

Gregory-Portland Independent School District



East Cliff Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Summary of Student Demographics

- **Gender:**
 - Female: 256 students (51.20%)
 - Male: 244 students (48.80%)
- **Ethnicity:**
 - Hispanic-Latino: 234 students (46.80%)
- **Race:**
 - White: 218 students (43.60%)
 - Asian: 26 students (5.20%)
 - Two-or-More Races: 17 students (3.40%)
 - American Indian - Alaskan Native: 2 students (0.40%)
 - Black - African American: 2 students (0.40%)
 - Native Hawaiian - Pacific Islander: 1 student (0.20%)

This data provides a breakdown of the student population by gender, ethnicity, and race.

Summary of Student Programs

- **Gifted and Talented:** 64 students (12.80%)
- **Section 504:** 58 students (11.60%)
- **Special Education (SPED):** 115 students (23.00%)

Bilingual/ESL Programs

- Emergent Bilingual (EB): 20 students (4.00%)
- Standard or Alternative Bilingual/ESL: 20 students (4.00%)
- Dual Language Immersion (One-Way/Two-Way): 0 students (0.00%)

Dyslexia

- Dyslexia Indicator Code: 63 students (12.60%)
- Dyslexia Risk Code: 90 students (18.00%)
- Dyslexia Services Code: 63 students (12.60%)

Title I Part A

- Schoolwide Program: 500 students (100.00%)

- Targeted Assistance / Previously Participated / Homeless / Neglected: 0 students (0.00%)

Other Programs (All 0%)

- CTE Attendance
- Dropout Recovery Program
- Pregnancy Related Services
- Regional Day School Program for the Deaf

Summary of Special Education Services

This data details the instructional settings for students receiving special education services:

- **Resource Room:** 76 students (14.93%) — the most common setting
- **Speech Therapy:** 58 students (11.39%)
- **Self Contained:** 27 students (5.30%)
- **Mainstream:** 14 students (2.75%)

No students are served in the following settings:

- Homebound
- Hospital Class
- VAC (Vocational Adjustment Class)
- Off Home Campus
- State School
- Residential Care
- Full-Time Early Childhood

Summary of Student Indicators

- **Intervention Indicator:** 50 students (10.00%)
- **Military Connected:** 34 students (6.80%)
- **Student Accelerated Education Plan:** 7 students (1.40%)
- **Foster Care, IGC Reviewed, Migrant, Unschooling, Asylee/Refugee:** 0 students (0.00%)

Economic Disadvantage

- **Total Economically Disadvantaged:** 208 students (41.60%)
 - **Free Meals:** 161 students (32.20%)
 - **Reduced-Price Meals:** 2 students (0.40%)
 - **Other Economic Disadvantage:** 45 students (9.00%)

Homeless Statuses

- **Total Homeless:** 10 students (2.00%)
 - **Doubled Up:** 10 students (2.00%)
 - **Unaccompanied Youth:** 2 students (0.40%)

- **Shelter, Unsheltered, Hotel/Motel:** 0 students (0.00%)

Strengths

- **Diverse Student Body** – The school is home to a wide range of students from various racial and ethnic backgrounds, promoting cultural awareness and inclusivity.
- **Gifted & Talented (GT) Program Enrollment** – With 64 students participating in the GT program, the school is actively identifying and nurturing its high-achieving students.
- **Support for Specialized Student Groups** – The school offers tailored programs for students identified as SPED (FAB, AE, SLC, FAB ALT), 504, and At-Risk, demonstrating a commitment to providing specialized support.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Our growing community brings in students from across Texas and beyond, many below grade level or with unidentified needs. As enrollment rises, we reach capacity, limiting interventions and intentional targeted instruction to our SPED population to meet these diverse needs. Additionally, we want to ensure we are identifying the specific needs of our SPED students and finding targeted areas for grow

Root Cause: - Rapid Growth - More students without proportional staffing/resources. - Unidentified Needs - Lack of documentation delays support. - Limited Interventions - Programs can't meet growing demand. - SPED Constraints - Services stretched too thin. - Staff & Space Limits - Insufficient personnel and classrooms. -Intentional Instruction- Supporting specific student needs

 = Priority

Student Learning

Summary

How are our students performing on state assessments (STAAR)?

- Overall Performance (All Subjects Combined):
 - Approaches Grade Level or Above: 84%
 - Meets Grade Level or Above: 59%
 - Masters Grade Level: 30%
 - STAAR Performance Score (Domain I): 58 (scaled to 88 — B rating)
- Subject Breakdown (All Students):
 - Reading/Language Arts:
 - Approaches: 90%, Meets: 64%, Masters: 31%
 - Mathematics:
 - Approaches: 84%, Meets: 63%, Masters: 35%
 - Science:
 - Approaches: 66%, Meets: 34%, Masters: 14%

Domain Ratings for East Cliff:

- Domain I – Student Achievement: 88 (B)
- Domain II – School Progress (Academic Growth): 79 (C)
 - Growth Score: 70
- Domain III – Closing the Gaps: 79 (C)
 - Score: 58

2024 Accountability Report Card - Elementary School						
Campus Name	EAST CLIFF EL		Campus Number	205902103		
%EcoDis (Fall 2023 Snapshot)	47.6					
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement STAAR Performance	58	88	B	Best Scale Score: 88 Domain I or Domain II	70%	61.6
Domain II - School Progress (Better of Part A or Part B)		84	B			
Part A - Academic Growth	70	79	C			
Part B - Relative Performance	58	84	B			
Domain III - Closing the Gaps	58	79	C	Domain III Scale Score	30%	23.7
Overall Score						85
Overall Letter Grade						B



REV 08/06/2024

How are our students performing on local metrics for learning?

Unit assessments provide formal and informal data to guide instruction. See Eduphoria for Campus Reports.

Academic Growth suggests steady but improvable progress:

- Overall Academic Growth Score: 70% (meets standard)
- Reading Growth: 70%
- Math Growth: 70%
At-risk and special populations see lower performance (details below).

Which students are making progress and which students are not?

- **Econ Disadvantaged Students:**
 - Meets GL (Reading): 47%, Math: 48%
 - Academic Growth: 65% (Reading), 59% (Math)
- English Learners (Current):
 - Meets GL (Reading): 46%, Math: 69%
 - TELPAS Progress: 45% (below target)
- Special Education Students:
 - Meets GL (Reading): 25%, Math: 29%
 - Academic Growth: 46% (Reading), 66% (Math)
 - These are among the lowest performing subgroups.

