2024-2025 Texas Academic Performance Report (TAPR)

A Data-Driven Review of Our District's Progress

This presentation outlines the district's performance data from the previous school year as required by TEA.

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%.
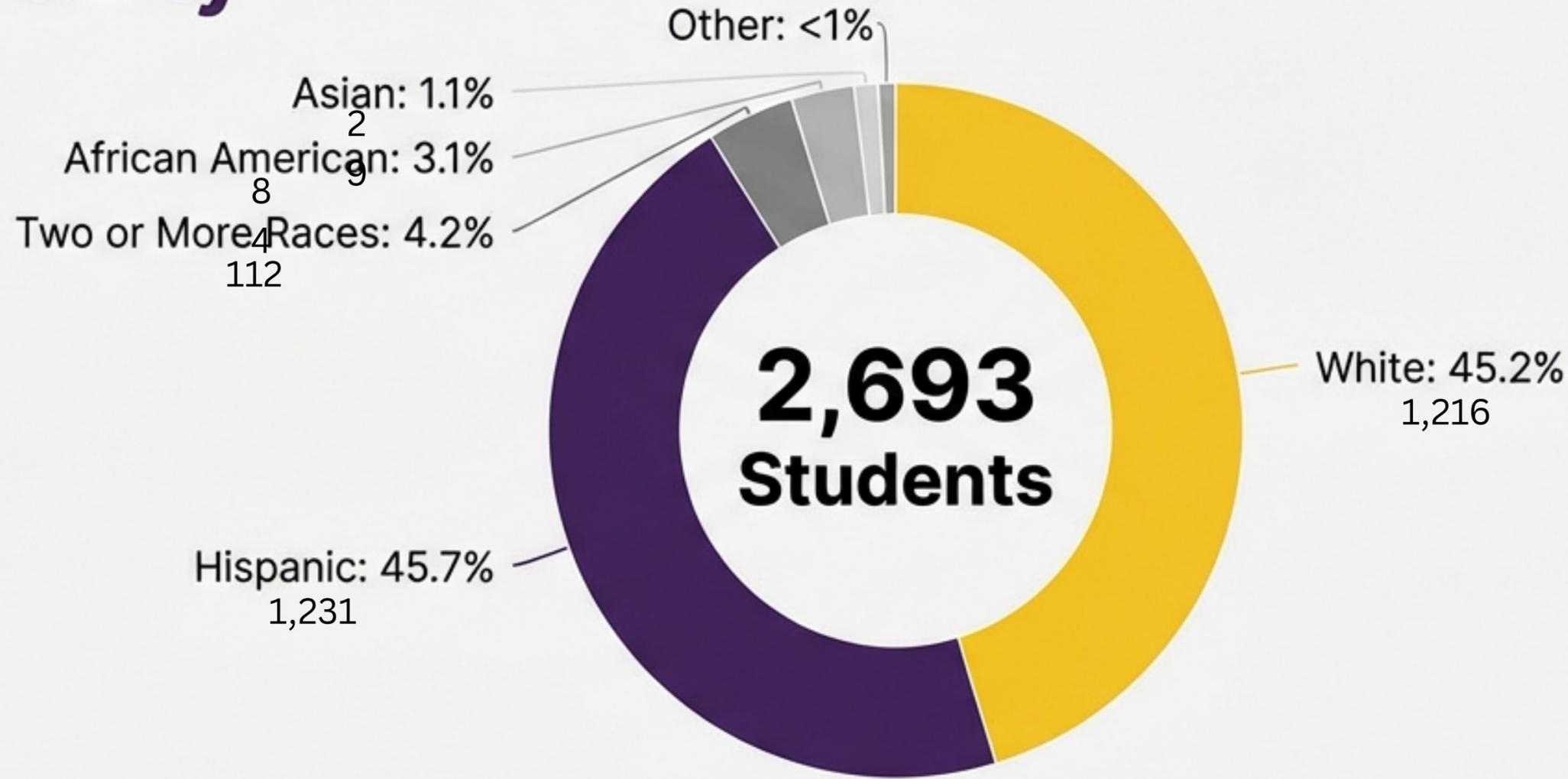
69%

Student Growth

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

Special Education Determination Status: *Meets Requirements*

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

Across All Subjects, Navarro ISD Student Achievement Exceeds State and Regional Benchmarks

STAAR Performance: All Grades, All Subjects (% At Meets Grade Level or Above)

