



# Growth Progress Measures

**GPM 1 & 2**

March 30, 2026

# Goal Progress Measures



**GPM 1:** The percentage of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 25% to 53% by June 2028.

Goal 2 Annual Targets SY 25/26=39%, SY 26/27=46%, SY 27/28=53%

**GPM 2:** The percentage of 3rd grade students who score meets grade level or above on STAAR Math will increase from 19% to 47% by June 2028.

Goal 2 Annual Targets SSY 25/26=33%, SY 26/27=40%, SY 27/28=47%

# Reading Progress Measures



**Amira Learning:** iStation has transitioned to Amira Learning to integrate AI-driven reading support and engaging educational content. Features include:

- Real-time, automated oral reading assessments, scoring, and analysis
- Immediate feedback for students and 1:1 tutoring support
- Personalized interventions grounded in science of reading address specific skill gaps
- Actionable guidance to teachers to make data-driven decisions

**iStation Lectura:** Amira provides individual pathways and tutoring services for students in Spanish. The diagnostic assessments are expected to transition to the Amira platform in the spring.



**GPM 1:** The percentage of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 25% to 53% by June 2028.



Amira Reading % On or Above Grade Level (English)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 1.1	Kinder	33%	40%	47%	54%	61%
GPM 1.2	1st Grade	38%	44%	50%	56%	62%
GPM 1.3	2nd Grade	37%	48%	52%	57%	62%
GPM 1.4	3rd Grade	43%	48%	53%	58%	63%
Istation Lectura % On or Above Grade Level (Spanish)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 1.1	Kinder	34%	64%	69%	74%	79%
GPM 1.2	1st Grade	39%	62%	67%	73%	78%
GPM 1.3	2nd Grade	35%	41%	46%	51%	56%
GPM 1.4	3rd Grade	17%	37%	42%	47%	52%

# Amira English BOY vs MOY by Grade - All District



## Trends

The number of students below grade-level decreased in all but 1 grade level (kinder), with the most notable reductions in:

- 2nd Grade: **61% → 53%** (-8 pts)
- 3rd Grade: **59% → 51%** (-8 pts)

The number of students at and above grade-level increased in all but 1 grade levels (kinder), particularly:

- 1st Grade increased **11% → 19%** (+8 pts)
- 3rd Grade increased **24% → 30%** (+6 pts)

■ Q5 ■ Q4 ■ Q3 ■ Q2 ■ Q1

Students who perform at Q4 and Q5 are on and above grade-level.

