaders will develop a clearly-defined data-driven instructional protocol to utilize formative assessment results to support tiered instruction for all students and student groups.

Strategy's Expected Result/Impact: The collaborative goal setting and development of plans for students will result in student growth for all students.

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Interventionist

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 4 Results Driven Accountability

* Multi-Tiered System of Support: Strengthen Tier I instruction and streamline Tier II and Tier III supports by making adjustments to the district's multi-tiered support systems (MTSS) model. The campus will utilize a W.I.N. (What I Need) framework embedded and implemented in the master schedule.

Strategy's Expected Result/Impact: The collaborative goal setting and development of plans for students will result in student growth for all students.

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Interventionist, Counselor

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 5

* Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.

Strategy's Expected Result/Impact: Targeted instruction will increase student progress towards grade level instruction.

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Interventionist

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 6 Results Driven Accountability

* Emergent Bilingual Support: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.

Strategy's Expected Result/Impact: Targeted instruction will increase student progress towards the English language proficiency.

Staff Responsible for Monitoring: Principals, Teachers, LPAC coordinator, Academic Interventionist

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 7

* Special Education Services: The campus will focus on purposeful instructional planning and intentional restructuring of special education programs to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow the

district's established procedures for child find, referrals and evaluations.

Strategy's Expected Result/Impact: Decrease the number of students receiving special education services.

Staff Responsible for Monitoring: Principals, Teachers, LPAC coordinator, Diagnostician, Academic Interventionists

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 8

* Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.

Strategy's Expected Result/Impact: Students will exit the Dyslexia program with the knowledge and coping skills for successful reading comprehension.

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Interventionist

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 9

* 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will follow the district's established procedures for child find, referrals and evaluations.

Strategy's Expected Result/Impact: 100% of students receiving 504 services will have access to accommodations and annual reviews.

Staff Responsible for Monitoring: Principals, Teachers, 504 Coordinator

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 10

* Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to the district established guidelines for GT nominations, screening, selection and placement.

Strategy's Expected Result/Impact: All teachers will complete required GT training through Eduhero. Policy in place for nominations.

Staff Responsible for Monitoring: Principals, Teachers, GT coordinator

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 11

* Homelessness and Foster Care: The campus will work with the district liaison to ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.

Strategy's Expected Result/Impact: 100% of unidentified students will have access to resources as needed.

Staff Responsible for Monitoring: Counselor

Formative Reviews

Considerable Progress

January

March

June

June

Key Strategic Action 12

* Pregnancy Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood

Strategy's Expected Result/Impact: Policy in place if needed

Staff Responsible for Monitoring: Nurse and Counselor

Formative Reviews

No Progress

January

March

June

June

Goal 5

Key Strategic Action 1

* Early Intervention: The campus will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The campus will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.

Strategy's Expected Result/Impact: Positive Behaviors supports and interventions will be utilized on as needed basis.

Staff Responsible for Monitoring: Counselors

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 2

* Anti-Bullying: The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles.

Strategy's Expected Result/Impact: Policy in place

Staff Responsible for Monitoring: Principals, Counselor, and Teachers

Formative Reviews

Moderate Progress

January

March

June

June

Priority 2 High Performing and Engaged Workforce

Goal 1

2.1 Annually increase the percentage of staff satisfaction.

Key Strategic Action 1

*Professional Development: The campus will provide professional development for teachers, administrators, paraprofessionals, and other staff as needed. A professional development plan will be annually designed to encompass required trainings and district prioritized trainings to increase student achievement such as, but not limited to: TTESS, TPESS, TAPESS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training.

Strategy's Expected Result/Impact: Instructional staff will have an increased opportunity to collaborate to increase student engagement and academic performance.

Staff Responsible for Monitoring: Principals, teachers, Instructional Coach

Formative Reviews

Moderate Progress

January

March

June

June

Goal 2

2.2 Annually increase the retention rate of highly effective faculty and staff.

Key Strategic Action 1

* Attract/Retain Staff: The campus will hire high quality staff, highly qualified paraprofessionals and increase retention rates by offering meaningful and purposeful professional development. The district will utilize the Teacher Incentive Allotment program to identify and designate outstanding teachers based on student growth and classroom observation.

Strategy's Expected Result/Impact: Ensuring all classroom positions are filled based on student need, in a timely manner.

Staff Responsible for Monitoring: Principals

Formative Reviews

Moderate Progress

January

March

June

June

Key Strategic Action 2

Provide consistent feedback to teachers through a common walkthrough tool with emphasis on the improvement of teaching and learning, monitoring instructional delivery and the provision of collaboration and feedback for improvement.

Strategy's Expected Result/Impact: Campus administration will complete required number of walkthroughs to increase quality of instruction.

Staff Responsible for Monitoring: Principals

Formative Reviews

Moderate Progress

January

March

June

June

Priority 3 Quality Service and Impactful Community Engagement

Goal 1

3.1 Annually increase the percentage of student satisfaction.

Key Strategic Action 1

* Successful Transitions: The campus will provide academic counseling support services to elementary students transitioning to the secondary campus and seniors transitioning to post-secondary setting.

Strategy's Expected Result/Impact: Campus will publish calendar of invites to support milestone events.

Staff Responsible for Monitoring: Principals and Counselor

Formative Reviews

Some Progress

January

March

June

June

Key Strategic Action 2

Develop opportunities for engagement and use Skyward to track student engagement in co-curricular and extra-curricular clubs, sports, and school-sponsored activities to establish a baseline for goal-setting.

