

Texas Education Agency
2022 Federal Report Card
ZILKER EL (227901146) - 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)

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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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%

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	State	District	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			
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	90	*	93	87	-	*	-	100	83	100	90
CWD	100	-	100	*	-	-	-	*	*	100	*
CWOD	89	*	91	86	-	*	-	*	79	-	*
EL •	90	*	*	*	-	-	-	-	*	*	90
Male	84	*	88	81	-	*	-	*	80	100	*
Female	97	*	100	95	-	*	-	*	92	100	*
Mathematics											
All Students	82	*	87	80	-	*	-	100	67	60	80
CWD	60	-	67	*	-	-	-	*	*	60	*
CWOD	85	*	94	82	-	*	-	*	71	-	*
EL •	80	*	*	*	-	-	-	-	*	*	80
Male	85	*	83	84	-	*	-	*	73	60	*
Female	79	*	91	74	-	*	-	*	50	60	*

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

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- Indicates there are no students in the group.
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- Ever in grades 9-12.

Part (iv): English Language Proficiency

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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											

Blank cells above represent student group indicators that do not meet the minimum size criteria.
 + STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 € 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).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	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	
Participation Rate																	
All Subjects	All Students	99%	100%	99%	100%	* 100%	-	94%	98%	100%	100%	99%	100%	99%	100%	-	
	CWD	100%	100%	100%	100%	-	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	99%	100%	99%	100%	* 100%	-	94%	96%	100%	-	99%	100%	99%	100%	-	
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	100%	-	89%	96%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	99%	100%	98%	100%	* 100%	-	93%	96%	100%	100%	99%	100%	98%	100%	-	
	CWD	100%	*	100%	100%	-	-	*	100%	100%	100%	-	*	100%	100%	-	
	CWOD	99%	*	97%	100%	* 100%	-	93%	94%	100%	-	99%	100%	98%	100%	-	
	EL	100%	*	*	*	-	*	-	100%	100%	*	100%	100%	*	100%	-	
	Male	98%	*	96%	100%	-	*	-	88%	94%	100%	100%	98%	*	98%	-	-
	Female	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	* 100%	-	93%	98%	100%	100%	99%	100%	99%	100%	-	
		100%	100%	100%	100%	* 100%	-	93%	98%	100%	100%	99%	100%	99%	100%	-	
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		100%				-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%				* 100%	100%	-	93%	97%	100%	99%	100%	99%	100%	-	

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	17	0	8	8	0	0	0	1	2	1
	Female	13	1	8	3	0	0	0	1	3	0
	Total	30	1	16	11	0	0	0	2	5	1
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female										

Mathematics

Number and percent of students
school year.

Expenditures and actual

the STAAR Alternate

	State Rate of ALT2	District Number of ALT2	District Rate of ALT2		
Grade 3					
Reading	2%	98	2%		
Mathematics	2%	97	2%		
Grade 4					
Reading	2%	87	2%	-	
Mathematics	2%	87	2%		
Grade 5					
Reading	2%	102	2%	-	
Mathematics	2%	101	2%		
Science	2%	101	2%		
Grade 6					
Reading	2%	82	2%		
Mathematics					

Grade

Mathematics

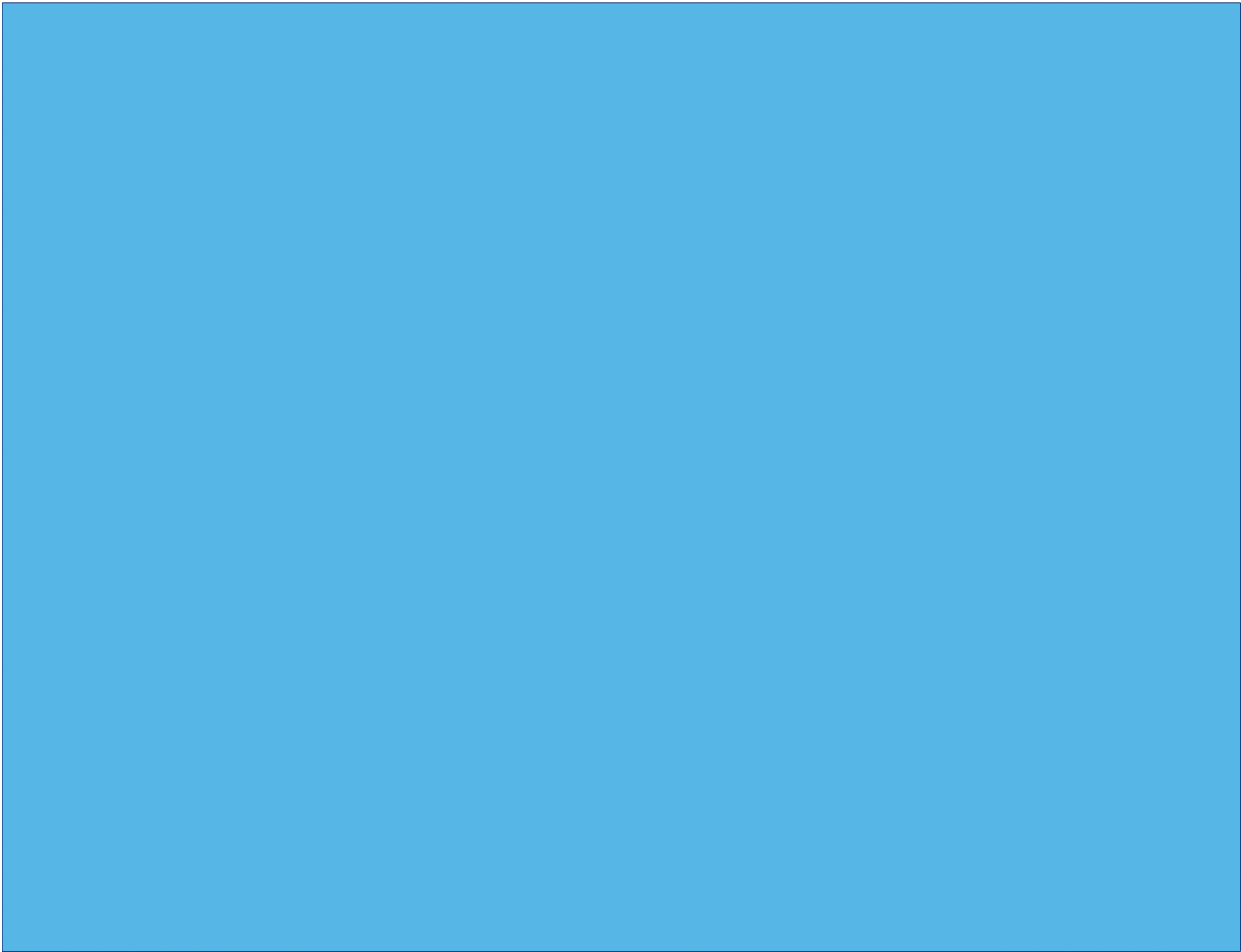
- Indicates there are no students in the group.

* 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.

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%	17%	8%	4%	*	13%	*	0%	13%	10%	16%

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