

Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

Campus Name: TRAVIS H S

Campus ID: 227901007

District Name: AUSTIN ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

End of Course	2017	2016	State	African American		American Hispanic		American Indian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
				District	Campus	White	White	Indian	Asian	Ed	Disadv	ELL	Female	Male	Migrant	
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																
English I	61%	61%	45%	49%	45%	64%	-	*	-	*	25%	43%	26%	52%	39%	-
	63%	61%	46%	33%	47%	71%	*	*	-	*	14%	47%	29%	61%	35%	-
English II	64%	65%	52%	46%	53%	71%	-	*	-	*	19%	50%	25%	59%	46%	-
	66%	67%	45%	42%	45%	61%	-	*	-	*	22%	45%	18%	49%	41%	-
Algebra I	81%	83%	75%	77%	75%	92%	-	88%	-	*	60%	75%	69%	78%	73%	-
	76%	79%	74%	72%	73%	92%	*	*	-	*	36%	74%	65%	77%	71%	-
Biology	85%	87%	89%	81%	90%	83%	-	90%	-	*	70%	88%	75%	92%	86%	-
	86%	89%	88%	78%	90%	86%	*	*	-	*	63%	88%	76%	90%	86%	-
U.S. History	91%	93%	76%	71%	79%	80%	-	*	-	*	44%	74%	56%	78%	75%	-
	90%	92%	84%	79%	84%	100%	*	*	-	100%	51%	83%	62%	84%	84%	-
All Grades																
All Subjects	74%	74%	64%	63%	64%	76%	-	45%	-	*	41%	63%	44%	69%	59%	-
	74%	74%	64%	56%	64%	80%	*	43%	-	67%	34%	63%	45%	70%	59%	-
Reading	71%	71%	48%	48%	48%	67%	-	*	-	*	23%	46%	25%	55%	42%	-
	72%	72%	46%	37%	46%	66%	*	40%	-	*	17%	46%	25%	55%	37%	-
Mathematics	78%	77%	75%	77%	75%	92%	-	88%	-	*	60%	75%	69%	78%	73%	-
	75%	75%	74%	72%	73%	92%	*	*	-	*	36%	74%	65%	77%	71%	-
Science	78%	78%	89%	81%	90%	83%	-	90%	-	*	70%	88%	75%	92%	86%	-
	77%	79%	88%	78%	90%	86%	*	*	-	*	63%	88%	76%	90%	86%	-
Social Studies	76%	77%	76%	71%	79%	80%	-	*	-	*	44%	74%	56%	78%	75%	-
	76%	76%	84%	79%	84%	100%	*	*	-	100%	51%	83%	62%	84%	84%	-

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades																
All Subjects	44%	48%	34%	34%	34%	49%	-	20%	-	*	19%	32%	14%	37%	32%	-
	42%	46%	32%	29%	32%	46%	*	17%	-	33%	15%	31%	14%	36%	28%	-
Reading	43%	47%	25%	26%	24%	44%	-	*	-	*	9%	23%	8%	29%	21%	-
	42%	46%	22%	23%	22%	38%	*	10%	-	*	10%	22%	6%	29%	16%	-
Mathematics	45%	47%	29%	35%	28%	23%	-	38%	-	*	26%	28%	20%	33%	25%	-
	40%	44%	30%	28%	30%	42%	*	*	-	*	9%	30%	18%	35%	26%	-
Science	48%	53%	63%	56%	65%	75%	-	40%	-	*	45%	61%	36%	66%	61%	-
	44%	50%	53%	44%	55%	64%	*	*	-	*	28%	53%	32%	56%	51%	-
Social Studies	48%	53%	40%	35%	40%	70%	-	*	-	*	20%	36%	10%	36%	46%	-
	45%	50%	42%	34%	42%	55%	*	*	-	60%	27%	40%	16%	37%	47%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades																
All Subjects	19%	23%	7%	7%	7%	15%	-	2%	-	*	6%	6%	2%	7%	7%	-
	17%	21%	6%	6%	6%	10%	*	6%	-	6%	5%	5%	2%	6%	6%	-