How are at-risk students performing compared to students who are not at-risk?

- Non-At-Risk/Non-Eco Dis Students:
 - Much higher performance in Meets and Masters categories, showing a significant performance gap.

How are students in special instructional programs performing?

Special Ed (Current):

46% at Approaches level across all subjects.

Only 9% at Meets and 2% at Masters.

This group shows significant gaps compared to all students (84/59/30), highlighting a need for targeted interventions.

EB/EL (Current):

86% at Approaches level (strong), but a drop to 47% at Meets and only 8% at Masters.

Special Ed (Former):

87% Approaches, 48% Meets, 14% Masters – outperforming current Special Ed students and aligning closely with general education students.

Conclusion: Students exiting special programs (e.g., former Special Ed or EB/EL) tend to perform better than those currently in them, suggesting effective support systems but also a need for stronger support while students are active in the programs.

How are at-risk students performing compared to students who are not at-risk?

Economically Disadvantaged (Econ Dis):

72% Approaches, 49% Meets, 19% Masters.

Non-Economically Disadvantaged:

93% Approaches, 72% Meets, 41% Masters.

Conclusion: Non-at-risk students outperform at-risk students across all performance levels. The biggest gap appears at the Masters level (41% vs. 19%), indicating a need to enrich and extend learning for at-risk students.

Which students are making progress and which are not?

Making Progress:

- Former Special Ed students, Continuously Enrolled students, and Non-Econ Disadvantaged students are demonstrating strong growth across all subjects.
- Hispanic students show notable performance, particularly in Reading.

Not Making Adequate Progress:

- Current Special Ed students, Highly Mobile students, and Non-Continuously Enrolled students show lower performance — indicating they may not be making expected academic progress.
- African American students showed 0% at Meets and Masters across some subjects, but sample sizes appear to be very small, which may skew this result.

Does student behavior impact student achievement?

- Students with inconsistent attendance (e.g., highly mobile) and those in at-risk groups tend to underperform.
- This suggests a likely correlation between behavior challenges (including disengagement and mobility) and lower academic outcomes.

How are our instructional programs aligned from EC-12 and beyond?

- Strong foundational skills in Reading and Math suggest alignment in early literacy and numeracy programs.
- Discrepancies between performance in core subjects (e.g., lower scores in Science vs. RLA) might indicate a need for further vertical alignment and emphasis in Science curriculum from early grades upward.
- Success with former Special Ed students and continuously enrolled students points to instructional continuity benefiting long-term outcomes.

Strengths

Overall Achievement at Approaches Level:

- 84% of all students met the Approaches Grade Level standard across all subjects — a strong foundational performance.
- Reading/Language Arts (RLA) had especially high performance with 90% of students at

Approaches, 64% at Meets, and 31% at Masters.

- Subgroup Strengths:
- White students, Pacific Islander students, and Non-Economically Disadvantaged students consistently performed well at all levels.
- Continuously enrolled students showed higher performance than non-continuously enrolled students across all subjects.
- Special Ed (Former) students outperformed many other groups, indicating strong long-term support and progress.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Although 84% of students are performing at Approaches Grade Level, only 59% meet grade level, and just 30% reach Masters. Special populations-- especially current Special Ed (9% Meets, 2% Masters)--are significantly underperforming, and there are large gaps between economically disadvantaged and non-disadvantaged students.

Instruction lacks rigor, limiting student growth from Approaches to Meets and Masters. Supports for special populations are not closing gaps (e.g., Special Ed: 46% Approaches, 9% Meets). At-risk students show equity gaps, with a 23-point difference in Meets between economically disadvantaged (49%) and non-disadvantaged (72%).

 = Priority

School Processes & Programs

Summary

How is professional development planned to support student achievement?

Professional development (PD) is planned to support student achievement through a strategic and data-driven approach. Here's how it is often structured:

1. Data-Informed Planning

- Student performance data (e.g., test scores, formative assessments, behavioral data) is analyzed to identify learning gaps and instructional needs.
- PD priorities are aligned with school improvement goals and areas where students are underperforming.

2. Alignment with Curriculum and Standards

- PD sessions focus on instructional strategies that support mastery of academic standards.
- Teachers receive training on curriculum implementation, lesson planning, and differentiated instruction.

3. Focus on Evidence-Based Practices

- PD emphasizes research-based teaching strategies that are proven to improve student outcomes, such as formative assessment techniques, cooperative learning, or high-impact literacy and math practices.

4. Ongoing and Job-Embedded

- PD is not a one-time event; it's embedded throughout the school year through coaching, Professional Learning Communities (PLCs), modeling, and peer observations.
- Teachers reflect on their practice and make continuous adjustments based on student progress.

5. Support for Special Populations

- PD includes targeted strategies for supporting English learners, students with disabilities, gifted students, and those identified as at-risk.

6. Collaboration and Teacher Voice

- Teachers are often involved in planning or providing feedback on PD to ensure relevance and engagement.
- Collaborative learning environments are encouraged so educators can share best practices.

7. Monitoring and Evaluation

- The impact of PD on classroom instruction and student learning is evaluated to refine future professional learning efforts.

Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

All students are provided the opportunity to meet challenging state academic standards through a well-rounded program of curriculum and instruction. Here's how this is typically ensured:

Access to Rigorous, Standards-Aligned Instruction

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- All students are taught using curriculum aligned to state academic standards.
- Lessons are designed to challenge students at appropriate levels, with scaffolding in place to support those who need it.
- Instruction incorporates higher-order thinking, problem-solving, and critical analysis.

Differentiation and Support

- Instruction is differentiated to meet diverse learning needs, including English learners, students with disabilities, gifted learners, and at-risk students.
- Interventions and extensions are available to ensure all students can progress toward mastery, regardless of their starting point.

Well-Rounded Curriculum

- Beyond core subjects (ELA, math, science, and social studies), students have access to enrichment areas like:
 - Fine arts (music, art, etc)
 - Physical education
 - Technology and digital literacy
 - Social-emotional learning and life skills

Equity in Access

- Schools work to eliminate barriers so all students—regardless of race, income, disability, or language status—can fully participate in advanced coursework, extracurriculars, and enrichment programs.

