

Texas Education Agency
2014-15 Federal Report Card for Texas Public Schools
 State

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 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above															
Grade 3															
Reading	2015	74%	64%	70%	85%	74%	88%	76%	81%	45%	67%	66%	77%	71%	61%
	2014	75%	64%	70%	87%	77%	89%	75%	82%	64%	67%	65%	77%	73%	57%
Mathematics	2015	74%	60%	71%	84%	75%	91%	77%	80%	47%	67%	69%	75%	74%	64%
	2014	69%	54%	66%	79%	69%	89%	70%	74%	58%	62%	65%	69%	69%	58%
Grade 4															
Reading	2015	71%	58%	65%	83%	69%	88%	72%	79%	38%	62%	57%	74%	67%	52%
	2014	73%	63%	68%	84%	73%	88%	71%	81%	61%	65%	59%	76%	70%	57%
Mathematics	2015	71%	54%	67%	81%	71%	91%	75%	76%	38%	63%	63%	71%	70%	56%
	2014	70%	54%	66%	80%	67%	91%	69%	75%	59%	62%	61%	70%	70%	60%
Writing	2015	67%	57%	63%	76%	64%	88%	71%	73%	30%	59%	58%	74%	61%	53%
	2014	72%	63%	68%	81%	70%	89%	74%	79%	52%	65%	61%	78%	67%	60%
Grade 5															
Reading	2015	83%	76%	80%	91%	83%	93%	83%	90%	48%	78%	70%	86%	81%	69%
	2014	86%	79%	82%	94%	87%	94%	85%	92%	79%	80%	70%	87%	84%	71%
Mathematics	2015	75%	61%	72%	84%	75%	94%	78%	80%	41%	68%	65%	77%	74%	64%
	2014	87%	79%	85%	93%	87%	96%	91%	91%	77%	83%	79%	88%	87%	80%
Science	2015	69%	54%	63%	83%	70%	88%	66%	78%	37%	59%	49%	68%	69%	50%
	2014	73%	59%	67%	85%	72%	89%	77%	82%	56%	64%	52%	70%	75%	58%
Grade 6															
Reading	2015	73%	64%	66%	85%	71%	90%	77%	82%	32%	63%	44%	75%	70%	51%
	2014	77%	68%	71%	87%	78%	90%	79%	84%	58%	69%	50%	80%	74%	57%
Mathematics	2015	72%	59%	67%	83%	73%	93%	78%	80%	38%	64%	54%	73%	71%	56%

	2014	78%	66%	73%	88%	79%	93%	82%	83%	59%	71%	60%	79%	76%	63%
Grade 7															
Reading	2015	72%	64%	65%	84%	73%	89%	75%	82%	29%	63%	34%	76%	68%	51%
	2014	74%	66%	68%	86%	75%	90%	77%	84%	55%	66%	37%	78%	71%	53%
Mathematics	2015	68%	55%	63%	81%	68%	90%	72%	77%	31%	60%	42%	70%	67%	54%
	2014	67%	54%	61%	80%	65%	90%	72%	75%	51%	58%	41%	68%	66%	49%
Writing	2015	69%	60%	63%	80%	69%	89%	77%	78%	25%	60%	33%	76%	62%	50%
	2014	70%	63%	64%	81%	69%	89%	72%	79%	52%	62%	33%	78%	64%	50%
Grade 8															
Reading	2015	84%	77%	80%	92%	85%	93%	86%	91%	44%	78%	51%	87%	81%	66%
	2014	88%	85%	85%	95%	87%	94%	89%	94%	73%	83%	56%	90%	87%	73%
Mathematics	2015	71%	60%	67%	80%	70%	90%	75%	78%	32%	64%	50%	73%	68%	55%
	2014	85%	77%	82%	92%	83%	95%	84%	89%	73%	80%	66%	85%	84%	75%
Science	2015	67%	55%	61%	80%	68%	90%	72%	77%	31%	58%	34%	67%	68%	47%
	2014	70%	60%	63%	84%	70%	90%	71%	79%	52%	61%	34%	69%	72%	48%
Social Studies	2015	61%	50%	53%	76%	61%	86%	62%	73%	27%	50%	25%	59%	63%	37%
	2014	61%	52%	53%	76%	62%	86%	63%	72%	46%	50%	25%	58%	64%	37%
End of Course															
English I	2015	66%	58%	61%	79%	64%	83%	69%	77%	31%	58%	33%	73%	61%	50%
	2014	65%	57%	59%	79%	68%	81%	69%	77%	43%	57%	27%	72%	60%	44%
English II	2015	69%	58%	64%	82%	69%	82%	69%	79%	31%	60%	33%	74%	64%	51%
	2014	68%	59%	62%	82%	71%	84%	64%	80%	48%	59%	26%	73%	64%	44%
Algebra I	2015	77%	66%	74%	86%	75%	93%	79%	83%	39%	71%	54%	80%	74%	63%
	2014	79%	70%	75%	88%	77%	93%	81%	86%	51%	73%	54%	82%	76%	65%
Biology	2015	88%	83%	85%	94%	84%	94%	89%	93%	56%	83%	64%	90%	86%	75%
	2014	88%	83%	85%	95%	89%	93%	89%	94%	65%	83%	63%	90%	86%	74%
U.S. History	2015	88%	83%	85%	94%	88%	93%	91%	94%	55%	83%	61%	87%	89%	75%
	2014	92%	89%	89%	96%	93%	95%	92%	95%	71%	88%	67%	91%	92%	82%
All Grades															
All Subjects	2015	73%	63%	68%	84%	73%	90%	76%	81%	37%	65%	53%	76%	71%	57%
	2014	75%	66%	71%	86%	76%	90%	77%	83%	59%	68%	55%	77%	74%	59%
Reading	2015	74%	64%	68%	85%	73%	88%	75%	83%	37%	66%	51%	77%	70%	55%
	2014	75%	67%	70%	87%	76%	89%	75%	84%	59%	68%	53%	79%	72%	55%
Mathematics	2015	73%	60%	69%	83%	73%	92%	77%	79%	38%	66%	59%	74%	72%	59%