# Amira English BOY vs MOY by Grade - Monolingual

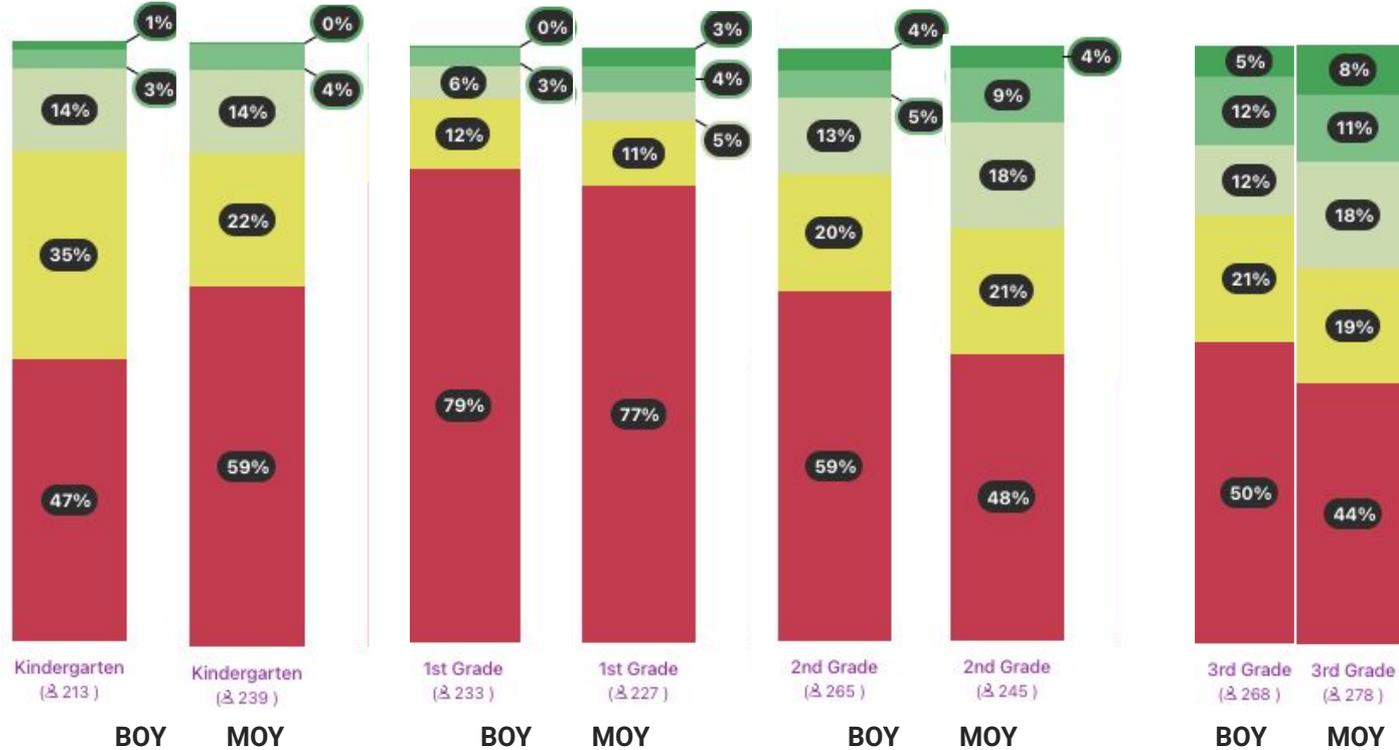


■ Q5 
 ■ Q4 
 ■ Q3 
 ■ Q2 
 ■ Q1

Students who perform at Q4 and Q5 are on and above grade-level.



# Amira English BOY vs MOY by Grade - Bilingual

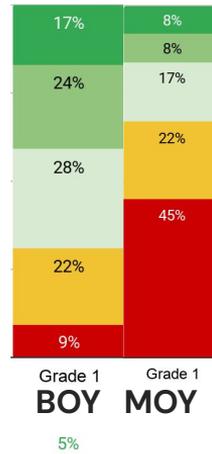
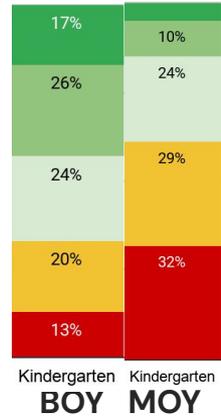
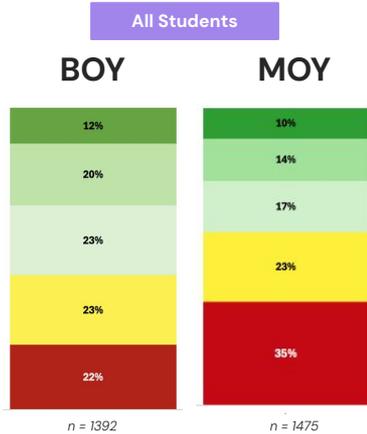


■ Q5 ■ Q4 ■ Q3 ■ Q2 ■ Q1

Students who perform at Q4 and Q5 are on and above grade-level.



