

Texas Education Agency
 2022 Federal Report Card
 HILL EL (227901155) - AUSTIN ISD - TRAVIS COUNTY

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-12 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		

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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming 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 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

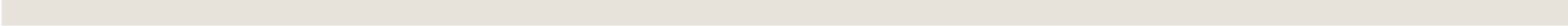
(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - 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. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or

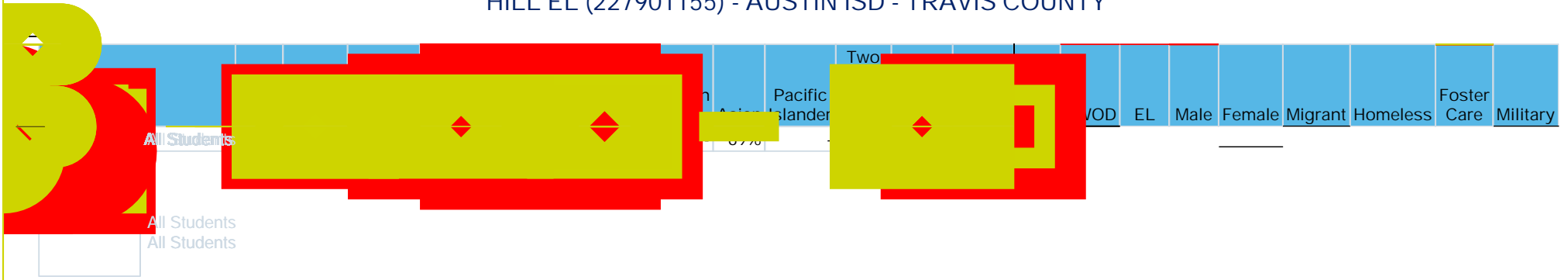


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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless		
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	90	100	83	91	-	100	-	80	81	84	91
CWD	84	*	*	73	-	*	-	*	71	84	*
CWOD	90	100	81	92	-	100	-	79	83	-	94
EL •	91	-	89	80	-	100	-	*	86	*	91
Male	93	*	100	91	-	100	-	89	83	90	91
			70	91	-	100	-	67	79	78	91
Mathematics											
All Students	85	83	88	84	-	96	-	70	73	74	93
CWD	74	*	*	64	-	*	-	*	71	74	*
CWOD	86	80	90	86	-	96	-	68	73	-	92
EL •	88	88	88	100	-	93	-	*	86	*	93
Male	86	*	94	85	-	100	-	78	75	80	100
Female											

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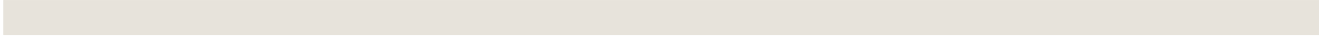
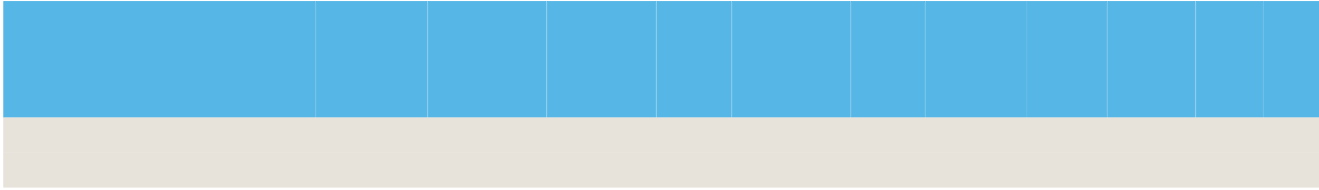
100 male

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- 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

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Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students EL

Mathematics

Number and percent of students who passed STAAR Alternate

Expenditures and actual

the STAAR Alternate

	State Rate of ALT2	District Number of ALT2	District Rate of ALT2		
Grade 3					
Reading	2%	98	2%	-	-
Mathematics	2%	97	2%	-	-
Grade 4					
Reading	2%	87	2%	-	-
Mathematics	2%	87	2%	-	-
Grade 5					
Reading	2%	102	2%	-	-
Mathematics	2%	101	2%	-	-
Science	2%	101	2%	-	-
Grade 6					
Reading	2%	82	2%	-	-
Mathematics					

Grade

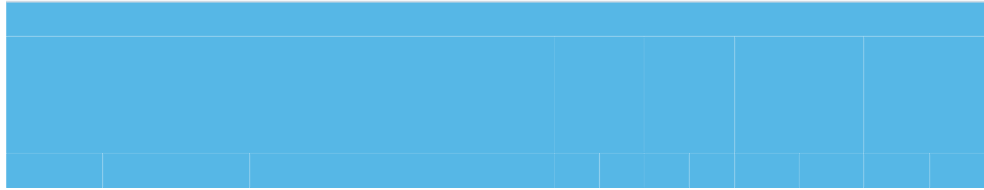
Mathematics

- Indicates there are no students in the group.

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

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 2019 National Assessment of Educational Progress, compared to the national average of such results.



There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per ED Facts 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 2020-21 school year. (CWD: children with disability; EL: English learner)

