

2022-23 Federal Report Card Definitions for Texas Public Schools

The Elementary and Secondary Education Act (ESEA), as amended, requires a state to prepare and disseminate widely to the public an annual Report Card 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 Texas Student Data System (TSDS 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.

Children with Disabilities (CWD)—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. Children without Disability (CWOD) are students not served by special education programs. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Economically Disadvantaged—These students are identified in TSDS PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

English Learner (EL)—These students are identified as having limited English proficiency (LEP) or as English learners ever in grades 9-12 by the Language Proficiency Assessment Committee (LPAC). (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Ethnic Distribution—Each student is included in one of the following groups based on demographic information identified in TSDS PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Foster Care—These students are identified in TSDS PEIMS as a child in foster care, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Gender—Results are reported separately for males and females based on the gender reported in TSDS PEIMS or on STAAR® answer documents. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Homeless —These students are identified in TSDS PEIMS as a child in homeless status, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Migrant—These students are identified in TSDS 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: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Military Connected —These students are identified in TSDS PEIMS as students with parent who is a member of the Armed Forces. (Source: TSDS PEIMS, Oct. 2022, TEA Student Assessment Division)

Structure of the 2022-23 Federal Report Card for Texas Public Schools

Part (i): Description of State Accountability System

(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;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to district and state report cards);

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

(IV) the State’s system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators in such 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;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022–23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards) (CWD: children with disability; EL: English learner)

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 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Part (viii): Civil Rights Data

Part (viii)(I) The section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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 school district and campus for the preceding fiscal year.

To be updated by June 30th, 2024.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

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 2022 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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)

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per ED Facts 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 2021-22 school year. (CWD: children with disability; EL: English learner)