Continuous Monitoring and Improvement

- Student progress is regularly assessed to ensure all learners are on track.
- Instructional adjustments and additional supports are provided when students fall behind.

What is our instructional technology plan?

We adhere to the district-adopted plan, incorporating Bluebonnett, Amplify, and Stemsscopes.

How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.?)

-Teacher feedback guides scheduling decisions, including master schedules, extended conferences, PLCs, ARD/504 meetings, staffing, and instructional minutes.

Strengths

- **Professional Development Informed by Data** – Training is designed using student performance data and teacher feedback to ensure it meets instructional needs and drives improvement.
- **Prioritizing Academic Progress** – Emphasis is placed on accelerating growth for students performing below grade level through targeted, scaffolded Tier 1 instruction.
- **Instructional Technology Integration** – Consistent use of district-approved platforms such as Bluebonnett, Amplify, and Stemsscopes enhances curriculum delivery and student engagement.

- **Collaborative Planning and Scheduling** – Educator input shapes master schedules, PLC structures, ARD/504 meeting times, and instructional planning to support teaching and learning.
- **Expanded Student Support Systems** – A variety of academic supports and enrichment opportunities—including tutorials, summer school, clubs, and specialized programs—are available to promote student success beyond the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

1

Teachers need to refine their use of data to be more intentional during WIN (What I Need) time, ensuring targeted support for students. Strong Tier 1 instruction must be consistently delivered, with effective transitions to Tier 2 and Tier 3 interventions. Additionally, teachers must build proficiency in implementing the new curriculum.

Root Cause

- Data Utilization - Teachers need support in analyzing and applying student data for WIN time. - Tiered Instruction- Improved consistency in transitioning students between intervention levels. - Curriculum Mastery - Ongoing training needed for proficiency in the new curriculum.

 = Priority

Perceptions

Summary

- How do students, staff and parents describe our culture and climate?

Students feel secure and are encouraged to form positive, meaningful relationships. Administrators foster strong connections with families through weekly “Week at a Glance” (WAG) updates and open lines of communication.

- Do students, staff and parents feel safe on campus and within the district?

Campus safety is prioritized through regularly scheduled drills and clearly communicated school-wide expectations.

- Do we continue to retain high quality and effective teachers?

Our campus is led by experienced, high-quality educators and serves as a training site for future teachers through a partnership with TAMUCC’s student residency program.

- How do parents and families engage in the education of their child?

Parents engage in their child’s education through family learning nights, student-led conferences, and MTSS meetings.

- Do we provide an effective educational experience?

Instruction is enhanced through unit celebrations, interactive activities, and meaningful experiential learning opportunities.

Strengths

Dedicated and Positive Staff Culture– Staff members are committed to achieving campus goals and take pride in their work.

Family Confidence in School Environment – Families recognize the campus as clean, well-maintained, and a safe place for their children to learn.

Student Trust and Support – Students feel encouraged by teachers who believe in their potential and consistently push them to succeed without giving up on them.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

There is continued potential to broaden leadership roles so that more teachers can share their strengths and contribute to campus initiatives.

Leadership roles may consistently be offered to a small group of veteran or more visible staff, unintentionally excluding others with potential.

 = Priority



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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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). We will continue to utilize our instructional coach to support teacher and instructional staff growth and professional learning/development. Instructional support staff will also assist students to make academic growth. Internal capacity will continue to be built through our campus teachers teaching teachers model. Instructional decisions will be data-driven, guided by team-based data workshops, and implemented through targeted small group instruction during WIN (What I Need) time.

Strategy's Expected Result/Impact: Increase Reading progress for all students. As evidenced by walkthroughs teachers will adhere to the scope and sequence of instructional delivery with room for differentiate support.

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

Formative Reviews

 Accomplished

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 Eureka Math Curriculum in grades 1-5 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs). We will continue to utilize our instructional coach to support teacher and instructional staff growth and professional learning/development. Instructional support staff will also assist students to make academic growth. Internal capacity will continue to be built through our campus teachers teaching teachers model. Instructional decisions will be data-driven, guided by team-based data workshops, and implemented through targeted small group instruction during WIN (What I Need) time.

Strategy's Expected Result/Impact: Increase Math progress for all students. As evidenced by walkthroughs teachers will adhere to the scope and sequence of instructional delivery with room for differentiate support.

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

Formative Reviews

Considerable 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. Implement creative scheduling STEAM class for all students in the specials rotations and host CCMR activities. The campus will strengthen the partnership with high school CTE program by coordinating field trips to visit CTE classrooms, as well as exposure to different career paths.

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

 Accomplished

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. The campus will strengthen the partnership with high school CTE program by coordinating field trips to visit CTE classrooms, as well as exposure to different career paths.

Formative Reviews

 Accomplished

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, high yield strategies/cooperative learning, professional development, embedded professional development from Instructional Coach, and instructional technology across all subject areas. Teachers will be given opportunities for internal peer observations and building capacity through the teachers teaching teachers model.

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

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

Formative Reviews

 Accomplished

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. We will recognize and celebrate student attendance in a variety of ways--including classroom, grade-level, and individual celebrations. Our approach will include both short-term and long-term goals, as well as surprise incentives, all aimed at increasing student attendance. Additionally, we will educate parents on attendance requirements and provide strategies for how they can support consistent student attendance at home.

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

Staff Responsible for Monitoring: Principals, teachers, PEIMS, counselor

Formative Reviews

 Accomplished

January

March

June

June


Key Strategic Action 3

* Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading 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 by all instructional staff (Instructional aides, teachers, and interventionists), including but not limited to Intervention, WIN time, and GT Lab/Enrichment.

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, and Interventionist

Formative Reviews

 Accomplished

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.

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

Formative Reviews

 Considerable 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, and Interventionist

Formative Reviews

 Accomplished

January

March

June

June

Key Strategic Action 6 Results Driven Accountability

* Emergent Bilingual Support: The campus will strengthen academic language development in listening, speaking, reading, and writing through intentional instruction, guided teacher support, structured practice, and effective use of K12 Summit resources.

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

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

Formative Reviews

Considerable Progress

January

March

June

June

Key Strategic Action 7

* Special Education Services: The campus will focus on purposeful instructional planning (common planning time) 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: Decreased the number of students receiving SPED services.

