

**Texas Education Agency**  
**2019-20 Federal Report Card for Texas Public Schools**

**Campus Name:** LBJ ECHS

**Campus ID:** 227901014

**District Name:** AUSTIN ISD

**Part (i):** Description of State Accountability System

- (I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III)** the indicators used to meaningfully differentiate all public schools in the State;
- (IV)** the State's system for meaningfully differentiating all public schools in the State, including --
  - (aa)** the specific weight of the indicators in such differentiation;
  - (bb)** the methodology by which the State differentiates all such schools;
  - (cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
  - (dd)** the methodology by which the State identifies a school for comprehensive support and improvement;
- (V)**

graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.*

### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL <sup>^</sup>	Homeless <sup>^</sup>	Foster Care <sup>^</sup>
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019</b>													
All Students	90.9%	95.8%	87.9%	*	-	-	-	*	90.4%	92.6%	90.5%	90.0%	*
CWD	92.6%	94.7%	80.0%	*	-	-	-	*	91.7%	92.6%	*	*	*
CWOD	90.6%	96.2%	88.3%	*	-	-	-	-	90.2%	-	92.5%	87.5%	-
EL <sup>^</sup>	90.5%	*	89.7%	-	-	-	-	-	90.6%	*	90.5%	*	-
Male	87.0%	92.5%	83.6%	*	-	-	-	*	86.7%	88.9%	83.3%	83.3%	*
Female	96.1%	100.0%	93.2%	-	-	-	-	-	96.2%	100.0%	100.0%	100.0%	-

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

^ Indicates there are no students in the group.

^ 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 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.*

### Part (v):

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

\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' Indicates there are no students in the group.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.*

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.*

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											
	Male	31	17	14	0	0	0	0	0	5	
	Female	26	12	12	1	0	0	0	1	7	
	Total	57	29	26	1	0	0	0	1	12	
<b>Out-of-School Suspensions</b>											
	Male	9	6	3	0	0	0	0	0	1	
	Female	15	11	4	0	0	0	0	0	1	
	Total	24	17	7	0	0	0	0	0	2	
<b>Expulsions</b>											
<b>With Educational Services</b>											
	Male	9	3	6	0	0	0	0	0	1	
	Female	6	3	2	0	0	0	0	1	2	
	Total	15	6	8	0	0	0	0	1	3	
<b>Without Educational Services</b>											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Under Zero Tolerance Policies	Total	0	0	0	0	0	0	0	0	0		
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		
	Male	6	4	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Total	6	4	2	0	0	0	0	0	0		
	Male	26	12	12	2	0	0	0	0	4		
	Female	21	16	4	0	0	0	0	1	2		
<b>Students With Disabilities</b> In-School Suspensions	Total	47	28	16	2	0	0	0	1	6		
	Male											



	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Total	176	49	121	4	0	0	0	2	13	0

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

**Using 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.

	All School	
Inexperienced Teachers, Principals, and Other School Leaders	Number	Percentage
	11.6	19.0%



Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
Mathematics	Students with Disabilities	88%	
	English Learners	97%	

'\*' Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic 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	CWD	EL
In-State Public Institutions	38%	51%	30%	*	*	-	-	-	37%	20%	12%

'\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates there are no students in the group.