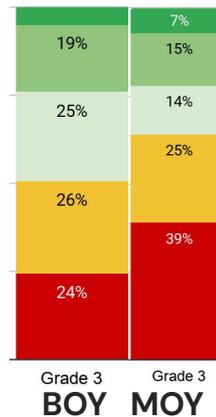
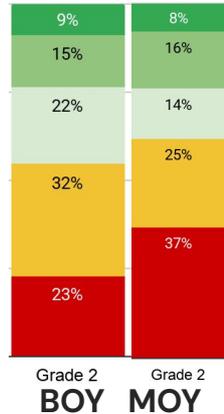
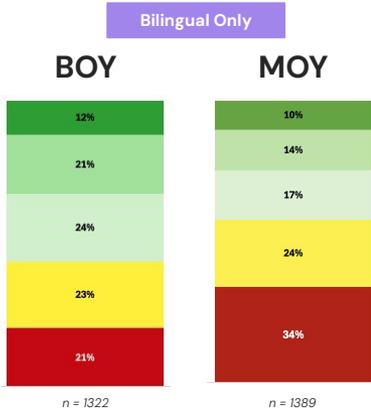
# Amira Spanish BOY vs MOY by Grade - All District



## Trends

The number of students below grade-level increased in all grades.

- Kindergarten: **33%** → **61%** (-28 pts)
- 1st Grade: **31%** → **67%** (-36 pts)
- 2nd Grade: **55%** → **62%** (-7 pts)
- 3rd Grade: **50%** → **64%** (-14 pts)



The students in Q2 (yellow) are continuing to progress and show opportunities to reach grade-level instruction with targeted interventions.

The Spanish ISIP increases in rigor earlier than the English Amira Diagnostic because it is a transparent language.

# GPM 1: Action Steps



## Instructional Leadership:

- Quality Tier 1 instruction in every classroom
- Data analysis: campus specific support
- Targeted interventions (collaborative principal workshops)
- Dual Language program overhaul - Advisory Council formation
- Additional ESC 13 Effective Schools Framework supports - tailored by campus

## Professional Development/Training

- Writing/Constructed response/Revision and rescoring of Interim samples
- Structured literacy/foundational skills training,
- Strong Foundations Planning in preparation for new K-5 ELA/SLA adoption (2026-2027)
- Dual Language program implementation training,

## Supplemental Curriculum:

- Amira Learning (adaptive pathways)
- Constructed response lessons
- STAAR 2.0 practice ("reps") - Forde Ferrier (K-5), Sirius (6-8), Lead4ward Rockin' Review



# Goal Progress Measures

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**GPM 2:** The percentage of 3rd grade students who score meets grade level or above on STAAR Math will increase from 19% to 47% by June 2028.

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# Mathematics Progress Measures



**IXL:** IXL is a comprehensive online learning platform focused on personalized practice and skill-building in mathematics. The platform tracks student progress, giving educators detailed data to guide instruction and improve outcomes.

IXL features include:

- BOY, MOY, and EOY diagnostic tool to assess students' math proficiency levels;
- Real-time tracking to identify each student's strengths and areas for growth;
- targeted intervention for students to work on skills tailored to their individual needs; and
- ongoing practice aligned to Bluebonnet Mathematics.



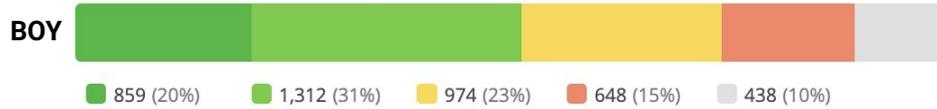


**GPM 2:** The percentage of 3rd grade students who score meets grade level above on STAAR Math will increase from 19% to 47% by June 2028.

