



HY Ug'9Xi WUjcb'5 [YbWn

&\$%, !% ': YXYfU`F Ydcfh7 UfX`Zf`HY Ug`Di V`JWGW cc`g

7 Ua di g`BUa Y. PADRON EL

7 Ua di g`-8. 227901188

8]gh]WIBUa Y. AUSTIN ISD

DUFhfjL A clear and concise description of the State's accountability system under subsection (c), including—

DUFhfjL the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

DUFhfjL the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

GHY'9GG5 ; cUg

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding. Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year

	5 th GHI XYbng	5 th Yf]VUb 5 a Yf]VUb	<]gdUb]W Y	W/h]k 80%	5 a Yf]VUb #b]k]ub 73%	5 g]Ub 91%	DUV]Z]W -g]UbXYf 75%	Hw]R'cf]AcfY FUWg 77%	9Vt]b 8]g]UXj Y 68%	7 K 8 62%	9 @Z Y 70%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N

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Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

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Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

DU]h]f]]k' STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for M0 A

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Ghi XYbHg
k jh
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HcHU **5 Z]WUb**
gli XYbHg **5 a Yf]WUb** **<]gdUb]W** **K \]hY**
5`Ug_U
BUhj Y **5 g]Ub** **DUW]ZW** **AcfY**
g`UbXYf **FUWg** **9 @**

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

DUFhfi] L`Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	Bi a VYf	DYfVWbh
Inexperienced Teachers, Principals, and Other School Leaders	12.0	25.1%
Teachers Teaching with Emergency or Provisional Credentials	4.0	8.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.1	11.1%

- '-' Indicates there are no data available in the group.
- Blank cell Indicates data are not applicable to this report.

DUFhfi] L`Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

DUFhfi] L`STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

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Grade 3 ReadingMM						!
athematic3						!

	Bi a VYf'cZ5 @H&	FUH'cZ5 @H&	8]gfr]Wf Bi a VYf'cZ5 @H&	8]gfr]Wf FUH'cZ5 @H&	7 Ua di g' Bi a VYf'cZ5 @H&	7 Ua di g' FUH'cZ5 @H&
Mathematics	5,254	2%	73	1%	!	!
Science	5,250	1%	73	1%	!	!
End of Course English I	5,150	1%	68	1%	!	!
English II	4,680	1%	69	1%	!	!
Algebra I	5,122	1%	70	1%	!	!
Biology	4,954	1%	72	1%	!	!
All Grades All Subjects	101,751	1%	1,645	2%	!	!
Reading	45,064	1%	730	1%	!	!
Mathematics	40,350	1%	662	2%	!	!
Science	16,337	1%	253	1%	!	!

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

! Indicates zero observations reported for this group.

DUfffl]L Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

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	i '6 Yck '6 Ug]W	i '5 hcf'5 Vcj Y6 Ug]W	i '5 hcf'5 Vcj Y DfcZ]WYbh	i '5 h5 Xj UbWX
; fUXY				