Navarro ISD: 53% ▲ +2 pts from 2024
State of Texas: 50%
Region 20: 47%
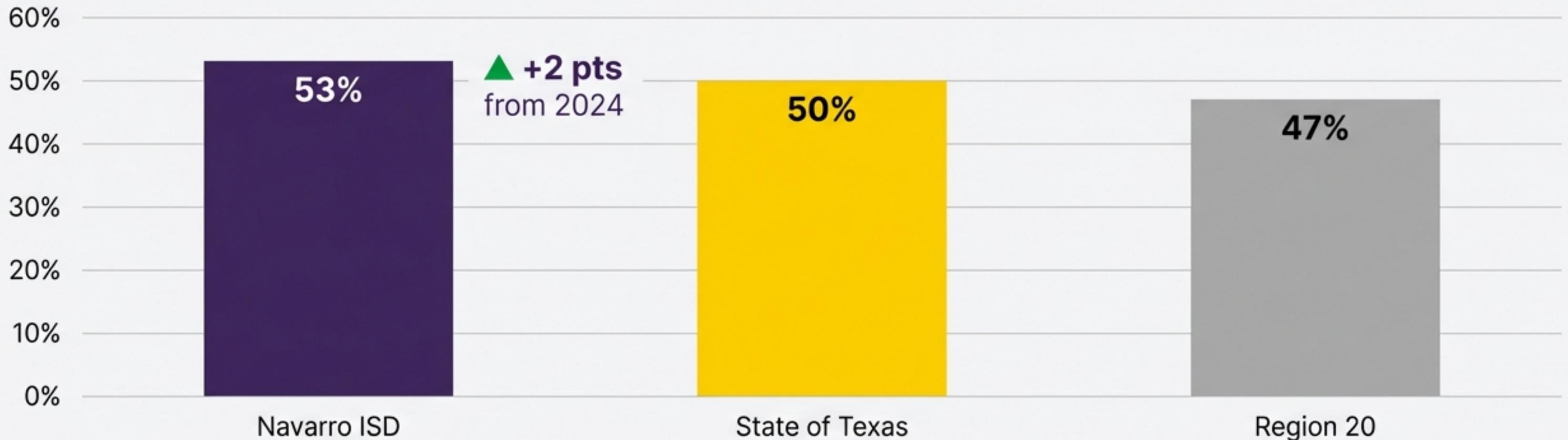
Insight

- Navarro ISD's overall achievement at the 'Meets' level is 3 percentage points higher than the state average.
- The district shows positive momentum, with a 2-point increase in overall performance from 51% in 2024.

CORE SUBJECTS SHOW STEADY STUDENT GROWTH ACROSS ALL CONTENT AREAS

% At Meets Grade Level or Above
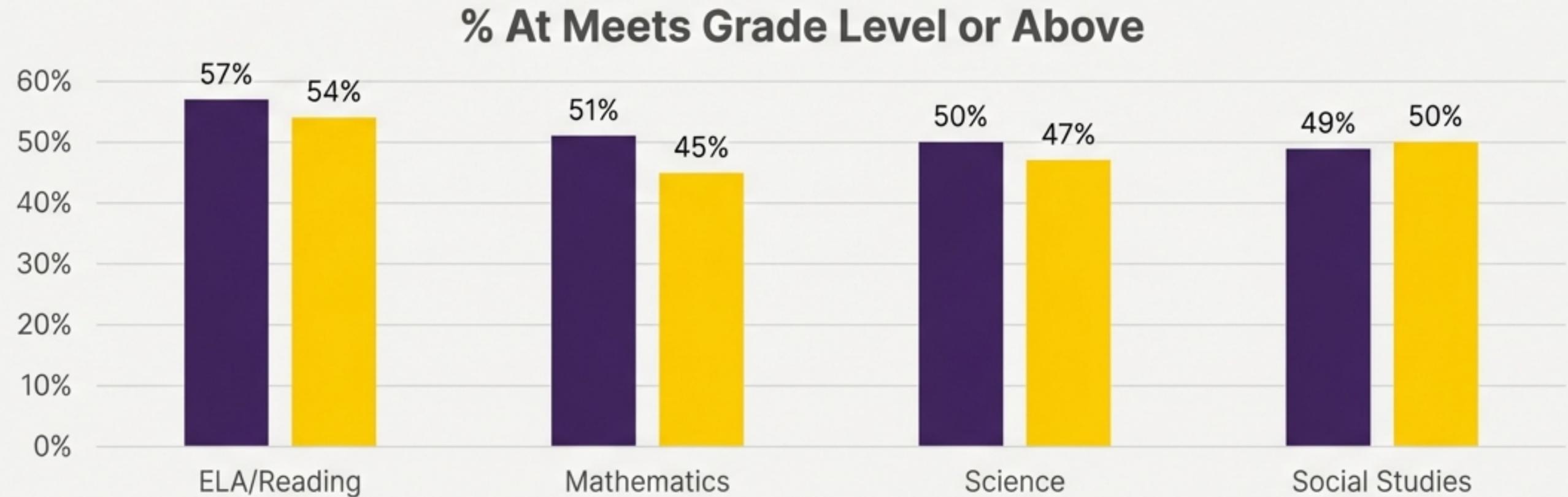
Insight

- Mathematics is an area where the district performance exceeds the state by 6 percentage points.
- ELA/Reading and Science performance remain above the state and regional averages.
- Social Studies continues to be an academic area of focus for the the District.

Elementary Students Are Building a Strong Foundation, Especially in Reading and Mathematics

61%
Grade 3 Math
"Meets" level, significantly outperforming the state's 46%.

63%
Grade 5 Reading
"Meets" level, compared to 58% for the state.

85%
Grade 4 Reading
"Approach" Grade Level, showing broad foundational skills (vs. 81% State).

