

Texas Education Agency 2015-16 Federal Report Card for Texas Public Schools

District Name: AUSTIN ISD

District ID: 227901

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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Year	Region		African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
		State	13	District	Hispanic	White	Indian	Asian									
Grade 3																	
Reading	2016	72%	76%	74%	58%	66%	92%	88%	86%	*	92%	41%	63%	64%	77%	71%	*
	2015	74%	77%	76%	64%	69%	93%	79%	86%	*	84%	41%	66%	67%	79%	74%	*
Mathematics	2016	74%	77%	76%	55%	70%	92%	63%	90%	*	90%	42%	67%	70%	76%	76%	*
	2015	74%	77%	75%	59%	69%	92%	79%	91%	*	82%	42%	66%	68%	75%	75%	*
Grade 4																	
Reading	2016	74%	76%	74%	59%	67%	93%	80%	85%	*	85%	39%	63%	62%	78%	71%	*
	2015	71%	74%	73%	56%	65%	92%	80%	88%	*	91%	36%	61%	59%	77%	69%	*
Mathematics	2016	72%	75%	73%	55%	67%	90%	100%	86%	*	80%	41%	64%	65%	73%	74%	*
	2015	71%	73%	73%	51%	66%	90%	73%	87%	*	87%	34%	62%	65%	73%	73%	*
Writing	2016	68%	70%	71%	54%	64%	89%	80%	87%	*	79%	36%	60%	60%	77%	66%	*
	2015	67%	68%	69%	53%	60%	88%	67%	85%	*	88%	28%	57%	58%	75%	63%	*
Grade 5																	
Reading	2016	80%	82%	82%	70%	76%	96%	86%	87%	*	93%	47%	73%	68%	84%	79%	*
	2015	83%	86%	85%	75%	80%	96%	73%	88%	-	94%	47%	77%	73%	87%	82%	-
Mathematics	2016	85%	86%	86%	71%	83%	95%	93%	91%	*	94%	60%	79%	80%	87%	85%	*
	2015	75%	78%	78%	60%	72%	92%	73%	91%	-	83%	40%	68%	67%	79%	76%	-
Science	2016	73%	75%	75%	59%	68%	91%	64%	83%	*	89%	42%	65%	62%	73%	76%	*
	2015	69%	72%	70%	54%	61%	91%	73%	84%	-	85%	34%	56%	50%	70%	70%	-
Grade 6																	
Reading	2016	68%	72%	68%	49%	57%	92%	*	83%	*	84%	27%	50%	40%	72%	65%	-
	2015	73%	77%	72%	52%	62%	93%	60%	86%	*	87%	32%	56%	40%	74%	69%	*
Mathematics	2016	71%	74%	70%	48%	60%	90%	*	86%	*	83%	34%	53%	47%	71%	68%	-
	2015	72%	76%	70%	43%	62%	92%	60%	87%	*	88%	38%	55%	45%	70%	70%	*
Grade 7																	
Reading	2016	69%	74%	68%	49%	58%	90%	*	81%	*	87%	30%	50%	30%	73%	63%	*
	2015	72%	75%	67%	53%	56%	91%	60%	82%	*	88%	27%	51%	22%	73%	63%	-
Mathematics	2016	68%	68%	56%	37%	48%	83%	*	78%	*	80%	31%	42%	29%	59%	53%	*
	2015	68%	70%	57%	41%	51%	83%	*	71%	*	73%	29%	46%	30%	61%	54%	-
Writing	2016	68%	72%	63%	43%	52%	86%	*	82%	*	82%	22%	45%	23%	71%	56%	*
	2015	69%	71%	62%	47%	51%	86%	50%	81%	*	79%	24%	46%	20%	70%	55%	-
Grade 8																	
Reading	2016	85%	87%	82%	72%	76%	96%	89%	88%	*	90%	45%	72%	47%	86%	78%	*
	2015	84%	86%	81%	68%	75%	97%	*	80%	*	94%	43%	71%	46%	84%	79%	*
Mathematics	2016	80%	83%	80%	64%	74%	94%	100%	90%	100%	91%	43%	69%	53%	83%	77%	*
	2015	71%	76%	70%	47%	61%	91%	*	83%	*	85%	29%	56%	40%	72%	68%	*
Science	2016	73%	76%	73%	60%	64%	93%	78%	86%	*	86%	36%	60%	37%	76%	71%	*
	2015	67%	73%	69%	50%	60%	92%	*	81%	*	87%	31%	55%	35%	69%	69%	*
Social Studies	2016	62%	68%	62%	45%	50%	88%	71%	83%	*	78%	29%	43%	22%	62%	62%	*
	2015	61%	67%	61%	41%	49%	91%	*	75%	*	87%	28%	44%	22%	60%	63%	*
End of Course																	
English I	2016	63%	66%	61%	46%	54%	88%	67%	74%	100%	80%	28%	50%	26%	70%	54%	*
	2015	66%	70%	64%	54%	57%	88%	60%	78%	*	80%	35%	53%	31%	71%	58%	*

