

Texas Education Agency
2021 Federal Report Card
LASA H S (227901018) - 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

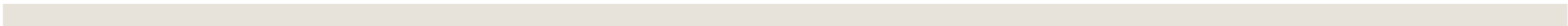
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

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)

Texas Education Agency
2021 Federal Report Card
LASA H S (227901018) - AUSTIN ISD - TRAVIS COUNTY

	State	District	Campus	African American	Hispanic	White															
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Texas Education Agency
2021 Federal Report Card
LASA H S (227901018) - AUSTIN ISD - TRAVIS COUNTY

		State	District	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	Homeless	Foster Care	Military	
SAT/ACT All Subjects	All Students	14%	25%	70%	33%	44%	75%	*	92%	-	79%	32%	76%	*	70%	-	71%	70%	-	*	-	-	
	CWD	11%	26%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	14%	25%	70%	33%	44%	74%	*	92%	-	78%	30%	76%	-	70%	-	70%	70%	-	*	-	-	
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	30%	71%	*	44%	73%	*	100%	-	75%	32%	77%	*	70%	-	71%	-	-	-	-	-	-
	Female	11%	20%	70%	*	44%	76%	-	83%	-	82%	33%	75%	*	70%	-	-	70%	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	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 2020													
All Students	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	-	-	-
CWD	100.0%	-	-	*	-	*	-	-	-	100.0%	-	-	-
CWOD	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	-	-	-	-
EL €	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	*	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	*	-	-	-
Female	100.0%	*	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	*	-	-	-

- Indicates there are no students in the group.

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€ 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 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Texas Education Agency
2021 Federal Report Card
LASA H S (227901018) - AUSTIN ISD - TRAVIS COUNTY

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	89	80	81	92	*	94	-	89	76	95	57
School Quality (College,											

Texas Education Agency
2021 Federal Report Card
LASA H S (227901018) - AUSTIN ISD - TRAVIS COUNTY

		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
Reading	All Students	6%	5%	6%	8%	-	5%	-	5%	6%	6%	17%	6%	11%	5%	8%	-
	CWD	17%	-	*	*	-	-	-	-	*	*	17%	-	-	*	*	-
	CWOD	6%	5%	6%	7%	-	5%	-	5%	6%	6%	-	6%	11%	5%	8%	-
	EL	11%	*	7%	-	-	*	-	*	7%	*	-	11%	11%	17%	8%	-
	Male	5%	0%	5%	7%	-	1%	-	10%	5%	5%	*	5%	17%	5%	-	-
	Female	8%	12%	7%	9%	-	8%	-	0%	8%	8%	*	8%	8%	-	8%	-
Mathematics	All Students	2%	0%	8%	0%	-0%	0%	0%	0%	12%	0%	*	2%	33%	0%	5%	-
	CWD	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-
	CWOD	2%	0%	8%	0%	*	0%	-	0%	12%	0%	-	2%	33%	0%	5%	-
	EL	33%	-	33%	-	-	-	-	-	*	*	-	33%	33%	-	33%	-
	Male	0%	*	0%	0%	*	0%	-	0%	0%	0%	*	0%	-	0%	-	-
	Female	5%	*	16%	0%	-	0%	-	0%	23%	1%	*	5%	33%	-	5%	-
Science	All Students	7%	0%	13%	6%	-	3%	-	5%	14%	5%	0%	7%	7%	5%	8%	-
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-
	CWOD	7%	0%	13%	6%	-	3%	-	5%	15%	5%	-	7%	7%	5%	9%	-
	EL	7%	*	8%	-	-	*	-	-	9%	*	-	7%	7%	*	0%	-
	Male	5%	0%	12%	5%	-	0%	-	0%	14%	4%	*	5%	*	5%	-	-
	Female	8%	*	14%	6%	-	6%	-	10%	14%	7%	*	9%	0%	-	8%	-
SAT/ACT All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	*	0%	-	0%	0%	-
	CWD	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	0%	0%	*	0%	-	0%	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	0%	-	-	-	-	-	-	-	-	-	-



- Incidents of physical attack or fight without a weapon
- Incidents of threats of physical attack with a weapon
- Incidents of threats of physical attack with a firearm or explosive device
- Incidents of threats of physical attack without a weapon
- Incidents of possession of a firearm or explosive device
- Allegations of Harassment or bullying
- On the basis of sex
- On the basis of race
- On the basis of disability
- On the basis of sexual orientation
- On the basis of religion

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Race	Students with Disabilities
Preschool									
Male		-9	-9	-9	-9				

Texas Education Agency
 2021 Federal Report Card
 LASA H S (227901018) - AUSTIN ISD - TRAVIS COUNTY