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

Formative Reviews

Considerable 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, and Interventionist

Formative Reviews

Considerable 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

 Accomplished

January

March

June

June

Key Strategic Action 10

* Gifted and Talented: Teachers of G/T students will complete the required professional development, including the 30-hour initial training and annual 6-hour update. The campus will follow district guidelines for G/T nomination, screening, selection, and placement, and will ensure instructional opportunities are provided through the G/T Lab.

Strategy's Expected Result/Impact: All teachers will received required GT training as necessary. Policy in place for nominations.

Staff Responsible for Monitoring: Teachers.

Formative Reviews

Considerable 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

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

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, Principals, teachers

Formative Reviews

Considerable 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

Considerable 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, TAPSS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training. Administrators will provide all new staff with a New Teacher Checklist to ensure a smooth and well-prepared start to the school year. Additionally, all staff will receive clearly outlined Campus Expectations at the beginning of the year to support consistency and alignment.

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

Considerable 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. The campus will empower campus experts to lead learning and contribute to curriculum development, maintain extended weekly planning, gather on-going feedback through surveys and team leads, and continue monthly morale boosters. The campus will increase staff recognition including positive praise, school board shoutout, social media highlights, and implement team one wreath recognition. The campus will continue perfect attendance incentives for teachers.

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

Considerable 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. The campus will provide teachers the opportunity to express their preferences regarding the type of feedback they receive and the specific areas in which they would like to grow.

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

Considerable 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 campuses.

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. Foster a positive and inclusive campus culture by strengthening relationships through programs like Capturing Kids' Hearts and PurposeFull People, and recognizing students with Book Tokens and Student of the Month awards. Promote student voice and ownership through campus improvement initiatives (e.g., playground give-backs). Expand student engagement by increasing access to extracurricular activities such as Bike Bus, Bike Rodeo, Running Club, and Blooms Club. Celebrate academic, behavioral, and attendance successes consistently to reinforce positive outcomes.

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

 Accomplished

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. Enhance home-school connection by consistently sending weekly "Week at a Glance" updates via Remind and facilitating regular staff-parent check-ins to discuss student progress.

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

Formative Reviews

 Accomplished

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. Strengthen family involvement by hosting grade-level Family Learning Nights aligned to academic goals and recognizing the contributions of PTO and parent volunteers through ongoing appreciation efforts.

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

Formative Reviews

 Accomplished

January

March

June

June

Goal 3

3.3 Annually increase the percentage of community satisfaction and engagement.

Key Strategic Action 1

* 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. Promote a welcoming school environment by inviting families to participate in campus events such as Multicultural Night, Veterans Day, Family Career Night, Family Learning Nights, PTO Spring Fling, and Grandparents Night to strengthen

school-community connections.

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

Staff Responsible for Monitoring: Principal and Communication Rep

Formative Reviews

Moderate 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. The campus will continue to get feedback from staff through surveys and committees.

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

Formative Reviews

Some 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.

Formative Reviews

Moderate 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.

Formative Reviews

Moderate 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. Gather feedback on priority needs through surveys and conduct SBDM meetings to review and update the Campus Improvement Plan, and ensure the budget aligns with the BSC.

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

Formative Reviews

Moderate Progress

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: Principal

Formative Reviews

Considerable 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. Collaborate with the Campus and District Safety Teams to enhance safety and security measures.

Strategy's Expected Result/Impact: Campus to adhere to policy.

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 to policy.

Formative Reviews

Considerable Progress

January

March

June

June



State Compensatory Education

State Compensatory

Budget for East Cliff Elementary

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

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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: EAST CLIFF EL

Campus Number: 205902103

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 EAST CLIFF EL (205902103) - 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%	90%	-	83%	98%	*	*	-	*	57%	*	92%	85%	83%	*	
	2022	76%	82%	87%	*	83%	91%	-	*	*	*	71%	*	86%	88%	85%	*	
At Meets Grade Level or Above	2023	50%	57%	67%	-	46%	83%	*	*	-	*	21%	*	69%	60%	45%	*	
	2022	51%	54%	57%	*	51%	59%	-	*	*	*	29%	*	58%	56%	48%	*	
At Masters Grade Level	2023	20%	25%	36%	-	20%	48%	*	*	-	*	7%	*	38%	30%	14%	*	
	2022	30%	31%	39%	*	34%	44%	-	*	*	*	0%	*	40%	36%	30%	*	
Grade 3 Mathematics																		
At Approaches Grade Level or Above	2023	73%	81%	85%	-	74%	98%	*	*	-	*	43%	*	87%	80%	69%	*	
	2022	71%	80%	84%	*	74%	91%	-	*	*	*	43%	*	88%	76%	78%	*	
At Meets Grade Level or Above	2023	45%	60%	69%	-	51%	85%	*	*	-	*	21%	*	70%	65%	55%	*	
	2022	43%	47%	59%	*	51%	56%	-	*	*	*	14%	*	58%	60%	41%	*	
At Masters Grade Level	2023	19%	27%	37%	-	20%	48%	*	*	-	*	14%	*	38%	35%	28%	*	
	2022	21%	23%	32%	*	29%	34%	-	*	*	*	0%	*	32%	32%	15%	*	
Grade 4 Reading																		
At Approaches Grade Level or Above	2023	77%	83%	90%	-	90%	91%	-	80%	*	*	62%	*	89%	92%	87%	*	
	2022	77%	84%	91%	-	91%	94%	*	*	*	*	55%	*	94%	85%	80%	60%	
At Meets Grade Level or Above	2023	48%	52%	58%	-	50%	63%	-	80%	*	*	15%	*	63%	53%	35%	*	
	2022	54%	61%	69%	-	58%	81%	*	*	*	*	27%	*	74%	61%	57%	40%	
At Masters Grade Level	2023	22%	24%	30%	-	30%	23%	-	60%	*	*	0%	*	35%	24%	23%	*	
	2022	28%	33%	38%	-	24%	50%	*	*	*	*	0%	*	43%	27%	23%	0%	
Grade 4 Mathematics																		
At Approaches Grade Level or Above	2023	71%	78%	83%	-	83%	80%	-	100%	*	*	54%	*	85%	82%	71%	*	
	2022	70%	77%	83%	-	74%	94%	*	*	*	*	55%	*	91%	67%	75%	20%	
At Meets Grade Level or Above	2023	48%	54%	64%	-	55%	69%	-	80%	*	*	38%	*	72%	55%	52%	*	
	2022	43%	51%	61%	-	50%	71%	*	*	*	*	27%	*	64%	55%	53%	20%	
At Masters Grade Level	2023	22%	26%	32%	-	25%	34%	-	60%	*	*	8%	*	33%	32%	23%	*	
	2022	23%	29%	33%	-	22%	44%	*	*	*	*	0%	*	38%	24%	14%	20%	
Grade 5 Reading																		

