

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools

District Name: NORTHWEST ISD

District ID: 061911

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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	74%	81%	70%	73%	85%	88%	89%	*	84%	46%	64%	63%	84%	79%	*
	2016	72%	74%	84%	76%	77%	86%	*	93%	*	83%	51%	72%	65%	85%	83%	-
Mathematics	2017	76%	77%	80%	66%	73%	84%	88%	90%	*	82%	51%	62%	62%	80%	81%	*
	2016	74%	75%	82%	78%	75%	84%	88%	95%	*	69%	53%	69%	70%	81%	83%	-
Grade 4																	
Reading	2017	69%	71%	80%	76%	74%	82%	*	81%	*	78%	46%	63%	50%	83%	78%	-
	2016	74%	75%	82%	71%	75%	85%	100%	88%	-	86%	35%	66%	56%	85%	79%	-
Mathematics	2017	74%	75%	80%	70%	71%	84%	*	94%	*	78%	49%	62%	61%	79%	82%	-
	2016	72%	73%	80%	64%	70%	83%	86%	91%	-	84%	39%	63%	56%	79%	80%	-
Writing	2017	64%	64%	66%	63%	58%	68%	*	80%	*	70%	32%	50%	40%	72%	62%	-
	2016	68%	70%	76%	68%	70%	78%	86%	88%	-	81%	30%	60%	49%	81%	71%	-
Grade 5																	
Reading	2017	81%	82%	88%	78%	80%	91%	78%	95%	-	92%	45%	75%	61%	89%	87%	-
	2016	80%	81%	90%	88%	84%	91%	90%	97%	*	94%	56%	80%	65%	91%	88%	-
Mathematics	2017	86%	86%	90%	81%	85%	93%	89%	95%	-	83%	50%	79%	69%	90%	90%	-
	2016	85%	85%	90%	88%	85%	91%	90%	100%	*	91%	60%	80%	75%	91%	89%	-
Science	2017	73%	73%	79%	64%	69%	85%	78%	84%	-	82%	35%	62%	42%	78%	81%	-
	2016	73%	74%	81%	75%	73%	83%	90%	95%	*	83%	51%	66%	47%	82%	81%	-
Grade 6																	
Reading	2017	67%	71%	78%	64%	69%	82%	64%	85%	*	83%	38%	61%	34%	81%	75%	-
	2016	68%	72%	79%	63%	72%	83%	78%	89%	83%	80%	34%	61%	36%	83%	76%	-
Mathematics	2017	75%	78%	87%	77%	81%	89%	91%	98%	*	85%	59%	75%	59%	87%	87%	-
	2016	71%	73%	63%	41%	57%	67%	71%	94%	*	78%	38%	56%	44%	63%	65%	-
Grade 7																	
Reading	2017	72%	75%	86%	71%	81%	89%	75%	93%	83%	82%	34%	72%	54%	88%	83%	-
	2016	69%	73%	85%	79%	77%	88%	100%	90%	*	76%	46%	75%	41%	87%	83%	-
Mathematics	2017	68%	69%	69%	55%	62%	72%	*	91%	*	74%	34%	60%	47%	69%	68%	-
	2016	68%	69%	83%	72%	75%	86%	100%	94%	*	73%	43%	72%	44%	83%	82%	-
Writing	2017	68%	71%	83%	74%	77%	86%	*	95%	83%	80%	29%	71%	48%	90%	78%	-
	2016	68%	71%	86%	83%	79%	88%	100%	95%	*	84%	46%	73%	53%	90%	82%	-
Grade 8																	
Reading	2017	84%	86%	94%	91%	91%	96%	*	98%	*	91%	64%	88%	69%	95%	93%	-
	2016	85%	88%	94%	90%	91%	95%	91%	94%	*	100%	54%	85%	73%	95%	93%	-
Mathematics	2017	84%	84%	92%	84%	91%	94%	*	96%	*	89%	53%	88%	84%	93%	92%	-
	2016	80%	81%	91%	82%	84%	93%	88%	93%	*	93%	43%	78%	57%	92%	89%	-
Science	2017	74%	77%	90%	81%	86%	93%	*	98%	*	90%	59%	83%	59%	91%	90%	-
	2016	73%	75%	88%	75%	80%	91%	73%	92%	*	100%	42%	74%	60%	88%	87%	-
Social Studies	2017	62%	65%	78%	67%	67%	82%	*	91%	*	77%	39%	63%	37%	75%	81%	-
	2016	62%	66%	78%	62%	68%	82%	82%	83%	*	92%	29%	61%	43%	75%	81%	-
End of Course																	
English I	2017	61%	66%	78%	65%	65%	83%	80%	87%	*	90%	27%	60%	35%	84%	73%	-
	2016	63%	68%	79%	72%	71%	82%	77%	95%	100%	68%	28%	65%	41%	88%	72%	-
English II	2017	64%	68%	79%	67%	68%	85%	82%	88%	88%	83%	29%	65%	31%	86%	75%	-
	2016	66%	71%	79%	68%	70%	83%	90%	83%	100%	83%	26%	67%	30%	86%	74%	-
Algebra I	2017	81%	83%	89%	75%	84%	92%	100%	97%	88%	95%	45%	76%	70%	93%	86%	-
	2016	76%	78%	85%	78%	77%	89%	80%	93%	*	78%	36%	75%	54%	90%	81%	-
Biology	2017	85%	88%	94%	80%	91%	97%	92%	96%	*	98%	63%	86%	76%	96%	93%	-
	2016	86%	89%	94%	89%	89%	96%	100%	97%	100%	86%	66%	87%	67%	95%	93%	-
U.S. History	2017	91%	93%	97%	94%	95%	97%	100%	96%	*	97%	71%	91%	82%	98%	96%	-
	2016	90%	92%	95%	94%	90%	97%	100%	93%	-	91%	67%	85%	40%	95%	95%	-

