

Texas Education Agency
2022 Federal Report Card
DAVIS EL (227901179) - 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	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools and K-12s, AEAs, and Districts	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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(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

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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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
85	21	25%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size.

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)

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	All Students	African American	Hispanic	White	American Indian
STAAR Performance Status					
Reading					
Interim Goals (2018-2022)					
Target Met	Y		Y	Y	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%
Target Met	Y		Y	Y	

[Redacted]

[Redacted]

[Redacted]



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American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
94%	94%	94%	94%	94%	94%	94%

the minimum size criteria.

English Learner Language Proficiency uses EL (Current).

Change by at least a tenth of a percent in the following year(s).

374.48
 STAAR Proficiency in Mathematics, Reading ELA, and Science for the 2021-22
 (English learner)

8.24	0.28	43.0	14	re B*	D	d	1	J	1	j	D	d	0	J	0	j	188.2	318.24	5	0.894	RG	0.14	w	D	d	1	J	1	j
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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
Preschool Programs											
	Male	31	1	6	9	1	14	0	0	22	0
	Female	29	2	5	6	0	15	0	1	22	1
	Total	60	3	11	15	1	29	0	1	44	1

Mathematics

Number and percent of students
school year.

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.

State Level: 2019 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	
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9	
		Black	51	56	49	44	19	17	3	3	
		Hispanic	52	50	48	50	20	21	3	4	
		White	26	27	74	73	44	42	10	11	
		American Indian	*	57	*	43	*	18	*	3	
		Asian	8	17	92	83	71	58	31	24	
		Pacific Islander	*	50	*	50	*	23	*	6	
		Two or More Races	28	32	72	68	41	38	8	11	
		EcoDis	54	52	46	48	18	19	3	3	
		Students with Disabilities	77	73	23	27	7	10	1	2	
	English Language Learners	57	67	43	33	16	10	2	1		
	Mathematics	Overall	22	25	78						

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 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	8%	41%									