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 EAST CLIFF EL (205902103) - 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%	91%	-	90%	94%	*	*	*	*	59%	*	93%	89%	86%	*
	2022	81%	83%	85%	*	74%	94%	-	*	-	*	47%	*	87%	75%	74%	-
At Meets Grade Level or Above	2023	57%	68%	78%	-	69%	86%	*	*	*	*	41%	*	80%	75%	62%	*
	2022	58%	58%	62%	*	46%	72%	-	*	-	*	32%	*	69%	31%	50%	-
At Masters Grade Level	2023	28%	30%	30%	-	27%	31%	*	*	*	*	0%	*	29%	33%	24%	*
	2022	36%	40%	48%	*	34%	55%	-	*	-	*	11%	*	53%	25%	35%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	88%	90%	-	88%	92%	*	*	*	*	65%	*	94%	83%	83%	*
	2022	77%	83%	93%	*	86%	98%	-	*	-	*	74%	*	94%	88%	85%	-
At Meets Grade Level or Above	2023	51%	62%	69%	-	59%	73%	*	*	*	*	41%	*	75%	56%	52%	*
	2022	48%	53%	64%	*	51%	74%	-	*	-	*	47%	*	69%	44%	53%	-
At Masters Grade Level	2023	21%	29%	40%	-	22%	57%	*	*	*	*	12%	*	43%	33%	28%	*
	2022	25%	27%	41%	*	31%	47%	-	*	-	*	11%	*	47%	13%	26%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	77%	80%	-	71%	88%	*	*	*	*	53%	*	86%	69%	76%	*
	2022	66%	70%	86%	*	69%	100%	-	*	-	*	58%	*	86%	88%	71%	-
At Meets Grade Level or Above	2023	36%	46%	55%	-	43%	63%	*	*	*	*	29%	*	59%	47%	41%	*
	2022	38%	43%	58%	*	37%	74%	-	*	-	*	32%	*	60%	50%	47%	-
At Masters Grade Level	2023	16%	20%	26%	-	22%	27%	*	*	*	*	12%	*	28%	22%	24%	*
	2022	18%	20%	30%	*	14%	43%	-	*	-	*	11%	*	33%	19%	18%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	82%	87%	-	83%	92%	60%	96%	60%	94%	56%	100%	90%	83%	79%	80%
	2022	74%	77%	87%	100%	79%	95%	*	78%	*	80%	58%	100%	90%	80%	78%	43%
At Meets Grade Level or Above	2023	49%	55%	66%	-	54%	75%	60%	92%	60%	88%	30%	45%	70%	58%	49%	53%
	2022	48%	50%	62%	60%	50%	71%	*	78%	*	67%	32%	56%	65%	53%	50%	29%
At Masters Grade Level	2023	20%	23%	33%	-	24%	38%	0%	64%	40%	56%	8%	18%	35%	29%	23%	27%
	2022	23%	25%	37%	20%	27%	46%	*	44%	*	40%	6%	44%	41%	26%	23%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	91%	-	88%	94%	*	91%	*	100%	59%	100%	91%	89%	85%	83%
	2022	75%	78%	88%	*	83%	93%	*	63%	*	86%	54%	*	89%	84%	79%	57%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 EAST CLIFF EL (205902103) - 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%	69%	-	56%	78%	*	91%	*	86%	27%	20%	72%	63%	47%	67%
	2022	53%	55%	63%	*	52%	72%	*	63%	*	71%	30%	*	68%	53%	52%	29%
At Masters Grade Level	2023	20%	22%	32%	-	26%	34%	*	73%	*	43%	2%	20%	34%	29%	20%	17%
	2022	25%	26%	41%	*	30%	50%	*	38%	*	43%	5%	*	46%	30%	29%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	87%	-	82%	90%	*	100%	*	86%	55%	100%	89%	82%	74%	100%
	2022	72%	76%	87%	*	78%	94%	*	88%	*	86%	62%	*	92%	74%	79%	29%
At Meets Grade Level or Above	2023	45%	52%	67%	-	56%	76%	*	91%	*	86%	34%	80%	73%	57%	53%	50%
	2022	42%	45%	61%	*	51%	69%	*	88%	*	71%	35%	*	64%	54%	49%	29%
At Masters Grade Level	2023	19%	23%	37%	-	23%	48%	*	64%	*	57%	11%	20%	39%	33%	26%	33%
	2022	20%	23%	35%	*	27%	43%	*	50%	*	43%	5%	*	40%	24%	19%	14%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	83%	80%	-	71%	88%	*	*	*	*	53%	*	86%	69%	76%	*
	2022	76%	75%	86%	*	69%	100%	-	*	-	*	58%	*	86%	88%	71%	-
At Meets Grade Level or Above	2023	47%	53%	55%	-	43%	63%	*	*	*	*	29%	*	59%	47%	41%	*
	2022	47%	48%	58%	*	37%	74%	-	*	-	*	32%	*	60%	50%	47%	-
At Masters Grade Level	2023	18%	21%	26%	-	22%	27%	*	*	*	*	12%	*	28%	22%	24%	*
	2022	21%	19%	30%	*	14%	43%	-	*	-	*	11%	*	33%	19%	18%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	49%	60%	-	37%	80%	*	*	-	*	14%	*	61%	60%	38%	*
	2022	36%	38%	44%	*	37%	44%	-	*	*	*	0%	*	42%	48%	26%	*
Reading and Mathematics Including EOC	2023	37%	49%	60%	-	37%	80%	*	*	-	*	14%	*	61%	60%	38%	*
	2022	36%	38%	44%	*	37%	44%	-	*	*	*	0%	*	42%	48%	26%	*
Reading Including EOC	2023	50%	57%	67%	-	46%	83%	*	*	-	*	21%	*	69%	60%	45%	*
	2022	51%	54%	57%	*	51%	59%	-	*	*	*	29%	*	58%	56%	48%	*
Math Including EOC	2023	45%	60%	69%	-	51%	85%	*	*	-	*	21%	*	70%	65%	55%	*
	2022	43%	47%	59%	*	51%	56%	-	*	*	*	14%	*	58%	60%	41%	*
4th Graders																	
Reading and Mathematics	2023	38%	42%	52%	-	45%	54%	-	80%	*	*	8%	*	59%	45%	29%	*
	2022	36%	43%	53%	-	40%	67%	*	*	*	*	9%	*	57%	45%	40%	20%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 EAST CLIFF EL (205902103) - 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%	52%	-	45%	54%	-	80%	*	*	8%	*	59%	45%	29%	*
	2022	36%	43%	53%	-	40%	67%	*	*	*	*	9%	*	57%	45%	40%	20%
Reading Including EOC	2023	48%	52%	58%	-	50%	63%	-	80%	*	*	15%	*	63%	53%	35%	*
	2022	54%	61%	69%	-	58%	81%	*	*	*	*	27%	*	74%	61%	57%	40%
Math Including EOC	2023	48%	54%	64%	-	55%	69%	-	80%	*	*	38%	*	72%	55%	52%	*
	2022	43%	52%	61%	-	50%	71%	*	*	*	*	27%	*	64%	55%	53%	20%
5th Graders																	
Reading and Mathematics	2023	43%	54%	62%	-	51%	69%	*	*	*	*	18%	*	67%	53%	41%	*
	2022	41%	43%	51%	*	40%	60%	-	*	-	*	26%	*	57%	25%	44%	-
Reading and Mathematics Including EOC	2023	43%	54%	62%	-	51%	69%	*	*	*	*	18%	*	67%	53%	41%	*
	2022	41%	43%	51%	*	40%	60%	-	*	-	*	26%	*	57%	25%	44%	-
Reading Including EOC	2023	57%	68%	78%	-	69%	86%	*	*	*	*	41%	*	80%	75%	62%	*
	2022	58%	58%	62%	*	46%	72%	-	*	-	*	32%	*	69%	31%	50%	-
Math Including EOC	2023	51%	62%	69%	-	59%	73%	*	*	*	*	41%	*	75%	56%	52%	*
	2022	48%	53%	64%	*	51%	74%	-	*	-	*	47%	*	69%	44%	53%	-
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	46%	59%	-	45%	69%	*	91%	*	71%	14%	20%	63%	51%	36%	50%
	2022	34%	37%	50%	*	39%	58%	*	63%	*	57%	16%	*	53%	42%	38%	14%
Reading and Mathematics Including EOC	2023	39%	48%	59%	-	45%	69%	*	91%	*	71%	14%	20%	63%	51%	36%	50%
	2022	36%	39%	50%	*	39%	58%	*	63%	*	57%	16%	*	53%	42%	38%	14%
Reading Including EOC	2023	53%	60%	69%	-	56%	78%	*	91%	*	86%	27%	20%	72%	63%	47%	67%
	2022	53%	55%	63%	*	52%	72%	*	63%	*	71%	30%	*	68%	53%	52%	29%
Math Including EOC	2023	47%	57%	67%	-	56%	76%	*	91%	*	86%	34%	80%	73%	57%	53%	50%
	2022	43%	47%	61%	*	51%	69%	*	88%	*	71%	35%	*	64%	54%	49%	29%

