

Texas Education Agency
2022 Federal Report Card
REILLY EL (227901132) - 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%	43%	74%	45%	56%	33%	19%	29%	
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
EL Progress													
	Baseline 2016-17 Rates											41%	
	2017-18 through 2021-22											36%	
	2022-23 through 2026-27											38%	
	2027-28 through 2031-32											40%	
Graduation Rate: 4-Year Longitudinal Rate €													
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	

€ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Texas Education Agency
2022 Federal Report Card

Texas Education Agency
2022 Federal Report Card
REILLY EL (227901132) - AUSTIN ISD - TRAVIS COUNTY

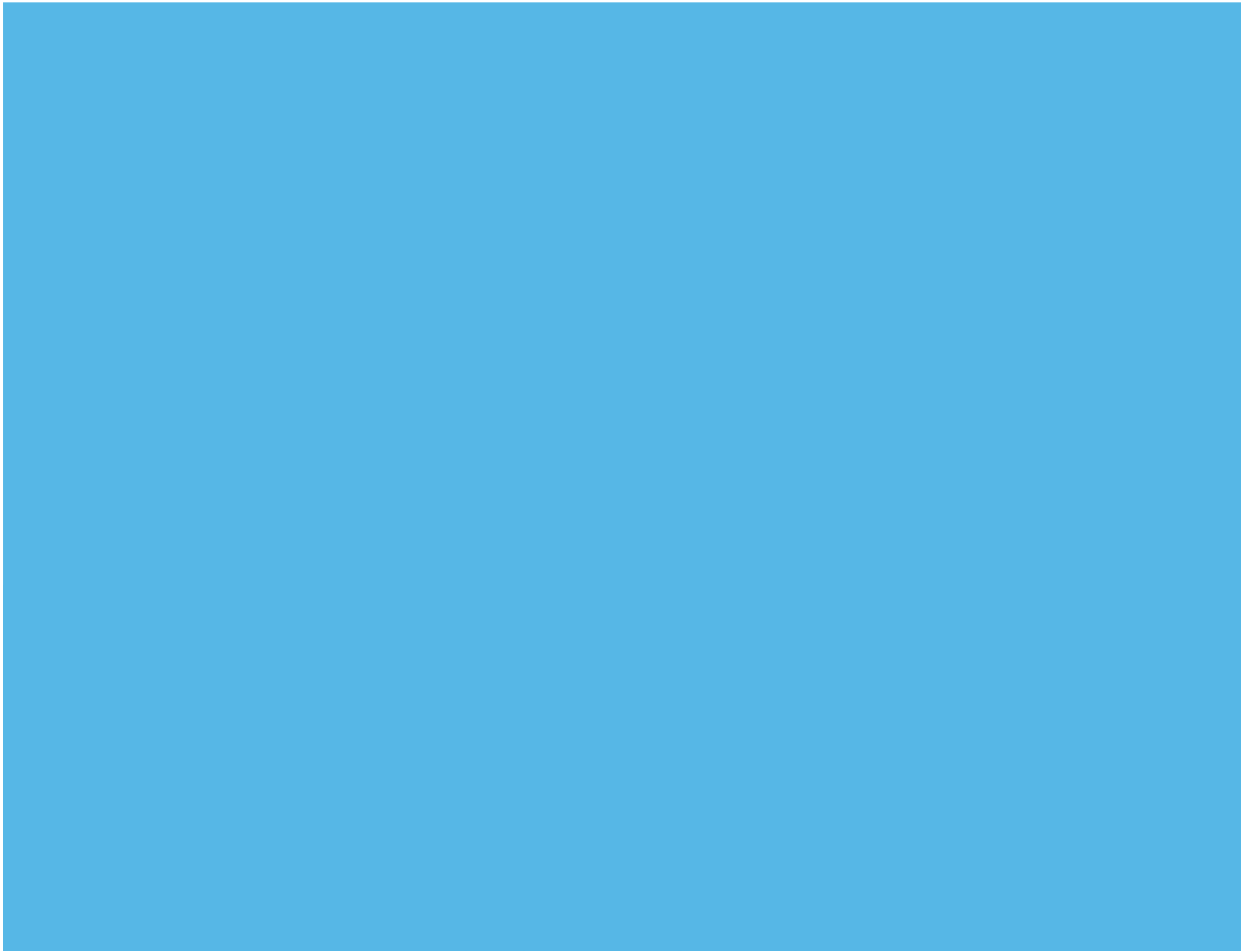
(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), 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 alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

