

Texas Education Agency
 2023 Federal Report Card
 PAREDES MIDDLE (227901061) - 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	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress 71%												

Texas Education Agency
2023 Federal Report Card
PAREDES MIDDLE (227901061) - 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

Texas Education Agency
2023 Federal Report Card
PAREDES MIDDLE (227901061) - 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.

Texas Education Agency
2023 Federal Report Card



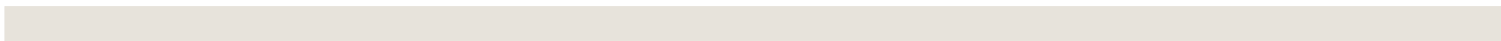
Texas Education Agency
2023 Federal Report Card
PAREDES MIDDLE (227901061) - AUSTIN ISD - TRAVIS COUNTY

	All Students	African American	Hispanic							

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Texas Education Agency
2023 Federal Report Card
PAREDES MIDDLE (227901061) - 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.



Texas Education Agency
2023 Federal Report Card
PAREDES MIDDLE (227901061) - 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	Students with Disabilities (Section 504)
Male	6	1	4	1	0	0	0	0	0		2
Female	3	0	2	1	0	0	0	0	1		1
Total	9	1	6	2	0	0	0	0	1		3
All Students											
Chronic Absenteeism											
Male	102	3	85	10	1	1	-8	2	34	30	16
Female	79	1	72	5	-8	-8	1	-8	27	13	9
Total	181	4	157	15	1	1	1	2	61	43	25

Total

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attemped rape.j 264.38 3 w pe or attO D d 1 J1 j D d 0 Jj 18.86 347.76 732.52 0.14 re B* D d 1 J1 j D d 0 Jj 18.72 347.76 0.14 .8s5 9.09 Tf 20.3 350.92 Td (Incidents)T

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.

	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%	-	-
Grade 4						
Reading	7,296	2%	103	2%	-	-
Mathematics	7,293	2%	103	2%	-	-
Grade 5						
Reading	6,823	2%	87	2%	-	-
Mathematics	6,825	2%	87	2%	-	-
Science	6,820	2%	86	2%	-	-
Grade 6						
Reading	6,480	2%	95	2%	7	5%
Mathematics	6,481	2%	96	2%	7	5%
Grade 7						
Reading	6,309	2%	77	2%	7	3%
Mathematics	6,300	2%	76	3%	7	3%
Grade 8						
Reading	6,168	1%	87	2%	8	3%
Mathematics	6,162	2%	87	2%	8	3%
Science	6,163	1%	87	2%	8	3%
End of Course						
English I	6,032	1%	78	1%	-	-
English II	5,771	1%	67	1%	-	-
Algebra I	6,015	1%	78	1%	-	-
Biology	6,041	1%	80	1%	-	-
All Grades						
All Subjects	117,761	1%	1,550	1%	52	3%
Reading	52,275	1%	682	1%	22	3%
Mathematics	46,462	2%	615	2%	22	3%
Science	19,024	1%	253	1%	8	3%

- 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)