All Grades		State	Region	African			American	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant	
			11	District	American	Hispanic	White		Indian	Islander		More					Disadv
All Subjects	2017	74%	76%	84%	73%	77%	87%	79%	91%	84%	85%	44%	70%	55%	86%	82%	*
	2016	74%	76%	84%	76%	77%	87%	86%	92%	82%	84%	44%	71%	55%	86%	82%	-
Reading	2017	71%	74%	83%	72%	75%	86%	78%	89%	90%	85%	40%	68%	51%	86%	80%	*
	2016	72%	75%	84%	75%	76%	87%	84%	91%	90%	84%	41%	71%	53%	88%	80%	-
Mathematics	2017	78%	79%	85%	74%	79%	88%	85%	95%	76%	84%	49%	72%	64%	85%	85%	*
	2016	75%	76%	83%	74%	76%	86%	85%	94%	81%	81%	45%	71%	60%	85%	82%	-
Writing	2017	66%	68%	75%	69%	67%	77%	36%	87%	70%	75%	30%	60%	43%	81%	69%	-
	2016	68%	71%	81%	75%	74%	83%	92%	91%	*	83%	37%	66%	51%	86%	76%	-
Science	2017	78%	80%	88%	75%	81%	91%	88%	92%	83%	90%	50%	76%	55%	88%	88%	-
	2016	77%	79%	88%	81%	81%	90%	87%	95%	79%	89%	52%	76%	56%	88%	87%	-
Social Studies	2017	76%	79%	87%	81%	81%	89%	93%	94%	100%	88%	53%	76%	55%	86%	88%	-
	2016	76%	79%	86%	79%	80%	89%	89%	88%	*	92%	47%	72%	42%	85%	88%	-

