

Texas Education Agency
2022 Federal Report Card

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WEBB M S (227901053) - AUSTIN ISD - TRAVIS COUNTY

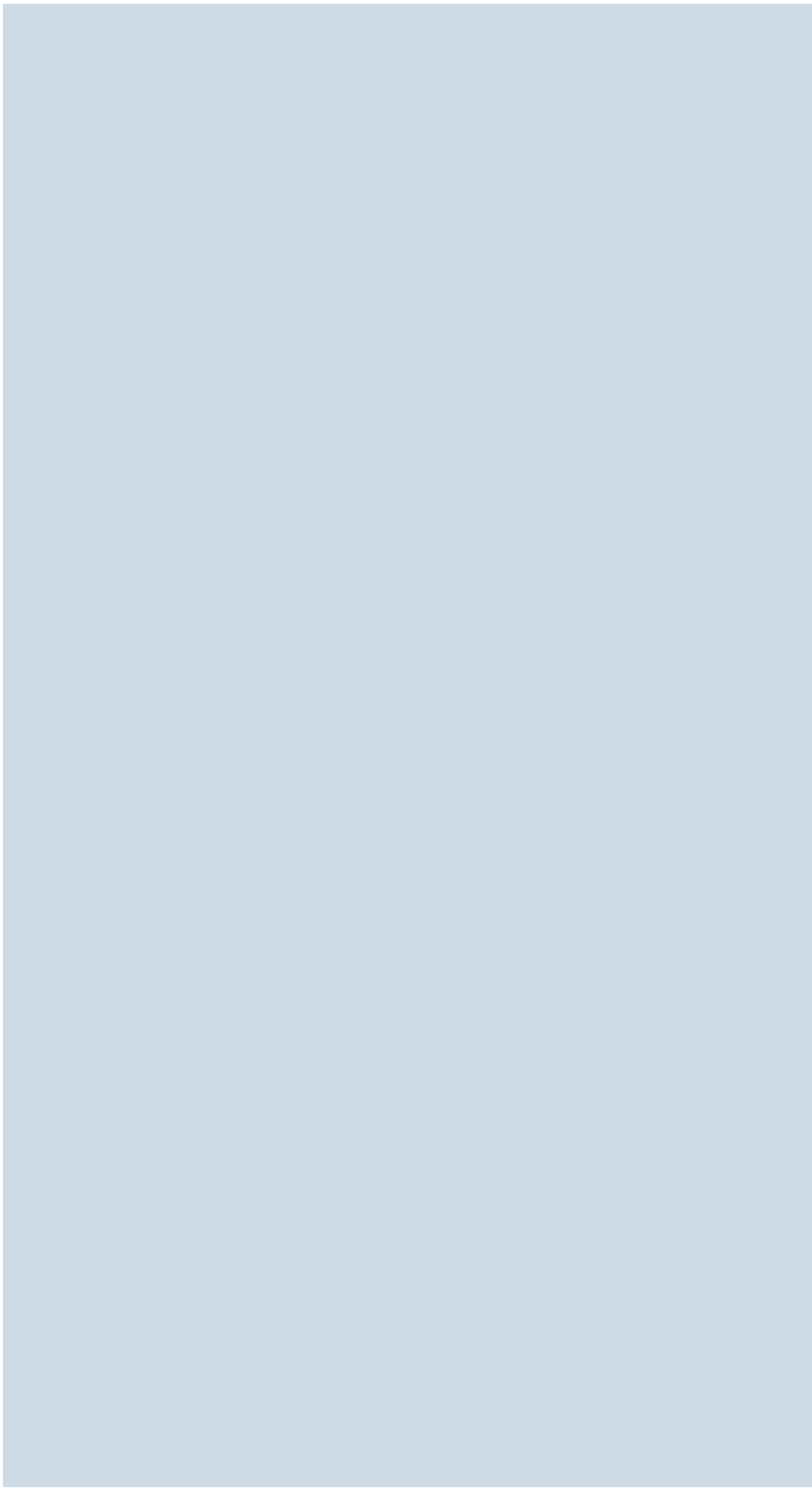
(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and ai* d u improvemeurst, Texas deement (tgG d 0 J j 0 486.86 7i

Texas Education Agency
 2022 Federal Report Card
 (01053) - AUSTIN ISD - TRAVIS COUNTY

| American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CPD | World | Male | Female | English Learners | Gifted | Homeless | Foster Care | Students |
|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|-------|------|--------|------------------|--------|----------|-------------|----------|
|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|-------|------|--------|------------------|--------|----------|-------------|----------|



Texas Education Agency
2022 Federal Report Card
WEBB M S (227901053) - AUSTIN ISD - TRAVIS COUNTY

Texas Education Agency
2022 Federal Report Card
WEBB M S (227901053) - AUSTIN ISD - TRAVIS COUNTY

| | 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 | 17 | 21 | 16 | 21 | - | 16 | - | 21 | 16 | 15 | 14 |
| School Quality (College, Career, and Military Readiness Performance) | | | | | | | | | | | |
| %Students meeting CCMR | - | - | - | - | - | - | - | - | - | - | - |