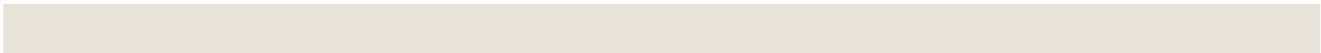
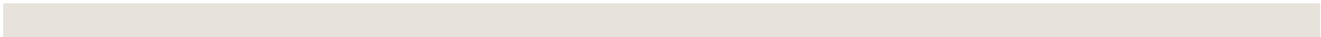
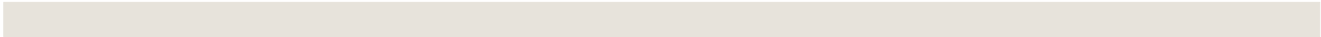
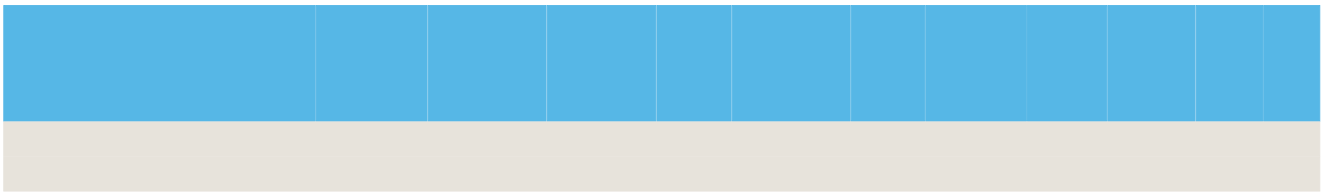
Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of yearstatSr B* foISming.ets in



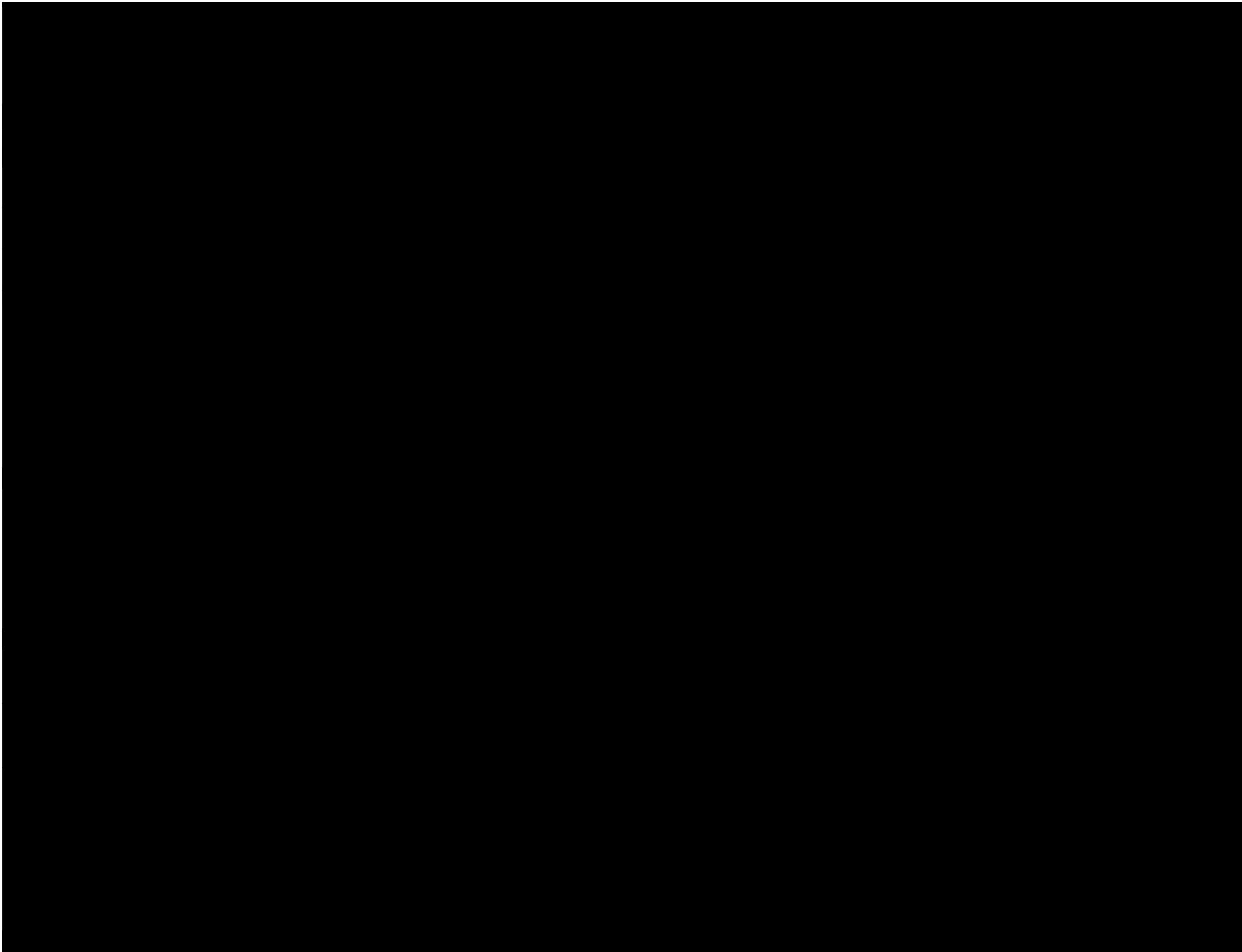






Texas Education Agency
2022 Federal Report Card
REILLY EL (227901132) - AUSTIN ISD - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian															
--	--------------	------------------	----------	-------	-----------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



per-pupil expenditures
by source of funds

actual personnel expenditures and actual
preceding fiscal year.