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades	All Subjects	2017	44%	47%	57%	42%	46%	62%	49%	72%	49%	60%	20%	38%	22%	60%	55%	*
		2016	42%	45%	55%	43%	44%	59%	52%	68%	51%	57%	18%	37%	18%	58%	53%	-
Reading		2017	43%	47%	58%	46%	47%	63%	47%	70%	55%	60%	19%	38%	19%	63%	54%	*
		2016	42%	46%	57%	46%	46%	61%	51%	67%	60%	62%	17%	39%	16%	63%	52%	-
Mathematics		2017	45%	46%	55%	37%	44%	59%	43%	77%	36%	57%	21%	35%	27%	55%	54%	*
		2016	40%	42%	50%	35%	39%	54%	43%	70%	38%	51%	16%	32%	20%	50%	50%	-
Writing		2017	36%	38%	47%	35%	36%	50%	29%	62%	50%	48%	15%	32%	14%	55%	40%	-
		2016	39%	43%	57%	48%	47%	61%	58%	67%	*	56%	18%	38%	19%	66%	49%	-
Science		2017	48%	52%	65%	44%	52%	71%	60%	76%	83%	72%	18%	46%	20%	65%	65%	-
		2016	44%	47%	59%	45%	47%	64%	55%	69%	57%	54%	22%	42%	18%	59%	59%	-
Social Studies		2017	48%	52%	64%	44%	54%	68%	86%	73%	43%	63%	25%	47%	24%	60%	67%	-
		2016	45%	49%	59%	44%	49%	63%	78%	62%	*	70%	21%	41%	18%	56%	62%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades	All Subjects	2017	19%	21%	28%	16%	19%	31%	24%	43%	23%	29%	5%	14%	6%	29%	26%	*
		2016	17%	18%	24%	15%	17%	27%	23%	37%	27%	24%	5%	13%	6%	26%	22%	-
Reading		2017	18%	20%	28%	18%	19%	31%	25%	40%	26%	31%	5%	14%	6%	32%	23%	*
		2016	16%	18%	25%	16%	18%	28%	19%	37%	30%	30%	5%	14%	5%	30%	21%	-
Mathematics		2017	21%	22%	27%	14%	18%	30%	13%	49%	24%	28%	6%	14%	8%	27%	27%	*
		2016	17%	18%	22%	12%	16%	24%	21%	43%	14%	20%	5%	11%	7%	21%	22%	-
Writing		2017	11%	12%	18%	10%	12%	20%	7%	29%	10%	19%	3%	7%	1%	22%	14%	-
		2016	14%	16%	22%	17%	16%	25%	8%	34%	*	17%	4%	11%	5%	28%	16%	-
Science		2017	19%	20%	30%	13%	19%	34%	28%	43%	33%	29%	5%	16%	6%	28%	31%	-
		2016	15%	16%	22%	13%	14%	25%	39%	32%	43%	14%	4%	11%	5%	21%	23%	-
Social Studies		2017	26%	30%	40%	25%	28%	44%	64%	50%	14%	46%	6%	22%	7%	36%	43%	-
		2016	21%	24%	31%	21%	19%	35%	28%	34%	*	42%	6%	18%	9%	28%	35%	-

STAAR Participation (All Grades)

All Tests		2017	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	*
		2016	99%	99%	99%	100%	100%	99%	100%	99%	100%	100%	99%	99%	100%	99%	100%	-
Reading		2017	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	*
		2016	99%	99%	99%	100%	100%	99%	100%	99%	100%	100%	99%	100%	100%	99%	99%	-
Mathematics		2017	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	*
		2016	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%	100%	-
Writing		2017	100%	100%	99%	100%	100%	99%	100%	100%	100%	100%	99%	99%	99%	99%	100%	-
		2016	99%	100%	99%	100%	100%	99%	100%	99%	*	99%	100%	99%	100%	99%	100%	-
Science		2017	99%	99%	99%	100%	100%	99%	100%	99%	100%	98%	98%	99%	100%	99%	99%	-
		2016	99%	99%	99%	100%	99%	99%	100%	100%	100%	100%	99%	99%	99%	99%	100%	-
Social Studies		2017	98%	98%	99%	98%	99%	99%	100%	100%	100%	99%	98%	98%	99%	99%	99%	-
		2016	98%	98%	99%	100%	100%	99%	100%	99%	*	99%	100%	99%	100%	99%	99%	-

STAAR Non-Participation (All Grades)

All Tests		2017	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%	*
		2016	1%	1%	1%	0%	0%	1%	0%	1%	0%	0%	1%	1%	0%	1%	0%	-