Strategy's Expected Result/Impact: Students will have access to club opportunities offered at each grade level.

Staff Responsible for Monitoring: Principals, club, teachers, and PEIMS

Formative Reviews

Moderate Progress

January

March

June

June

Goal 2

3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Key Strategic Action 1

* Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc.

Strategy's Expected Result/Impact: Campus will provided monthly calendar of events and weekly WAG.

Staff Responsible for Monitoring: Principals

Formative Reviews

Considerable Progress

January

March

June

June


Key Strategic Action 2

* Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.

Strategy's Expected Result/Impact: Parent and Family Engagement Plan on file.

Staff Responsible for Monitoring: Principals

Formative Reviews

 Accomplished

January

March

June

June

Goal 3

3.3 Annually increase the percentage of community satisfaction and engagement.

Key Strategic Action 1

* Public Meeting: The campus holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.

Strategy's Expected Result/Impact: TAPR report available online.

Staff Responsible for Monitoring: Principal and Communication Rep

Formative Reviews

Considerable Progress

January

March

June

June

Priority 4 Efficient and Effective District and Campus Operations

Goal 1

4.1 Annually improve operational processes.

Key Strategic Action 1

*The campus will continue long-range planning with the use of demographic data/surveys, campus-wide facility condition assessments, capacity and utilization analytics, financial forecasting, educational planning and stakeholder input to ensure that capital outlay maintenance/replacement needs, technology obsolescence/replacement needs, bond completion, future bond planning, building/grounds maintenance, and other considerations for current operations and future growth are effective and efficient.

Strategy's Expected Result/Impact: Campus administration to participate by the district.

Staff Responsible for Monitoring: Principals

Formative Reviews

Moderate Progress

January

March

June

June

Goal 2

4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Key Strategic Action 1

* Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will communicate with the district during the budgeting process to coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. The campus will receive ongoing support regarding fiscal policies and procedures.

Strategy's Expected Result/Impact: Campus budget CNA and CIP completed in timely manner.

Staff Responsible for Monitoring: Principals

Formative Reviews

Considerable Progress

January

March

June

June

Key Strategic Action 2

*Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.

Strategy's Expected Result/Impact: Title I Part A compliance report will be submitted with all requirements meeting compliance.

Staff Responsible for Monitoring: Principals

Funding Sources: Finance to enter TI FTEs and budget (FT of TII and TIV) Grant: Fund 211 Title I, Part A,

Formative Reviews

Considerable Progress

January

March

June

June

Goal 3

4.3 Ensure strategic alignment of resources.


Key Strategic Action 1

* Goal Setting (CNA/CIP/DIP): The campus has an established site-based decision making committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, district of innovation plans, the campus calendar of events, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.

Strategy's Expected Result/Impact: The campus SBDM meets regularly to ensure compliance of all Federal and state requirements.

Staff Responsible for Monitoring: Principal

Formative Reviews

 Accomplished

January

March

June

June

Key Strategic Action 2

* Technology: The campus will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.

Strategy's Expected Result/Impact: Needs are documented in CNA and communicated to technology, in a timely manner.

Staff Responsible for Monitoring: Principals

Formative Reviews

Moderate Progress

January

March

June

June

Goal 4

4.4 Annually improve safety and security.

Key Strategic Action 1

* Student Safety: The campus will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Plans and specialized Emergency Action Plans, and conduct safety/security audits and ensure compliance with safety standards. Equipment, hardware and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, exterior door audits, require visitors to use the RAPTOR system, use random metal detector checks, security cameras, ensure perimeter doors are locked and other precautions, as necessary.

Strategy's Expected Result/Impact: Campus to adhere to Policy

Staff Responsible for Monitoring: Administrators

Formative Reviews

Moderate Progress

January

March

June

June


Key Strategic Action 2

* Addressing Abuse: The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and DFPS reporting by staff and administrators.

Strategy's Expected Result/Impact: Campus to adhere t Policy.

Staff Responsible for Monitoring: Administrators, Campus Counselor

Formative Reviews

 Accomplished

January

March

June

June



State Compensatory Education

State Compensatory

Budget for Austin Elementary

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Tereasa	Sturgeon	1st Grade Teacher	Classroom Teacher
Jennifer	Pinckley	3rd Grade Teacher	Classroom Teacher
Alexandria	Schoppe	5th Grade Teacher	Classroom Teacher
Anna	Jimenez	4th Grade Teacher	Classroom Teacher
Kayla	Charlton	2nd Grade Teacher	Classroom Teacher
Denise	Lara	Parent	Parent
Gracie	Silva	Community Representative	Community Representative
JoAnn	Judd	Special Ed Teacher	Classroom Teacher
Tycee	Sanchez	Principal	Principal
Erica	Tapia	Assistant Principal	Assistant Principal
Michelle	Powell	Counselor	Counselor
Cassandra	Smith	Instructional Coach	Non-Classroom Professional
Krystal	Sanchez	Reading Interventionist	Non-Classroom Professional
Crystal	Saenz	Paraprofessional	Paraprofessional



Funding Summary

Funding Summary

Fund 199 State GT (PIC 21) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$30,549.00
				+/- Difference	\$30,549.00

Fund 199 State CTE (PIC 22) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$1,466,137.00
				+/- Difference	\$1,466,137.00

Fund 199 Special Education (PIC 23) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$7,336,917.00
				+/- Difference	\$7,336,917.00

Fund 199 State SCE (PIC 24,26,28,30) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,344,852.00
				+/- Difference	\$2,344,852.00