Insight

- Our youngest learners demonstrate performance above state averages in foundational literacy and numeracy skills.
- Third-grade math scores show a 15-point advantage over the state average.

Middle School Reading Shows Consistent Strength, While Grade 7 Math Is a Key Area for Strategic Focus

STRENGTH: 7th GRADE READING

61%

% of 7th Graders at "Meets Grade Level"
(vs. 54% State)

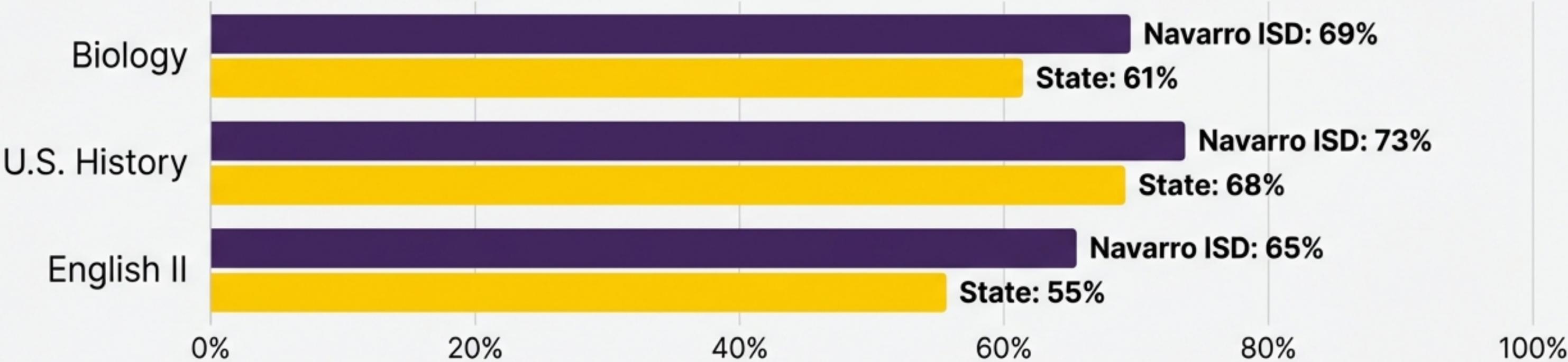## OPPORTUNITY: 7th GRADE MATH

20%

% of 7th Graders at "Meets Grade Level"
(vs. 33% State)

Insight

- Reading performance remains strong through middle school, with all grades performing at or above the state "Meets" level average.
- 7th Grade Math performace has been a point of emphasis for curriculum and instruction support througout the 2025-2026 school year.

HIGH SCHOOL STUDENTS DEMONSTRATE EXCELLENCE ON BIOLOGY AND U.S. HISTORY EOC EXAMS

% At Meets Grade Level or Above

Biology — Navarro ISD: 69% / State: 61%

U.S. History — Navarro ISD: 73% / State: 68%

English II — Navarro ISD: 65% / State: 55%

Insight

- Navarro ISD students outperform their state peers in Biology and US History, demonstrating deep content mastery.
- English II scores also show a 10-point advantage, indicating strong writing and analytical skills as students prepare for graduation.

Student Academic Growth Is a Defining Strength of Navarro ISD

69%

of students met or exceeded their expected academic growth targets in 2025.

Annual Academic Growth (All Subjects)

	Navarro ISD	State of Texas	Region 20
	69%	65%	64%
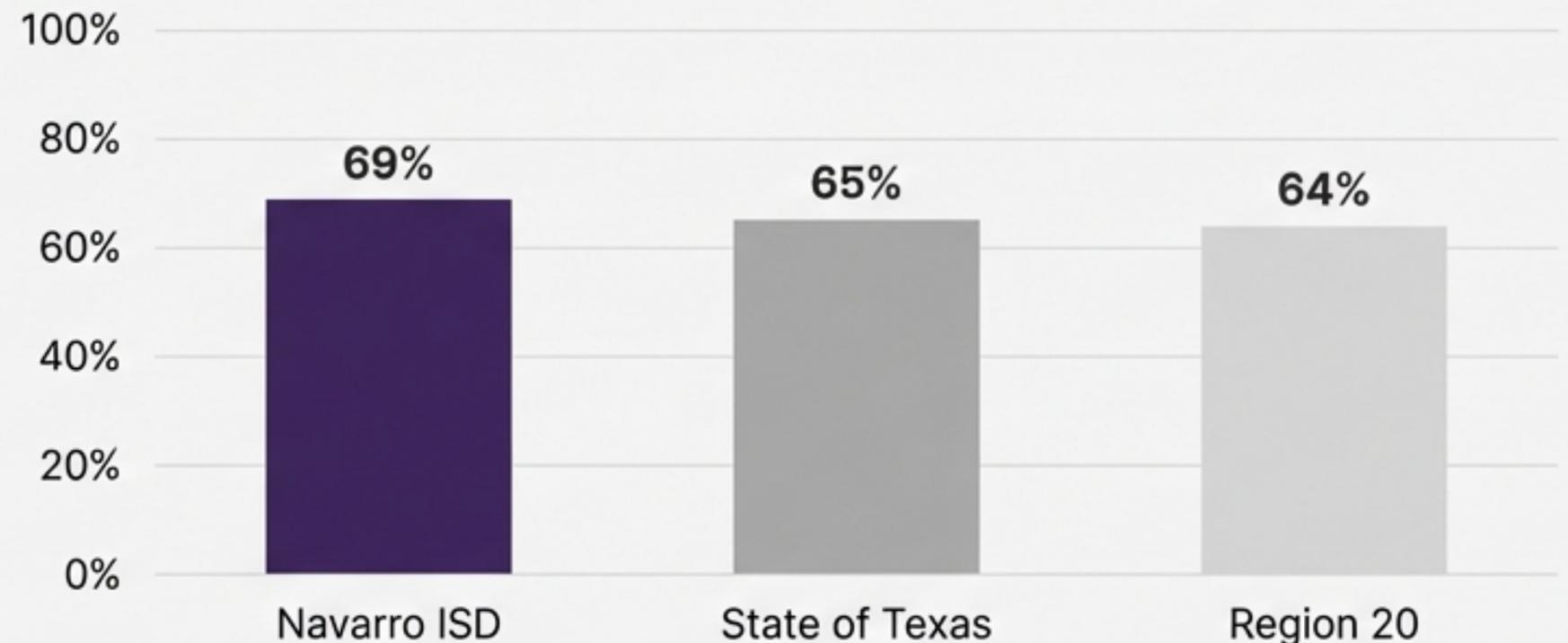
Insight