Reading	2017	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	*
	2016	1%	1%	1%	0%	0%	1%	0%	1%	0%	0%	1%	0%	0%	1%	1%	-
Mathematics	2017	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	*
	2016	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	-
Writing	2017	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	1%	1%	1%	1%	0%	-
	2016	1%	0%	1%	0%	0%	1%	0%	1%	*	1%	0%	1%	0%	1%	0%	-
Science	2017	1%	1%	1%	0%	0%	1%	0%	1%	0%	2%	2%	1%	0%	1%	1%	-
	2016	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	1%	1%	1%	1%	0%	-
Social Studies	2017	2%	2%	1%	2%	1%	1%	0%	0%	0%	1%	2%	2%	1%	1%	1%	-
	2016	2%	2%	1%	0%	0%	1%	0%	1%	*	1%	0%	1%	0%	1%	1%	-

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

Reading Tests																	
% of Participants	2017	98%	98%	99%	99%	100%	99%	100%	100%	*	100%	99%	99%	100%	99%	99%	-
% STAAR/EOC With No Accommodations	2017	13%	15%	14%	12%	14%	15%	40%	7%	*	23%	14%	9%	3%	9%	17%	-
% STAAR/EOC With Accommodations	2017	73%	72%	77%	79%	81%	75%	60%	71%	*	73%	77%	81%	90%	82%	74%	-
% STAAR Alternate 2	2017	12%	11%	8%	8%	5%	9%	0%	21%	*	4%	8%	9%	7%	8%	8%	-
% of Non-Participants	2017	2%	2%	1%	1%	0%	1%	0%	0%	*	0%	1%	1%	0%	1%	1%	-
Mathematics Tests																	
% of Participants	2017	99%	99%	99%	98%	100%	99%	*	100%	*	100%	99%	99%	100%	99%	99%	-
% STAAR/EOC With No Accommodations	2017	12%	15%	12%	13%	11%	13%	*	4%	*	17%	12%	9%	3%	7%	15%	-
% STAAR/EOC With Accommodations	2017	74%	73%	78%	77%	84%	76%	*	78%	*	80%	78%	81%	90%	83%	76%	-
% STAAR Alternate 2	2017	13%	11%	9%	9%	5%	10%	*	19%	*	2%	9%	9%	7%	9%	8%	-
% of Non-Participants	2017	1%	1%	1%	2%	0%	1%	*	0%	*	0%	1%	1%	0%	1%	1%	-

*** 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 2016-17 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
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	n/a	10	11	91
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	n/a	9	10	90
Writing	Y	Y	Y	Y		Y		Y	Y	N	N	n/a	7	9	78
Science	Y	Y	Y	Y		Y		Y	Y	N	Y	n/a	8	9	89
Social Studies	Y	Y	Y	Y		Y		Y	Y	N	N	n/a	7	9	78
Total													41	48	85
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	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%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	11	11	100
Mathematics	Y	Y	Y	Y	Y	Y		Y	Y	Y	n/a	Y	10	10	100
Total													21	21	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	Y	Y	Y		Y		N	Y	Y	n/a	Y	8	9	89
Reason Code ***	a	a	a	a		a			b	c		c			
Total													8	9	89
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	Y														
Number Proficient	95														
Total Federal Cap Limit	145														
Mathematics															
Alternate 1%	Y														
Number Proficient	97														

	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
Total Federal Cap Limit	117														
Total													1	1	100
Overall Total													71	79	90

