

Navarro ISD Texas Academic Performance Report (TAPR) 2024-2025



Public Hearing – March 23, 2026
Navarro Intermediate Cafeteria
6:00 p.m.

Overview

- The PDF version of the Texas Academic Performance Reports (TAPR) includes only major data points and is designed to allow districts to fulfill their public notification requirements. The ***Texas Performance Reporting System (TPRS)*** provides additional data in a comprehensive system to help inform stakeholders. Unlike TAPR, TPRS is updated on a rolling basis as data becomes available.
- The Texas Performance Reporting System (TPRS) integrates state and federal reporting requirements into a single reporting system that can be viewed at the campus, district, region, and state level. As the most comprehensive reporting system published by TEA, TPRS provides additional performance reports, results, and indicators for student groups not previously reported on state accountability data tables, the Texas Academic Performance Reports (TAPR), or the School Report Card.
- Both the TPRS and the TAPR pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency’s (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention Needs

Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. (*Data source: PEIMS ArmedServicesVocAptBattery E1625*)

TAPR Guidelines

Guidelines

December 2025

2024–25 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of the Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
 - a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives; the progress toward those objectives; district accreditation status with each campus awarded a distinction designation or has been identified as an unacceptable campus; the district's current special education compliance status (included in the district PDF TAPR cover page); information on violent or criminal incidents and prevention and intervention policies; findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994; information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district; and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185 and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
 - b. Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2026. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

Accountability Updates for 2024 – 2025

•The issuance of 2024 and 2025 A-F ratings were released in August 2025

•2025, 2026, and 2027 Accountability Manuals Can be found online for review:

2025 Accountability Manual

2026 Accountability Manual

2027 Accountability Manual (Full Preliminary)

Accessing the Navarro ISD TAPR Report

- Navarro ISD website
https://www.navarroisd.us/29940_3
- Available TAPR Binders at all campus and district offices
- Texas Education TAPR website

[TEA Texas Academic Performance Reports](#)



Accessing the TAPR Reports

[Link to TAPR Web page](#)

The screenshot shows the TEA website's navigation bar with links for Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, TSDS, and Help Desk. The TEA logo is on the left, and a search bar is on the right. Below the navigation bar is a row of icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The breadcrumb trail reads: Home / Texas Schools / Accountability / Academic Accountability / Performance Reporting. The main heading is "Texas Academic Performance Reports". The text explains that TAPR reports pull together information on student performance, disaggregated by student groups, and provide information on school and district staff, programs, and student demographics. It notes that 2024-25 TAPR are available for the state and every public school, district, or region of Texas. Final TAPR for the following school years are currently available: 2023-24 TAPR | 2022-23 TAPR | 2021-22 TAPR | 2020-21 TAPR | 2019-20 TAPR | 2018-19 TAPR | 2017-18 TAPR | 2016-17 TAPR | 2015-16 TAPR | 2014-15 TAPR | 2013-14 TAPR | 2012-13 TAPR. It also mentions that TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports and that those reports were published from 2003-04 to 2011-12. Finally, it states that the Texas Performance Reporting System (TPRS) will be updated on a rolling basis as more current data become available. A "Print" button is located at the bottom left. On the right side, there are two boxes: "Related Content" with links to Texas Performance Reporting System (TPRS), School Report Cards, and Snapshot; and "Contact Information" for the Division of Performance Reporting, including a phone number and an email address. It also provides a link to frequently asked questions and a link to the Performance Reporting Resources page. At the bottom of the contact information box, it directs users to contact the appropriate specialist in the list of ESC Accountability Contacts.

Popular Applications AskTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS **Help Desk**

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Texas Academic Performance Reports

The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

The [2024-25 TAPR](#) are available for the state and every public school, district, or region of Texas.

Final TAPR for the following school years are currently available:
[2023-24 TAPR](#) | [2022-23 TAPR](#) | [2021-22 TAPR](#) | [2020-21 TAPR](#) | [2019-20 TAPR](#) | [2018-19 TAPR](#) | [2017-18 TAPR](#) | [2016-17 TAPR](#) | [2015-16 TAPR](#) | [2014-15 TAPR](#) | [2013-14 TAPR](#) | [2012-13 TAPR](#)

The TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003-04 to 2011-12. They may be found at the [AEIS Archive](#).

The Texas Performance Reporting System (TPRS) will also be updated on a rolling basis as more current data become available.

[Print](#)

Related Content

- [Texas Performance Reporting System \(TPRS\)](#)
- [School Report Cards](#)
- [Snapshot](#)

Contact Information

Division of Performance Reporting
Phone: (512) 463-9704
performance.reporting@tea.texas.gov

Have questions? View answers to frequently asked questions, copies of presentations and district communications on our [Performance Reporting Resources page](#).

For Education Service Center (ESC) regional support, please contact the appropriate specialist in our list of [ESC Accountability Contacts](#).

Accessing the TPRS Reports

[Link to TPRS Web page](#)

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Texas Performance Reporting System

The Texas Performance Reporting System (TPRS) integrates state and federal reporting requirements into a single reporting system that can be viewed at the campus, district, region, and state level. As the most comprehensive reporting system published by TEA, TPRS provides additional performance reports, results, and indicators for student groups not previously reported on state accountability data tables, the Texas Academic Performance Reports (TAPR), or the School Report Card.

Most of the TPRS STAAR reports contain data for Texas students who participated in statewide test administrations who are also in the accountability subset, which are students enrolled in the same campus on both the snapshot date (PEIMS Fall Snapshot) and the testing date. (For more information on accountability subset, see Chapter 1 of the Accountability manual.)

The [TPRS Glossary](#) specifies when accountability subset is used, provides definitions, describes methodologies, and lists sources for each tab in the TPRS system. The [TPRS Glosario](#) provides the Spanish translation of the glossary.

The [Texas Research Portal](#) contains data for all Texas students who participated in statewide test administrations. This data is available to analyze state assessment results. State assessment results within the Research Portal may vary slightly from the data used for accountability calculations as specified in accountability rules.

[View TPRS Reports](#)

[Print](#)

Related Content

- [Texas Performance Reporting System Archives](#)
- [Texas Academic Performance Reports \(TAPR\)](#)
- [Federal Report Card](#)
- [School Report Cards](#)
- [Snapshot](#)

Contact Information

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Navarro ISD Earns a 'B' Rating, Outperforming State Averages in Overall Student Achievement and Growth

B

**2025 District
Accountability Score**

53%

Overall Performance

At "Meets Grade Level or Above,"
surpassing the state average of 50%.

69%

Student Growth

Met or exceeded expected growth,
outpacing the state average of 65%.

Navarro ISD's 2024-2025 performance reflects strong academic foundations and exceptional year-over-year student progress. This report provides a detailed analysis of our successes and identifies strategic areas for continued focus.

Special Education Determination Status: Meets Requirements.

Navarro ISD
Texas
Academic
Performance
Report Cover
Page

2024-25 Texas Academic Performance Report (TAPR)

District Name: NAVARRO ISD

District Number: 094903

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements



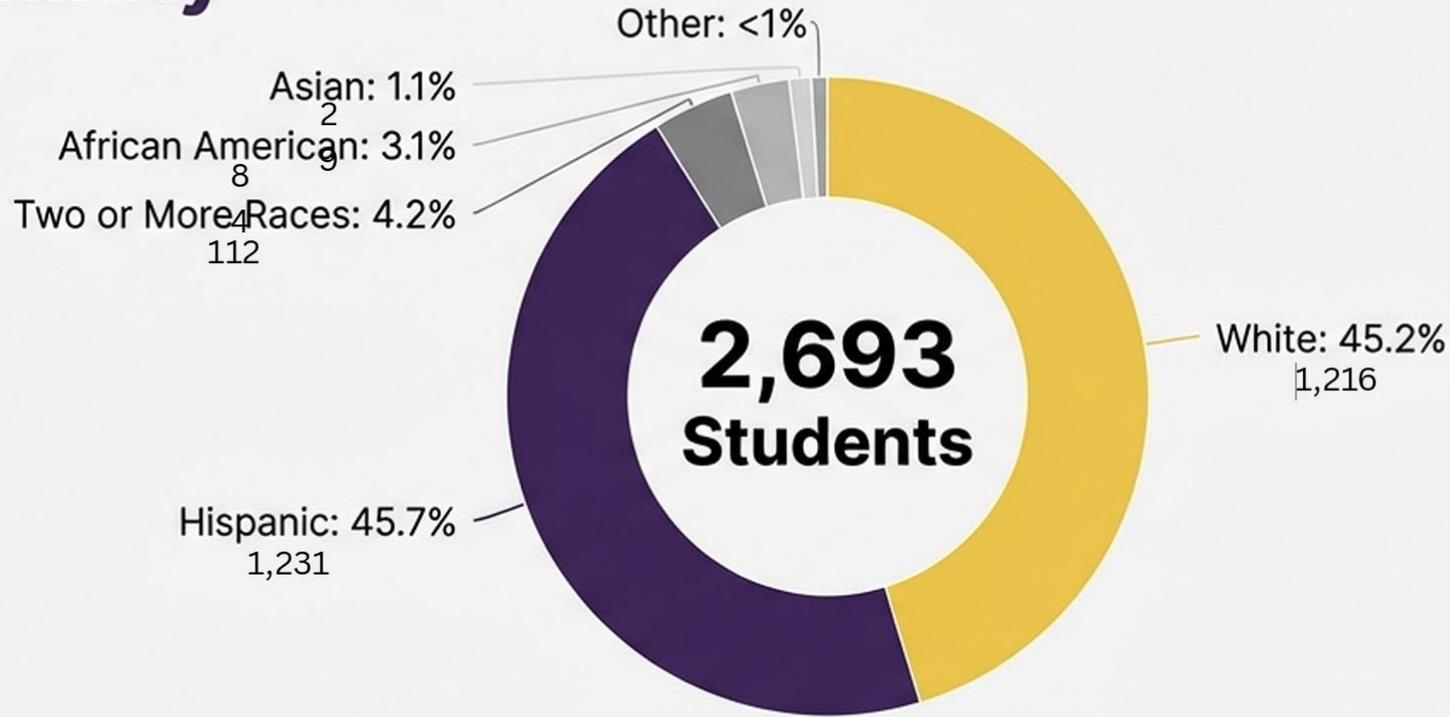
[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / [Accreditation Status](#)

2025-2026 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

CDN	DISTRICT NAME	ESC	2025 FIRST Rating	2025 Accountability Rating	2025-2026 Accreditation Status	Reason For Status	Notes
094903	NAVARRO ISD	13	A - Superior Achievement	B	ACCREDITED		

Who We Serve: A Profile of the Navarro ISD Student Community



41.1%
Economically
Disadvantaged



17.7%
Served by
Special Education



11.3%
Military
Connected



7.1%
Emergent Bilingual /
English Learners (EB/EL)



2.3 - 2.5 Academic Growth

Academic Goal 2 Progress February 2026

2.4 (HB3) – The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 60% by June 2024, 70% for 2025–2026, 75% for 2026– 2027, 80% for 2027-2028.

Progress Measure: The percent of 3rd grade student projected at Meets grade level on NWEA MAP Math will increase from 53% in September of 2023 to 70% in June of 2025.

Background

The district has implemented NWEA MAP (Measure of Academic Progress) as an interim assessment tool to monitor student proficiency and performance. This computer-adaptive assessment provides immediate feedback to educators and students, enabling personalized learning experiences that align with Texas’ STAAR standards.

Current Status:

Beginning of Year (BOY) data shows that 63% of our third-grade students are at or above the Meets Grade Level standard. Our district aims for a growth of 15 percentage points this academic year to fulfill the community’s vision.

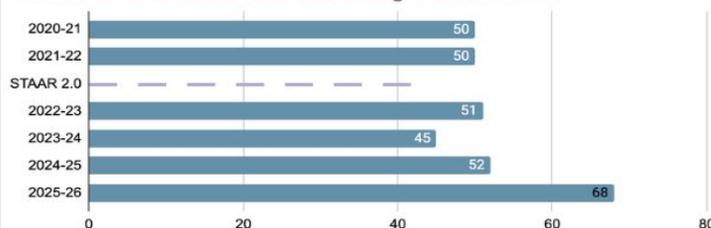
Teachers at Navarro ISD use NWEA MAP results to:

1. Target Instruction: Data will help identify individual student needs, allowing for tailored instructions that addresses specific learning gaps.
2. Group Intervention and Enrichment: Based on assessment results, teachers can form intervention and enrichment groups to provided focused support or advanced learning opportunities.
3. Monitor Progress: Ongoing MAP assessments will enable teachers to track student growth and adjust instruction accordingly.
4. Collaborate on Strategies: Educators will work together in professional learning communities to analyze data and share effective instructional practices.

NWEA STAAR Predictions based on Winter Assessment

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	225	0	0.0%	86	38.2%	100	44.4%	34	15.0%
3	247	22	8.9%	59	23.9%	97	39.3%	69	27.9%
4	246	23	9.3%	104	42.3%	72	29.3%	47	19.1%
5	240	34	14.2%	74	30.8%	81	33.8%	51	21.2%
6	199	29	14.6%	47	23.6%	74	37.2%	49	24.6%
7	194	23	11.9%	64	33.0%	64	33.0%	43	22.2%
8	10	7	70.0%	3	30.0%	0	0.0%	0	0.0%

Overall Goal 2: Third Grade Reading STAAR Meets



How Winter MAP Scores Predict STAAR Success

Understanding winter MAP Growth scores gives us a helpful peek into students’ potential spring STAAR performance. Here is how we calculate that prediction:

- **Step 1:** The Baseline. Your child takes the MAP test in the winter to measure their current academic level.
- **Step 2:** Factoring in Growth. Because the STAAR test is still months away, the system takes your child's winter score and adds the average expected growth they are likely to achieve before spring.
- **Step 3:** The STAAR Match. This new projected spring score is compared to years of historical Texas student data to predict their most likely STAAR outcome (Did Not Meet, Approaches, Meets, or Masters).

These predictions are an educated estimate, not a guarantee. They give parents and teachers a valuable opportunity to celebrate where a student is on track, and provide extra support exactly where it's needed before the spring test!

House Bill 3 Goals

The percent of 3rd grade students that score Meets grade level on the STAAR Reading Assessment

Tracking current progress of 67%

97 = Meets

69 = Masters

(166 of 247)



2.3 - 2.5 Academic Growth

Academic Goal 2 Progress February 2026

Goal 2: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 53% to 65% by June 2024, 70% for 2024-2025, 75% for 2025-2026, 80% for 2026-2027, 85% for 2027-2028.

Progress Measure: The percent of 3rd grade student projected at Meets grade level on NWEA MAP Math will increase from 53% in September of 2023 to 70% in June of 2025.

Background

The district has implemented NWEA MAP (Measure of Academic Progress) as an interim assessment tool to monitor student proficiency and performance. This computer-adaptive assessment provides immediate feedback to educators and students, enabling personalized learning experiences that align with Texas' STAAR standards.

Current Status:

Beginning of Year (BOY) data shows that 41% of our third-grade students are at or above the Meets Grade Level standard. Our district aims for a growth of 15 percentage points this academic year to fulfill the community's vision.

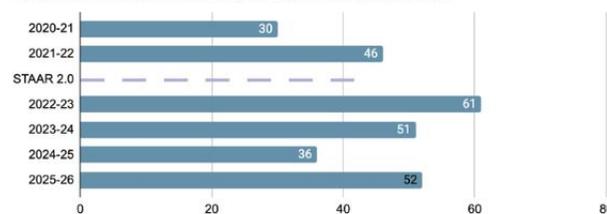
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2. Group Intervention and Enrichment: Based on assessment results, teachers can form intervention and enrichment groups to provided focused support or advanced learning opportunities.
3. Monitor Progress: Ongoing MAP assessments will enable teachers to track student growth and adjust instruction accordingly.
4. Collaborate on Strategies: Educators will work together in professional learning communities to analyze data and share effective instructional practices.

NWEA STAAR Predictions based on Winter Assessment

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	235	22	9.4%	100	42.6%	95	40.4%	18	7.7%
3	247	36	14.6%	84	34.0%	88	35.6%	39	15.8%
4	246	47	19.1%	89	36.2%	62	25.2%	48	19.5%
5	239	48	20.1%	88	36.8%	59	24.7%	44	18.4%
Total	967	153	15.8%	361	37.3%	304	31.4%	149	15.4%

Overall Goal 2: Third Grade Math STAAR Meets



How Winter MAP Scores Predict STAAR Success

Understanding winter MAP Growth scores gives us a helpful peek into students' potential spring STAAR performance. Here is how we calculate that prediction:

- **Step 1:** The Baseline. Your child takes the MAP test in the winter to measure their current academic level.
- **Step 2:** Factoring in Growth. Because the STAAR test is still months away, the system takes your child's winter score and adds the average expected growth they are likely to achieve before spring.
- **Step 3:** The STAAR Match. This new projected spring score is compared to years of historical Texas student data to predict their most likely STAAR outcome (Did Not Meet, Approaches, Meets, or Masters).

These predictions are an educated estimate, not a guarantee. They give parents and teachers a valuable opportunity to celebrate where a student is on track, and provide extra support exactly where it's needed before the spring test!

House Bill 3 Goals

The percent of 3rd grade students that score Meets grade level on the STAAR Math Assessment

Tracking current progress of 51%

88 = Meets

39 = Masters

(127 of 247)



2.3 - 2.5 Academic Growth

Academic Goal 2 Progress February 2026

2.6 (HB3) – The percentage of graduates that meet the criteria for CCMR will increase to 95% by 2028.

Goal 3 Progress Measure: The percentage of students who meet the criteria for CCMR at graduation. This will be monitored throughout the year utilizing Career Craft and annually with the TAPR report.

Background

This year, Navarro Independent School District continues to utilize Career Craft CCMR (College, Career, and Military Readiness) tracking software to monitor and support students' attainment of CCMR credits before graduation. This comprehensive program enables educators and administrators to effectively track student progress towards meeting CCMR criteria, which includes various benchmarks such as advanced coursework, industry certifications, work-based learning experiences, and post-secondary readiness.

Support for Board Goal: By utilizing Career Craft, Navarro ISD will enhance its ability to identify areas where students may need additional support or resources, thereby facilitating targeted interventions and personalized guidance. This approach is crucial in helping us achieve our board goal of increasing the percentage of graduates who meet the CCMR criteria from 72% to 88% by 2026, and ultimately to 95% by 2028, in line with HB3 requirements.

Through strategic use of this software, Navarro ISD is committed to ensuring that all students are prepared for successful futures in college, careers, and the military.

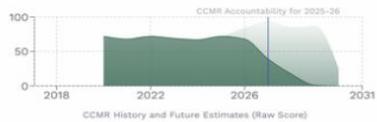
Navarro ISD: CCMR Indicator Attainment Report

Indicator	Seniors Class of 2026 (185 students)	Juniors Class of 2027 (189 students)	Sophomores Class of 2028 (193 students)	Freshmen Class of 2029 (220 students)	All Students (787 students)
CCMR Credit Met CCMR percentage for the Class of 2026	39% 94% 73-173 students Earned Credit	17% 85% 33-161 students Earned Credit	1% 87% 2-168 students Earned Credit	0% 25% 0-56 students Earned Credit	14% 71% 109-558 students Earned Credit
TSI Criteria Met TSI testing or college prep course credit requirements.	32% 72% 60-134 students Met Criteria	19% 16% 29-30 students Met Criteria	1% 1% 2 students Met Criteria	0% 0% 0 students Met Criteria	12% 21% 91-166 students Met Criteria
Passed TSI Testing Met testing requirements for the TSI1, TSI2, SAT, or ACT	28% 28% 51 students Passed Tests	15% 16% 29-30 students Passed Tests	1% 1% 2 students Passed Tests	0% 0% 0 students Passed Tests	10% 11% 82-83 students Passed Tests
AP/IB Examination Met criterion score on an AP/IB exam in any subject	13% 18% 24-34 students Met Criteria	3% 22% 5-41 students Met Criteria	0% 8% 0-15 students Met Criteria	0% 0% 0-14 students Met Criteria	4% 13% 29-104 students Met Criteria
Dual Course Credits Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	3% 21% 6-39 students Earned Credit	4% 17% 7-33 students Earned Credit	0% 4% 0-8 students Earned Credit	0% 0% 0 students Earned Credit	2% 10% 13-80 students Earned Credit
Industry-Based Certifications Earned an industry-based certification from the approved list with graduation year CTE coursework requirements	12% 70% 22-130 students Earned IBC	0% 71% 0-135 students Earned IBC	0% 74% 0-142 students Earned IBC	0% 1% 0-3 students Earned IBC	3% 52% 22-410 students Earned IBC
Level I or Level II Certificate Earned a level I or level II certificate in any workforce education area	0% 0% 0 students Earned Certificate	0% 0% 0 students Earned Certificate	0% 0% 0 students Earned Certificate	0% 0% 0 students Earned Certificate	0% 0% 0 students Earned Certificate
Associate's Degree Earned an associate's degree while in high school	0% 0% 0 students Earned Degree	0% 0% 0 students Earned Degree	0% 0% 0 students Earned Degree	0% 0% 0 students Earned Degree	0% 0% 0 students Earned Degree
OnRamps Dual Enrollment Course Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	1% 1% 1 student Completed	0% 0% 0 students Completed	0% 0% 0 students Completed	0% 0% 0 students Completed	0% 0% 1 student Completed
Graduate with Completed IEP Received graduation type code of 04, 05, 54, or 55	0% 2% 0 students	0% 0% 0 students	0% 0% 0 students	0% 0% 0 students	0% 0% 0 students

Navarro ISD: CCMR Data Center



2025-26 School Year Students



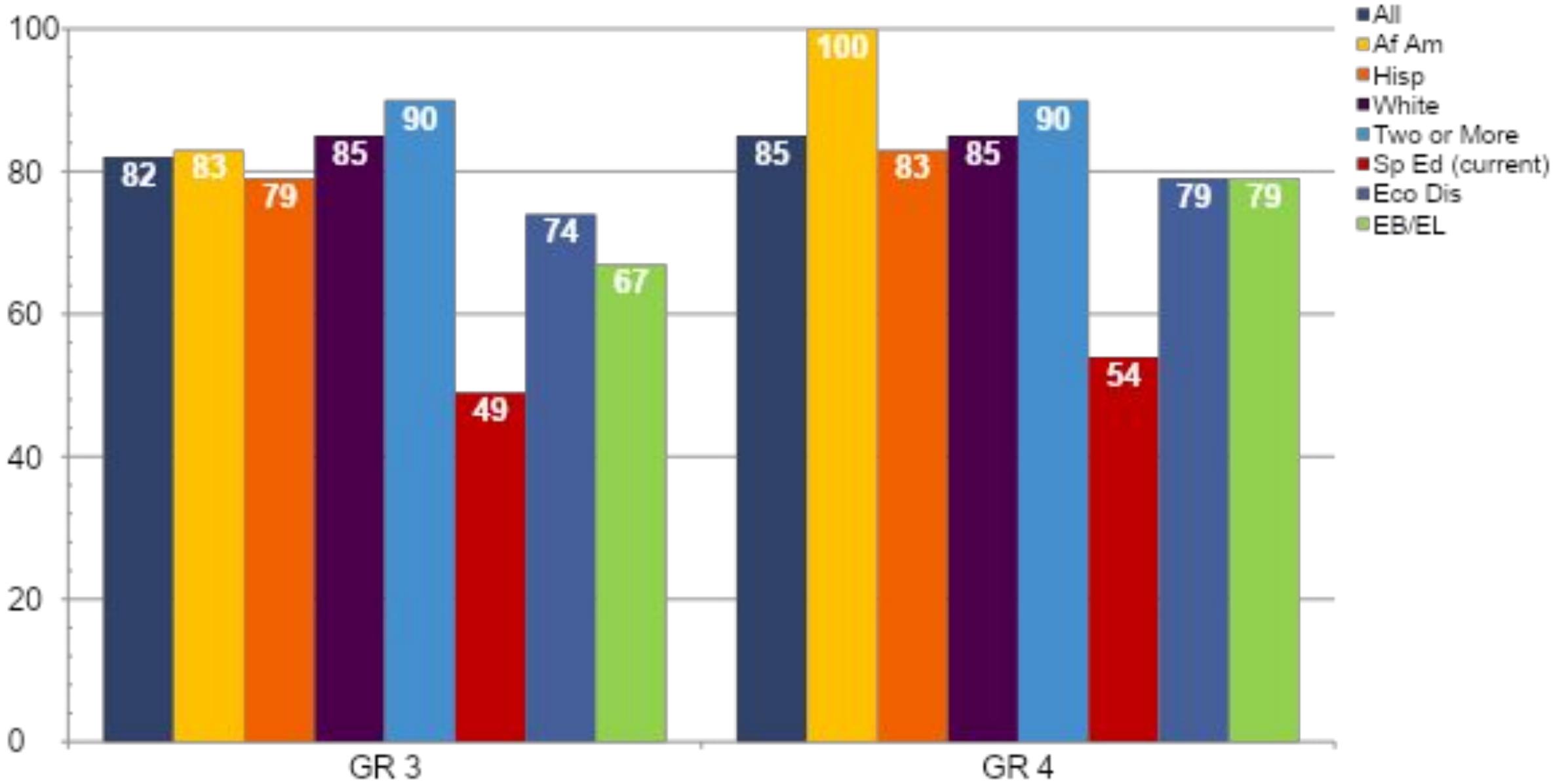
House Bill 3 Goals College, Career and Military Readiness

2028 Goal = 95%

Projection for Class of 2026 = 90%

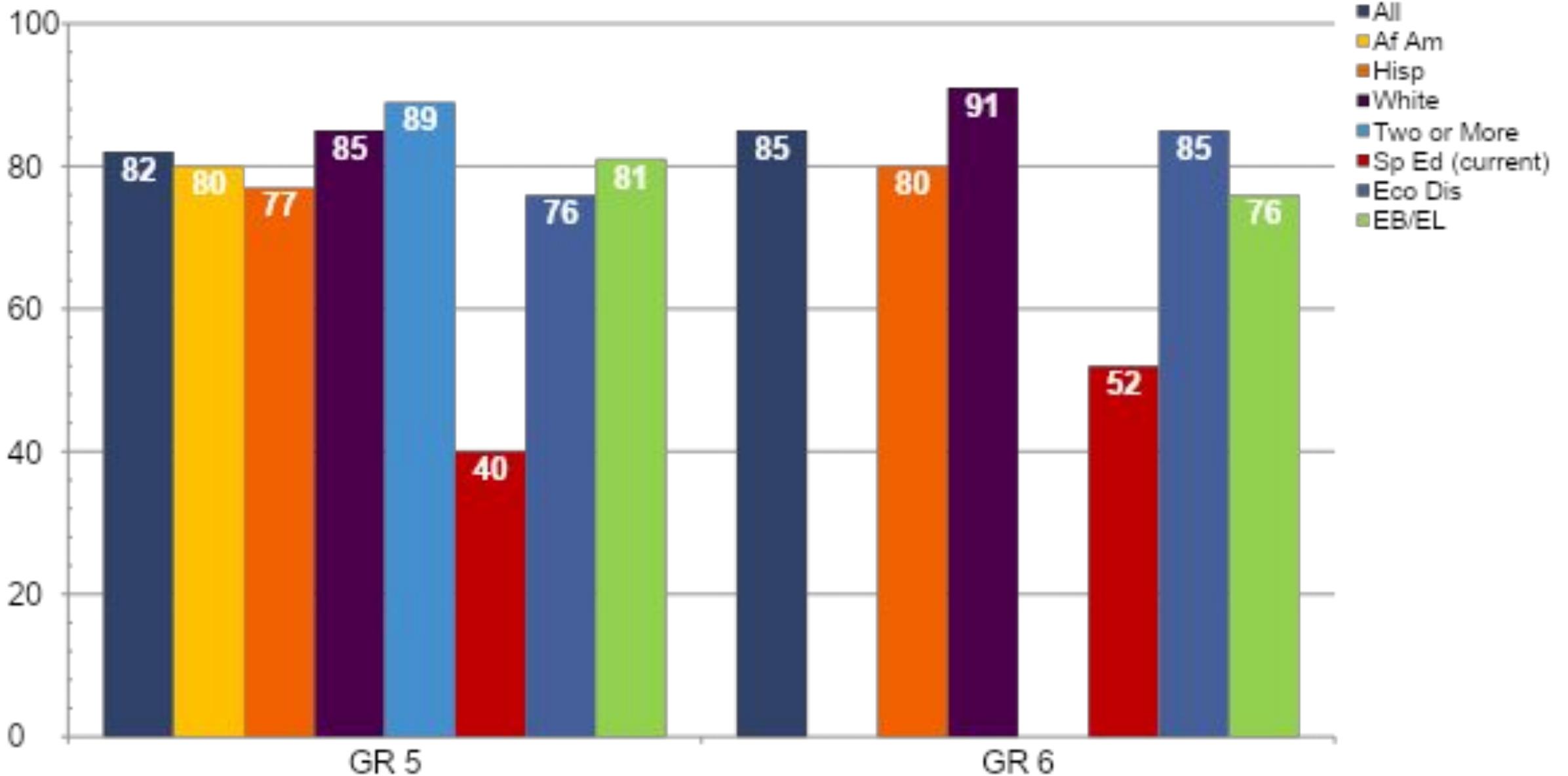
2025 STAAR 3-8 Reading Performance

Percent at Approaches Grade Level or Above



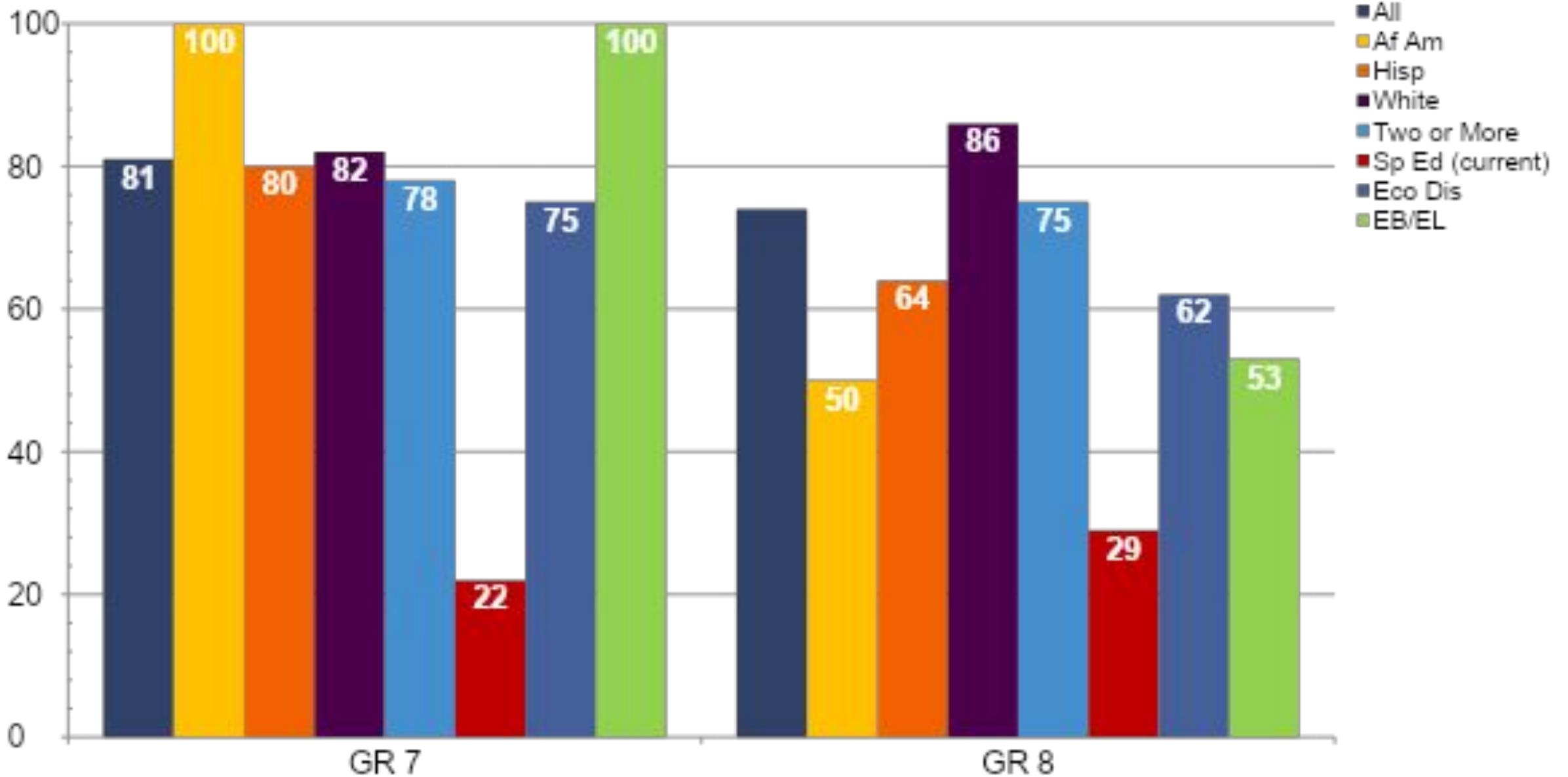
2025 STAAR 3-8 Reading Performance

Percent at Approaches Grade Level or Above

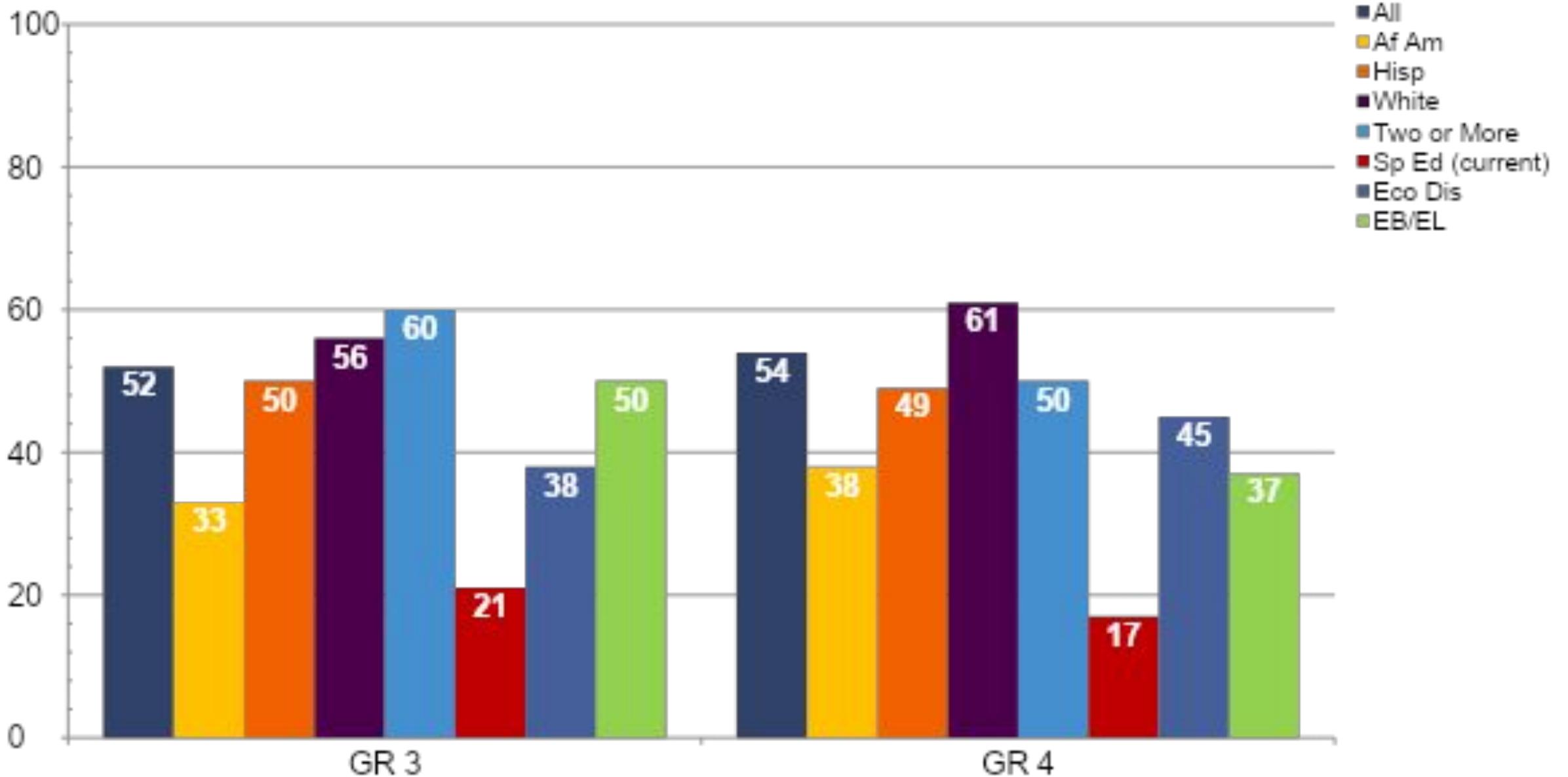


2025 STAAR 3-8 Reading Performance

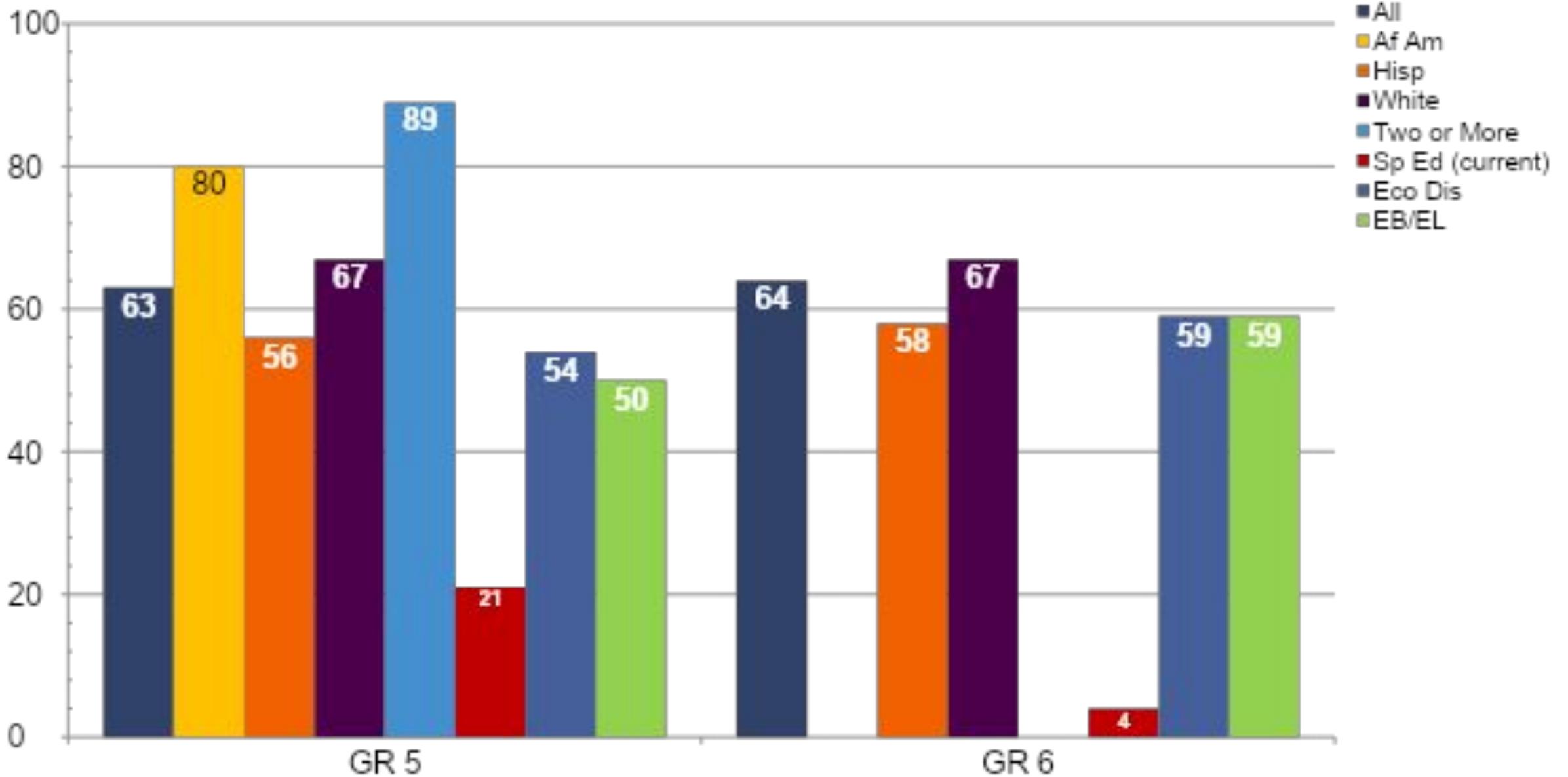
Percent at Approaches Grade Level or Above



