

Texas Education Agency
2021 Federal Report Card
PECAN SPRINGS EL (227901129) - 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](#).

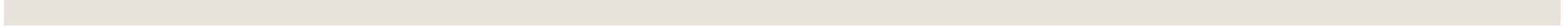
Part (ii): Student Achievement by Proficiency Level

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)

	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
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					
Reading	All Students	67%	66%	54%	63%	53%	-	-	-												

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	State	District	Campus			
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		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
Science	All Students	19%	18%	4%	0%	6%	-	-	-	-	-	5%	*	0%	6%	13%	8%	0%	-	*	-	-
	CWD	8%	8%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	20%	6%	*	7%	-	-	-	-	-	7%	*	-	6%	14%	10%	0%	-	*	-	-
	EL	4%	3%	13%	-	13%	-	-	-	-	-	14%	*	*	14%	13%	17%	*	-	-	-	-
	Male	20%	19%																			

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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	27	26	27	*	-	-	-	*	28	8	25
School Quality (College, Career, and											



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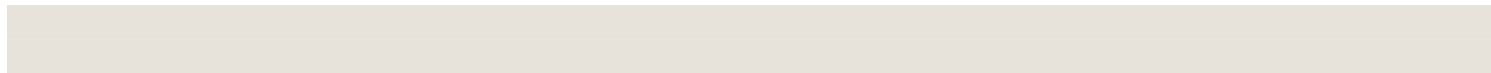
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	15%	31%	7%	*	-	-	-	*	15%	17%	12%	16%	6%	18%	13%	-
	CWD	12%	29%	0%	-	-	-	-	*	13%	*	12%	-	*	14%	11%	-
	CWOD	16%	32%	9%	*	-	-	-	-	15%	20%	-	16%	6%	19%	13%	-
	EL	6%	-	6%	*	-	-	-	-	6%	*	*	6%	6%	11%	0%	-
	Male	18%	33%	12%	-	-	-	-	*	17%	*	14%	19%	11%	18%	-	-
	Female	13%	29%	3%	*	-	-	-	-	13%	*	11%	13%	0%	-	13%	-
Science	All Students	8%	25%	0%	-	-	-	-	-	8%	*	12%	6%	0%	8%	8%	-
	CWD	12%	*	*	-	-	-	-	-	12%	-	12%	-	*	*	0%	-
	CWOD	6%	*	0%	-	-	-	-	-	6%	*	-	6%	0%	0%	12%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	8%	*	0%	-	-	-	-	-								

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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	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
toto	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												

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	Total	African			Indian or Alaska		Pacific	Two or More	Students with	



re20 d690.003355 0.894 rg 0.808 0.855 0.82.25 29.66 0.14 35.96 40690.00.894 Td 810 BT /TT3 9.09 Tf 266.97 485.42 Td (re20 d690.0032T /TT3 9.09 Tf 562.89 48600013 (or)Tj ET Bies)Tj f

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.7	25.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	12.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.3	5.4%

- Indicates there are no data available in the group.
Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures for each school year from 2016-17 to 2020-21. The data is presented in two columns: Actual per-pupil expenditures and Target per-pupil expenditures. The actual per-pupil expenditures are calculated by dividing the total per-pupil expenditures by the total number of students. The target per-pupil expenditures are calculated by dividing the total target per-pupil expenditures by the total number of students. The data is presented in two columns: Actual per-pupil expenditures and Target per-pupil expenditures. The actual per-pupil expenditures are calculated by dividing the total per-pupil expenditures by the total number of students. The target per-pupil expenditures are calculated by dividing the total target per-pupil expenditures by the total number of students.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
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)

There is no data for this campus.

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	21.6%	24.8%	17.7%	41.2%	-	*	-	*	21.7%	23.1%	8.8%

- Indicates there are no students in the group.

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