

Texas Education Agency  
2022 Federal Report Card  
SUMMITT EL (227901138) - AUSTIN ISD - TRAVIS COUNTY

Part (i): Description of State Accountability System

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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

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





















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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

| Total EL in Class | Proficiency of EL | Rate of Proficiency |
|-------------------|-------------------|---------------------|
| 202               | 48                | 24%                 |

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of 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  | 67           | 53               | 54       | 76    | -               | 60    | -                | 79                | 47          | 41  | 57 |
| School Quality (College, Career, and Military Readiness Performance)     |              |                  |          |       |                 |       |                  |                   |             |     |    |
| %Students meeting CCMR   | -            | -                | -        | -     | -               | -     | -                | -                 | -           | -   | -  |

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**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)



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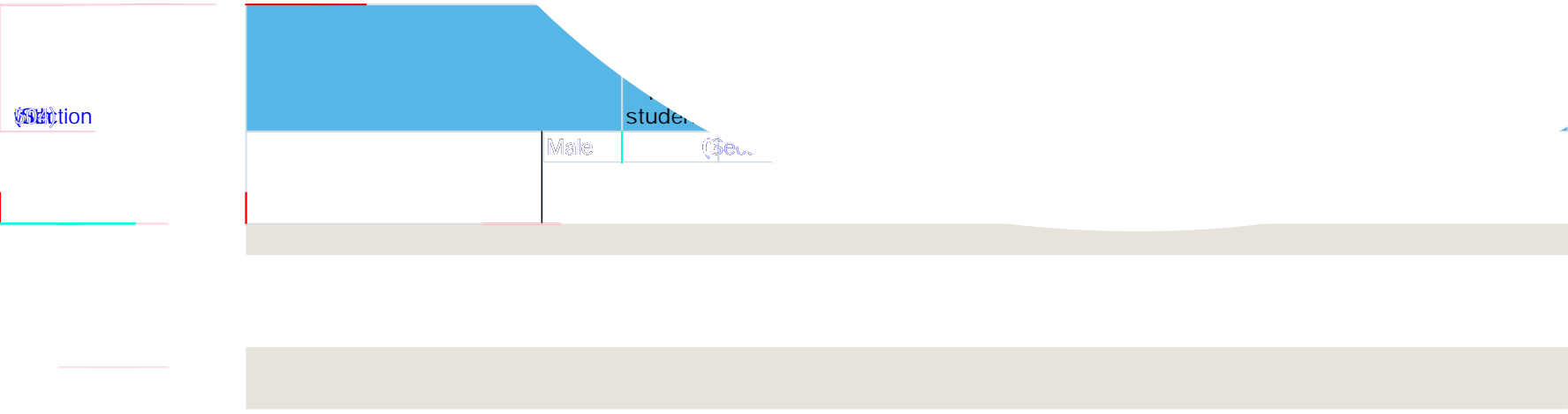
|                 | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|-----------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|------|
| Long-Term Goals | 94%          | 94%              | 94%      | 94%   | 94%             | 94%   | 94%              | 94%               | 94%         | 94% | 94%  |
| Target Met      |              |                  |          |       |                 |       |                  |                   |             |     |      |











(Section



COUNTY

| Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|-------|------------------|-------------------|----|----------------------------|
| 22    | 0                | 2                 | 26 | 2                          |
| 16    | 0                | 1                 | 22 | 1                          |
| 38    | 0                | 3                 | 48 | 3                          |