Fund 199 State Bilingual/ ESL (PIC 25) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$57,637.00
				+/- Difference	\$57,637.00

Fund 199 Dyslexia (PIC 37, 43) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$513,655.00
				+/- Difference	\$513,655.00

Fund 199 Early Education (PIC 36) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$1,364,990.00
				+/- Difference	\$1,364,990.00

Fund 199 CCMR (PIC 38) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$173,959.00
				+/- Difference	\$173,959.00

Grant: Fund 211 Title I, Part A

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
4	2	2	Finance to enter TI FTEs and budget (FT of TII and TIV)	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$661,008.00
				+/- Difference	\$661,008.00

Grant: Fund 224 IDEA B Formula

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$955,635.00
				+/- Difference	\$955,635.00

Grant: Fund 225 IDEA B Preschool

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$16,942.00
				+/- Difference	\$16,942.00

Grant: Fund 244 Carl Perkins

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$55,758.00
				+/- Difference	\$55,758.00

Grant: Fund 255 Title II, Part A (FT Title I)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$148,032.00
				+/- Difference	\$148,032.00

Grant: Fund 263 Title III

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$25,816.00
				+/- Difference	\$25,816.00

Grant: Fund 289 Title IV, Part A (FT Title I)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$48,978.00
				+/- Difference	\$48,978.00

Grant: Fund 429 School Safety

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$167,286.00
				+/- Difference	\$167,286.00

BELIEFS



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.

In G-PISD, WE BELIEVE our

Students

are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

Parents and Families

are true partners, have a voice, and have high expectations.

Faculty and Staff

build inclusive relationships and maximize student success with integrity, compassion, and talent.

Principals and Campus Leadership

are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

Superintendent and Central Office

advance our vision with intention, collaboration, and purpose driven leadership.

Board of Trustees

are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

g-pisd.org

 [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1)



Educate.
Inspire.
EMPOWER!

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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Educate.
Inspire.
EMPOWER!

Gregory Portland ISD

Policies, Procedures and Requirements for the District Improvement Plan

1. Bullying Prevention – [FFI](#)
Person Responsible:
Review Date:
2. Child Abuse and Neglect – [FFG](#)
Person Responsible:
Review Date:
3. Coordinated Health Program – [EHAA](#)
Person Responsible:
Review Date:
4. Decision-Making and Planning Evaluation – [BQ](#), [BQB](#), [BQA](#)
Person Responsible:
Review Date:
5. Disciplinary Alternative Education Program (DAEP) – [FOCA](#), [FOC](#), [FO](#), [FOE](#), [BQ](#), [FFB](#), [FOA](#), [FODA](#),
[GRAA](#), [FNCC](#), [FOF](#), [FEA](#), [AIB](#), [EHBC](#)
Person Responsible:
Review Date:
6. Dropout Prevention – [FFB](#), [EHBC](#)
Person Responsible:
Review Date:
7. Dyslexia Treatment Program – [BQ](#), [EHB](#), [EHBC](#)
Person Responsible:
Review Date:
8. Title I, Part C Migrant – **Priority for Services Plan**, [EHBAA](#)
Person Responsible:
Review Date:
9. Pregnancy Related Services - [FNE](#)
Person Responsible:
Review Date:

10. Post-Secondary Preparedness – [EEL](#), [EHBF](#), [EHDD](#), [FFEA](#), [FEA](#), [EHAD](#), [FFC](#)
Person Responsible:
Review Date:
11. Recruiting Teachers and Paraprofessionals – [FFBA](#), [DMA](#), [EA](#), [DEA](#), [DC](#), [AE](#)
Person Responsible:
Review Date
12. Student Welfare: Crisis Intervention Programs and Training – [FFBA](#), [FFB](#), [CKE](#)
Person Responsible:
Review Date:
13. Student Welfare: Discipline/Conflict/Violence Management – [FFEB](#), [FFB](#), [DMA](#), [EHAA](#), [BQ](#), [FFEA](#),
[CKC](#), [EHBCA](#), [FOCA](#), [AIB](#), [FFH](#), [FFI](#)
Person Responsible:
Review Date:
14. **Texas Behavior Support Initiative (TBSI)** –
Person Responsible:
Review Date:
15. Technology Integration – **eRate Plan**, [BQ](#), [DMA](#), [EHAB](#), [EHBC](#), [EHAA](#), [EHAC](#), [CKC](#), [EHBD](#)
Person Responsible:
Review Date:
16. Job Description for Peace Officers, Resource Officers & Security Personnel – [CKE](#)
Person Responsible:
Review Date:

2022-23 Texas Academic Performance Report (TAPR)