- Navarro ISD exceeds the state average for student growth by 4 percentage points, indicating highly effective instruction.
- This strong growth is evident in both ELA/Reading (70% vs 67% State) and Mathematics (67% vs 64% State).

We Are Committed to Closing Achievement Gaps and Ensuring Success for Every Student

Performance by Student Group (% At Meets Grade Level, All Subjects)

Student Group	% At Meets Grade Level
White	61%
Hispanic	45%
Economically Disadvantaged	42%
Emergent Bilingual (EB/EL)	34%
Special Education (Current)	16%
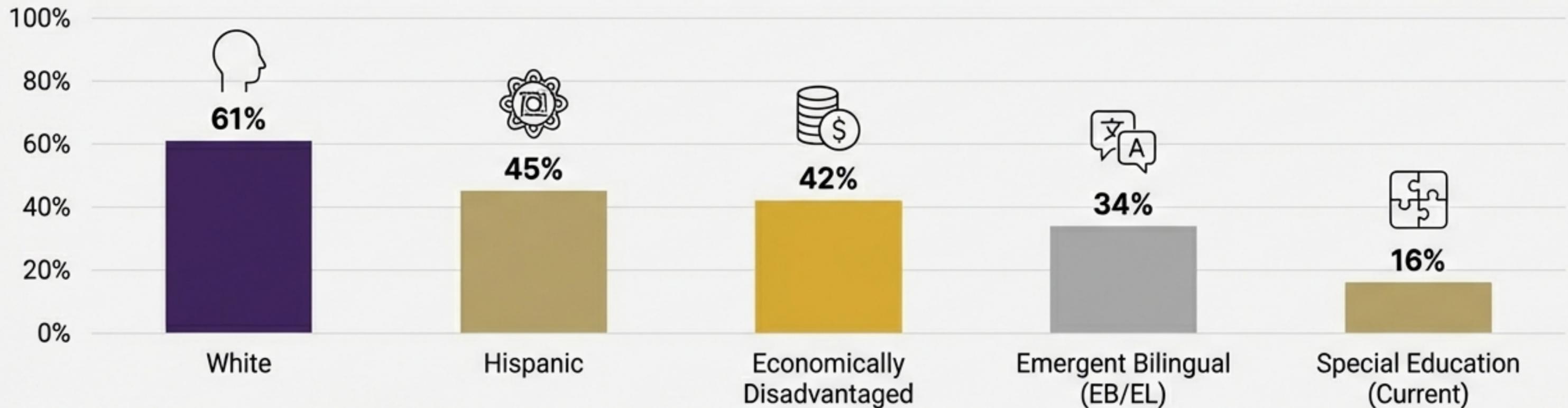
Insight

- Performance gaps exist between student demographic and programmatic groups.
- Data shows a significant gap between our White and Hispanic students, as well as for students in our Special Education and EB/EL programs.
- These gaps are a primary focus for our district's continuous improvement planning.

Boosting College, Career, and Military Readiness Is a Top Strategic Priority

CCMR Rate (2023-24 Graduates)

- Navarro ISD: 72.2% (67.3% in 2022-23) ▲ +4.9 pts from 2022-23
- State of Texas: 81.8%

Insight

- While our CCMR rate trails the state, we have demonstrated progress with a nearly 5-point increase in one year.
- Key components of our CCMR rate include TSI readiness (47.9% both subjects) and earning industry-based certifications (45.8%)
- Strategic expansion of dual credit, OnRamps, and CTE certification pathways is underway to accelerate this growth.

