

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of schools the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurable goals of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators used for 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;

Part (i)(V) the number and description of schools implementing targeted support and improvement;

Part (i)(VI) the exit criteria for schools implementing targeted support and improvement established.

On April 6, 2021, the State Board of Education adopted the accountability, school identification, and exit criteria for the 2020-21 school year. The State Board of Education also adopted section 1111(h)(1)(C)(i)(I) of the Texas Education Code, which requires the State to identify schools for targeted support and improvement.

Campus-level data for the State Board of Education's Act (ESSA) for the 2021-22 school year is available on the State Board of Education's [Additional Targeted Support Schools](#) and [Additional Targeted Support Schools](#) pages.

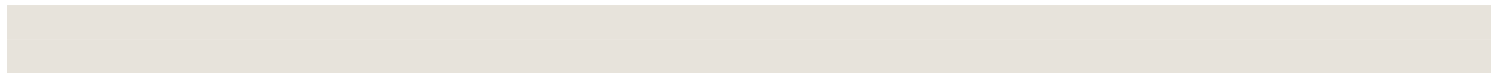
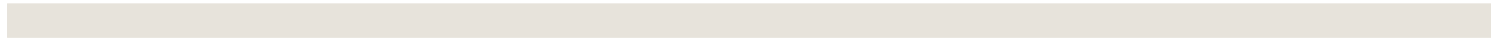
On the State of Texas Assessments of Academic Readiness (STAAR) Grade 3 Reading assessment, the State Board of Education set a minimum proficiency level for the 2020-21 school year. These results are reported in the table below. (CWD: children with disability; CWOD: children without disability)

Grade	Subject	Students	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Other
STAAR	Grade 3	Reading	1%	94%	-	-	-	*	58%	77%	*	71%	60%	72%	68%	-	-
		427	*	-	-	-	-	-	*	*	*						



Texas Education Agency
2021 Federal Report Card
SUNSET VALLEY EL (227901158) - AUSTIN ISD - TRAVIS COUNTY

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with
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	State Number of ALT2	State Rate	
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State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 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 2019-20 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