

Texas Education Agency
2023 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I)

Texas Education Agency
2023 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

State ESSA Goals (Middle Schools)										



Texas Education Agency
 2023 Federal Report Card
 LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

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%

Texas Education Agency
 2023 Federal Report Card
 LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

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 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.

Texas Education Agency
2023 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

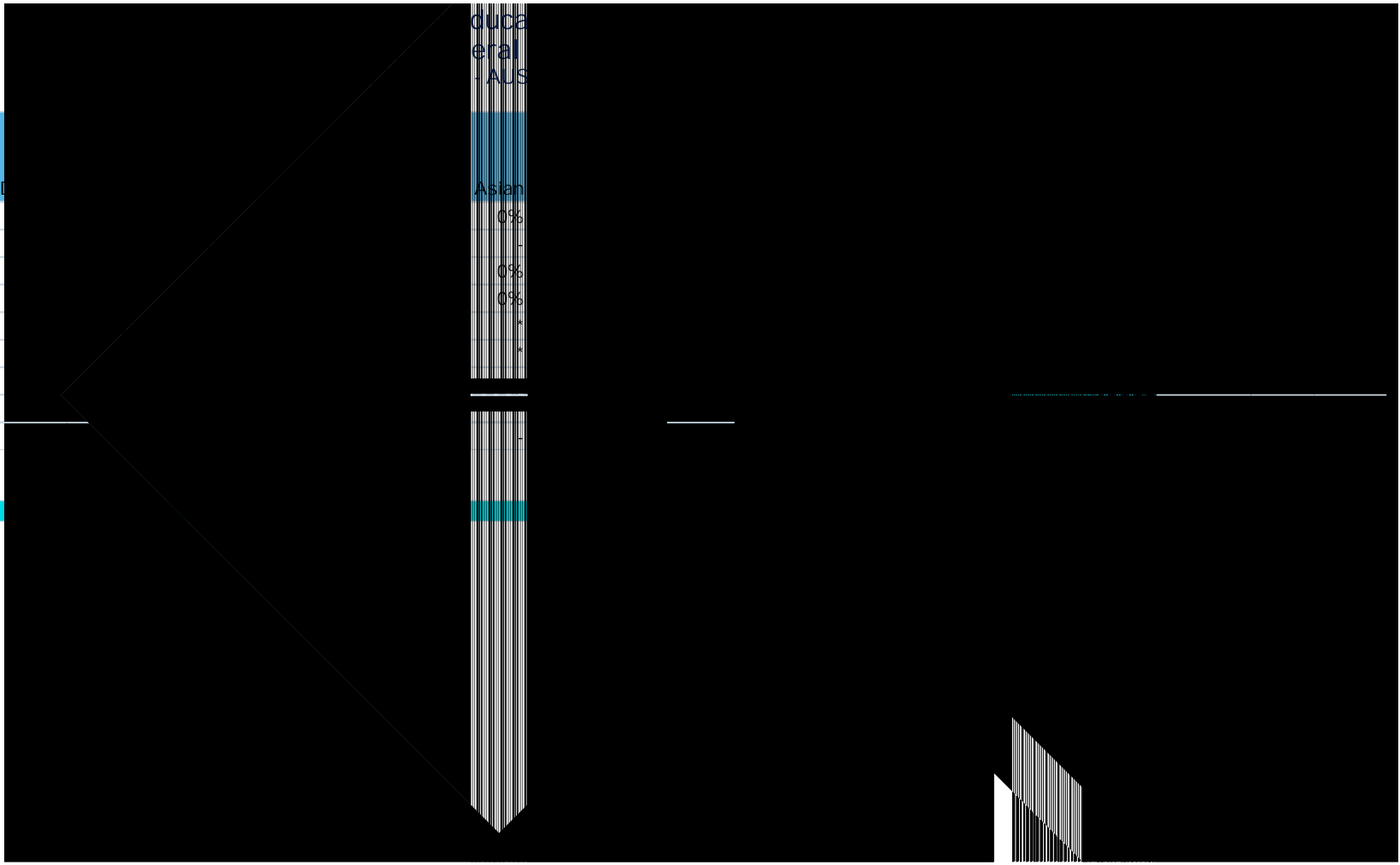
(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points 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](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

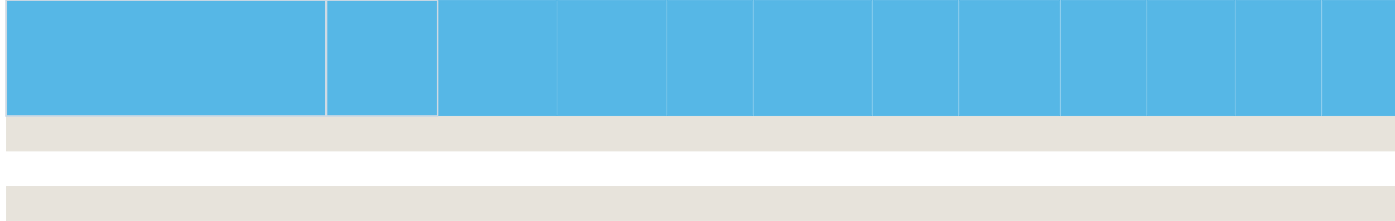
Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year:

		State
Science	All Students	17%
	CWD	7%
	CWOD	19%
	EL	6%
	Male	19%
	Female	16%
SAT/ACT All Subjects	All Students	12%
	CWD	9%
	CWOD	12%



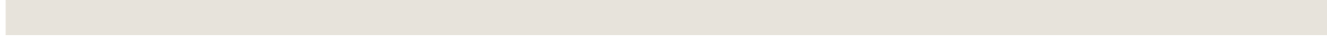
Texas Education Agency
2023 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

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)



Texas Education Agency
2023 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	
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Texas Education Agency
2023 Federal Report Card
LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

		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
Reading	Female	18%	17%	18%	0%	-	29%	-	*	15%	31%	25%	17%	16%	-	18%	-
Mathematics	All Students	28%	25%	32%	0%	-	20%	-	0%	28%	32%	18%	31%	30%	33%	23%	-
	CWD	18%	8%	29%	-	-	-	18%	35%*	16%	33%	18%	-	35%	17%	19%	-
	CWOD	31%	31%	32%	0%	-	20%	-	31%								

100%
31%
31%

35%
31%

Texas Education Agency
 2023 Federal Report Card
 LBJ ECHS (227901014) - AUSTIN ISD - TRAVIS COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	20.0	38.2%
Teachers Teaching with Emergency or Provisional Credentials	4.0	8.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	15.9	32.2%

- Indicates there are no data for this group.

Part (x): Per-pupil Expenditure

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.



State Level:
2022 NAEP Participation Rates for Students with
Disabilities and English Learners

Grade			
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