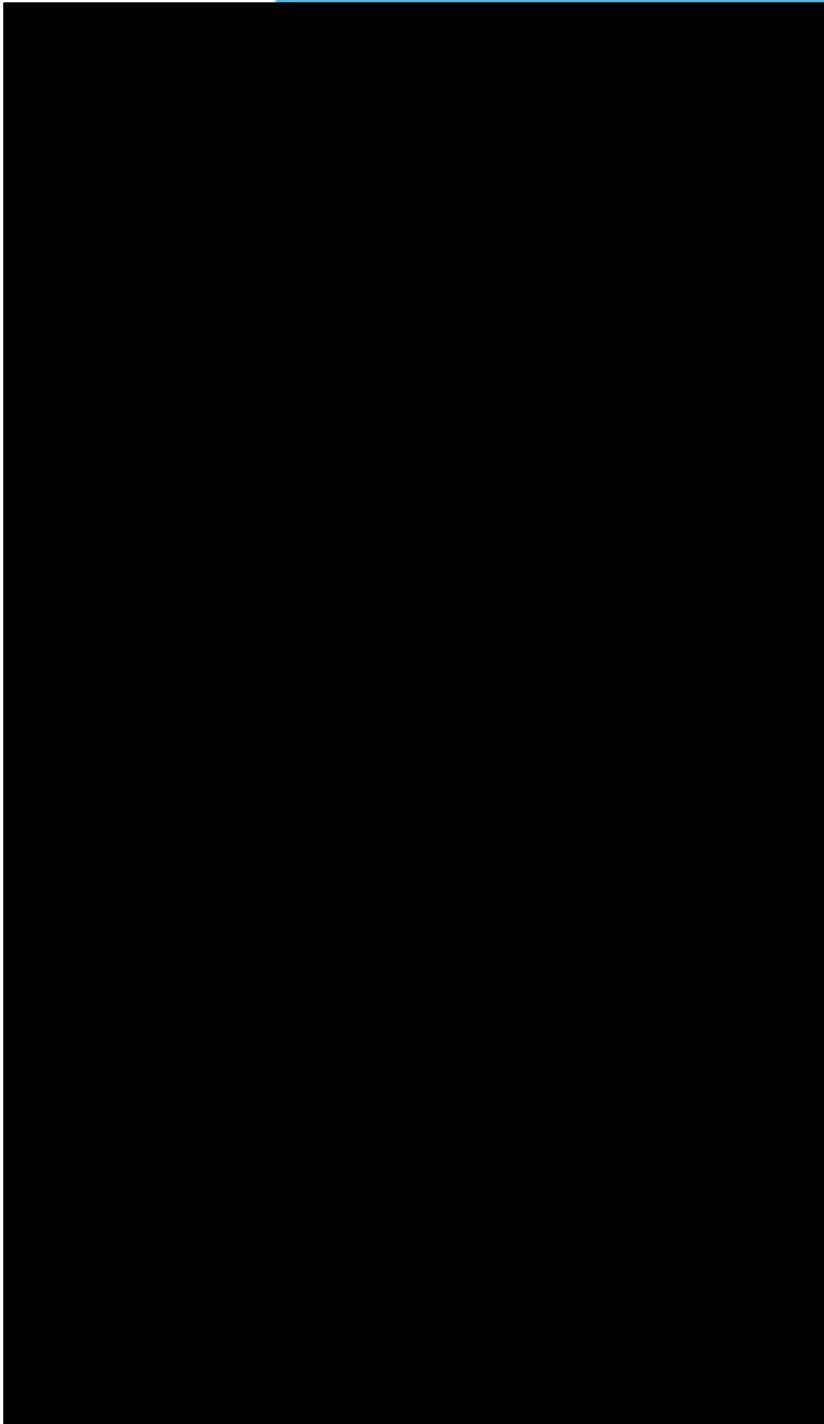
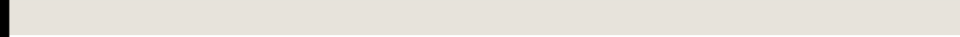


Texas Education Agency
2023 Federal Report Card
BAILEY MIDDLE (227901059) - AUSTIN ISD - TRAVIS COUNTY

State ESSA Goals (Middle Schools)



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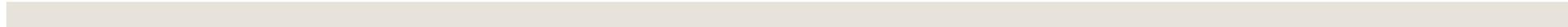


Texas Education Agency
2023 Federal Report Card
BAILEY MIDDLE (227901059) - AUSTIN ISD - TRAVIS COUNTY

Texas Education Agency
 2023 Federal Report Card
 BAILEY MIDDLE (227901059) - AUSTIN ISD - TRAVIS COUNTY

		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	
Algebra I	All Students	77%	67%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	CWD	52%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	81%	71%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	EL	69%	49%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	74%	65%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	-	-	-	-	-	-
	Female	81%	69%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	-	100%	-	-	-	-	-

STAAR PercenE.11 Td (- d 1 J1 ET BT /TT3 8.09 Tf 50.83 421.92 Td (PercenE.11 Td (- d 1 .0j 19.72 430.84 730.8 0.14 re B* 0 d 1 J1 j 0 d 0 .0j 19.72 418.89 730.8 0.148 0.14 re B* 0 d 1 J1 j 0 d 0 .0j 19.72 418







Texas Education Agency
 2023 Federal Report Card
 BAILEY MIDDLE (227901059) - AUSTIN ISD - TRAVIS COUNTY

	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	62	59	56	68	*	73	-	63	55	54	47
CWD	54	48	58	49	*	*	-	79	48	54	75
CWOD	63	65	56	70	-	80	-	60	57	-	44
EL €	47	-	45	44	-	*	-	-	43	75	47
Male	57	52	53	62	*	60	-	51	51	44	43
Female	67	71	60	74	-	81	-	75	60	69	53

Texas Education Agency
2023 Federal Report Card
BAILEY MIDDLE (227901059) - AUSTIN ISD - TRAVIS COUNTY

- 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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
80	22	28%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- € Indicates data reporting does not meet for Minimum Size.

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

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	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	35	41	62	*	61	-	54	35	26	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and eachA43 re B*9.09 Tf 0 J D d 0 J j 0 103E (-)Tj ET390 d 8.09oterm g1.0sh isinterim objon ov

Texas Education Agency
2023 Federal Report Card



Texas Education Agency
 2023 Federal Report Card
 BAILEY MIDDLE (227901059) - 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
All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023 Federal Report Card
BAILEY MIDDLE (227901059) - AUSTIN ISD - TRAVIS COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	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	-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
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	-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

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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	7.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	3.6%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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										
					% Below Basic	% At or Above Basic				

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 2021-22 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	26%	34%	26%	24%	*	19%	-	37%	41%	39%	24%

- Indicates there are no students in the group.

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