Maruuann2W

HYI Ug 9Xu WUrjcb 5[YbWn

$ - : YXYfU F Ydcfh 7UfX Zcf HYI Ug Di V]WGW cc`g

8]gHf]WhBUa Y AUSTIN ISD

8]gHf]Wh=8 227901

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);
Â

5WUXYa]WDYfzfa UbWY (5hAYYrg ; fUXY @Yj Y` cf 5VcjY)		5` Ghi XYbhg	5Z]Wh 5a Yf]WUb	5g]Ub	5 a Yf]WUb =bX]Ub	DUW]Z]W =g`UbXYf	Hk c cf Acf Y FUWYg	9Wcb 8]gUXj	GdYWU` 9Xi W	9@ (7i ffYbh UbX : cfa Yf)
Reading/ELReriods	Baseline 2016-17	35%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Â	2017-18 through 8074122	42%	37%	60%	43%	74%	46%	56%	33%	19%	29%

1

110reline 2016-17   1

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);
7 ca dfУ\ Ybg]j Y Gi ddcfhUbX =a dfcj Ya YbhGW cc`g and 5 XX]h]cbU HUf[ YhYX Gi ddcfhGW cc`g list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.
To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.
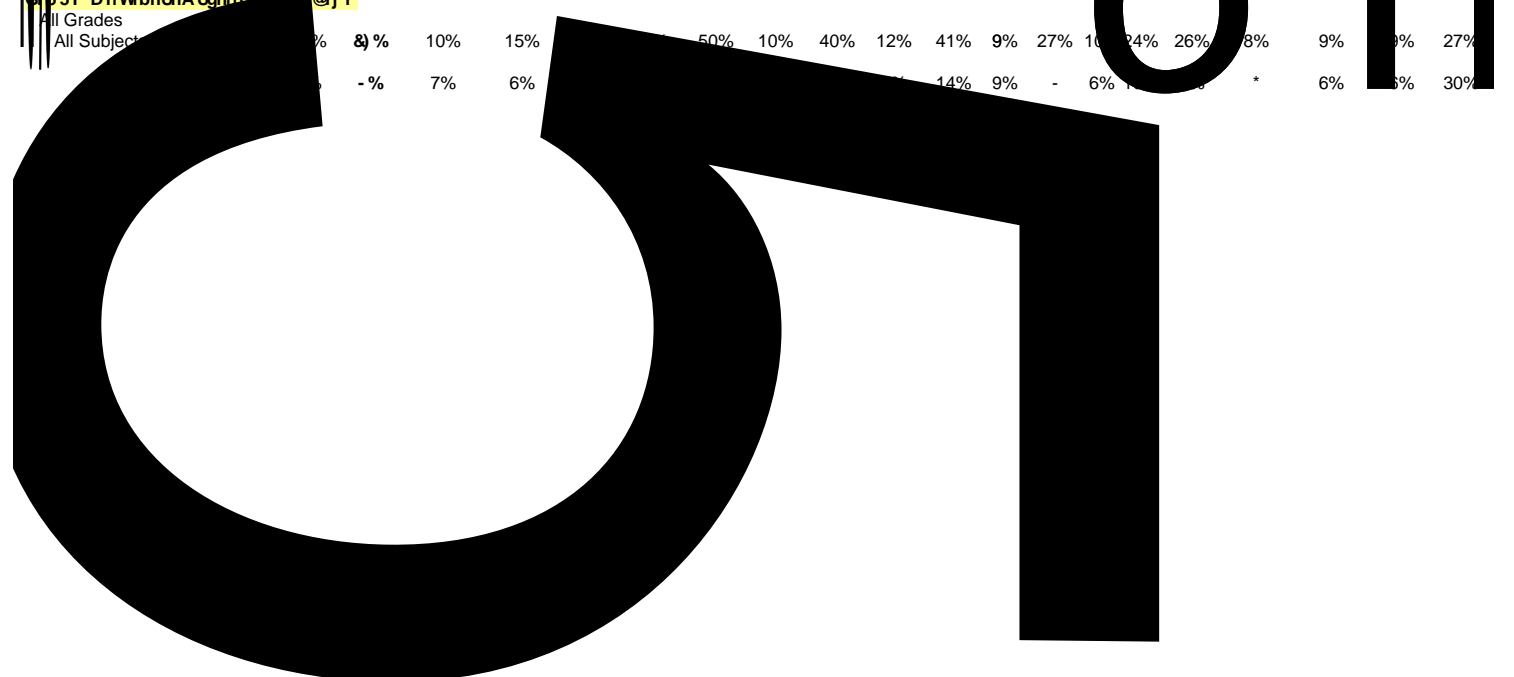
DUfh(]])

