

Texas Education Agency  
2022 Federal Report Card  
GORZYCKI MIDDLE (227901062) - 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%              | 32%      | 37%   | 80%             | 60%   |                  |                   |             |              |                       |

56%  
32%

10

Above)

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Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
  - b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
  - c. Graduation Rate: Federal Graduation Status
  - d. ELP Indicator: English Learner Language Proficiency Status
  - e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement
- Domain Score: STAAR only for All Other Schools without Annual Graduates

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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>

















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Part (iii)(II): Graduation Rate

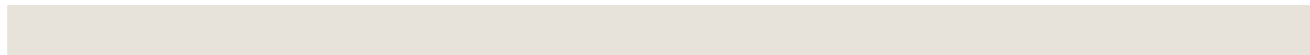
This section provides information on high school graduation rates for the class of 2021.

|  | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ |  |  |  |  |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------|--|--|--|--|
|  |              |                  |          |       |                 |       |                  |                   |      |  |  |  |  |



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|  |                 |                     |          |       |                    |       |                     |     |  |  |  |
|--|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|-----|--|--|--|
|  |                 |                     |          |       |                    |       |                     | Two |  |  |  |
|  | All<br>Students | African<br>American | Hispanic | White | American<br>Indian | Asian | Pacific<br>Islander |     |  |  |  |





d  
D - TRAVIS COUNTY

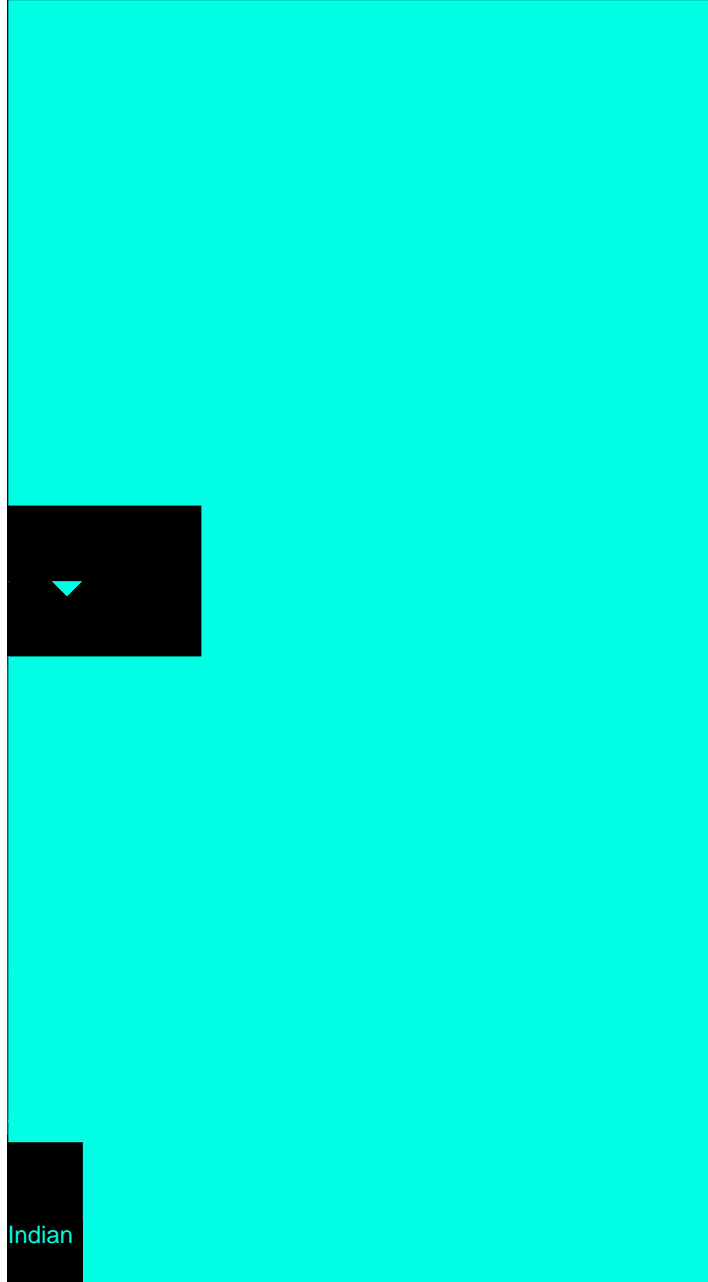
| Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|-------------------|-------------|-----------------|-----|------|----|------|--------|---------|
| 0%                | 4%          | 2%              | 6%  | 2%   | 0% | -    | 2%     | -       |
| 2%                | 3%          | 2%              | 6%  | 1%   | 2% | 2%   | 2%     | -       |
| 0%                | 8%          | 5%              | 6%  | -    | 0% | 5%   | 6%     | -       |
| 2%                | 2%          | 1%              | -   | 1%   | 2% | 1%   | 2%     | -       |
| -                 | 0%          | 2%              | 0%  | 2%   | 2% | 3%   | 0%     | -       |
| 0%                | 0%          | 0%              | 5%  | 1%   | 0% | 0%   | 0%     | -       |





| Total students | African American | Hispanic |
|----------------|------------------|----------|
|                |                  |          |

| Indian  | White    | Students |
|---------|----------|----------|
| 1.8572% | 16.8954% | 18.756%  |



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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.







| State Level:<br>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 (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 2020-21 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 | 0%           | 0%               | 1%       | 0%    | *               | 0%    | *                | 0%                | 2%          | 1%  | 2% |

- Indicates there are no students in the group.

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