District Name: GREGORY-PORTLAND ISD

Campus Name: AUSTIN EL

Campus Number: 205902101

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	83%	69%	*	61%	93%	-	-	-	-	53%	*	67%	77%	54%	*
	2022	76%	82%	79%	*	74%	95%	-	-	-	-	78%	*	79%	78%	71%	*
At Meets Grade Level or Above	2023	50%	57%	52%	*	46%	79%	-	-	-	-	47%	*	50%	62%	41%	*
	2022	51%	54%	47%	*	46%	57%	-	-	-	-	33%	*	43%	61%	35%	*
At Masters Grade Level	2023	20%	25%	18%	*	15%	29%	-	-	-	-	20%	*	15%	31%	3%	*
	2022	30%	31%	24%	*	21%	33%	-	-	-	-	0%	*	22%	28%	13%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	81%	71%	*	66%	86%	-	-	-	-	47%	*	65%	92%	58%	*
	2022	71%	80%	76%	*	73%	86%	-	-	-	-	78%	*	73%	88%	69%	*
At Meets Grade Level or Above	2023	45%	60%	47%	*	43%	64%	-	-	-	-	47%	*	41%	69%	30%	*
	2022	43%	47%	35%	*	30%	52%	-	-	-	-	56%	*	31%	47%	22%	*
At Masters Grade Level	2023	19%	27%	16%	*	13%	29%	-	-	-	-	13%	*	16%	15%	3%	*
	2022	21%	23%	12%	*	12%	14%	-	-	-	-	11%	*	10%	18%	6%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	83%	80%	*	74%	92%	-	*	-	*	53%	*	78%	83%	76%	83%
	2022	77%	84%	76%	*	75%	87%	-	-	-	*	33%	*	81%	67%	71%	*
At Meets Grade Level or Above	2023	48%	52%	50%	*	41%	69%	-	*	-	*	16%	*	46%	57%	40%	67%
	2022	54%	61%	51%	*	46%	80%	-	-	-	*	17%	*	49%	56%	50%	*
At Masters Grade Level	2023	22%	24%	18%	*	8%	38%	-	*	-	*	0%	*	16%	23%	7%	17%
	2022	28%	33%	24%	*	16%	60%	-	-	-	*	0%	*	23%	26%	20%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	71%	*	64%	88%	-	*	-	*	32%	*	69%	74%	62%	100%
	2022	70%	77%	65%	*	64%	80%	-	-	-	*	17%	*	68%	59%	59%	*
At Meets Grade Level or Above	2023	48%	54%	44%	*	32%	77%	-	*	-	*	16%	*	38%	54%	31%	67%
	2022	43%	51%	36%	*	32%	60%	-	-	-	*	17%	*	43%	26%	30%	*
At Masters Grade Level	2023	22%	26%	19%	*	10%	42%	-	*	-	*	0%	*	16%	26%	10%	17%
	2022	23%	29%	14%	*	11%	27%	-	-	-	*	0%	*	15%	11%	7%	*
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	88%	87%	*	89%	89%	-	-	-	*	50%	*	88%	84%	87%	*
	2022	81%	83%	66%	*	58%	78%	-	*	-	*	19%	*	64%	78%	59%	*
At Meets Grade Level or Above	2023	57%	68%	57%	*	50%	84%	-	-	-	*	0%	*	60%	47%	54%	*
	2022	58%	58%	44%	*	38%	50%	-	*	-	*	13%	*	40%	67%	34%	*
At Masters Grade Level	2023	28%	30%	24%	*	19%	42%	-	-	-	*	0%	*	26%	16%	21%	*
	2022	36%	40%	24%	*	20%	28%	-	*	-	*	13%	*	23%	33%	22%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	88%	84%	*	83%	100%	-	-	-	*	50%	*	86%	79%	81%	*
	2022	77%	83%	69%	*	60%	83%	-	*	-	*	25%	*	68%	78%	61%	*
At Meets Grade Level or Above	2023	51%	62%	57%	*	50%	84%	-	-	-	*	25%	*	58%	53%	50%	*
	2022	48%	53%	40%	*	35%	44%	-	*	-	*	13%	*	40%	44%	34%	*
At Masters Grade Level	2023	21%	29%	18%	*	15%	32%	-	-	-	*	0%	*	21%	11%	13%	*
	2022	25%	27%	16%	*	10%	28%	-	*	-	*	0%	*	17%	11%	7%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	77%	72%	*	70%	89%	-	-	-	*	25%	*	75%	63%	73%	*
	2022	66%	70%	55%	*	48%	61%	-	*	-	*	13%	*	55%	56%	51%	*
At Meets Grade Level or Above	2023	36%	46%	38%	*	30%	68%	-	-	-	*	13%	*	39%	37%	31%	*
	2022	38%	43%	23%	*	15%	39%	-	*	-	*	6%	*	19%	44%	12%	*
At Masters Grade Level	2023	16%	20%	14%	*	6%	42%	-	-	-	*	0%	*	14%	16%	13%	*
	2022	18%	20%	13%	*	5%	28%	-	*	-	*	6%	*	11%	22%	7%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	82%	76%	42%	73%	91%	-	*	-	60%	45%	100%	76%	78%	71%	97%
	2022	74%	77%	70%	54%	66%	82%	-	*	-	88%	33%	71%	70%	71%	64%	94%
At Meets Grade Level or Above	2023	49%	55%	49%	8%	41%	75%	-	*	-	40%	25%	100%	47%	54%	40%	70%
	2022	48%	50%	40%	15%	35%	54%	-	*	-	25%	19%	29%	37%	47%	32%	50%
