

Texas Education Agency
2023 Federal Report Card
KIKER EL (227901180) - 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) | | | | | | | | | | | | | |
| Baseline Rates 2022-23 through 2026-27 44% | 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% | 42% | 29% | 32% |
| | | 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% | 66% | 57% | |

| [Redacted] | | | | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] |

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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

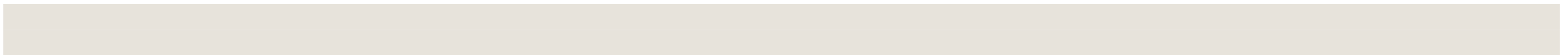
Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

| Campus Type | Indicator | Weight |
|-------------------------------|--|--------|
| Elementary and Middle Schools | Academic Achievement | 30% |
| | Other Academic Indicator | 50% |
| | English Learner Language Proficiency | 10% |
| | SQSS: Student Achievement Domain Score: STAAR Component Only | 10% |
| High Schools, K-12s, and AEAs | Academic Achievement | 50% |
| | Federal Graduation Status or Academic Growth Status ¹ | 10% |
| | English Learner Language Proficiency | 10% |
| | SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ² | 30% |

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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| | | 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 | |
|-------------|--------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|---|
| Reading | All Students | 49% | 51% | 70% | * | 68% | 73% | - | 67% | - | 63% | 63% | 70% | 42% | 77% | 33% | 58% | 81% | - | - | - | - | |
| | CWD | 28% | 28% | 42% | * | * | 50% | - | - | - | * | * | 40% | 42% | - | - | 35% | 57% | - | - | - | - | |
| | CWOD | 53% | 56% | 77% | - | 73% | 80% | - | 67% | - | 71% | * | 77% | - | 77% | 33% | 67% | 84% | - | - | - | - | |
| | EL | 37% | 28% | 33% | - | - | * | - | * | - | - | * | 20% | - | 33% | 33% | * | * | - | - | - | - | |
| | Male | 46% | 49% | 58% | * | 54% | 61% | - | * | - | * | 60% | 58% | 35% | 67% | * | 58% | - | - | - | - | - | |
| | Female | 53% | 53% | 81% | * | 83% | 85% | - | * | - | 71% | * | 82% | 57% | 84% | * | - | 81% | - | - | - | - | - |
| Mathematics | All Students | 44% | 44% | 64% | * | 64% | 63% | - | 83% | - | 75% | 38% | 66% | 38% | 71% | 33% | 58% | 70% | - | - | - | - | |
| | CWD | 28% | 26% | 38% | * | * | 50% | - | - | - | * | * | 35% | 38% | - | - | 35% | 43% | - | - | - | - | |
| | CWOD | 47% | 48% | 71% | - | 73% | 67% | - | 83% | - | 86% | * | 73% | - | 71% | 33% | 67% | 73% | - | - | - | - | |
| | EL | 35% | 25% | 33% | - | - | * | - | * | - | - | * | 40% | - | 33% | 33% | * | * | - | - | - | - | |
| | Male | 47% | 47% | 58% | * | 62% | 59% | - | * | - | * | 60% | 58% | 35% | 67% | * | 58% | - | - | - | - | - | - |
| | Female | 40% | 41% | 70% | * | 67% | 68% | - | * | - | 86% | * | 73% | 43% | 73% | * | - | 70% | - | - | - | - | - |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All Students | 47% | 54% | 76% | * | 74% | 75% | - | 81% | - | 89% | 45% | 79% | 48% | 82% | * | 76% | 77% | - | - | - | * | |
| | CWD | 25% | 29% | 48% | * | * | 50% | - | * | - | * | * | 47% | 48% | - | - | 50% | 43% | - | - | - | - | |
| | CWOD | 51% | 60% | 82% | * | 78% | | | | | | | | | | | | | | | | | |



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| | | | | | | | | | | | | | | | | | | | | | | |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------|-----------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | | | | | | | | | | |
| | State | District | Campus | | | | | | | | | | | | | | | | | | | |



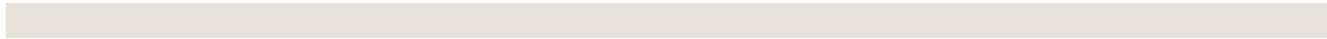
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Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CI 1 j 0 d 0 J j 763.2

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| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|------|
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|------|



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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 | 1% | 0% | 2% | 2% | - | 0% | - | 0% | 0% | 1% | 0% | 2% | 0% | 1% | 2% | - |
| | CWD | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | - | - | 0% | 0% | - |
| | CWOD | 2% | * | 2% | 2% | - | 0% | - | 0% | 0% | 2% | - | 2% | 0% | 1% | 2% | - |
| | EL | 0% | - | * | 0% | - | 0% | - | - | * | 0% | - | 0% | 0% | 0% | 0% | - |
| | Male | 1% | * | 0% | 2% | - | 0% | - | 0% | 0% | 1% | 0% | 1% | 0% | 1% | - | - |
| | Female | 2% | * | 3% | 2% | - | 0% | - | 0% | 0% | 2% | 0% | 2% | 0% | - | 2% | - |
| Mathematics | All Students | 2% | 12% | 5% | 1% | - | 0% | - | 0% | 4% | 1% | 0% | 2% | 0% | 1% | 2% | - |

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| | Total |
|--|-------|
| Incidents of threats of physical attack without a weapon | 0 |
| Incidents of possession of a firearm or explosive device | 0 |
| Allegations of Harassment or bullying | |
| On the basis of sex | 0 |
| On the basis of race | 0 |
| On the basis of disability | 0 |
| On the basis of sexual orientation | 0 |
| On the basis of religion | 0 |

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the

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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 | 4.0 | 9.3% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.0 | 4.9% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 2.1 | 5.1% |

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

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% | * | 2% |
| Mathematics | 7,293 | 2% | 103 | 2% | * | 2% |
| Grade 5 | | | | | | |
| Reading | 6,823 | 2% | 87 | 2% | * | 1% |
| Mathematics | 6,825 | 2% | 87 | 2% | * | 1% |
| Science | 6,820 | 2% | 86 | 2% | * | 1% |
| Grade 6 | | | | | | |
| Reading | 6,480 | 2% | 95 | 2% | - | - |
| Mathematics | 6,481 | 2% | 96 | 2% | - | - |
| Grade 7 | | | | | | |
| Reading | 6,309 | 2% | 77 | 2% | - | - |
| Mathematics | 6,300 | 2% | 76 | 3% | - | - |

| 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 | 12% | 15% | 16% | 10% | * | 20% | - | 6% | 22% | 16% | 23% |

- Indicates there are no students in the group.

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