## Part (x): Per-pupil Expenditure

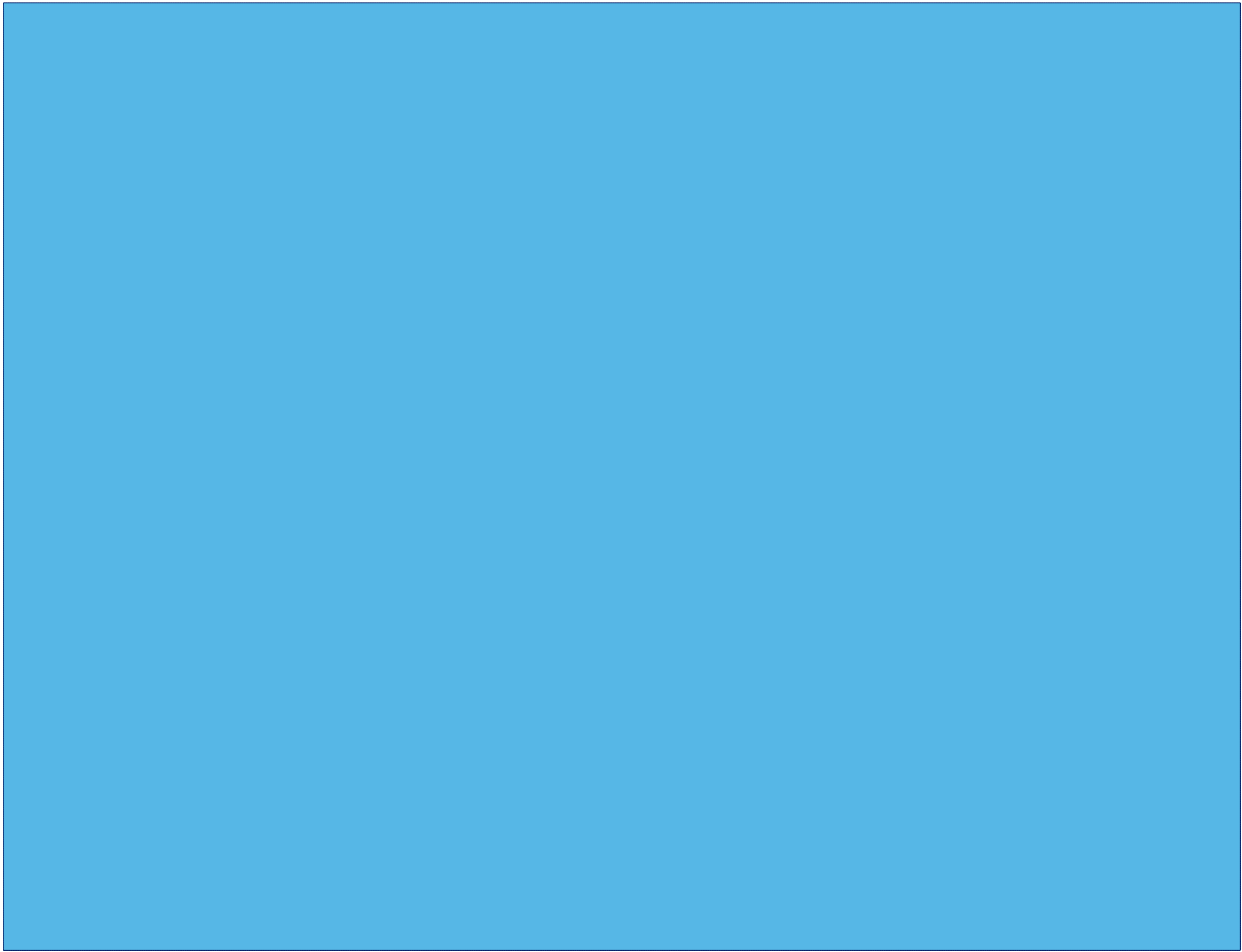
- Indicates there are no students in the group.

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### 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.

| State Level: 2019 Percentages at NAEP Achievement Levels |         |                            |               |    |                     |    |                          |    |               |    |
|--|---------|----------------------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
|  |         |                            | % Below Basic |    | % At or Above Basic |    | % At or Above Proficient |    | % At Advanced |    |
| Grade  | Subject | Student Group              | 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 |
|  |         | American Indian            | *             | 57 | *                   | 43 | *                        | 18 | *             | 3  |
|  |         | Asian                      | 8             | 17 | 92                  | 83 | 71                       | 58 | 31            | 24 |
|  |         | Pacific Islander           | *             | 50 | *                   | 50 | *                        | 23 | *             | 6  |
|  |         | Two or More Races          | 28            | 32 | 72                  | 68 | 41                       | 38 | 8             | 11 |
|  |         | EcoDis                     | 54            | 52 | 46                  | 48 | 18                       | 19 | 3             | 3  |
|  |         | Students with Disabilities | 77            | 73 | 23                  | 27 | 7                        | 10 | 1             | 2  |
|  |         | English Language Learners  | 57            | 67 | 43                  | 33 | 16                       | 10 | 2             | 1  |
|  |         | Mathematics                | Overall       | 22 | 25                  | 78 |                          |    |               |    |



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 | 5%           | 5%               | 10%      | 4%    | -               | 0%    | *                | 4%                | 11%         | 9%  | 3% |

- Indicates there are no students in the group.

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