	2017	2016	African American				American Indian			Pacific Islander		Two or More Races		Special Ed		Economic Disadv		ELL	Female	Male	Migrant
			State	District	Campus	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	Ed	Disadv						
Reading	18%	16%	24%	2%	2%	1%	6%	-	*	-	*	3%	1%	0%	2%	1%	0%	2%	1%	1%	-
	21%	21%	1%	3%	1%	0%	*	5%	-	*	2%	1%	0%	1%	1%	1%	-	-	-	-	
Mathematics	21%	17%	23%	8%	9%	8%	15%	-	0%	-	*	10%	8%	4%	11%	6%	4%	11%	6%	6%	-
	23%	21%	7%	6%	7%	0%	*	*	-	*	2%	7%	4%	9%	6%	6%	-	-	-	-	
Science	19%	15%	24%	17%	9%	17%	25%	-	0%	-	*	10%	16%	10%	16%	18%	10%	16%	18%	-	
	24%	20%	15%	15%	14%	29%	*	*	-	*	9%	13%	2%	15%	14%	-	-	-	-		
Social Studies	26%	21%	31%	13%	19%	11%	40%	-	*	-	*	5%	12%	1%	9%	18%	1%	9%	18%	-	
	27%	27%	11%	10%	11%	27%	*	*	-	20%	11%	11%	7%	8%	14%	-	-	-	-		

STAAR Participation (All Grades)

All Tests	2017	99%	99%	98%	98%	98%	97%	*	98%	-	100%	99%	98%	99%	98%	98%	-
	2016	99%	99%	99%	98%	99%	93%	100%	100%	-	100%	97%	99%	100%	99%	99%	-
Reading	2017	99%	99%	98%	96%	98%	97%	*	100%	-	*	98%	99%	100%	98%	98%	-
	2016	99%	99%	99%	99%	99%	94%	*	100%	-	100%	96%	99%	99%	99%	99%	-
Mathematics	2017	100%	99%	97%	100%	96%	100%	-	100%	-	*	100%	97%	97%	98%	96%	-
	2016	100%	99%	99%	99%	97%	100%	*	*	-	*	98%	99%	100%	99%	99%	-
Science	2017	99%	99%	97%	100%	97%	92%	-	91%	-	*	98%	97%	96%	98%	97%	-
	2016	99%	99%	98%	96%	99%	88%	*	100%	-	*	96%	98%	100%	99%	98%	-
Social Studies	2017	98%	98%	99%	97%	100%	100%	-	100%	-	*	100%	99%	100%	99%	99%	-
	2016	98%	99%	99%	100%	99%	92%	*	100%	-	100%	98%	99%	100%	99%	99%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests		2017	98%	96%	90%	93%	90%	100%	-	*	-	*	90%	91%	79%	87%	93%	-
% of Participants		2017	13%	8%	4%	0%	5%	0%	-	*	-	*	4%	4%	7%	6%	2%	-
% STAAR/EOC With No Accommodations		2017	73%	78%	80%	81%	80%	83%	-	*	-	*	80%	79%	68%	75%	83%	-
% STAAR/EOC With Accommodations		2017	12%	10%	7%	11%	5%	17%	-	*	-	*	7%	7%	4%	6%	7%	-
% STAAR Alternate 2		2017	2%	4%	10%	7%	10%	0%	-	*	-	*	10%	9%	21%	13%	7%	-
% of Non-Participants		2017	99%	98%	97%	100%	96%	*	-	-	-	*	97%	97%	93%	97%	98%	-
% STAAR/EOC With No Accommodations		2017	12%	6%	4%	0%	5%	*	-	-	-	*	4%	3%	4%	3%	5%	-
% STAAR/EOC With Accommodations		2017	74%	81%	81%	83%	80%	*	-	-	-	*	81%	80%	81%	77%	83%	-
% STAAR Alternate 2		2017	13%	11%	13%	17%	11%	*	-	-	-	*	13%	13%	7%	17%	10%	-
% of Non-Participants		2017	1%	2%	3%	0%	4%	*	-	-	-	*	3%	3%	7%	3%	2%	-

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

'-' Indicates zero observations reported for this group.