Navarro ISD's Graduation Rate Continues to Exceed the State Average

94.8%

Navarro ISD 4-Year Graduation Rate (Class of 2024)

(State Average: 90.7%)

Sustained Excellence

	Class of 2022	Class of 2023	Class of 2024
Rate	96.3%	98.8%	94.8%
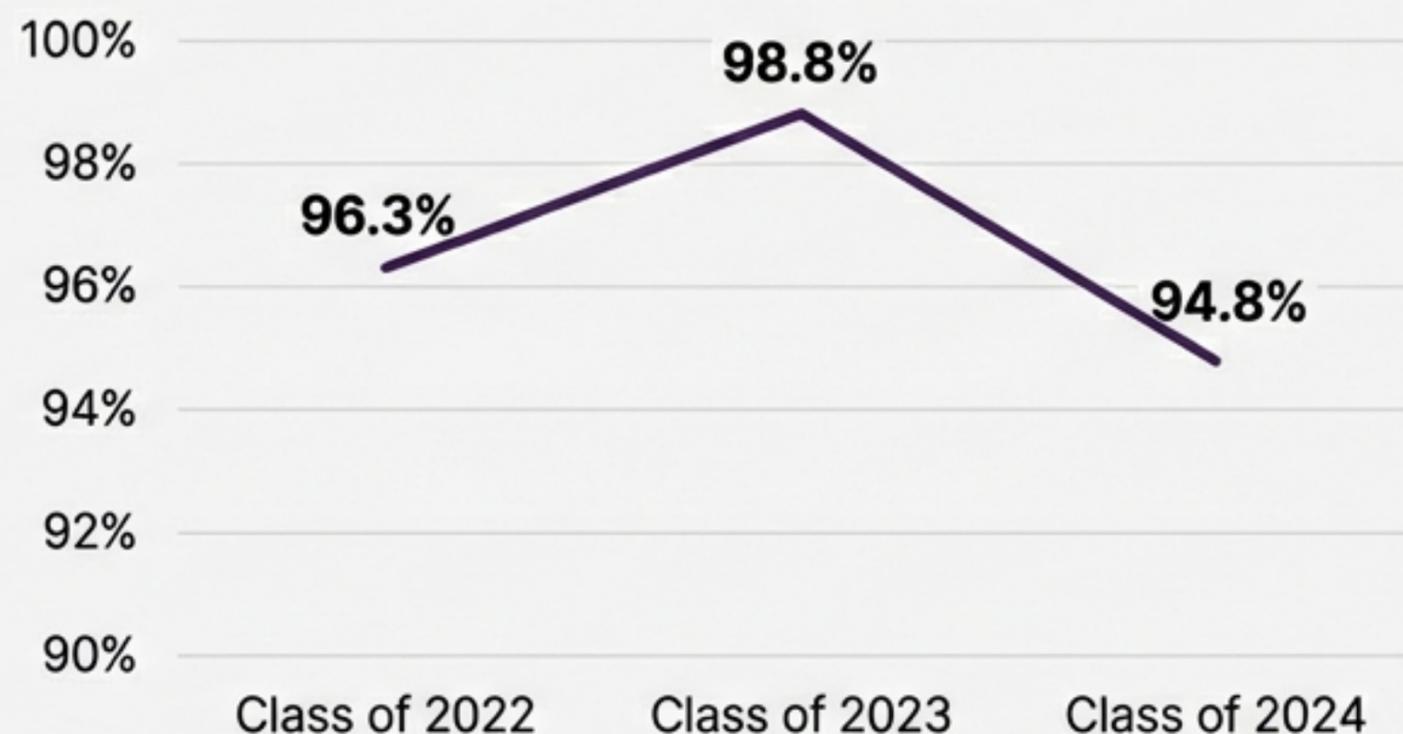
Insight

- For the Class of 2024, Navarro ISD's graduation rate was more than 4 points higher than the state average.
- The district has maintained a graduation rate above 94% for the past three consecutive years.

Our District is Powered by an Experienced and Dedicated Team of Educators

Experience

Average Teacher Experience: **12.2 Years** (State: 11.2)

Teachers with 11+ Years Experience: **51.2%** (State: 44.7%)

Compensation

Average Teacher Salary: **$61,718** (State: $63,751)

Beginning Teacher Salary: **$56,498** (State: $55,689)

Retention

Teacher Turnover Rate: **20.8%** (State: 18.8%)

Number of Students per Teacher: **14.8** (State: 15.0)

Insight: Navarro ISD attracts and retains experienced educators, with an average experience level higher than the state. Our competitive starting salary helps recruit new talent, though overall retention remains an area of focus.