At Masters Grade Level	2023	20%	23%	18%	8%	12%	37%	-	*	-	40%	5%	11%	18%	20%	11%	10%
	2022	23%	25%	18%	8%	14%	30%	-	*	-	0%	5%	0%	17%	21%	12%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	79%	60%	75%	92%	-	*	-	*	52%	*	78%	82%	74%	92%
	2022	75%	78%	74%	50%	70%	87%	-	*	-	*	39%	*	75%	72%	68%	100%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	59%	53%	20%	45%	76%	-	*	-	*	24%	*	51%	55%	45%	69%
	2022	53%	55%	48%	17%	44%	61%	-	*	-	*	19%	*	44%	59%	40%	75%
At Masters Grade Level	2023	20%	22%	20%	20%	13%	37%	-	*	-	*	7%	*	19%	22%	11%	8%
	2022	25%	26%	24%	17%	19%	39%	-	*	-	*	6%	*	23%	28%	18%	38%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	75%	40%	71%	92%	-	*	-	*	40%	*	74%	79%	67%	100%
	2022	72%	76%	70%	50%	67%	83%	-	*	-	*	39%	*	70%	72%	63%	88%
At Meets Grade Level or Above	2023	45%	52%	49%	0%	40%	76%	-	*	-	*	29%	*	45%	57%	37%	69%
	2022	42%	45%	37%	17%	32%	52%	-	*	-	*	26%	*	37%	36%	28%	25%
At Masters Grade Level	2023	19%	23%	18%	0%	12%	36%	-	*	-	*	5%	*	18%	19%	9%	8%
	2022	20%	23%	14%	0%	11%	22%	-	*	-	*	3%	*	14%	13%	7%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	83%	72%	*	70%	89%	-	-	-	*	25%	*	75%	63%	73%	*
	2022	76%	75%	55%	*	48%	61%	-	*	-	*	13%	*	55%	56%	51%	*
At Meets Grade Level or Above	2023	47%	53%	38%	*	30%	68%	-	-	-	*	13%	*	39%	37%	31%	*
	2022	47%	48%	23%	*	15%	39%	-	*	-	*	6%	*	19%	44%	12%	*
At Masters Grade Level	2023	18%	21%	14%	*	6%	42%	-	-	-	*	0%	*	14%	16%	13%	*
	2022	21%	19%	13%	*	5%	28%	-	*	-	*	6%	*	11%	22%	7%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	49%	41%	*	35%	64%	-	-	-	-	47%	*	38%	54%	26%	*
	2022	36%	38%	30%	*	27%	43%	-	-	-	-	33%	*	27%	41%	18%	*
Reading and Mathematics Including EOC	2023	37%	49%	41%	*	35%	64%	-	-	-	-	47%	*	38%	54%	26%	*
	2022	36%	38%	30%	*	27%	43%	-	-	-	-	33%	*	27%	41%	18%	*
Reading Including EOC	2023	50%	57%	52%	*	46%	79%	-	-	-	-	47%	*	50%	62%	41%	*
	2022	51%	54%	47%	*	46%	57%	-	-	-	-	33%	*	43%	61%	35%	*
Math Including EOC	2023	45%	60%	47%	*	43%	64%	-	-	-	-	47%	*	41%	69%	30%	*
	2022	43%	47%	35%	*	30%	52%	-	-	-	-	56%	*	31%	47%	22%	*
4th Graders																	
Reading and Mathematics	2023	38%	42%	36%	*	25%	65%	-	*	-	*	16%	*	31%	46%	22%	50%
	2022	36%	43%	30%	*	23%	60%	-	-	-	*	17%	*	32%	26%	25%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	42%	36%	*	25%	65%	-	*	-	*	16%	*	31%	46%	22%	50%
	2022	36%	43%	30%	*	23%	60%	-	-	-	*	17%	*	32%	26%	25%	*
Reading Including EOC	2023	48%	52%	50%	*	41%	69%	-	*	-	*	16%	*	46%	57%	40%	67%
	2022	54%	61%	51%	*	46%	80%	-	-	-	*	17%	*	49%	56%	50%	*
Math Including EOC	2023	48%	54%	44%	*	32%	77%	-	*	-	*	16%	*	38%	54%	31%	67%
	2022	43%	52%	36%	*	32%	60%	-	-	-	*	17%	*	43%	26%	30%	*
5th Graders																	
Reading and Mathematics	2023	43%	54%	47%	*	39%	79%	-	-	-	*	0%	*	49%	42%	42%	*
	2022	41%	43%	34%	*	30%	39%	-	*	-	*	13%	*	32%	44%	27%	*
Reading and Mathematics Including EOC	2023	43%	54%	47%	*	39%	79%	-	-	-	*	0%	*	49%	42%	42%	*
	2022	41%	43%	34%	*	30%	39%	-	*	-	*	13%	*	32%	44%	27%	*
Reading Including EOC	2023	57%	68%	57%	*	50%	84%	-	-	-	*	0%	*	60%	47%	54%	*
	2022	58%	58%	44%	*	38%	50%	-	*	-	*	13%	*	40%	67%	34%	*
Math Including EOC	2023	51%	62%	57%	*	50%	84%	-	-	-	*	25%	*	58%	53%	50%	*
	2022	48%	53%	40%	*	35%	44%	-	*	-	*	13%	*	40%	44%	34%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	46%	41%	0%	32%	69%	-	*	-	*	24%	*	39%	46%	30%	54%
	2022	34%	37%	31%	17%	26%	46%	-	*	-	*	19%	*	30%	34%	23%	25%
Reading and Mathematics Including EOC	2023	39%	48%	41%	0%	32%	69%	-	*	-	*	24%	*	39%	46%	30%	54%