	2014	76%	65%	73%	86%	76%	92%	78%	82%	61%	70%	62%	77%	75%	64%
Writing	2015	68%	58%	63%	78%	67%	88%	74%	76%	28%	59%	49%	75%	61%	51%
	2014	71%	63%	66%	81%	70%	89%	73%	79%	52%	63%	51%	78%	65%	55%
Science	2015	75%	64%	70%	86%	75%	91%	77%	83%	41%	67%	49%	75%	74%	59%
	2014	77%	68%	72%	88%	78%	91%	80%	85%	58%	70%	51%	77%	78%	61%
Social Studies	2015	74%	66%	69%	85%	75%	90%	77%	83%	40%	65%	39%	73%	75%	57%
	2014	75%	69%	69%	86%	77%	91%	78%	83%	55%	66%	39%	73%	77%	57%

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2015	38%	26%	30%	53%	37%	69%	41%	49%	17%	27%	17%	40%	37%	19%
	2014	39%	27%	31%	54%	38%	69%	40%	49%	30%	28%	18%	40%	38%	20%
Reading	2015	40%	28%	32%	56%	40%	68%	42%	52%	16%	28%	16%	44%	37%	19%
	2014	42%	30%	33%	58%	42%	68%	42%	54%	31%	30%	17%	45%	38%	20%
Mathematics	2015	36%	22%	29%	49%	34%	73%	39%	45%	17%	26%	20%	36%	36%	20%
	2014	37%	23%	30%	49%	34%	72%	39%	45%	31%	27%	22%	37%	37%	22%
Writing	2015	31%	21%	24%	43%	28%	65%	36%	39%	14%	21%	14%	38%	25%	16%
	2014	34%	24%	27%	45%	31%	63%	35%	43%	31%	24%	17%	40%	27%	18%
Science	2015	40%	26%	32%	56%	39%	70%	41%	51%	17%	29%	12%	39%	41%	20%
	2014	40%	27%	32%	57%	41%	71%	44%	52%	27%	29%	13%	39%	42%	20%
Social Studies	2015	41%	30%	32%	54%	43%	68%	43%	52%	18%	29%	9%	36%	44%	20%
	2014	38%	28%	29%	52%	40%	67%	41%	49%	27%	26%	9%	34%	43%	18%

STAAR Percent at Level III Advanced

All Grades

All Subjects	2015	14%	7%	9%	23%	13%	41%	16%	21%	4%	8%	5%	15%	14%	4%
	2014	14%	7%	9%	22%	12%	39%	13%	20%	5%	8%	5%	14%	13%	5%
Reading	2015	15%	8%	10%	25%	14%	39%	16%	24%	4%	8%	5%	17%	14%	4%
	2014	14%	8%	9%	23%	13%	36%	13%	22%	6%	8%	5%	16%	12%	4%
Mathematics	2015	14%	6%	10%	22%	13%	47%	16%	20%	5%	8%	6%	14%	14%	5%
	2014	15%	7%	11%	23%	13%	47%	15%	21%	6%	9%	8%	15%	15%	7%
Writing	2015	8%	4%	5%	12%	6%	30%	9%	12%	3%	4%	2%	11%	5%	2%
	2014	6%	3%	4%	10%	6%	24%	6%	10%	5%	3%	2%	9%	4%	2%
Science	2015	14%	6%	9%	23%	13%	41%	16%	21%	5%	7%	2%	13%	15%	4%
	2014	13%	6%	8%	22%	12%	38%	12%	19%	5%	7%	2%	12%	14%	4%

Social Studies	2015	18%	10%	12%	28%	19%	41%	19%	27%	6%	10%	2%	14%	21%	6%
	2014	15%	8%	9%	23%	14%	38%	15%	21%	5%	7%	1%	12%	18%	4%

STAAR Participation (All Grades)

All Tests	2015	99%	99%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	98%
	2014	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Reading	2015	99%	99%	99%	99%	98%	98%	99%	99%	98%	99%	96%	99%	99%	97%
	2014	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Mathematics	2015	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2014	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Writing	2015	99%	99%	100%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2014	99%	99%	100%	99%	99%	100%	100%	99%	99%	99%	100%	100%	99%	99%
Science	2015	99%	99%	99%	99%	99%	100%	99%	99%	98%	99%	99%	99%	99%	99%
	2014	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%	99%	98%
Social Studies	2015	99%	98%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%
	2014	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

% of Participants	2015	98%	98%	97%	98%	98%	97%	99%	98%	98%	98%	95%	98%	98%	96%
% STAAR/EOC With No Accommodations	2015	17%	17%	14%	21%	16%	22%	15%	20%	17%	14%	9%	15%	17%	10%
% STAAR/EOC With Accommodations	2015	71%	71%	73%	68%	71%	53%	70%	69%	71%	73%	78%	72%	70%	79%
% STAAR Alternate2	2015	10%	10%	10%	10%	11%	22%	14%	9%	10%	10%	7%	10%	10%	7%
% of Non-Participants	2015	2%	2%	3%	2%	2%	3%	1%	2%	2%	2%	5%	2%	2%	4%

Mathematics Tests

% of Participants	2015	99%	98%	99%	98%	99%	98%	100%	98%	99%	99%	99%	98%	99%	99%
% STAAR/EOC With No Accommodations	2015	13%	12%	11%	18%	13%	21%	12%	17%	13%	11%	8%	12%	14%	7%
% STAAR/EOC With Accommodations	2015	74%	75%	76%	71%	74%	54%	72%	72%	74%	76%	84%	75%	73%	84%
% STAAR Alternate2	2015	11%	12%	12%	10%	11%	22%	15%	10%	11%	11%	8%	11%	11%	9%
% of Non-Participants	2015	1%	2%	1%	2%	1%	2%	0%	2%	1%	1%	1%	2%	1%	1%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

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 2014-15 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 and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target Met	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	N	n/a	N
Reason Code ***	b	b	b	a	n/a	n/a	n/a	n/a	b		n/a	
State: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1%	Y											
Number Proficient	26,502											
Total Federal Cap Limit	34,666											
Mathematics												
Alternate 1%	Y											
Number Proficient	24,788											
Total Federal Cap Limit	27,663											

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

‡ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

**** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'n/a' Indicates data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	2,391,503	267,040	1,176,603	779,100	8,240	107,899	3,214	49,148	1,268,807	110,939	376,858	n/a
Total Tests	3,197,341	408,474	1,686,659	909,053	11,041	118,575	4,143	59,020	1,896,396	297,767	627,661	502,785
% at Phase-in Satisfactory Standard	75%	65%	70%	86%	75%	91%	78%	83%	67%	37%	60%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	1,890,751	196,365	946,284	612,606	6,521	86,999	2,594	39,203	1,025,294	95,225	365,207	n/a
Total Tests	2,546,867	321,871	1,342,337	728,871	8,735	92,806	3,257	48,731	1,532,325	245,629	548,782	435,296
% at Phase-in Satisfactory Standard	74%	61%	70%	84%	75%	94%	80%	80%	67%	39%	67%	n/a
Writing												
# at Phase-in Satisfactory Standard	506,534	53,083	245,098	168,888	1,714	26,054	712	10,949	264,207	19,341	97,218	n/a
Total Tests	732,414	89,668	382,021	214,126	2,513	28,784	925	14,324	437,316	68,614	167,701	130,435
% at Phase-in Satisfactory Standard	69%	59%	64%	79%	68%	91%	77%	76%	60%	28%	58%	n/a
Science												
# at Phase-in Satisfactory Standard	852,730	92,176	414,709	283,458	2,895	40,903	1,146	17,321	440,334	43,020	112,147	n/a
Total Tests	1,120,382	140,424	582,354	327,410	3,763	44,071	1,458	20,743	646,535	102,609	191,371	146,786
% at Phase-in Satisfactory Standard	76%	66%	71%	87%	77%	93%	79%	84%	68%	42%	59%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	544,352	61,051	255,672	188,432	2,041	25,793	775	10,490	260,950	25,272	34,720	n/a
Total Tests	720,737	90,619	365,517	220,254	2,656	28,041	983	12,549	392,418	62,112	74,466	60,107
% at Phase-in Satisfactory Standard	76%	67%	70%	86%	77%	92%	79%	84%	66%	41%	47%	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	3,385,670	437,879	1,789,533	950,067	12,072	127,787	4,530	62,312	2,014,587	316,858	n/a	572,536
Total Students	3,405,802	441,292	1,800,028	955,447	12,178	128,074	4,558	62,673	2,027,539	319,859	n/a	575,273
Participation Rate	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	2,693,531	346,296	1,418,614	763,325	9,516	99,617	3,586	51,544	1,623,023	259,865	n/a	482,533
Total Students	2,706,872	348,509	1,425,358	767,159	9,585	99,807	3,606	51,799	1,631,657	262,074	n/a	484,427