Key Takeaways and Our Strategic Path Forward

Celebrations

- Overall student achievement and academic growth
- Performance in High School EOCs such as Biology and U.S. History
- Consistently high graduation rates are a hallmark of the district

Opportunities

- Closing achievement gaps for Hispanic, Economically Disadvantaged, and Special Eduction Students
- Raising performance in 7th grade mathematics and 8th grade Social Studies
- Increasing the percentage of graduates who meet CCMR criteria

Next Steps

→ Deploy targeted interventions and support systems for specific student groups

→ Conduct a comprehensive curriculum and instruction review for middle school math and Social Studies

→ Expand access and success in advanced coursework (AP/Dual Credit) and CTE pathways
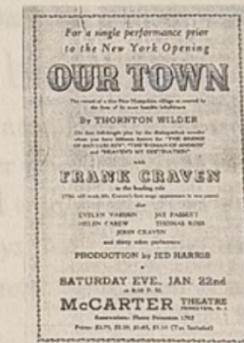
Navarro High School

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.

Organizational Patterns in Informational Texts

Pattern	What It Does	Signal Words	Example
1. Description / Main Idea & Details	Tells about a topic by listing facts, features, or examples	for example, such as, for instance, characteristics include	Tornadoes are violent storms that form during thunderstorms and can destroy homes quickly.
2. Sequence / Chronological Order	Lists steps or events in the order they happen	first, next, then, after, finally, 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 levees 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, like, 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.

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.

"Our Town's" significance was not immediately obvious, nor did it have an easy birth. The play's long journey to Princeton, and the genesis of Wilder's mythical town, began in 1920, in Rome. Wilder, 23, was a student at the American Academy (http://www.aarome.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 Penelope Fitzgerald (http://www.nytimes.com/2012/11/01/books/thornton-wilder-a-life-by-penelope-niven.html?_r=0) in her biography of Wilder, he described the formative experience: "...while by candle-light we peered at famous paintings of a family called Aurelius, symbolic representations of their dear children and parents ... the street-cars of

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

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

vocabulary

Navarro High School

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

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 related to the answer.
☐ Uses correct punctuation (quotation marks, period *inside* quotation marks, proper use of ellipses, etc.)
☐ No "free-standing" quotes! (*Who wrote/said it?*)

EXPLAIN
☐ Explains **how** your evidence supports your answer, adding any insights or **analysis**
☐ Does NOT simply repeat the answer sentence
☐ 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 (4 Sentences)

In _____ **(Quote)** 's short story "The Lottery," _____ _____. For example, the author writes, "_____."
This shows that _____.
Overall, this demonstrates that _____.

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:
_____
_____
_____

Outline Guide for Extended Constructed Response – Informational

1. **Introduction**

   - **Hook**: Start with engaging sentence to grab reader's attention.
   - **Background Information**: Provide context/necessary background information on the topic.
   - **Thesis Statement**: State main points/purpose of essay (what the reader will learn). **Topic + Claim+ 2 Reasons/Supporting Evidence**

2. **Body Paragraph 1 (APE)**

   - **Answer**: Restate in new way the **first** question/point related to thesis. **1 Sentence**
   - **Prove**: Provide supporting example(s) that prove your answer. **(Quote) 1 Sentence**
   - **Explain**: Explain how the supporting details prove your answer/relate to the thesis. Show the significance of your example **2 Sentences**

3. **Body Paragraph 2 (APE)**

   - **Answer**: Restate in new way the **second** question/point related to thesis. **1 Sentence**
   - **Prove**: Provide supporting example(s that prove your answer. **(Quote) 1 Sentence**
   - **Explain**: Explain how the supporting details prove your answer/relate to the thesis. Show the significance of your example **2 Sentences**

4. **Conclusion**

   - **Restate Thesis**: Reword thesis in a fresh way.
   - **Closing Thought**: Leave the reader with thought-provoking final statement tied back to the essay's topic.

Navarro High School

Spring EOC tutoring groups:

Teachers and admin collaborated to look at historical student data for EOC tested areas (Alg 1, Eng 1 & Eng 2). Using trends in this data, teachers selected students to pull 1-2 times weekly during advisory for targeted skill development. Not every student counts equally for TEA accountability, so sub populations and at-risk students received priority to support Domain 3 - Closing the Gaps.

100 students are participating in these groups from now until spring break. Some of the groups target students needing to approach on STAAR, and a couple are focused on pushing students closer to meets and masters. One of the English II groups consists of students who were at the masters level and are currently underperforming. Groups will be strategically adjusted based on data we collect closer to spring break. Biology and U.S. History will be included when needed.

Seat	Monday Advisor	6th per #	Group 2 - Tuesdays	Feb 3	Feb 10	Feb 24	Mar 3	Mar 10
1		Willkins - 2232						
2		Jeffery - 2110						
3		Reyes - 2122						
4		Wilkins - 2232						
5		Doreck - 2109						
6		Lange - 2224						
7		Jeffrey - 2110						
8	Reyes	Jeffery - 2110						
9		Wilkins - 2232						
10	While	Calixto - 2235						
11		Calixto - 2235						
12		Calixto - 2235						
13		Hendrick - 2207						
14		While - 2124						
15	Reyes	Reyes - 2122						
16	Reyes	M Klatt - PGYM						
17		Hendrick - 2207						
18	Reyes	Wilkins - 2232						
19		While - 2124						
20		Jeffery - 2110						

