

Texas Education Agency
2023 Federal Report Card
DAWSON EL (227901114) - AUSTIN ISD - TRAVIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I)

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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 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: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

State	District	Campus	African																	



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	52	*	46	*	-	*	-	-	44	59	58
Female	61	*	60	70	-	-	-	*	66	68	54

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL €	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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
44	4	9%

- Indicates there are no students in the group.

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€ Indicates data reporting does not meet for Minimum Size.





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	Total
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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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.5	46.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	14.3%

14.3%

Teacher Who 9 Tf 526.75 443.37 Td (14.3%)Tj ET 0.808 0.855 0.894 0.NotTj ET 0.80tified 0.14 13.1 re B* Ø d 1 J1 j 0.000 0.000 0.00G 0.

	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%	-	-
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%	10	4%
Reading	52,275	1%	682	1%	*	3%
Mathematics	46,462	2%	615	2%	*	3%
Science	19,024	1%	253	1%	*	7%

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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	24	30	75	67	30	33	7	9
		Black	31	19	69	81	31	19	3	3
		Hispanic	28	20	72	80	28	20	3	4

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	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; EL: English learner)

There is no data for this campus.

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	39%	50%	39%	30%	-	14%	-	71%	43%	46%	22%

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