* 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)
 EAST CLIFF EL (205902103) - 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%	64%	-	65%	62%	-	60%	*	*	35%	*	66%	62%	48%	*
Grade 4 Mathematics	2023	63%	65%	72%	-	72%	68%	-	80%	*	*	65%	*	71%	74%	74%	*
Grade 5 ELA/Reading	2023	65%	71%	72%	-	73%	72%	*	*	*	*	53%	*	68%	82%	64%	*
Grade 5 Mathematics	2023	71%	77%	81%	-	76%	83%	*	*	*	*	82%	*	83%	74%	74%	*
All Grades Both Subjects	2023	64%	68%	73%	-	72%	72%	*	79%	*	95%	60%	*	73%	73%	65%	80%
All Grades ELA/Reading	2023	63%	66%	69%	-	69%	68%	*	71%	*	90%	45%	*	67%	72%	56%	80%
All Grades Mathematics	2023	66%	70%	77%	-	74%	77%	*	86%	*	100%	75%	*	78%	74%	74%	80%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	46%	60%	-	40%	*	-	*	-	*	*	-	60%	60%	*	*
Grade 4 Mathematics	2023	27%	28%	36%	-	38%	*	-	-	-	-	17%	-	*	43%	33%	-
Grade 5 ELA/Reading	2023	37%	46%	38%	-	20%	*	-	*	-	-	33%	-	*	40%	*	-
Grade 5 Mathematics	2023	48%	58%	56%	-	62%	40%	-	-	-	-	33%	-	67%	44%	43%	*
All Grades Both Subjects	2023	38%	43%	49%	-	45%	54%	-	*	-	*	28%	-	52%	46%	35%	*
All Grades ELA/Reading	2023	35%	42%	50%	-	30%	80%	-	*	-	*	30%	-	50%	50%	29%	*
All Grades Mathematics	2023	40%	44%	48%	-	52%	38%	-	-	-	-	27%	-	54%	44%	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)
 EAST CLIFF EL (205902103) - 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%	87%	-	-	-	-	-	-	80%	80%	-	-	-	87%	80%	-
	2022	74%	77%	87%	-	-	-	-	-	-	43%	43%	-	-	-	88%	43%	-
At Meets Grade Level or Above	2023	49%	55%	66%	-	-	-	-	-	-	53%	53%	-	-	-	66%	53%	-
	2022	48%	50%	62%	-	-	-	-	-	-	29%	29%	-	-	-	63%	29%	-
At Masters Grade Level	2023	20%	23%	33%	-	-	-	-	-	-	27%	27%	-	-	-	33%	27%	-
	2022	23%	25%	37%	-	-	-	-	-	-	7%	7%	-	-	-	38%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	91%	-	-	-	-	-	-	83%	83%	-	-	-	91%	83%	-
	2022	75%	78%	88%	-	-	-	-	-	-	57%	57%	-	-	-	89%	57%	-
At Meets Grade Level or Above	2023	53%	59%	69%	-	-	-	-	-	-	67%	67%	-	-	-	69%	67%	-
	2022	53%	55%	63%	-	-	-	-	-	-	29%	29%	-	-	-	65%	29%	-
At Masters Grade Level	2023	20%	22%	32%	-	-	-	-	-	-	17%	17%	-	-	-	32%	17%	-
	2022	25%	26%	41%	-	-	-	-	-	-	0%	0%	-	-	-	43%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	87%	-	-	-	-	-	-	100%	100%	-	-	-	86%	100%	-
	2022	72%	76%	87%	-	-	-	-	-	-	29%	29%	-	-	-	88%	29%	-
At Meets Grade Level or Above	2023	45%	52%	67%	-	-	-	-	-	-	50%	50%	-	-	-	68%	50%	-
	2022	42%	45%	61%	-	-	-	-	-	-	29%	29%	-	-	-	62%	29%	-
At Masters Grade Level	2023	19%	23%	37%	-	-	-	-	-	-	33%	33%	-	-	-	37%	33%	-
	2022	20%	23%	35%	-	-	-	-	-	-	14%	14%	-	-	-	36%	14%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	83%	80%	-	-	-	-	-	-	*	*	-	-	-	81%	*	-
	2022	76%	75%	86%	-	-	-	-	-	-	-	-	-	-	-	86%	-	-
At Meets Grade Level or Above	2023	47%	53%	55%	-	-	-	-	-	-	*	*	-	-	-	56%	*	-
	2022	47%	48%	58%	-	-	-	-	-	-	-	-	-	-	-	59%	-	-
At Masters Grade Level	2023	18%	21%	26%	-	-	-	-	-	-	*	*	-	-	-	25%	*	-
	2022	21%	19%	30%	-	-	-	-	-	-	-	-	-	-	-	31%	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	68%	73%	-	-	-	-	-	-	80%	80%	-	-	-	72%	80%	-
All Grades ELA/Reading	2023	63%	66%	69%	-	-	-	-	-	-	80%	80%	-	-	-	68%	80%	-
All Grades Mathematics	2023	66%	70%	77%	-	-	-	-	-	-	80%	80%	-	-	-	77%	80%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	49%	-	-	-	-	-	-	*	*	-	-	-	48%	*	-

