

Texas Education Agency  
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BLANTON EL (227901106) - 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) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		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)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate €												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

€ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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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

targeted support  
consecutive years

Title I  
overall  
the  
Texas  
percent  
school types

ment or  
SSA) for the  
Additional Targeted

school types  
not fall within  
based solely on  
years to exit CSI

performance for  
students tested,  
English learner)

by school year. Schools that fall in the lowest percentile to be reidentified for CSI are considered as having a graduation rate below 67 percent must have a four or six-year federal status.

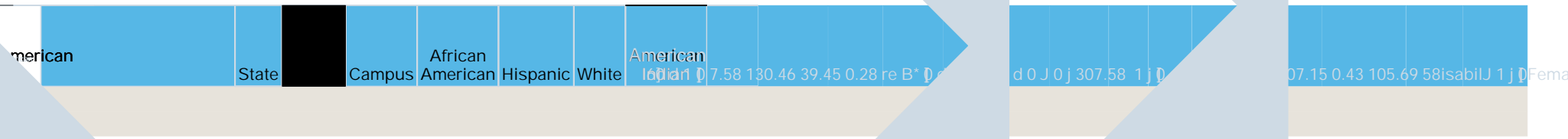
number and names of all public schools that are consistently underperforming and names of all public schools that are consistently underperforming and improvement plans.  
School year: [Comprehensive Support and Improvement Schools](#).

(i) the exit criteria established by the State, including the number of schools that fall in the lowest percentile to be reidentified for CSI are considered as having a graduation rate below 67 percent must have a four or six-year federal status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessment of Academic Readiness) in mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-2022 school year, regardless of whether they were in the accountability subset. (CWD: children with disabilities)

Percent of Academic Achievement by Grade Level and Proficiency Level for the 2021-2022 School Year. These results are for students tested, regardless of whether they were in the accountability subset. (CWD: children with disabilities)







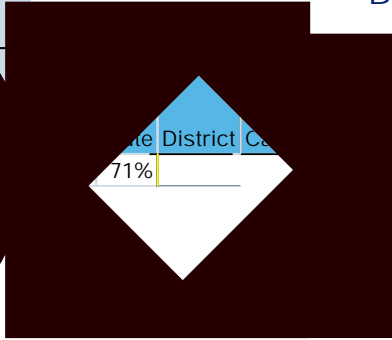
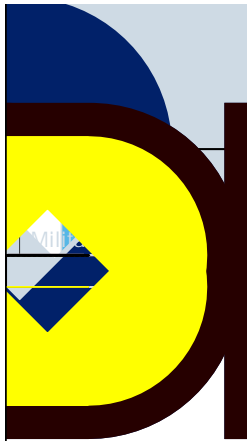
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	State	District	Campus	African American	Hispanic	White	American													
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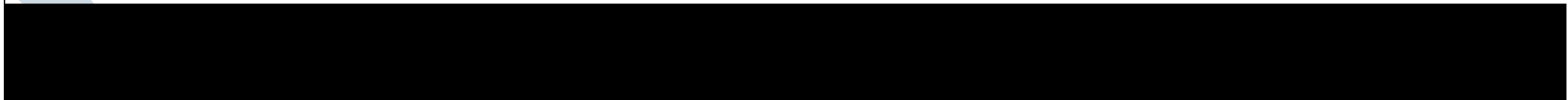
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71%

State	District	Category	Percentage														
American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economic Disadvantaged	Non-Economic Disadvantaged	CWOD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military