		2016	2015	Region		African		American		Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
				State	13	District	American	Hispanic	White	Indian	Asian	Islander	More				
English II	2016	66%	70%	67%	53%	59%	90%	64%	77%	*	83%	32%	53%	25%	72%	62%	*
	2015	69%	73%	69%	55%	63%	89%	62%	72%	*	84%	34%	58%	33%	73%	65%	*
Algebra I	2016	76%	77%	79%	63%	75%	93%	71%	90%	83%	90%	44%	72%	62%	83%	76%	*
	2015	77%	80%	78%	60%	74%	93%	65%	89%	*	90%	44%	70%	56%	81%	76%	*
Biology	2016	86%	88%	89%	78%	86%	97%	100%	91%	*	95%	62%	84%	70%	91%	86%	*
	2015	88%	90%	90%	81%	87%	98%	85%	92%	*	96%	64%	84%	70%	93%	87%	*
U.S. History	2016	90%	92%	92%	86%	90%	97%	100%	94%	*	96%	58%	88%	74%	92%	92%	*
	2015	88%	91%	90%	82%	87%	97%	89%	91%	88%	99%	58%	84%	65%	90%	90%	*
All Grades																	
All Subjects	2016	74%	76%	74%	58%	66%	92%	74%	85%	77%	87%	39%	62%	54%	77%	71%	50%
	2015	73%	76%	73%	57%	65%	92%	69%	84%	84%	87%	36%	61%	52%	75%	70%	61%
Reading	2016	72%	75%	72%	56%	64%	92%	71%	82%	82%	87%	36%	59%	49%	76%	67%	50%
	2015	74%	77%	73%	59%	66%	93%	69%	83%	81%	88%	37%	62%	51%	77%	69%	60%
Mathematics	2016	75%	77%	75%	57%	69%	92%	78%	88%	77%	87%	43%	65%	62%	77%	74%	46%
	2015	73%	76%	72%	52%	66%	91%	66%	87%	73%	85%	37%	61%	58%	74%	71%	64%
Writing	2016	68%	71%	68%	49%	59%	88%	60%	85%	*	81%	29%	54%	48%	74%	61%	*
	2015	68%	70%	66%	50%	56%	87%	60%	83%	100%	84%	26%	52%	46%	72%	60%	*
Science	2016	77%	80%	79%	66%	73%	94%	76%	87%	79%	90%	46%	69%	57%	80%	78%	*
	2015	75%	78%	76%	61%	68%	94%	76%	85%	*	89%	40%	64%	50%	77%	75%	*
Social Studies	2016	76%	80%	76%	67%	69%	93%	88%	88%	86%	87%	41%	64%	42%	76%	76%	*
	2015	74%	79%	75%	61%	67%	94%	86%	83%	90%	92%	41%	62%	38%	74%	76%	*