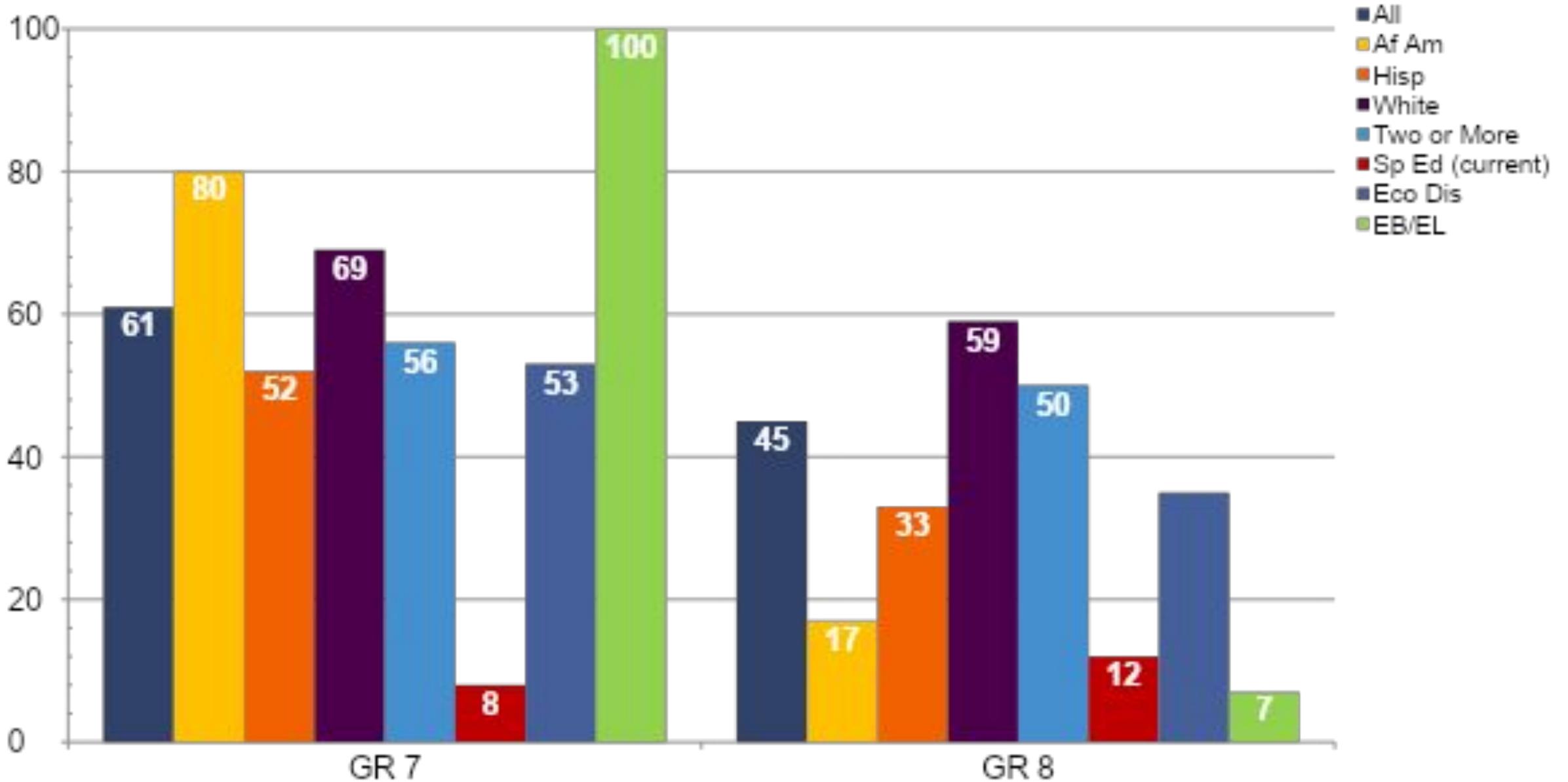
2024 STAAR 3-8 Reading Performance Percent at Meets Grade Level or Above



2024 STAAR 3-8 Reading Performance Percent at Meets Grade Level or Above

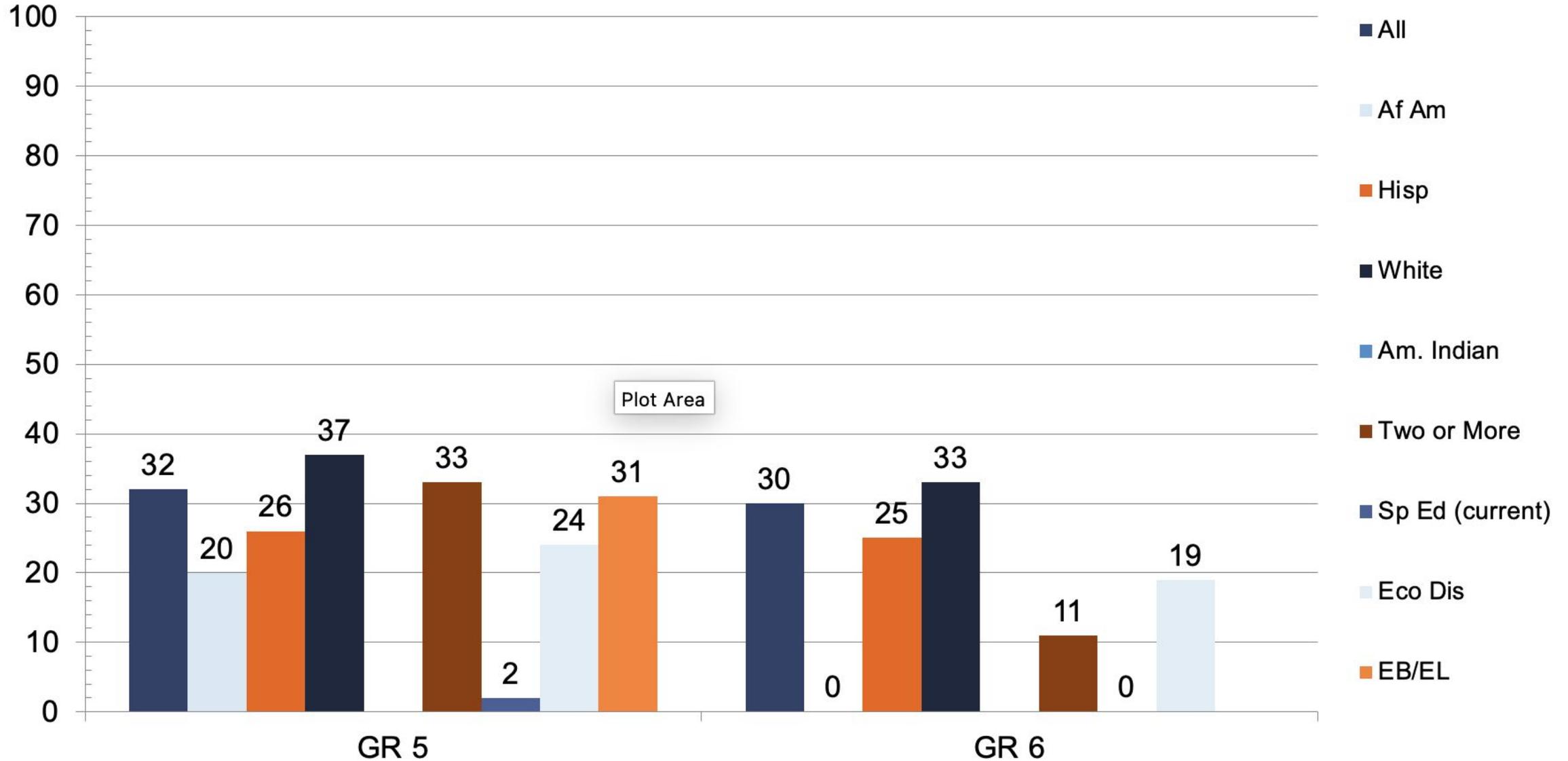


2024 STAAR 3-8 Reading Performance Percent at Meets Grade Level or Above



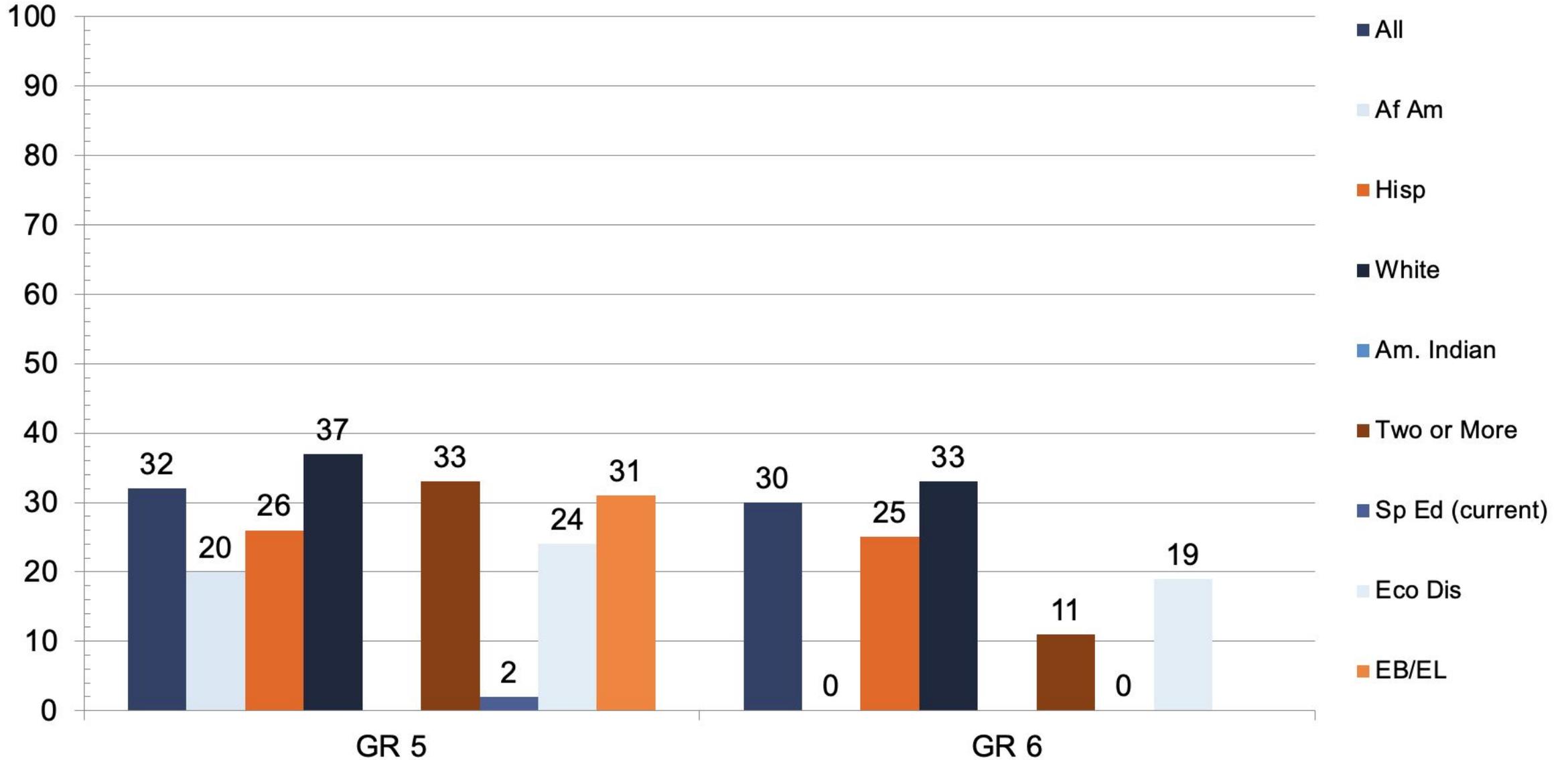
2024 STAAR 3-8 Reading Performance

Percent at Masters Grade Level or Above



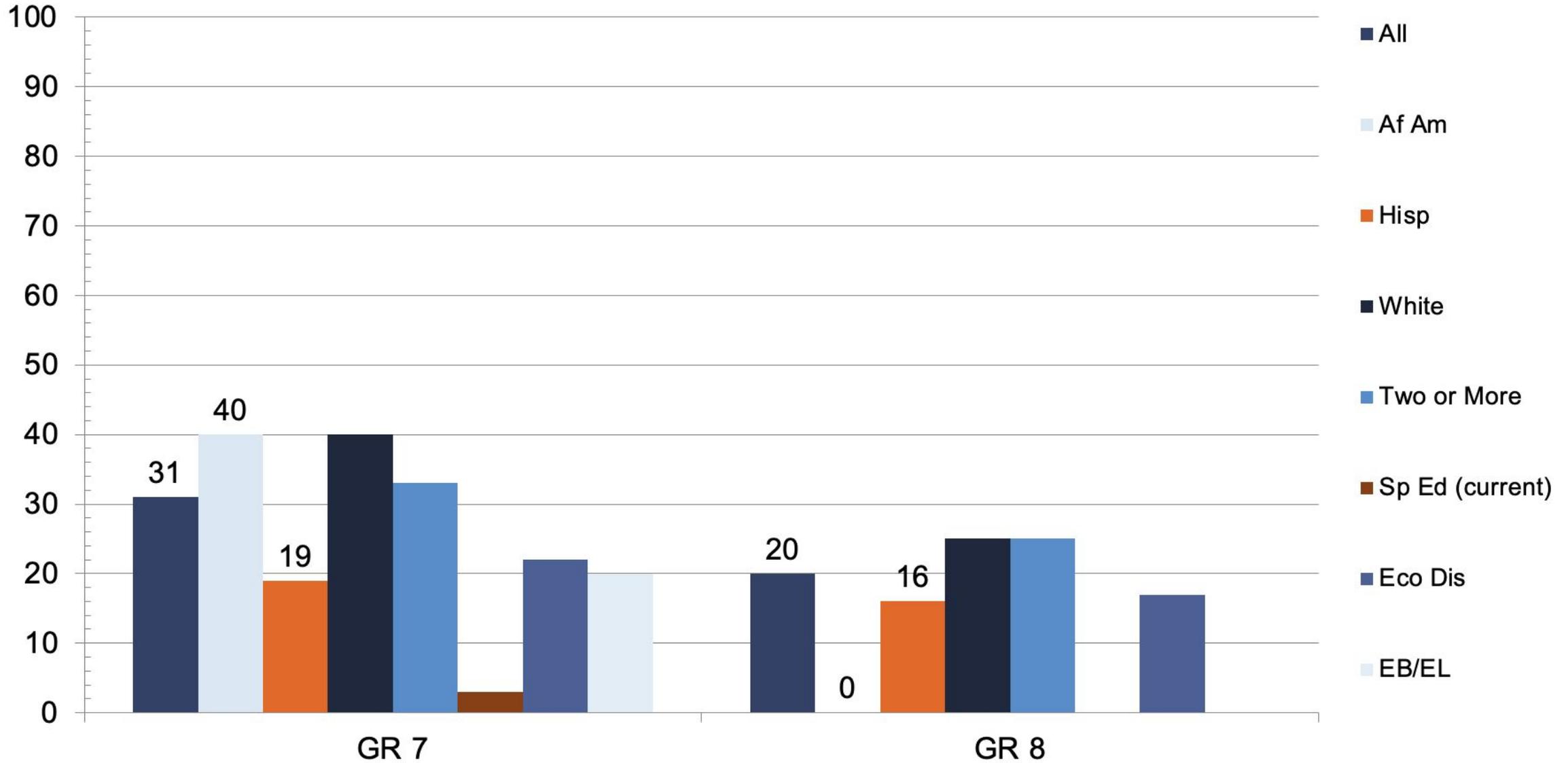
2024 STAAR 3-8 Reading Performance

Percent at Masters Grade Level or Above

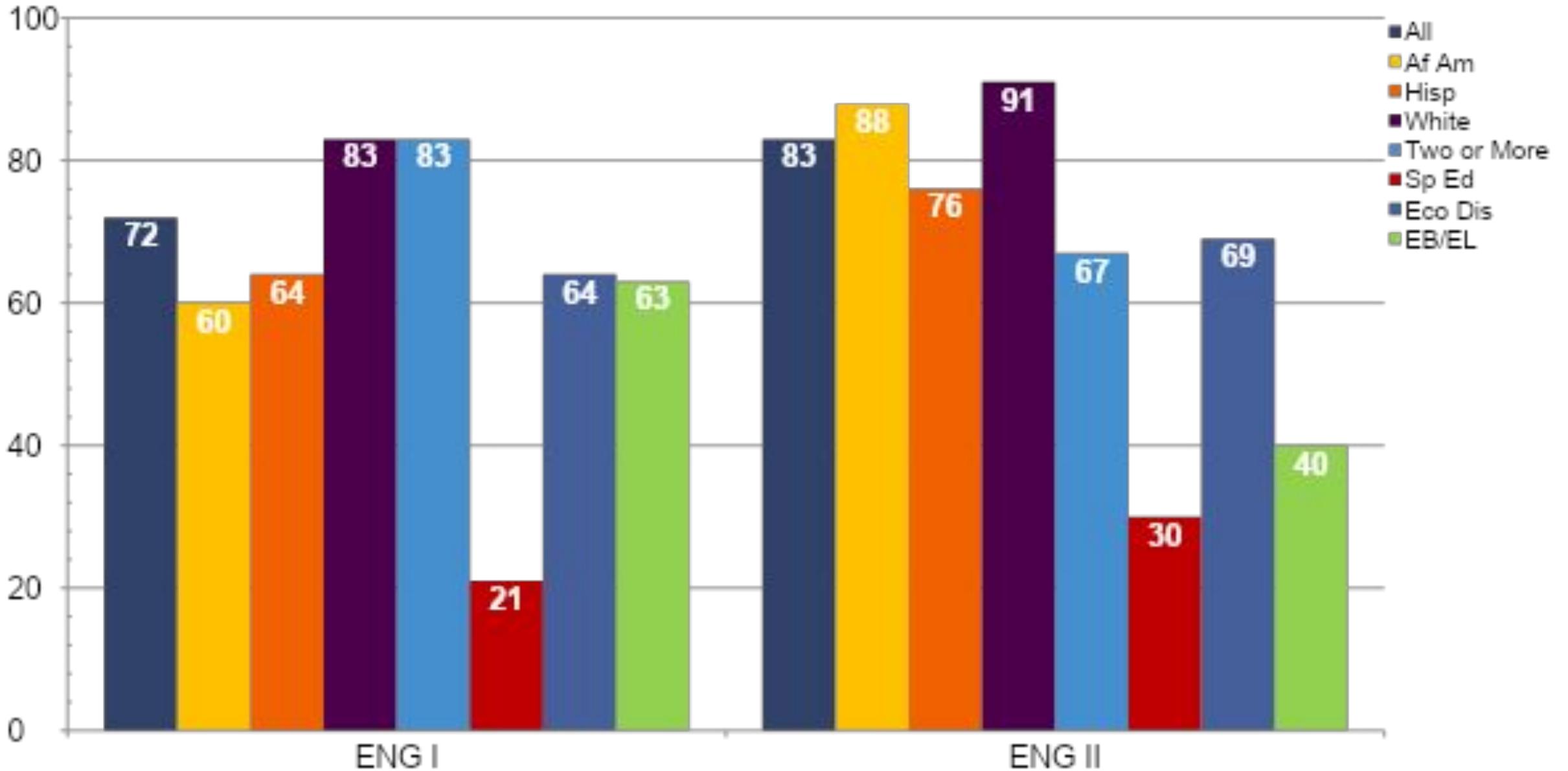


2024 STAAR 3-8 Reading Performance

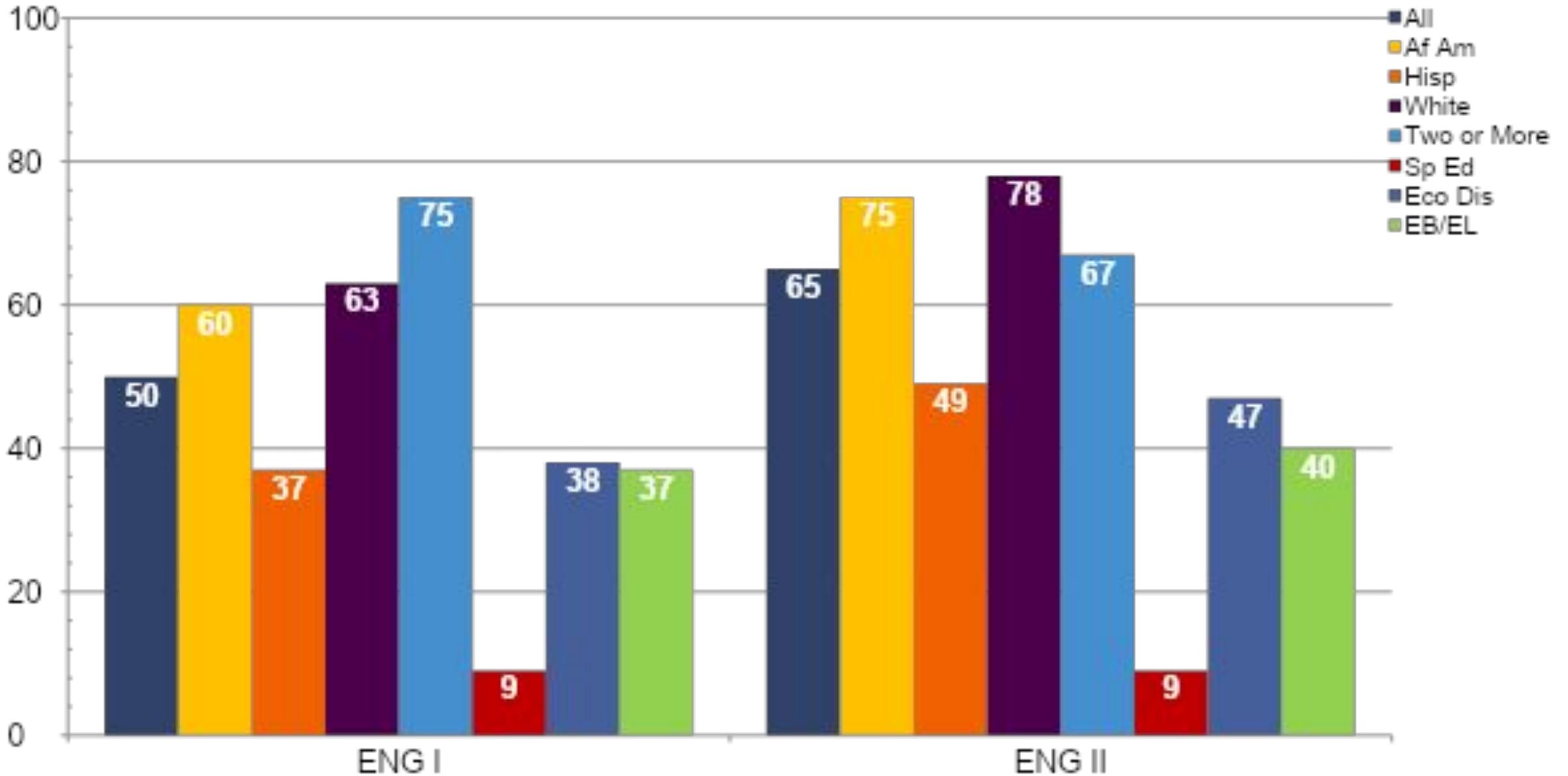
Percent at Masters Grade Level or Above



2025 STAAR End-of-Course: English Language Arts Percent at Approaches Grade Level or Above

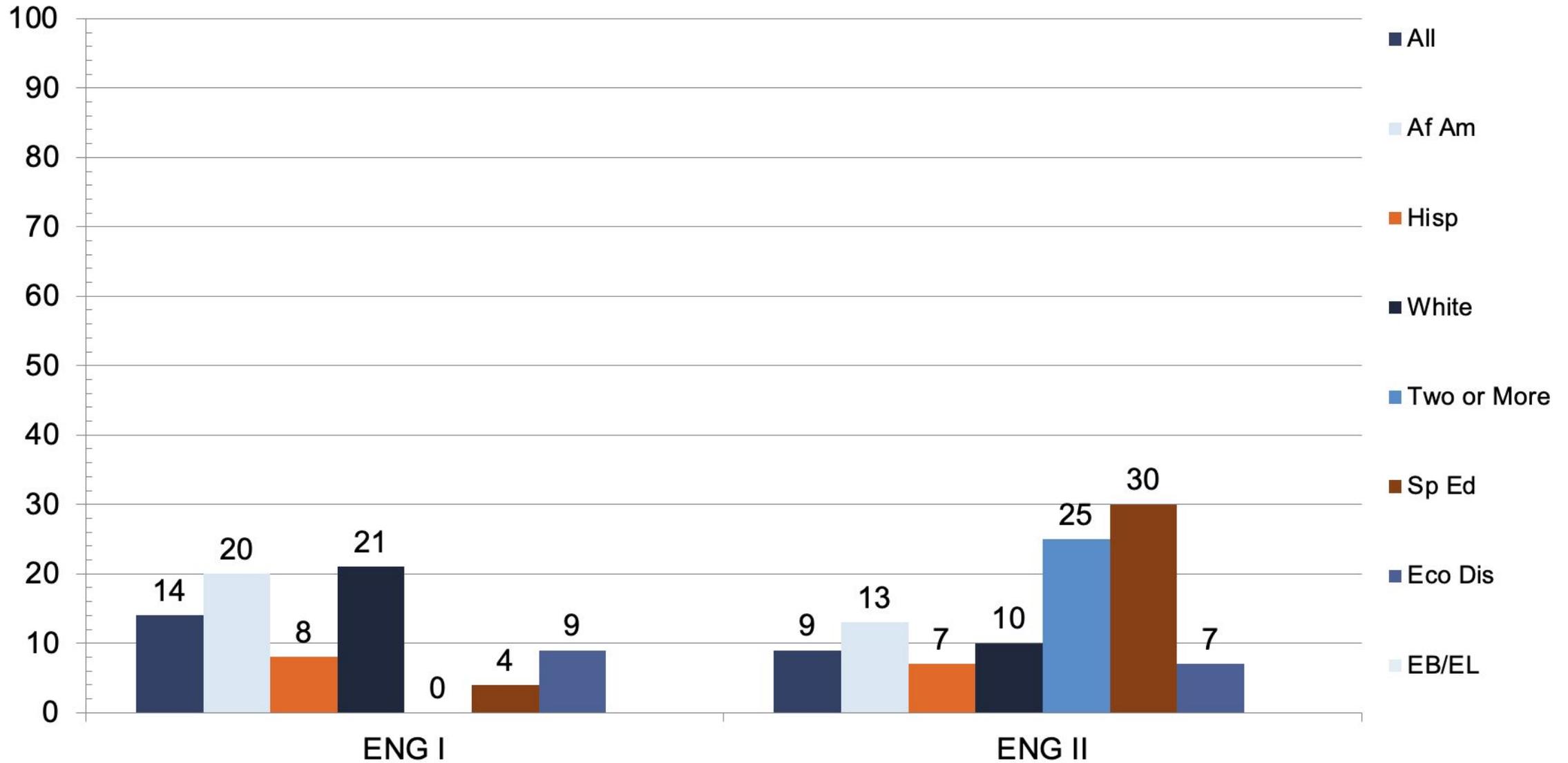


2025 STAAR End-of-Course: English Language Arts Percent at Meets Grade Level or Above



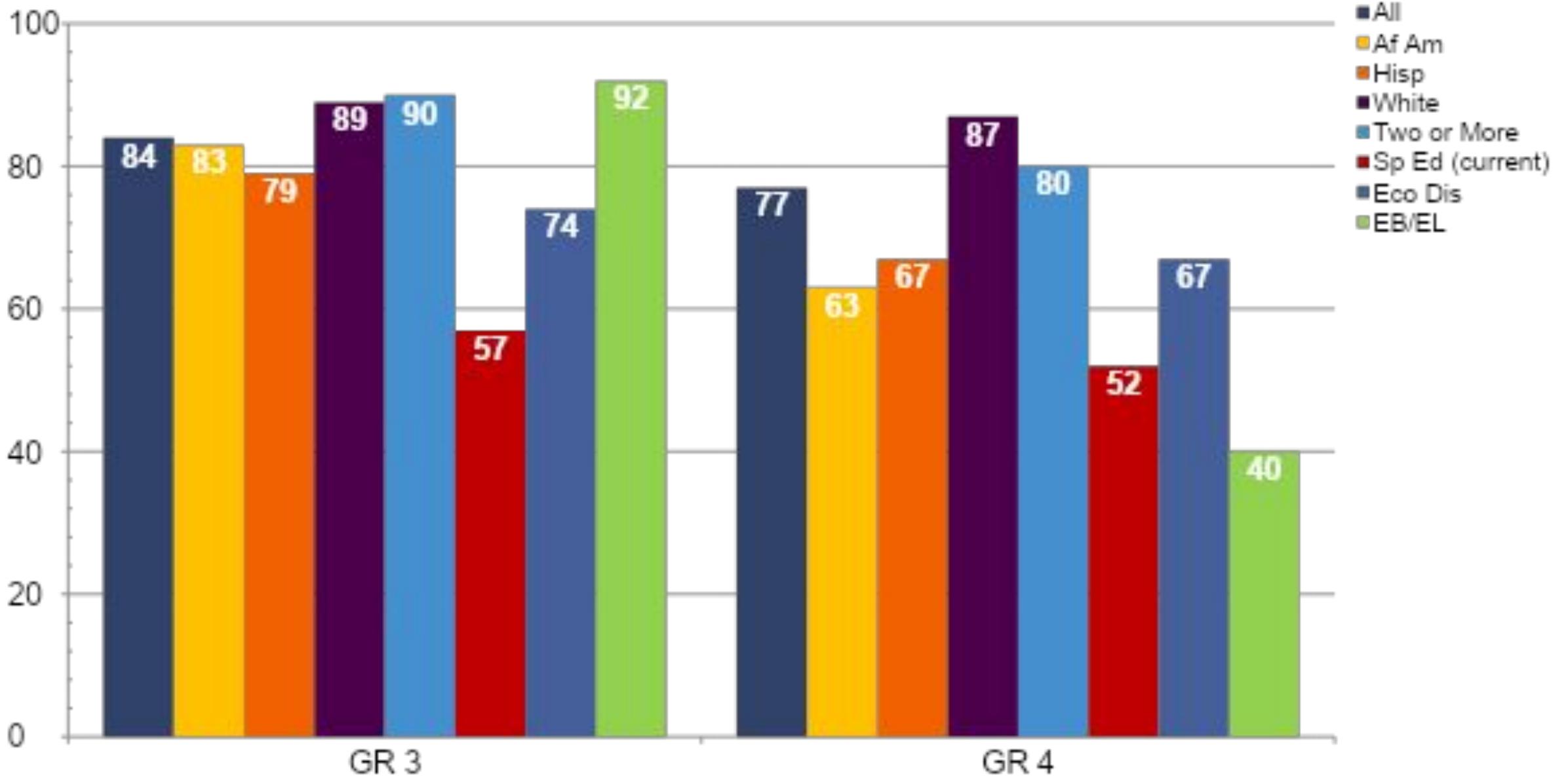
2025 STAAR End-of-Course: English Language Arts