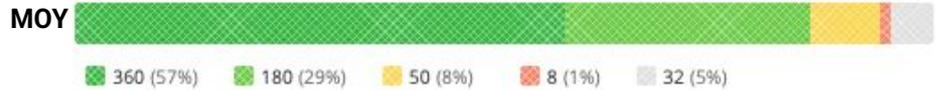
IXL Math Data % On or Above Grade Level		BOY 2025 - 2026	BOY Cut Scores for On or Above Grade Level	MOY 2025 - 2026	MOY Cut Scores for On or Above Grade Level	EOY Cut Scores for On or Above Grade Level
GPM 2.1	Kindergarten	83%	30+	86%	40+	60+
GPM 2.2	1st Grade	78%	60+	76%	110+	160+
GPM 2.3	2nd Grade	69%	160+	59%	210+	260+
GPM 2.4	3rd Grade	46%	260+	50%	310+	360+



# IXL BOY vs MOY - All District



## Kindergarten



## Grade 1



## Trends

The number of students below grade-level decreased in two grade levels:

- Kindergarten: **12%** → **9%** (-3 pts)
- 3rd Grade: **46%** → **45%** (-1 pts)

The number of students at and above grade-level increased in all but 1 grade levels (second):

- Kindergarten: **75%** → **86%** (+11 pts)
- 1st Grade: **71%** → **76%** (+5 pts)
- 3rd Grade increased **43%** → **50%** (+7 pts)

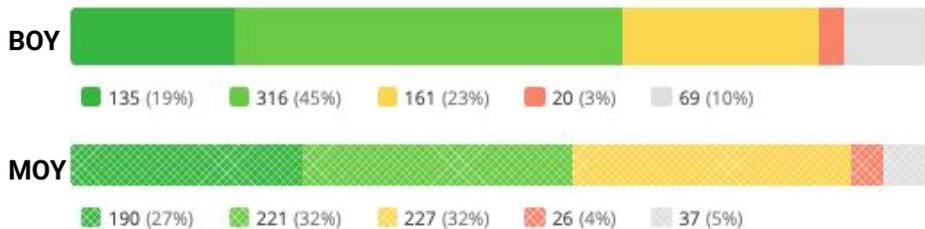
Students who perform at Q3 and Q4 are on and above grade-level.



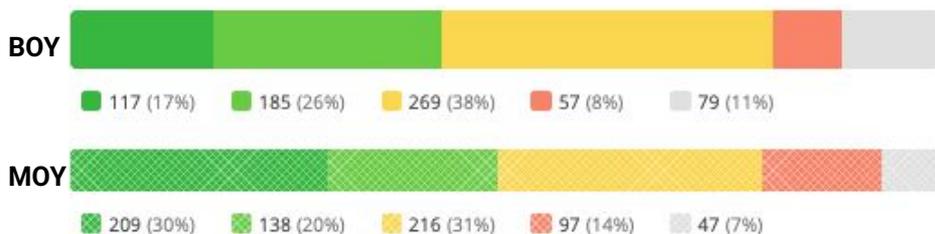


# IXL BOY vs MOY by Grade - All District

## Grade 2



## Grade 3



## Trends

The number of students below grade-level decreased in two grade levels:

- Kindergarten: **12%** → **9%** (-3 pts)
- 3rd Grade: **46%** → **45%** (-1 pts)

The number of students at and above grade-level increased in all but 1 grade levels (second):

- Kindergarten: **75%** → **86%** (+11 pts)
- 1st Grade: **71%** → **76%** (+5 pts)
- 3rd Grade increased **43%** → **50%** (+7 pts)

Students who perform at Q3 and Q4 are on and above grade-level.





# GPM 2: Action Steps

## Instructional Leadership

- Quality Tier 1 instruction in every classroom
- Data analysis for small group instruction & targeted interventions
- Ongoing Leadership Training on BB Math implementation (Region 13)
- Data tracking and progress monitoring
- Additional ESC 13 Effective Schools Framework supports - tailored by campus

## High-Quality Instructional Materials

- Full Implementation of Bluebonnet Math curriculum (K - Algebra)
- STAAR 2.0-like common end of module assessments
- Region 13 leadership campus walks and tailored coaching for strong implementation

## Supplemental Curriculum

- IXL individual, adaptive pathways (K - 12)
- STAAR 2.0 practice ("reps"): FordeFerrier (K-5), Sirius learning (6-8)
- Lead4Ward Mathmark and Rockin'Review STAAR Prep Materials



**Thank you!**