

Texas Education Agency
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BAILEY MIDDLE (227901059) - 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. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%							

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(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

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv										

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	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	27	41	61	27	65	-	55	35	23	30
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.

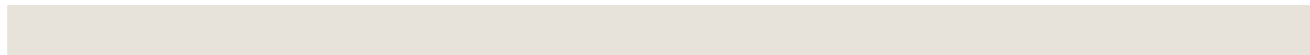
Part (vi): Goal Meeting Status

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)

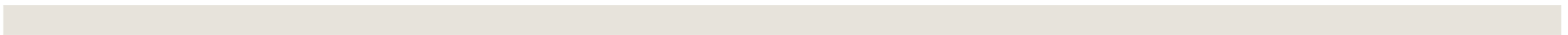
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	Y				Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y				Y	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N				Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N
English Language Proficiency (LEAP) - Grade 4											
Interim Goals (2018-2022)	41.55	61.48	44.2	0.28	re B*	0	1	1	1	0	0
Target Met	0	0	0	0	0	0	0	0	0	0	0
Interim Goals (2023-2027)	41.55	48.67	44.2	0.14	re B*	0	1	1	1	0	0
Target Met	0	0	0	0	0	0	0	0	0	0	0
Interim Goals (2028-2032)	41.55	48.67	44.2	0.14	re B*	0	1	1	1	0	0
Target Met	0	0	0	0	0	0	0	0	0	0	0

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								Two			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander				



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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
Reading	Female	2%	9%	2%	2%	-	0%	-	0%	2%	2%	3%	2%	3%	-	2%	-
Mathematics	All Students	2%	7%	2%	2%	*	0%	-	2%	3%	2%	4%	2%	3%	2%	2%	-
	CWD	4%	6%	3%	7%	*	*	-	0%	5%	4%	4%	-	0%	4%	5%	-
	CWOD	2%	7%	2%	1%	*	0%	-	2%	3%	2%	-	2%	3%	2%	2%	-
	EL	3%	-	3%	0%	-	*	-	-	2%	4%	0%	3%	3%	0%	6%	-
	Male	2%	4%	3%	2%	*	0%	-	0%	5%	1%	4%	2%	0%	2%	-	-
	Female	2%	9%	2%	3%	-	0%	-	4%	1%	3%	5%	2%	6%	-	2%	-
Science	All Students	2%	23%	2%	1%	*	0%	-	0%	5%	1%	8%	1%	4%	2%	3%	-
	CWD	8%	20%	7%	6%	-	*	-	*	15%	3%	8%	-	0%	9%	6%	-
	CWOD	1%	25%	1%	0%	*	0%	-	0%	3%	1%	-	1%	5%	0%	2%	-
	EL	4%	-	4%	*	-	*	-	-	6%	0%	0%	5%	4%	0%	9%	-
	Male	2%	*	3%	0%	*	*	-	0%	6%	0%	9%	0%	0%	2%	-	-
	Female	3%	22%	2%	2%	-	0%	-	0%	4%	2%	6%	2%	9%	-	3%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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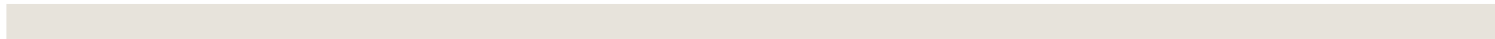
Part (viii): Civil Rights Data

Part (viii)(emale)

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Islander

						Indian or Alaska Native		Pacific Islander	Two			
	Total students	African American	Hispanic	White			Asian					



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	Total
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	68
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	1
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II)

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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.

Low Poverty School		All School	
		Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders			