weight	ecial Ed Indica	ergent Biling	Ethnicity	Spring 2025 STAAR EOC, English I				Fall 2025 English II CBA				Midterm 2025 English 2 CBA			
				Percent Score	ches Grade Le	ts Grade Leve	ers Grade Lev	Percent Score	rade Level - ST	le Level - STAA	de Level - STA	Percent Score	rade Level - ST	le Level - STAA	de Level - STA
2	No	Other Non-Em	White	68.75%	Yes	Yes	No	38.89%	No	No	No	0%	No	No	No
4	Yes	Other Non-Em	Hispanic	32.81%	No	No	No	22.22%	No	No	No	16%	No	No	No
2	No	Other Non-Em	White	50%	Yes	No	No	38.89%	No	No	No	20%	No	No	No
4	Yes	Other Non-Em	Hispanic	-	-	-	-	0%	No	No	No	20%	No	No	No
3	No	Other Non-Em	Hispanic	31.25%	No	No	No	27.78%	No	No	No	28%	No	No	No
3	No	Other Non-Em	Hispanic	35.94%	No	No	No	38.89%	No	No	No	28%	No	No	No
3	No	Other Non-Em	Hispanic	50%	Yes	No	No	16.67%	No	No	No	32%	No	No	No
5	Yes	Currently Eme	Hispanic	34.38%	No	No	No	16.67%	No	No	No	32%	No	No	No
3	Yes	Other Non-Em	White	56.25%	Yes	No	No	50%	Yes	No	No	36%	No	No	No
2	No	Other Non-Em	White	50%	Yes	No	No	61.11%	Yes	Yes	No	36%	No	No	No
4	Yes	Other Non-Em	Hispanic	-	-	-	-	33.33%	No	No	No	36%	No	No	No
4	Yes	Other Non-Em	Hispanic	35.94%	No	No	No	5.56%	No	No	No	40%	No	No	No
3	No	Other Non-Em	Hispanic	39.06%	No	No	No	44.44%	Yes	No	No	40%	No	No	No
2	No	Other Non-Em	White	54.69%	Yes	No	No	11.11%	No	No	No	44%	Yes	No	No
3	No	Other Non-Em	Hispanic	-	-	-	-	61.11%	Yes	Yes	No	44%	Yes	No	No
3	Yes	Other Non-Em	White	37.50%	No	No	No	22.22%	No	No	No	44%	Yes	No	No
3	Yes	Other Non-Em	White	68.75%	Yes	Yes	No	38.89%	No	No	No	44%	Yes	No	No
4	No	Currently Eme	Hispanic	39.06%	No	No	No	50%	Yes	No	No	44%	Yes	No	No
3	No	Other Non-Em	Hispanic	60.94%	Yes	Yes	No	33.33%	No	No	No	44%	Yes	No	No
4	Yes	Other Non-Em	Hispanic	46.88%	Yes	No	No	27.78%	No	No	No	44%	Yes	No	No
2	No	Other Non-Em	White	59.38%	Yes	Yes	No	27.78%	No	No	No	48%	Yes	No	No
3	No	Other Non-Em	Hispanic	29.69%	No	No	No	27.78%	No	No	No	48%	Yes	No	No
3	No	Other Non-Em	Hispanic	67.19%	Yes	Yes	No	22.22%	No	No	No	48%	Yes	No	No
2	No	Other Non-Em	White	71.88%	Yes	Yes	No	33.33%	No	No	No	48%	Yes	No	No

