

Texas Education Agency
2021 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

Part (i): Description of State Accountability System

Part (i)(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;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(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;

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;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 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)









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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

| 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 school quality or student success, which is college, career and military readiness (CCMR) for high schools and

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| | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | | |
|--|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|--|--|
|--|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|--|--|

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| | | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|--------------|--------------|-----|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|
| All Subjects | Female | 37% | 39% | 37% | * | * | * | - | 22% | 36% | 39% | 28% | 38% | 39% | - | 37% | - |
| Reading | All Students | 40% | 40% | 41% | 14% | * | * | | | | | | | | | | |

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| | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | Students with Disabilities (Section 504) |
|-------------------------------|----------------|------------------|-----------|----------|-------------------------|----------|------------------|-------------------|--|
| Students Without Disabilities | | | | | | | | | |
| In-School Suspensions | | | | | | | | | |
| Male | 31 | 17 | 14 | 0 | 0 | 0 | 0 | 0 | 5 |
| Female | 22 | 12 | 12 | 1 | 0 | 0 | 0 | 0 | 5 |
| Total | 57 | 29 | 26 | 1 | 0 | 0 | 0 | 0 | 12 |
| Out-of-School Suspensions | | | | | | | | | |
| Male | 9 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 1 |
| Female | 15 | | | | | | | | 1 |

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Part (ix): 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 | |
|---|------------|---------|
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 7.6 | 11.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.0 | 3.2% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 3.0 | 4.9% |

| | State Number of ALT2 | State Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 | Campus Number of ALT2 | Campus Rate of ALT2 |
|---------------|----------------------------|-----------------------------|-------------------------------|-----------------------------|-----------------------------|---------------------------|
| Mathematics | 4,581 | 1% | 56 | 2% | - | - |
| Grade 8 | | | | | | |
| Reading | 4,513 | 1% | 45 | 1% | - | - |
| Mathematics | 4,507 | 1% | 44 | 1% | - | - |
| Science | 4,492 | 1% | 44 | 1% | - | - |
| End of Course | | | | | | |



92

12

| State Level: 2019 Percentages at NAEP Achievement Levels | | | | | | | | | | |
|--|-------------|-----------------|---------------|------|---------------------|----|--------------------------|----|---------------|----|
| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
| | | | TX | US | TX | US | TX | US | TX | US |
| Grade 4 | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 3359 | | | | | | |

| State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners | | | |
|---|-------------|----------------------------|------|
| Grade | Subject | Student Group | Rate |
| Grade 4 | Reading | Students with Disabilities | 77% |
| | | English Learners | 94% |
| | Mathematics | Students with Disabilities | 79% |
| | | English Learners | 97% |
| Grade 8 | Reading | Students with Disabilities | 83% |
| | | English Learners | 96% |
| | Mathematics | Students with Disabilities | 88% |
| | | English Learners | 97% |

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (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 | 26% | 23% | 29% | * | - | - | - | - | 24% | * | 24% |
| In-State Private Institutions | 4% | 7% | * | - | - | - | - | - | 6% | - | * |
| Out-of-State Institutions | 3% | 7% | - | - | - | - | - | - | * | * | - |

- Indicates there are no students in the group.

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

Part (xiv): Additional Information € Chronic Absenteeism

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 2019-20 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 | CWD | EL |
|--------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-------|-------|
| Chronic Absenteeism Rate | 35.5% | 36.1% | 34.9% | 45.5% | * | 22.2% | * | 33.3% | 37.5% | 37.1% | 36.6% |

- Indicates there are no students in the group.

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