	2022	36%	39%	31%	17%	26%	46%	-	*	-	*	19%	*	30%	34%	23%	25%
Reading Including EOC	2023	53%	60%	53%	20%	45%	76%	-	*	-	*	24%	*	51%	55%	45%	69%
	2022	53%	55%	48%	17%	44%	61%	-	*	-	*	19%	*	44%	59%	40%	75%
Math Including EOC	2023	47%	57%	49%	0%	40%	76%	-	*	-	*	29%	*	45%	57%	37%	69%
	2022	43%	47%	37%	17%	32%	52%	-	*	-	*	26%	*	37%	36%	28%	25%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	58%	57%	*	53%	61%	-	*	-	*	50%	*	59%	52%	54%	33%
Grade 4 Mathematics	2023	63%	65%	60%	*	53%	83%	-	*	-	*	39%	*	58%	65%	53%	83%
Grade 5 ELA/Reading	2023	65%	71%	71%	*	73%	75%	-	-	-	*	50%	*	73%	66%	75%	*
Grade 5 Mathematics	2023	71%	77%	80%	*	79%	81%	-	-	-	*	79%	*	83%	71%	80%	*
All Grades Both Subjects	2023	64%	68%	66%	56%	63%	74%	-	*	-	*	50%	67%	67%	62%	65%	75%
All Grades ELA/Reading	2023	63%	66%	63%	*	61%	67%	-	*	-	*	50%	*	65%	57%	64%	60%
All Grades Mathematics	2023	66%	70%	69%	*	64%	82%	-	*	-	*	50%	*	69%	67%	66%	90%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	46%	53%	*	53%	*	-	-	-	-	33%	-	50%	60%	50%	-
Grade 4 Mathematics	2023	27%	28%	30%	*	32%	*	-	-	-	-	8%	-	33%	22%	26%	*
Grade 5 ELA/Reading	2023	37%	46%	50%	*	62%	*	-	-	-	-	*	-	50%	50%	46%	-
Grade 5 Mathematics	2023	48%	58%	50%	*	53%	*	-	-	-	*	43%	-	56%	33%	50%	*
All Grades Both Subjects	2023	38%	43%	44%	17%	48%	38%	-	-	-	*	25%	-	47%	38%	42%	*
All Grades ELA/Reading	2023	35%	42%	51%	*	57%	*	-	-	-	-	31%	-	50%	55%	48%	-
All Grades Mathematics	2023	40%	44%	39%	*	41%	50%	-	-	-	*	21%	-	44%	27%	38%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	82%	76%	-	-	-	-	-	-	96%	95%	100%	-	*	75%	96%	*
	2022	74%	77%	70%	-	-	-	-	-	-	93%	100%	*	-	-	69%	93%	*
At Meets Grade Level or Above	2023	49%	55%	49%	-	-	-	-	-	-	75%	84%	40%	-	*	48%	68%	*
	2022	48%	50%	40%	-	-	-	-	-	-	60%	62%	*	-	-	39%	60%	*
At Masters Grade Level	2023	20%	23%	18%	-	-	-	-	-	-	4%	5%	0%	-	*	19%	4%	*
	2022	23%	25%	18%	-	-	-	-	-	-	33%	38%	*	-	-	18%	33%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	79%	-	-	-	-	-	-	90%	88%	*	-	*	78%	92%	*
	2022	75%	78%	74%	-	-	-	-	-	-	100%	100%	*	-	-	73%	100%	*
At Meets Grade Level or Above	2023	53%	59%	53%	-	-	-	-	-	-	80%	88%	*	-	*	52%	67%	*
	2022	53%	55%	48%	-	-	-	-	-	-	86%	83%	*	-	-	46%	86%	*
At Masters Grade Level	2023	20%	22%	20%	-	-	-	-	-	-	0%	0%	*	-	*	21%	0%	*
	2022	25%	26%	24%	-	-	-	-	-	-	43%	50%	*	-	-	23%	43%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	75%	-	-	-	-	-	-	100%	100%	*	-	*	74%	100%	*
	2022	72%	76%	70%	-	-	-	-	-	-	86%	100%	*	-	-	70%	86%	*
At Meets Grade Level or Above	2023	45%	52%	49%	-	-	-	-	-	-	70%	75%	*	-	*	47%	67%	*
	2022	42%	45%	37%	-	-	-	-	-	-	29%	33%	*	-	-	37%	29%	*
At Masters Grade Level	2023	19%	23%	18%	-	-	-	-	-	-	0%	0%	*	-	*	19%	0%	*
	2022	20%	23%	14%	-	-	-	-	-	-	14%	17%	*	-	-	14%	14%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	83%	72%	-	-	-	-	-	-	*	*	*	-	-	71%	*	-
	2022	76%	75%	55%	-	-	-	-	-	-	*	*	-	-	-	53%	*	*
At Meets Grade Level or Above	2023	47%	53%	38%	-	-	-	-	-	-	*	*	*	-	-	36%	*	-
	2022	47%	48%	23%	-	-	-	-	-	-	*	*	-	-	-	22%	*	*
At Masters Grade Level	2023	18%	21%	14%	-	-	-	-	-	-	*	*	*	-	-	14%	*	-
	2022	21%	19%	13%	-	-	-	-	-	-	*	*	-	-	-	12%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	68%	66%	-	-	-	-	-	-	72%	64%	*	-	-	65%	72%	*
All Grades ELA/Reading	2023	63%	66%	63%	-	-	-	-	-	-	56%	43%	*	-	-	63%	56%	*
All Grades Mathematics	2023	66%	70%	69%	-	-	-	-	-	-	89%	86%	*	-	-	67%	89%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	44%	-	-	-	-	-	-	*	*	*	-	-	43%	*	-