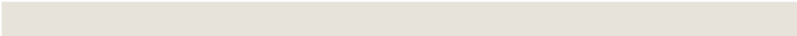
Part (ix): Teacher Quality Data

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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.5	6.9%
Teachers Teaching with Emergency or Provisional Credentials	4.0	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.5	7.3%

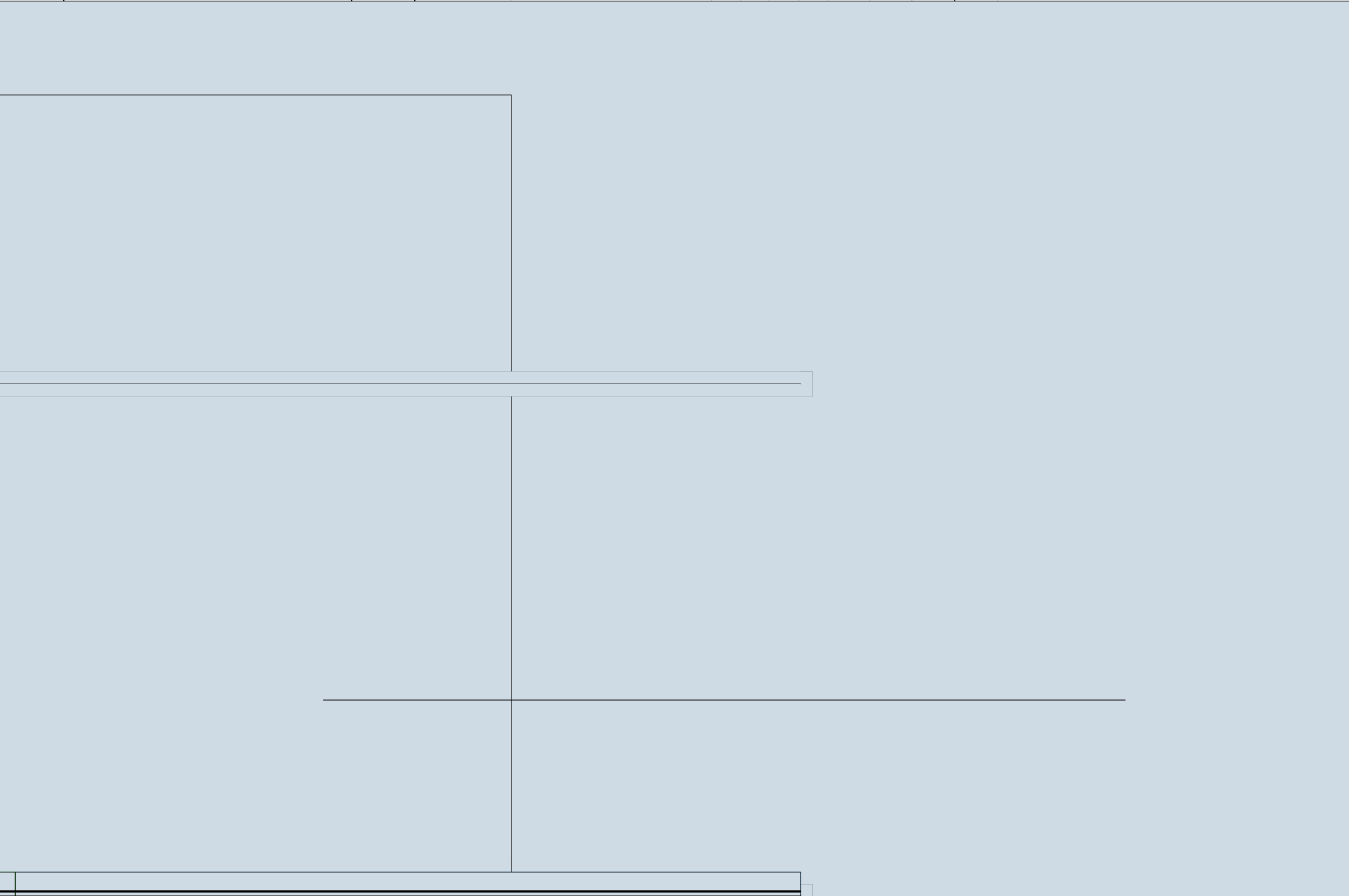
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	State Number	
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State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US

Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
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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	36%	*	41%	32%	-	44%	*	35%	47%	-	-
In-State Private Institutions	7%	-	*	10%	-	*	-	-	*	-	-
Out-of-State Institutions	36%	*	34%	40%	-	30%	-	*	*	*	*

- Indicates there are no students in the group.

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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	2.2%	0.0%	6.1%	1.0%	*	1.3%	*	2.7%	6.6%	0.0%	16.7%

- Indicates there are no students in the group.

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