Percent at Masters Grade Level or Above



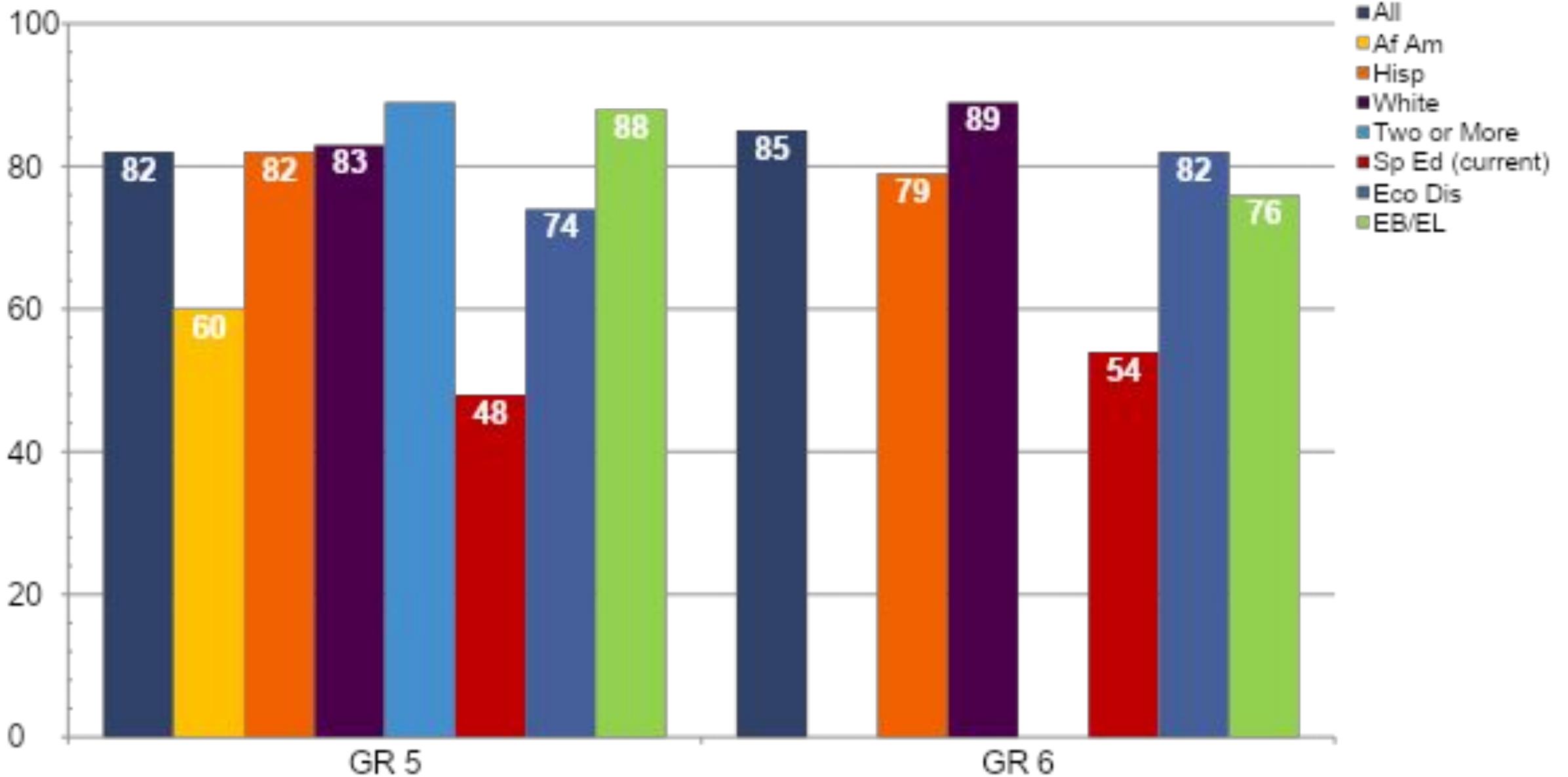
2025 STAAR 3-8 Math Performance

Percent at Approaches Grade Level or Above



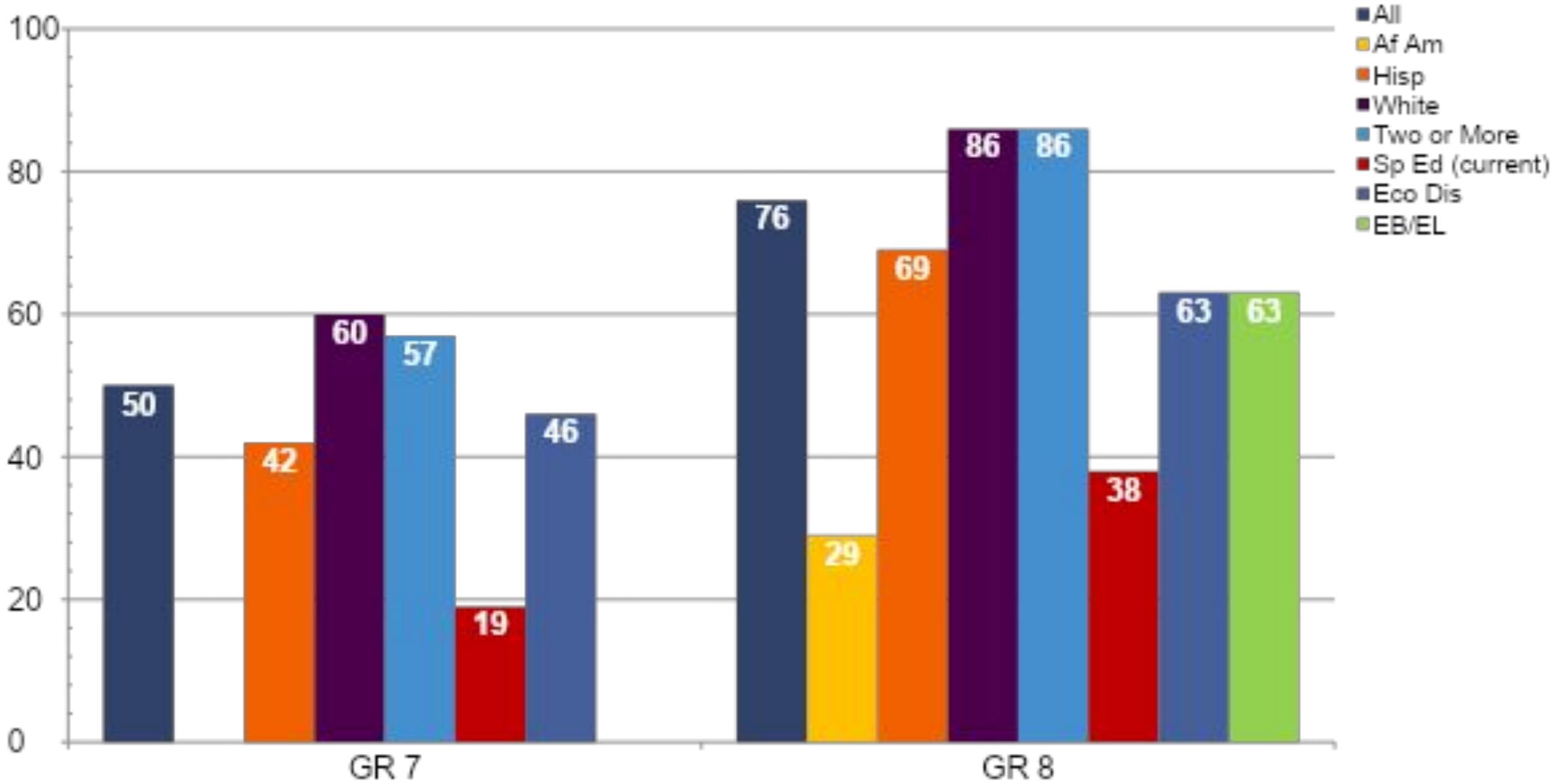
2025 STAAR 3-8 Math Performance

Percent at Approaches Grade Level or Above



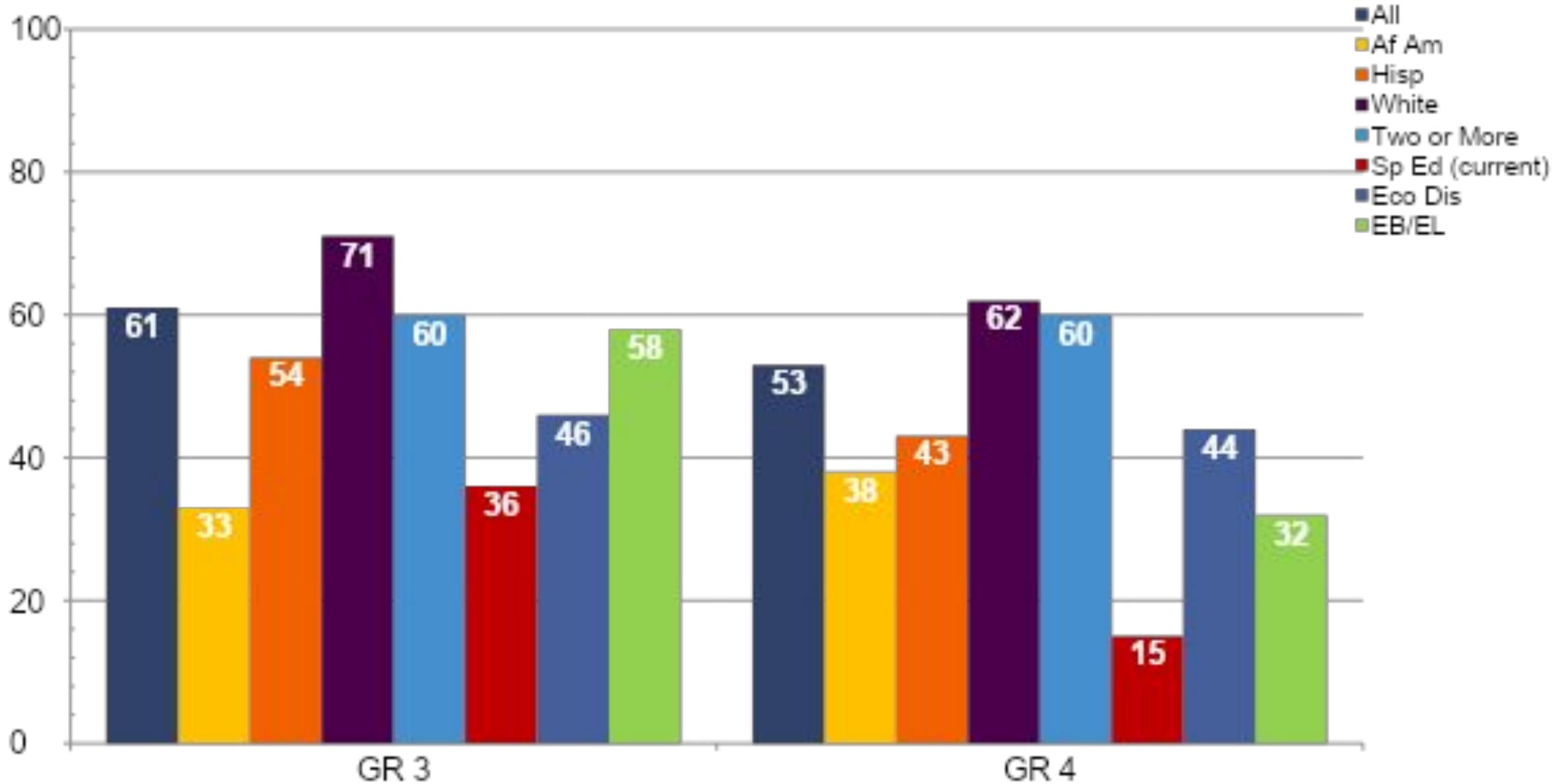
2025 STAAR 3-8 Math Performance

Percent at Approaches Grade Level or Above



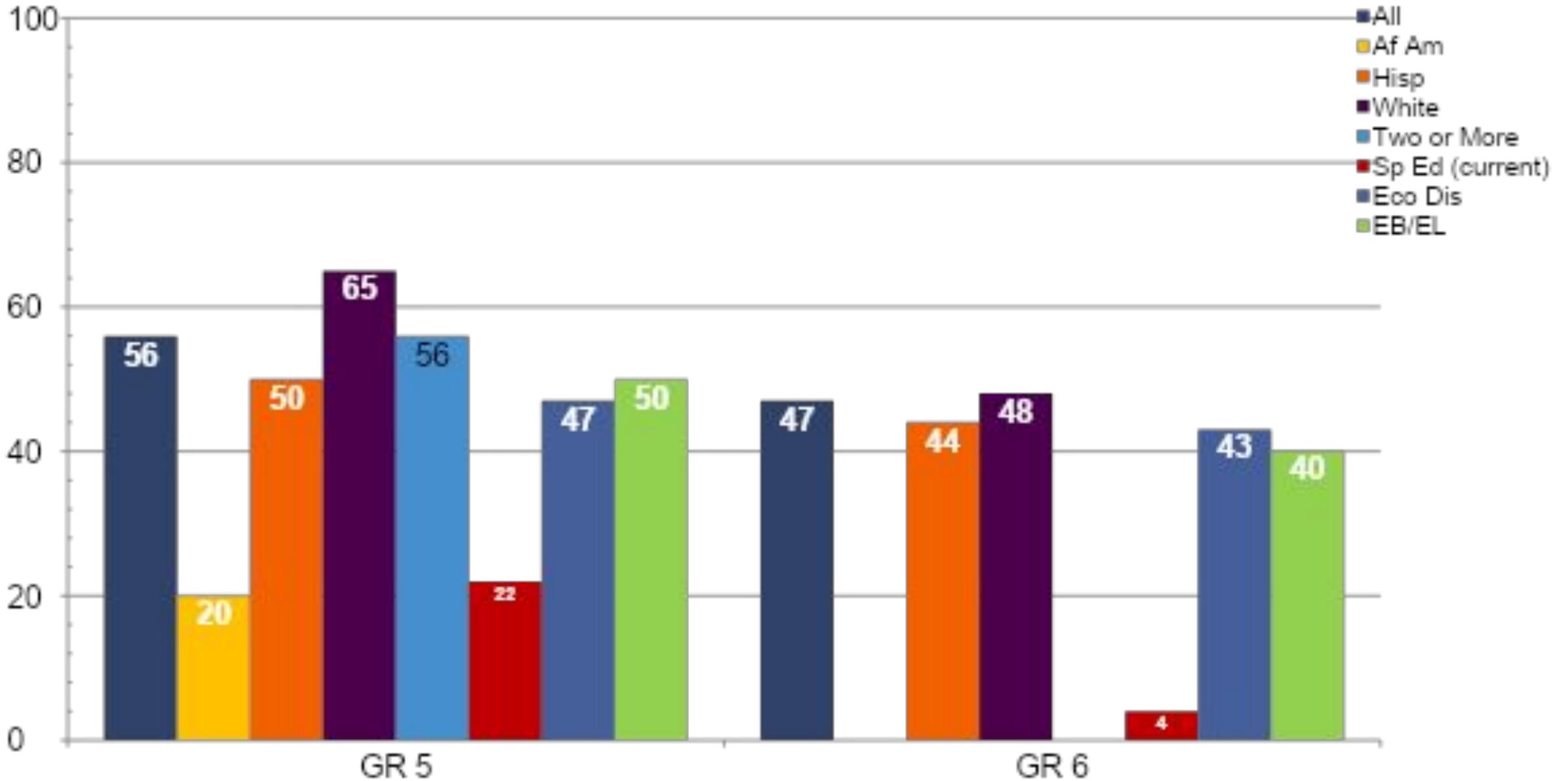
2025 STAAR 3-8 Math Performance

Percent at Meets Grade Level or Above



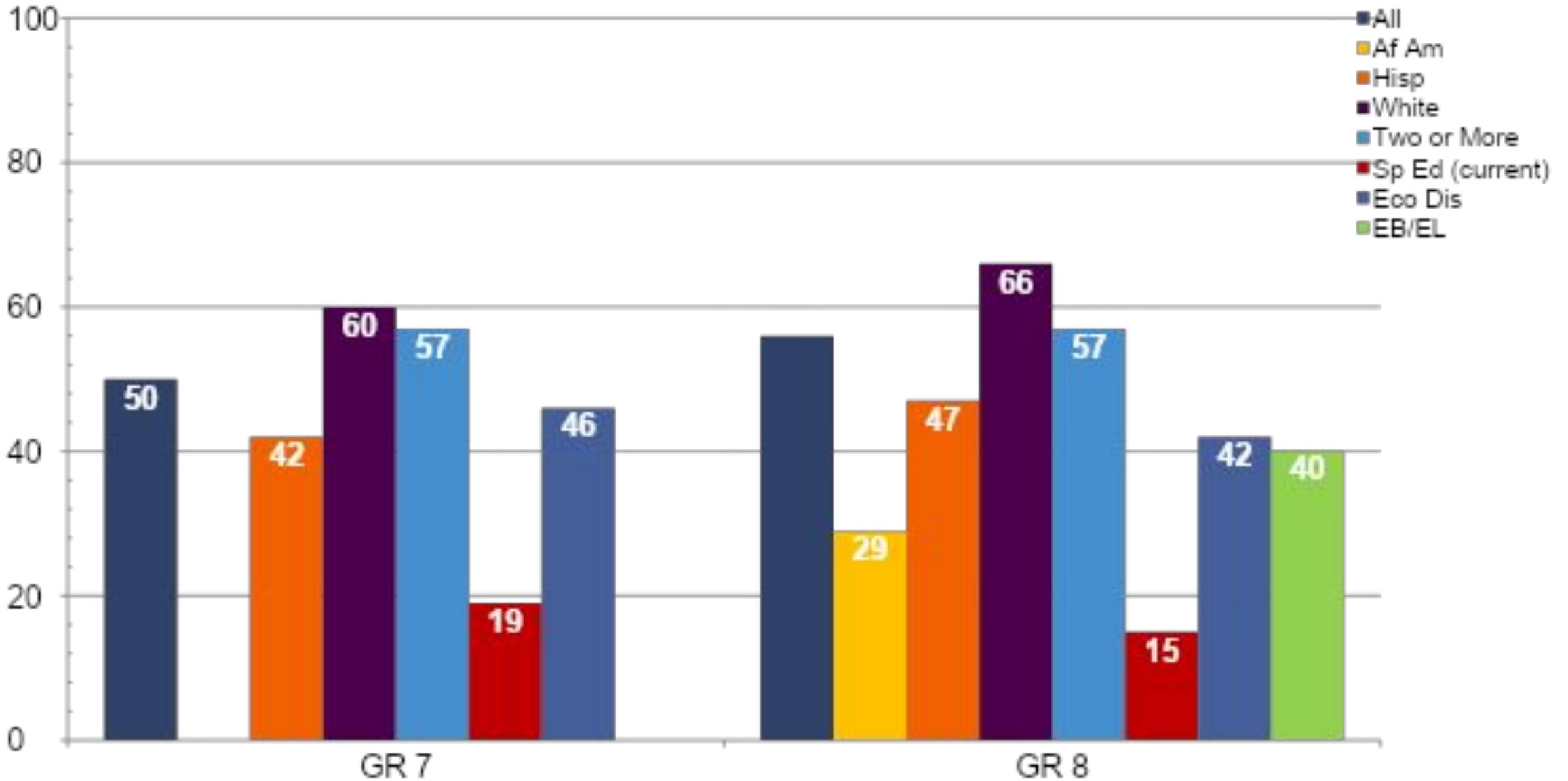
2025 STAAR 3-8 Math Performance

Percent at Meets Grade Level or Above



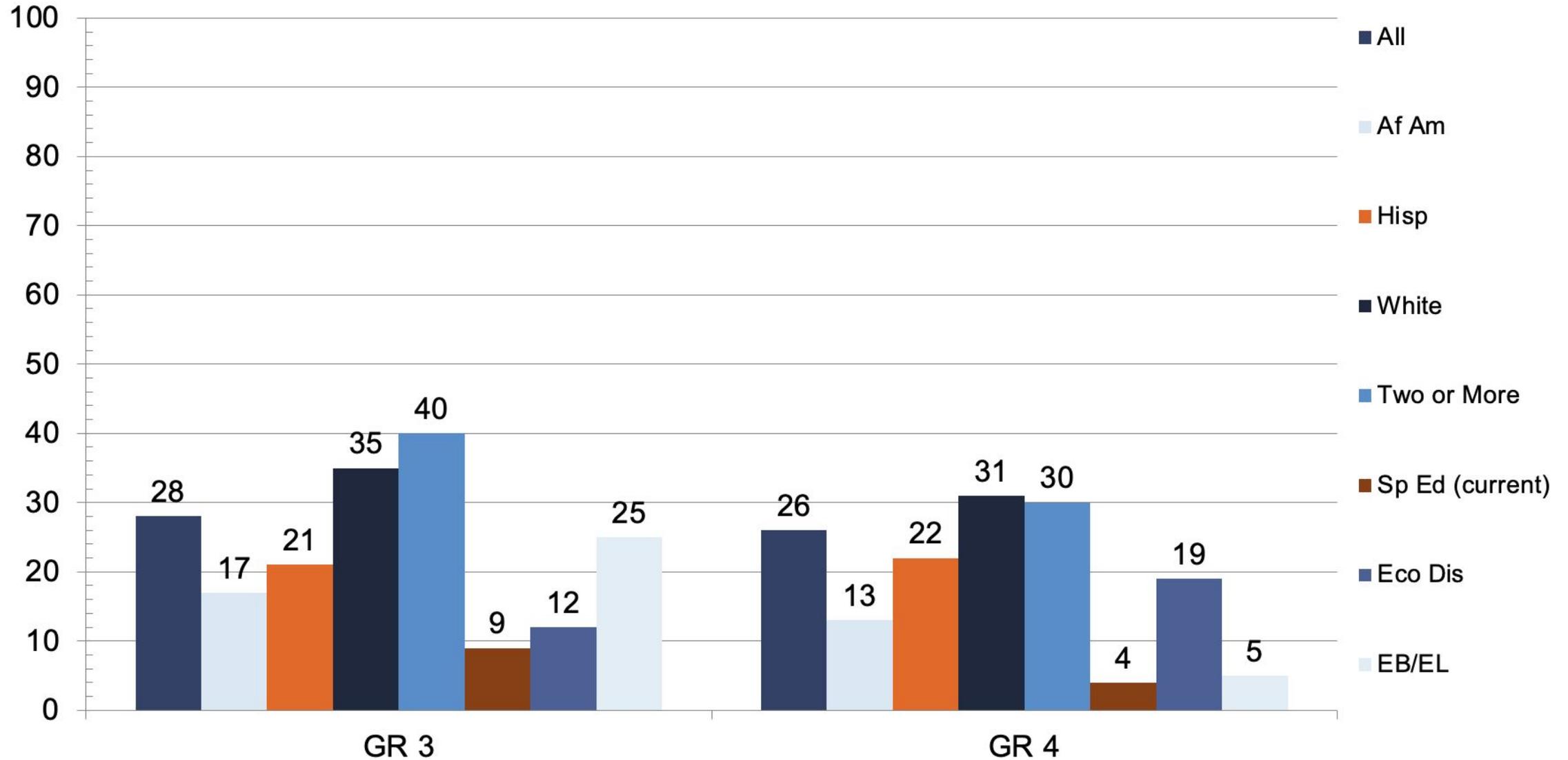
2025 STAAR 3-8 Math Performance

Percent at Meets Grade Level or Above



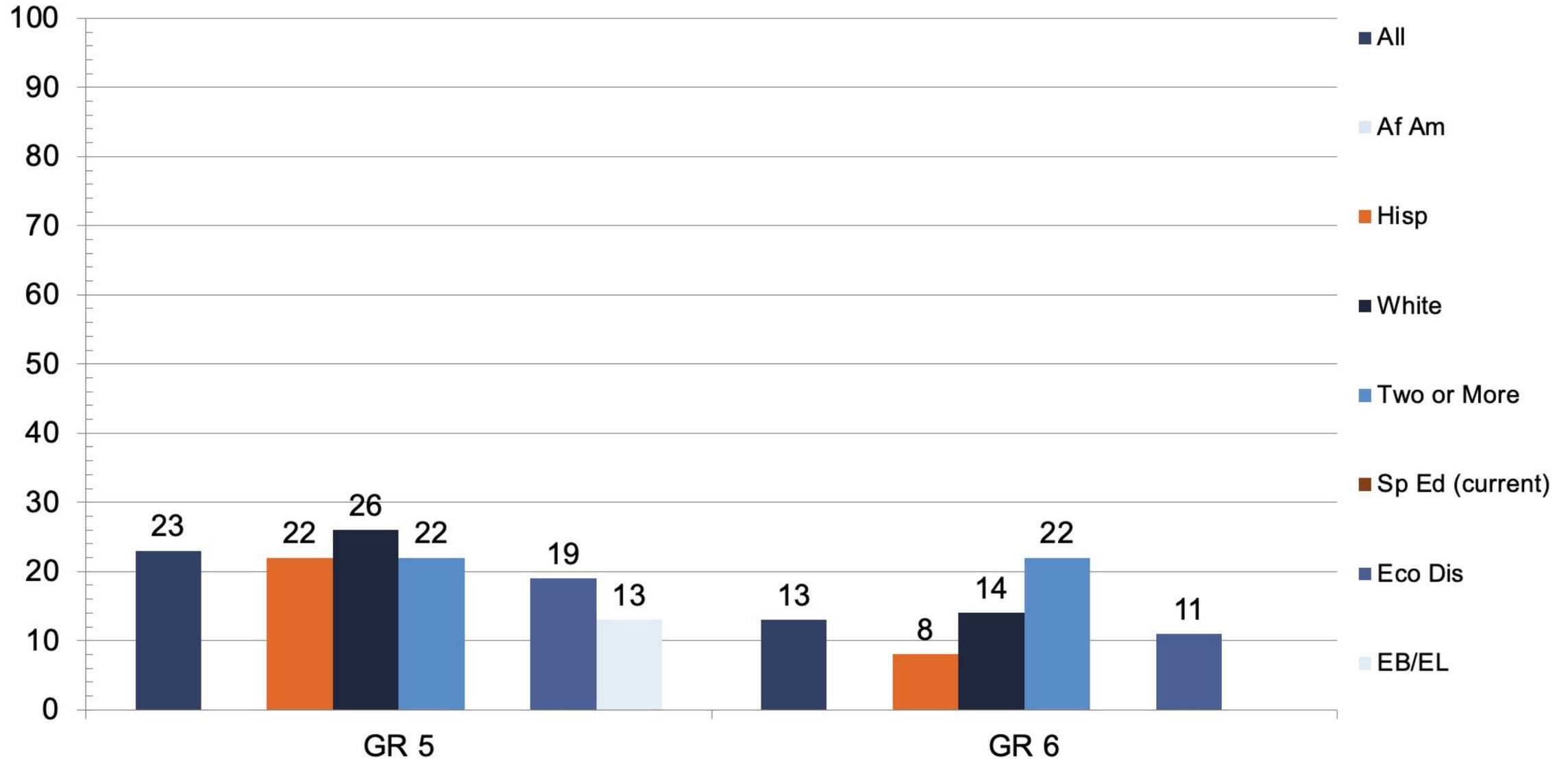
2025 STAAR 3-8 Math Performance

Percent at Masters Grade Level or Above



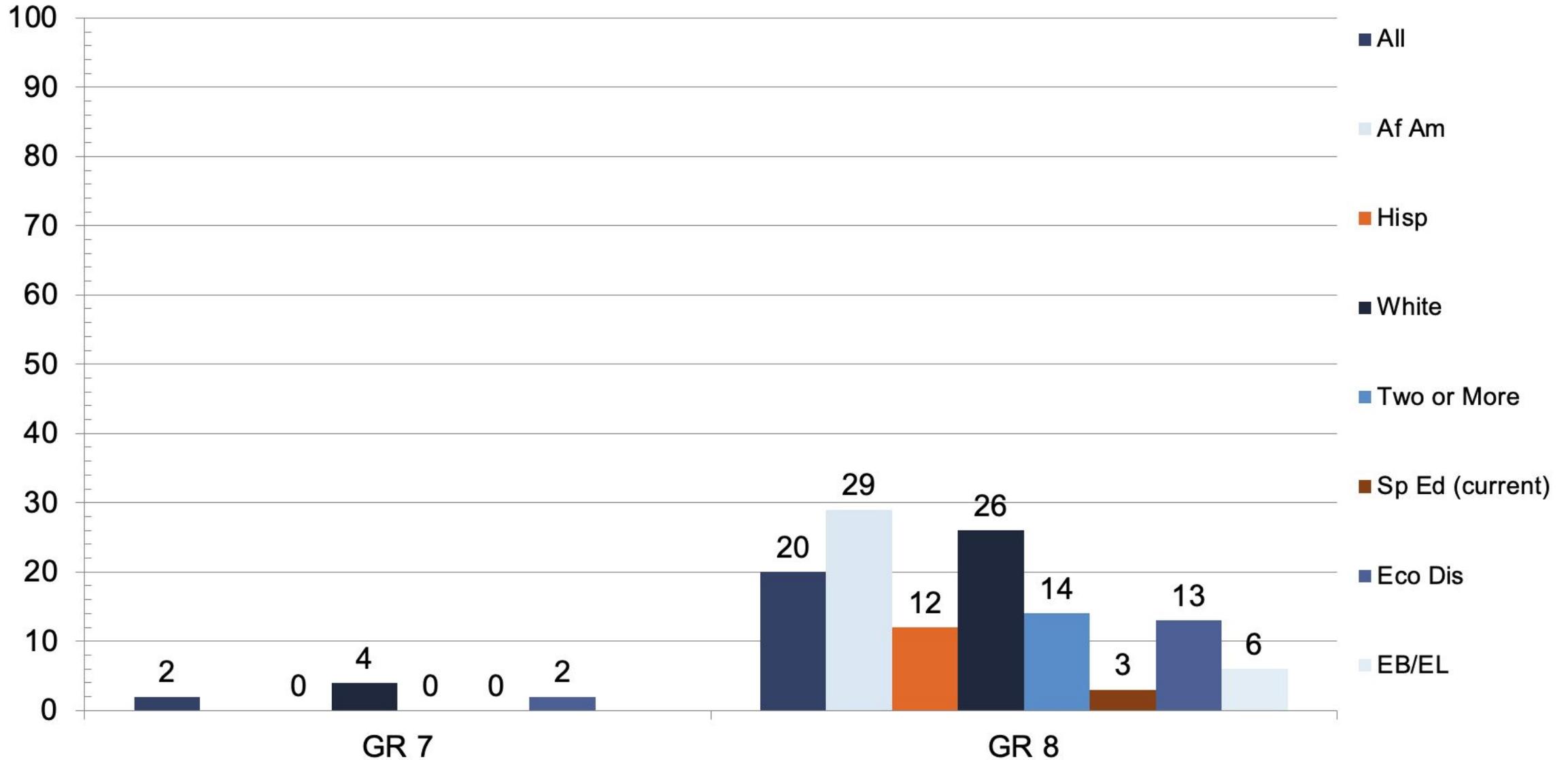
2025 STAAR 3-8 Math Performance

Percent at Masters Grade Level or Above



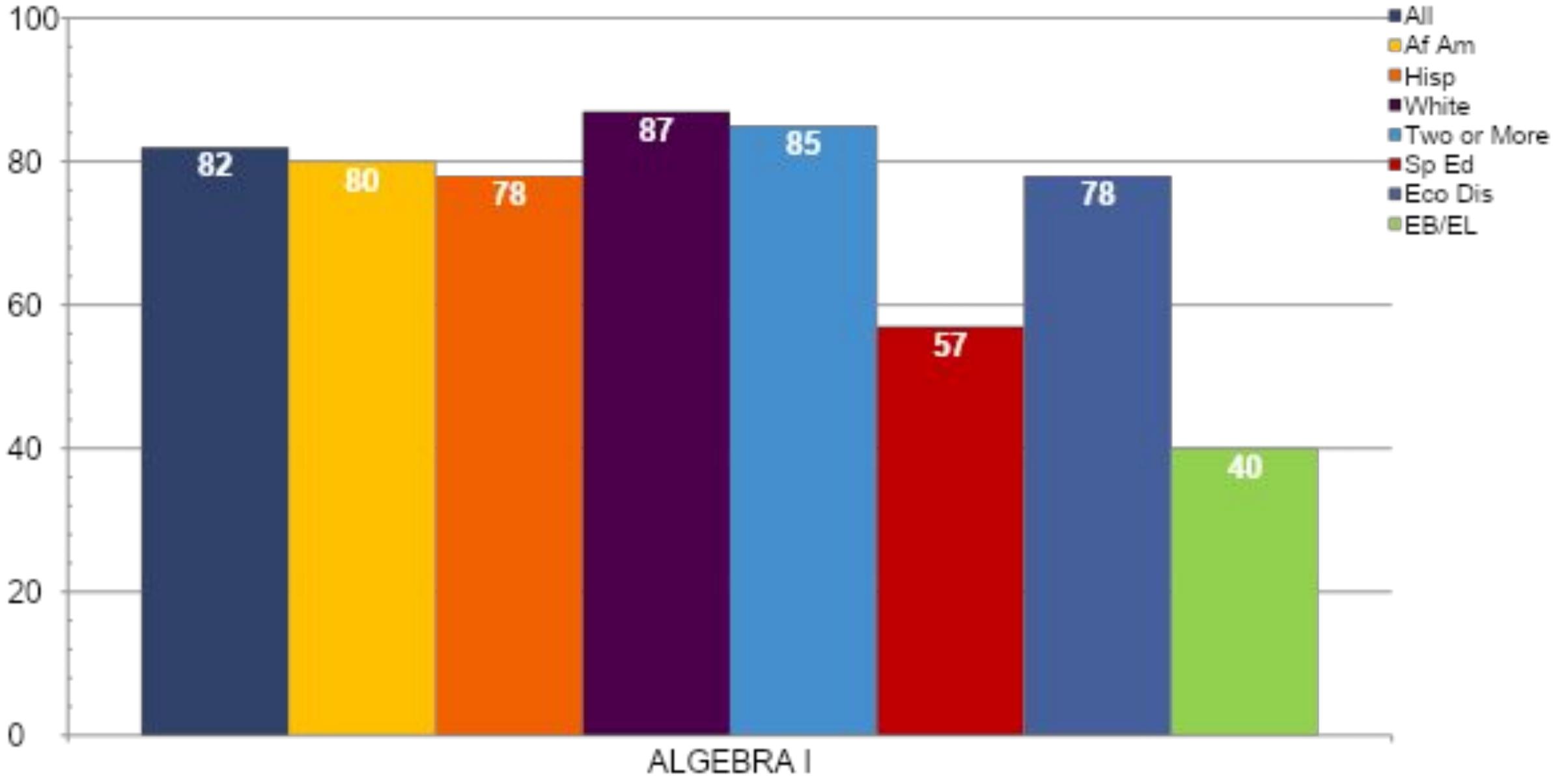
2025 STAAR 3-8 Math Performance

Percent at Masters Grade Level or Above



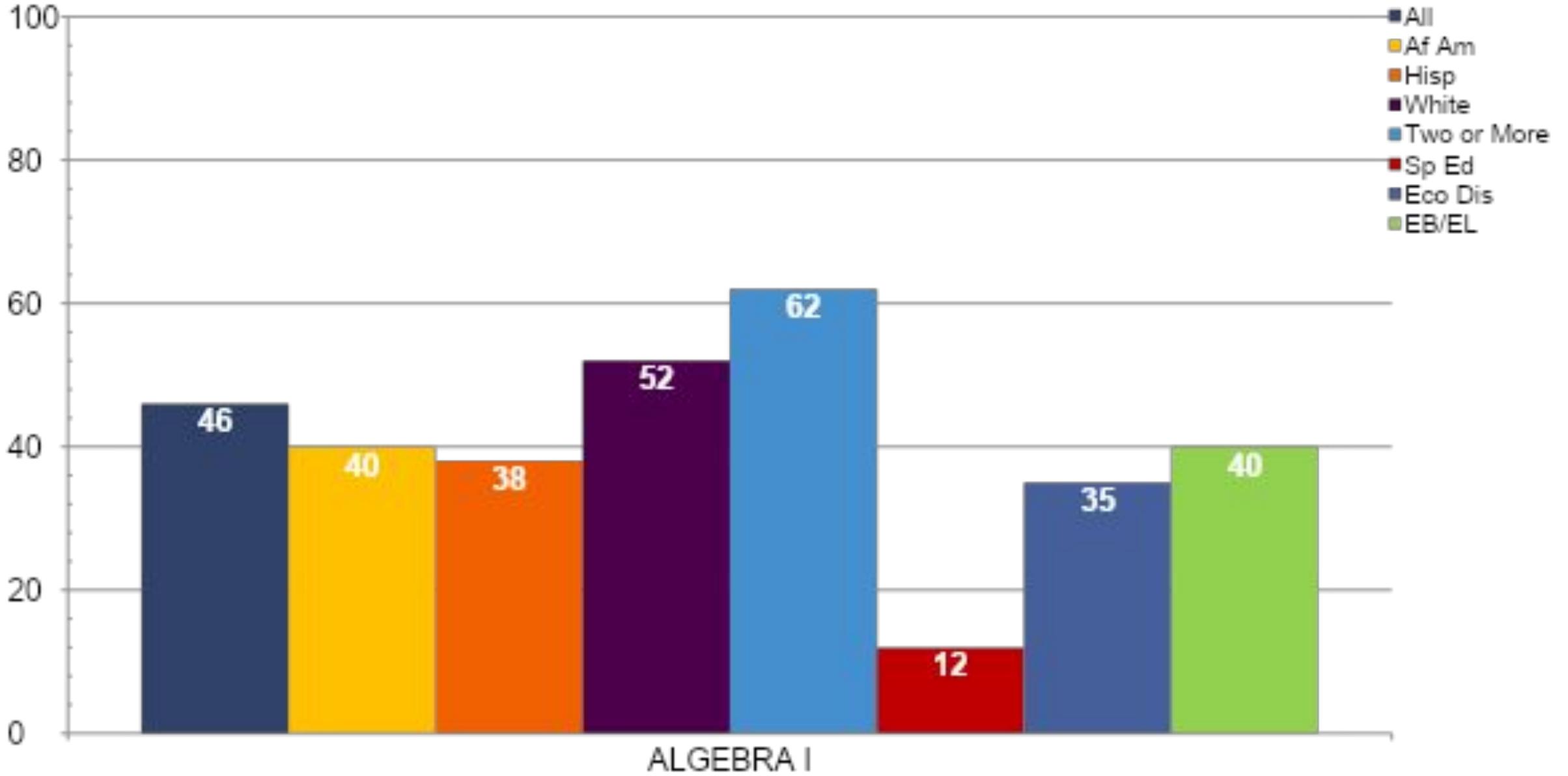
2025 STAAR End-of-Course: Mathematics

Percent at Approaches Grade Level or Above



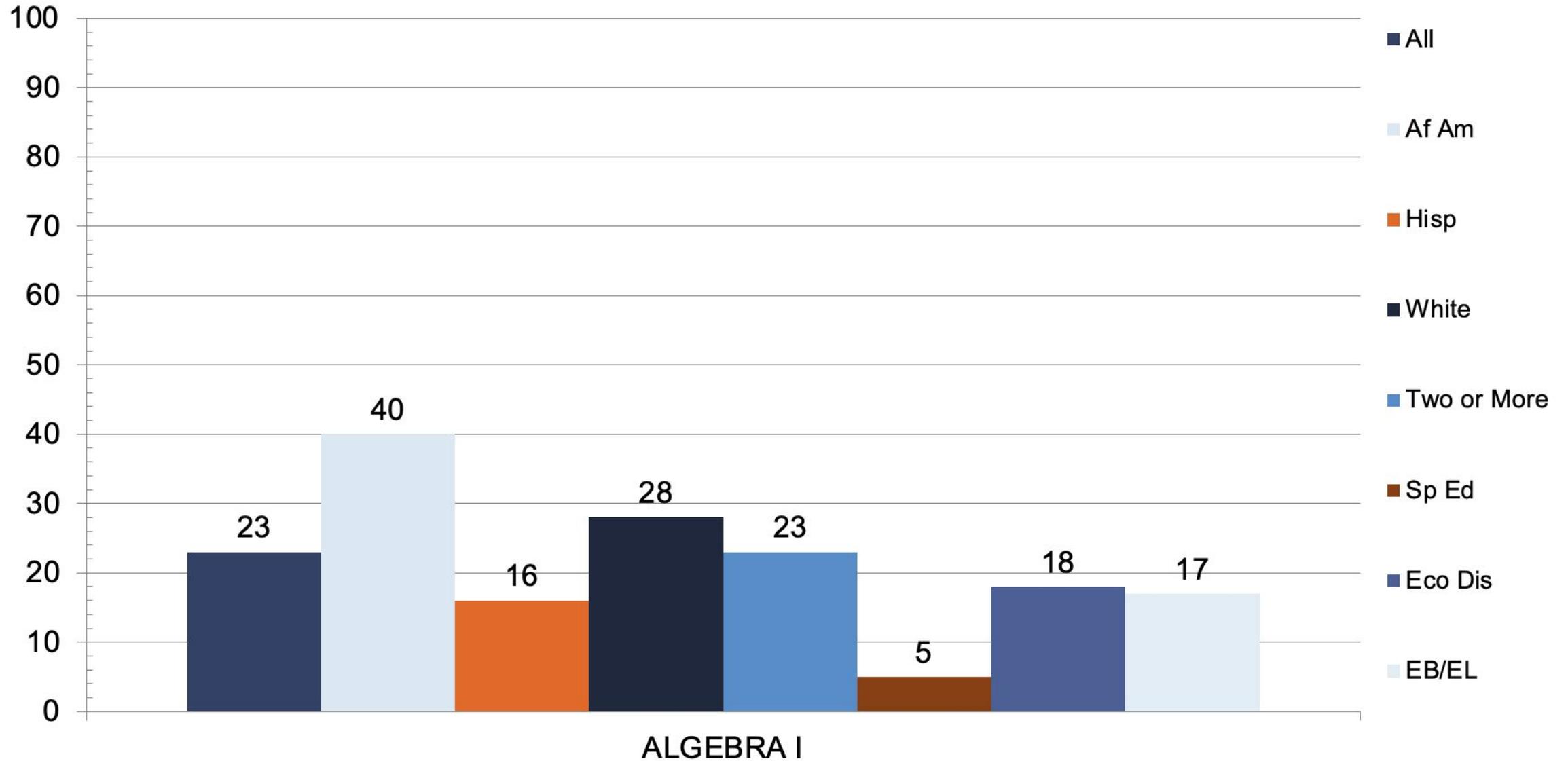
2025 STAAR End-of-Course: Mathematics

Percent at Meets Grade Level or Above



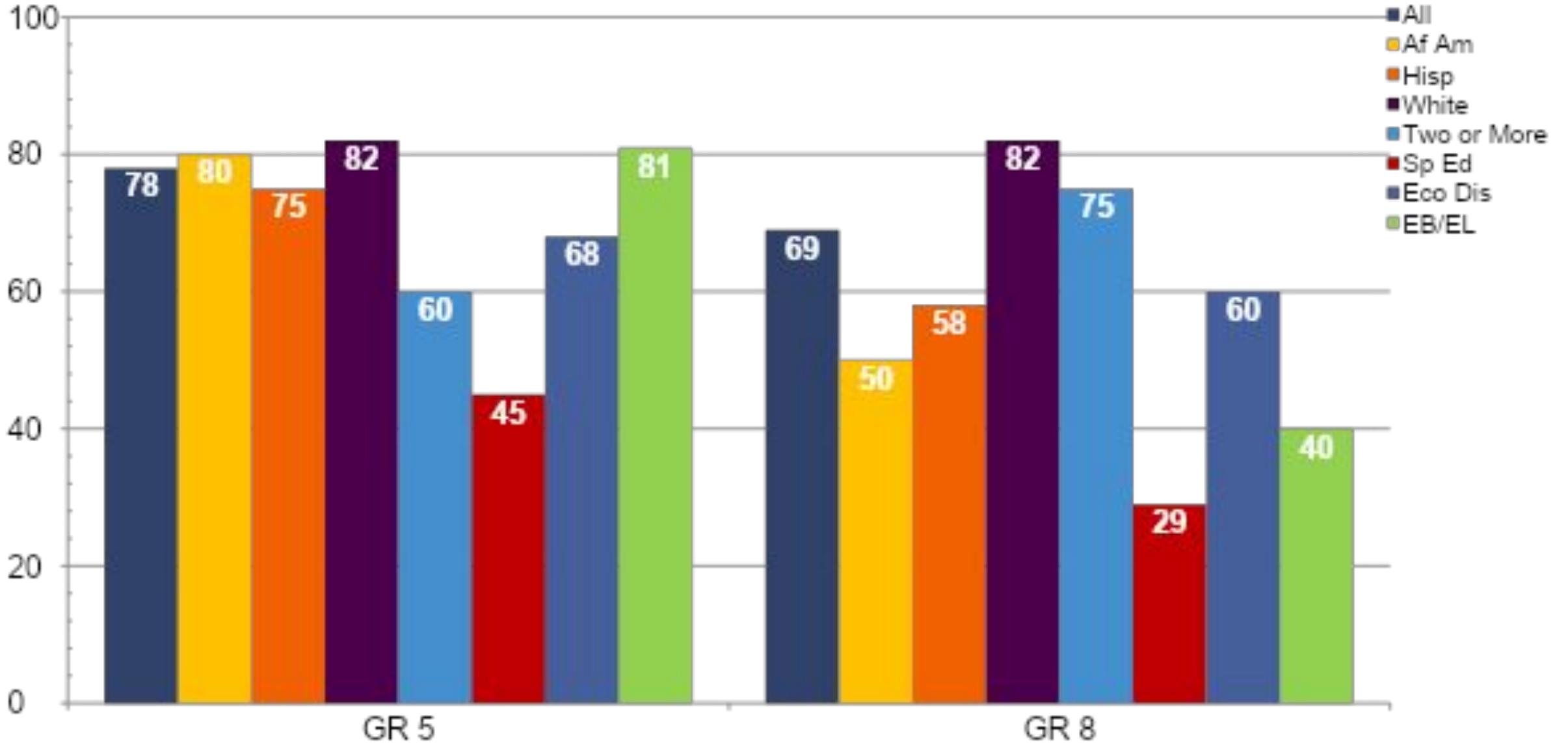
2025 STAAR End-of-Course: Mathematics

