

2012-13 Federal Report Card Definitions for Texas Public Schools

The Elementary and Secondary Education Act of 1965 (ESEA) requires federal accountability and reporting for all public school districts, campuses, and the state. The Federal Report Card for Texas Public Schools is a web-based reporting system that will generate the required federal report cards at the state, district, and campus levels for easy dissemination by school districts.

Federally Required Student Groups

Each state must include the following student groups in their annual report cards. School districts report student information through the Public Education Information Management System (PEIMS) and through test answer documents from the State of Texas Assessments of Academic Readiness (STAAR) for students in Grades 3-8, and STAAR end-of course (EOC) examinations and the Texas Assessment of Knowledge and Skills (TAKS) for students in Grades 9 and beyond from the test answer documents.

Economically Disadvantaged - If a student is identified as eligible for free or reduced-price lunch or eligible for other public assistance on the STAAR or TAKS answer documents for the subject reported, the student is included in the Economically Disadvantaged student group. *(Source: PEIMS, Oct. 2012, TEA Student Assessment Division)*

English Language Learner (ELL) - These are students identified as having limited English proficiency (LEP), or as English language learners, by the Language Proficiency Assessment Committee (LPAC). *(Source: PEIMS, Oct. 2012, TEA Student Assessment Division)*

Ethnic Distribution - Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races on the STAAR or TAKS answer documents, and included in the appropriate student group. *(Source: PEIMS, Oct. 2012, TEA Student Assessment Division)*

Gender - Results are reported separately for males and females, based on students' reported gender shown on the STAAR or TAKS answer documents. *(Source: PEIMS, Oct. 2012, TEA Student Assessment Division)*

Migrant - If a student is identified as a Migrant Student on the STAAR or TAKS answer documents, the student is included in the Migrant student group. "Migrant Student" indicates whether the student (ages 3-21), the student's parent, spouse, or guardian is a migratory agricultural worker. *(Source: PEIMS, Oct. 2012, TEA Student Assessment Division)*

Special Education - This refers to the population of students served in special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2012-13 school year, a student in special education may have been administered the STAAR, STAAR Modified, or STAAR Alternate. Results from all these assessments are included in the STAAR performance shown on the TAPRs. *(Source: PEIMS, Oct. 2012, TEA Student Assessment Division)*

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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 2012-13 school year. These results include all students tested, whether or not they were in the accountability subset.

Part II: Student Achievement and State Academic Annual Measureable Objectives (AMOs) - This section provides the STAAR performance results for each subject area tested in the 2012-13 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/English and mathematics.

Part III: Priority and Focus Schools

- *Priority School Identification:* Priority schools are the lowest 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance.
- *Focus School Identification:* Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Part IV: Teacher Quality Data - This section provides information on teacher quality in three parts:

- *Part A: Percent of Teachers by Highest Degree Held:* Professional qualifications of all public elementary and secondary school teachers in the Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.
- *Part B and C: Teachers With Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ Low Poverty Summary Reports:* The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers 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.

Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2010-11 school year who attended a public or independent college or university in Texas in the 2011-12 academic year.

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results - The most recent NAEP results for Texas are provided that show statewide reading and mathematics performance results and participation rates, disaggregated by student group. The statewide NAEP results are available on district-level federal report cards only.