

2015–16 Federal Report Card Definitions for Texas Public Schools

January 2017

The Elementary and Secondary Education Act (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 system that generates 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 its annual report cards. School districts in Texas 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 for students taking high school-level courses.

Economically Disadvantaged—These students are identified in PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (*Source: PEIMS, Oct. 2015, TEA Student Assessment Division*)

English Language Learner (ELL)—These students are identified as having limited English proficiency (LEP) or as English language learners by the Language Proficiency Assessment Committee (LPAC). (*Source: PEIMS, Oct. 2015, TEA Student Assessment Division*)

Ethnic Distribution—Each student is included in one of the following groups based on demographic information identified in PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (*Source: PEIMS, Oct. 2015, TEA Student Assessment Division*)

Gender—Results are reported separately for males and females based on the gender reported in PEIMS or on STAAR® answer documents. (*Source: PEIMS, Oct. 2015, TEA Student Assessment Division*)

Migrant—These students are identified in PEIMS or on STAAR® answer documents as a Migrant Student. “Migrant Student” indicates whether the student (ages 3–21), the student's parent, spouse, or guardian is a migratory agricultural worker. (*Source: PEIMS, Oct. 2015, TEA Student Assessment Division*)

Special Education—These students are identified as being served by 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 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alternate 2. (*Source: PEIMS, Oct. 2015, TEA Student Assessment Division*)

Structure of the Federal Report Card for Texas Public Schools

Part I: Student Achievement by Proficiency Level—Provides the STAAR® performance and participation results for each subject area and grade level tested in the 2015–16 school year. It includes all students tested, regardless of whether they were included in the accountability subset. Participation is also reported by assessment type for children that are served by special education programs.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)—Provides the AMO outcomes and data tables of STAAR® performance results in the accountability subset for each subject area tested in the 2015–16 school year. This section also includes AMO information about participation rates on STAAR® for English/reading and mathematics, use of alternative assessments, plus four and five-year graduation rates.

Part III: Priority and Focus Schools—Provides information on priority and focus schools as well as high-performance reward schools.

- *Priority School Identification:* Priority schools are the lowest 5 percent of Title I served campuses based on performance in reading, mathematics, and graduation rates.
- *Focus School Identification:* Focus schools are 10 percent of Title I served campuses, not already identified as priority schools, which have the widest gaps in performance and safeguard targets between student groups.
- *High-Performance Reward Identification:* A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance.
- *High-Progress School:* 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.

Part IV: Teacher Quality Data—Provides information on teacher quality in three parts.

- *Part A: Percent of Teachers by Highest Degree Held:* The distribution of degrees held by teachers shown as the percentage of total Full-Time Equivalent (FTE) count of teachers.
- *Parts B and C: Teachers With Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers High-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 and 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 for the state.

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Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)—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 2012–13 school year who attended a public or independent college or university in Texas in the 2013–14 academic year.

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results—Provides the most recent NAEP results for Texas showing reading and mathematics performance results and participation rates, disaggregated by student group.