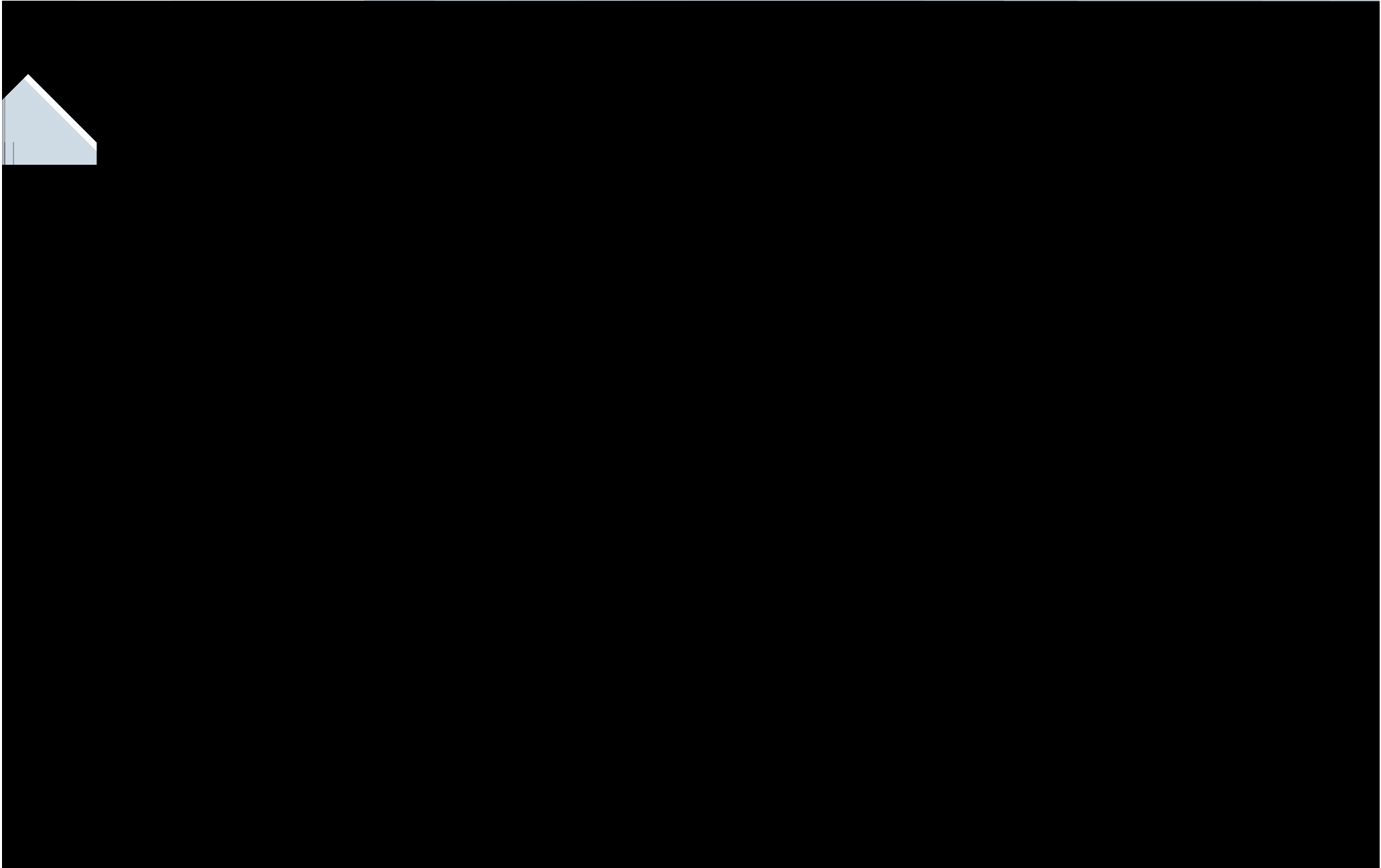


Part (i): Description of

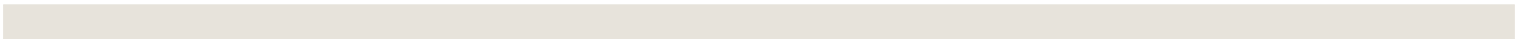
Part (i)(I) the minimum number of students necessary to be included in each of the subgroups of students for use in the accountability system. The Texas Education Agency requires a minimum of 10 assessments or students for the all student group or any subgroup for every indicator.

necessary to be included in each of the subgroups of students for use in the accountability system. The Texas Education Agency requires a minimum of 10 assessments or students for the all student group or any subgroup for every indicator.



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State ESSA Goals (Middle Schools)												
		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)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%				



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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.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I





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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	79	61	75	88	-	*	-	*	59	66	73
Female	82	*	86	80	-	*	-	*	78	91	107

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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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 (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian						

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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	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%



		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
All Subjects	Female	96%	57%	100%	96%	-	100%	-	83%	92%	99%	96%	97%	100%	-	96%	-
Reading	All Students	98%	91%	100%	99%	-	100%	-	86%	98%	98%	100%	98%	100%	98%	99%	-
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	91%	100%	98%	-	100%	-	83%	98%	98%	-	98%	100%	97%	99%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	98%	88%	100%	100%	-	100%	-	*	100%	97%	100%	97%	100%	98%	-	-
	Female	99%	*	100%		-	100%	-	*	96%	100%	100%	99%	100%	-	99%	

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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	2%	9%	0%	1%	-	2%	-	14%	2%	2%	0%	2%	0%	2%	1%	-
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	9%	0%	2%	-	0%	-	17%	2%	2%	-	2%	0%	3%	1%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	2%	12%	0%	0%	-	0%	-	*	0%	3%	0%	3%	0%	2%	-	-
	Female	1%	*	0%	3%	-	0%	-	*	4%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	4%	27%	0%	3%	-	0%	-	14%	7%	2%	4%	3%	0%	1%	6%	-
	CWD	4%	2%	0%	0%	-	-	3	*	12%	2%	4%	-	*	0%	10%	-
	CWOD	3%	27%														

	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive	0
Allegations of Harassment or bullying	
On the basis of sex	1
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, regarding the number of students enrolled in prescribed programs and accelerated coursework to earn postsecondary credit while still in high school.

Program	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Student with Disability
Prescribed Programs	305.28	0.00	0.00	0.00	0.00	0.00	0.00	0.85	0.00	0.00
Male	10	0	5	1	1	2	0	1	0	0
Female	7	0	3	1	0	2	0	1	0	0
Total	17	0	8	2	1	4	0	2	0	0

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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	6.1	27.5%
Teachers Teaching with Emergency or Provisional Credentials	2.0	9.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		

	State					
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State Level: 2022 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
	Mathematics									

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	15%	14%	18%	12%	*	12%	-	23%	27%	15%	20%

- Indicates there are no students in the group.

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