Percent at Masters Grade Level or Above



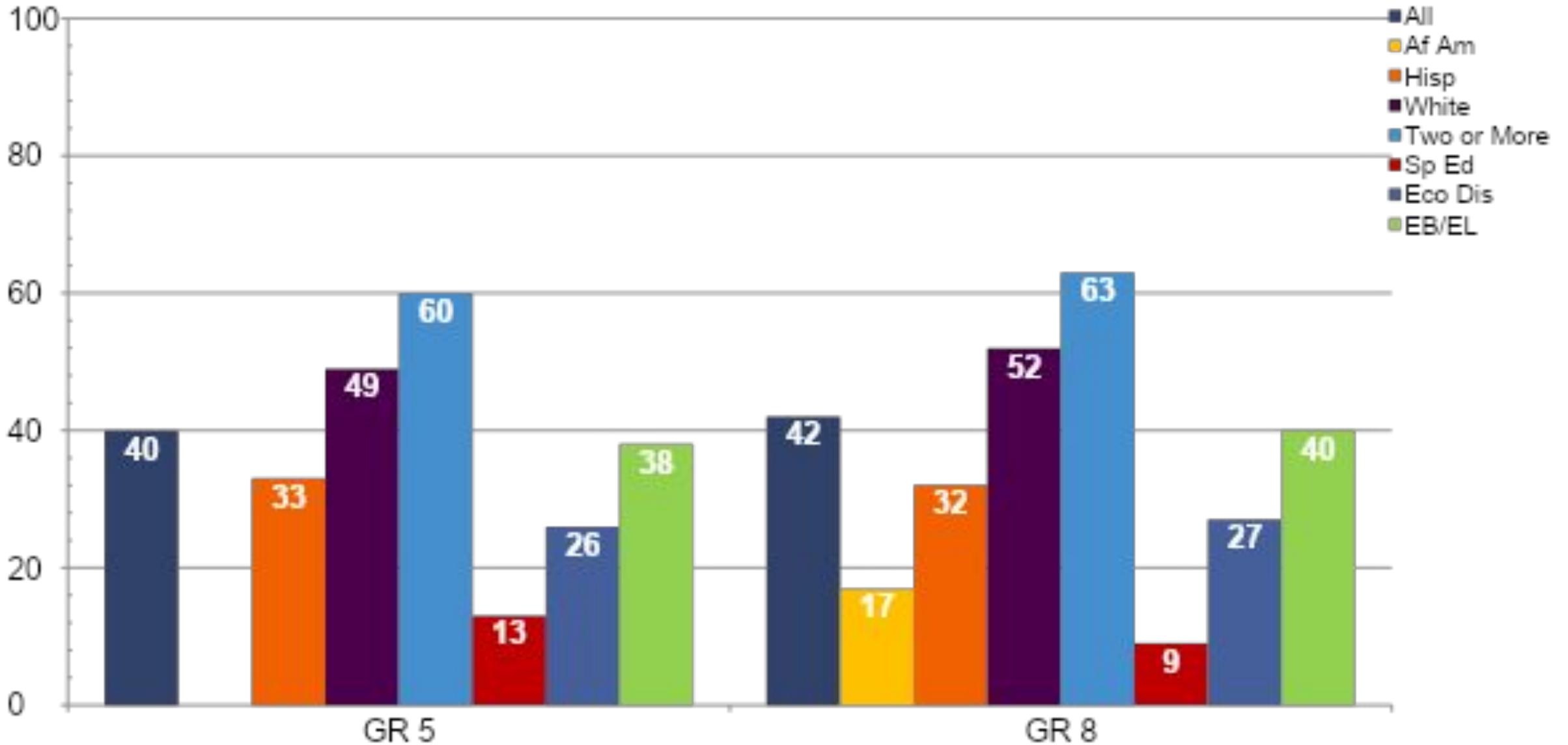
2025 STAAR 3-8 Science Performance

Percent at Approaches Grade Level or Above



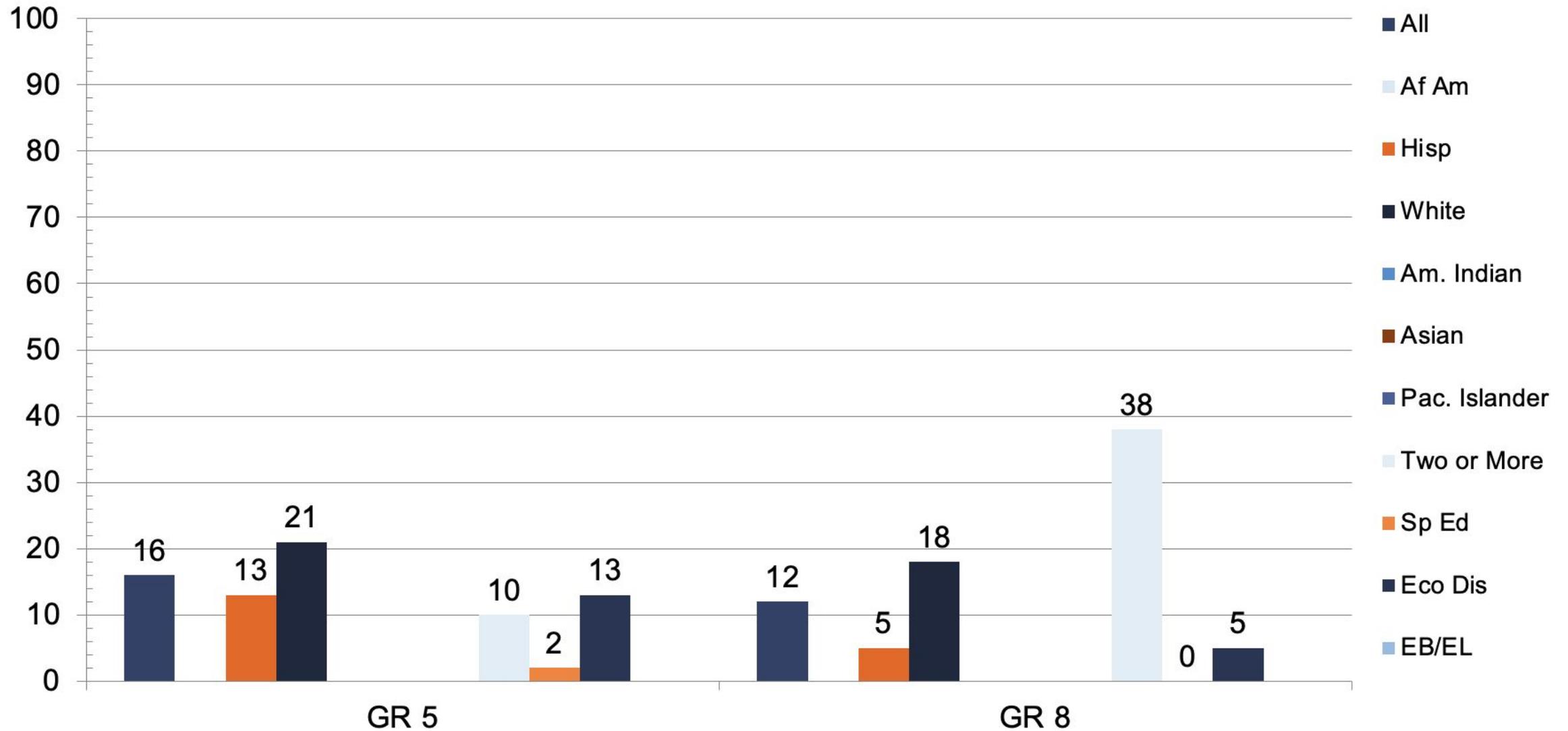
2025 STAAR 3-8 Science Performance

Percent at Meets Grade Level or Above



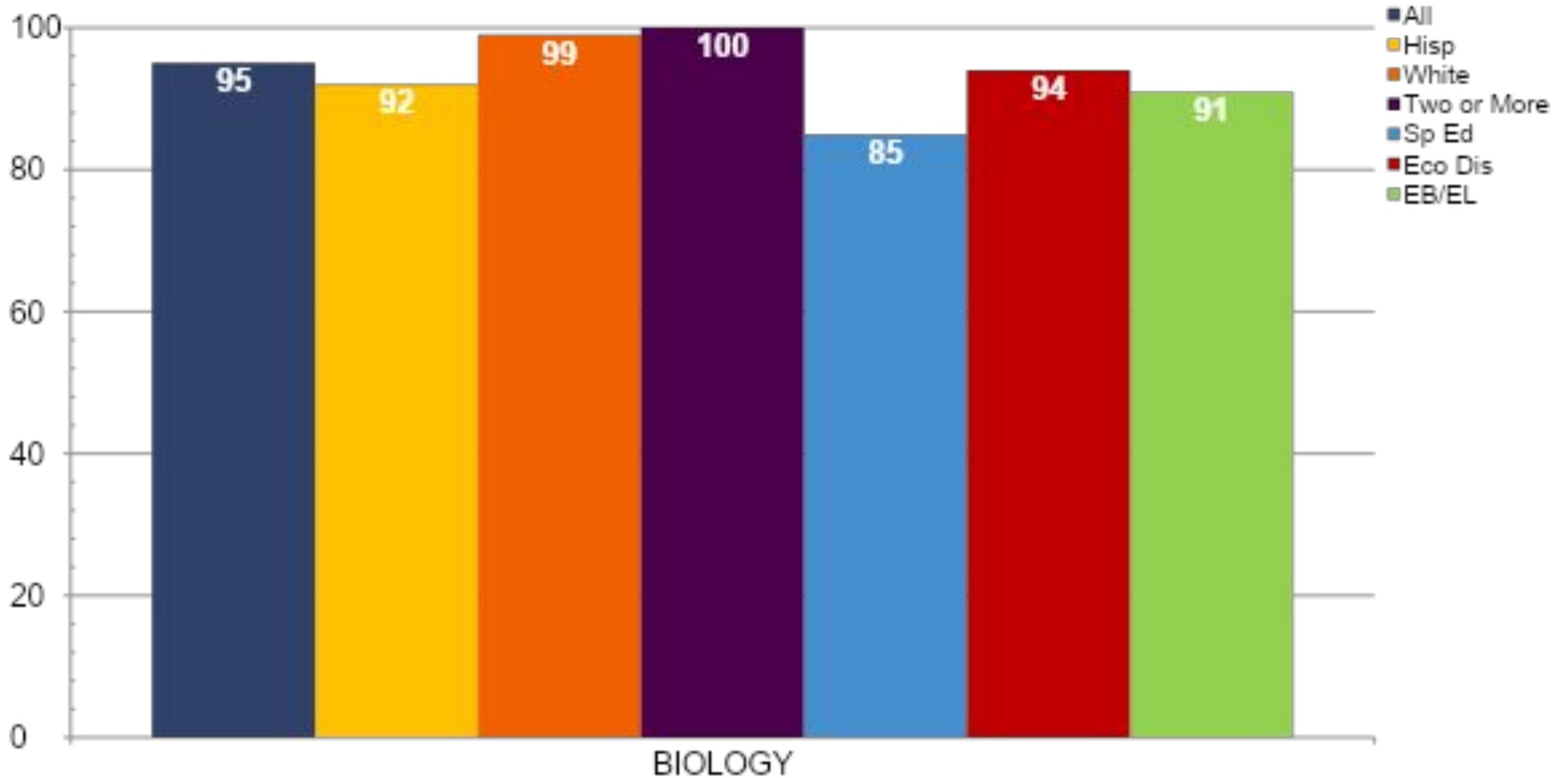
2025 STAAR 3-8 Science Performance

Percent at Masters Grade Level or Above



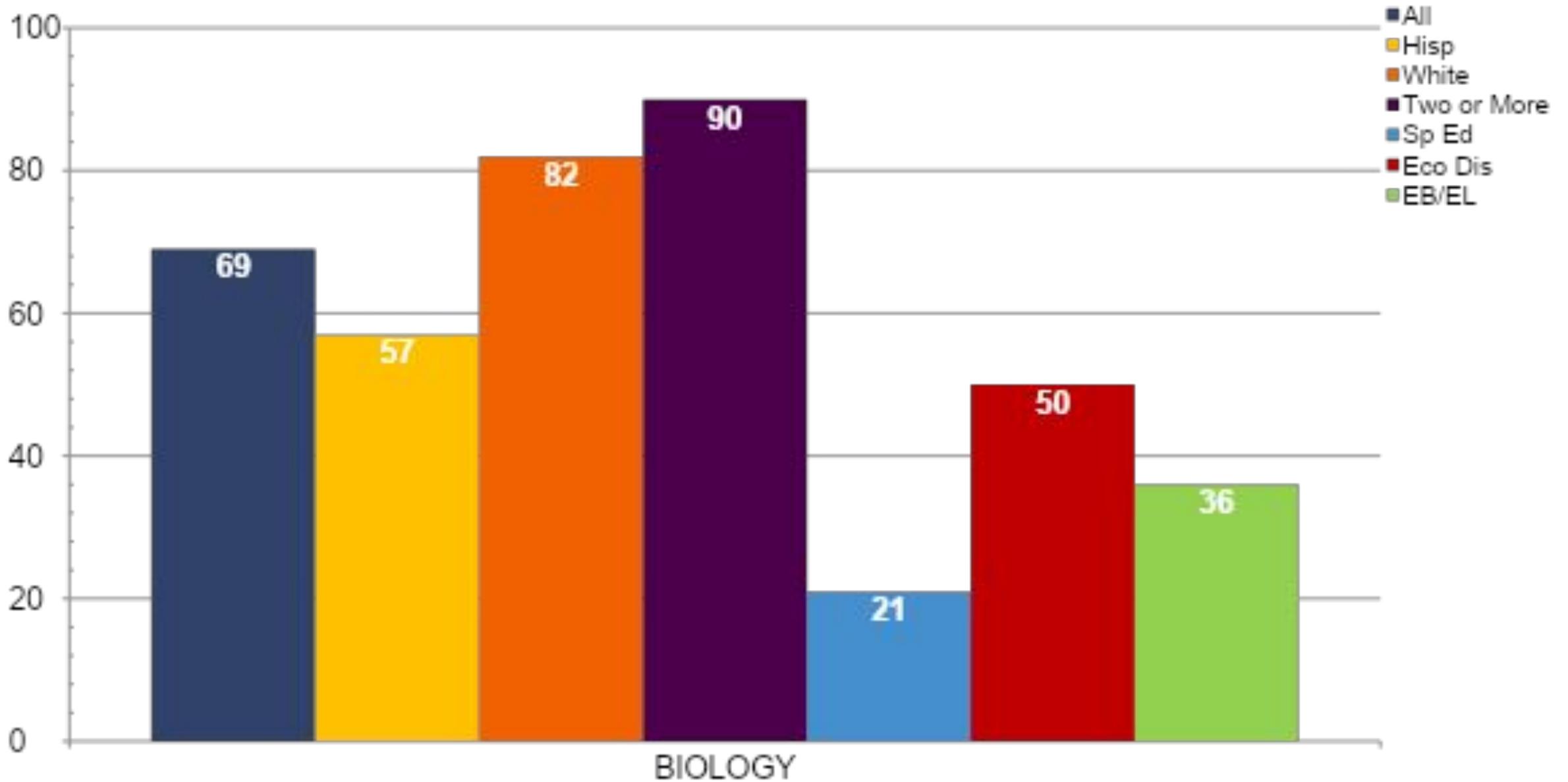
2025 STAAR End-of-Course: Biology

Percent at Approaches Grade Level or Above



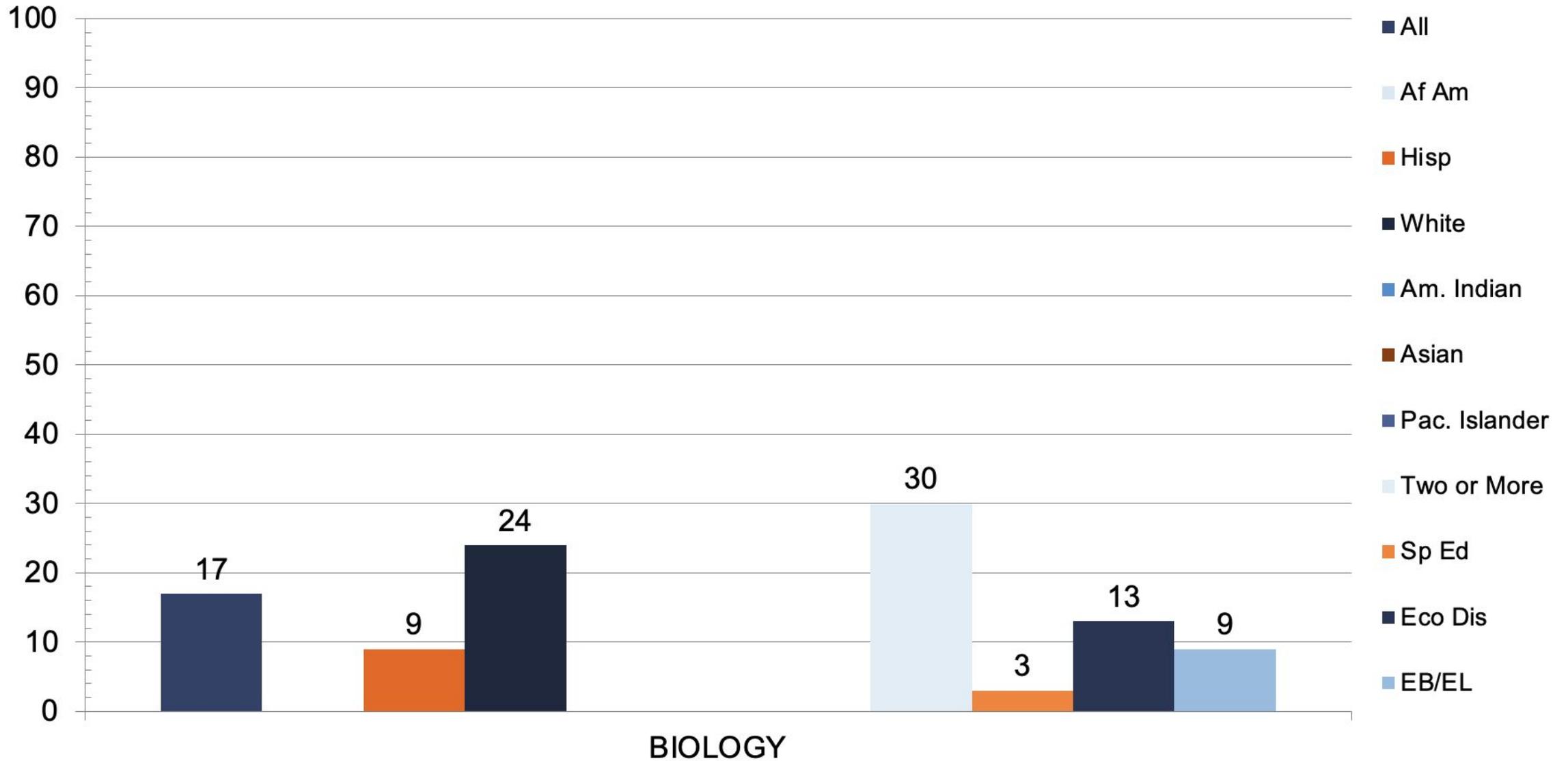
2025 STAAR End-of-Course: Biology

Percent at Meets Grade Level or Above

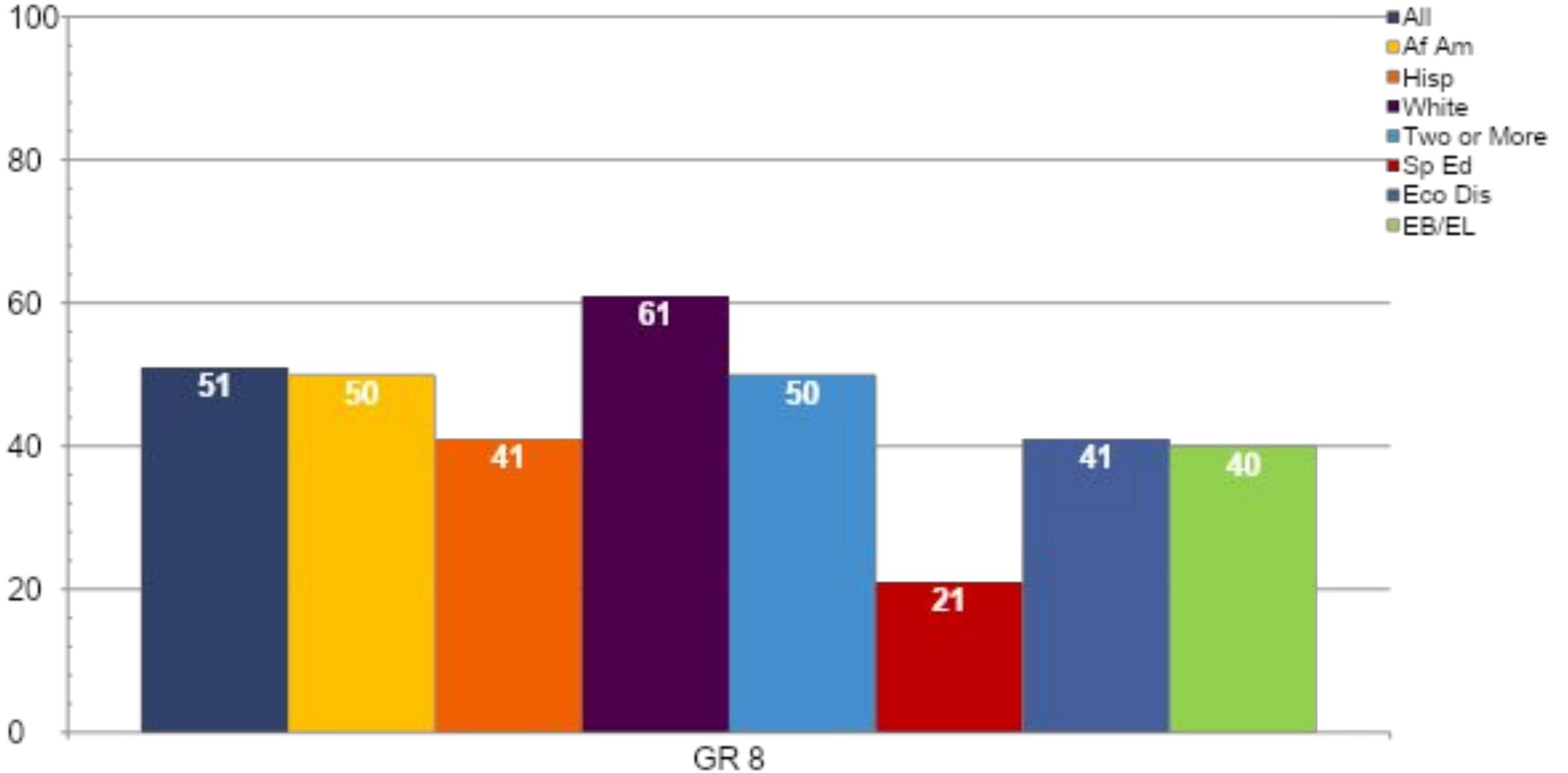


2025 STAAR End-of-Course: Biology

Percent at Masters Grade Level or Above

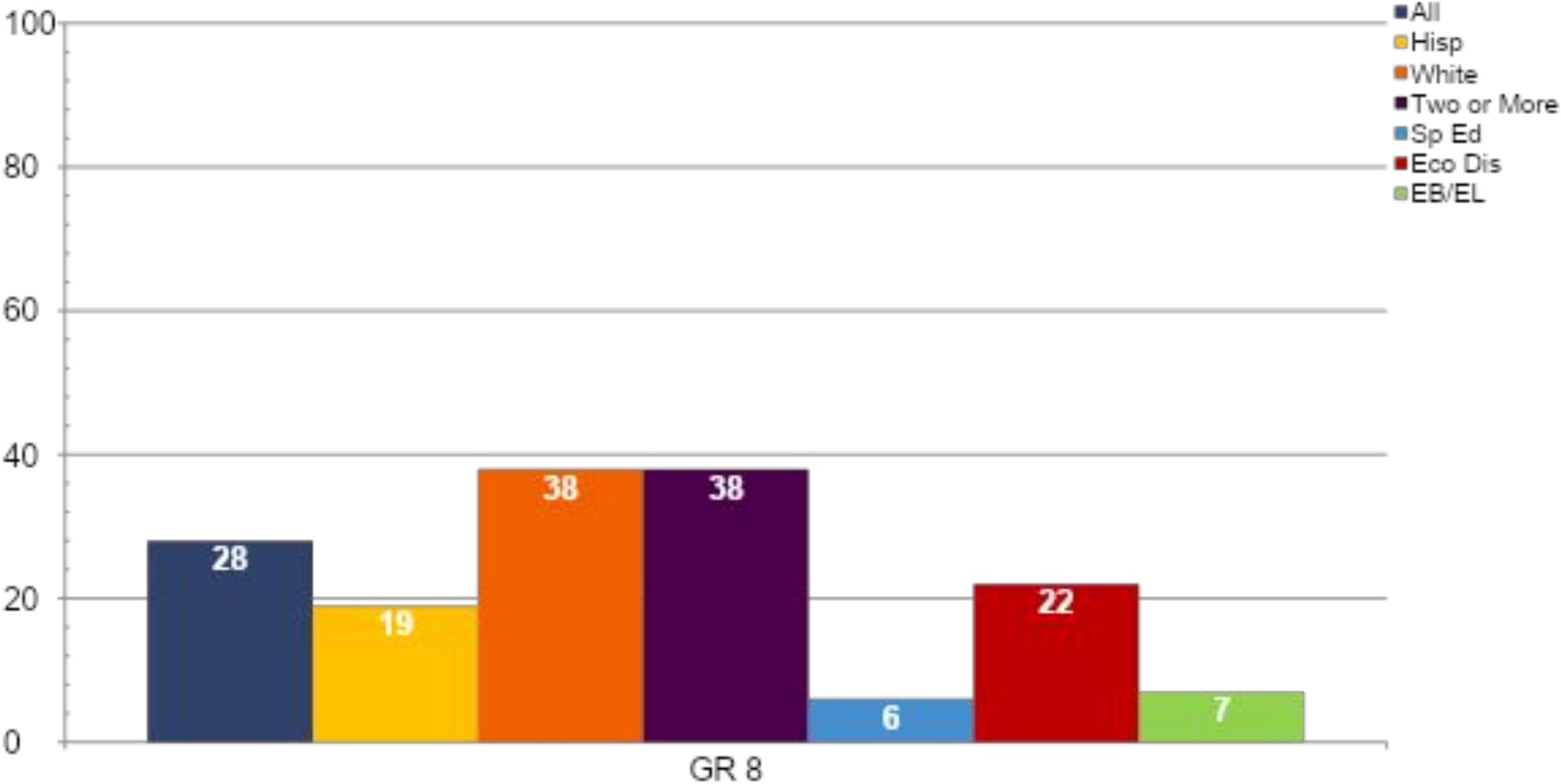


2025 STAAR 3-8 Social Studies Performance Percent at Approaches Grade Level or Above



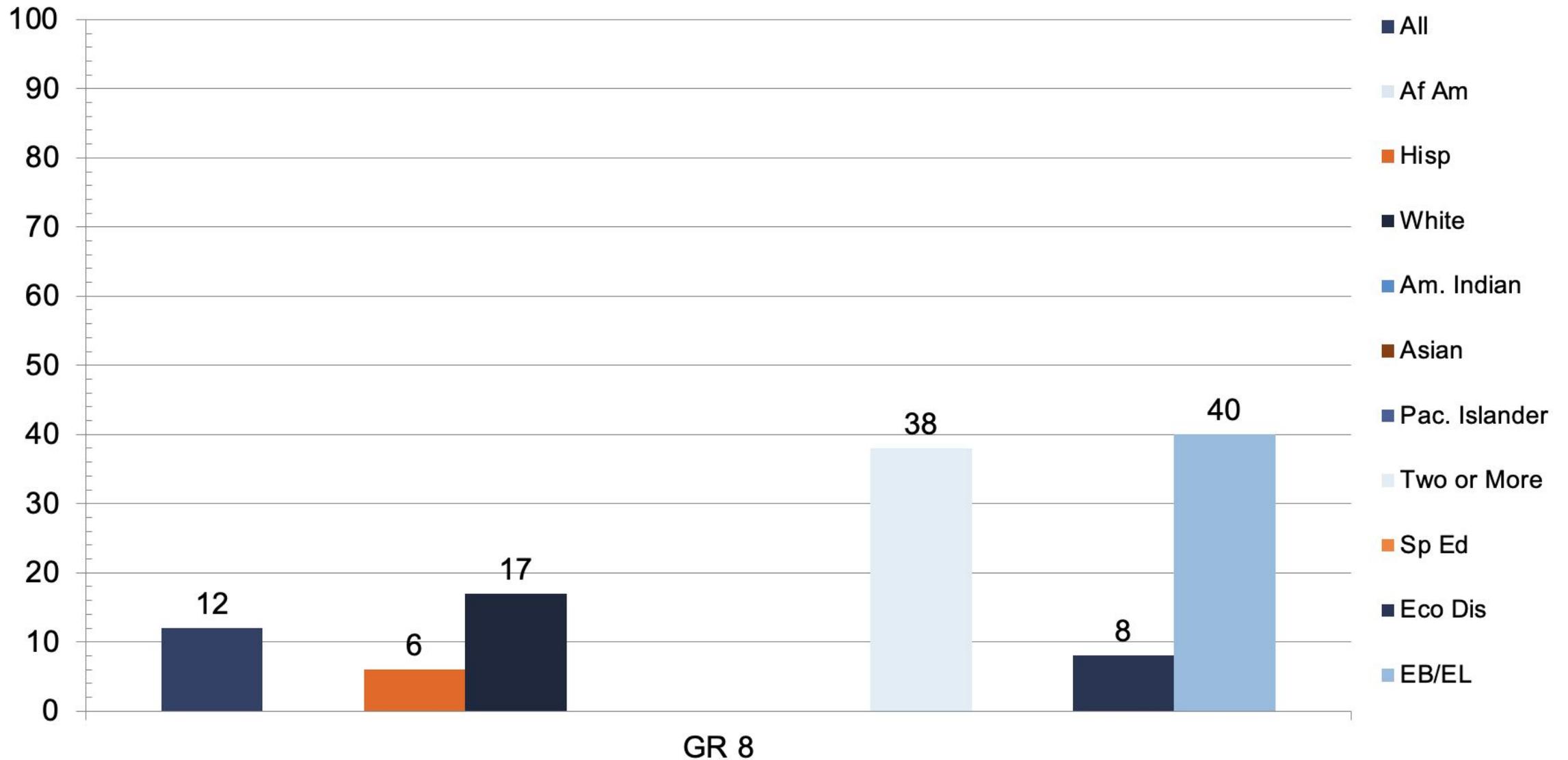
2025 STAAR 3-8 Social Studies Performance

Percent at Meets Grade Level or Above



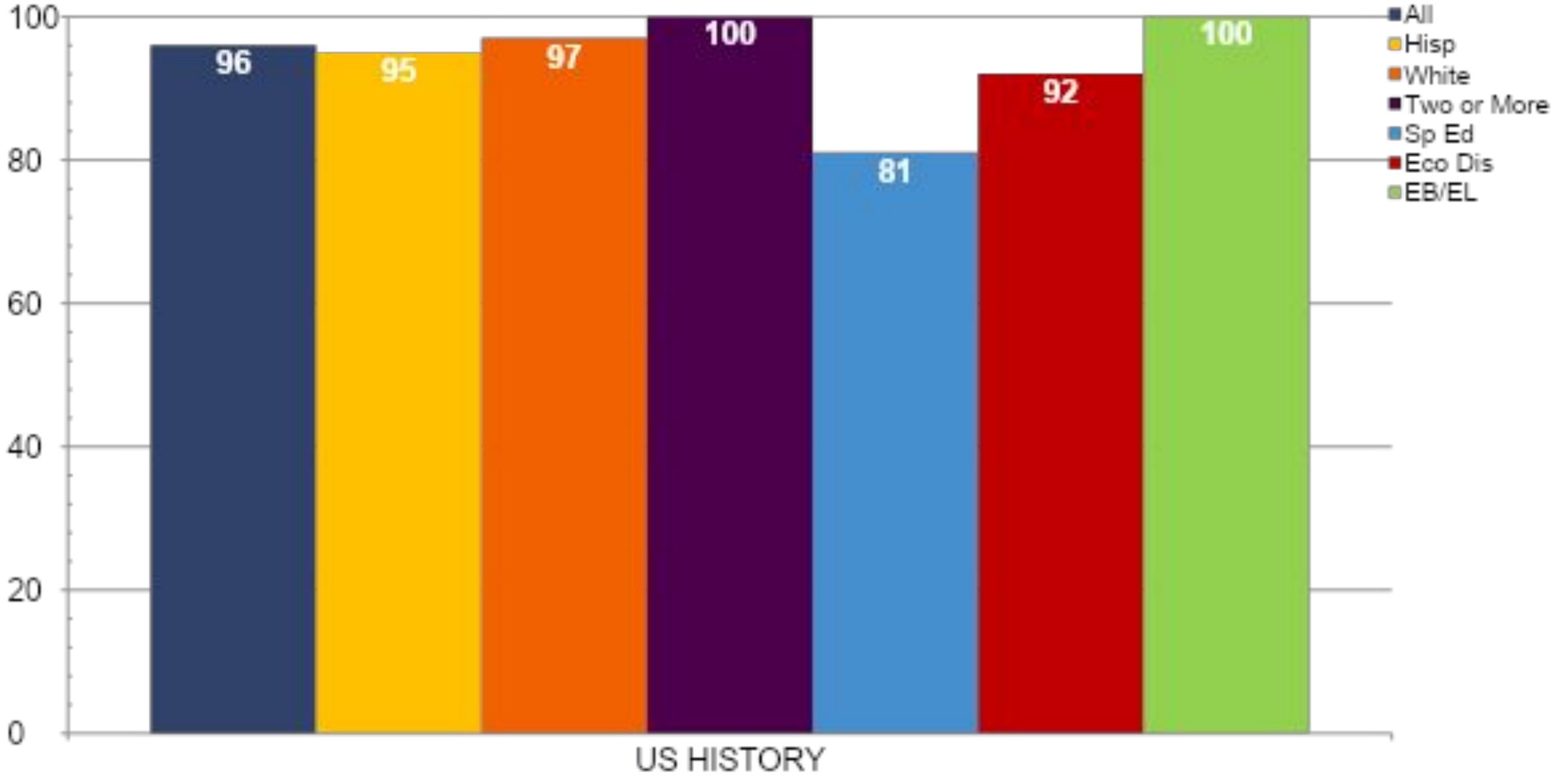
2025 STAAR 3-8 Social Studies Performance

Percent at Masters Grade Level or Above

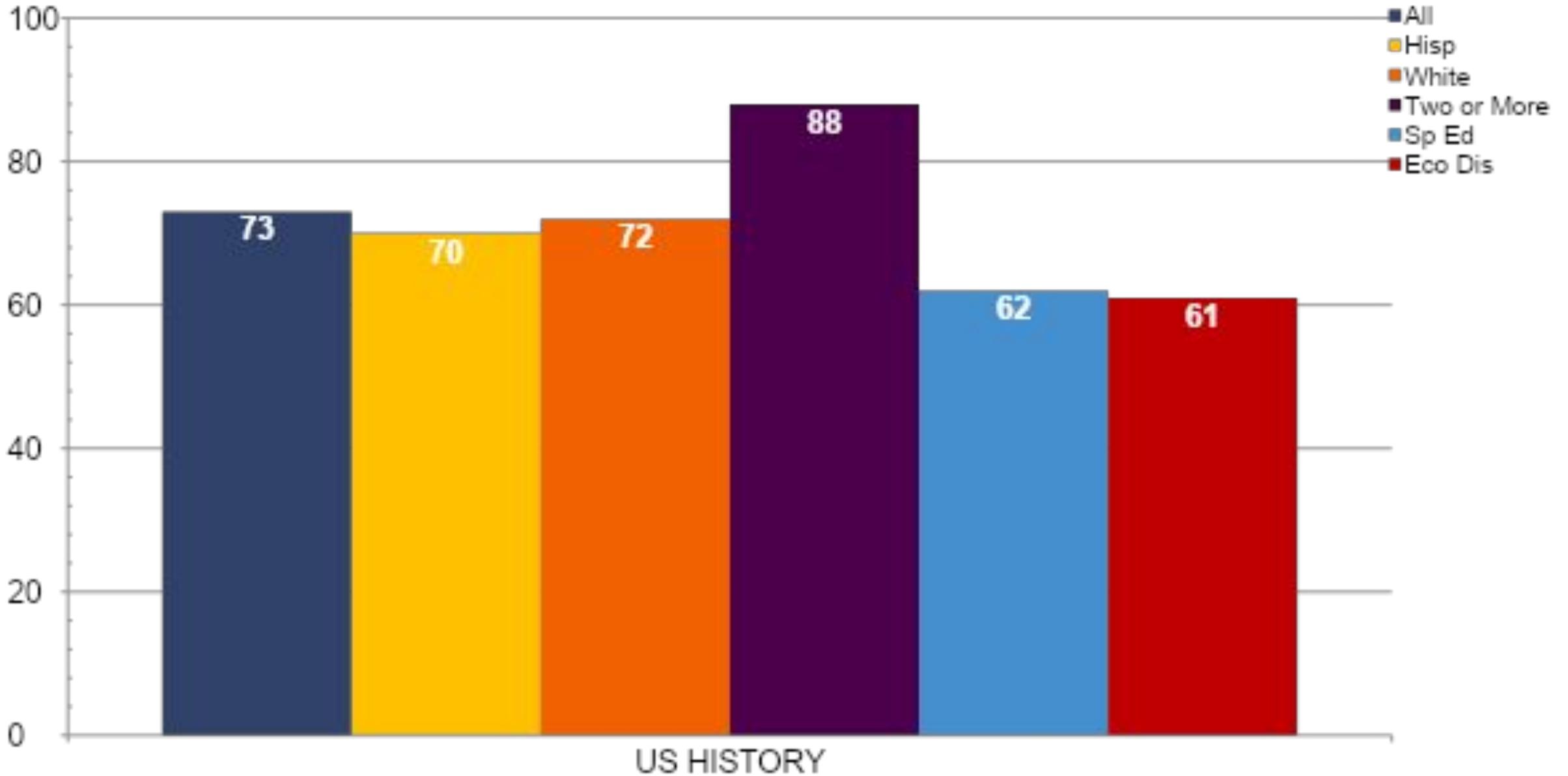


2025 STAAR End-of-Course: U.S. History

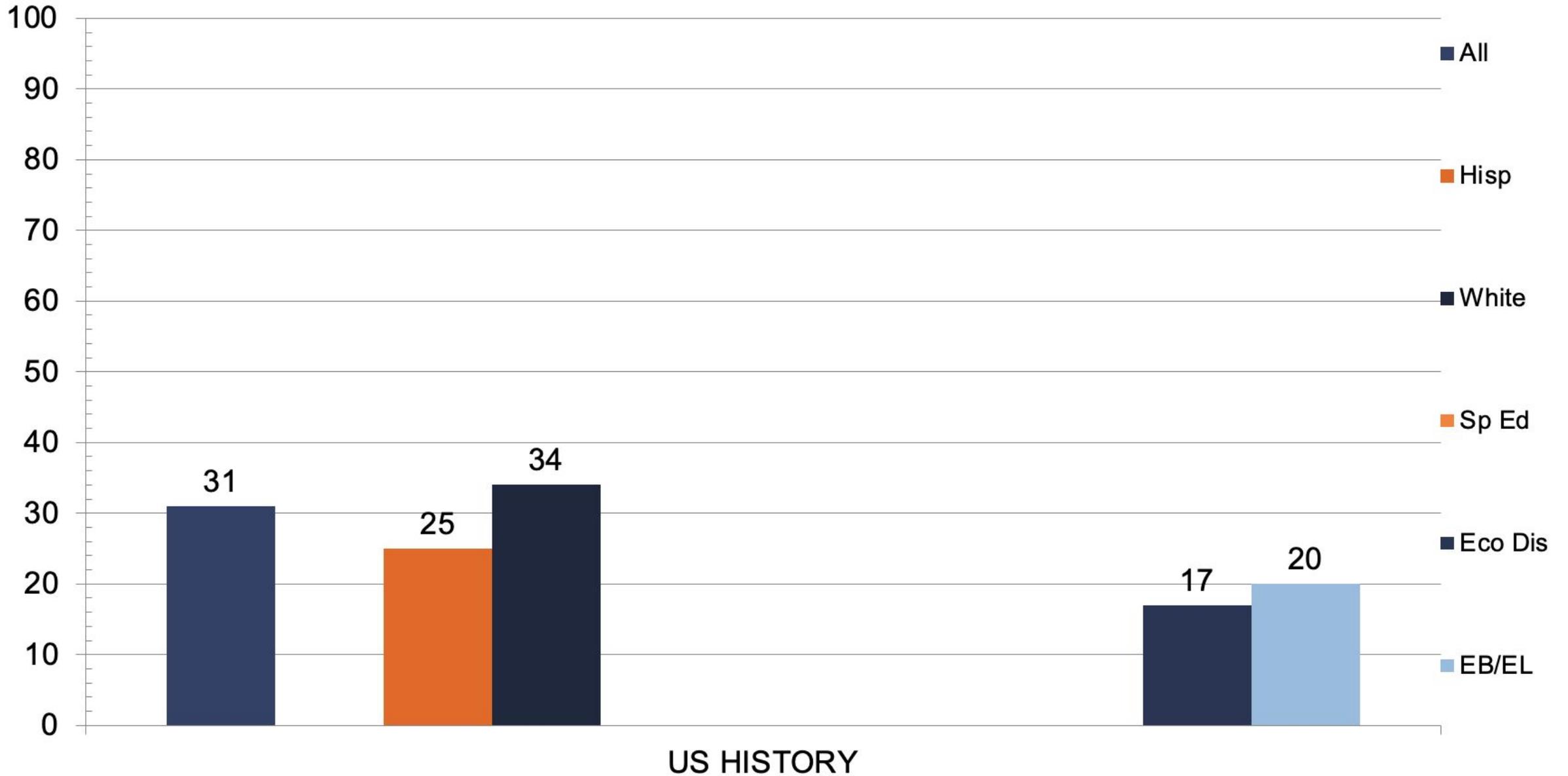
Percent at Approaches Grade Level or Above



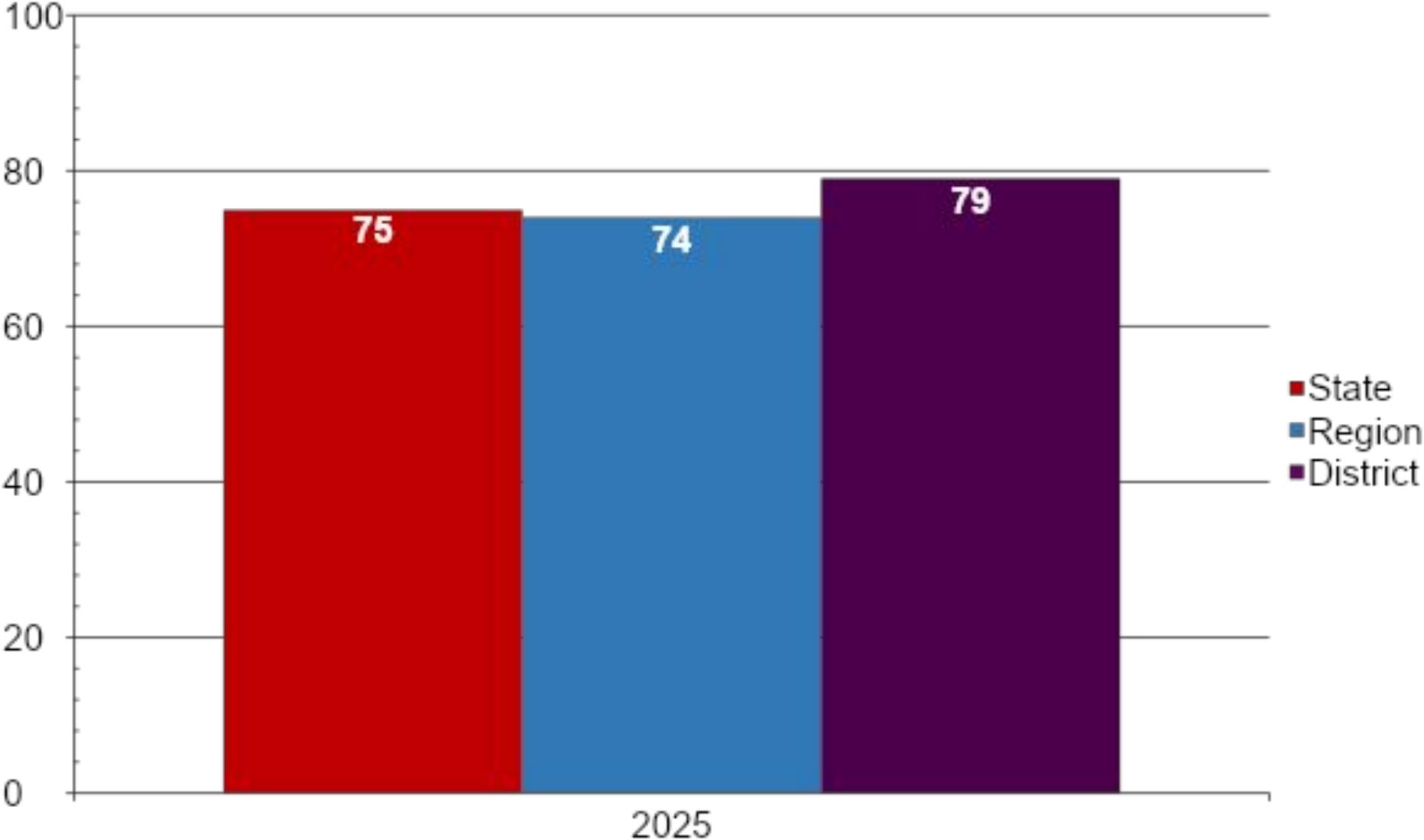
2025 STAAR End-of-Course: U.S. History Percent at Meets Grade Level or Above