Navarro Junior High

ELAR - Student Success Plan

- Students are completing short extended responses daily related to their text appropriate reading levels.
- Current MAP testing lexiles are used to differentiate reading passages and align students with accessible text both in daily classes and Panther Time activities.
- Scholastic magazines are used to create rigorous authentic engaging real world reading experiences with weekly connected essay writing opportunities with STAAR rubrics
- Literature Circles are providing reading extensions and critical thinking opportunities.
- Students are tracking their progress on common assessments and district benchmarks.
- Goals have been established to show growth in MAP lexile reading level;s and STAAR categories with emphasis on more meets and masters percentages.
- Sub pops are supported with high expectations in class as well as in daily tutoring opportunities.
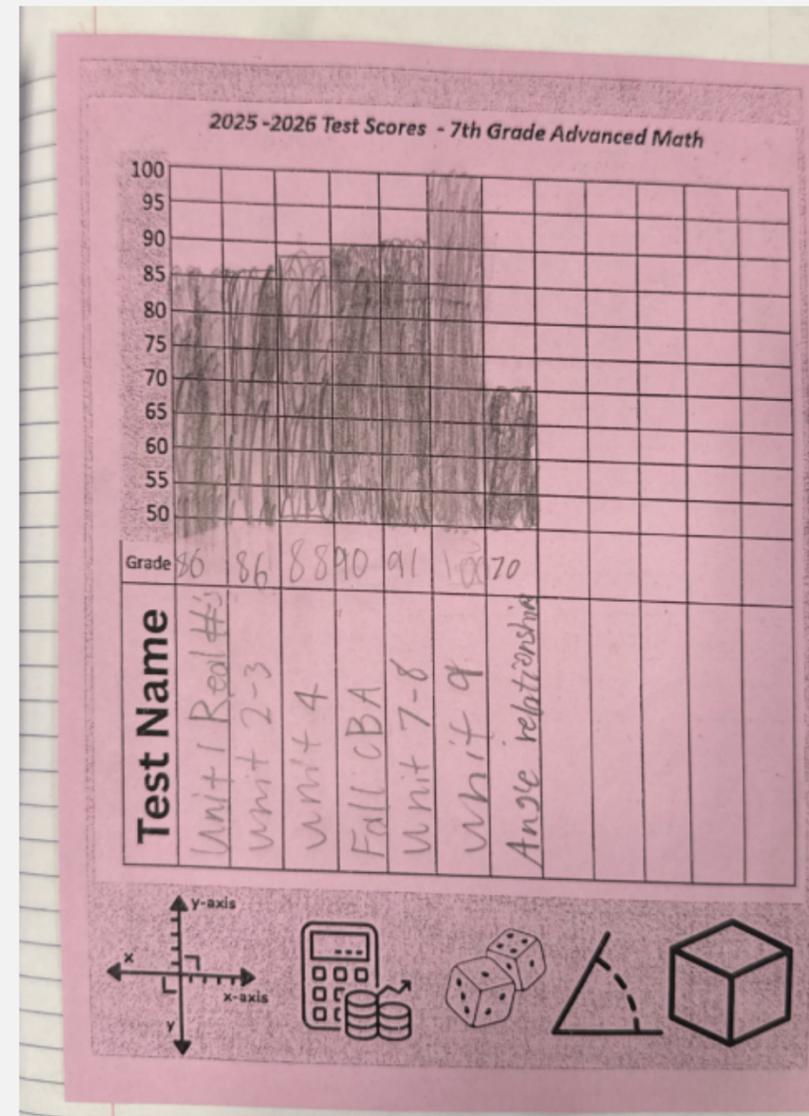
Navarro Junior High

Math - Students are goal setting and tracking data by unit. Individual conversations are being had 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	EcoDis	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 B	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 Monito	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 Nem 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	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	Hispanic		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

Annotation: "2-3 await ma..."

2025 -2026 Test Scores - 7th Grade Advanced Math

Grade: 86 86 88 90 91 100 70

Test Name: Unit 1 Real #'s | Unit 2-3 | Unit 4 | Fall CBA | Unit 7-8 | Unit 9 | Angle relationship

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.

Navarro Junior High

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)
	period:			S/R:	N	N	N	N	R	R	R	S	N	R	S	N	R	S	S
	all																		
Last Name	First Name	Class	ID		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
					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%

Navarro Intermediate School

- Our average daily attendance for this year has been steady 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 and academic performance.

- We keep an attendance tracker spreadsheet that is shared between Schwarzlose, Ramos, Clardy, and our attendance clerk.

- I am given weekly attendance reports and updates.

Navarro Intermediate School

- Our goal is to increase meets and masters for our students and to grow all regardless of where they are.
- Early bird tutoring: Offered each morning from 7:05-7:30
- Looking at our lowest performing TEKS after tests and creating pacing calendars to spiral them back into instruction.
- Incorporating writing in math, and science as well as SS.
- Campus Math Challenges (IXL, For the Love of Math Facts, March Madness)
- Interactive Goal Setting Boards in classrooms (math, reading, science)
- 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.
- Closely monitoring our SpEd students and the large caseloads - (209) 27%

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.	**Data protocol** 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? (Rigby, classroom assessment results, ESGI, etc.) If not, note these students for further investigation?	

Name (Student ID)	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
- Behavior T2	01/14/26	120-123-126	1-2-4	BR400L-BR400L	17 m
159 (2nd test)	01/15/26	122-125-128	1-3-5	BR400L-BR400L	15 m
(510877) SPEECH	01/14/26	124-127-130	2-4-8	BR400L-BR400L	7 m
T2	01/30/26	124-127-130	2-4-8	BR400L-BR400L	15 m
celino (510784)	01/30/26	125-128-131	3-5-9	BR400L-BR400L	28 m
	01/21/26	126-129-132	3-6-10	BR400L-BR400L	16 m
Retested to 159	01/14/26	127-130-133	4-7-12	BR400L-BR400L	11 m
(511487)	01/15/26	127-130-133	4-7-12	BR400L-BR400L	22 m
T3	01/14/26	127-130-133	4-7-12	BR400L-BR400L	12 m
on watch	01/27/26	127-130-133	4-7-13	BR400L-BR400L	13 m
0836) T3	01/15/26	128-131-134	5-9-14	BR400L-BR400L	12 m
	01/20/26	128-131-134	5-9-14	BR400L-BR400L	12 m
	01/14/26	129-132-135	6-10-16	BR400L-BR400L	18 m

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.

NES

BORCHARDT					
Subject	Time	Student 1	Student 2	Student 3	Student 4
Reading - 1	7:30	(Conley)	(Campbell)	(Campbell)	(Kelley)
	(30 min)				
Reading - 1	8:05	(Rodriguez)	(VanBooven)	(Rodriguez)	segmenting

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.

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Thank you!