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	48%	46%	26%	34%	73%	42%	69%	53%	64%	19%	29%	22%	48%	44%	30%
	2015	38%	44%	42%	22%	30%	71%	39%	65%	39%	63%	17%	25%	18%	43%	40%	25%
Reading	2016	42%	48%	46%	26%	33%	76%	43%	66%	64%	66%	18%	28%	19%	50%	42%	29%
	2015	40%	47%	44%	25%	31%	76%	41%	64%	33%	68%	17%	26%	17%	47%	41%	27%
Mathematics	2016	40%	45%	44%	23%	33%	69%	38%	72%	46%	62%	20%	28%	26%	44%	44%	15%
	2015	36%	41%	39%	18%	28%	66%	34%	68%	40%	57%	17%	24%	21%	40%	39%	18%
Writing	2016	39%	44%	43%	24%	31%	67%	35%	65%	*	58%	19%	26%	24%	48%	38%	*
	2015	31%	36%	33%	16%	20%	59%	40%	64%	29%	55%	13%	17%	15%	40%	27%	*
Science	2016	44%	51%	50%	28%	38%	75%	45%	73%	57%	67%	21%	33%	21%	50%	49%	*
	2015	40%	47%	45%	24%	33%	73%	42%	66%	*	65%	19%	28%	14%	45%	46%	*
Social Studies	2016	45%	52%	50%	31%	40%	73%	63%	68%	57%	65%	21%	33%	13%	47%	53%	*
	2015	41%	48%	45%	28%	33%	72%	50%	61%	50%	64%	19%	26%	10%	42%	48%	*

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	21%	21%	7%	12%	41%	22%	43%	25%	35%	6%	9%	7%	22%	20%	5%
	2015	14%	19%	19%	6%	10%	38%	15%	39%	12%	33%	5%	7%	5%	19%	18%	3%
Reading	2016	16%	21%	21%	8%	11%	44%	23%	40%	29%	38%	5%	8%	7%	24%	18%	0%
	2015	15%	21%	21%	7%	11%	44%	17%	39%	10%	39%	5%	8%	6%	23%	19%	0%
Mathematics	2016	17%	21%	21%	7%	12%	38%	17%	49%	19%	34%	7%	9%	9%	20%	21%	8%
	2015	14%	18%	17%	4%	10%	34%	13%	44%	0%	29%	6%	7%	7%	16%	18%	0%
Writing	2016	14%	17%	17%	6%	10%	32%	30%	35%	*	25%	5%	7%	7%	21%	13%	*
	2015	8%	11%	10%	2%	4%	22%	0%	33%	0%	19%	3%	3%	2%	14%	7%	*
Science	2016	15%	21%	20%	6%	11%	39%	17%	41%	29%	34%	6%	8%	4%	19%	20%	*
	2015	14%	20%	19%	5%	9%	38%	18%	38%	*	34%	7%	7%	2%	18%	19%	*
Social Studies	2016	21%	27%	27%	12%	17%	48%	38%	45%	29%	38%	7%	12%	3%	23%	30%	*
	2015	18%	23%	23%	10%	12%	44%	29%	37%	40%	41%	6%	8%	2%	20%	25%	*

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	99%	98%	100%	100%	99%	98%	99%	99%	99%	99%	93%
	2015	99%	99%	99%	99%	99%	99%	98%	99%	100%	99%	98%	99%	98%	99%	99%	100%
Reading	2016	99%	99%	99%	99%	99%	99%	99%	100%	100%	100%	98%	99%	100%	99%	99%	100%
	2015	99%	99%	98%	98%	98%	99%	96%	98%	100%	99%	97%	98%	96%	99%	98%	100%
Mathematics	2016	100%	100%	99%	99%	99%	99%	98%	100%	100%	100%	99%	99%	99%	99%	99%	93%
	2015	99%	99%	99%	99%	99%	99%	99%	99%	100%	99%	98%	99%	99%	99%	99%	100%
Writing	2016	99%	99%	99%	99%	99%	99%	100%	100%	100%	99%	98%	99%	99%	99%	99%	*
	2015	99%	99%	99%	99%	99%	99%	100%	99%	100%	98%	98%	99%	99%	99%	99%	100%
Science	2016	99%	99%	99%	98%	99%	99%	100%	99%	100%	99%	98%	98%	99%	99%	99%	83%
	2015	99%	99%	99%	99%	99%	99%	100%	99%	100%	99%	98%	99%	99%	99%	99%	100%
Social Studies	2016	98%	99%	99%	98%	99%	99%	84%	100%	100%	99%	97%	98%	98%	99%	99%	83%
	2015	99%	99%	99%	99%	99%	99%	93%	100%	100%	100%	97%	99%	99%	99%	99%	100%

