Part (i): Description of State Accountability System

Part (i)(I)

Texas Education Agency
2023 Federal Report Card
TRAVIS EARLY COLLEGE H S (227901007) - AUSTIN ISD - TRAVIS COUNTY

State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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-12s; 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, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	

(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 campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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 type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 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 2022-23 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																						
English I	All Students	70%	64%	33%	30%	34%	43%	*	10%	-	*	34%	31%	25%	35%	28%	28%	39%	*	25%	-	-
	CWD																					

		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
Science	All Students	17%	21%	4%	3%	4%	15%	*	0%	-	*	4%	6%	6%	4%	1%	5%	4%	-	0%	-	-
	CWD	7%	9%	6%	5%	3%	38%	-	-	-	*	5%	13%	6%	-	2%	8%	5%	-	*	-	-
	CWOD	19%	23%	4%	3%	4%	6%	*	0%	-	*	4%	4%	-	4%	1%	4%	4%	-	0%	-	-
	EL	6%	4%	1%	0%	1%	0%	*	0%	-	*	1%	2%	2%	1%	1%	0%	2%	-	*	-	-
	Male	19%	22%	5%	4%	4%	15%	-	0%	-	*	4%	7%	8%	4%	0%	5%	-	-	*	-	-
	Female	16%	19%	4%	3%	3%	15%	*	*	-	*	4%	4%	5%	4%	2%	-	4%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	24%	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	9%	16%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	12%	24%	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	1%	0%	0%	-	*	-	-	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	15%	30%	0%	*	0%	-	-	*	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	9%	18%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-

\- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

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	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	22	21	21	34	*	10	-	48	21	17	16
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	90%	85%	91%	90%	*	*	*	*	89%	77%	91%

- Indicates there are no students in the group.

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Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (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 +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N	N		N			N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y	Y	Y						Y	N	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N	N	N

Blank cell indicates there are no data available in the group.

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL

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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	19.0	24.8%
Teachers Teaching with Emergency or Provisional Credentials	4.0	5.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	11.2	15.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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, 2024.

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 2022-23 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
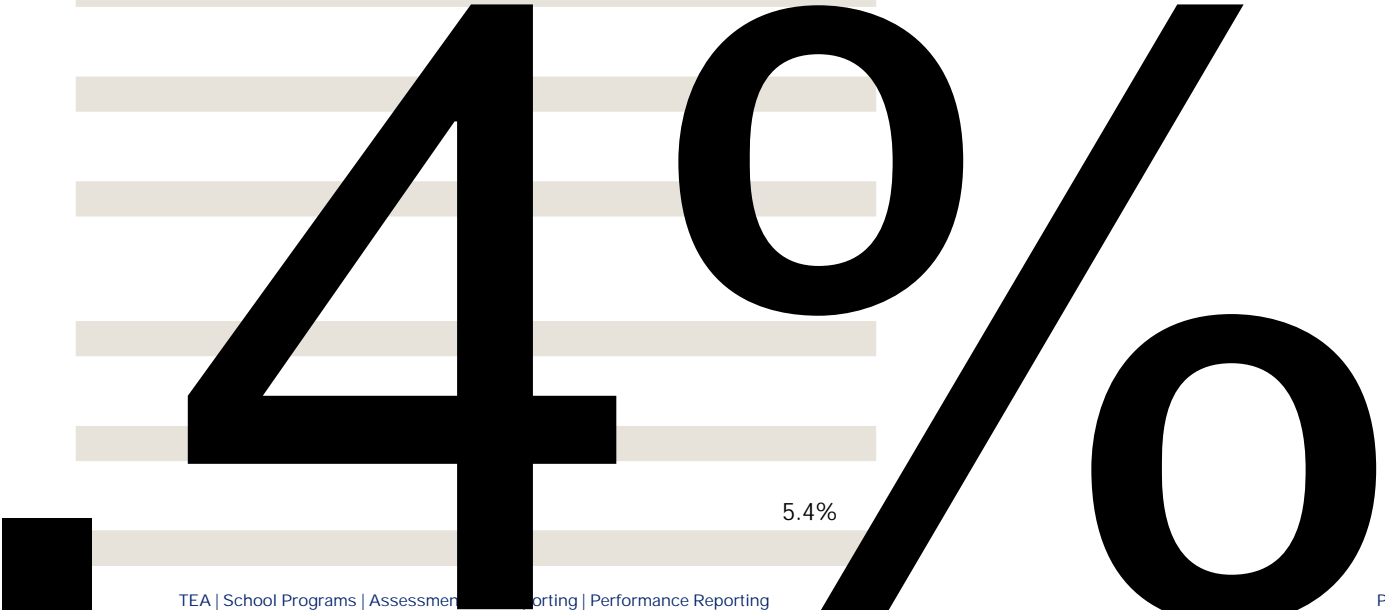
	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	87	2%	-	-
Mathematics	6,162	2%	87	2%	-	-
Science	6,163	1%	87	2%	-	-
End of Course						
English I	6,032	1%	78	1%	6	1%
English II	5,771	1%	67	1%	6	1%
Algebra I	6,015	1%	78	1%	5	1%
Biology	6,041	1%	80	1%	11	2%
All Grades						
All Subjects	117,761	1%	1,550	1%	28	1%
Reading	52,275	1%	682	1%	12	1%
Mathematics	46,462	2%	615	2%	5	1%
Science	19,024	1%	253	1%	11	2%

- Indicates there are no students in the group.

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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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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
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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
	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