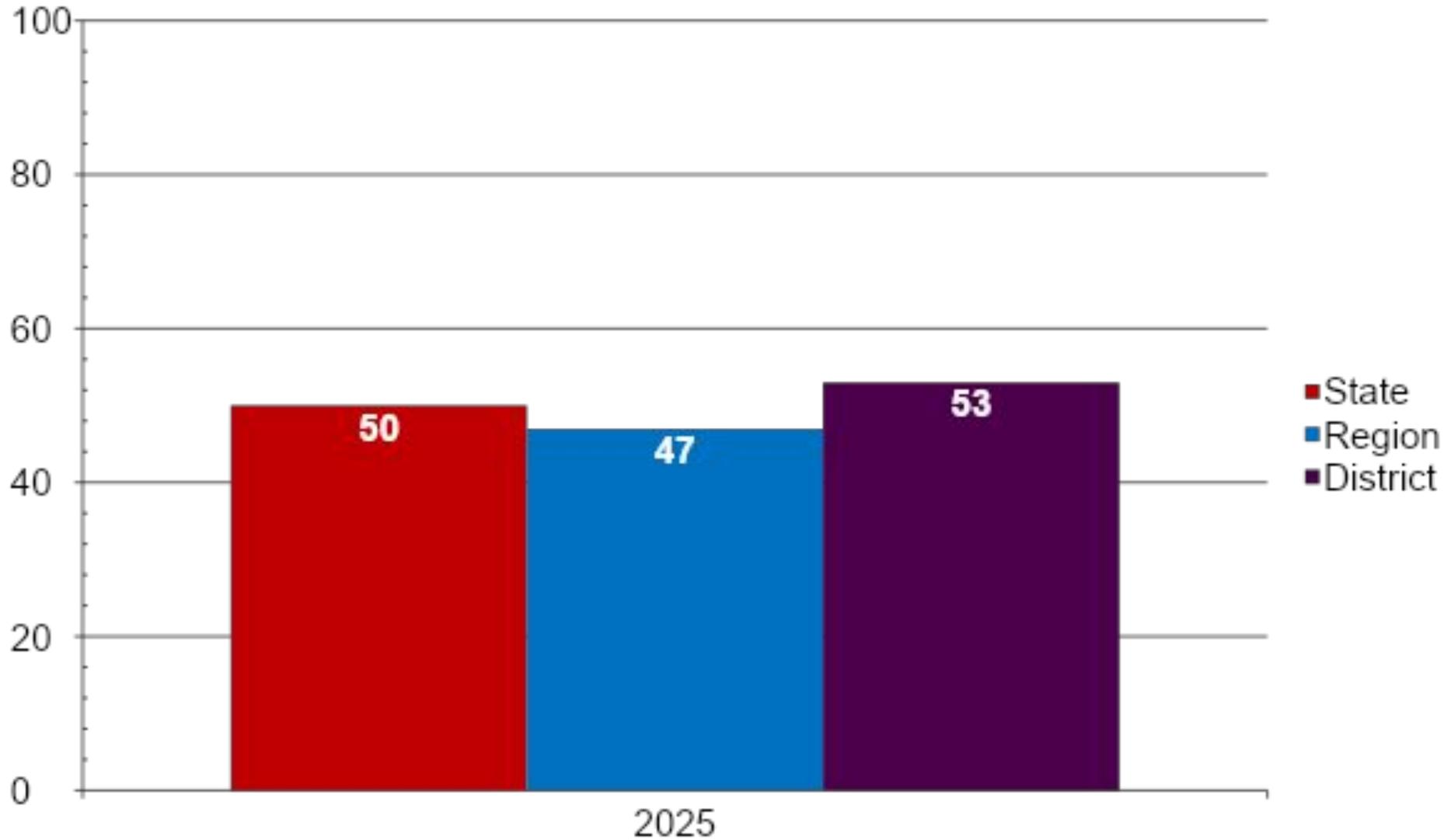
2025 STAAR End-of-Course: U.S. History



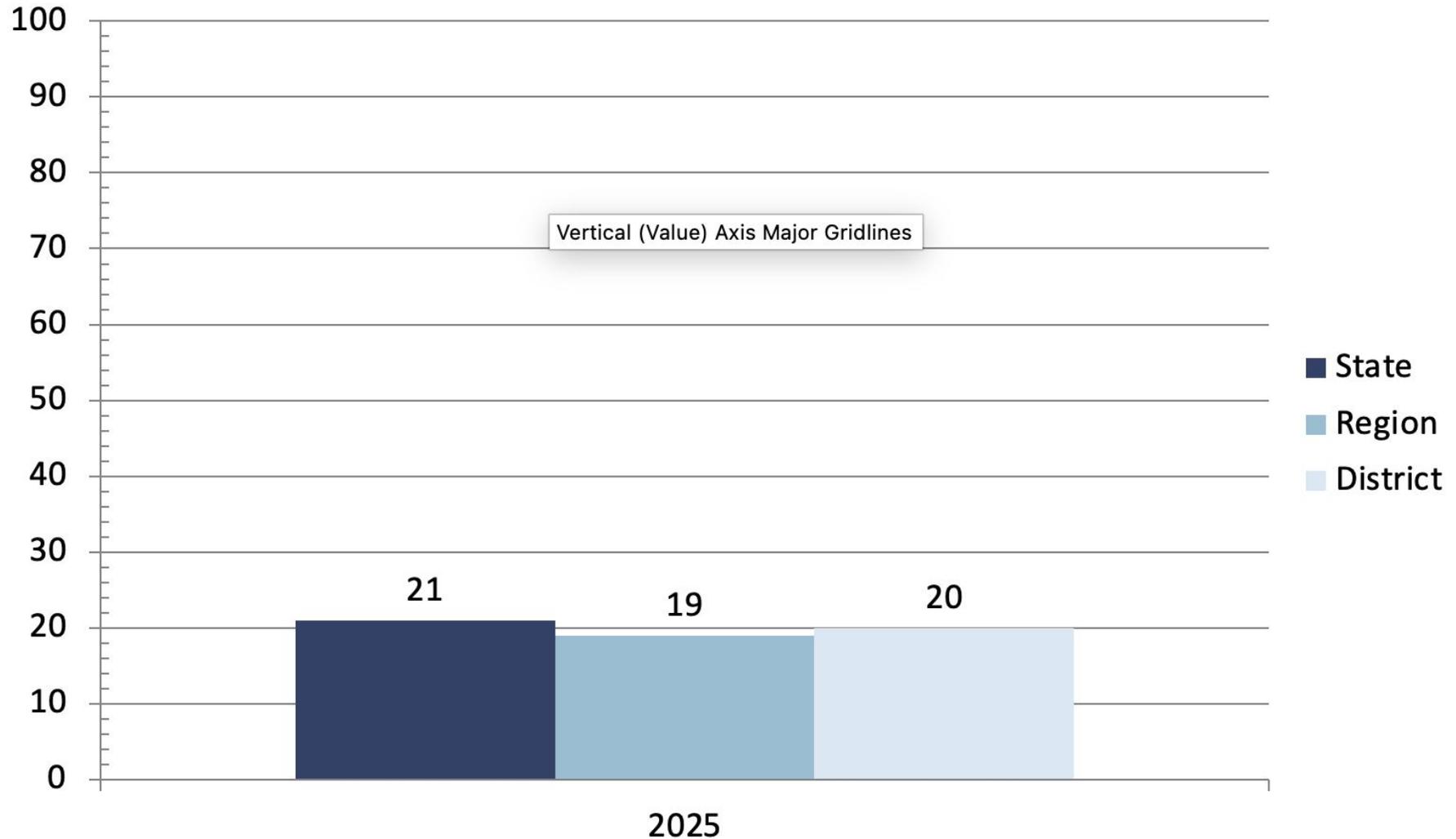
STAAR Percent at Approaches Grade Level or Above All Grades, All Subjects



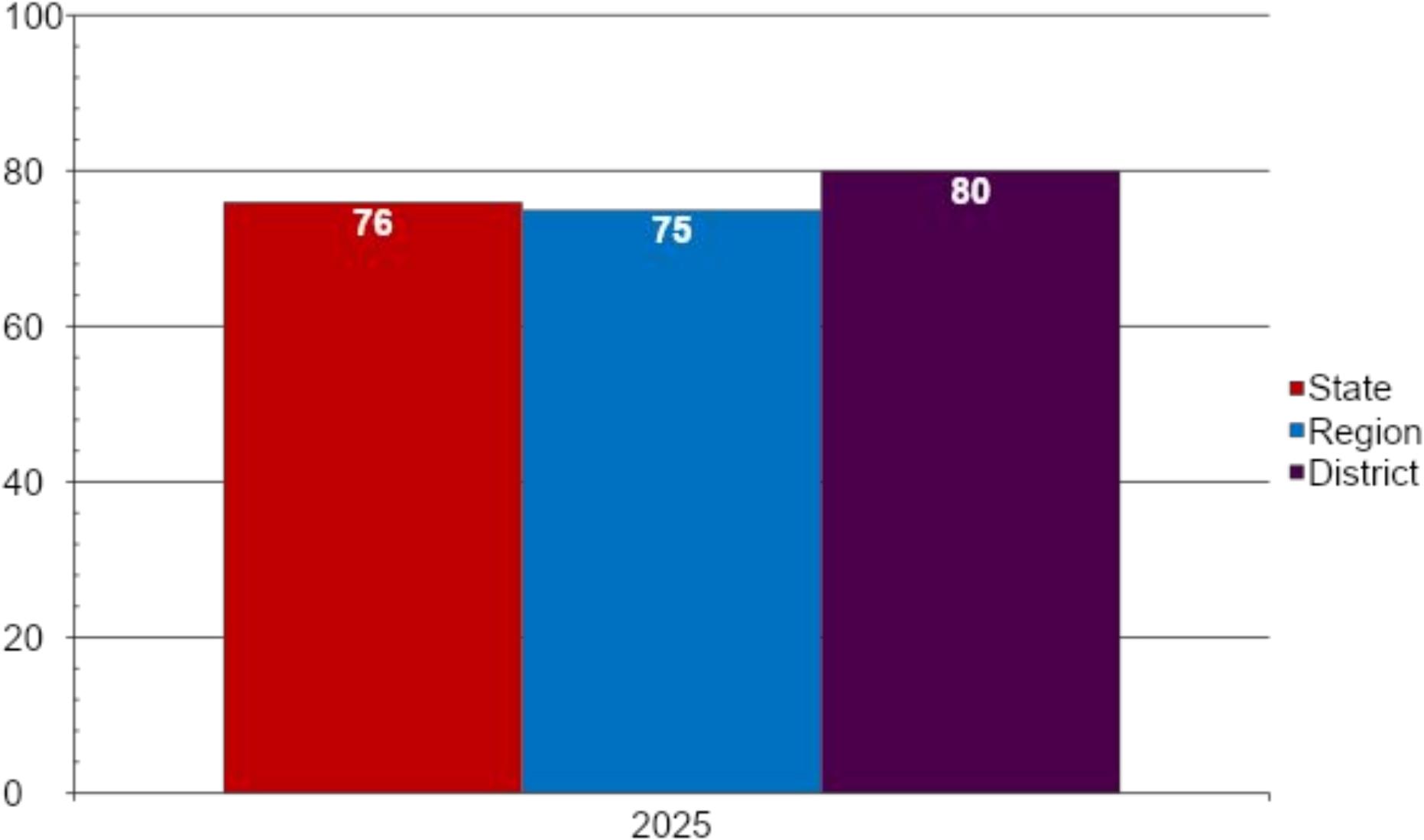
STAAR Percent at Meets Grade Level or Above All Grades, All Subjects



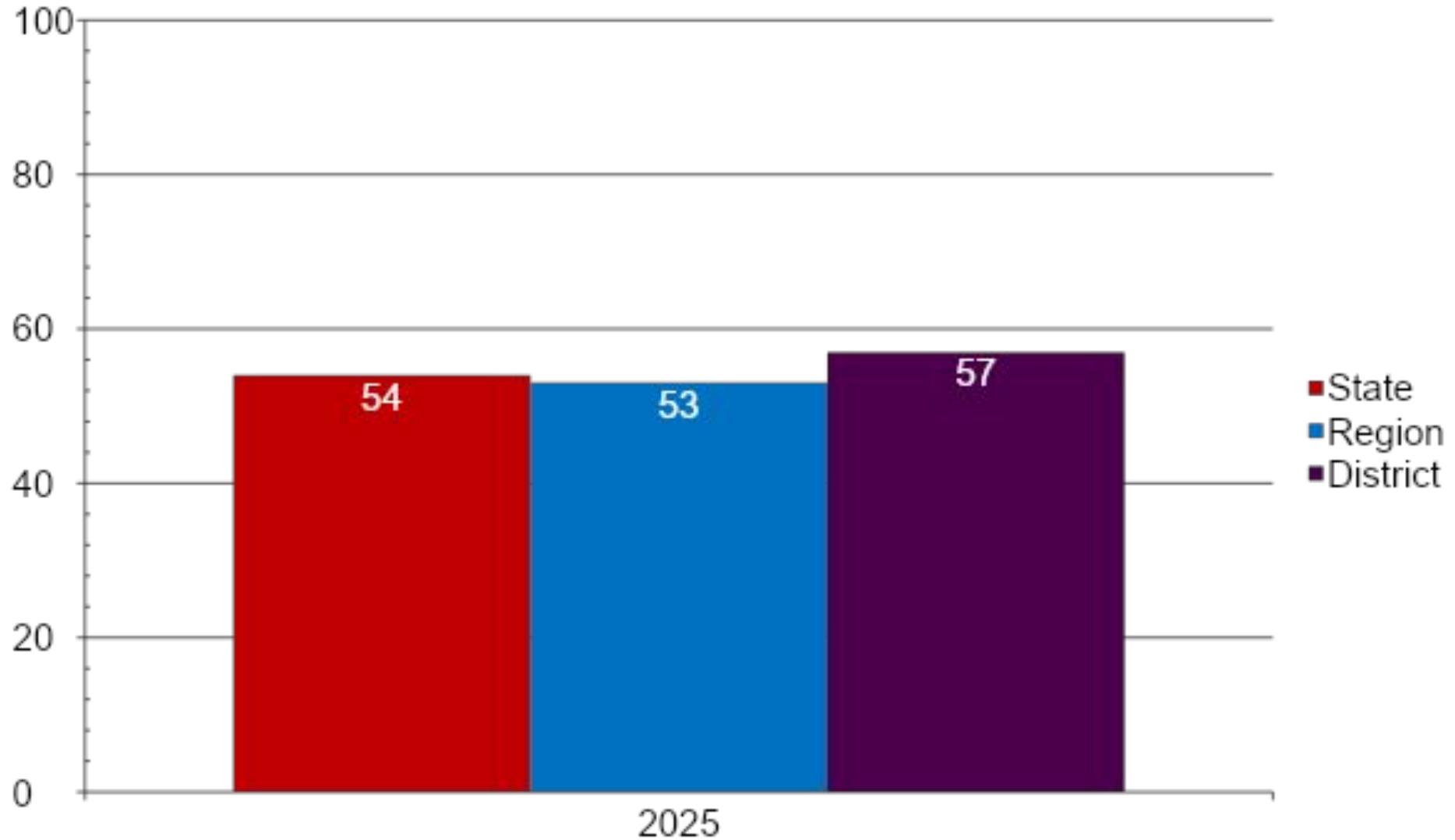
STAAR Percent at Masters Grade Level or Above All Grades, All Subjects



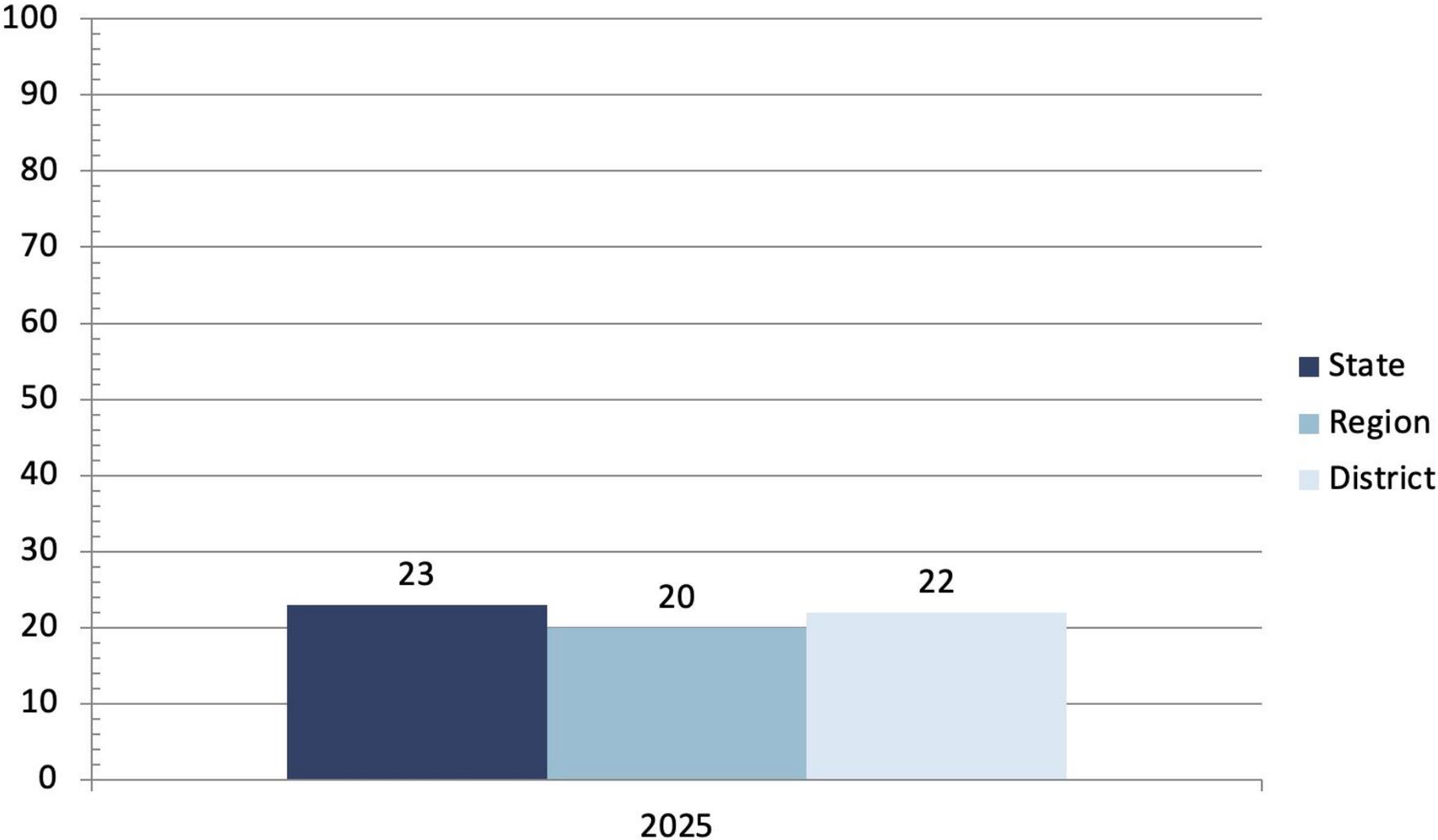
STAAR Percent at Approaches Grade Level or Above All Grades, ELA/Reading



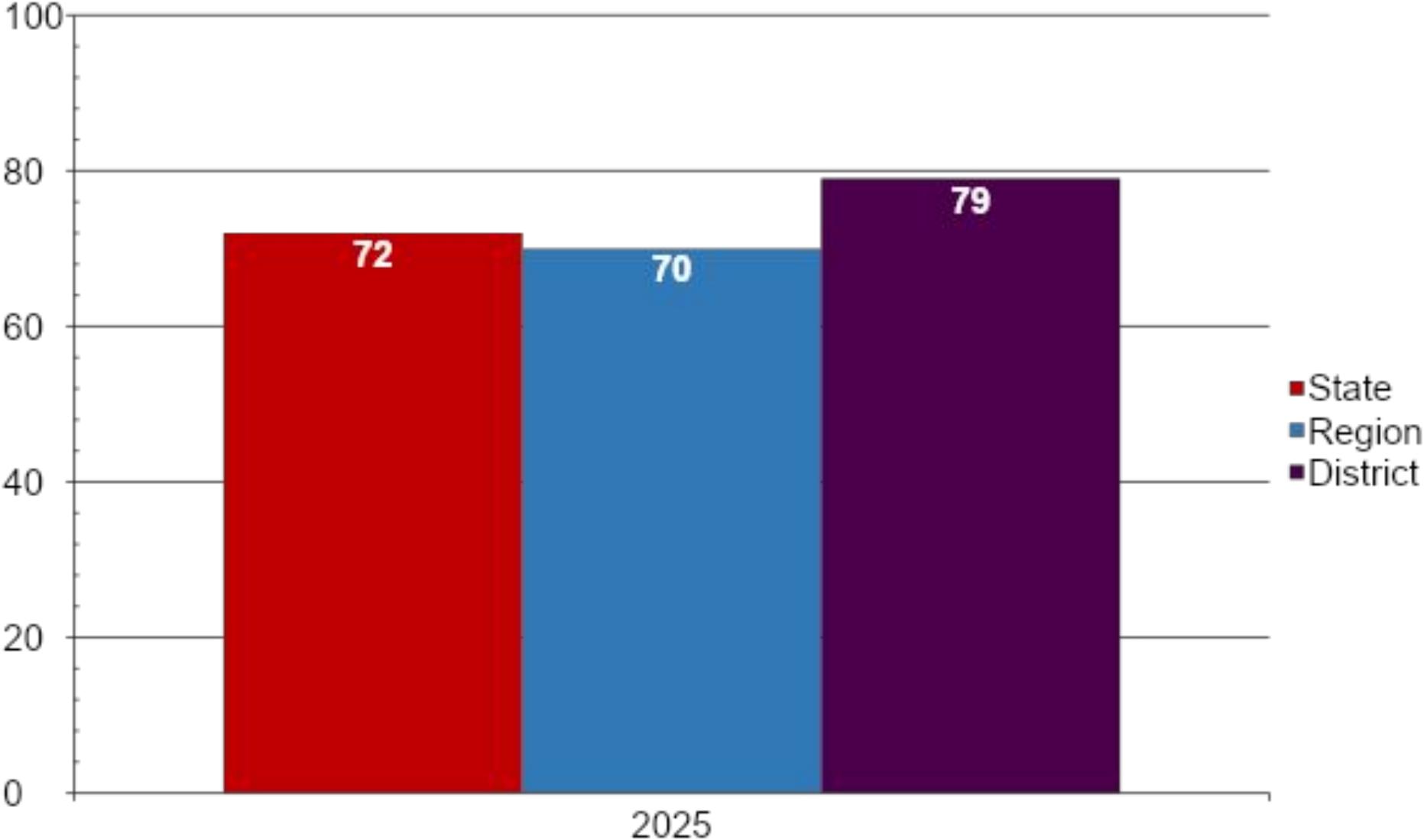
STAAR Percent at Meets Grade Level or Above All Grades, ELA/Reading



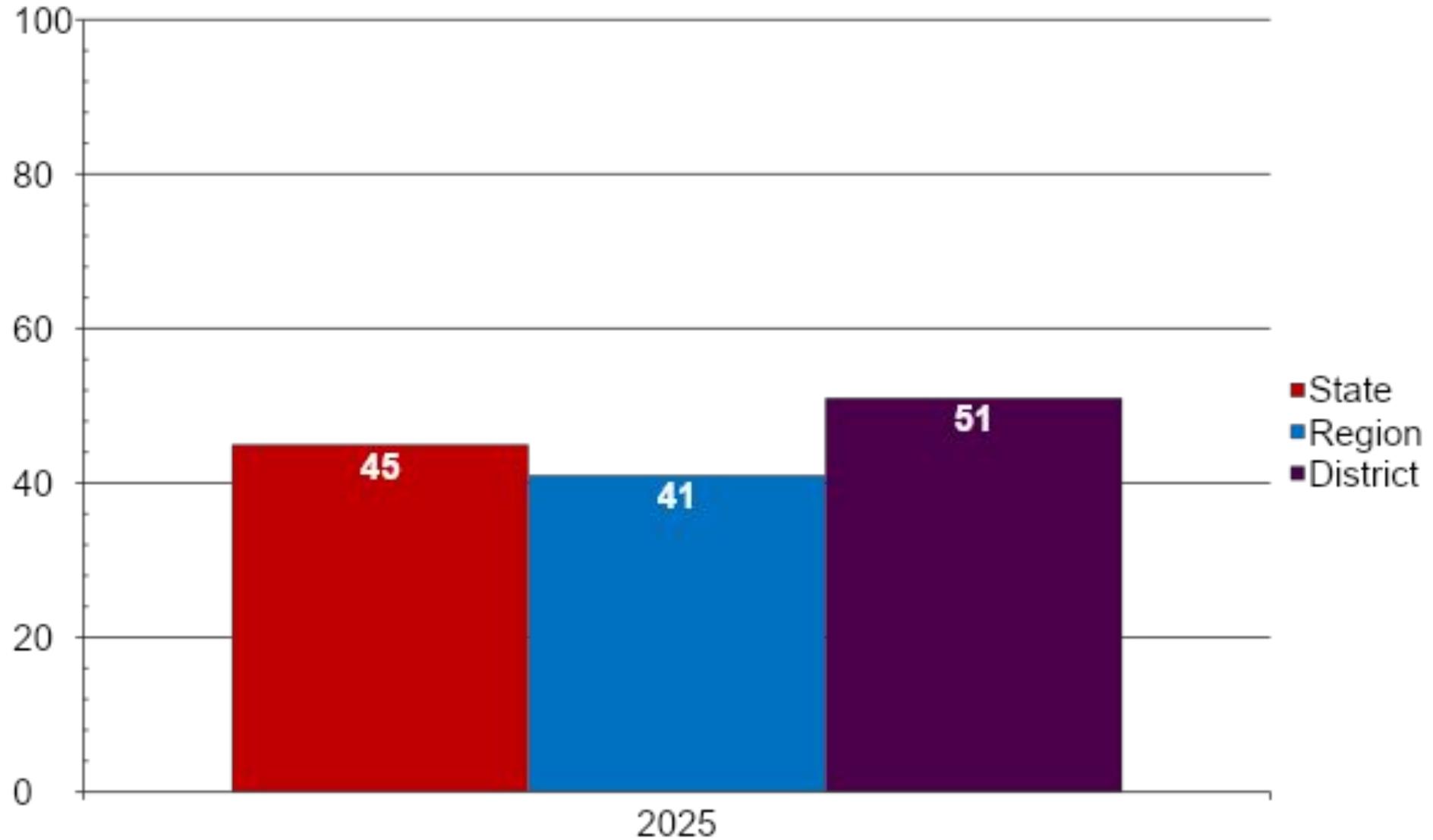
STAAR Percent at Masters Grade Level or Above All Grades, ELA/Reading



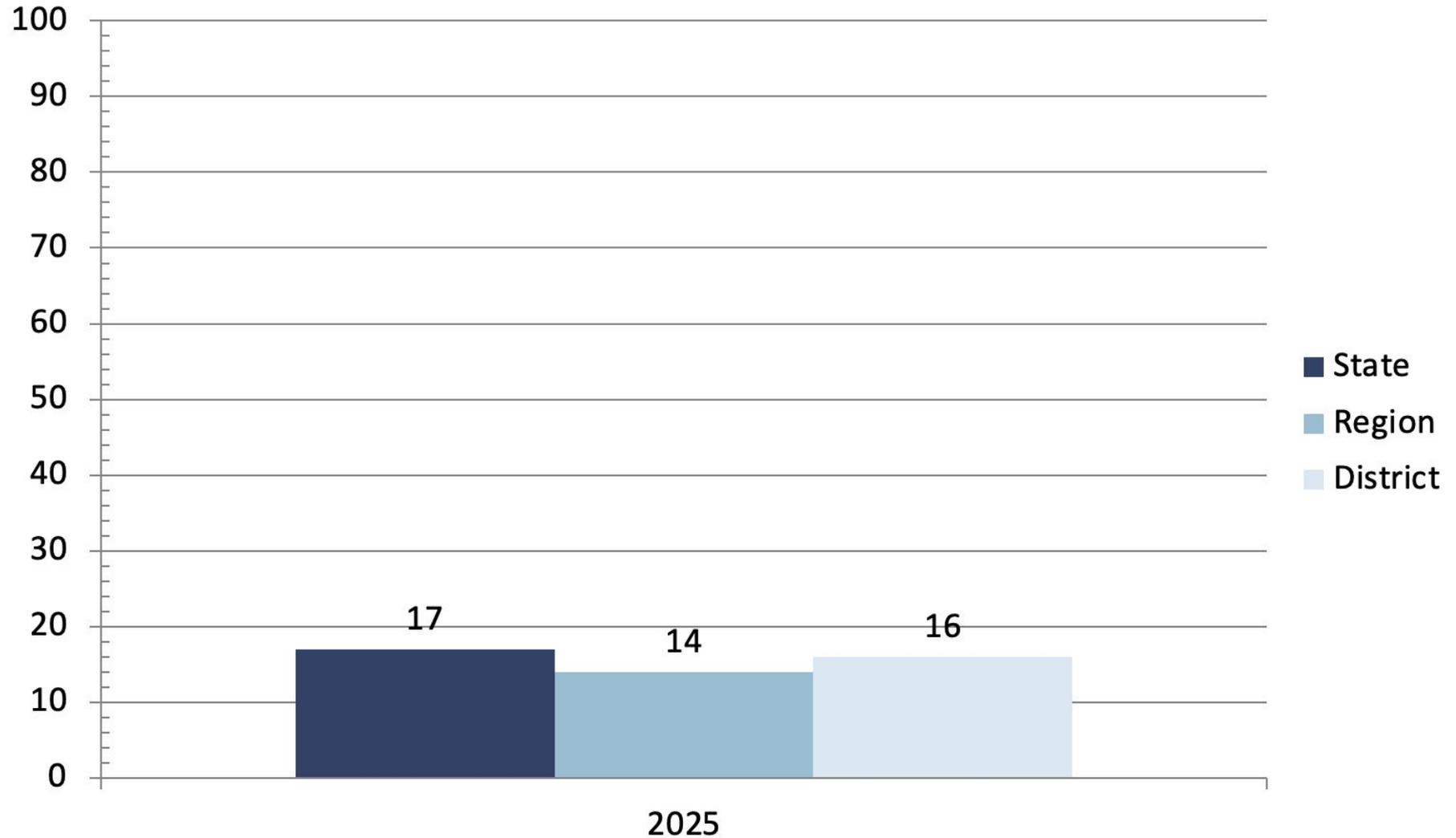
STAAR Percent at Approaches Grade Level or Above All Grades, Mathematics



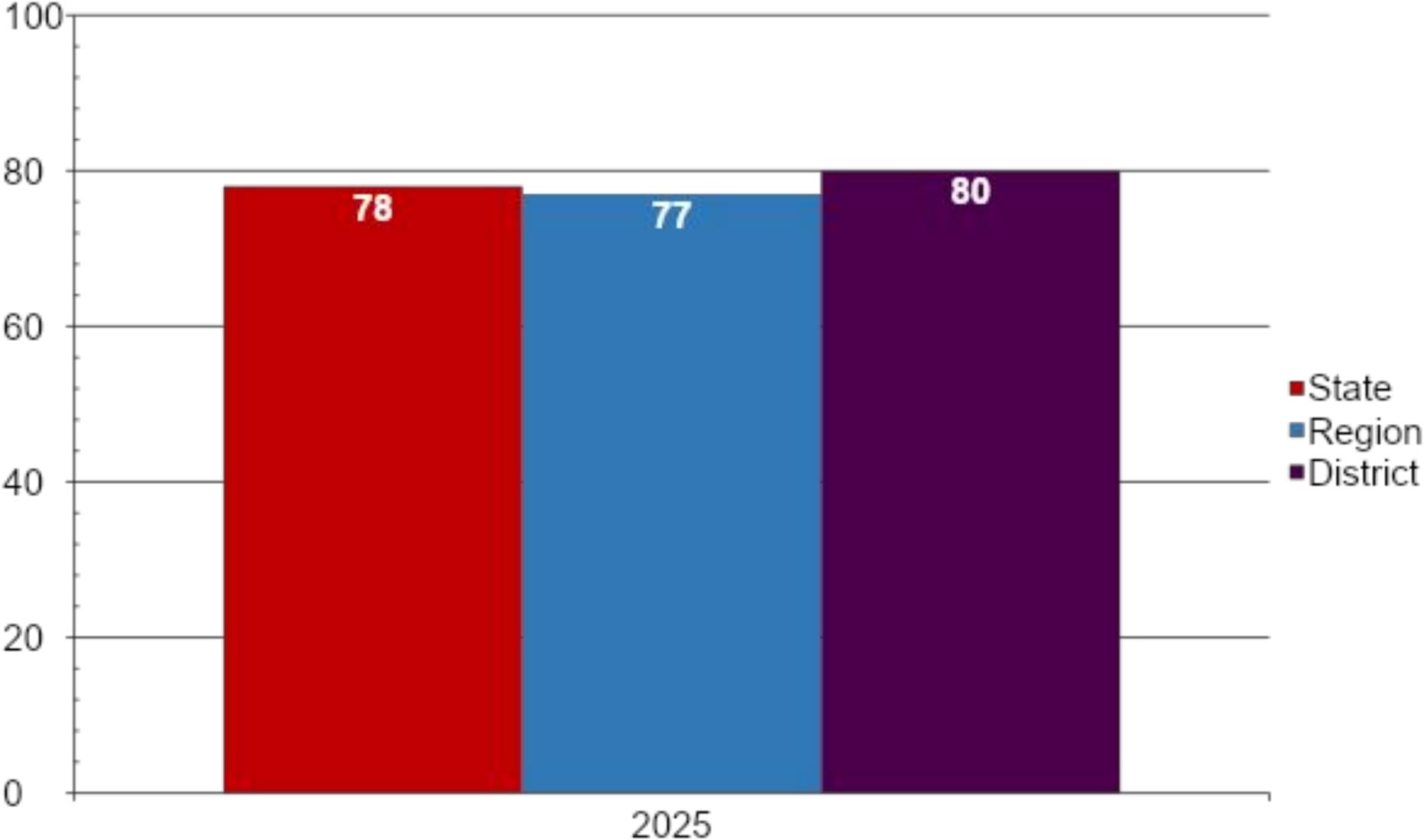
STAAR Percent at Meets Grade Level or Above All Grades, Mathematics



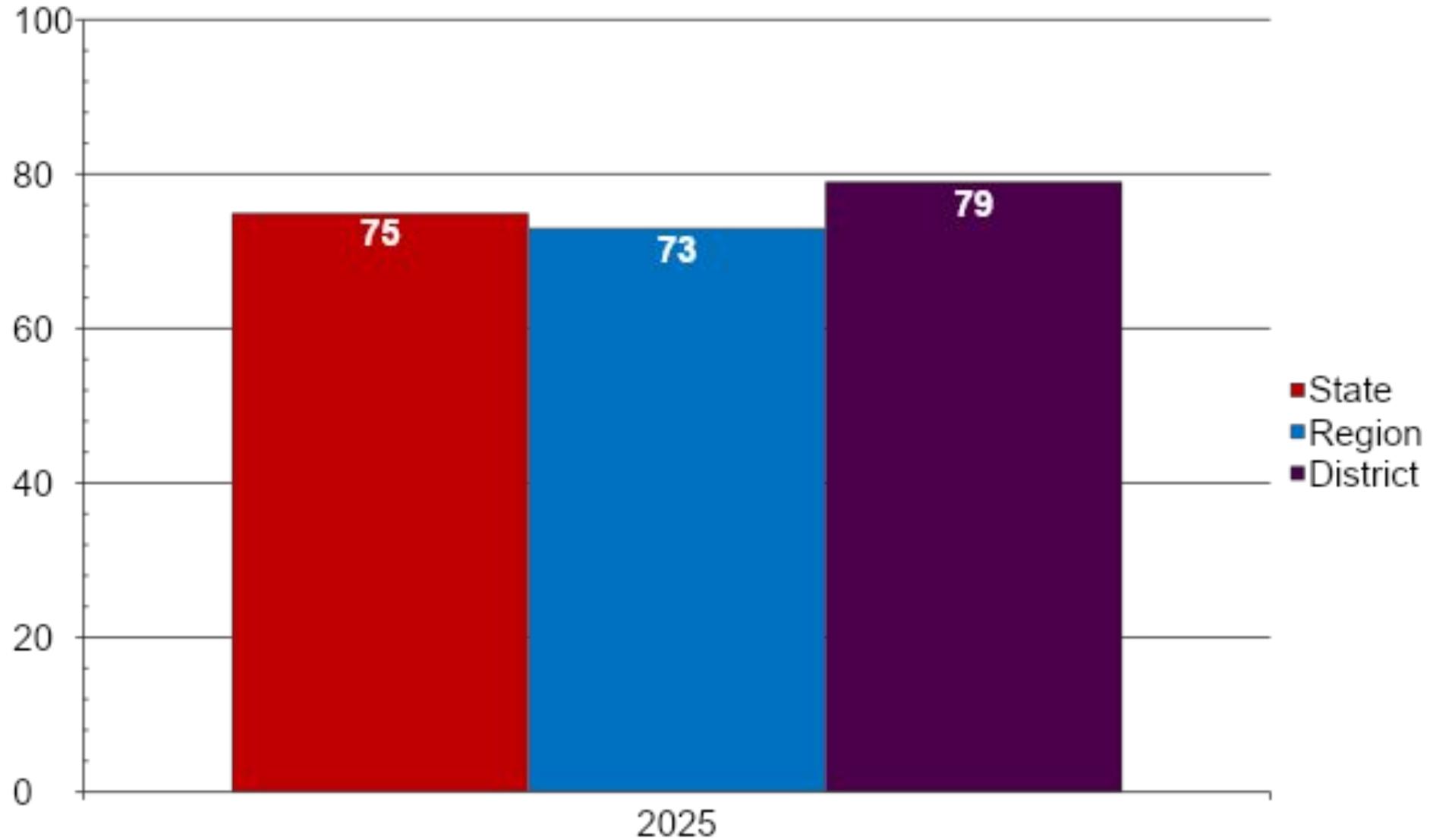
STAAR Percent at Meets Grade Level or Above All Grades, Mathematics



