

Texas Education Agency
2023 Federal Report Card
AUSTIN H S (227901002) - 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II)

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| State ESSA Goals (Elementary Schools) | | | | | | | | | | | |
|---------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|-----------------------|
| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & Former) |
| Baseline Rates | | | | | | | | | | | 49% |
| 2022-23 through 2026-27 | | | | | | | | | | | 49% |
| 2027-28 through 2031-32 | | | | | | | | | | | 51% |
| 2032-33 through 2036-37 | | | | | | | | | | | 53% |
| 2037-38 | | | | | | | | | | | 55% |

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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-12s; 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% |
| High Schools, K-12s, and AEAs | Academic Achievement | 50% |
| | Federal Graduation Status or Academic Growth Status ¹ | 10% |
| | English Learner Language Proficiency | 10% |
| | SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ² | 30% |

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

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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 | Homeless | Foster Care | Military | |
|----------------------|--------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--------|---------|----------|-------------|----------|---|
| | All Students | 17% | 21% | 28% | 4% | 16% | 39% | * | 29% | - | 43% | 10% | 37% | 8% | 32% | 4% | 29% | 28% | - | * | - | - | |
| | CWD | 7% | 9% | 8% | 0% | 0% | 21% | - | - | - | 20% | 4% | 11% | 8% | - | 0% | 12% | 2% | - | - | - | - | |
| | | | | | | | | | 29% | - | 48% | 12% | 40% | - | 32% | 5% | 32% | 32% | - | * | - | - | |
| | | | | | | | | | * | - | - | 3% | 8% | 0% | 5% | 4% | 5% | 2% | - | - | - | - | |
| | | | | | | | | | 38% | - | 69% | 9% | 38% | 12% | 32% | 5% | 29% | - | - | * | - | - | |
| | | 17% | 22% | 27% | 0% | 16% | 36% | | | | | | | | | | | | | | | | |
| | | 16% | 19% | 28% | 9% | 16% | 40% | * | 17% | - | 19% | 11% | 36% | 2% | 32% | 2% | - | 28% | - | * | - | - | |
| SAT/ACT All Subjects | All Students | 12% | 24% | 15% | * | 11% | 15% | * | 25% | * | 23% | 0% | 16% | * | 14% | - | 20% | 9% | - | - | - | - | |
| | CWD | 9% | 16% | * | - | - | * | - | - | - | - | - | * | * | - | - | - | * | - | - | - | - | |
| | CWOD | 12% | 24% | 14% | * | 11% | 15% | * | 25% | * | 23% | 0% | 16% | - | 14% | - | 20% | 9% | - | - | - | - | |
| | EL | 1% | 0% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 15% | 30% | 20% | * | 16% | 18% | - | * | - | 33% | 0% | 21% | - | 20% | - | 20% | - | - | - | - | - | - |
| | | | | | | | | | | | | 0% | 10% | * | 9% | - | - | 9% | - | - | - | - | |

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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 | |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|--|
| | | | | | | | | | | | |
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| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-------|------|
| Target Met | N | N | N | N | | N | | N | N | N | N |
| English Learner Language Proficiency Status | | | | | | | | | | | |
| Interim Goals (2023-2027) | | | | | | | | | | | 34% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2028-2032) | | | | | | | | | | | 36% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2033-2037) | | | | | | | | | | | 48% |
| Target Met | | | | | | | | | | | Y |
| Long-Term Goals | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | N |
| Federal Graduation Status | | | | | | | | | | | |
| Interim Goals (2023-2027) | 90.0% | 86.3% | 88.1% | 93.8% | 87.4% | 96.7% | 88.3% | 90.8% | 86.7% | 79.7% | 80% |
| Target Met | Y | Y | Y | Y | | Y | | Y | Y | Y | Y |
| Interim Goals (2028-2032) | 92.7% | 90.2% | 91.4% | 95.2% | 90.9% | 97.1% | 91.5% | 93.2% | 90.5% | 85.8% | 86% |
| Target Met | Y | Y | Y | Y | | Y | | Y | Y | Y | N |

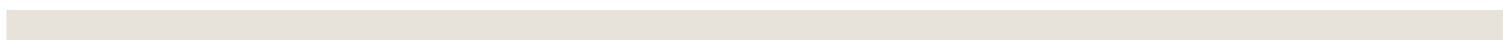
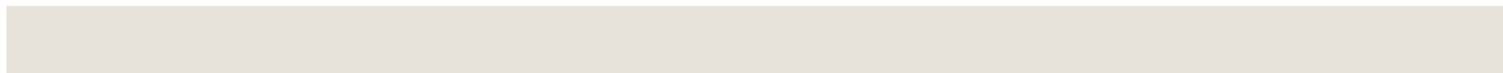
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| | Campus | Afr | His | Econ | E | Disa | EL | EL | EL |
|---------------|------------|-------|------|--------|-----|------------|------|------------|------------|
| | | Ameri | panc | Disadv | ngl | disa | Disa | Disa | Disa |
| Female | 6% | 2 | 2 | 9% | 10% | 5% | 2 | 2 | 2 |
| All Students | 15% | 2 | 2 | * 14% | 24% | 11% | 24% | 24% | 24% |
| CWD | 24% | 3 | 3 | - 33% | 30% | 17% | 24% | 24% | 24% |
| CWOD | 13% | 2 | 2 | - 10% | 22% | 10% | - | - | 14% |
| EL | 31% | 2 | 2 | * 19% | 29% | 3 | 2 | 32% | 33% |
| Male | 15% | 2 | 2 | * 0% | 23% | 1 | 13% | 13% | - |
| Female | 16% | | | | | | | | |

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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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |



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| | Total |
|------------------------------------|-------|
| On the basis of race | 0 |
| On the basis of disability | 0 |
| On the basis of sexual orientation | 0 |
| On the basis of religion | 0 |

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|---|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | | | | | | | | | | | |
| | Male | 423 | 3 | 104 | 287 | 0 | 7 | 0 | 22 | 17 | 8 |
| | Female | 469 | 20 | 120 | 292 | 2 | 15 | 1 | 19 | 16 | 6 |
| | Total | 892 | 23 | 224 | 579 | 2 | 22 | 1 | 41 | 33 | 14 |
| International Baccalaureate Courses | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | | | | | | | | | | | |
| | Male | 303 | 5 | 71 | 209 | 0 | 5 | 0 | 13 | 4 | 5 |
| | Female | 262 | 8 | 77 | 158 | 1 | 12 | 0 | 6 | 6 | 0 |
| | Total | 565 | 13 | 148 | 367 | 1 | 17 | 0 | 19 | 10 | 5 |

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

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: 2022 NAEP Participation Rates for Students with Disabilities and English Learners | | | |
|---|-------------|----------------------------|------|
| Grade | Subject | Student Group | Rate |
| Grade 4 | 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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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;