

Texas Education Agency
2021 Federal Report Card
PATTON EL (227901143) - 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%	78%	*	86%	74%	*	79%	-	*	68%	82%	40%	83%	79%	74%	82%	-	-	-	-
	CWD	42%	40%	40%	*	*	40%	*	*	-	-	*	57%	40%	-	*	33%	*	-	-	-	-
	CWOD	70%	70%	83%	*	88%	78%	-	85%	-	*	77%	85%	-	83%	83%	81%	84%	-	-	-	-
	EL	54%	49%	79%	-	*	*	*	75%	-	-	*	82%	*	83%	79%	75%	83%	-	-	-	-
	Male	64%	64%	74%	*	71%	78%	-	75%	-	*	60%	79%	33%	81%	75%	74%	-	-	-	-	-
	Female	70%	68%	82%	*	100%	71%	*	83%	-	*	73%	85%	*	84%	83%	-	82%	-	-	-	-
Mathematics	All Students	61%	54%	65%	*	64%	62%	*	79%	-	*	46%	72%	40%	67%	86%	65%	64%	-	-	-	-
	CWD	40%	34%	40%	*	*	20%	*	*	-	-	*	57%	40%	-	*	33%	*	-	-	-	-
	CWOD	64%	57%	67%	*	65%	68%	-	77%	-	*	52%	73%	-	67%	83%	70%	65%	-	-	-	-
	EL	51%	36%	86%	-	*	*	*	88%	-	-	*	91%	*	83%	86%	100%	67%	-	-	-	-
	Male	63%	57%	65%	*	50%	65%	-	100%	-	*	45%	72%	33%	70%	100%	65%	-	-	-	-	-

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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%	23%	-	9%	33%	*	0%	-	17%	0%	27%	22%	23%	9%	23%	22%	-	-	-	-
	CWD	8%	8%	22%	-	*	40%	-	*	-	-	*	29%	22%	-	*	40%	*	-	-	-	-
	CWOD	20%	20%	23%	-	11%	33%	*	0%	-	17%	0%	27%	-	23%	10%	21%	24%	-	-	-	-
	EL	4%	3%	9%	-	*	*	*	0%	-	-	*	13%	*	10%	9%	0%	20%	-	-	-	-
	Male	20%	19%	23%	-	11%	35%	-	0%	-	*	0%	27%	40%	21%	0%	23%	-	-	-	-	-
	Female	18%	17%	22%	-	8%	32%	*	*	-	20%	0%	27%	*	24%	20%	-	22%	-	-	-	-

- Indicates there are no students in the group.

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

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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	49	12	37	54	80	60	-	46	26	26	50
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 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)

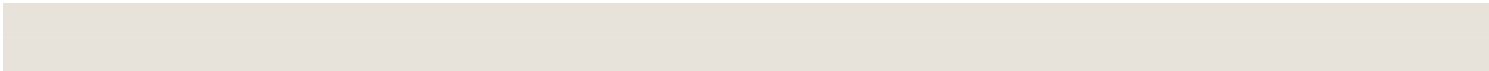
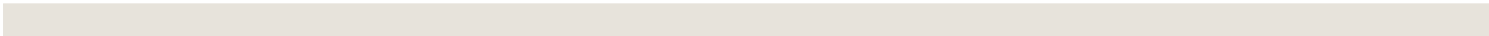
	Campus	African American	Hispanic	White	American Indian	Asian

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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				

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	Total students		
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Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.9	9.2%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.7	4.4%

- 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 of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	58	1%	-	-
Mathematics	4,961	1%	58	1%	-	-
Grade 4						
Reading	5,046	1%	72	1%	5	4%
Mathematics	5,040	1%	71	1%	5	4%
Grade 5						
Reading	5,133	1%	73	1%	*	2%
Mathematics	5,138	1%	73	1%	*	2%
Science	5,130	1%	73	1%	*	2%
Grade 6						
Reading	4,925	1%	54	1%	-	-
Mathematics	4,923					

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 8	Reading		