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	42%	51%	-	-	-	-	-	-	-	-	-	-	-	51%	-	-
All Grades Mathematics	2023	40%	44%	39%	-	-	-	-	-	-	*	*	*	-	-	37%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	97%	100%	98%	95%	-	*	-	100%	98%	100%	99%	93%	98%	94%
Not Included in Accountability: Mobile	4%	5%	3%	0%	1%	5%	-	*	-	0%	2%	0%	1%	7%	2%	6%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	99%	100%	-	*	-	*	100%	*	99%	100%	99%	100%
Included in Accountability	92%	94%	97%	100%	98%	95%	-	*	-	*	98%	*	98%	93%	97%	93%
Not Included in Accountability: Mobile	4%	5%	3%	0%	2%	5%	-	*	-	*	2%	*	1%	7%	3%	7%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	-	*	-	*	0%	*	1%	0%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	-	*	-	*	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	97%	100%	98%	95%	-	*	-	*	98%	*	99%	93%	97%	93%
Not Included in Accountability: Mobile	5%	5%	3%	0%	2%	5%	-	*	-	*	2%	*	1%	7%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	99%	*	100%	95%	-	-	-	*	100%	*	100%	95%	100%	*
Not Included in Accountability: Mobile	4%	4%	1%	*	0%	5%	-	-	-	*	0%	*	0%	5%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	93%	100%	96%	95%	-	*	-	80%	98%	47%	98%	80%	95%	100%
Not Included in Accountability: Mobile	5%	5%	6%	0%	4%	5%	-	*	-	20%	3%	53%	2%	19%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	94%	100%	96%	95%	-	*	-	*	97%	43%	98%	82%	96%	100%
Not Included in Accountability: Mobile	5%	6%	6%	0%	4%	5%	-	*	-	*	3%	57%	2%	18%	4%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	100%	-	*	-	*	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	93%	100%	96%	95%	-	*	-	*	97%	43%	98%	80%	95%	100%
Not Included in Accountability: Mobile	5%	6%	6%	0%	4%	5%	-	*	-	*	3%	57%	2%	18%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	-	*	-	*	0%	0%	0%	2%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	-	*	-	*	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	93%	94%	*	93%	95%	-	*	-	*	100%	*	100%	69%	91%	*
Not Included in Accountability: Mobile	4%	5%	6%	*	7%	5%	-	*	-	*	0%	*	0%	31%	9%	*