STAAR Percent at Approaches Grade Level or Above All Grades, Science

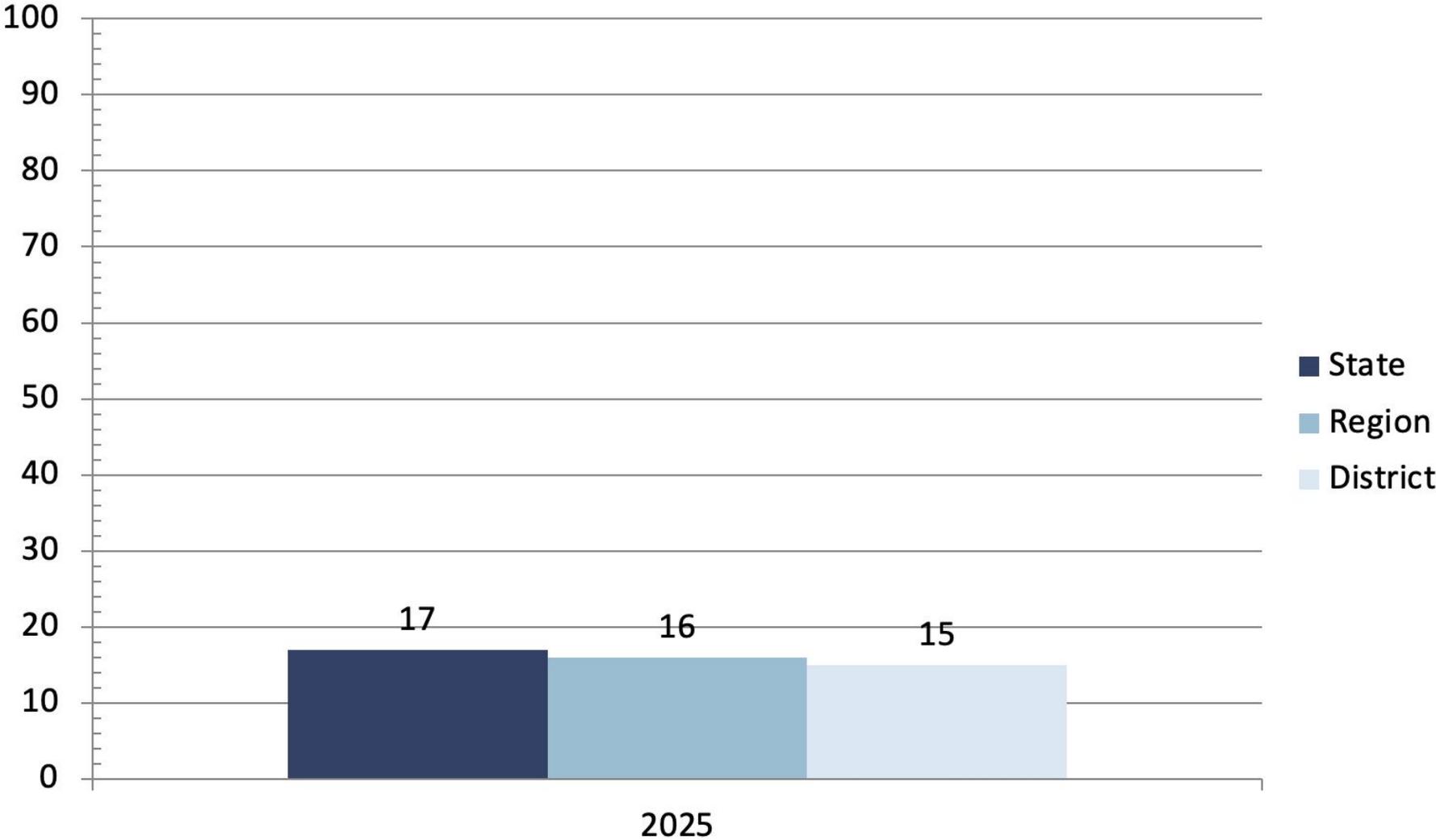


STAAR Percent at Meets Grade Level or Above All Grades, Science

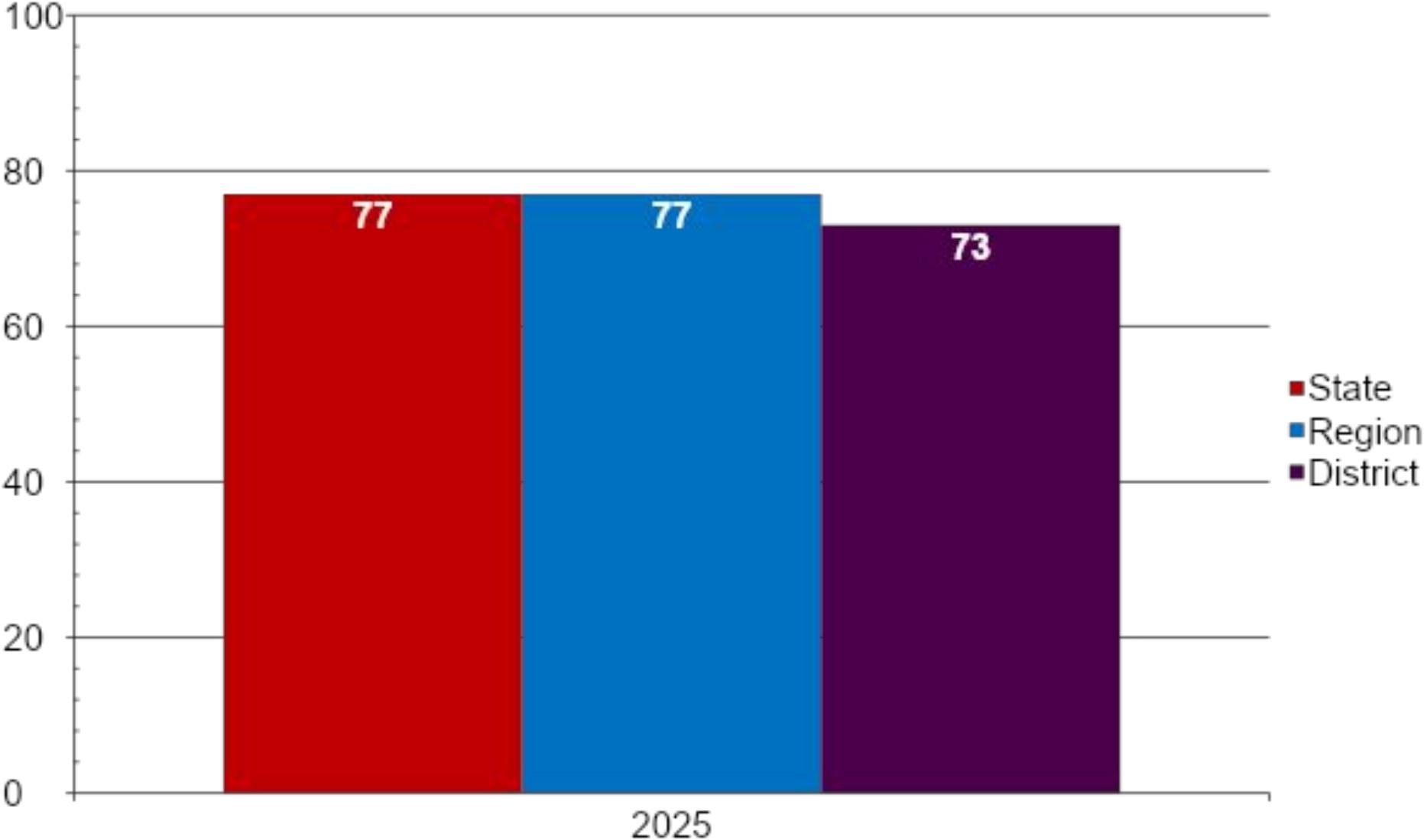


STAAR Percent at Masters Grade Level or Above

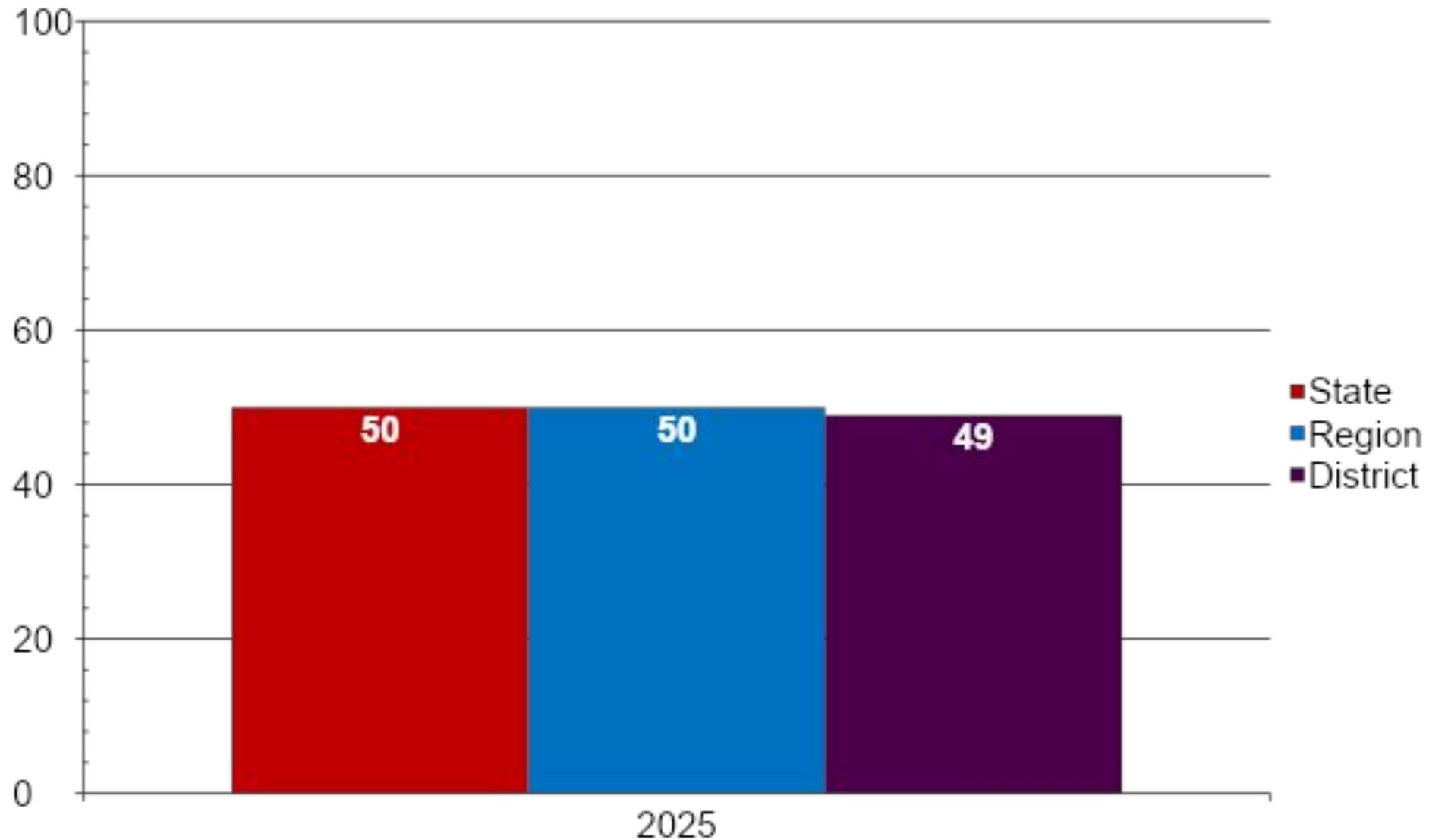
All Grades, Science



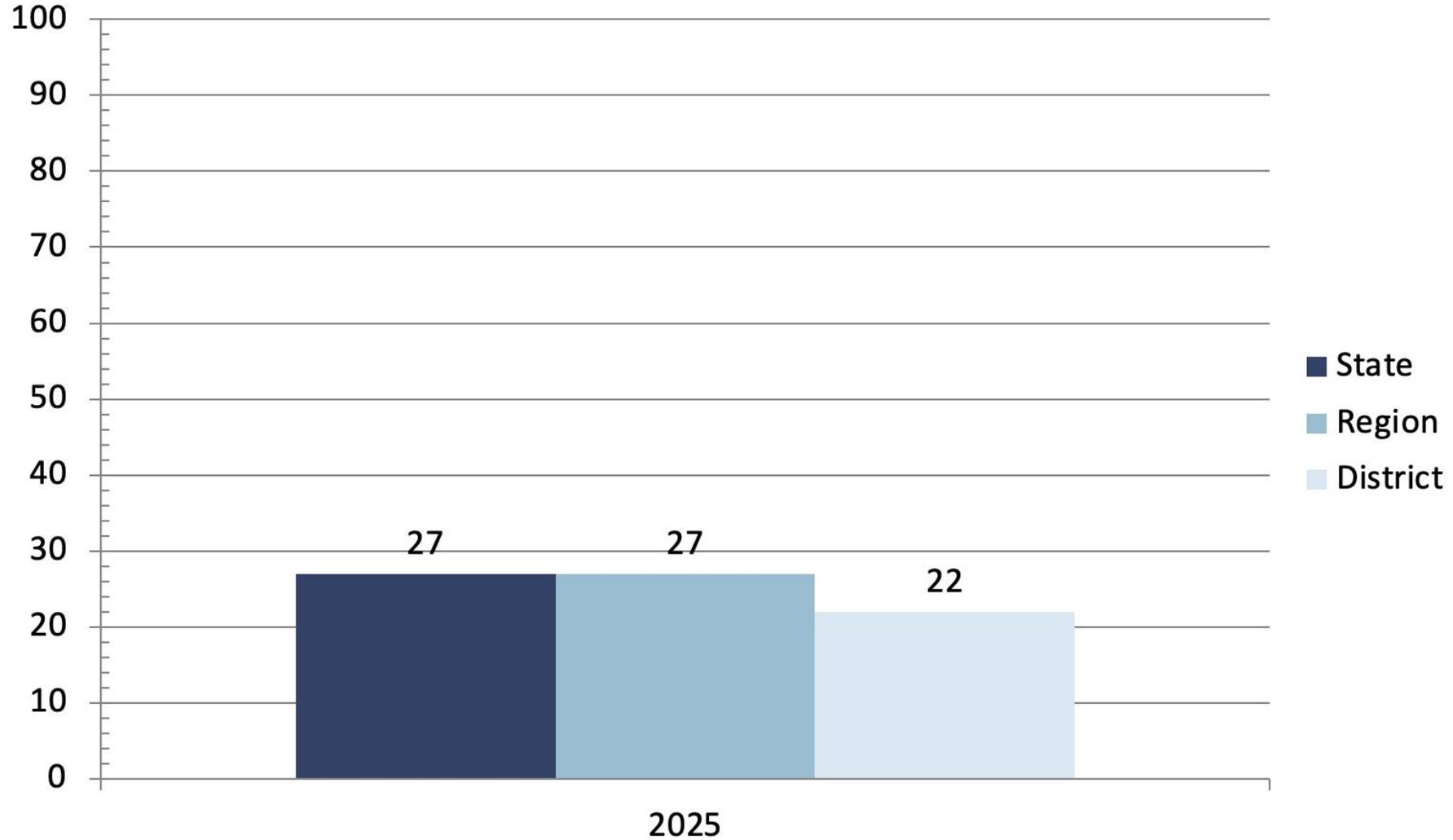
STAAR Percent at Approaches Grade Level or Above All Grades, Social Studies



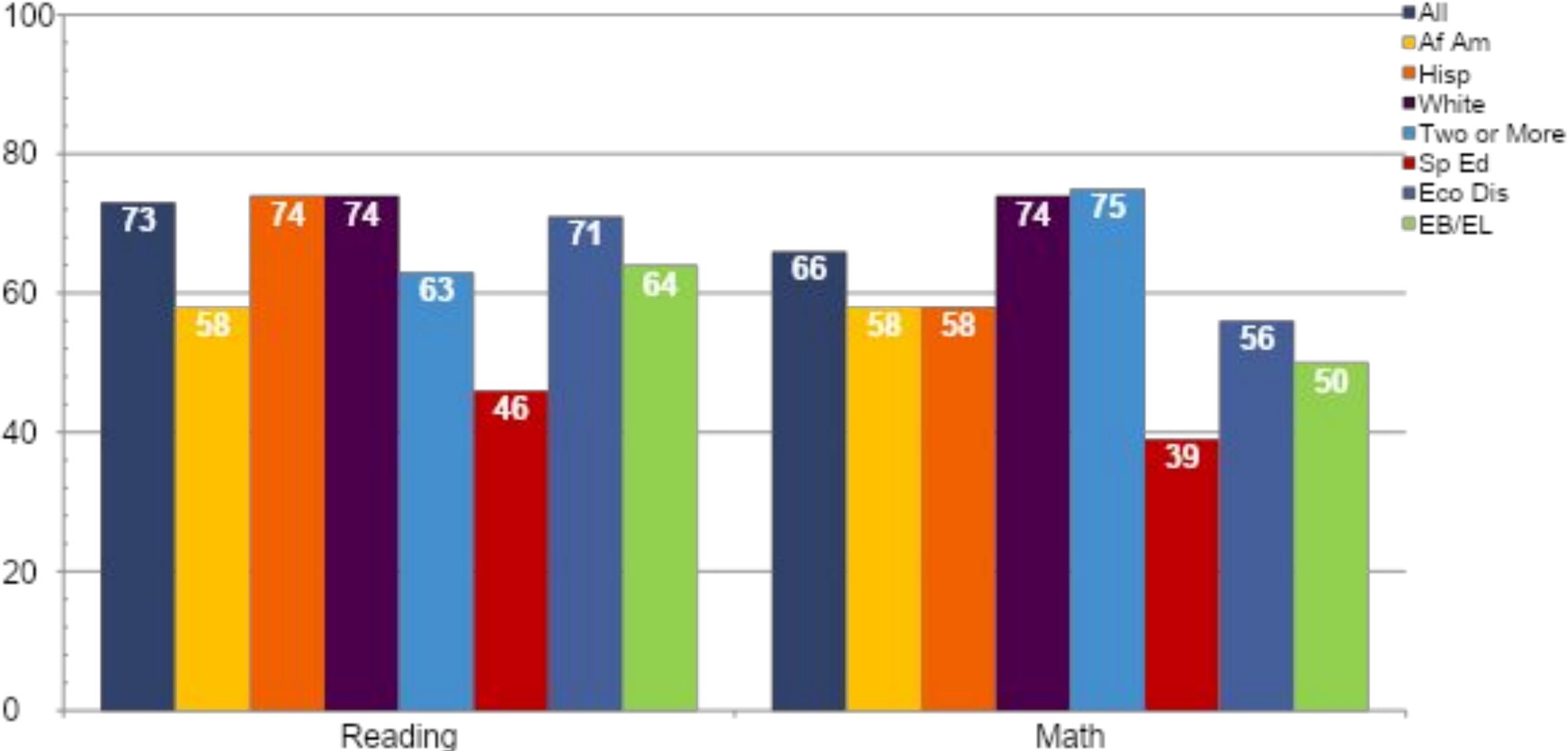
STAAR Percent at Meets Grade Level or Above All Grades, Social Studies



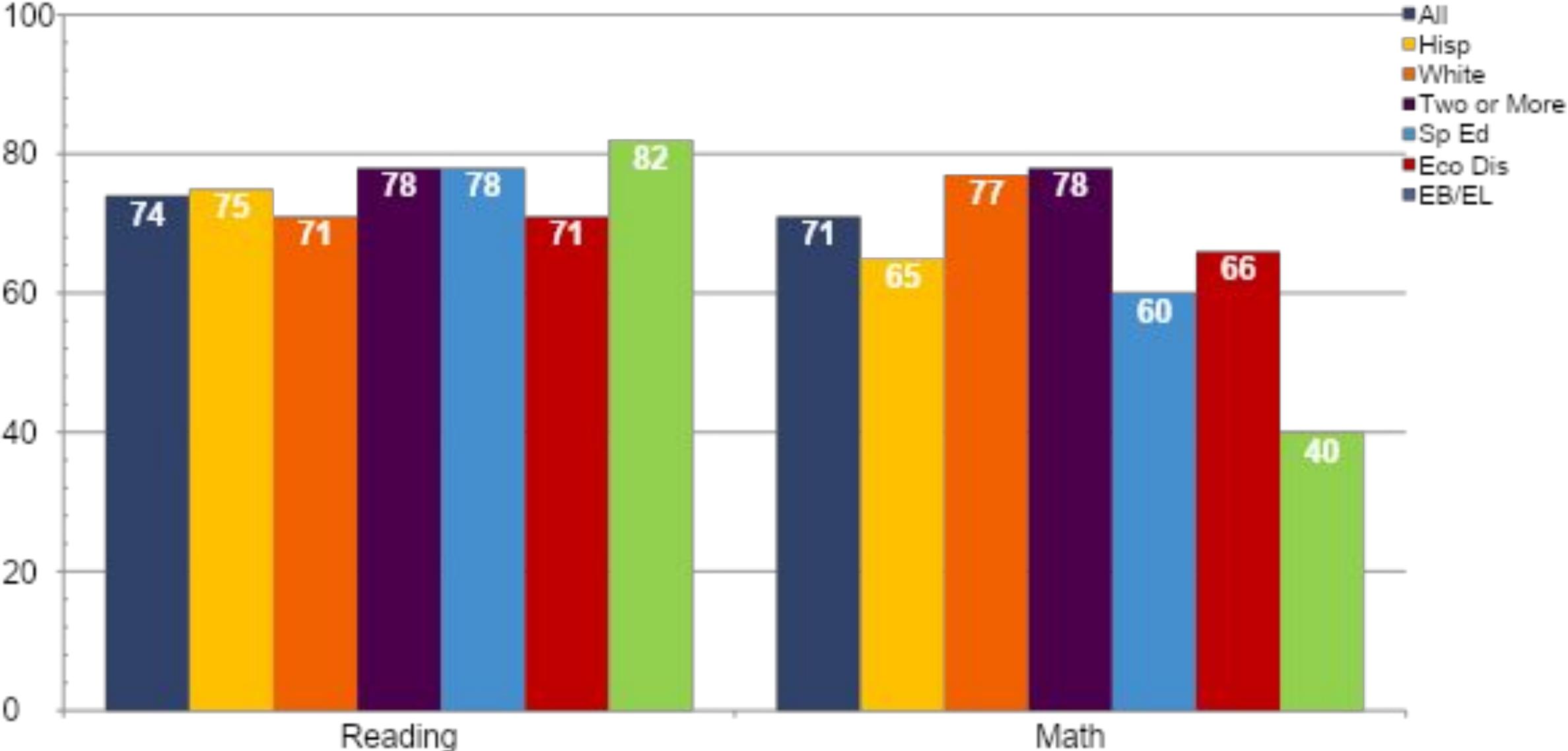
STAAR Percent at Masters Grade Level or Above All Grades, Social Studies



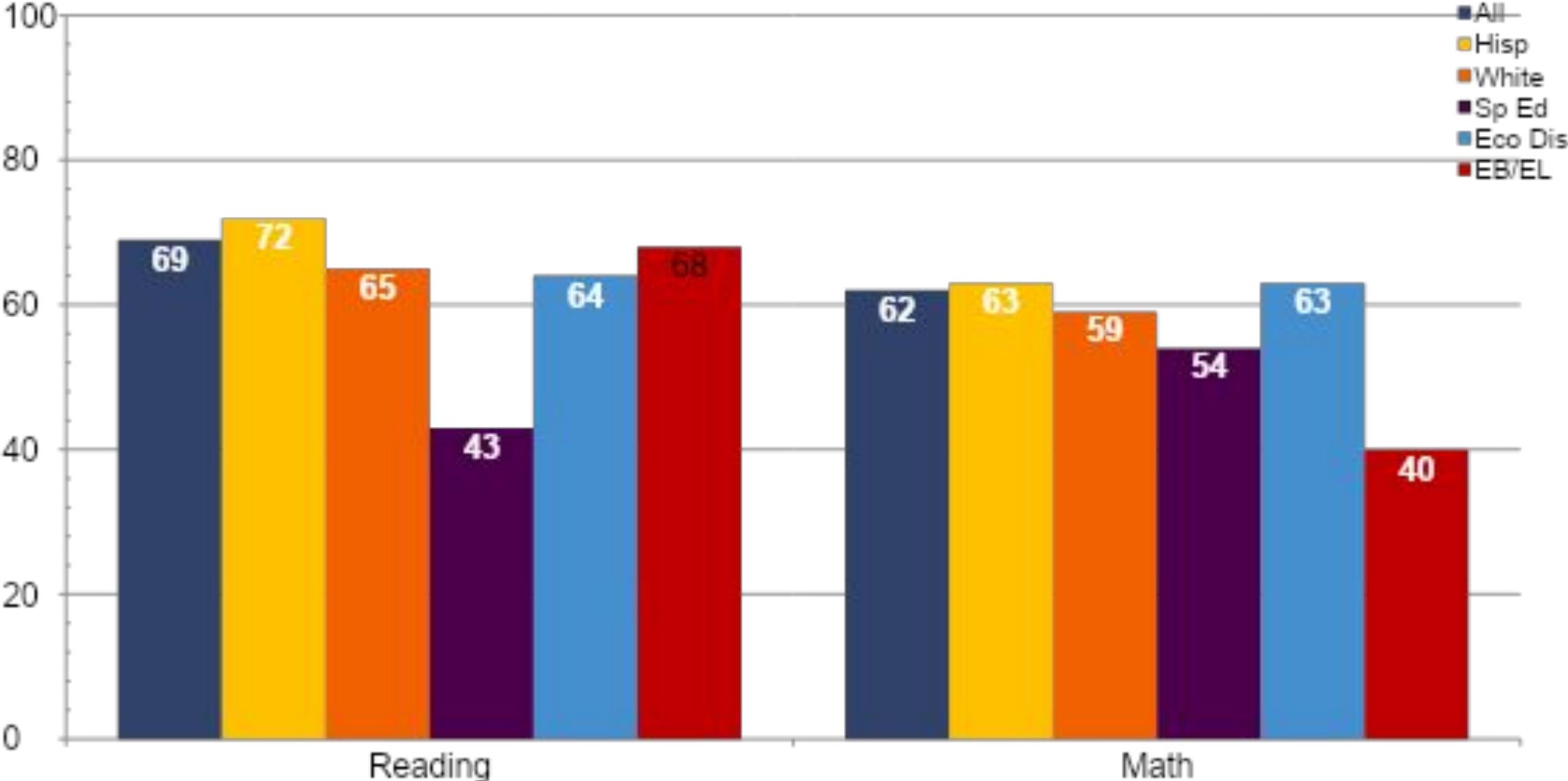
2025 Academic Growth Score 4th Grade Reading and Math



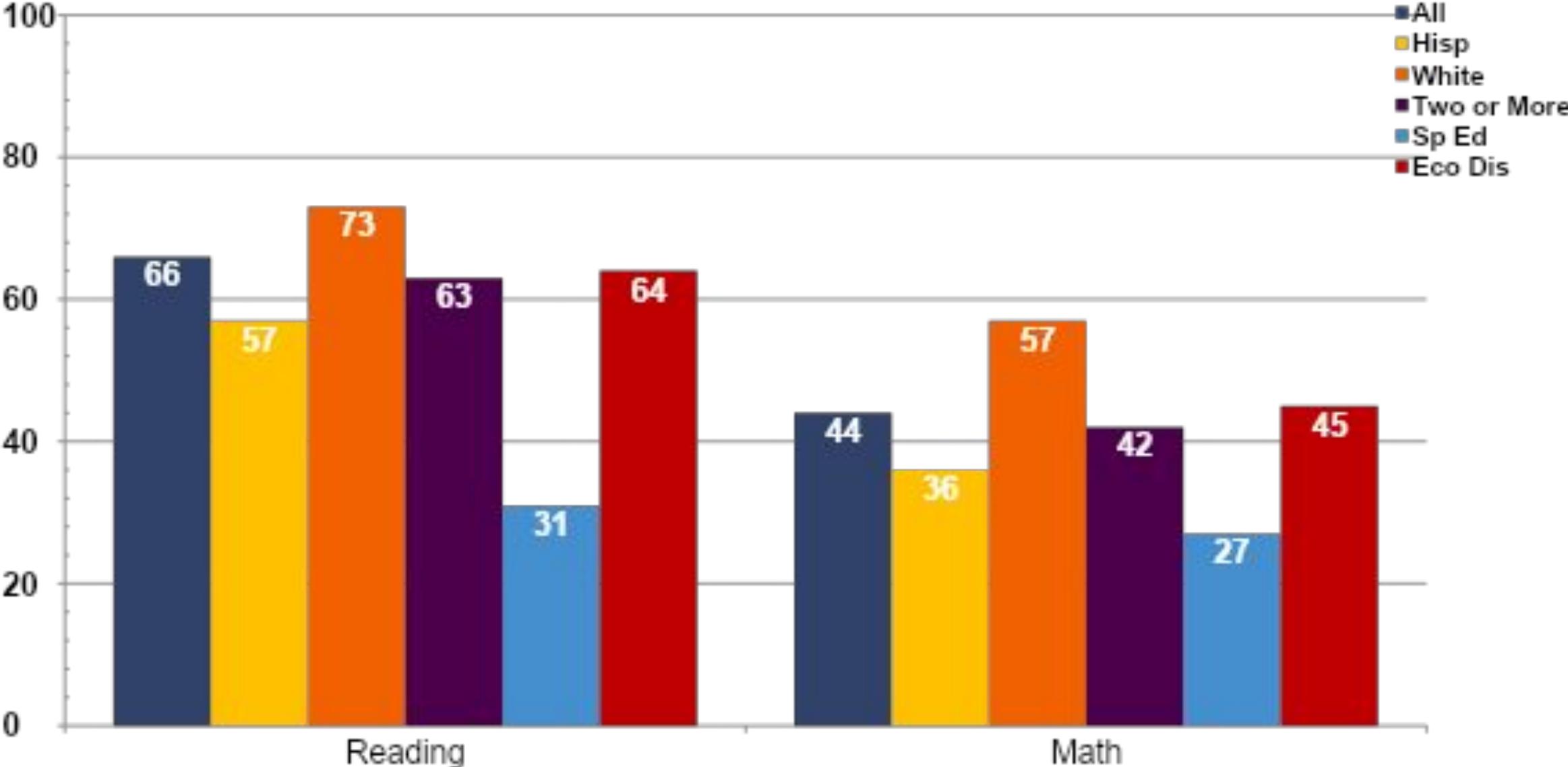
2025 Academic Growth Score 5th Grade Reading and Math



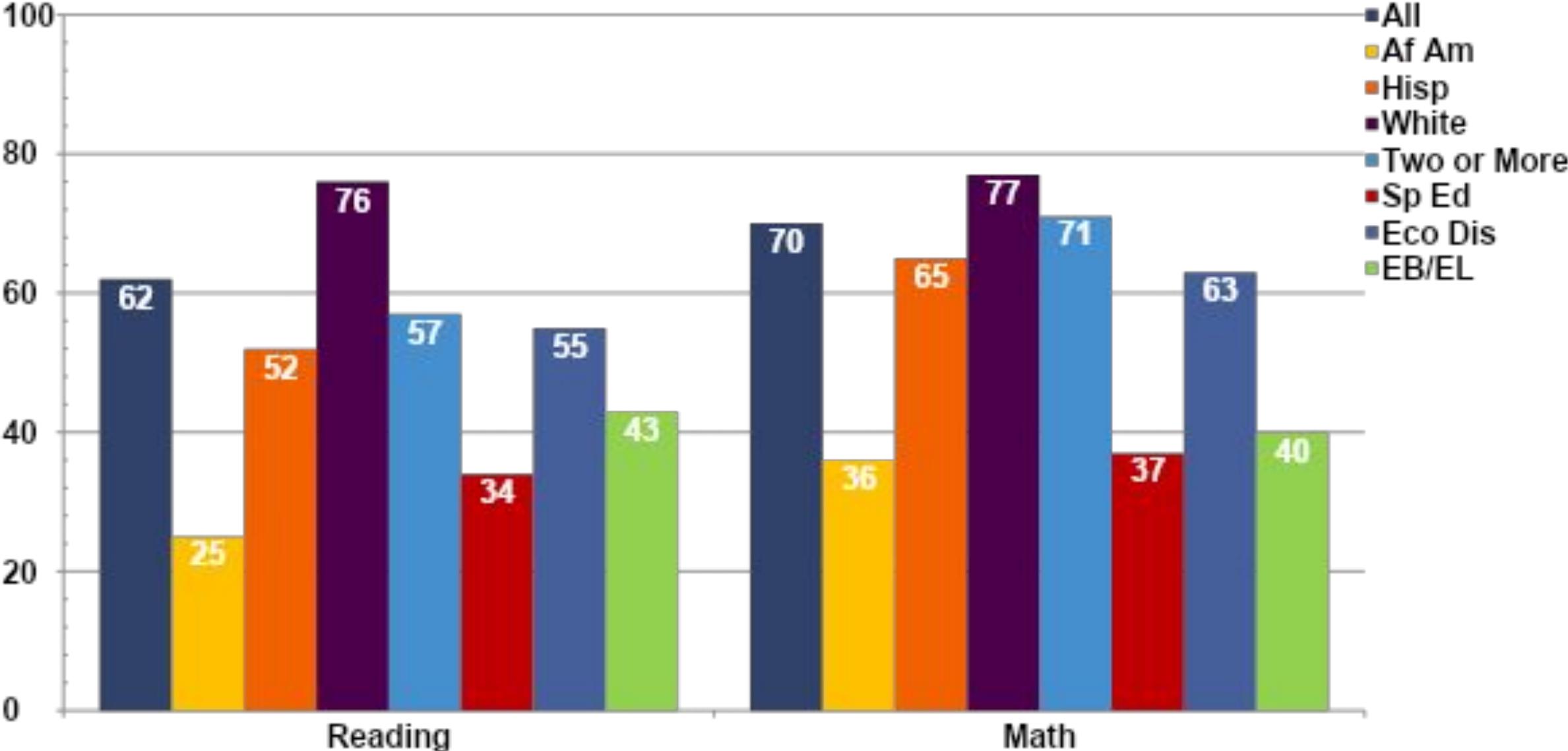
2025 Academic Growth Score 6th Grade Reading and Math



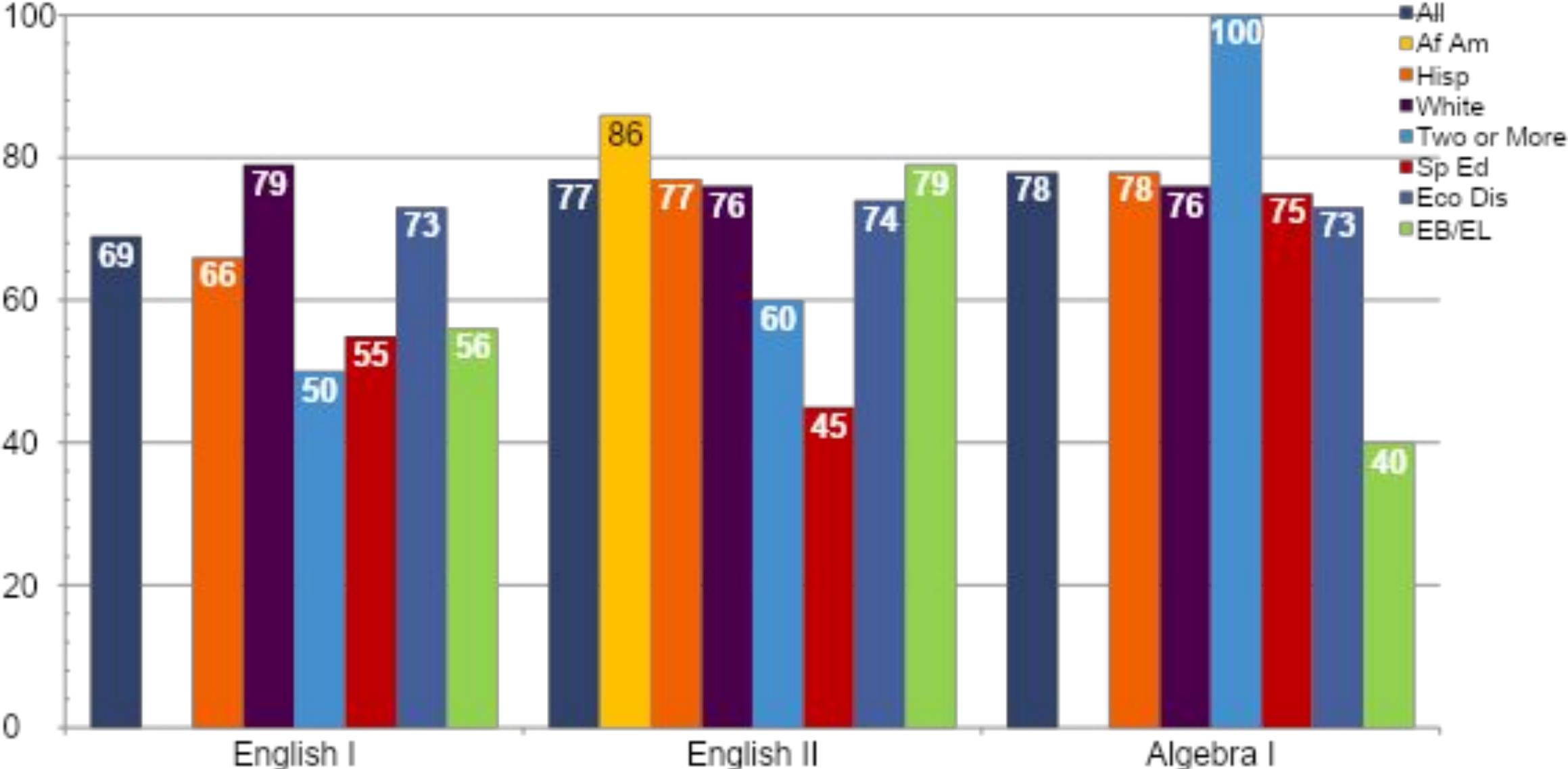
2025 Academic Growth Score 7th Grade Reading and Math



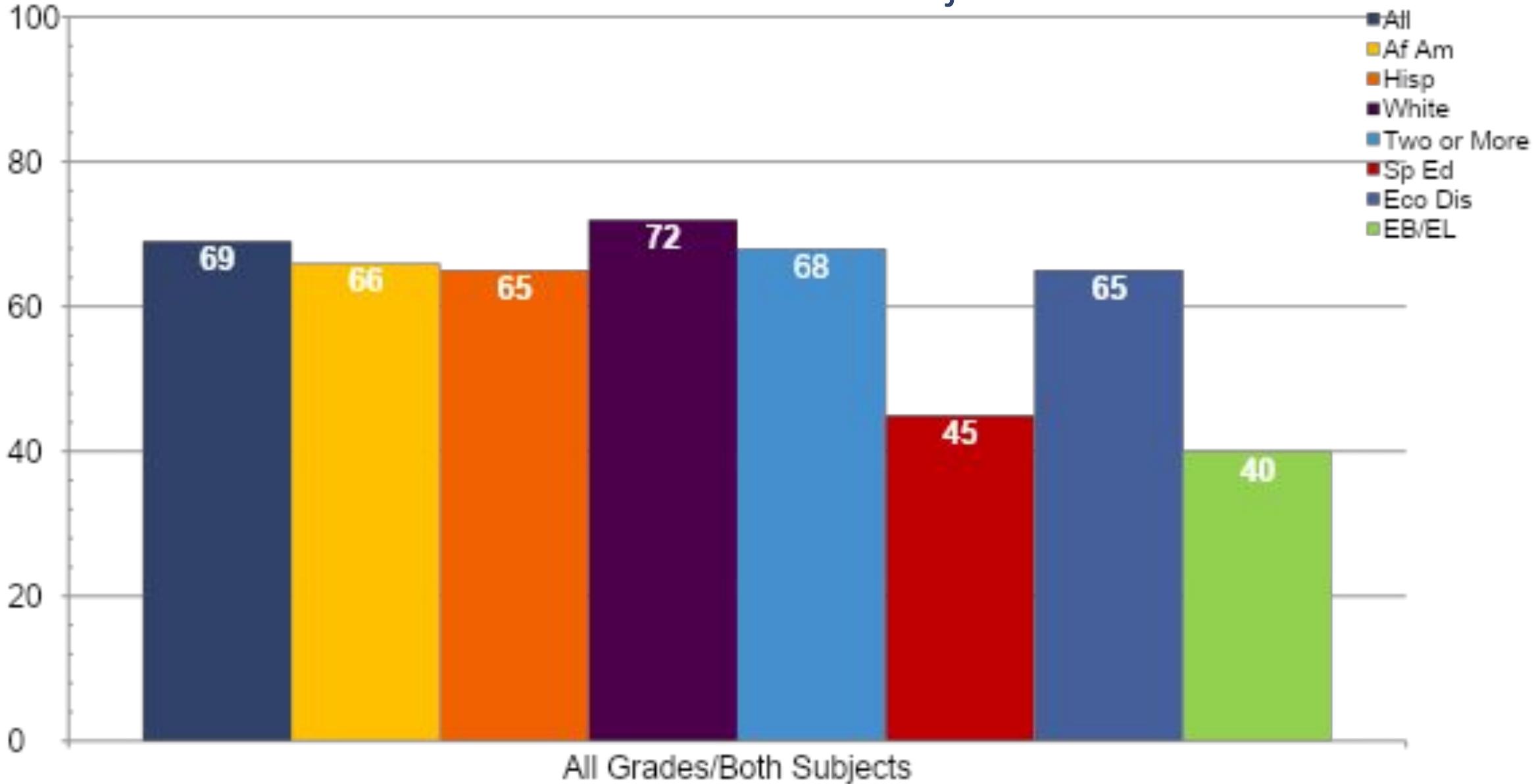
2025 Academic Growth Score 8th Grade Reading and Math



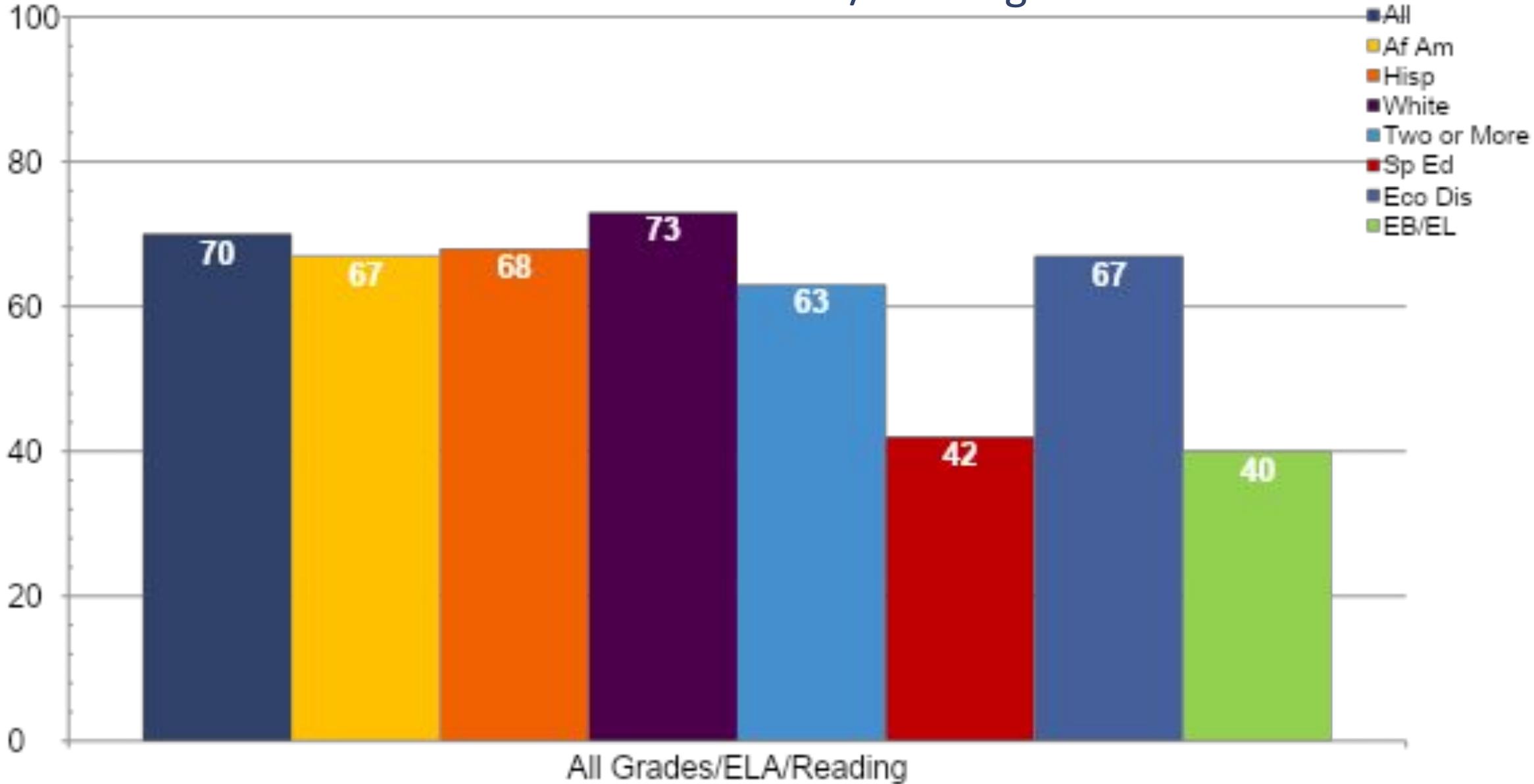
2025 Academic Growth Score EOC English I & II and Algebra I



