

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WIDEN EL

Campus ID: 227901175

District Name: AUSTIN ISD

Part (i): Description of State Accountability System

- (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;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (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;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (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;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: [Comprehensive Support and Improvement Schools](#) , [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) .

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 2019-20 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)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related 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 (Section 504)	Students with Disabilities
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
With Educational Services												
	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		
Without Educational Services												
	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		
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	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	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
Out-of-School Suspensions												
	Male	2	1	1	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	1	1	0	0	0	0	0	1		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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
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	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
School-Related Arrests	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
Referrals to Law Enforcement	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
All Students												
Chronic Absenteeism	Male	48	4	44	-8	-8	-8	-8	-8	14	9	-8
	Female	34	4	30	-8	-8	-8	-8	-8	7	4	-8
	Total	82	8	74	-8	-8	-8	-8	-8	21	13	-8
												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 with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												3
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack with a firearm or explosive device												0
Incidents of threats of physical attack without a weapon												0
Incidents of possession of a firearm or explosive device												0
Allegations of Harassment or bullying												
On the basis of sex												0
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 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number

of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	54	5	48	0	0	0	0	1	30	9
	Female	32	4	25	2	0	0	0	1	7	1
	Total	86	9	73	2	0	0	0	2	37	10
Accelerated Coursework Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

Part (ix): Teacher Quality Data

Teaching in theMMMM

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.

High Poverty

Inexperienced Teachers, Principals, and Other School Leaders	All School	
	Number	Percent
	11.0	28.6%

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At Advanced
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