

Texas Education Agency
2023 Federal Report Card
KIKER EL (227901180) - 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 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to district and state report cards).

State ESSA Goals (HS/K-12 & AEA)													
			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)													
Baseline Rates 2022-23 through 2026-27 44%	Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
		2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
		2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	42%	29%	32%
		2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
		2037-38	72%	66%	68%	81%	72%	87%	73%	79%	66%	57%	

[Redacted]										
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

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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. 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

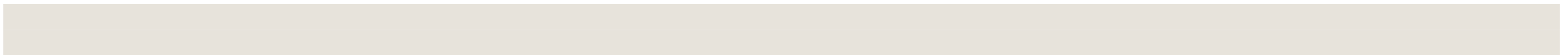
Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

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 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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		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
Reading	All Students	49%	51%	70%	*	68%	73%	-	67%	-	63%	63%	70%	42%	77%	33%	58%	81%	-	-	-	-
	CWD	28%	28%	42%	*	*	50%	-	-	-	*	*	40%	42%	-	-	35%	57%	-	-	-	-
	CWOD	53%	56%	77%	-	73%	80%	-	67%	-	71%	*	77%	-	77%	33%	67%	84%	-	-	-	-
	EL	37%	28%	33%	-	-	*	-	*	-	-	*	20%	-	33%	33%	*	*	-	-	-	-
	Male	46%	49%	58%	*	54%	61%	-	*	-	*	60%	58%	35%	67%	*	58%	-	-	-	-	-
	Female	53%	53%	81%	*	83%	85%	-	*	-	71%	*	82%	57%	84%	*	-	81%	-	-	-	-
Mathematics	All Students	44%	44%	64%	*	64%	63%	-	83%	-	75%	38%	66%	38%	71%	33%	58%	70%	-	-	-	-
	CWD	28%	26%	38%	*	*	50%	-	-	-	*	*	35%	38%	-	-	35%	43%	-	-	-	-
	CWOD	47%	48%	71%	-	73%	67%	-	83%	-	86%	*	73%	-	71%	33%	67%	73%	-	-	-	-
	EL	35%	25%	33%	-	-	*	-	*	-	-	*	40%	-	33%	33%	*	*	-	-	-	-
	Male	47%	47%	58%	*	62%	59%	-	*	-	*	60%	58%	35%	67%	*	58%	-	-	-	-	-
	Female	40%	41%	70%	*	67%	68%	-	*	-	86%	*	73%	43%	73%	*	-	70%	-	-	-	-
Grade 4																						
Reading	All Students	47%	54%	76%	*	74%	75%	-	81%	-	89%	45%	79%	48%	82%	*	76%	77%	-	-	-	*
	CWD	25%	29%	48%	*	*	50%	-	*	-	*	*	47%	48%	-	-	50%	43%	-	-	-	-
	CWOD	51%	60%	82%	*	78%																



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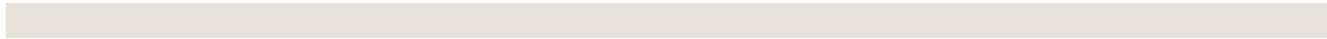
	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv								
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Part (v): School Quality or Student Success (SQSS)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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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	1%	0%	2%	2%	-	0%	-	0%	0%	1%	0%	2%	0%	1%	2%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	2%	*	2%	2%	-	0%	-	0%	0%	2%	-	2%	0%	1%	2%	-
	EL	0%	-	*	0%	-	0%	-	-	*	0%	-	0%	0%	0%	0%	-
	Male	1%	*	0%	2%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	2%	*	3%	2%	-	0%	-	0%	0%	2%	0%	2%	0%	-	2%	-
Mathematics	All Students	2%	12%	5%	1%	-	0%	-	0%	4%	1%	0%	2%	0%	1%	2%	-

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	Total
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the

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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	4.0	9.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.1	5.1%

- 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
Grade 3						
Reading	7,391	2%	88	2%	-	-
Mathematics	7,386	2%	88	2%	-	-
Grade 4						
Reading	7,296	2%	103	2%	*	2%
Mathematics	7,293	2%	103	2%	*	2%
Grade 5						
Reading	6,823	2%	87	2%	*	1%
Mathematics	6,825	2%	87	2%	*	1%
Science	6,820	2%	86	2%	*	1%
Grade 6						
Reading	6,480	2%	95	2%	-	-
Mathematics	6,481	2%	96	2%	-	-
Grade 7						
Reading	6,309	2%	77	2%	-	-
Mathematics	6,300	2%	76	3%	-	-

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	12%	15%	16%	10%	*	20%	-	6%	22%	16%	23%

- Indicates there are no students in the group.

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