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

Reading Tests																	
% of Participants	2016	98%	98%	96%	97%	96%	96%	93%	95%	*	98%	96%	96%	93%	96%	96%	*
% STAAR/EOC With No Accommodations	2016	13%	11%	6%	5%	5%	12%	20%	12%	*	9%	6%	4%	2%	5%	7%	*
% STAAR/EOC With Accommodations	2016	73%	77%	80%	82%	82%	73%	67%	61%	*	78%	80%	82%	80%	80%	80%	*
% STAAR Alternate2	2016	11%	10%	10%	11%	9%	11%	7%	22%	*	10%	10%	11%	11%	10%	10%	*
% of Non-Participants	2016	2%	2%	4%	3%	4%	4%	7%	5%	*	2%	4%	4%	7%	4%	4%	*
Mathematics Tests																	
% of Participants	2016	99%	99%	98%	99%	98%	97%	100%	96%	*	97%	98%	98%	98%	98%	98%	*
% STAAR/EOC With No Accommodations	2016	12%	10%	6%	4%	5%	12%	25%	14%	*	11%	6%	3%	2%	5%	6%	*
% STAAR/EOC With Accommodations	2016	75%	78%	81%	82%	84%	74%	67%	61%	*	74%	81%	83%	85%	81%	81%	*
% STAAR Alternate2	2016	12%	11%	11%	13%	10%	12%	8%	21%	*	13%	11%	12%	12%	11%	11%	*
% of Non-Participants	2016	1%	1%	2%	1%	2%	3%	0%	4%	*	3%	2%	2%	2%	2%	2%	*

*** 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.

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

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 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 +	Total Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic													
Performance Status - State																
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N		7	10	70
Mathematics	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		8	10	80
Writing	Y	N	Y	Y			Y		Y	N	N	N		5	9	56
Science	Y	Y	Y	Y		Y	Y		Y	Y	N	Y		9	10	90
Social Studies	Y	Y	Y	Y			Y		Y	Y	N	N		7	9	78
Total														36	48	75
Performance Status - Federal																
Federal Target	87%	87%	87%	87%						87%	87%	87%				
Reading	N	N	N	Y	n/a	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/a	N	N	N	n/a			
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11	11	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11	11	100
Total														22	22	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y	9	9	100
Reason Code ***	b	c	b	a		a		b	c	c	c			
Total												9	9	100
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	Y													
Number Proficient	487													
Total Federal Cap Limit	508													
Mathematics #														
Alternate 1%	Y													
Number Proficient	466													
Total Federal Cap Limit	410													
Total												1	1	100
Overall Total												68	80	85

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

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

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

The school district was granted an exception to the 1% cap on STAAR Alternate student passing results.

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

n/a Indicates the student group is not applicable to System Safeguards.

	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 Level II Satisfactory Standard	34,884	2,202	18,288	11,725	56	1,449	19	1,144	16,567	2,014	7,367	n/a
Total Tests	47,134	3,761	27,785	12,560	76	1,622	21	1,305	26,892	5,483	13,151	11,790
% at Level II Satisfactory Standard	74%	59%	66%	93%	74%	89%	90%	88%	62%	37%	56%	n/a
Mathematics												
# at Level II Satisfactory Standard	29,815	1,753	16,103	9,713	50	1,220	16	958	14,864	2,010	7,769	n/a
Total Tests	38,574	2,955	22,660	10,475	61	1,317	19	1,085	22,200	4,585	11,481	10,355
% at Level II Satisfactory Standard	77%	59%	71%	93%	82%	93%	84%	88%	67%	44%	68%	n/a
Writing												
# at Level II Satisfactory Standard	7,885	405	4,029	2,844	**	333	*	261	3,598	370	1,867	n/a
Total Tests	11,411	795	6,697	3,208	**	368	*	322	6,523	1,241	3,543	3,216
% at Level II Satisfactory Standard	69%	51%	60%	89%	63%	90%	*	81%	55%	30%	53%	n/a
Science												
# at Level II Satisfactory Standard	12,968	847	6,867	4,245	22	567	10	410	6,232	900	2,633	n/a
Total Tests	16,017	1,233	9,181	4,494	28	617	13	451	8,691	1,894	3,977	3,361
% at Level II Satisfactory Standard	81%	69%	75%	94%	79%	92%	77%	91%	72%	48%	66%	n/a
Social Studies												
# at Level II Satisfactory Standard	7,637	550	3,919	2,569	14	347	6	232	3,326	430	780	n/a
Total Tests	9,817	816	5,581	2,751	16	381	7	265	5,093	1,032	1,605	1,360
% at Level II Satisfactory Standard	78%	67%	70%	93%	88%	91%	86%	88%	65%	42%	49%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	50,286	4,128	29,835	12,988	80	1,848	28	1,355	29,286	5,883	n/a	13,706
Total Students	50,705	4,189	30,069	13,092	81	1,853	28	1,361	29,548	5,992	n/a	13,752
Participation Rate	99%	99%	99%	99%	99%	100%	100%	100%	99%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	40,704	3,232	23,946	10,805	64	1,484	26	1,132	23,801	4,850	n/a	11,475
Total Students	40,988	3,270	24,104	10,878	65	1,491	26	1,137	23,976	4,919	n/a	11,539
Participation Rate	99%	99%	99%	99%	98%	100%	100%	100%	99%	99%	n/a	99%

