

Texas Education Agency
 2023 Federal Report Card
 EASTSIDE EARLY COLLEGE H S (227901019) - 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) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to district and state report cards).

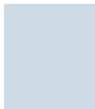
State ESSA Goals (HS/K-12 & AEA)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA											

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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](#)

(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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	73	68	74	-	-	-	-	*	74	63	75
Female	72	62	76	-	-	*	-	*	68	46	78

- Indicates there are no students in the group.

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

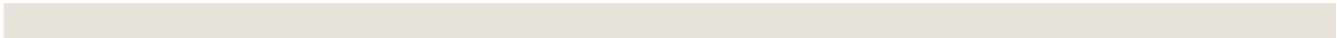
Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL €	Homeless €	Foster Care €
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	88.2%	94.4%	86.1%	83.3%	-	100.0%	-	*	86.4%	86.7%	87.9%	70.6%	*
CWD	86.7%	*	81.8%	-	-	*	-	-	85.7%	86.7%	71.4%	*	*
CWOD	88.5%	93.3%	86.9%	83.3%	-	*	-	*	86.5%	-	92.3%	66.7%	*
EL €	87.9%	100.0%	83.3%	*	-	*	-	-	85.7%	71.4%	87.9%	*	-
Male	88.0%	87.5%	86.1%	100.0%	-	*	-	-	85.4%	87.5%	88.2%	57.1%	*
Female	88.5%	100.0%	86.1%	*	-	*	-	*	87.2%	85.7%	87.5%	80.0%	*

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



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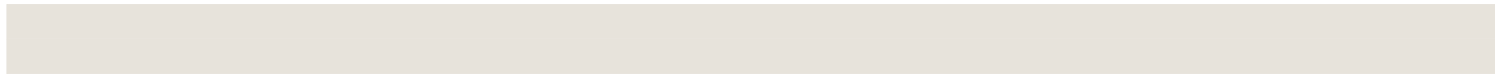
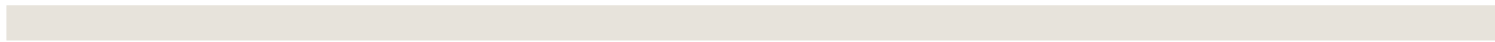
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	8%	10%	8%	0%	-	0%	-	0%	8%	8%	7%	8%	6%	8%	7%	-
	CWD	7%	6%	7%	*	-	*	-	*	8%	0%	7%	-	6%	3%	14%	-
	CWOD	8%	10%	8%													

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	Total students	African									

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Students



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	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
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						

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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.

ALT2

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.0	44.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	13.0	37.1%

- Indicates there are no data available in the 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 and campus for the preceding fiscal year.

To be updated by June 30th, 2024.

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 2022-23 school year.

2%

	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	7,391	2%	88	2%	-	-
Mathematics	7,386	2%	88	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	87	2%	-	-
Mathematics	6,162	2%	87	2%	-	-
Science	6,163	1%	87	2%	-	-
End of Course						
English I	6,032	1%	78	1%	6	2%
English II	5,771	1%	67	1%	*	1%
Algebra I	6,015	1%	78	1%	*	2%
Biology	6,041	1%	80	1%	*	2%
All Grades						
All Subjects	117,761	1%	1,550	1%	18	2%
Reading	52,275	1%	682	1%	10	1%
Mathematics	46,462	2%	615	2%	*	1%
Science	19,024	1%	253	1%	*	2%

- 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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			

