

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%				

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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



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	State	District	Campus																		
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	State	District	Campus																		
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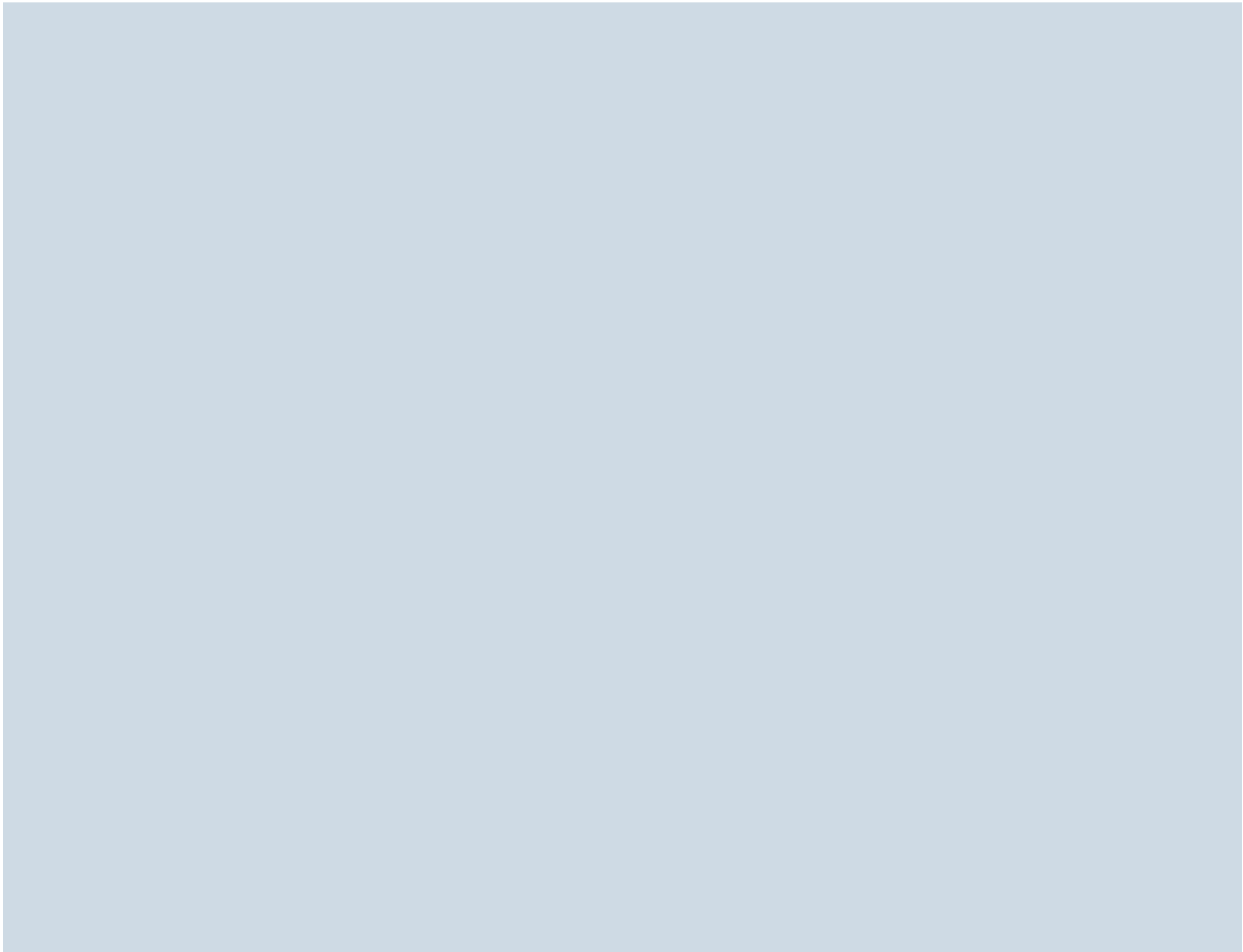
		Campus	Africa	White	Pacific	on	con	sadv	C.w	D	m
Subjects	Female	100%		100%							
Reading	All Students	100%		100%							
	CWB	100%		100%							

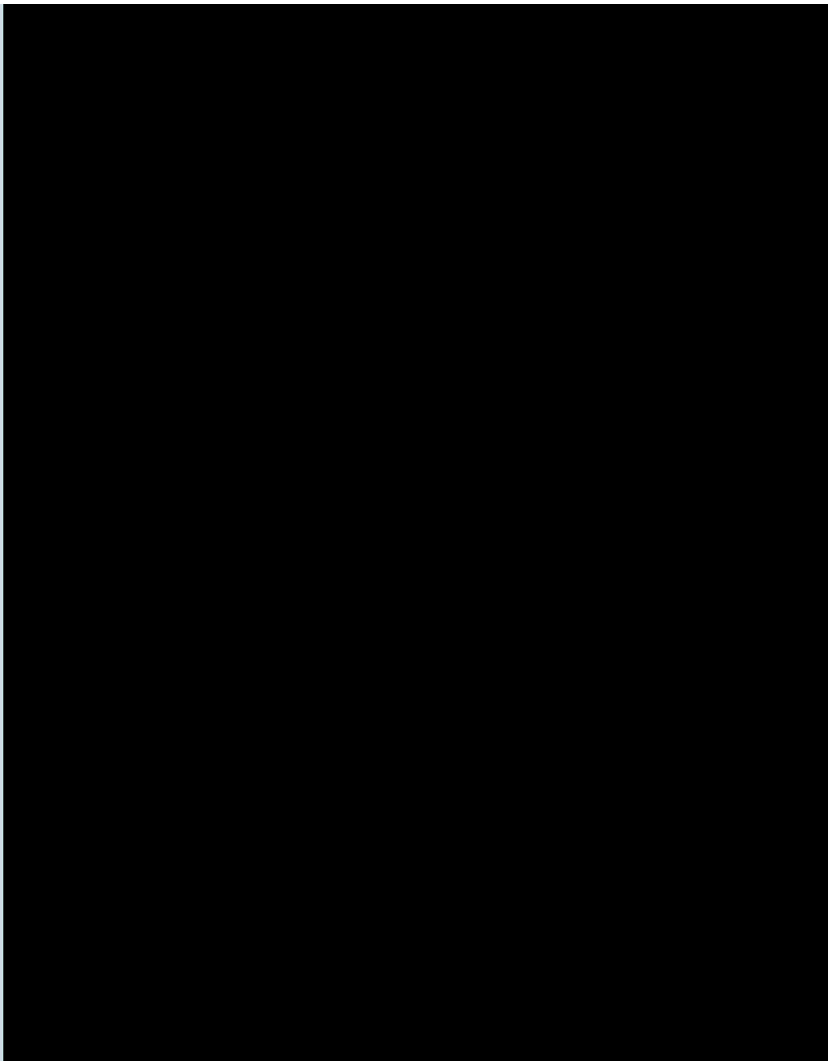
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This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	20.0%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.3	0.8%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expendituo.u920 W J1 j 0 d 0 J j 553.96 403.63 0.14 23.4770 d 0 J j 479.95 440.2 0.28 13.1 re B* 0 d 1 J1 0 de/TT3 9.09 Tf 481

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	11%	14%	23%	8%	-	27%	-	10%	34%	24%	29%

- Indicates there are no students in the group.

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