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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- * 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 the student group is not applicable to System Safeguards.

	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 2015												
Number Graduated	4,061	373	2,170	1,227	12	188	6	85	1,871	318	387	n/a
Total in Class	4,528	441	2,455	1,313	15	200	8	96	2,143	452	486	411
Graduation Rate	89.7%	84.6%	88.4%	93.5%	80.0%	94.0%	75.0%	88.5%	87.3%	70.4%	79.6%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	3,993	381	2,021	1,288	14	173	4	112	1,846	324	381	n/a
Total in Class	4,628	474	2,432	1,378	18	195	5	126	2,238	481	541	263
Graduation Rate	86.3%	80.4%	83.1%	93.5%	77.8%	88.7%	80.0%	88.9%	82.5%	67.4%	70.4%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	4,077	389	2,073	1,308	14	175	4	114	1,883	356	403	n/a
Total in Class	4,585	461	2,405	1,378	18	192	5	126	2,204	477	528	255
Graduation Rate	88.9%	84.4%	86.2%	94.9%	77.8%	91.1%	80.0%	90.5%	85.4%	74.6%	76.3%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	487
Total Federal Cap Limit	508

Mathematics

Number Proficient	466
Total Federal Cap Limit	410

- * 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 the student group is not applicable to System Safeguards.

Source: 2016 Accountability 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 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

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.

	----- District -----		----- State -----	
	Number	Percent	Number	Percent
No Degree	21.3	0.4%	3,524.0	1.0%
Bachelors	4,093.2	70.3%	259,559.7	74.7%
Masters	1,666.2	28.6%	82,029.5	23.6%
Doctorate	40.9	0.7%	2,158.9	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		4,497	337	4,834
Total Number of Classes		15,168	1,481	16,649
Number of Classes Taught by Highly Qualified Teachers	Number	15,111	1,478	16,589
	Percent	99.62%	99.80%	99.64%
Number of Classes Taught by Not Highly Qualified Teachers	Number	57	3	60
	Percent	0.38%	0.20%	0.36%

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)	34	0
Emergency (for uncertified personnel)	0	10
Non-renewable	0	0
Temporary Classroom Assignment	0	2
District Teaching	0	7
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	110	29
Not Highly Qualified	0	0

**High Poverty Campuses
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		1,680	106	1,786
Total Number of Classes		3,798	395	4,193
Number of Classes Taught by Highly Qualified Teachers	Number	3,776	395	4,171
	Percent	99.42%	100.00%	99.48%
Number of Classes Taught by Not Highly Qualified Teachers	Number	22	0	22
	Percent	0.58%	0.00%	0.52%

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)	30	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	1
District Teaching	0	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	68	16
Not Highly Qualified	0	0

**Low Poverty Campuses
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		1,790	119	1,909
Total Number of Classes		6,908	454	7,362
Number of Classes Taught by Highly Qualified Teachers	Number	6,901	454	7,355
	Percent	99.90%	100.00%	99.90%
Number of Classes Taught by Not Highly Qualified Teachers	Number	7	0	7
	Percent	0.10%	0.00%	0.10%

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)	1	0
Emergency (for uncertified personnel)	0	2
Non-renewable	0	0
Temporary Classroom Assignment	0	1
District Teaching	0	4
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	17	7
Not Highly Qualified	0	0

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 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Year Enrolled in Higher Education	District	Region 13	State
2013-14	56.2%	56.4%	57.5%
2012-13	53.6%	55.0%	56.9%

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
		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