





Texas Education Agency  
2022 Federal Report Card  
GRADUATION PREP ACADEMY NAVARRO (227901026) - AUSTIN ISD - TRAVIS COUNTY

(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previousTd p1 J1 j 0 d 2022 Federal Report Card













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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL •	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL •	Homeless •	Foster Care •
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	25.0%	20.0%	18.6%	*	-	*	-	*	25.5%	40.0%	22.7%	*	-
CWD	40.0%	*	*	-	-	-	-	-	*	40.0%	*	-	-
CWOD	23.4%	*	17.5%	*	-	*	-	*	23.4%	-	20.0%	*	-
EL •	22.7%	-	19.0%	-	-	*	-	-	23.8%	*	22.7%	-	-
Male	16.7%	*	10.5%	*	-	*	-	-	16.7%	*	27.3%	*	-
Female	32.1%	*	25.0%	-	-	-	-	*	33.3%	*	18.2%	*	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

• Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
•	•	•

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR)

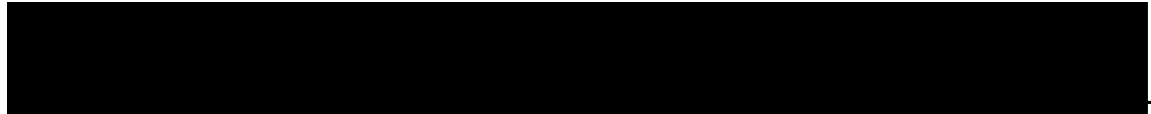




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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>33%</b>	All Subjects	28%	40%	28%	*	-	-	-	*	31%	9%	0%	30%	24%	17%	<b>34%</b>	-
	CWD	0%	*	*	-	-	-	-	-	*	*	0%	-	*	*	-	*
	CWOD	30%	*	<b>30%</b>	*	-	-	-	*	<b>33%</b>	10%	-	30%	25%	18%	37%	-
	EL	24%	-	24%	*	-	-	-	-	27%	*	*	25%	24%	9%	30%	-
<b>18%</b>	Male	<b>17%</b>	*	<b>14%</b>	*					<b>18%</b>	<b>14%</b>						



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ronic absenteeism (including both excused and unexcused absences), incidences of violence, including  
rner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Male	2	1	1	0	0	0	0	0	1		
Female	0	0	0	0	0	0	0	0	0		
Total	2	1	1	0	0	0	0	0	1		
Male	1	0	1	0	0	0	0	0	0		
			0	0	0	0	0	0	0		
			1	0	0	0	0	0	0		
			0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		

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	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 8 Indicates EDFacts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	98	2%	-	-
Mathematics	6,587	2%	97	2%	-	-
Grade 4						
Reading	6,404	2%	87	2%	-	-
Mathematics	6,408	2%	87	2%	-	-
Grade 5						
Reading	6,204	2%	102	2%	-	-
Mathematics	6,205	2%	101	2%	-	-
Science	6,200	2%	101	2%	-	-
Grade 6						
Reading	6,181	2%	82	2%	-	-
<b>Mathematics</b>						



This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv		
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