

Texas Education Agency  
2022 Federal Report Card  
GRAHAM EL (227901159) - 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).

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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		

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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

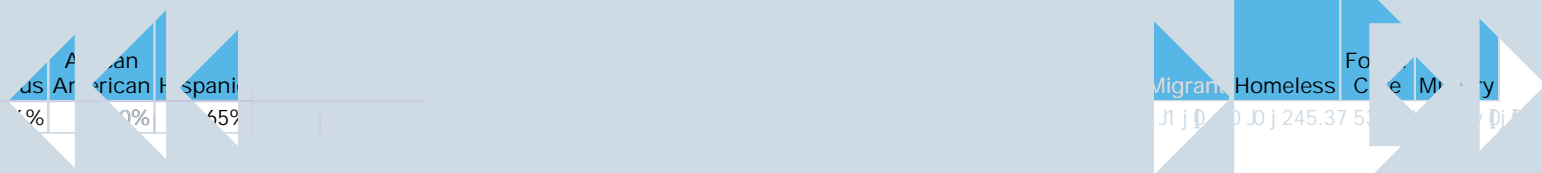








Female







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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	88	100	86	*	-	*	-	*	87	77	87
CWD	77	*	70	-	-	-	-	-	75	77	60
CWOD	90	*	89	*	-	*	-	*	90	-	90
EL •	87	-	87	-	-	*	-	-	87	60	87
Male	90	*	89	-	-	-	-	-	90	86	91
Female	87	*	85	*	-	*	-	*	85	67	86
Mathematics											
All Students	90	67	91	*	-	*	-	*	89	83	92
CWD	83	*	89	-	-	-	-	-	82	83	100
CWOD	91	*	92	*	-	*	-	*	90	-	91
EL •	92	-	92	-	-	*	-	-	90	100	92
Male	83	*	85	-	-	-	-	-	81	67	88
Female	94	*	95	*	-	*	-	*	95	100	94

- Indicates there are n40.28 re B\* [9.45 28i 284.68 0.28 13.24 re B\* 0 d 1 J1 j 0 d 0 J0 j 520.84 284.68 0.14 13.24 re B\* 0 d 1 J1 j 0.000 0.000 0.000 rg 0.