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

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

Performance Status - State	All Students	African American				American Indian			Pacific Islander		Two or More Races		Economic Disadv		Special Ed		ELL (Current & Monitored)		Total Met Eligible		Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored	+	Total	Total							
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	14	
Reading	N	N	N	Y								N	N	N	n/a	1	7	14			
Mathematics	Y	Y	Y									Y	Y	Y	n/a	6	6	100			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met
											+				
Writing												n/a	0	0	
Science	Y	Y	Y						Y	Y	Y	n/a	6	6	100
Social Studies	Y	Y	Y						Y	N	Y	n/a	5	6	83
Total													18	25	72
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N		N						Y	N	n/a	Y	2	5	40
Reason Code ***									d			a			
Total													2	5	40
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													34	44	77

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88.5%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored)		ELL (Current)
											+		
Performance Rates													
Reading													
# at Approaches Grade Level Standard	485	45	416	21	-	*	-	*	387	30	123	n/a	
Total Tests	954	92	820	29	-	*	-	*	790	134	377	333	
% at Approaches Grade Level Standard	51%	49%	51%	72%	-	*	-	*	49%	22%	33%	n/a	
Mathematics													
# at Approaches Grade Level Standard	252	32	209	8	-	*	-	*	218	39	91	n/a	
Total Tests	327	41	272	9	-	*	-	*	283	61	128	122	
% at Approaches Grade Level Standard	77%	78%	77%	89%	-	*	-	*	77%	64%	71%	n/a	
Writing													
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a	
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a	
Science													
# at Approaches Grade Level Standard	300	25	261	9	-	*	-	*	249	26	91	n/a	
Total Tests	333	30	287	10	-	*	-	*	279	37	110	80	
% at Approaches Grade Level Standard	90%	83%	91%	90%	-	*	-	*	89%	70%	83%	n/a	
Social Studies													
# at Approaches Grade Level Standard	216	19	184	8	-	*	-	*	163	18	57	n/a	
Total Tests	273	27	229	10	-	*	-	*	211	40	81	65	
% at Approaches Grade Level Standard	79%	70%	80%	80%	-	*	-	*	77%	45%	70%	n/a	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,085	101	913	37	*	27	-	*	895	156	n/a	427
Total Students	1,106	105	929	38	*	27	-	*	906	159	n/a	429
Participation Rate	98%	96%	98%	97%	*	100%	-	*	99%	98%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	354	43	288	13	-	**	-	*	305	70	n/a	137
Total Students	365	43	299	13	-	**	-	*	314	70	n/a	141
Participation Rate	97%	100%	96%	100%	-	100%	-	*	97%	100%	n/a	97%

* Indicates results are masked due to small numbers to protect student confidentiality.
 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	198	20	170	*	-	*	-	*	160	19	52	n/a
Total in Class	229	23	196	*	-	*	-	*	181	34	55	41
Graduation Rate	86.5%	87.0%	86.7%	*	-	*	-	*	88.4%	55.9%	94.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	245	23	215	6	-	*	-	*	203	26	40	n/a
Total in Class	279	27	240	9	-	*	-	*	222	37	50	48
Graduation Rate	87.8%	85.2%	89.6%	66.7%	-	*	-	*	91.4%	70.3%	80.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	249	23	217	7	-	*	-	*	203	26	42	n/a
Total in Class	278	27	239	9	-	*	-	*	221	36	50	48
Graduation Rate	89.6%	85.2%	90.8%	77.8%	-	*	-	*	91.9%	72.2%	84.0%	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.
 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No
Priority School Reason: N/A
Focus School Reason: N/A
Focus School Identification: No

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data**Part IV A: Percentage of Teachers by Highest Degree Held**

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	4.0	3.9%	0.7%	1.2%
Bachelors	71.6	70.1%	80.6%	74.5%
Masters	26.6	26.0%	18.1%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	41.1%	54.1%	56.1%
2013-14	42.4%	56.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Achievement Levels				
			% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced	
Grade 4	Reading	Overall	36	64	31	7	
		American Indian	n/a	n/a	n/a	n/a	
		Asian	13	87	66	30	
		Black	49	51	17	2	
		Hispanic	44	56	22	3	
		White	18	82	50	13	
		Students with Disabilities	71	29	11	2	
		English Language Learners	59	41	12	2	
		National School Lunch Program	46	54	20	3	
		Mathematics	Overall	14	86	44	8
			American Indian	n/a	n/a	n/a	n/a

Grade	Subject	Student Group	% At or Above			
			Below Basic	Basic	Proficient	Advanced
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
National School Lunch Program	34	66	20	3		

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment