

**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.

STAAR Percent at Phase-in 1 Level II or Above		2015	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Economic Disadvantaged		ELL		Female		Male		Migrant					
			2014																													
<b>Grade 3</b>																																
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%																	
<b>Grade 4</b>																																
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%																	
<b>Grade 5</b>																																
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%																	
<b>Grade 6</b>																																
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%																	
<b>Grade 7</b>																																
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%																	
<b>Grade 8</b>																																
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%																	

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Mathematics	2015 <b>71%</b>	60%	67%	80%	70%	90%	75%	78%	32%	64%	50%	73%	68%	55%
	2014 <b>85%</b>	77%	82%	92%	83%	95%	84%	89%	73%	80%	66%	85%	84%	75%
Science	2015 <b>67%</b>	55%	61%	80%	68%	90%	72%	77%	31%	58%	34%	67%	68%	47%
	2014 <b>70%</b>	60%	63%	84%	70%	90%	71%	79%	52%	61%	34%	69%	72%	48%
Social Studies	2015 <b>61%</b>	50%	53%	76%	61%	86%	62%	73%	27%	50%	25%	59%	63%	37%
	2014 <b>61%</b>	52%	53%	76%	62%	86%	63%	72%	46%	50%	25%	58%	64%	37%
<b>End of Course</b>														
English I	2015 <b>66%</b>	58%	61%	79%	64%	83%	69%	77%	31%	58%	33%	73%	61%	50%
	2014 <b>65%</b>	57%	59%	79%	68%	81%	69%	77%	43%	57%	27%	72%	60%	44%
English II	2015 <b>69%</b>	58%	64%	82%	69%	82%	69%	79%	31%	60%	33%	74%	64%	51%
	2014 <b>68%</b>	59%	62%	82%	71%	84%	64%	80%	48%	59%	26%	73%	64%	44%
Algebra I	2015 <b>77%</b>	66%	74%	86%	75%	93%	79%	83%	39%	71%	54%	80%	74%	63%
	2014 <b>79%</b>	70%	75%	88%	77%	93%	81%	86%	51%	73%	54%	82%	76%	65%
Biology	2015 <b>88%</b>	83%	85%	94%	84%	94%	89%	93%	56%	83%	64%	90%	86%	75%
	2014 <b>88%</b>	83%	85%	95%	89%	93%	89%	94%	65%	83%	63%	90%	86%	74%
U.S. History	2015 <b>88%</b>	83%	85%	94%	88%	93%	91%	94%	55%	83%	61%	87%	89%	75%
	2014 <b>92%</b>	89%	89%	96%	93%	95%	92%	95%	71%	88%	67%	91%	92%	82%
<b>All Grades</b>														
All Subjects	2015 <b>73%</b>	63%	68%	84%	73%	90%	76%	81%	37%	65%	53%	76%	71%	57%
	2014 <b>75%</b>	66%	71%	86%	76%	90%	77%	83%	59%	68%	55%	77%	74%	59%
Reading	2015 <b>74%</b>	64%	68%	85%	73%	88%	75%	83%	37%	66%	51%	77%	70%	55%
	2014 <b>75%</b>	67%	70%	87%	76%	89%	75%	84%	59%	68%	53%	79%	72%	55%
Mathematics	2015 <b>73%</b>	60%	69%	83%	73%	92%	77%	79%	38%	66%	59%	74%	72%	59%
	2014 <b>76%</b>	65%	73%	86%	76%	92%	78%	82%	61%	70%	62%	77%	75%	64%
Writing	2015 <b>68%</b>	58%	63%	78%	67%	88%	74%	76%	28%	59%	49%	75%	61%	51%
	2014 <b>71%</b>	63%	66%	81%	70%	89%	73%	79%	52%	63%	51%	78%	65%	55%
Science	2015 <b>75%</b>	64%	70%	86%	75%	91%	77%	83%	41%	67%	49%	75%	74%	59%
	2014 <b>77%</b>	68%	72%	88%	78%	91%	80%	85%	58%	70%	51%	77%	78%	61%
Social Studies	2015 <b>74%</b>	66%	69%	85%	75%	90%	77%	83%	40%	65%	39%	73%	75%	57%
	2014 <b>75%</b>	69%	69%	86%	77%	91%	78%	83%	55%	66%	39%	73%	77%	57%
<b>STAAR Percent at Final Level II or Above</b>														
<b>All Grades</b>														
All Subjects	2015 <b>38%</b>	26%	30%	53%	37%	69%	41%	49%	17%	27%	17%	40%	37%	19%
	2014 <b>39%</b>	27%	31%	54%	38%	69%	40%	49%	30%	28%	18%	40%	38%	20%
Reading	2015 <b>40%</b>	28%	32%	56%	40%	68%	42%	52%	16%	28%	16%	44%	37%	19%
	2014 <b>42%</b>	30%	33%	58%	42%	68%	42%	54%	31%	30%	17%	45%	38%	20%
Mathematics	2015 <b>36%</b>	22%	29%	49%	34%	73%	39%	45%	17%	26%	20%	36%	36%	20%
	2014 <b>37%</b>	23%	30%	49%	34%	72%	39%	45%	31%	27%	22%	37%	37%	22%
Writing	2015 <b>31%</b>	21%	24%	43%	28%	65%	36%	39%	14%	21%	14%	38%	25%	16%
	2014 <b>34%</b>	24%	27%	45%	31%	63%	35%	43%	31%	24%	17%	40%	27%	18%
Science	2015 <b>40%</b>	26%	32%	56%	39%	70%	41%	51%	17%	29%	12%	39%	41%	20%
	2014 <b>40%</b>	27%	32%	57%	41%	71%	44%	52%	27%	29%	13%	39%	42%	20%
Social Studies	2015 <b>41%</b>	30%	32%	54%	43%	68%	43%	52%	18%	29%	9%	36%	44%	20%
	2014 <b>41%</b>	30%	32%	54%	43%	68%	43%	52%	18%	29%	9%	36%	44%	20%

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Studies	2015	71%	55%	52%	57%	75%	55%	75%	52%	15%	25%	5%	55%	77%	25%
	2014	<b>38%</b>	28%	29%	52%	40%	67%	41%	49%	27%	26%	9%	34%	43%	18%

**STAAR Percent at Level III Advanced All Grades**

All Subjects	2015	<b>14%</b>	7%	9%	23%	13%	41%	16%	21%	4%	8%	5%	15%	14%	4%
	2014	<b>14%</b>	7%	9%	22%	12%	39%	13%	20%	5%	8%	5%	14%	13%	5%
Reading	2015	<b>15%</b>	8%	10%	25%	14%	39%	16%	24%	4%	8%	5%	17%	14%	4%
	2014	<b>14%</b>	8%	9%	23%	13%	36%	13%	22%	6%	8%	5%	16%	12%	4%
Mathematics	2015	<b>14%</b>	6%	10%	22%	13%	47%	16%	20%	5%	8%	6%	14%	14%	5%
	2014	<b>15%</b>	7%	11%	23%	13%	47%	15%	21%	6%	9%	8%	15%	15%	7%
Writing	2015	<b>8%</b>	4%	5%	12%	6%	30%	9%	12%	3%	4%	2%	11%	5%	2%
	2014	<b>6%</b>	3%	4%	10%	6%	24%	6%	10%	5%	3%	2%	9%	4%	2%
Science	2015	<b>14%</b>	6%	9%	23%	13%	41%	16%	21%	5%	7%	2%	13%	15%	4%
	2014	<b>13%</b>	6%	8%	22%	12%	38%	12%	19%	5%	7%	2%	12%	14%	4%
Social Studies	2015	<b>18%</b>	10%	12%	28%	19%	41%	19%	27%	6%	10%	2%	14%	21%	6%
	2014	<b>15%</b>	8%	9%	23%	14%	38%	15%	21%	5%	7%	1%	12%	18%	4%

**STAAR Participation (All Grades)**

All Tests	2015	<b>99%</b>	99%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	98%
	2014	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Reading	2015	<b>99%</b>	99%	99%	99%	98%	98%	99%	99%	98%	99%	96%	99%	99%	97%
	2014	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Mathematics	2015	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2014	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Writing	2015	<b>99%</b>	99%	100%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2014	<b>99%</b>	99%	100%	99%	99%	100%	100%	99%	99%	99%	100%	100%	99%	99%
Science	2015	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	98%	99%	99%	99%	99%	99%
	2014	<b>99%</b>	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%	99%	98%
Social Studies	2015	<b>99%</b>	98%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%
	2014	<b>99%</b>	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)**

<b>Reading Tests</b>															
% of Participants	2015	<b>98%</b>	98%	97%	98%	98%	97%	99%	98%	98%	98%	95%	98%	98%	96%
% STAAR/EOC With No Accommodations	2015	<b>17%</b>	17%	14%	21%	16%	22%	15%	20%	17%	14%	9%	15%	17%	10%
% STAAR/EOC With Accommodations	2015	<b>71%</b>	71%	73%	68%	71%	53%	70%	69%	71%	73%	78%	72%	70%	79%
% STAAR Alternate2	2015	<b>10%</b>	10%	10%	10%	11%	22%	14%	9%	10%	10%	7%	10%	10%	7%
% of Non-Participants	2015	<b>2%</b>	2%	3%	2%	2%	3%	1%	2%	2%	2%	5%	2%	2%	4%
<b>Mathematics Tests</b>															
% of Participants	2015	<b>99%</b>	98%	99%	98%	99%	98%	100%	98%	99%	99%	99%	98%	99%	99%
% STAAR/EOC With No Accommodations	2015	<b>13%</b>	12%	11%	18%	13%	21%	12%	17%	13%	11%	8%	12%	14%	7%
% STAAR/EOC With Accommodations	2015	<b>74%</b>	75%	76%	71%	74%	54%	72%	72%	74%	76%	84%	75%	73%	84%
% STAAR Alternate2	2015	<b>11%</b>	12%	12%	10%	11%	22%	15%	10%	11%	11%	8%	11%	11%	9%
% of Non-Participants	2015	<b>1%</b>	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 +
<b>Performance Status ‡</b>												
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
<b>Participation Status ‡</b>												
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
<b>Federal Graduation Status (Target: See Reason Codes)</b>												
Graduation	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	N	n/a	N
Target Met												
Reason Code	b	b	b	a	n/a	n/a	n/a	n/a	b		n/a	

**State: Met Federal Limits on Alternative Assessments**

<b>Reading</b>	
Alternate 1% Number	Y 26,502
<b>Proficient</b>	
Total Federal	34,666
<b>Cap Limit</b>	
<b>Mathematics</b>	
Alternate 1% Number	Y 24,788
<b>Proficient</b>	
Total Federal	27,663
<b>Cap Limit</b>	

‡ 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)
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**Performance Rates ‡**

**Reading**

# at Phase- 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  
in Satisfactory Standard

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- 75% 65% 70% 86% 75% 91% 78% 83% 67% 37% 60% n/a  
in Satisfactory Standard

**Mathematics**

# at Phase- 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  
in Satisfactory Standard

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- 74% 61% 70% 84% 75% 94% 80% 80% 67% 39% 67% n/a  
in Satisfactory Standard

**Writing**

# at Phase- 506,534 53,083 245,098 168,888 1,714 26,054 712 10,949 264,207 19,341 97,218 n/a  
in Satisfactory Standard

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- 69% 59% 64% 79% 68% 91% 77% 76% 60% 28% 58% n/a  
in Satisfactory Standard

**Science**

# at Phase- 852,730 92,176 414,709 283,458 2,895 40,903 1,146 17,321 440,334 43,020 112,147 n/a  
in Satisfactory Standard

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- 76% 66% 71% 87% 77% 93% 79% 84% 68% 42% 59% n/a  
in Satisfactory Standard

**Social Studies**

# at Phase- 544,352 61,051 255,672 188,432 2,041 25,793 775 10,490 260,950 25,272 34,720 n/a  
in Satisfactory Standard

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- 76% 67% 70% 86% 77% 92% 79% 84% 66% 41% 47% n/a  
in Satisfactory Standard

**Participation Rates ‡**

**Reading: 2014-2015 Assessments**

Number 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  
Participating

Total 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  
Students

Participation 99% 99% 99% 99% 99% 100% 99% 99% 99% 99% n/a 100%  
Rate

**Mathematics: 2014-2015 Assessments**

Number 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  
Participating

Total 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  
Students

Participation 100% 99% 100% 100% 99% 100% 99% 100% 99% 99% n/a 100%  
Rate

‡ 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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
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
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	289,298	37,162	132,051	1102,213	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
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
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	34,666

Limit

**Mathematics**

Number Proficient	24,788
Total Federal Cap	27,663

Limit

\*\* 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

**Part III: Priority and Focus Schools**

**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
<b>Total Number of Teachers</b>		261,245	22,560	283,805
<b>Total Number of Classes</b>		872,262	65,670	937,803
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	867,014	64,944	931,829
	Percent	99.40%	98.89%	99.36%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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 Education	Special Education	Total
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
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<b>Total Number of Teachers</b>		58,178	5,137	63,315
<b>Total Number of Classes</b>		189,561	13,997	203,558
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	189,221	13,955	203,176
	Percent	99.82%	99.70%	99.81%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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