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 EAST CLIFF EL (205902103) - 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%	50%	-	-	-	-	-	-	*	*	-	-	-	53%	*	-
All Grades Mathematics	2023	40%	44%	48%	-	-	-	-	-	-	*	*	-	-	-	44%	*	-

* 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)
 EAST CLIFF EL (205902103) - 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%	100%	100%
Included in Accountability	93%	94%	94%	*	94%	96%	100%	100%	100%	70%	96%	85%	97%	89%	94%	100%
Not Included in Accountability: Mobile	4%	5%	6%	*	6%	4%	0%	0%	0%	30%	4%	15%	3%	11%	6%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	*	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%	0%	0%
Absent	1%	1%	0%	*	0%	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%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	94%	*	93%	97%	*	100%	*	70%	96%	83%	97%	90%	94%	100%
Not Included in Accountability: Mobile	4%	5%	6%	*	7%	3%	*	0%	*	30%	4%	17%	3%	10%	6%	0%
Not Included in Accountability: Other Exclusions	3%	1%	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%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	*	93%	97%	*	100%	*	70%	96%	83%	97%	90%	94%	100%
Not Included in Accountability: Mobile	5%	5%	6%	*	7%	3%	*	0%	*	30%	4%	17%	3%	10%	6%	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%	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%
Science																
Assessment Participant	99%	99%	100%	-	100%	100%	*	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	-	96%	94%	*	*	*	*	100%	*	99%	88%	97%	*
Not Included in Accountability: Mobile	4%	4%	5%	-	4%	6%	*	*	*	*	0%	*	1%	12%	3%	*
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)
 EAST CLIFF EL (205902103) - 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%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	100%	95%	97%	*	78%	*	100%	98%	60%	98%	88%	97%	88%
Not Included in Accountability: Mobile	5%	5%	5%	0%	4%	3%	*	22%	*	0%	2%	40%	2%	12%	3%	13%
Not Included in Accountability: Other Exclusions	1%	0%	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%	0%
Absent	1%	1%	0%	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%	0%
Reading																
Assessment Participant	99%	99%	100%	*	99%	100%	*	100%	*	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	92%	93%	95%	*	95%	97%	*	80%	*	100%	97%	57%	98%	88%	96%	88%
Not Included in Accountability: Mobile	5%	6%	5%	*	4%	3%	*	20%	*	0%	3%	43%	2%	12%	3%	13%
Not Included in Accountability: Other Exclusions	2%	0%	0%	*	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	1%	0%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	*	1%	0%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	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%	100%	100%
Included in Accountability	93%	93%	95%	*	96%	97%	*	80%	*	100%	97%	57%	98%	88%	97%	88%
Not Included in Accountability: Mobile	5%	6%	5%	*	4%	3%	*	20%	*	0%	3%	43%	2%	12%	3%	13%
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%	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%
Science																
Assessment Participant	98%	98%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	93%	97%	*	95%	100%	-	*	-	*	100%	*	99%	89%	97%	-
Not Included in Accountability: Mobile	4%	5%	3%	*	5%	0%	-	*	-	*	0%	*	1%	11%	3%	-