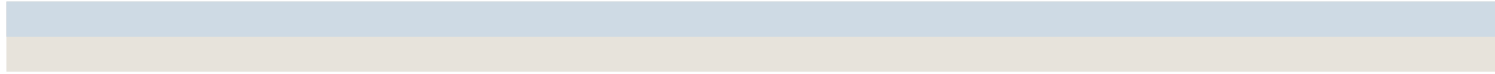
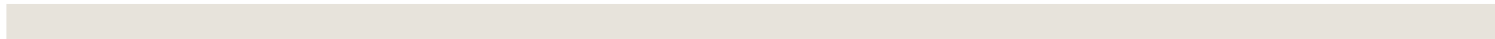
- Indicates there are no students in the group.

Texas Education Agency
2022 Federal Report Card
WEBB M S (227901053) - 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 | Female | 2% | 5% | 2% | 0% | - | 0% | - | * | 2% | 0% | 4% | 2% | 1% | - | 2% | - |
| Mathematics | All Students | 1% | 4% | 0% | 0% | - | 0% | - | 0% | 1% | 0% | 1% | 1% | 0% | 1% | 1% | - |
| | CWD | 1% | 0% | 2% | * | - | - | - | * | 1% | * | 1% | - | 0% | 0% | 4% | - |
| | CWOD | 1% | 5% | 0% | 0% | - | 0% | - | * | 1% | 0% | - | 1% | 0% | 1% | 0% | - |
| | EL | 0% | * | 0% | 0% | - | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 1% | - |
| | Male | 1% | 7% | 0% | 0% | - | * | - | * | 1% | 0% | 0% | 1% | 0% | 1% | - | - |
| | Female | 1% | 0% | 1% | 0% | - | 0% | - | * | 1% | 0% | 4% | 0% | 1% | - | 1% | - |
| Science | All Students | 3% | 21% | 1% | * | - | 0% | - | * | 3% | 0% | 4% | 3% | 1% | 5% | 0% | - |
| | CWD | 4% | * | 5% | * | - | - | - | - | 5% | * | 4% | - | 7% | 8% | 0% | - |
| | CWOD | 3% | 27% | 1% | * | - | 0% | - | * | 3% | 0% | - | 3% | 1% | 5% | 0% | - |
| | EL | 1% | - | 2% | * | - | 0% | - | - | 2% | 0% | 7% | 1% | 1% | 3% | 0% | - |
| | Male | 5% | 33% | 2% | * | - | * | - | - | 5% | 0% | 8% | 5% | 3% | 5% | - | - |
| | Female | 0% | 0% | 0% | - | Female | - | * | - | * | 0% | * | 0% | 0% | 0% | - | - |

Texas Education Agency
2022 Federal Report Card
WEBB M S (227901053) - AUSTIN ISD - TRAVIS COUNTY

| | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | | |
|--|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|--|--|
|--|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|--|--|



as Education Agency
! Federal Report Card
053) - AUSTIN ISD - TRAVIS COUNTY

| | Total |
|--|-------|
| | 0 |
| | 181 |
| | 0 |
| | 0 |
| | 37 |
| | 0 |
| | 1 |
| | 0 |
| | 0 |
| | 0 |
| | 0 |

Texas Education Agency
2022 Federal Report Card
WEBB M S (227901053) - 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.

| High Poverty School | | |
|---|------------|---------|
| | All School | |
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 6.6 | 12.9% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.2 | 4.6% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 10.1 | 21.0% |

- 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 preceding fiscal year.

To be updated by June 30th, 2023.

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 2021-22 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 | 6,584 | 2% | 98 | 2% | - | - |
| Mathematics | 6,587 | 2% | 97 | 2% | - | - |
| Grade 4 | | | | | | |
| Reading | 6,404 | 2% | 87 | 2% | - | - |
| Mathematics | 6,408 | 2% | 87 | 2% | - | - |
| Grade 5 | | | | | | |
| Reading | 6,204 | 2% | 102 | 2% | - | - |
| Mathematics | 6,205 | 2% | 101 | 2% | - | - |
| Science | 6,200 | 2% | 101 | 2% | - | - |
| Grade 6 | | | | | | |
| Reading | 6,181 | 2% | 82 | 2% | * | 1% |
| Mathematics | 6,177 | 2% | 82 | 2% | * | 1% |

| State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners | | | |
|---|-------------|----------------------------|------|
| Grade | Subject | Student Group | Rate |
| Grade 4 | Reading | Students with Disabilities | 89% |
| | | English Learners | 95% |
| | Mathematics | Students with Disabilities | 87% |
| | | English Learners | 95% |
| Grade 8 | Reading | Students with Disabilities | 89% |
| | | English Learners | 97% |
| | Mathematics | Students with Disabilities | 93% |
| | | English Learners | 97% |

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 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in Texas; (I) 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;