Participation

on the number and percentage of students
the 2021-22 school year.

disabilities who take STAAR Alternate

	State Number of ALT2	State Rate of ALT2	District Number of ALT2

*

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

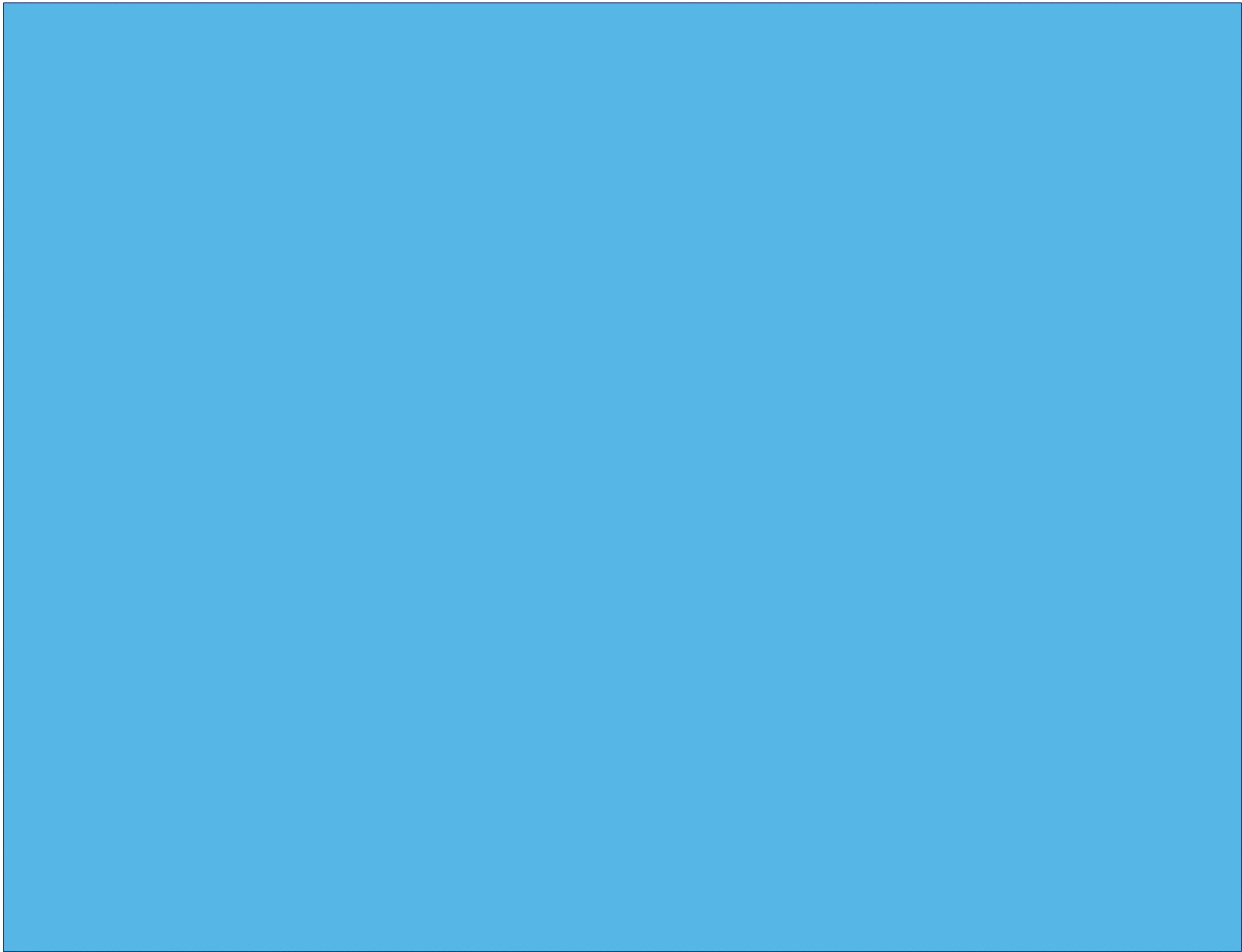
This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

50

State Level: 2019 Percentages at NAEP Achievement Levels											
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9	
		Black	51	56	49	44	19	17	3	3	
		Hispanic	52	50	48	50	20	21	3	4	
		White	26	27	74	73	44	42	10	11	

30
18
17
14
13
43
3
26
3
52
53
28
17

42
48
18
20



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)