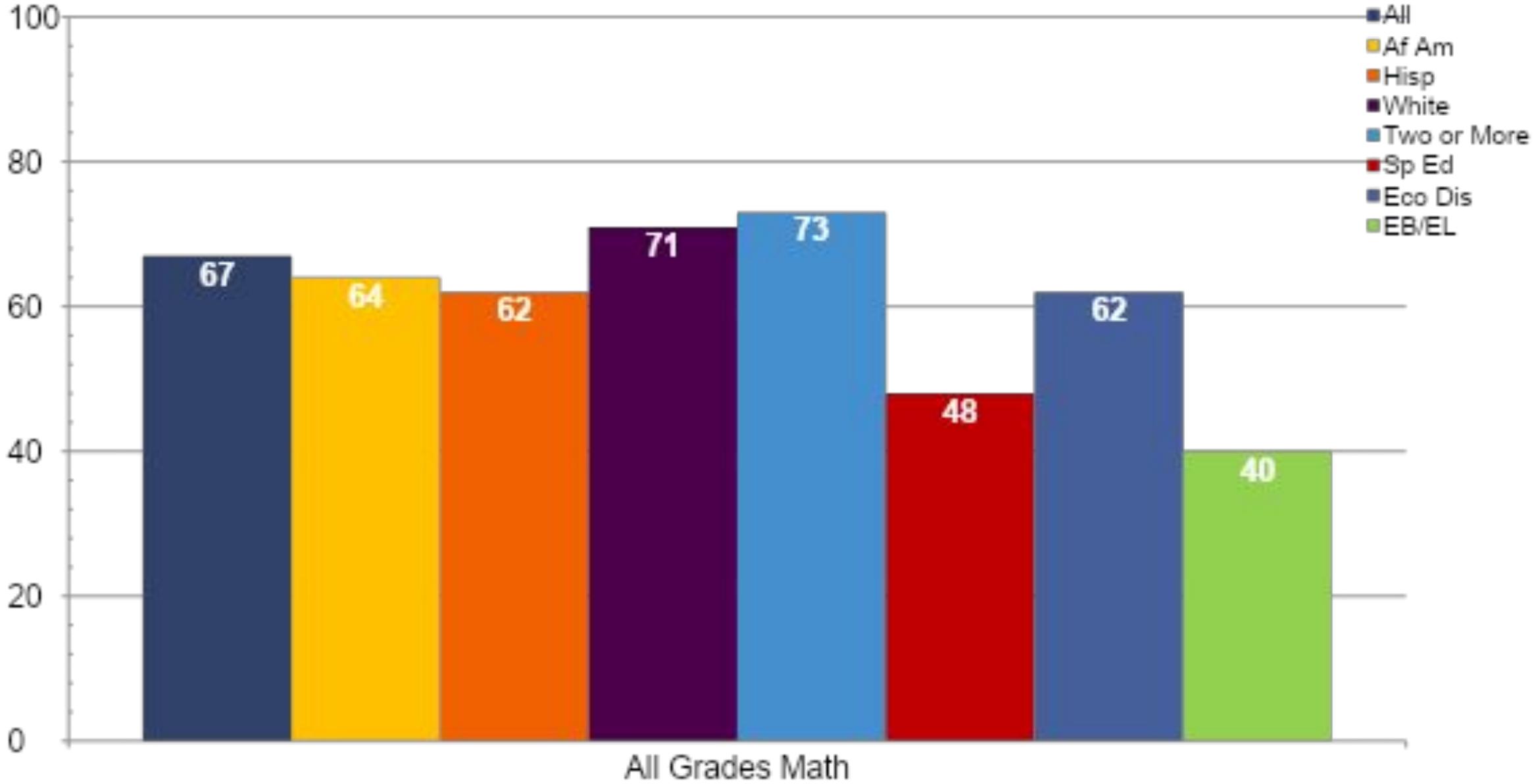
2025 Academic Growth Score All Grades Both Subjects



2025 Academic Growth Score All Grades ELA/Reading

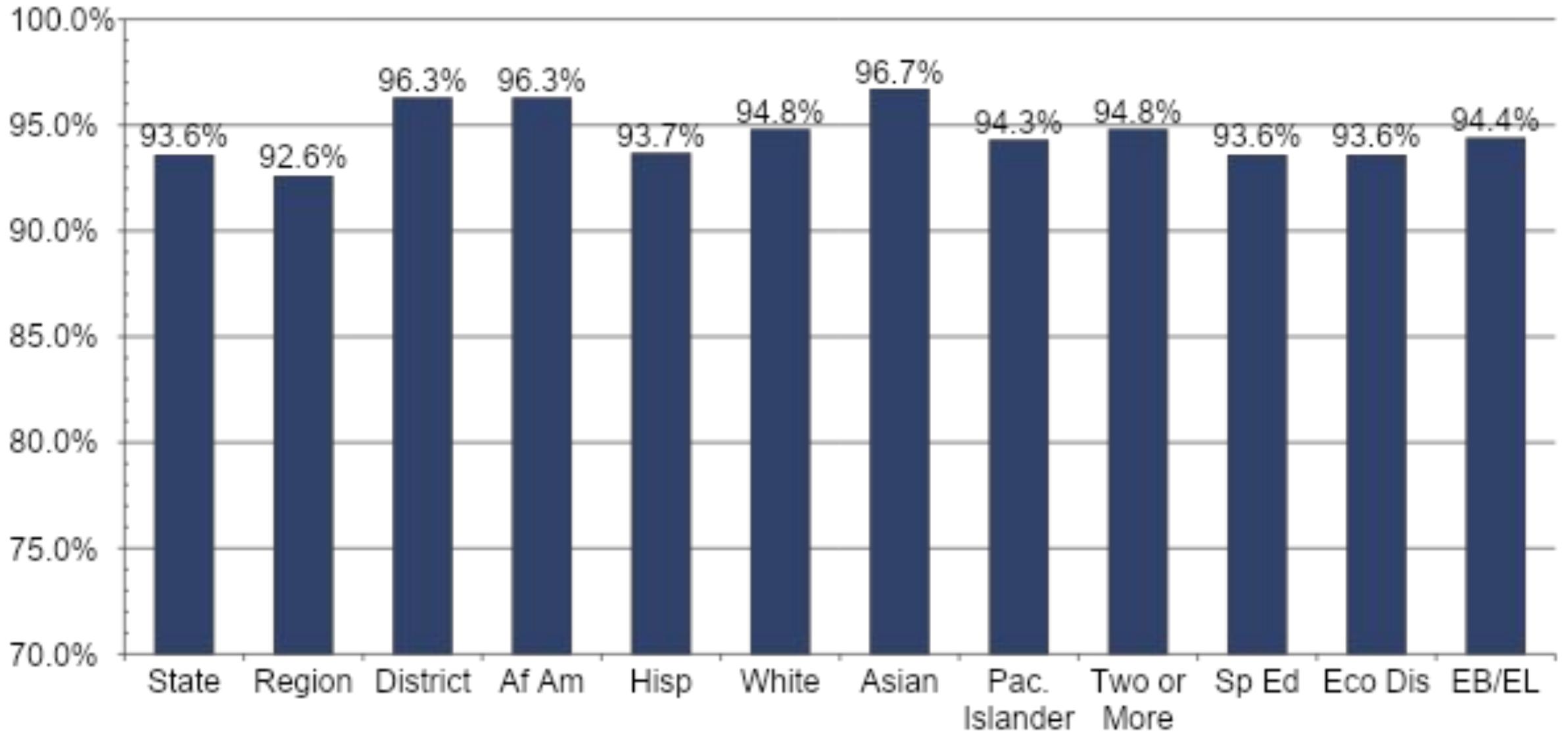


2025 Academic Growth Score All Grades Mathematics



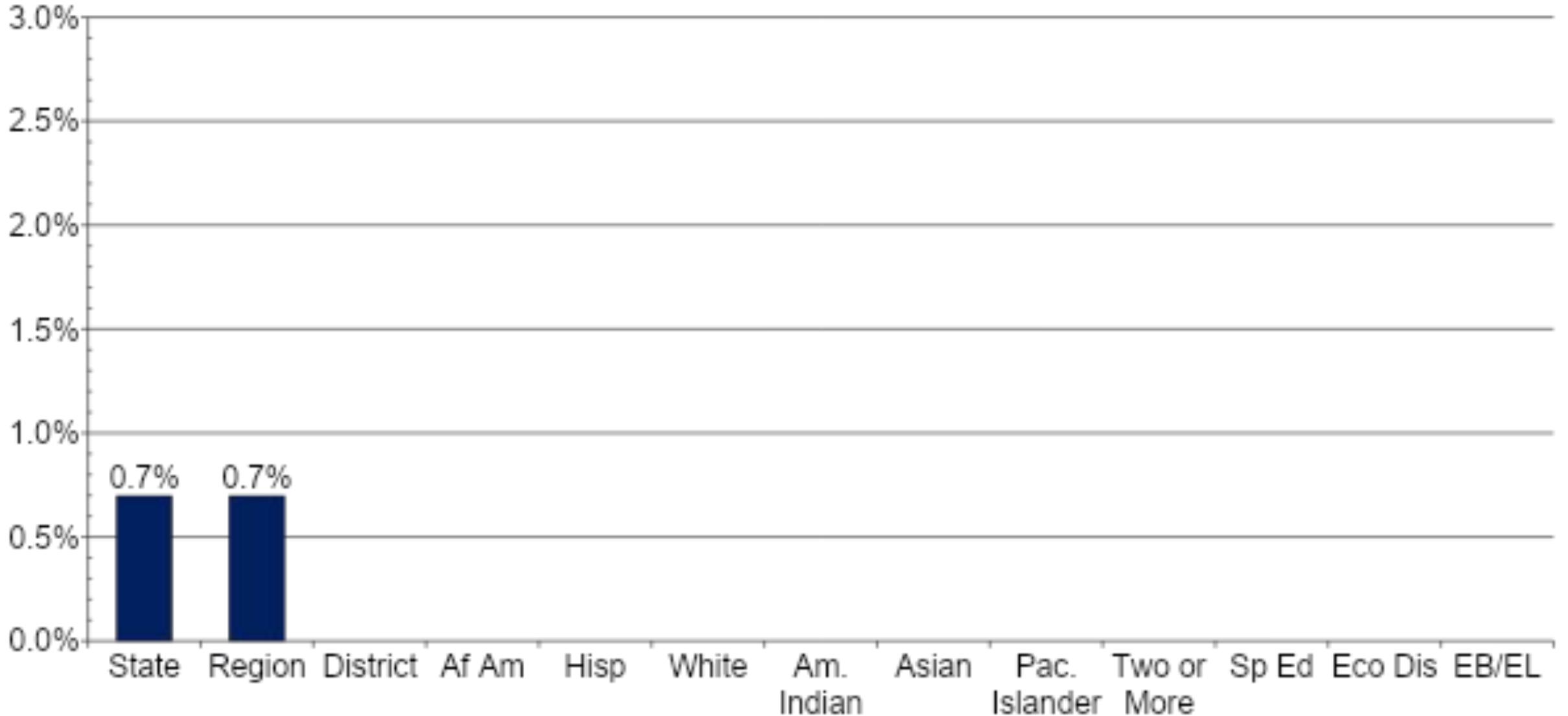
2025 Attendance

2023-2024 School Year



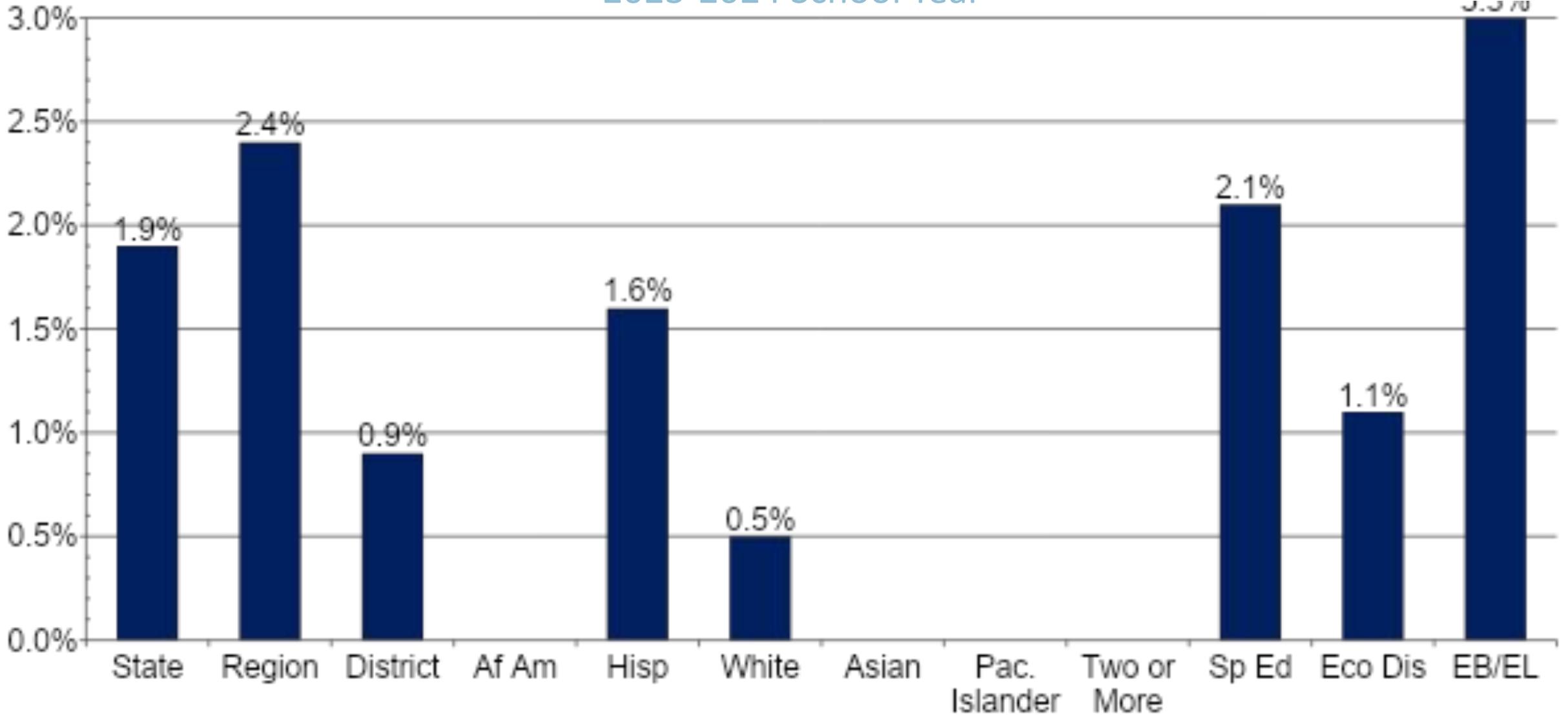
2025 Annual Dropout Rate (Grades 7-8)

2023-2024 School Year



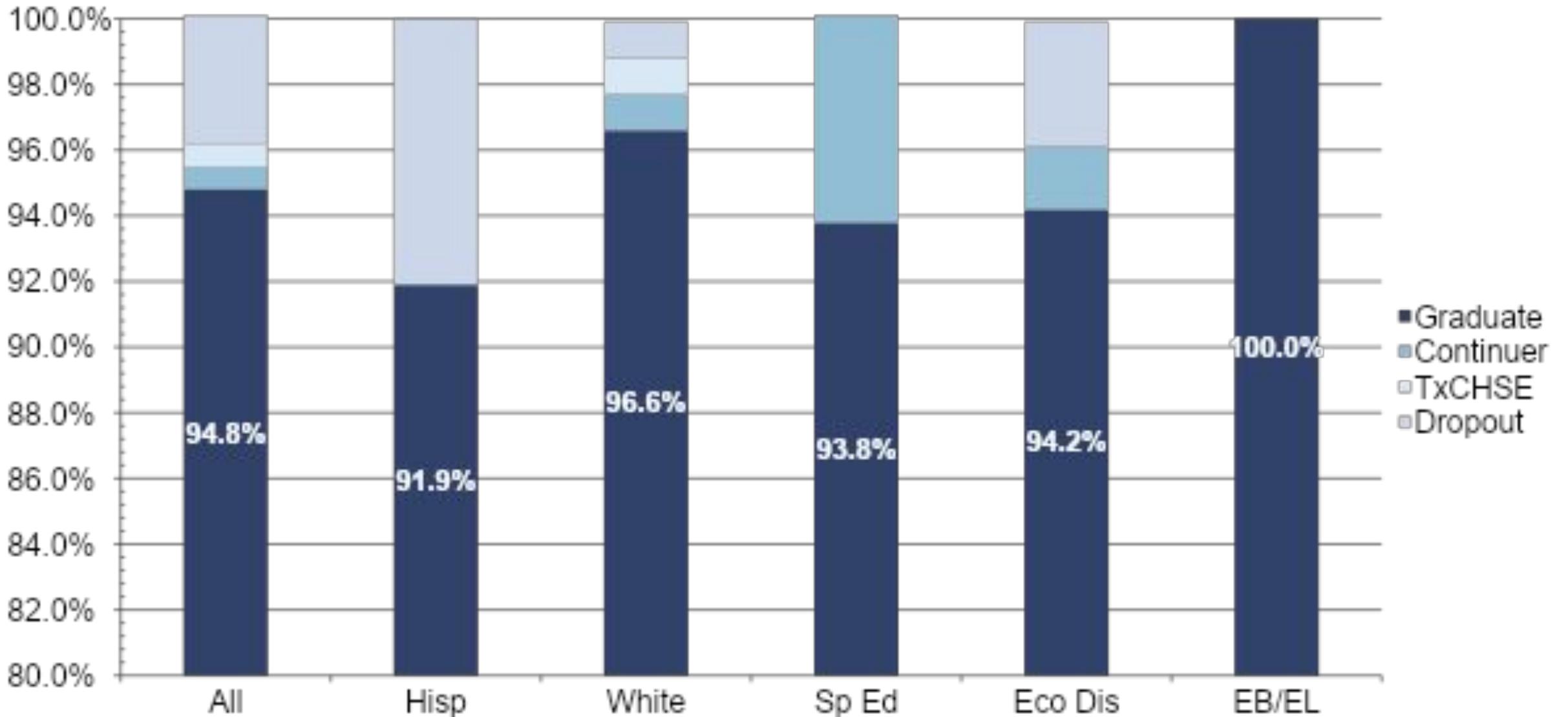
2025 Annual Dropout Rate (Grades 9-12)

2023-2024 School Year

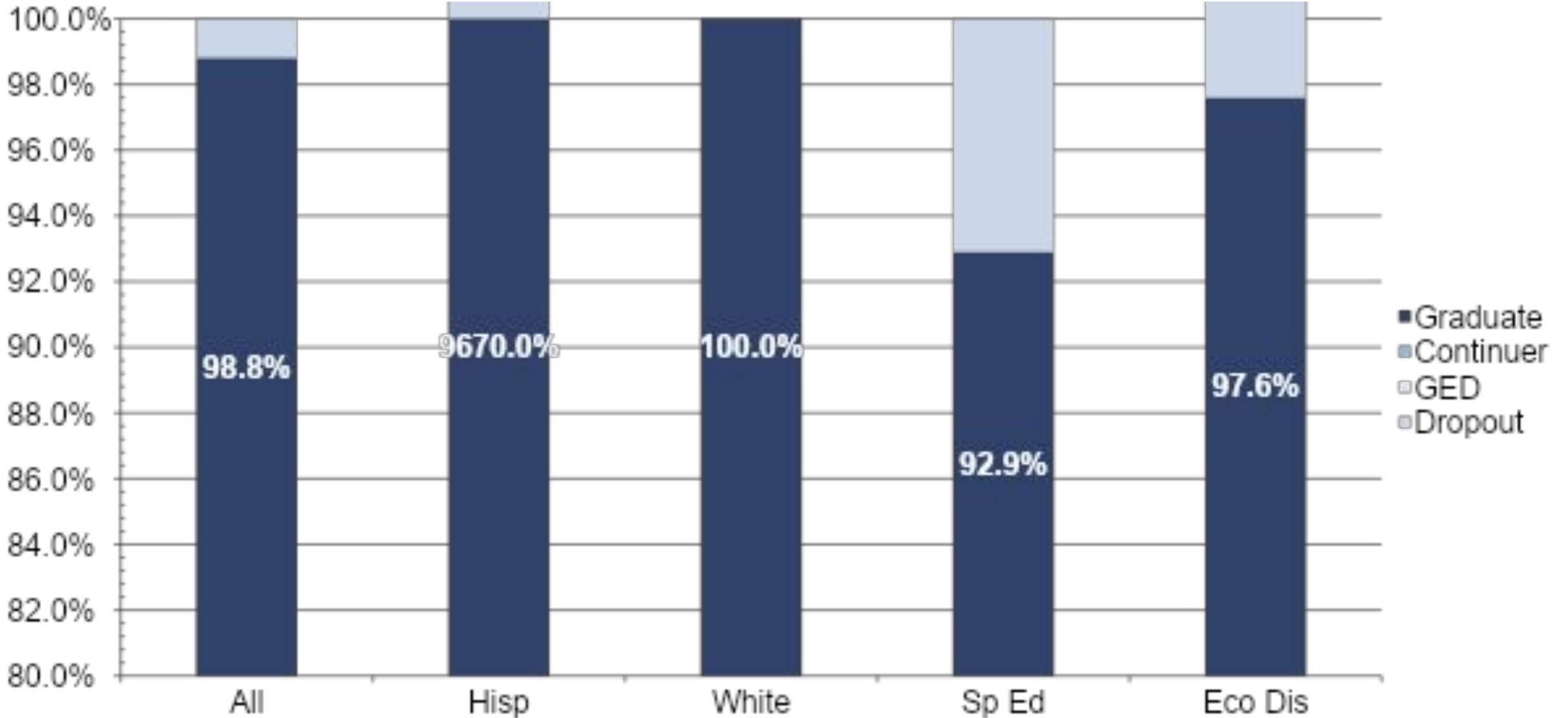


4-Year Longitudinal Graduation Rate (Grades 9-12)

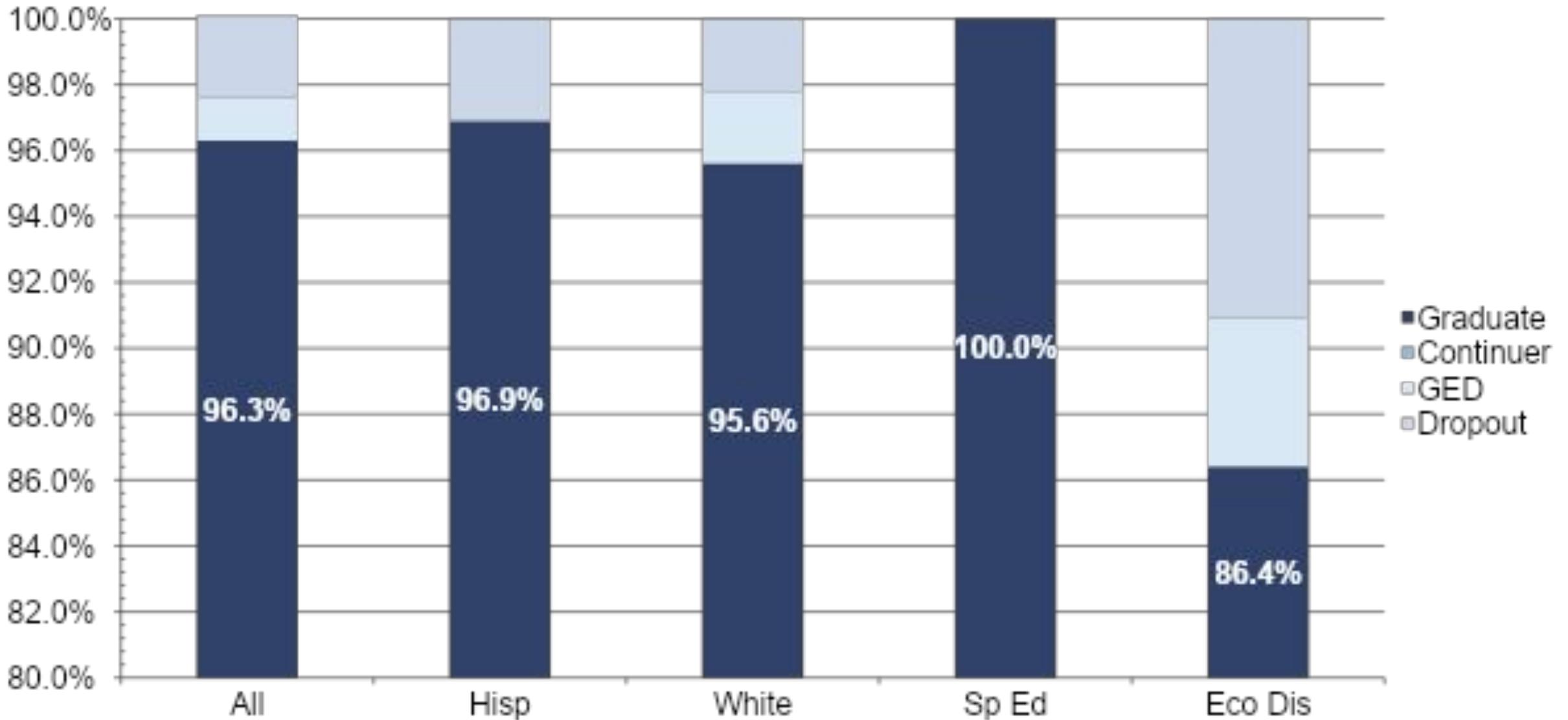
Class of 2024 Cohort



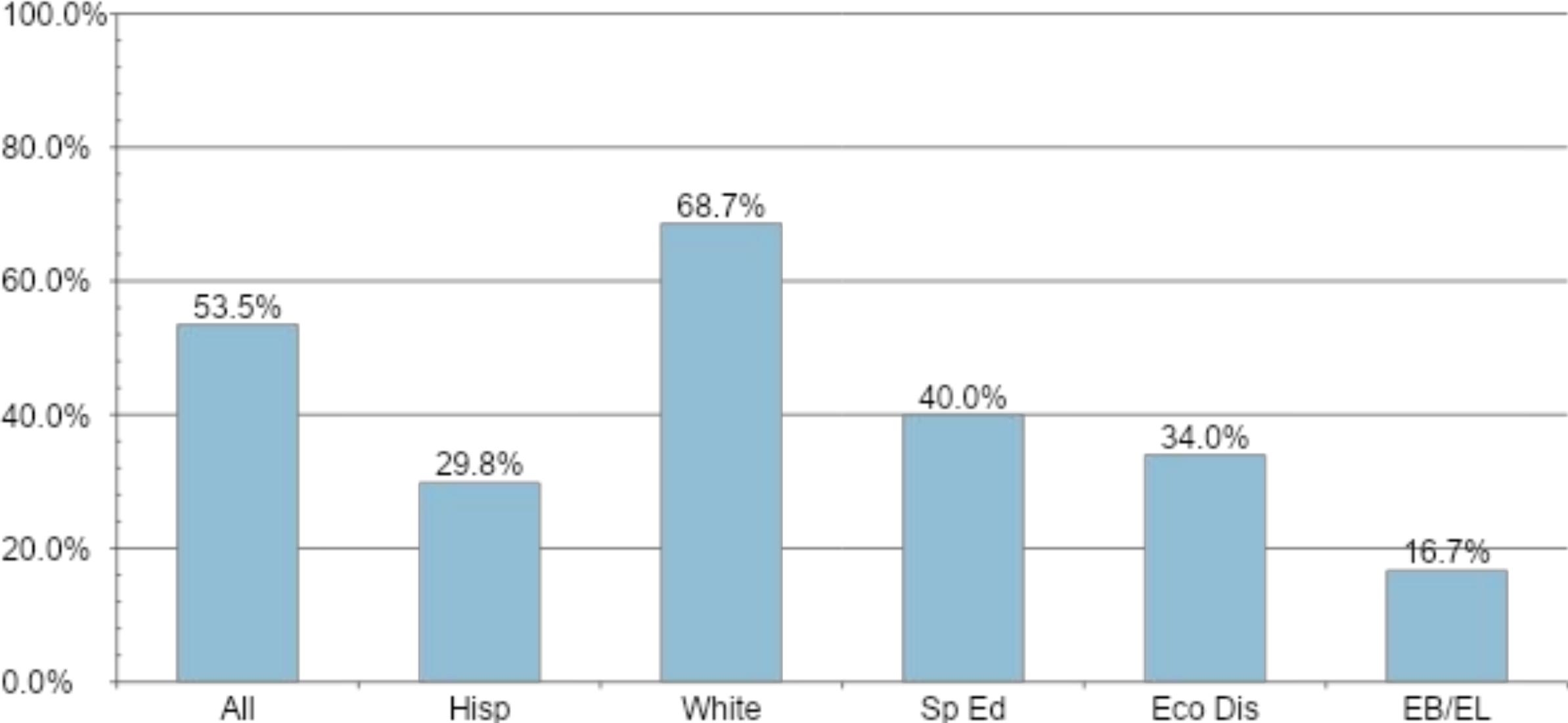
5-Year Extended Longitudinal Graduation Rate (Grades 9-12) Class of 2023 Cohort



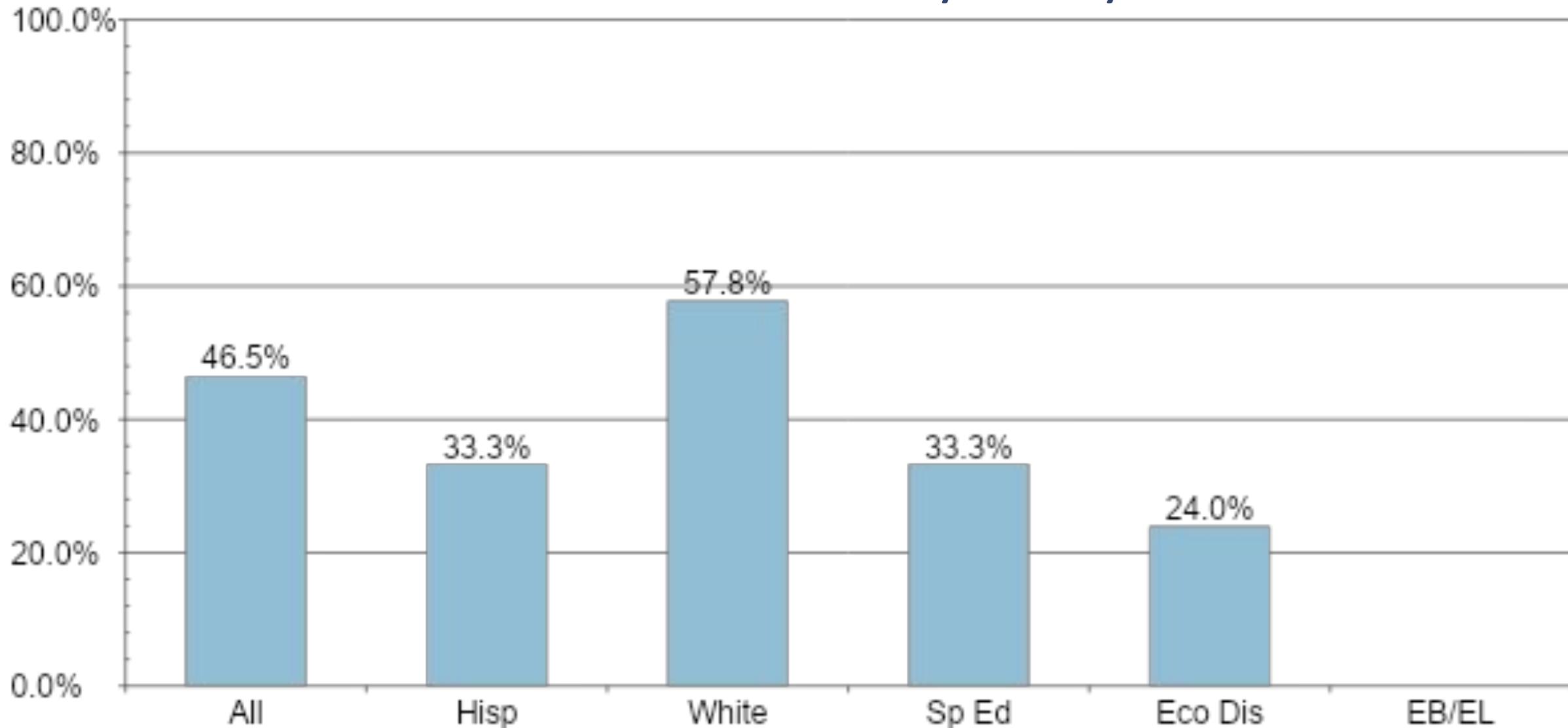
6-Year Extended Longitudinal Graduation Rate (Grades 9-12) Class of 2022 Cohort



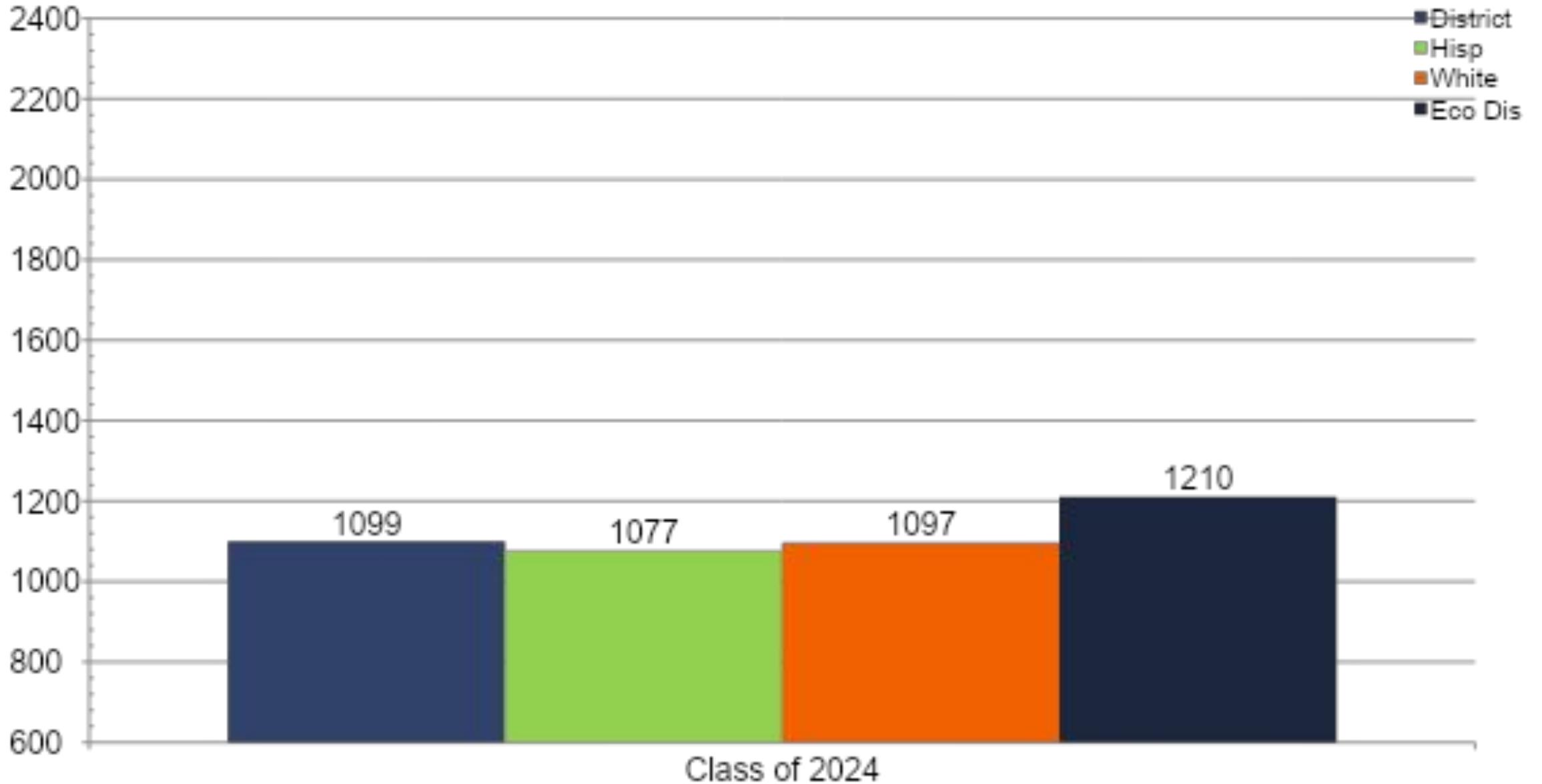
Class of 2024 College Ready Graduates



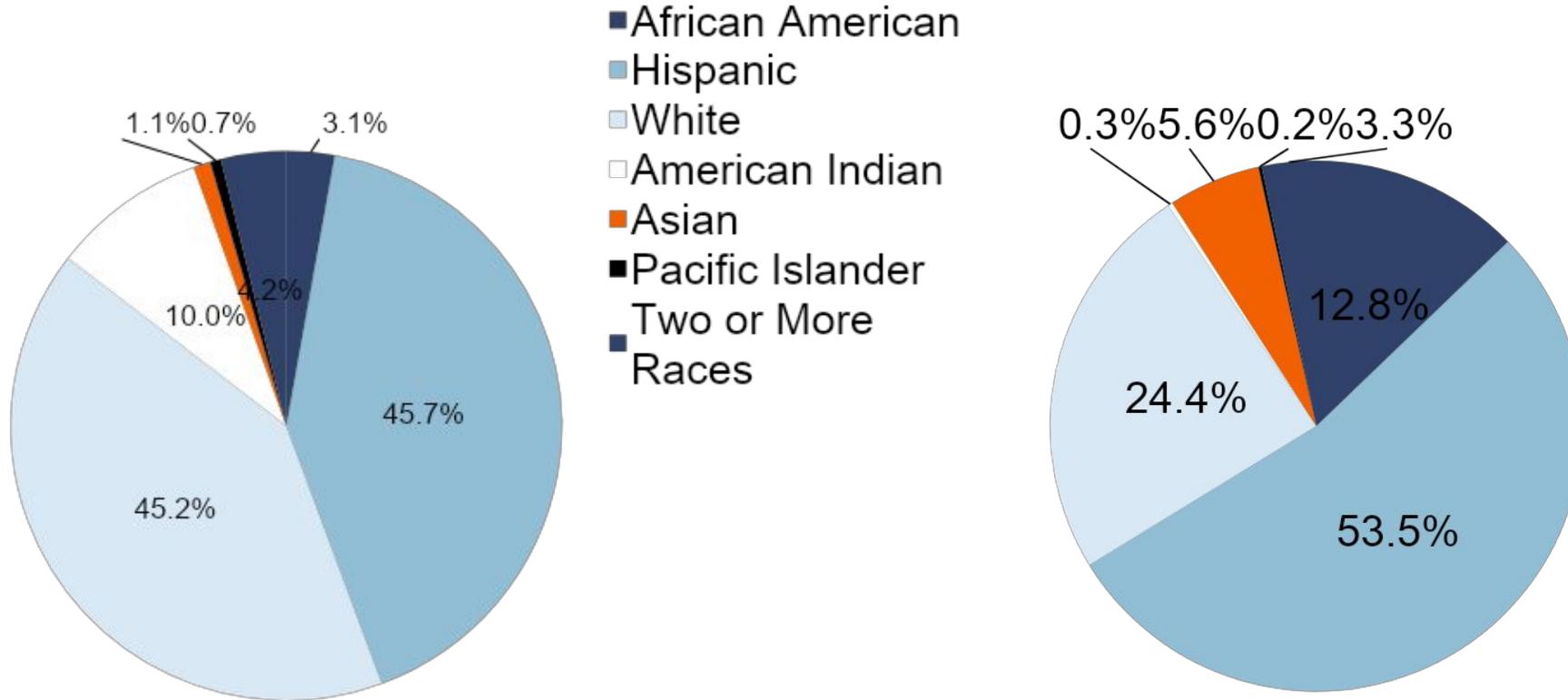
Class of 2024 Career or Military Ready Graduates



Average SAT Score, All Subjects



2024 – 2025 Student Ethnic Distribution



District

State

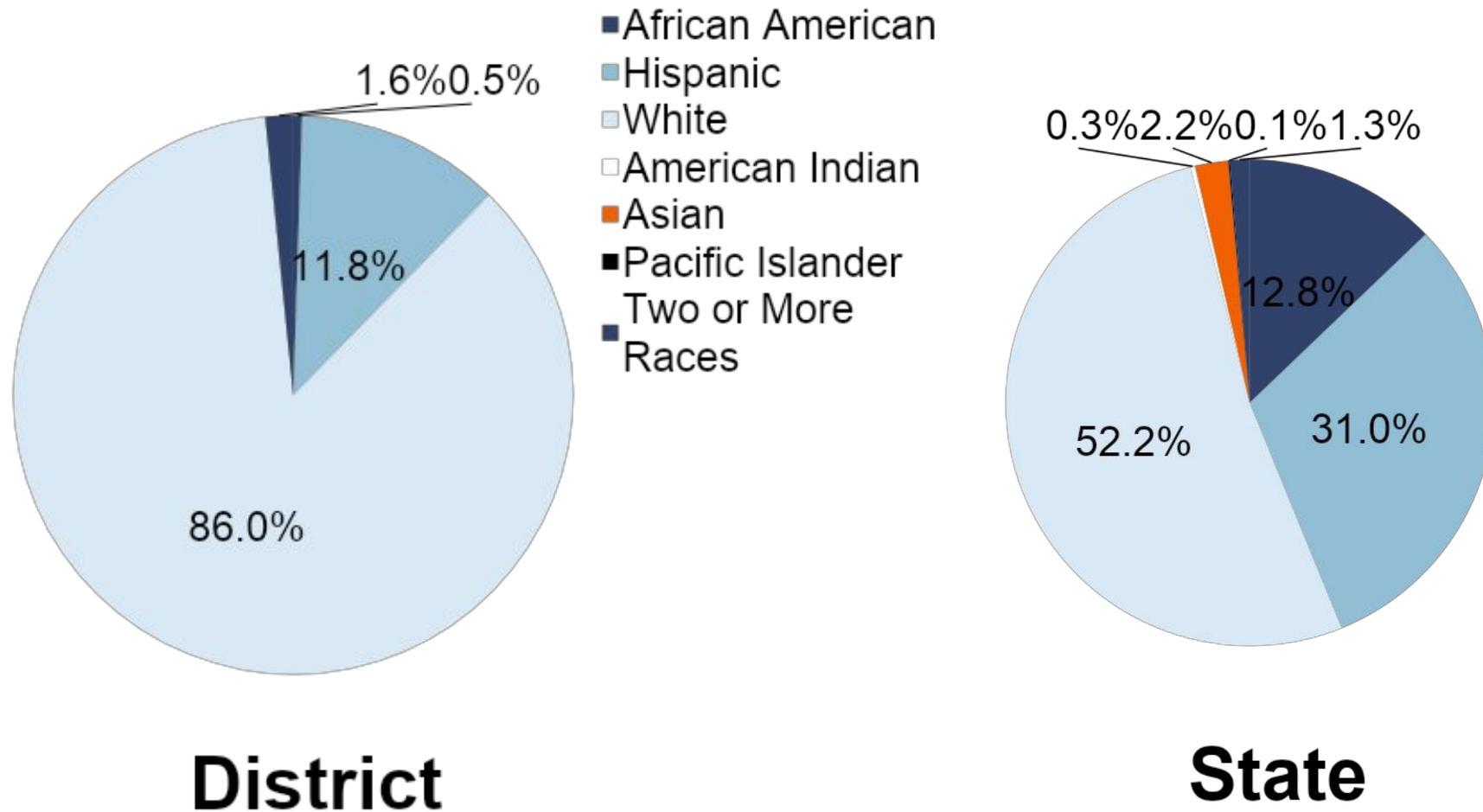
2024 – 2025 Student Demographics

	District	State
Economically Disadvantaged	41.1%	60.5%
Emergent Bilingual/EL	7.1%	24.3%
Students w/Disciplinary Placements (2023-2024)	2.0%	2.1%
At-Risk	33.9%	53.5%