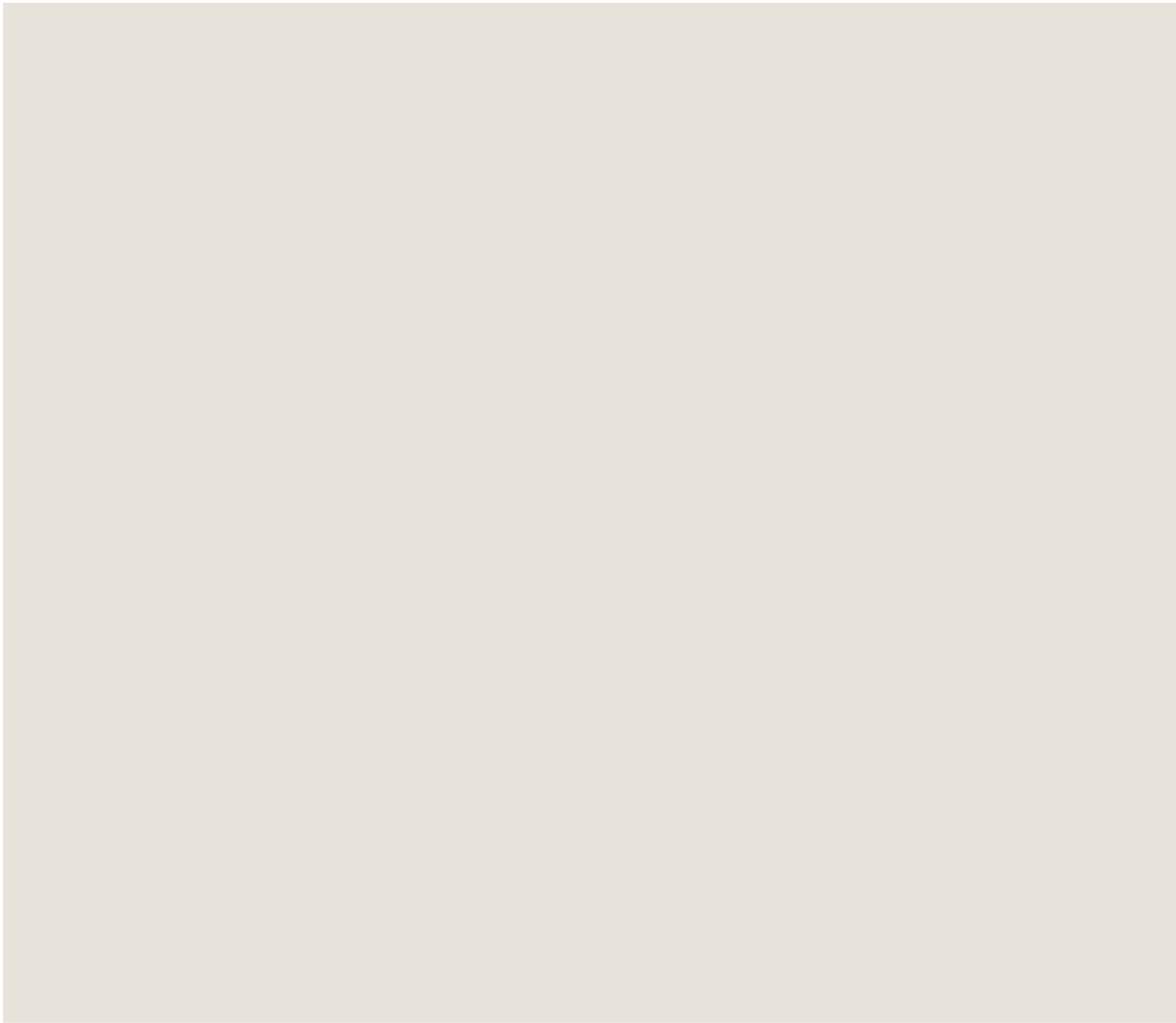
Male





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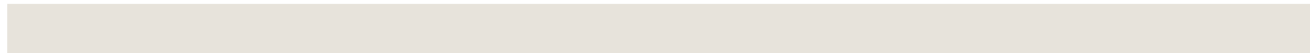
	State	District	Campus																	
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv		



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.  
 + STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
 € Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**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 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate	All Subjects	All Students	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
				13.1 re B*	0 d 1 J 1 j 0.000	0.000	0.000	0.000	rg 0.09	304.84	3 d 0 J 0 j 312.91	318.24	0.14	43.77	re B*	0 d 1 J i 188.47	RG 0.14	0.14
			70.14															

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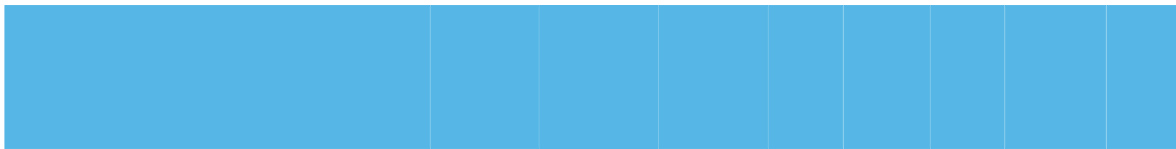
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	Male	98%	100%	97%	100%	-	*	-	100%	98%	98%	100%	98%	100%	98%	-	-
		98%	100%	97%	100%	-	*	-	100%	98%	98%	100%	98%	100%	98%	-	-
	Female	98%	100%	100%	97%	*	*	*	*	100%	96%	100%	98%	100%	-	98%	-
		98%	100%	100%	97%	*	*	*	*	100%	96%	100%	98%	100%	-	98%	-

StBT /TT4 9.09 Tf 608.97 456.48 Td (100%)Tj ET 0.808 0.855 0.894 rg 0.808 0.855 0.894 RG 0.14 w d 1 J 1 j d l2 0.28 13.500 rg 0.000 0.000 0.000 RG 0.14 w d 1 J 1 j BT /TT4



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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
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

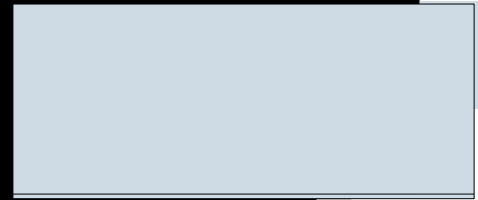






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	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
8	7	0	0	0	2	15	0
8	3	0	0	0	0	14	1
6	10		0			29	
9	-0		-			-	



## 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 nng

- Indicates there are no students in the group.

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

### 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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 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
	Mathematics									


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 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	17%	19%	24%	5%	*	31%	*	4%	27%	21%	23%

- Indicates there are no students in the group.

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