

Texas Education Agency
2022 Federal Report Card
EASTSIDE MEMORIAL ECHS (227901019) - AUSTIN ISD - TRAVIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II)

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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 implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	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	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	68	71	69	*	-	-	-	-	70	60	50
Mathematics											
All Students	60	61	57	70	-	*	-	-	62	55	59
CWD	55	-	60	*	-	-	-	-	60	55	60
CWOD	62	61	55	*	-	*	-	-	63	-	59
EL •	59	-	54	*	-	*	-	-	59	60	59
Male	61	*	56	70	-	*	-	-	64	56	58
Female	58	50	58	-	-	*	-	-	58	*	*

- Indicates there are no students in the group.

* Indicates results are masked.

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Total EL in Class	Proficiency of EL	Rate of Proficiency
206	16	8%

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- * 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)

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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	
Participation Rate																		
All Subjects	All Students	92%	94%	92%	97%	-	96%	-	38%	92%	91%	92%	92%	94%	92%	92%	-	
	CWD	92%	89%	93%	100%	-	-	-	*	92%	95%	92%	-	98%	94%	90%	-	
	CWOD	92%	95%	92%	96%	-	96%	-	50%	92%	91%	-	92%	93%	91%	93%	-	
	EL	94%	100%	94%	100%	-	94%	-	-	94%	95%	98%	93%	94%	93%	95%	-	
	Male	92%	91%	91%	100%	-	93%	-	*	91%	93%	94%	91%	93%	92%	-	-	
	Female	92%	96%	93%	89%	-	100%	-	17%	93%	88%	90%	93%	95%	-	92%	-	
Reading	All Students	93%	95%	93%	95%	-	100%	-	*	93%	94%	93%	93%	95%	93%	94%	-	
	CWD	93%	87%	95%	*	-	-	-	*	93%	92%	93%	-	100%	95%	90%	-	
	CWOD	93%	97%	93%	94%	-	100%	-	*	93%	95%	-	93%	94%	92%	95%	-	
	EL	95%	100%	95%	100%	-	100%	-	-	95%	97%	100%	94%	95%	94%	97%	-	
	Male	93%	93%	92%	100%	-	100%	-	*	93%	93%	95%	92%	94%	93%	-	-	
	Female	94%	98%	94%	*	-	*	-	*	94%	97%	90%	95%	97%	-	94%	-	
Mathematics	All Students	91%	91%	91%	100%	-	88%	-	*	91%	86%	91%	91%	93%	91%	91%	-	
		91%	91%	91%	100%	-	88%	-	*	91%	86%	91%	91%	93%	91%	91%	-	
	CWD	91%	89%	93%	*	-	-	-	*	90%	100%	91%	-	96%	94%	87%	-	
		91%	89%	93%	*	-	-	-	*	90%	100%	91%	-	96%	94%	87%	-	
	CWOD	91%	92%	91%	100%	-	88%	-	*	92%	83%	-	91%	92%	90%	92%	-	
		91%	92%	91%	100%	-	88%	-	*	92%	83%	-	91%	92%	90%	92%	-	

88%

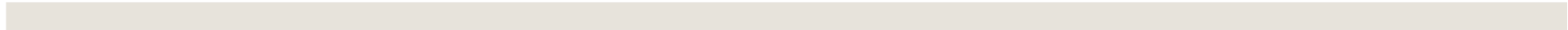
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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	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)
Students Without Disabilities											
In-School Suspensions											
		15	64	0	0	0	0	0	35		
		4	33	2	0	0	0	1	14		
		19	97	2	0	0	0	1	49		
Out-of-School Suspensions											
Male	33	10	23	0	0	0	0				
Female	12	1									

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0



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			African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Female	Dual Enrollment/Dual Credit Programs	Male	2	0	1	1	0	0	0	2	0
		Female	4	1	3	0	0	0	0	0	0
		Total	6	1	4	1	0	0	0	2	0

- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data



State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	[REDACTED]	10	*	50	*	17	*	5
		Two or More Races	[REDACTED]	17	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	[REDACTED]	[REDACTED]	1
		English Language Learners	60	76	40	24	8	[REDACTED]	[REDACTED]	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

Grade	Subject	Student Group	Rate
Grade 7	Reading	Students with Disabilities	89%
		English Learners	95%
Grade 7	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
Grade 8	Mathematics	Students with Disabilities	83%

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	44%	46%	45%	25%	*	11%	-	*	47%	44%	46%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.