		FY[ ]cb GhUhY		5Zi]WUb 8]ghf]Wff5a Yf]WUb<		5a Yf]WUb]gdUb]WK \]hY		DUWZW 5g]Ub=g`UbXYf	AcfY 9Wcb FUWWg	Hk c cf 9Wcb 8]gUXj	Bcb 9Wcb 8]gUXj	7K87	KC8	9@AUY: Ya UYA][fUbh<ca YYgg			: cghYf 7UfY A]]hUm	
	CWOD	51%	54%	%	33%	44%	75%	47%	79%	45%	68%	39%	73%	-	55%	36%	55%	54%	23%	32%	39%	53%
	EL	33%	29%	%	23%	33%	33%	36%	51%	*	48%	33%	39%	22%	36%	34%	34%	34%	18%	28%	*	*
	Male	47%	50%	%	31%	40%	72%	48%	76%	50%	64%	36%	70%	29%	55%	34%	51%	-	*	29%	25%	49%
	Female	49%	51%	%	30%	41%	73%	39%	78%	40%	65%	37%	69%	22%	54%	34%	-	51%	*	29%	40%	57%
Science	All Students	49%	54%	%	32%	41%	77%	44%	76%	56%	74%	35%	73%	25%	57%	22%	54%	52%	*	27%	26%	66%
	CWD	23%	23%	%	17%	20%	43%	*	65%	*	49%	20%	37%	25%	-	17%	28%	21%	*	13%	*	*
	CWOD	52%	58%	%	36%	44%	80%	50%	76%	60%	76%	38%	76%	-	57%	23%	58%		*	30%		
	EL	21%	20%	%	10%	22%	25%	*	34%	*	36%	22%	25%	17%	23%	22%			*	6%		
	Male	50%	55%	%	29%	41%	79%	33%	76%	50%	73%	35%	73%	28%	58%	24%	54%		*	29%		65%
	Female	49%	53%	%	36%	40%	76%	50%	75%	60%	74%	35%	73%	21%	56%	20%			*	24%		

All Grades

All Subjects	All Students – CWD	**21%**			15%	44%	19%				40%	12%	41%	**9%**	27%	16%	24%	26%	8%	9%	9%	27%
	25%				6%	17%	6%										6%		*	6%	8%	30%

2017-18 Federal Report Card

; fUXY	Gi V^YWh	Ghi XYbh; fci d	% 6 Y`ck 6 Ug]W		% 5 hcf 5 Vcj Y 6 Ug]W		% 5 hcf 5 Vcj Y DfcZ]WYbh		% 5 hcf 5 Vcj Y 5 Xj UbWWX	
			HL	I G	HL	I G	HL	I G	HL	I G
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

GHUhY @Yj Y $ DUfh]W]dUh]cb F UhYg Zcf Ghi XYbhg k]h\ 8]gUV]`]h]Yg UbX @]a ]hYX 9b[`]g\ DfcZ]WYbhGhi XYbhg

; fUXY	Gi V^YWh	Ghi XYbh; fci d	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

'*'   Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

DUfh(I]]]) Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018