

Texas Education Agency
2022 Federal Report Card
ODOM EL (227901156) - AUSTIN ISD - TRAVIS COUNTY

Part (i): Description of State Accountability System

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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-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	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%

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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

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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	76%	75%	63%	*	62%	-	-	-	-	-	64%	50%	57%	63%	60%	64%	62%	-	-	*	-
	CWD	52%	53%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	*	*	*	-	-	-	-
	CWOD	80%	80%	63%	*	63%	-	-	-	-	-	66%	50%	-	63%	59%	67%	61%	-	-	*	-
	EL	66%	60%	60%	-	60%	-	-	-	-	-	64%	40%	*	59%	60%	69%	50%	-	-	*	-
	Male	74%	74%	64%	-	64%	-	-	-	-	-	67%	*	*	67%	69%	64%	-	-	-	*	-
	Female	78%	76%	62%	*	60%	-	-	-	-	-	62%	60%	*	61%	50%	-	62%	-	-	-	-
Mathematics	All Students	70%	69%	52%	*	53%	-	-	-	-	-	55%	33%	14%	59%	63%	64%	42%	-	-	*	-
	CWD	46%	46%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	74%	73%	59%	*	60%	-	-	-	-	-	63%	33%	-	59%	66%	72%	48%	-	-	*	-
	EL	64%	57%	63%	-	63%	-	-	-	-	-	68%	40%	*	66%	63%	75%	50%	-	-	*	-
	Male	72%	71%	64%	-	64%	-	-	-	-	-	67%	*	*	72%	75%	64%	-	-	-	*	-
	Female	68%	66%	42%	*	44%	-	-	-	-	-	43%	40%	*	48%	50%	-	42%	-	-	-	-

Grade 4

Reading	All Students	76%	78%	68%	
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State	District	Campus	African American	Hispanic	White	American Indian	Asian												
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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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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N								

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

€ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		2
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male											

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, 2023.

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 2021-22 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	6,584	2%	98	2%	-	-
Mathematics	6,587	2%	97	2%	-	-
Grade 4						
Reading	6,404	2%	87	2%	-	-
Mathematics	6,408	2%	87	2%	-	-
Grade 5						
Reading	6,204	2%	102	2%	-	-
Mathematics	6,205	2%	101	2%	-	-
Science	6,200	2%	101	2%	-	-
Grade 6						
Reading	6,181	2%	82	2%	-	-
Mathematics	6,177	2%	82	2%	-	-
Grade 7						
Reading	6,130	1%	89	2%	-	-
Mathematics	6,120	2%	89	2%	-	-

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

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 2020-21 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	30%	55%	31%	17%	-	*	-	*	31%	32%	27%

- Indicates there are no students in the group.

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