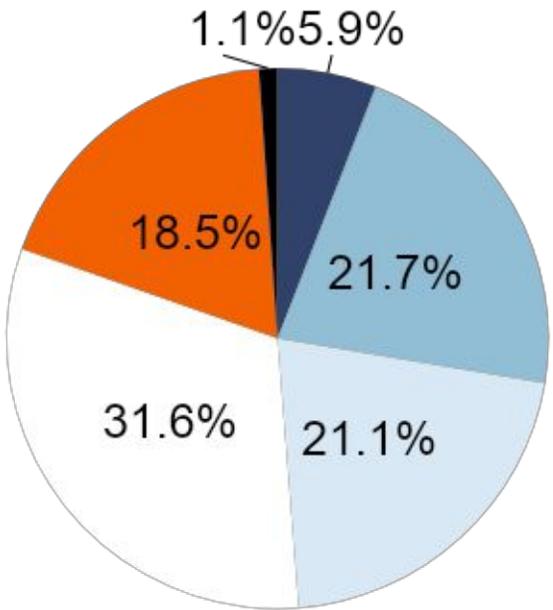
2024 – 2025 Enrollment by Program

	District	State
Bilingual/ESL	7.0%	24.3%
Career & Technical Education	26.7%	27.7%
Career & Technical Education (9-12)	88.3%	74.0%
Gifted & Talented Education	9.3%	8.7%
Special Education	17.7%	15.3%

2024 – 2025 Teacher Ethnic Distribution

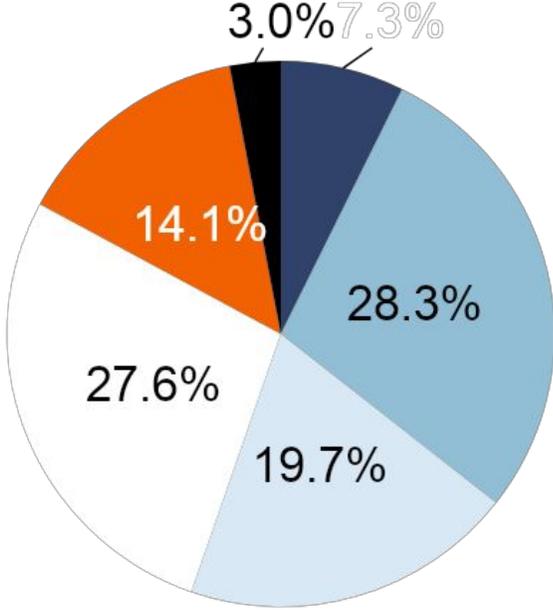


2024 – 2025 Teachers Years of Experience



District

- Beginning
- 1-5 Years
- 6-10 Years
- 11-20 Years
- 21-30 Years
- Over 30 Years



State

Texas Higher Education Coordinating Board

- Texas statute (TEC 51.403e) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The report includes:
 - *Number of Total Graduates, disaggregated by attendance in Institutes of Higher Education*
 - *Number of Students within each GPA reporting band*

Texas High School Graduates from FY 2024 Enrolled in Texas Public Higher Education Fall 2024

DISTRICT	CAMPUS	CDN	COLLEGE/UNIVERSITY	NUMBER OF ENROLLED GRADUATES
NAVARRO ISD	NAVARRO H S	094903001	TEXAS STATE UNIVERSITY 003615	18
NAVARRO ISD	NAVARRO H S	094903001	ALAMO CCD NE LAKEVIEW COLLEGE (000309)	7
NAVARRO ISD	NAVARRO H S	094903001	TEXAS A&M UNIV-CORPUS CHRISTI (011161)	6
NAVARRO ISD	NAVARRO H S	094903001	TEXAS A&M UNIVERSITY (003632)	6
NAVARRO ISD	NAVARRO H S	094903001	TEXAS LUTHERAN UNIVERSITY (003641)	6
NAVARRO ISD	NAVARRO H S	094903001	TEXAS STATE T. C. in WACO (003634)	6
NAVARRO ISD	NAVARRO H S	094903001	Other Public 4-yr Institution	15
NAVARRO ISD	NAVARRO H S	094903001	Other Public 2-yr Institution	14
NAVARRO ISD	NAVARRO H S	094903001	Not trackable	2
NAVARRO ISD	NAVARRO H S	094903001	Not found	64
			Total High School Graduates	144

High School Graduates from FY2023 (w/25 or More Graduates)
Enrolled in Texas Public or Independent Higher Education in FY 2024

[Click here to get the report](#)

<i>Navarro High School</i>	Total Graduates	GPA for 1 st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	44	5	2	10	12	15	0
Two-Year Public Colleges	28	6	2	7	5	8	1
Independent Colleges & Universities	8						
Not Trackable	2						
Not Found	62						
Total High School Graduates	144						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Campus Performance Objectives

Navarro Independent School District



Navarro Elementary School

2025-2026 Goals/ Performance Objectives/ Strategies

Board Approval Date:
September 29, 2025

Strategy's Expected Result/Impact: 1. Use of research-based intervention methods to address gaps in student learning.
2. Closing gaps of sub-populations.
3. Create a comprehensive data sheet to be used for data monitoring.
4. Effectively utilize tutoring groups to support students not identified through other programs like MTSS/504/Sped/LEP.

Staff Responsible for Monitoring: Admin, teachers, instructional coaches, MTSS teachers, tutors

Problem Statements: Student Learning 4

Funding Sources: Title I Funds, , LASO Grant Funds,

Formative Reviews

Moderate Progress

October

Some Progress

January

April

July

NES data for MOY

Reading	BOY	MOY	80%+	60%+	40%+	20%+	19%-	EOY Goal
Kinder	50%	64%	55	70	32	32	23	75%
1st	60%	63%	61	50	55	37	15	79%
2nd	59%	64%	60	58	67	27	11	64%
Math	BOY	MOY	80%+	60%+	40%+	20%+	19%-	EOY Goal
Kinder	53%	75%	84	52	43	24	13	80%
1st	66%	69%	73	79	34	32	9	84%
2nd	68%	75%	89	73	47	16	9	74%

Noticings	Actionable steps
Average to normal growth in Kinder and 2nd with 1st grade making slow growth.	<u>Data protocol</u> created with Instructional Coaches to drill into skill based needs and group students accordingly.
Students at 20% or below was 8% of campus which is 52 students. Have we discussed every student in that 20%?	Review students in T3 pullout and ensure multiple data points are utilized for outliers. Utilize data sheets to see if students are growing
Are our classroom interventions closing gaps and are our plans specific enough?	Scoreboard on intervention time.



MOY Protocol for Examining MAP Data

Step 2: Use the data to answer the following questions:

Total Number of Students:	
How many met expected growth?	
Are students' MAP results consistent with other data? (e.g., classroom assessment results, etc.) If not, note these students for further investigation?	

NES

BORCHARD					
Subject	Time	Student 1	Student 2	Student 3	Student 4
Reading - 1	7:30	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Reading - 1	8:05	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Now what?

1. Identify students through multiple data points (MAP, Rigby, observations, screeners, grades). Are we reaching every student?
2. Check 20% and below to ensure we are servicing every student. No their name and need if we are not servicing. Who is? Is their data point an outlier? Does it correlate to other data points?
3. Rearrange intervention groups to ensure we have reached as many needs as possible.
4. Consider hotspots in grade levels to increase observations & feedback.
5. Start Reading small group clubs (rookie club) to do observations and plan with Principal and teacher leader.



**Navarro Independent School
District**



**Navarro Intermediate
School**

**2025-2026
Goals/
Performance
Objectives/
Strategies**

Board Approval Date:
September 29, 2025

Goal 3

Navarro Intermediate will maximize academic performance, support social and emotional growth, challenge students to their highest potential, and develop college and career readiness.

Performance Objective 1

Navarro Intermediate will strive to improve proficiency in math and reading for all students in the approaches category to 90%, meets to at least 60% , and masters to 30% across grade levels 3-5 for the State Accountability Standards. The NIS campus will make significant progress toward increased student achievement for our SpEd and EB groups. Our EB group to at least 50% meets in both reading and math and our SpEd sub pop to at least 25% meets in math and reading for grades 3-5.

Evaluation Data Source: 2026 State Accountability Summary

Strategy 1 Additional Targeted Support Strategy

Teachers will use common assessments, MAP Screeners, unit tests, benchmarks, and informal assessments in Reading, Math, Writing, Social Studies and Science to make targeted interventions.

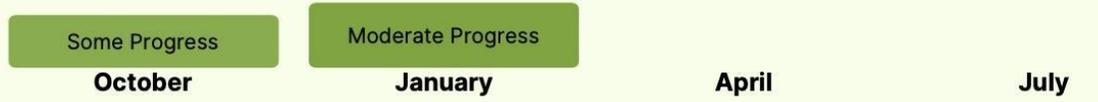
Strategy's Expected Result/Impact:

Failure rate; STAAR scores

Staff Responsible for Monitoring: Administrators, Classroom Teachers

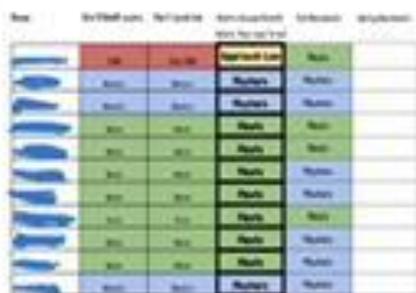
Funding Sources: Local Funds,

Formative Reviews



Intermediate School Slide:

- Our average daily attendance for this year has been steady at 95% +
- We are keeping a close watch on those who are having attendance issues.
- Letters consistently go home with chronic absenteeism.
- Students are rewarded every 9 weeks for attendance with some sort of incentive (whataburger coupons/sonic drink tokens)
- Students are tracking their attendance/academic progress
- We keep an attendance tracker spreadsheet that is shared between Schwarzlose, Ramos, and our attendance clerk
- I am given weekly attendance reports and updates on contacts made, etc.
- Teachers are internalizing their lessons and PLC's are in place regularly where data is analyzed, discussed, and readiness/supporting TEKS are clearly explained, understood, even modeled.
- Peer Observations
- Vertical alignment PD has been put in place and is happening at the district and campus level, time is provided for this.



Student Name	Attendance	Attendance	Attendance	Attendance	Attendance
Student 1	Present	Present	Present	Present	Present
Student 2	Absent	Absent	Absent	Absent	Absent
Student 3	Present	Present	Present	Present	Present
Student 4	Present	Present	Present	Present	Present
Student 5	Present	Present	Present	Present	Present
Student 6	Present	Present	Present	Present	Present
Student 7	Present	Present	Present	Present	Present
Student 8	Present	Present	Present	Present	Present
Student 9	Present	Present	Present	Present	Present
Student 10	Present	Present	Present	Present	Present



A photograph of a large grid or data table, likely a PLC or data analysis tool. The grid is filled with handwritten notes and data points, organized into columns and rows. The text is small and difficult to read, but the structure is clearly a data table.

- Goal is to increase meets and masters for our students and to grow all regardless of where they are.
- Early bird tutoring: morning from 7:05-7:30
- Looking at our lowest performing TEKS after tests and creating pacing calendars to spiral them back in.
- Incorporating writing in math, and science as well as SS.
- Campus Math Challenges (IXL, and For the Love of Math Facts, March Madness)
- Interactive Goal Setting Boards in classrooms (math and reading)
- Consistent use of exit tickets
- Intentional Data digs in PLC's
- Small group instruction in math and reading
- Daily reading, writing, and responding to text
- Strategies aligned across the district such as RACE, for math and reading.
- Weekly progress monitoring for our most struggling students (Intervention)
- MAP/IXL Study Plans for all students in math and reading.

CRITICAL WRITING WEDNESDAY

RACE STRATEGY IN MATH

- R** RECALL THE QUESTION
- A** ANALYZE THE QUESTION
- C** CHOOSE YOUR ANSWER
- E** EXPLAIN YOUR REASONING

Write a letter to 2,349 explaining to them why you, 2,439 are greater than them. Explain how you know.

Vocabulary to include:

05:00

2,439
 With a 400 in 2,439 explaining to
 them why you, 2,439 are greater than
 them, 2,349.

2,439
 2,349

Dear 2,349, I am greater than
 you & know this because we can
 see that my four is the better
 place. It is the greater than your
 four. That is the best place.
 We can even compare it in the
 place value. I have four and my four
 is in the hundreds place and
 your four is the tens place. That
 means my four is 10x greater
 than your four and my
 number is 2,439 and yours is
 2,349. So there we have it. We are
 greater by 10x. Hope you enjoyed my
 post!



Extended Constructed Response Organizer

Write and share the question that motivated you.

1. My question:

2. Facts and information supporting my answer:

3. My answer:

4. Explain your reasoning supporting your answer:

Navarro Independent School District



Navarro Junior High School

2025-2026 Goals/ Performance Objectives/ Strategies

Board Approval Date:
September 29, 2025

Goal 1

Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading to 70% by August 2027.

Performance Objective 1

Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading to 65% by August 2026.

Evaluation Data Source: STAAR 2026, unit assessments, campus assessments, Interim Assessments, walkthrough, benchmarks.

Strategy 1 Additional Targeted Support Strategy

Navarro Junior High will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Improved lesson development, organization, delivery and implementation.

Staff Responsible for Monitoring: Principal, Teachers, Chief Instructional Officer, Secondary Academic Dean

Funding Sources: Local Funds,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

April

July

Junior High School

Math - Students are goal setting and tracking data by unit. Individual conversations are being held after CBA and Semester Exams. We are comparing to STAAR approaches, meets, masters standards after every assessment and goal setting for the next unit. Every math class warms up daily with STAAR based questions to spiral the content as each unit changes.



SPED	EoD's	EB	Ethnicity	Score	App	meets	Masters
No	No	Other Non-Emergent	White	77.27%	Yes	Yes	Yes
No	No	Other Non-Emergent	White	77.27%	Yes	Yes	Yes
No	No	Other Non-Emergent	White	77.27%	Yes	Yes	Yes
No	No	Other Non-Emergent	White	77.27%	Yes	Yes	Yes
No	Yes	Other Non-Emergent	Hispanic	75%	Yes	Yes	No
No	No	Other Non-Emergent	Hispanic	75%	Yes	Yes	No
No	Yes	Other Non-Emergent	Hispanic	75%	Yes	Yes	No
No	No	Other Non-Emergent	Black/African	75%	Yes	Yes	No
No	No	Other Non-Emergent	Hispanic	72.73%	Yes	Yes	No
No	No	Other Non-Emergent	White	72.73%	Yes	Yes	No
No	Yes	Currently Emergent &	Hispanic	72.73%	Yes	Yes	No
No	No	Other Non-Emergent	White	72.73%	Yes	Yes	No
No	Yes	Other Non-Emergent	Hispanic	72.73%	Yes	Yes	No
No	No	Other Non-Emergent	Black/African	72.73%	Yes	Yes	No
No	Yes	Fourth Year of Month	Hispanic	70.45%	Yes	Yes	No
No	Yes	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	No	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	No	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	Yes	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	No	Other Non-Emergent	Black/African	70.45%	Yes	Yes	No
No	Yes	Other Non-Emergent	Hispanic	70.45%	Yes	Yes	No
No	Yes	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	No	Other Non-Emergent	Hispanic	70.45%	Yes	Yes	No
No	No	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	No	Other Non-Emergent	White	70.45%	Yes	Yes	No
No	Yes	Other Non-Emergent	Hispanic	68.18%	Yes	Yes	No
No	No	Other Non-Emergent	White	68.18%	Yes	Yes	No
No	No	Other Non-Emergent	White	68.18%	Yes	Yes	No
No	No	Other Non-Emergent	White	68.18%	Yes	Yes	No
No	Yes	Other Non-Emergent	Hispanic	68.18%	Yes	Yes	No
No	Yes	Other Non-Emergent	Hispanic	68.18%	Yes	Yes	No

Panther Time - small group intervention classes were created based on previous STAAR data, CBAs and Midterm results. Teachers are reteaching specific skills with STAAR Masters, IXL, and Stem Scope materials.

Junior High School

8th Grade Science - Fluid testing data is regularly posted for students to access in the classroom. Teachers offer extra credit options based on the lowest TEKs by students looking for "red" boxes followed by "white", etc.... With continually spiraled content in testing, students also have the ability to change their box color and see their growth.



Use this page to print class checklists. For all of a teacher's classes, please type "all" for the period.				All Teachers	SE Checklist	(n =)	(12)	(11)	(7)	(8)	(17)	(9)	(11)	(4)	(4)	(20)	(8)	(1)	(6)	(13)	(6)
Last Name	First Name	Class	ID	S/R	8.6A	8.6B	8.6C	8.6D	8.6E	8.7A	8.7B	8.8A	8.8B	8.9A	8.9B	8.9C	8.10A	8.10B	8.10C	8.10D	8.10E
					58%	36%	14%	63%	47%	22%	27%	50%	50%	55%	63%	100%	67%	46%	67%		
					67%	36%	29%	88%	41%	33%	45%	75%	75%	47%	63%	0%	50%	77%	50%		
					100%	100%	100%	100%	94%	67%	36%	75%	75%	95%	88%	100%	67%	85%	83%		
					75%	82%	71%	63%	76%	44%	45%	100%	50%	65%	100%	100%	33%	54%	17%		
					58%	91%	86%	75%	82%	56%	73%	100%	75%	75%	75%	100%	67%	77%	50%		
					58%	82%	57%	88%	71%	33%	27%	75%	50%	80%	63%	100%	33%	69%	33%		

Junior High School

8th Grade Social Studies

- New curriculum, Navigate Texas, for 6th through 8th grade Social Studies.
- Instructional Coaching with Denise White on Instructional Strategies to engage students.
- Alignment from 6th through 8th grade on covering important 8th grade TEKS.
- Data tracking on each individual student.
- Student lead project-based learning stations.

Student ID	BOY	E&C Test	A-R Test	1st Quarterly	Fall CBA
503491	36.73%	59.26%	78.57%	89.36%	70.00%
503528	26.53%	22.22%	92.86%	89.36%	65.00%
503651	26.53%	29.63%	57.14%	55.32%	35.00%
503793	44.90%	44.44%	57.14%	85.11%	55.00%
504578	32.65%	51.85%	78.57%	72.34%	70.00%
504776	28.57%	40.74%	66.67%	82.98%	70.00%
504819	26.53%	40.74%	40.48%	53.19%	55.00%
505028	28.57%	37.04%	61.90%	63.83%	45.00%
505481	22.45%	51.85%	80.95%	82.98%	60.00%
505705	42.86%	55.56%	71.43%	89.63%	55.00%
506039	42.86%	66.67%	90.48%	89.36%	85.00%
508687	42.86%	55.56%	92.86%	89.36%	75.00%
510117	40.82%	59.26%	73.81%	10.64%	75.00%
510386	27.00%	29.63%	69.05%	65.96%	35.00%
511239	34.69%	59.26%	66.67%	80.85%	50.00%
511272	24.49%	37.04%	76.19%	80.85%	55.00%



Navarro Independent School District



Navarro High School

2025-2026 Goals/ Performance Objectives/ Strategies

Board Approval Date:
September 29, 2025

Goal 1

NHS will meet set a target goal for achieving 90% approaching, 60% meeting and 30% mastering the STAAR accountability measure and plan to achieve Distinction Designations based on increased performance outcomes.

Performance Objective 1

NHS will have a 60% pass rate for students who still need to pass an EOC STAAR test.

Evaluation Data Source: EOC Scores for students who failed an EOC class during the 2024-2025 school year

Strategy 1

In conjunction with HB 1416, provide Edgenuity EOCs tutorials for students who still need to pass an EOC based on last years success/failure of the class and provide them the tutorial time and teacher to help the areas where their are learning gaps.

Strategy's Expected Result/Impact: Students passing required EOCs for graduation

Staff Responsible for Monitoring: Academic Dean, Testing Coordinator

Funding Sources: SCE Funds,

Formative Reviews

Considerable Progress

October

Considerable Progress

January

April

July

High School Slide

Teacher Sammie Reyes recently provided annotation and text structure language examples to staff at the high school during our faculty meeting. The purpose of this PD was to offer non-English teachers insight into ways they can support alignment with campus ELAR goals across content areas.

Nonfiction Annotation Guide

1. **Main Idea** – Note what the paragraph is mostly about.
2. **Key Evidence** – Note facts, dates, quotes that prove the author's point.
3. **Author's Purpose** – Ask: Why did the author write this? To inform? Persuade? Explain? Expose?
4. **Tone/Word Choice** – Note words that show the author's attitude (fearful, critical, sympathetic).
5. **Vocabulary/Concepts** – Note unfamiliar, historical, or academic words and define them.
6. **Questions and Reactions** – Write your thoughts/reactions or questions in the margins.

Organizational Patterns in Informational Texts

Pattern	What It Does	Signal Words	Example
1. Description / Main Idea & Detail	Tells about a topic by listing facts, features, or examples	for example, such as, for instance, characteristics include	Sometimes are violent storms that form during thunderstorms and can destroy homes quickly.
2. Sequence / Chronological Order	Links steps or events in the order they happen	first, next, then, after, first, before, during, later	First, the caterpillar hatches. Then, it eats leaves and grows.
3. Cause and Effect	Shows reasons something happens and what results from it	because, since, as a result, therefore, due to, consequently	Because the leaves broke, the city flooded.
4. Problem and Solution	Describes an issue and how it can be fixed	problem, issue, solution, solve, plan, resolve	Plastic waste pollutes the ocean. One solution is to reduce single-use plastics.
5. Compare and Contrast	Shows how two or more things are alike or different	similarly, both, the, unlike, in contrast, on the other hand	Unlike dolphins, sharks are fish that must swim constantly to breathe.
6. Definition and Example	Defines a concept and gives examples	is defined as, means, refers to, such as, for example	Photosynthesis is the process by which plants make food using sunlight.
7. Classification / Division	Groups items or ideas into categories	types of, categories, groups, kinds of, classified as	Mammals can be classified as herbivores, carnivores, or omnivores.
8. Question and Answer	Asks a question and gives an explanation or answer	who, what, where, when, why, how	Why do we sleep? Scientists believe it restores the body and mind.
9. Spatial / Descriptive Order	Describes where things are located	above, below, beside, across, around, next to, behind	The living room is at the front of the house, with the kitchen to the left.

"Our Town's" significance was not immediately obvious, according to her 1930s biographer the play's long journey to Broadway and the genesis of Wilder's theatrical career began in 1926 in Rome. Wilder, 23, was a student at the American Academy (<http://www.aacoma.org/>), studying Italian, Latin and, notably, archaeology.

While visiting a local dig, a first-century tomb, he was struck by the vivid juxtaposition of past and present in a letter to his parents, cited by Franklin Fitzgerald (http://www.nytimes.com/2012/11/01/books/the-american-wilder-a-life-by-janet-pepin-simon.html?_r=1) in her biography of Wilder, he described the formative experience: "...while by candle-light we perused at famous paintings of a family called American: emblematic representations of their dear children and parents—the American of

The original poster from Our Town's first performance at Princeton, N.J.'s McCarter Theatre, Princeton University Library

juxtaposition - literary device: placement of contrasting ideas / concepts side-by-side

vocabulary

High School Slide

Examples of campus alignment of ELAR teaching practices. These are frameworks that all English teachers can utilize to support students while writing short and extended constructed responses. Scaffolds are embedded for those students who need more direct support. Peer feedback loops allow student to gain deeper insight into their own writing while guiding others. These are teacher created, then shared and discussed with teachers during planning and PLC.

Example of English 2 Growth Tracking for Domain 2

Outline Guide for Extended Constructed Response—Informational

- Introduction**
 - **Hook:** Start with engaging sentence to grab reader's attention
 - **Background Information:** Provide relevant necessary background information on the topic
 - **Thesis Statement:** State main purpose of essay (what the reader will learn).
Topic + Claim + Reason/Supporting Evidence
- Body Paragraph 1 (APE)**
 - **Answer:** Restate in new way the first question/pair related to thesis. (1 Sentence)
 - **Prove:** Provide supporting examples that prove your answer. (Quote) 1 Sentence
 - **Explain:** Explain how the supporting details prove your answer/claim to the thesis. Show the significance of your example. 2 Sentences
- Body Paragraph 2 (APE)**
 - **Answer:** Restate in new way the second question/pair related to thesis. 1 Sentence
 - **Prove:** Provide supporting examples that prove your answer. (Quote) 1 Sentence
 - **Explain:** Explain how the supporting details prove your answer/claim to the thesis. Show the significance of your example. 2 Sentences
- Conclusion**
 - **Restate Thesis:** Repeat thesis in a fresh way
 - **Closing Thought:** Leave the reader with thought/provoking final statement that links to the essay's topic.

Peer Review ECR #1

Writer's Name: _____

Reviewer's Name: _____

Score 0-5: _____

Checklist

- Annotated Story
- Essay Prompt
- ECR Outline
- SCR (Short Constructed Response)
- Thesis / Rough Draft
- "Writing Introductions" Handout
- Final Draft (in pencil on pretty, lined paper)

Feedback

What the writer did well:

How the writer can improve:

Short Constructed Response Checklist

- The **ENTIRE** response is 3-4 sentences.
- The **ENTIRE** response includes all three parts: answer, proof, and explanation.

ANSWER

- Restates the question and answers it.
- Includes the text title or author/character names when appropriate.

PROVE

- Uses direct text evidence (quote).
- Evidence is added to the answer.
- Uses correct punctuation (quotation marks, period inside quotation marks, proper use of ellipsis, etc.)
- No "free-standing" quotes (like evidence #7).

EXPLAIN

- Explain how your evidence supports your answer, adding any insight or analysis.
- Does NOT simply repeat the answer evidence.
- 1-2 Sentences.

Prompt: How does the treatment of the lottery throughout the story demonstrate that people value tradition even when it causes harm? Use evidence from the text to support your answer.

SCR Sentence Stems (A Sentences)

In _____'s short story "The Lottery," _____

_____ For example, the author writes, "_____."

This shows that _____

Overall, this demonstrates that _____

Navarro ISD Discipline Data

Navarro ISD Annual Discipline Data

DISTRICT NAME AND NUMBER	District 094903 Cumulative Year End Enrollment 2024-2025	District 094903 All Discipline Students 2024-2025	District 094903 All Discipline Actions 2024-2025
<input type="text" value="NAVARRO ISD 094903"/>	2,978	263	474

District 094903 Discipline Group Counts for School Year 2024-2025

ENROLL/DISCIPLINE	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	STUDENTS	PERCENT	ACTIONS
CUMULATIVE YEAR END ENROLLMENT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	2,978		
DISCIPLINE						
ALL DISCIPLINE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	263	8.831	474
DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	47	1.578	49
IN SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	234	7.858	391
OUT OF SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	32	1.075	34

District 094903 Discipline with Reason Type Counts for School Year 2024-2025

DISCIPLINE GROUPS	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	STUDENTS	ACTIONS
DAEP PLACEMENTS					
MANDATORY DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999
DISCRETIONARY DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999

-999 and ranges (e.g. <10 and <20) indicate counts are not available (masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small although larger numbers may be masked to prevent imputation.

Navarro ISD Violent and Criminal Incidents

DISTRICT NAME AND NUMBER

NAVARRO ISD 094903

District 094903 Counts of Students and Actions by Discipline Action for School Year 2024-2025

DISCIPLINE ACTION	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	STUDENTS	ACTIONS
05-OUT-OF-SCHOOL SUSPENSION	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	32	34
06-IN-SCHOOL SUSPENSION	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	217	362
07-PLACEMENT IN ON/OFF CAMPUS DAEP	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	47	49
26-PART DAY IN-SCHOOL SUSPEND	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	26	29

DISTRICT NAME AND NUMBER

NAVARRO ISD 094903



District 094903 Counts of Incidents, Students and Actions by Discipline Action Reasons for School Year 2024-2025

DISCIPLINE REASON	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	INCIDENTS	ISS STUDENTS	ISS ACTIONS	OSS STUDENTS	OSS ACTIONS	DAEP STUDENTS	DAEP ACTIONS	JJAEP STUDENTS
14-OFFENSE RELATG TO PROHB WEAPON	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999	-999	0	0	0	0	0
21-VIOLATED LOCAL CODE OF CONDUCT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	440	230	385	28	30	39	41	0
26-TERRORISTIC THREAT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999	-999	0	0	0	0	0
28-ASSAULT-NONDISTRICT EMPLOYEE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	0	0	-999	-999	-999	-999	0
41-FIGHTING/MUTUAL COMBAT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999	-999	0	0	0	0	0
62-MARIHUANA OR THC	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999	-999	-999	-999	-999	-999	0
63-E-CIGARETTE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	-999	-999	-999	-999	-999	-999	-999	0

'-999' indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA).

Masked numbers are typically small although larger numbers may be masked to prevent imputation.

CAMPUS NAME AND NUMBER

NAVARRO H S 094903001

Campus 094903001 Cumulative Year End Enrollment 2024-2025

768

Campus 094903001 All Discipline Students 2024-2025

98

Campus 094903001 All Discipline Actions 2024-2025

139

Campus 094903001 Discipline Group Counts for School Year 2024-2025



ENROLL/DISCIPLINE	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	PERCENT	ACTIONS
CUMULATIVE YEAR END ENROLLMENT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO H S 094903001	768		
DISCIPLINE							
ALL DISCIPLINE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO H S 094903001	98	12.760	139
DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO H S 094903001	32	4.167	34
IN SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO H S 094903001	78	10.156	104
OUT OF SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO H S 094903001	-999	-999	-999

Campus 094903001 Discipline with Reason Type Counts for School Year 2024-2025

DISCIPLINE GROUPS	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	ACTIONS
DAEP PLACEMENTS						
DISCRETIONARY DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO H S 094903001	32	34

-999 and ranges (e.g. <10 and <20) indicate counts are not available (masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small although larger numbers may be masked to prevent imputation.

CAMPUS NAME AND NUMBER

NAVARRO J H 094903041

Campus 094903041 Cumulative Year End Enrollment 2024-2025

668

Campus 094903041 All Discipline Students 2024-2025

70

Campus 094903041 All Discipline Actions 2024-2025

131

Campus 094903041 Discipline Group Counts for School Year 2024-2025

ENROLL/DISCIPLINE	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	PERCENT	ACTIONS
CUMULATIVE YEAR END ENROLLMENT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	668		
DISCIPLINE							
ALL DISCIPLINE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	70	10.479	131
DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	12	1.796	12
IN SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	61	9.132	95
OUT OF SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	24	3.593	24

Campus 094903041 Discipline with Reason Type Counts for School Year 2024-2025

DISCIPLINE GROUPS	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	ACTIONS
DAEP PLACEMENTS						
DISCRETIONARY DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	-999	-999
MANDATORY DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO J H 094903041	-999	-999

-999 and ranges (e.g. <10 and <20) indicate counts are not available (masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small although larger numbers may be masked to prevent imputation.

CAMPUS NAME AND NUMBER

NAVARRO INT 094903102

Campus 094903102 Cumulative Year End Enrollment 2024-2025

736

Campus 094903102 All Discipline Students 2024-2025

76

Campus 094903102 All Discipline Actions 2024-2025

179

Campus 094903102 Discipline Group Counts for School Year 2024-2025

ENROLL/DISCIPLINE	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	PERCENT	ACTIONS
CUMULATIVE YEAR END ENROLLMENT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO INT 094903102	736		
DISCIPLINE							
ALL DISCIPLINE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO INT 094903102	76	10.326	179
DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO INT 094903102	-999	-999	-999
IN SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO INT 094903102	76	10.326	167
OUT OF SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO INT 094903102	-999	-999	-999

Campus 094903102 Discipline with Reason Type Counts for School Year 2024-2025

DISCIPLINE GROUPS	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	ACTIONS
DAEP PLACEMENTS						
DISCRETIONARY DAEP PLACEMENTS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO INT 094903102	-999	-999

-999 and ranges (e.g. <10 and <20) indicate counts are not available (masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small although larger numbers may be masked to prevent imputation.

CAMPUS NAME AND NUMBER

NAVARRO EL 094903101

Campus 094903101 Cumulative Year End Enrollment 2024-2025

806

Campus 094903101 All Discipline Students 2024-2025

19

Campus 094903101 All Discipline Actions 2024-2025

25

Campus 094903101 Discipline Group Counts for School Year 2024-2025

ENROLL/DISCIPLINE	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	PERCENT	ACTIONS
CUMULATIVE YEAR END ENROLLMENT	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO EL 094903101	806		
DISCIPLINE							
ALL DISCIPLINE	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO EL 094903101	19	2.357	25
IN SCHOOL SUSPENSIONS	20	NAVARRO ISD 094903	TRADITIONAL ISD/CSD	NAVARRO EL 094903101	19	2.357	25

No Data Available for Discipline with Reason Type Counts

DISCIPLINE GROUPS	REGION	DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	STUDENTS	ACTIONS
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-999 and ranges (e.g. <10 and <20) indicate counts are not available (masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small although larger numbers may be masked to prevent imputation.

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 Reports/
 2024 – 2025
 Financial
 Actual Report
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2024 - 2025 Budgeted Financial Data
 Totals for NAVARRO ISD (094903)
 Total Enrolled Membership: 2,693

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$13,442,687	49.05%	\$4,992	\$13,442,687	45.96%	\$4,992
State Operating Funds	\$13,501,570	49.27%	\$5,014	\$13,514,570	46.21%	\$5,018
Federal Funds	\$90,000	0.33%	\$33	\$1,264,031	4.32%	\$469
Other Local	\$371,500	1.36%	\$138	\$1,025,617	3.51%	\$381
Total Operating Revenue	\$27,405,757	100.00%	\$10,177	\$29,246,905	100.00%	\$10,860
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$8,504,175	92.13%	\$3,158
State Assistance for Debt Service	\$0	0.00%	\$0	\$701,592	7.60%	\$261
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$25,000	0.27%	\$9
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$9,230,767	100.00%	\$3,428
Subtotal: Operating and Other Revenue	\$27,405,757	100.00%	\$10,177	\$38,477,672	100.00%	\$14,288
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$27,405,757	100.00%	\$10,177	\$38,477,672	100.00%	\$14,288
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$1,502,310	100.00%	\$558	\$1,554,410	100.00%	\$577
Total Debt Service Financing and TRS Estimate Revenue	\$1,502,310	100.00%	\$558	\$1,554,410	100.00%	\$577
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$28,908,067	100.00%	\$10,735	\$40,032,082	100.00%	\$14,865
Expenditures						
Operating Expenditures by Object (61xx-						
Payroll Expenditures (Object 61xx)	\$21,987,528	77.57%	\$8,165	\$22,710,212	75.15%	\$8,433
Professional & Contracted Services (Object 62xx)	\$2,990,126	10.55%	\$1,110	\$3,039,321	10.06%	\$1,129

**2024 - 2025 Budgeted Financial Data
Totals for NAVARRO ISD (094903)
Total Enrolled Membership: 2,693**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$2,543,763	8.97%	\$945	\$3,636,577	12.03%	\$1,350
Other Operating Expenditures (Object 64xx)	\$824,707	2.91%	\$306	\$833,275	2.76%	\$309
Total Operating Expenditures by Object	\$28,346,124	100.00%	\$10,526	\$30,219,385	100.00%	\$11,221
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$207,315	37.47%	\$77	\$9,316,421	95.74%	\$3,459
Capital Outlay (Object 66xx)	\$345,999	62.53%	\$128	\$414,399	4.26%	\$154
Total Non-Operating Expenditures by Object	\$553,314	100.00%	\$205	\$9,730,820	100.00%	\$3,613
Grand Total: Operating and Non-Operating Expenditures by Object	\$28,899,438	100.00%	\$10,731	\$39,950,205	100.00%	\$14,835
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	\$16,798,680	59.26%	\$6,238	\$16,798,680	55.59%	\$6,238
Instructional Resources & Media Services (Function 12)	\$418,881	1.48%	\$156	\$418,881	1.39%	\$156
Curriculum & Staff Development (Function 13)	\$148,052	0.52%	\$55	\$148,052	0.49%	\$55
Instructional Leadership (Function 21)	\$441,683	1.56%	\$164	\$441,683	1.46%	\$164
School Leadership (Function 23)	\$1,437,217	5.07%	\$534	\$1,437,217	4.76%	\$534
Guidance Counseling Services (Function 31)	\$751,832	2.65%	\$279	\$751,832	2.49%	\$279
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$269,689	0.95%	\$100	\$269,689	0.89%	\$100
Transportation (Function 34)	\$1,349,792	4.76%	\$501	\$1,349,792	4.47%	\$501
Food Services (Function 35)	\$0	0.00%	\$0	\$1,857,261	6.15%	\$690
Extracurricular (Function 36)	\$1,221,518	4.31%	\$454	\$1,221,518	4.04%	\$454
General Administration (Function 41,92)	\$1,354,415	4.78%	\$503	\$1,354,415	4.48%	\$503
Facilities Maintenance & Operations (Function 51)	\$2,991,510	10.55%	\$1,111	\$3,007,510	9.95%	\$1,117
Security & Monitoring Services (Function 52)	\$414,310	1.46%	\$154	\$414,310	1.37%	\$154
Data Processing Services (Function 53)	\$725,035	2.56%	\$269	\$725,035	2.40%	\$269
Community Services (Function 61)	\$23,510	0.08%	\$9	\$23,510	0.08%	\$9
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$28,346,124	100.00%	\$10,526	\$30,219,385	100.00%	\$11,221

**2024 - 2025 Budgeted Financial Data
Totals for NAVARRO ISD (094903)
Total Enrolled Membership: 2,693**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$207,315	37.47%	\$77	\$9,316,421	95.74%	\$3,459
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$345,999	62.53%	\$128	\$414,399	4.26%	\$154
Total Non-Operating Expenditures by Function	\$553,314	100.00%	\$205	\$9,730,820	100.00%	\$3,613
Grand Total: Operating and Non-Operating Expenditures by Function	\$28,899,438	100.00%	\$10,731	\$39,950,205	100.00%	\$14,835
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$13,236,645	46.70%	\$4,915	\$13,236,645	43.80%	\$4,915
Gifted and Talented (PIC 21)	\$87,642	0.31%	\$33	\$87,642	0.29%	\$33
Career and Technical (PIC 22)	\$1,345,130	4.75%	\$499	\$1,345,130	4.45%	\$499
Students with Disabilities (PICs 23,33,43)	\$4,081,441	14.40%	\$1,516	\$4,081,441	13.51%	\$1,516
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,418,437	5.00%	\$527	\$1,418,437	4.69%	\$527
Bilingual (PICs 25,35)	\$136,256	0.48%	\$51	\$136,256	0.45%	\$51
Early Education Allotment (PIC 36)	\$166,660	0.59%	\$62	\$166,660	0.55%	\$62
Dyslexia or Related Disorder Services (PIC 37)	\$0	0.00%	\$0	\$0	0.00%	\$0
College, Career, and Military Readiness (CCMR) (PIC 38)	\$59,672	0.21%	\$22	\$59,672	0.20%	\$22
Athletics/Related Activities (PIC 91)	\$991,835	3.50%	\$368	\$991,835	3.28%	\$368
Un-Allocated (PIC 99)	\$6,822,406	24.07%	\$2,533	\$8,695,667	28.78%	\$3,229
Total Operating Expenditures by Program Intent Code (PIC)	\$28,346,124	100.00%	\$10,526	\$30,219,385	100.00%	\$11,221
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$207,315	37.47%	\$77	\$9,316,421	95.74%	\$3,459
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$345,999	62.53%	\$128	\$414,399	4.26%	\$154
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$553,314	100.00%	\$205	\$9,730,820	100.00%	\$3,613
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$28,899,438	100.00%	\$10,731	\$39,950,205	100.00%	\$14,835

**2024 - 2025 Budgeted Financial Data
Totals for NAVARRO ISD (094903)
Total Enrolled Membership: 2,693**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements						
Total Disbursements						
Operating Expenditures	\$28,346,124	97.01%	\$10,526	\$30,219,385	75.04%	\$11,221
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$320,000	1.10%	\$119	\$320,000	0.79%	\$119
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$207,315	0.71%	\$77	\$9,316,421	23.13%	\$3,459
Capital Projects (Object 6600)	\$345,999	1.18%	\$128	\$414,399	1.03%	\$154
Total Disbursements	\$29,219,438	100.00%	\$10,850	\$40,270,205	100.00%	\$14,954

Our Commitment: Excellence & Equity for Every Student



Using this data as our guide, Navarro ISD will continue to build upon our established strengths and strategically address our challenges. We are dedicated to providing an exceptional education that empowers every student to thrive and succeed.

For more information,
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