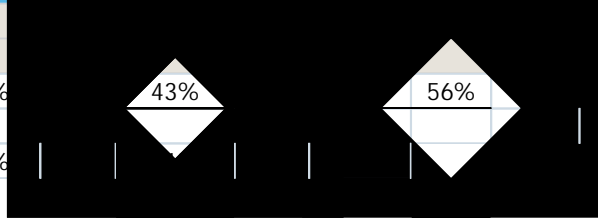
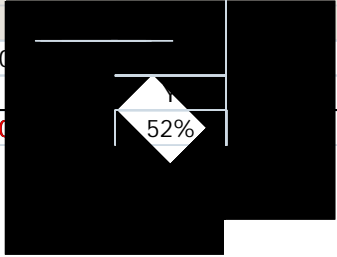
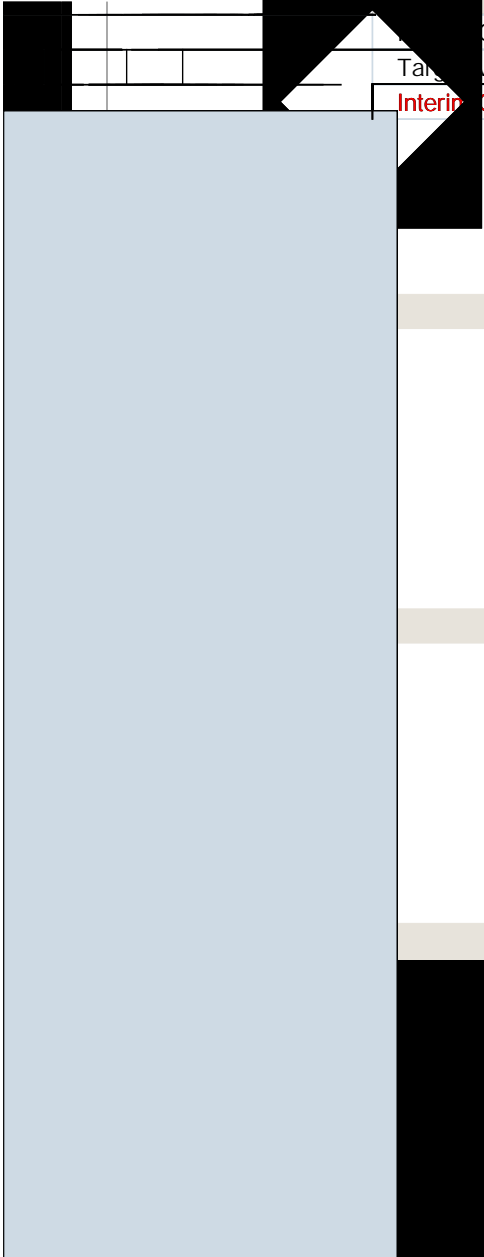
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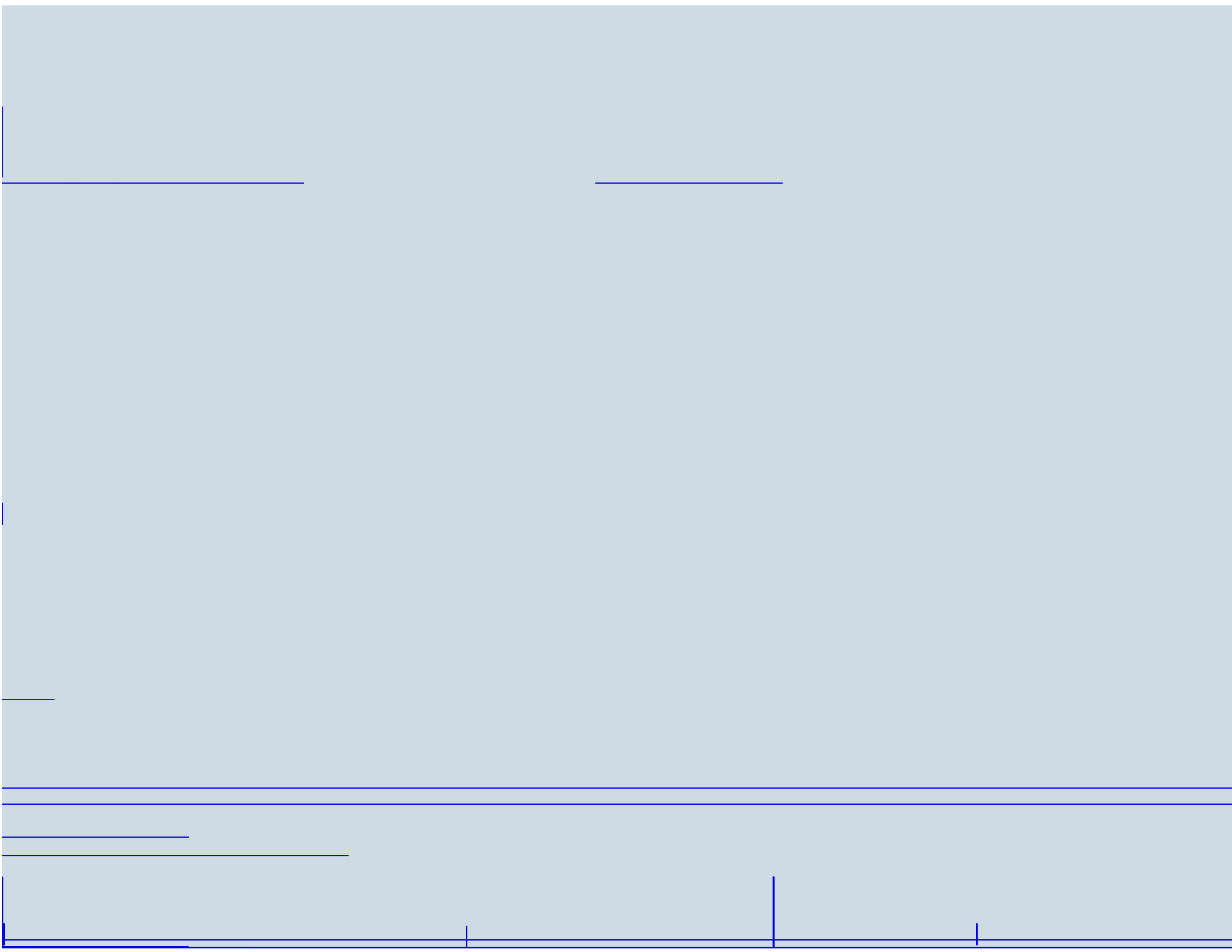
- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Ever in grades 9-12.

Part (iv): English Language Proficiency

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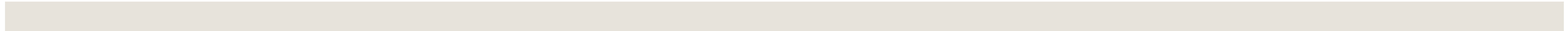
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Goals (2022)			37%		43%			56%		9%	29%
Target Met			Y								Y
Interim Goals (2022)		52%	46%								





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	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More								
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	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander												





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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	Students with Disabilities (Section 504)
	Male											

The image shows a table structure with three rows. The top row is a solid blue header. The second and third rows are empty beige bars, representing data rows that have not been populated with text or numbers.

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2023.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	98	2%	-	-
Mathematics	6,587	2%	97	2%	-	-
Grade 4						
Reading	6,404	2%	87	2%	-	-
Mathematics	6,408	2%	87	2%	-	-
Grade 5						
Reading	6,204	2%	102	2%	-	-
Mathematics	6,205	2%	101	2%	-	-
Science	6,200	2%	101	2%	-	-
Grade 6						
Reading	6,181	2%	82	2%	-	-
Mathematics	6,177	2%	82	2%	-	-
Grade 7						
Reading	6,130	1%	89	2%	-	-
Mathematics	6,120	2%	89	2%	-	-



Grade	Subject	Student Group	% of Students		% At or Above Proficient		%			
			TX	US	TX	US	TX	US		
Grade 8	Mathematics	Overall	61	62	24	26				
		Black	46	38	11	9				
		Hispanic	54	49	16	14				
		White	72	74	36	35				
		American Indian	* 55	* 45	* 13	* 2				
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	* 50	* 50	* 17	* 5				
		Two or More Races	26	37	74	63				

4

30

26

2

### 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)