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	2%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Absent	1%	2%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.8%	92.7%	93.7%	91.8%	94.7%	*	*	-	*	91.1%	91.8%	94.5%
2020-21	95.0%	93.9%	94.6%	98.0%	93.9%	96.2%	-	*	*	*	93.8%	93.0%	96.4%
Chronic Absenteeism													
2021-22	25.7%	26.2%	25.7%	22.2%	31.4%	12.7%	*	*	-	20.0%	33.3%	31.1%	5.9%
2020-21	15.0%	18.8%	17.0%	0.0%	20.1%	9.1%	-	*	*	*	19.7%	23.9%	7.1%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	91.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	90.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	292	368,686
By Ethnicity:				
African American	-	-	4	45,227
Hispanic	-	-	173	191,125
White	-	-	101	103,171
American Indian	-	-	1	1,159
Asian	-	-	5	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	7	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	7	51,023
Foundation H.S. Program (Endorsement)	-	-	10	14,179
Foundation H.S. Program (DLA)	-	-	275	302,917
Special Education Graduates	-	-	18	32,447
Economically Disadvantaged Graduates	-	-	134	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	95	159,689
CTE Completers	-	-	42	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	531	100.0%	4,916	5,504,150	537	100.0%	4,937	5,518,432
Students by Grade:								
Early Childhood Education	9	1.7%	0.3%	0.3%	14	2.6%	0.7%	0.5%
Pre-Kindergarten	30	5.6%	2.5%	4.4%	30	5.6%	2.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	30	5.6%	2.5%	3.7%	30	5.6%	2.5%	3.7%
Kindergarten	81	15.3%	6.9%	6.7%	81	15.1%	6.9%	6.7%
Grade 1	74	13.9%	7.4%	7.2%	74	13.8%	7.4%	7.2%
Grade 2	83	15.6%	7.4%	7.2%	83	15.5%	7.4%	7.2%
Grade 3	66	12.4%	7.1%	7.2%	66	12.3%	7.1%	7.1%
Grade 4	108	20.3%	7.9%	7.2%	109	20.3%	7.9%	7.1%
Grade 5	80	15.1%	7.8%	7.2%	80	14.9%	7.8%	7.2%
Grade 6	0	0.0%	7.2%	7.3%	0	0.0%	7.2%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.3%	8.7%	0	0.0%	9.3%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	6.5%	6.6%	0	0.0%	6.5%	6.6%
Ethnic Distribution:								
African American	7	1.3%	1.2%	12.8%	7	1.3%	1.3%	12.8%
Hispanic	366	68.9%	60.5%	53.0%	371	69.1%	60.5%	52.9%
White	139	26.2%	33.6%	25.6%	140	26.1%	33.6%	25.7%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	7	1.3%	2.2%	5.1%	7	1.3%	2.2%	5.1%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	10	1.9%	2.0%	3.0%	10	1.9%	2.0%	3.0%
Sex:								
Female	240	45.2%	47.8%	48.8%	244	45.4%	47.8%	48.8%
Male	291	54.8%	52.2%	51.2%	293	54.6%	52.2%	51.2%
Economically Disadvantaged	337	63.5%	51.4%	62.1%	338	62.9%	51.3%	62.0%
Non-Educationally Disadvantaged	194	36.5%	48.6%	37.9%	199	37.1%	48.7%	38.0%
Section 504 Students	28	5.3%	9.0%	7.4%	28	5.2%	9.0%	7.4%
EB Students/EL	25	4.7%	5.8%	23.1%	25	4.7%	5.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.3%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	45	8.5%	9.8%	5.5%	46	8.6%	9.7%	5.5%
Foster Care	3	0.6%	0.3%	0.2%	3	0.6%	0.3%	0.2%
Homeless	2	0.4%	0.1%	1.3%	2	0.4%	0.1%	1.3%
Immigrant	0	0.0%	0.8%	2.2%	0	0.0%	0.7%	2.2%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	531	100.0%	35.7%	64.6%	537	100.0%	35.9%	64.6%
Military Connected	26	4.9%	4.2%	3.6%	26	4.8%	4.2%	3.6%
At-Risk	215	40.5%	40.4%	53.3%	215	40.0%	40.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	23	4.3%	5.5%	23.2%	23	4.3%	5.5%	23.2%
Career and Technical Education	0	0.0%	23.6%	26.5%	0	0.0%	23.5%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	72.6%	72.3%	0	-	72.5%	72.2%
Gifted and Talented Education	31	5.8%	6.7%	8.2%	31	5.8%	6.6%	8.2%
Special Education	92	17.3%	14.5%	12.6%	98	18.2%	14.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability								
Students with Intellectual Disabilities	30	32.6%	42.9%	44.1%				
Students with Physical Disabilities	19	20.7%	19.3%	20.0%				
Students with Autism	19	20.7%	11.7%	15.5%				
Students with Behavioral Disabilities	12	13.0%	22.9%	18.8%				
Students with Non-Categorical Early Childhood	12	13.0%	3.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	50	12.4%	14.6%	16.8%				
By Ethnicity:								
African American	3	0.7%	0.6%	3.3%				
Hispanic	32	7.9%	8.4%	8.7%				
White	13	3.2%	4.8%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.3%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	9.1%	15.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	21.1%	23.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	37	13.5%	15.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	52	12.1%	16.4%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	2.8%	1.5%	0.0%	7.5%	4.5%
Grade 1	0.0%	5.6%	2.5%	0.0%	14.6%	3.6%
Grade 2	3.8%	5.0%	1.6%	8.3%	3.1%	2.0%
Grade 3	1.3%	1.3%	0.8%	0.0%	3.4%	0.9%
Grade 4	3.0%	1.6%	0.5%	0.0%	1.9%	0.5%
Grade 5	2.1%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.7%	0.3%	-	0.0%	0.4%
Grade 7	-	0.8%	0.4%	-	0.0%	0.5%
Grade 8	-	0.6%	0.4%	-	0.0%	0.5%
Grade 9	-	11.3%	8.7%	-	17.0%	12.6%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.5	18.8	18.7
Grade 1	15.8	19.9	19.1
Grade 2	19.2	20.2	19.1
Grade 3	20.7	19.3	19.3
Grade 4	20.3	20.1	19.4
Grade 5	18.5	20.6	20.8
Grade 6	-	9.4	19.2
Secondary:			
English/Language Arts	-	14.7	16.2
Foreign Languages	-	23.8	18.8
Mathematics	-	14.2	17.5
Science	-	13.5	18.5
Social Studies	-	15.4	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	68.1	100.0%	100.0%	100.0%
Professional Staff:	44.6	65.5%	60.5%	64.1%
Teachers	38.5	56.5%	46.3%	48.7%
Professional Support	4.1	6.1%	10.2%	10.9%
Campus Administration (School Leadership)	2.0	2.9%	2.5%	3.3%
Educational Aides:	23.5	34.5%	13.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	11.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	31.4	46.1%	50.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.2%	11.8%
Hispanic	10.5	27.2%	29.3%	29.6%
White	27.0	70.2%	67.5%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.6%	1.4%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	20.5%	24.4%
Females	38.5	100.0%	79.5%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	2.0%
Bachelors	25.0	65.0%	72.5%	72.2%
Masters	12.5	32.4%	26.0%	25.0%
Doctorate	1.0	2.6%	0.6%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.2%	9.7%
1-5 Years Experience	6.0	15.6%	19.4%	26.3%
6-10 Years Experience	8.0	20.8%	19.9%	20.5%
11-20 Years Experience	17.5	45.4%	39.0%	27.2%
21-30 Years Experience	6.0	15.6%	16.8%	13.3%
Over 30 Years Experience	1.0	2.6%	3.8%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
 AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	13.8	n/a	14.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.0	6.1
Average Years Experience of Principals with District	4.0	2.5	5.3
Average Years Experience of Assistant Principals	3.0	4.6	5.2
Average Years Experience of Assistant Principals with District	3.0	2.4	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.9	13.7	11.0
Average Years Experience of Teachers with District:	5.8	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$60,000	\$53,300
1-5 Years Experience	\$62,223	\$62,125	\$56,516
6-10 Years Experience	\$64,969	\$64,778	\$59,732
11-20 Years Experience	\$65,683	\$67,733	\$63,389
21-30 Years Experience	\$73,057	\$73,075	\$67,876
Over 30 Years Experience	\$79,047	\$83,006	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$66,492	\$67,435	\$60,717
Professional Support	\$74,417	\$82,960	\$72,022
Campus Administration (School Leadership)	\$92,166	\$94,501	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	61.4%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	5.9%
Career and Technical Education	0.0	0.0%	3.6%	5.4%
Compensatory Education	3.5	9.0%	3.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	32.1	83.4%	78.8%	70.6%
Special Education	2.9	7.6%	8.7%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
AUSTIN EL (205902101) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)