Texas Education Agency
2023 Federal Report Card
ZAVALA EL (227901145) - AUSTIN ISD - TRAVIS COUNTY

State ESSA Goals (Middle Schools)

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.

(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 he Gaps sca3t of Closing the Gaps outcomes by rank

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
					-	-	-	*	73	78	48
					-	-	-	*	50	48	72

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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	33	27	33	48	-	*	-	42	30	29	37
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 each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian					

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	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N					N	N	N
English Learner Language	cy Status									
Interim Goals (2023-2027)										49%
Target Met										Y
Interim Goals (2028-2032)										51%
Target Met										N
Interim Goals (2033-2037)										53%
Target Met										N

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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																

	Total students	African American	Hispanic	White	Indian or						

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

	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%	25	[illegible]
Reading	52,275	1%	682	1%	11	
Mathematics	46,462	2%	615	2%	11	
Science	19,024	1%	253	1%	*	

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect stude

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathemati
Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achieve										
			% Below Basic		At Ab B					
Grade	Subject	Student Group	TX	US	[illegible]					
Grade 4	Reading	Overall	42	[illegible]	[illegible]	63	0	[illegible]		
		Black	51	56	[illegible]		[illegible]			
		Hispanic	52	50	48	50				

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