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 EAST CLIFF EL (205902103) - 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)
 EAST CLIFF EL (205902103) - 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%	94.3%	*	93.8%	94.3%	*	97.4%	*	97.4%	93.1%	92.9%	93.3%
2020-21	95.0%	93.9%	97.0%	97.4%	96.4%	97.2%	*	99.2%	-	98.9%	95.2%	95.0%	97.0%
Chronic Absenteeism													
2021-22	25.7%	26.2%	15.2%	*	17.0%	15.5%	*	0.0%	*	0.0%	23.4%	22.9%	22.2%
2020-21	15.0%	18.8%	8.4%	0.0%	10.7%	8.0%	*	0.0%	-	0.0%	13.8%	16.7%	6.7%
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)
 EAST CLIFF EL (205902103) - 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)
 EAST CLIFF EL (205902103) - 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)
 EAST CLIFF EL (205902103) - 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)
 EAST CLIFF EL (205902103) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	574	100.0%	4,916	5,504,150	580	100.0%	4,937	5,518,432
Students by Grade:								
Early Childhood Education	8	1.4%	0.3%	0.3%	14	2.4%	0.7%	0.5%
Pre-Kindergarten	19	3.3%	2.5%	4.4%	19	3.3%	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	19	3.3%	2.5%	3.7%	19	3.3%	2.5%	3.7%
Kindergarten	82	14.3%	6.9%	6.7%	82	14.1%	6.9%	6.7%
Grade 1	94	16.4%	7.4%	7.2%	94	16.2%	7.4%	7.2%
Grade 2	94	16.4%	7.4%	7.2%	94	16.2%	7.4%	7.2%
Grade 3	81	14.1%	7.1%	7.2%	81	14.0%	7.1%	7.1%
Grade 4	89	15.5%	7.9%	7.2%	89	15.3%	7.9%	7.1%
Grade 5	107	18.6%	7.8%	7.2%	107	18.4%	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	0	0.0%	1.2%	12.8%	0	0.0%	1.3%	12.8%
Hispanic	263	45.8%	60.5%	53.0%	266	45.9%	60.5%	52.9%
White	263	45.8%	33.6%	25.6%	266	45.9%	33.6%	25.7%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	25	4.4%	2.2%	5.1%	25	4.3%	2.2%	5.1%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	20	3.5%	2.0%	3.0%	20	3.4%	2.0%	3.0%
Sex:								
Female	286	49.8%	47.8%	48.8%	290	50.0%	47.8%	48.8%
Male	288	50.2%	52.2%	51.2%	290	50.0%	52.2%	51.2%
Economically Disadvantaged	223	38.9%	51.4%	62.1%	223	38.4%	51.3%	62.0%
Non-Educationally Disadvantaged	351	61.1%	48.6%	37.9%	357	61.6%	48.7%	38.0%
Section 504 Students	52	9.1%	9.0%	7.4%	52	9.0%	9.0%	7.4%
EB Students/EL	22	3.8%	5.8%	23.1%	22	3.8%	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)
 EAST CLIFF EL (205902103) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	61	10.6%	9.8%	5.5%	61	10.5%	9.7%	5.5%
Foster Care	1	0.2%	0.3%	0.2%	1	0.2%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	4	0.7%	0.8%	2.2%	4	0.7%	0.7%	2.2%
Migrant	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Title I	0	0.0%	35.7%	64.6%	0	0.0%	35.9%	64.6%
Military Connected	23	4.0%	4.2%	3.6%	23	4.0%	4.2%	3.6%
At-Risk	147	25.6%	40.4%	53.3%	147	25.3%	40.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	21	3.7%	5.5%	23.2%	21	3.6%	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	57	9.9%	6.7%	8.2%	57	9.8%	6.6%	8.2%
Special Education	100	17.4%	14.5%	12.6%	106	18.3%	14.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	100							
By Type of Primary Disability								
Students with Intellectual Disabilities	34	34.0%	42.9%	44.1%				
Students with Physical Disabilities	27	27.0%	19.3%	20.0%				
Students with Autism	12	12.0%	11.7%	15.5%				
Students with Behavioral Disabilities	17	17.0%	22.9%	18.8%				
Students with Non-Categorical Early Childhood	10	10.0%	3.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	65	13.5%	14.6%	16.8%				
By Ethnicity:								
African American	1	0.2%	0.6%	3.3%				
Hispanic	27	5.6%	8.4%	8.7%				
White	31	6.4%	4.8%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	5	1.0%	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	11	14.3%	15.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	27.8%	23.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	26	14.0%	15.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	76	16.8%	16.4%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 EAST CLIFF EL (205902103) - 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	3.0%	2.8%	1.5%	9.1%	7.5%	4.5%
Grade 1	11.4%	5.6%	2.5%	23.1%	14.6%	3.6%
Grade 2	0.0%	5.0%	1.6%	0.0%	3.1%	2.0%
Grade 3	1.5%	1.3%	0.8%	10.0%	3.4%	0.9%
Grade 4	1.2%	1.6%	0.5%	0.0%	1.9%	0.5%
Grade 5	0.0%	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	16.4	18.8	18.7
Grade 1	23.0	19.9	19.1
Grade 2	22.6	20.2	19.1
Grade 3	20.0	19.3	19.3
Grade 4	22.0	20.1	19.4
Grade 5	20.7	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)
 EAST CLIFF EL (205902103) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.2	100.0%	100.0%	100.0%
Professional Staff:	45.2	72.7%	60.5%	64.1%
Teachers	39.0	62.7%	46.3%	48.7%
Professional Support	4.2	6.8%	10.2%	10.9%
Campus Administration (School Leadership)	2.0	3.2%	2.5%	3.3%
Educational Aides:	17.0	27.3%	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:	25.0	40.2%	50.1%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.2%	11.8%
Hispanic	14.0	35.9%	29.3%	29.6%
White	25.0	64.1%	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	0.0	0.0%	1.4%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	20.5%	24.4%
Females	39.0	100.0%	79.5%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	2.0%
Bachelors	29.0	74.4%	72.5%	72.2%
Masters	10.0	25.6%	26.0%	25.0%
Doctorate	0.0	0.0%	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	15.4%	19.4%	26.3%
6-10 Years Experience	12.0	30.8%	19.9%	20.5%
11-20 Years Experience	16.0	41.0%	39.0%	27.2%
21-30 Years Experience	5.0	12.8%	16.8%	13.3%
Over 30 Years Experience	0.0	0.0%	3.8%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
 EAST CLIFF EL (205902103) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.7	n/a	14.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	5.0	6.1
Average Years Experience of Principals with District	6.0	2.5	5.3
Average Years Experience of Assistant Principals	4.0	4.6	5.2
Average Years Experience of Assistant Principals with District	4.0	2.4	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.4	13.7	11.0
Average Years Experience of Teachers with District:	6.4	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$60,000	\$53,300
1-5 Years Experience	\$60,090	\$62,125	\$56,516
6-10 Years Experience	\$64,174	\$64,778	\$59,732
11-20 Years Experience	\$67,846	\$67,733	\$63,389
21-30 Years Experience	\$74,175	\$73,075	\$67,876
Over 30 Years Experience	-	\$83,006	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$66,335	\$67,435	\$60,717
Professional Support	\$69,433	\$82,960	\$72,022
Campus Administration (School Leadership)	\$90,306	\$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	2.6	6.6%	3.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	34.9	89.6%	78.8%	70.6%
Special Education	1.5	3.8%	8.7%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
EAST CLIFF EL (205902103) - 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.)