Participation Rate	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	n/a	100%
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‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 † Indicates there are no students in the group.
 'n/a' Indicates data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	294,240	36,807	136,586	101,737	1,242	12,292	383	5,193	142,669	23,149	18,142	n/a
Total in Class	333,286	43,707	159,708	109,354	1,426	12,969	431	5,691	167,545	29,875	25,382	12,515
Graduation Rate	88.3%	84.2%	85.5%	93.0%	87.1%	94.8%	88.9%	91.2%	85.2%	77.5%	71.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	289,298	37,162	132,051	102,213	1,276	11,312	385	4,899	138,630	24,114	17,133	n/a
Total in Class	328,584	44,189	155,160	109,915	1,487	12,058	430	5,345	162,779	31,014	24,044	11,922
Graduation Rate	88.0%	84.1%	85.1%	93.0%	85.8%	93.8%	89.5%	91.7%	85.2%	77.8%	71.3%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	296,162	38,145	136,228	103,635	1,300	11,472	392	4,990	142,831	25,509	18,363	n/a
Total in Class	327,568	43,978	154,480	109,816	1,484	12,040	429	5,341	161,878	31,066	23,707	11,730
Graduation Rate	90.4%	86.7%	88.2%	94.4%	87.6%	95.3%	91.4%	93.4%	88.2%	82.1%	77.5%	n/a

State: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	26,502
Total Federal Cap Limit	34,666

Mathematics

Number Proficient	24,788
Total Federal Cap Limit	27,663

** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 † Indicates there are no students in the group.
 'n/a' Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, 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 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%.

Results available at campus level only.

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **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.

Results available at campus level only.

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of 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.

	----- State -----	
	Number	Percent
No Degree	2,980.2	0.9%
Bachelors	257,146.2	75.1%
Masters	79,997.8	23.4%
Doctorate	2,067.7	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High 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.

All Campuses

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		261,245	22,560	283,805
Total Number of Classes		872,262	65,670	937,803
Number of Classes Taught by Highly Qualified Teachers	Number	867,014	64,944	931,829
	Percent	99.40%	98.89%	99.36%
Number of Classes Taught by Not Highly Qualified Teachers	Number	5,248	726	5,974
	Percent	0.60%	1.11%	0.64%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	334	208
Emergency (for uncertified personnel)	18	23
Non-renewable	66	32
Temporary Classroom Assignment	7	89
District Teaching	2	15
Temporary	15	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	11,225	1,041
Not Highly Qualified	348	38

High Poverty Campuses

Core Academic Subject Areas

General Special Total

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		Education	Education	
Total Number of Teachers		66,305	5,200	71,505
Total Number of Classes		219,362	15,453	234,686
Number of Classes Taught by Highly Qualified Teachers	Number	216,971	15,176	232,018
	Percent	98.91%	98.21%	98.86%
Number of Classes Taught by Not Highly Qualified Teachers	Number	2,391	277	2,668
	Percent	1.09%	1.79%	1.14%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	176	107
Emergency (for uncertified personnel)	4	3
Non-renewable	9	6
Temporary Classroom Assignment	3	17
District Teaching	1	2
Temporary	0	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	4,728	301
Not Highly Qualified	148	16

Low Poverty Campuses

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		58,178	5,137	63,315
Total Number of Classes		189,561	13,997	203,558
Number of Classes Taught by Highly Qualified Teachers	Number	189,221	13,955	203,176
	Percent	99.82%	99.70%	99.81%

Number of Classes Taught by Not Highly Qualified Teachers	Number	340	42	382
	Percent	0.18%	0.30%	0.19%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	36	3
Emergency (for uncertified personnel)	0	0
Non-renewable	33	2
Temporary Classroom Assignment	0	11
District Teaching	0	0
Temporary	0	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1,032	193
Not Highly Qualified	6	3

Source: TEA Division of Federal and State Education Policy

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 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Year Enrolled in Higher Education	State
2012-13	56.9%
2011-12	57.3%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
National School Lunch Program		19	81	30	2	
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4

White	12	88	48	12
Students with Disabilities	62	38	8	1
English Language Learners	60	40	6	n/a
National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment