

GRADUATION PREP ACADEMY NAVARRO

Graduation Preparatory Academy @ Navarro 2022/2023

We Never Give Up



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GRADUATION PREP ACADEMY NAVARRO

Mission

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Vision

Campus Vision: Our vision is to graduate every student college, career, and life ready equipped

Vision Continued

with the social emotional skills required to thrive in school and life.

Campus Values: Pride, Respect and Responsibility.

Nondiscrimination Notice

GRADUATION PREP ACADEMY NAVARRO does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Referral data disaggregated by student group

Demographics Strengths

List your campus strengths here: GPA Navarro is built on flexibility and meeting students' individual needs. Each student's graduation plan is mapped out with their credit and life needs taken into consideration. Flexible attendance and targeted class scheduling allows each student to take only the classes they need to graduate.

Demographics Weaknesses

List areas you would like to grow here: Attendance is always an issue. Students do best when they attend in class learning with our fantastic staff of teachers. Too often work, mental health, family responsibilities and transportation issues get in the way of regular effective attendance.

Demographics Summary

We have a fluid student body where mobility of students enrolling and withdrawing throughout the year.

As an At-Will Alternative campus we have very infrequent discipline issues. If students are unable to follow campus protocols we discuss with student and parent and decide to try again the next day.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

List your campus strengths here: Student excel in terms of meeting state expectations in Algebra, Biology and US History EOC's.

Student Achievement Weaknesses

List areas you would like to grow here: We struggle with English I and English II re-testers. The inconsistent attendance issues make it challenging to build up the spiraled skills necessary to meet state expectations on ELA state tests.

Student Achievement Needs

Monthly TSI Assessment days with scheduled regular tutorials for increase in TSI achievement. Continue to explore how to offer the Google Analytics as a IBC.

Student Achievement Summary

At GPA Navarro we have a dearth of CCMR opportunities for our students. The main thrust of our focus is on TSI Readiness through taking the TSI assessments in Reading and Math.

We are exploring offering a Google Analytics course as a IBC which would push our CCMR Readiness numbers up. Looking forward I would like to be able to offer a College Prep Math and/or a College Prep ELA course as an elective to support student success on their TSI assessments and overall college readiness.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here: We are small campus with usually between 60-90 students enrolled at any given time. As such we know each individual student's needs and circumstances well. As an at-will campus we do not deal with discipline issues.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

List areas you would like to grow here: Base don last year's student climate survey we need to do better at communicating our positive feeling for our students. Students wrote about not feeling like anyone would miss them after they left.

School Culture and Climate Summary

We have to be nimble to constantly meet the needs of our unique student body. With a small number we have the capacity, we need to make sure we have the systems in place to know what the needs are.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here: With a small number of students attending daily teachers have the capacity to meet each individual student's needs.

With our small size administrative issues are easily handled with proximity.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here: Giving teachers and staff opportunities for campus leadership are limited.

With an entire student body of At Risk population the job can be challenging. Persistent absenteeism is a challenge to creating teacher/student relationships.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Unable to access the Panorama Survey Dashboard (404 not found)

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

I think the GPA's need to create a unique PLC (perhaps with Garza and or ALC) for professional development that is unique to their needs, strengths and situations.

2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices

-Campus Communication Strategies

-Campus Website

-Phone/Voicemail/Email Practices

-Language Line for Preferred Language

Campus Culture of Respect Goals

-Campus culture of respect practices and goals

-Customer service prioritization

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here: Our inline curriculum is accessible 24-7 for students to work on in the classroom as well as at home.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: Our curriculum is limited to what can be offered on Odysseyware, Edgeunuity and Garza Online. At times student credit needs cannot be met with the classes offered on these systems.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Our biggest needs are in terms of student literacy. Data from TELPAS shows many of our ELL students struggle to reach the Advanced High rating often due to the written piece segment of TELPAS. Data from English I and English II EOC shows that the written composition Reporting category is an area of need.

Curriculum, Instruction and Assessment Summary

No data for GPA Navarro listed with this source.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here: We see ourselves as partners with students and families with a goal of a high school diploma. We serve as a portal through which students and families can access community resources through our Child Study Team and Family Resource center.

Family and Community Involvement Weaknesses

List areas you would like to grow here: Our online presence is shallow and needs to be more robust.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)?
- 2.) Why did you select this/these area(s)?

GRADUATION PREP ACADEMY NAVARRO

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|----------------------------|----------------------|-----------|---|
| 1. Ensure social, emotional, mental, identity and physical safety and wellness are the foundation for learning on our schools. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.1) | Administrators | Throughout the year. | | Criteria: Criteria: TELL Survey, Student climate survey, family survey, meeting the criteria to be a No Place for Hate campus, regular meetings with district SEL coach, implementation of regular SEL circles during Advisory. |
| 2. Give a Whole Child, Every Child survey to GPA students to help determine needs. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 2.1,3.3,3.4) | Kevin Owens | December | | |
| 3. Work with the Coordinated School Health Facilitator at Navarro ECHS to determine what resources are available at Navarro and cen be utilized for GPA Navarro. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3) | Academic Dean, Kevin Owens | December | | |

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Objective 2. (Social and Emotional School Climate) All GPA Navarro students will internalize and demonstrate 2 of the SEL competencies as outlined by the district and campus priorities.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-------------------------------------|----------|-----------|---|
| 1. Engage our campus community in the No Place for Hate activities annually. (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3) | Kevin Owens | Ongoing | | Criteria: Did we achieve the NPFH designation? |
| 2. All students will attend and receive SEL instruction each Thursday in Circle time Advisory Using district supplied curriculum we will continue to grow connections, centering and mindfulness. (Title I SW Elements: 1.1,2.5) (Target Group: All) (ESF: 1.2,3.1,3.2,3.3) | Kevin Owens, SEL Campus Coordinator | Weekly | | Criteria: Student climate survey |
| 3. Implement a 'Peace Area' in our Community Room and share what is being used at school can also be used at home. (Title I SW Elements: 2.1,2.3) (Target Group: AtRisk) (ESF: 3.1,3.3) | Kevin Owens | Ongoing | | Criteria: Our Peace Room materials are the result of a SEL Model Campus SEED grant. I would like to try to do another one. Student and staff climate surveys. |

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Objective 3. (Family Engagement) SMART Goal: For the SY22-23 campus will increase the number of families engaged with community outreach activities through thoughtful communication regarding geographic, economic, language and citizenship diversity.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------|-----------------------|---|
| 1. Partner with Navarro ECHS to incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (ESF: 3.1) | Kevin Owens | Ongoing | | Criteria: Number of GPA families and students who attend community events throughout the year. Student and Family Climate Surveys. |
| 2. Form alliances with community and governmental entities to enhance student achievement, career exploration, scholarships and college financial aid. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: 12th) (Strategic Priorities: 3) (ESF: 3.1,4.1) | Kevin Owens | EOY | (L)Campus BTO - \$200 | Criteria: All seniors will complete an ACC application and a FAFSA/TAFSA. Three field trips to ACC Campuses around Austin. |
| 3. Teachers and staff will use multiple modalities of communication (phone calls, texts, dm's, emails) to engage with students and families around important dates and events with campus life. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.2,3.3) | Attendance Clerk, Kevin Owens, Teachers | ongoing | | Criteria: Daily attendnace rates; Student climate survey, family survey TELL Survey |

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Objective 4. (Counseling, Mental Health & Social Services) All students and staff will have quality mental health and counseling services available when in need.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------------------|------------------------|-----------|---|
| 1. Implement and follow Crisis Response protocols in the event of a campus crisis event. (Title I SW Elements: 1.1,2.3) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2.1,3.3,3.4) | Crisis Response Team, Kevin Owens | Ongoing and as needed. | | Criteria: Student and Staff Climate Survey. |
| 2. Work with Child Study Team to assign counseling and mental health services to student sin need. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: AtRisk) (ESF: 1.2,3.3,3.4) | ECST chair, Kevin Owens, LMHP | Ongoing and as needed. | | Criteria: Number of students served by the CST. Student and Family climate surveys. |
| 3. Promote the Employee Assistance Plan as a support system for teachers and staff. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1) | Kevin Owens | Ongoing and as needed. | | Criteria: Staff surveys |

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------------|---------------------|-----------------------|---|
| 1. All students are required to attend daily advisory with focus on Goal Setting, Post Academic readiness, Literacy and increased SEL capacity. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1) | Kevin Owens | All year | | Criteria: Attendance Student Climate Survey |
| 2. Campus will take a minimum of two field trips a year to ACC to promote post-secondary options. (Title I SW Elements: 2.1,2.6) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3.1) | Kevin Owens | Twice annual | (L)Campus BTO - \$200 | |
| 3. Students will have a monthly opportunity to take and/or retake the TSI. Teachers will research, develop and implement TSI tutorial strategies to boost student achievement on the TSI assessments. (Title I SW Elements: 1.1,2.5) (Target Group: All,12th) (Strategic Priorities: 2,3) (ESF: 1.2,3.1,5.1) | Kevin Owens, Students, Teachers | Monthly and ongoing | | Criteria: TSI passing rates; college readiness indicators |

GRADUATION PREP ACADEMY NAVARRO

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.3) School will identify barriers to student success and implement strategies to meet the challenges.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------|-----------|--|
| 1. Director and Graduation Coach will meet weekly with WAVE (Child Study Team) to discuss and students referred through the eCST tool in TEAMS. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.3,3.4,5.4) | Kevin Owens, Parent Support Specialist | Weekly | | |
| 2. Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.3,3.4) | Counselor, ECST chair, Family Resource Center, Gear Up Facilitator, Kevin Owens, LMHP, MTSS | Ongoing | | Criteria: Number of students connected to campus support services as measure by EOY ECST data. |
| 3. Hold Community Circles for students, staff and/or caregivers that teach explicit mindfulness and self care skill builders. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.1,3.3,3.4) | Kevin Owens, SEL Campus Coordinator | Weekly | (O)Other | Criteria: Attendance at Thursday advisories. Student climate surveys. |

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 33% to 80% by December 15, 2022 (refer to 22-23 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------------|------------------|--|
| 1. Weekly calls to parents for any students under 50% attendance. Weekly outreach to students with under 50% attendance. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: AtRisk) (ESF: 3.2,3.3) | Attendance Clerk, Kevin Owens | Weekly | | Criteria: Daily, weekly and monthly attendance rates. |
| 2. Ensure the Optional Flexible School Day attendance system is in place for the school. Ensure that we apply for the same program in the Spring of '23 for the following school year and each one subsequently. (Title I SW Elements: 1.1,2.3,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.3) | Director, District Departments, Kevin Owens | October 17th and ongoing | | Criteria: Student attendance; implementation of OFSD starting first day of school 22-23. |
| 3. Incentivize attendance through rewards. Post top attendance students weekly with monthly drawings for prizes (Title I SW Elements: 1.1,2.4,3.1) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.2,3.3) | Attendance Clerk, Kevin Owens | Weekly, monthly, ongoing | (O)Other - \$100 | Criteria: daily attendance as measured through the OFSD. |