+ 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 88.5%

d = Five-year Graduation Rate Target of 91%

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 Approaches Grade Level												
Standard	11,532	760	2,165	7,795	55	431	28	297	1,907	550	503	n/a
Total Tests	13,769	1,030	2,850	8,974	64	477	30	342	2,755	1,357	811	568
% at Approaches Grade Level												
Standard	84%	74%	76%	87%	86%	90%	93%	87%	69%	41%	62%	n/a
Mathematics												
# at Approaches Grade Level												
Standard	9,561	610	1,870	6,409	40	364	18	248	1,684	582	520	n/a
Total Tests	11,120	800	2,329	7,251	45	379	24	290	2,272	1,166	717	506
% at Approaches Grade Level												
Standard	86%	76%	80%	88%	89%	96%	75%	86%	74%	50%	73%	n/a
Writing												
# at Approaches Grade Level												
Standard	2,546	150	467	1,738	5	109	7	70	401	99	128	n/a
Total Tests	3,372	216	676	2,244	14	122	10	90	649	322	217	149
% at Approaches Grade Level												
Standard	76%	69%	69%	77%	36%	89%	70%	78%	62%	31%	59%	n/a
Science												
# at Approaches Grade Level												
Standard	4,365	280	814	2,984	21	152	5	109	721	216	165	n/a
Total Tests	4,915	364	985	3,255	22	163	6	120	927	423	249	165
% at Approaches Grade Level												
Standard	89%	77%	83%	92%	95%	93%	83%	91%	78%	51%	66%	n/a
Social Studies												
# at Approaches Grade Level												
Standard	2,728	198	531	1,829	11	95	7	57	429	124	62	n/a
Total Tests	3,117	240	652	2,042	12	100	7	64	552	232	105	69
% at Approaches Grade Level												
Standard	88%	83%	81%	90%	92%	95%	100%	89%	78%	53%	59%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	14,420	1,138	3,029	9,273	71	507	30	366	2,989	1,426	n/a	670
Total Students	14,468	1,143	3,038	9,306	71	508	30	366	3,003	1,434	n/a	672
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	11,670	890	2,478	7,511	52	401	24	312	2,477	1,222	n/a	573
Total Students	11,697	893	2,480	7,533	52	401	24	312	2,485	1,232	n/a	573
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	n/a	100%

* 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 2016												
Number Graduated	1,178	94	248	765	**	37	*	23	204	89	31	n/a
Total in Class	1,264	101	273	814	**	38	*	27	228	103	38	26
Graduation Rate	93.2%	93.1%	90.8%	94.0%	100.0%	97.4%	*	85.2%	89.5%	86.4%	81.6%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	1,145	74	209	801	**	35	*	17	167	67	21	n/a
Total in Class	1,214	79	230	841	**	36	*	19	193	82	27	18
Graduation Rate	94.3%	93.7%	90.9%	95.2%	100.0%	97.2%	*	89.5%	86.5%	81.7%	77.8%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	1,151	74	211	805	**	35	*	17	170	69	21	n/a
Total in Class	1,216	79	232	839	**	36	*	20	195	82	27	18
Graduation Rate	94.7%	93.7%	90.9%	95.9%	88.9%	97.2%	*	85.0%	87.2%	84.1%	77.8%	n/a

District: Met Federal Limits on Alternative Assessments

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Reading												
Number Proficient	95											
Total Federal Cap Limit	145											
Mathematics												
Number Proficient	97											
Total Federal Cap Limit	117											

* 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: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

2016-2017 Priority and Focus Schools:

[2016-2017 Priority Schools List](#) and [2016-2017 Focus Schools List](#)

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics 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: Percentage 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 percentage 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	1.0	0.1%	4,333.3	1.2%
Bachelors	1,032.4	71.5%	262,745.0	74.5%
Masters	400.0	27.7%	83,426.6	23.6%
Doctorate	10.8	0.7%	2,251.2	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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

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

	Number of Teachers		Percentage of Teachers	
	Elem (PK-6)	secondary (7-12)	Elem (PK-6)	secondary (7-12)
Emergency	0	0	0.0%	0.0%
Non-renewable	0	1	0.0%	0.7%
District Teaching	0	0	0.0%	0.0%

High Poverty Campuses

Not Applicable

Low Poverty Campuses

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

	Number of Teachers		Percentage of Teachers	
	Elem (PK-6)	secondary (7-12)	Elem (PK-6)	secondary (7-12)
Emergency	0	0	0.0%	0.0%
Non-renewable	0	1	0.0%	0.7%
District Teaching	0	0	0.0%	0.0%

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	District	Region 11	State
2014-15	55.8%	56.4%	56.1%
2013-14	57.7%	57.6%	57.5%

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

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

Source: TEA Division of Student Assessment