

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

Campus Name: EASTSIDE MEMORIAL ECHS

Campus ID: 227901019

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)** **(bb) dif**

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^	Homeless^	Foster Care^
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019													
All Students	92.7%	100.0%	91.2%	-	-	*	-	-	92.1%	71.4%	94.9%	87.5%	*
CWD	71.4%	100.0%	62.5%	-	-	-	-	-	68.8%	71.4%	87.5%	*	-
CWOD	97.7%	100.0%	97.3%	-	-	*	-	-	97.3%	-	96.8%	100.0%	*
EL^	94.9%	*	94.4%	-	-	*	-	-	96.8%	87.5%	94.9%	*	-
Male	94.1%	*	93.5%	-	-	*	-	-	94.9%	80.0%	90.9%	*	-
Female	91.4%	100.0%	88.9%	-	-	*	-	-	90.0%	63.6%	100.0%	83.3%	*

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

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (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)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	79%	67%	82%	*	-	*	-	-	79%	63%	81%

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)
Students Without Disabilities											
In-School Suspensions											
	Male	79	15	64	0	0	0	0	0	35	
	Female	40	4	33	2	0	0	0	1	14	
	Total	119	19	97	2	0	0	0	1	49	
Out-of-School Suspensions											
	Male	33	10	23	0	0	0	0	0	11	
	Female	12	1	11	0	0	0	0	0	2	
	Total	45	11	34	0	0	0	0	0	13	
Expulsions											
With Educational Services											
	Male	7	3	4	0	0	0	0	0	2	
	Female	3	1	2	0	0	0	0	0	0	
	Total	10	4	6	0	0	0	0	0	2	
Without Educational Services											
	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	Students with Disabilities EL	Students with Disabilities (Section 504)
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Total students	African American	Hispanic	White
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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
Total	6	1	4	1	0	0	0	0	2	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
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		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	24%	39%	22%	*	-	*	-	*	24%	*	25%