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Customer Service section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------|-----------|---|
| 1. Ensure staff communication is systematically cultivated and reviewed through an equity lens. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 1) (ESF: 2) | Kevin Owens | ongoing. | | Criteria: TELL Survey |
| 2. Continue to promote Let's Talk as a valuable resource for students, staff and families. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3.3) | Kevin Owens, Registrar | ongoing. | | Criteria: TELL Survey Student Climate Survey Parent Climate Survey |
| 3. Systematically provide clear and ongoing communication to staff, families, and community members using a variety of communication platforms and in preferred languages. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3) | Kevin Owens, Parent Support Specialist, Registrar, Teachers | Ongoing | | Criteria: TELL Survey Student Climate Survey Parent Climate Survey Attendance rates Graduation rate |
| 4. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4) | Kevin Owens, Parent Support Specialist, Registrar, Teachers | Ongoing | | Criteria: Student and Family Survey data |

GRADUATION PREP ACADEMY NAVARRO Site Base

| Name | Position |
|--------------|----------------------|
| Owens, Kevin | Campus Administrator |

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2022 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | 80 | | | | 62.4 |
| Grade | B | -- | -- | -- | D |

Student Achievement Components

| Components | 2022 Value | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------------------------|------------|-------|-------|-------|-----------|
| STAAR Performance Approaches | 67 | | | | 70 |
| STAAR Performance Meets | 17 | | | | 25 |
| STAAR Performance Masters | 2 | | | | 5 |
| STAAR Performance Raw Score | 29 | | | | 33 |
| STAAR Performance Scaled Score | 79 | | | | 58 |
| CCMR - State Raw Score | 14 | -- | -- | -- | 20 |
| CCMR - State Scaled Score | 79 | -- | -- | -- | 53 |
| Grad Rate Raw Score | 95.8 | -- | -- | -- | 96 |
| Grad Rate Scaled Score | 85 | -- | -- | -- | 90 |

Leave Blank

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | . | | | | |
| Grade | Not Rate | -- | -- | -- | -- |

School Progress Components

| Components | 2022 Value | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|---------------------------------------|------------|------------|------------|------------|------------|
| Academic Growth Raw Score | . | | | | |
| Academic Growth Scaled Score | . | | | | |
| Academic Growth Grade | Not Rate | -- | -- | -- | -- |
| Economically Disadvantaged % | 91.3 | 91.3 | 91.3 | 91.3 | 91.3 |
| Economically Disadvantaged % Grouping | 91.1 to 92 | 91.1 to 92 | 91.1 to 92 | 91.1 to 92 | 91.1 to 92 |
| Relative Performance Raw Score | . | | | | 27 |
| Relative Performance Scaled Score | . | | | | 57 |
| Relative Performance Grade | Not Rate | -- | -- | -- | F |

OVERALL

SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | #VAL | | | | |
| Grade | VALUE | -- | -- | -- | -- |

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | . | | | | |
| Grade | Not Rate | -- | -- | -- | -- |

Closing the Gaps Components

| | Academic Achievement | | | Graduation | | | |
|--------------|----------------------|--------|-----|--------------|----|--------|----|
| 2022 Values: | 0 | out of | 3 | 2022 Values: | 0 | out of | 3 |
| SCA 1: | 0 | out of | 0 | Leave Blank | -- | out of | -- |
| SCA 2: | 0 | out of | 0 | Leave Blank | -- | out of | -- |
| SCA 3: | 0 | out of | 0 | Leave Blank | -- | out of | -- |
| 2023 Goals: | N/a | out of | N/A | 2023 Goals: | 3 | out of | 3 |

English Language Proficiency

School Quality (CCMR)

| | | | | | | | |
|--------------|-----|--------|-----|--------------|----|--------|----|
| 2022 Values: | . | out of | . | 2022 Values: | 0 | out of | 4 |
| SCA 1: | -- | out of | 1 | Leave Blank | -- | out of | -- |
| SCA 2: | -- | out of | 1 | Leave Blank | -- | out of | -- |
| SCA 3: | -- | out of | 1 | Leave Blank | -- | out of | -- |
| 2023 Goals: | N/A | out of | N/A | 2023 Goals: | 4 | out of | 4 |

Campus Name: GPA Navarro

Campus Number: 227901026

Template by Campus & District Accountability