

Texas Education Agency

2015-16 Federal Report Card for Texas Public Schools

District Name: CROWLEY ISD

District ID: 220912

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)	Region		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
		State	11 District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant		
Grade 3 Reading		2016	72%	74%	66%	56%	71%	72%	*	86%	*	75%	41%	60%	71%	69%	63%	-
		2015	74%	75%	70%	63%	69%	79%	*	86%	*	82%	44%	66%	69%	74%	67%	-
Mathematics		2016	74%	75%	66%	55%	70%	74%	*	91%	*	75%	44%	62%	74%	66%	66%	-
		2015	74%	74%	70%	58%	74%	81%	*	93%	*	82%	42%	66%	75%	69%	71%	-
Grade 4 Reading		2016	74%	75%	66%	59%	67%	76%	*	83%	*	78%	32%	62%	68%	73%	61%	-
		2015	71%	73%	63%	53%	68%	71%	*	73%	-	66%	31%	58%	65%	70%	56%	-
Mathematics		2016	72%	73%	68%	59%	72%	79%	*	85%	*	73%	37%	65%	74%	70%	66%	-
		2015	71%	71%	63%	49%	71%	72%	*	87%	-	59%	29%	58%	78%	64%	62%	-
Writing		2016	68%	70%	61%	55%	60%	68%	*	81%	*	71%	33%	57%	63%	68%	55%	-
		2015	67%	68%	57%	49%	62%	61%	*	76%	-	61%	23%	53%	64%	67%	48%	-
Grade 5 Reading		2016	80%	81%	69%	59%	73%	80%	*	79%	-	77%	30%	65%	71%	73%	64%	-
		2015	83%	85%	77%	68%	82%	81%	100%	93%	-	82%	41%	73%	80%	82%	72%	-
Mathematics		2016	85%	85%	71%	60%	80%	77%	100%	95%	-	74%	34%	67%	84%	73%	69%	-
		2015	75%	76%	65%	54%	69%	73%	100%	93%	-	76%	33%	60%	70%	69%	61%	-
Science		2016	73%	74%	59%	45%	65%	75%	100%	83%	-	69%	28%	53%	67%	59%	60%	-
		2015	69%	70%	58%	48%	56%	72%	*	89%	-	65%	31%	50%	54%	58%	57%	-
Grade 6 Reading		2016	68%	72%	57%	46%	60%	67%	*	96%	*	66%	28%	48%	58%	61%	53%	-
		2015	73%	77%	66%	59%	68%	75%	*	83%	*	74%	31%	60%	53%	70%	62%	-
Mathematics		2016	71%	73%	63%	51%	68%	75%	83%	94%	*	81%	32%	56%	74%	64%	63%	-
		2015	72%	75%	65%	58%	66%	73%	*	90%	*	85%	38%	61%	59%	67%	64%	-
Grade 7 Reading		2016	69%	73%	58%	49%	60%	73%	*	78%	*	76%	33%	50%	43%	65%	51%	-
		2015	72%	76%	64%	58%	66%	70%	*	73%	*	74%	25%	58%	52%	69%	60%	-
Mathematics		2016	68%	69%	57%	47%	62%	70%	*	85%	*	64%	36%	50%	50%	58%	55%	-
		2015	68%	70%	58%	50%	64%	63%	83%	65%	*	67%	27%	53%	58%	60%	56%	-
Writing		2016	68%	71%	57%	50%	58%	70%	*	80%	*	68%	33%	50%	44%	68%	47%	-
		2015	69%	73%	59%	50%	61%	67%	100%	71%	*	72%	19%	51%	51%	65%	53%	-
Grade 8 Reading		2016	85%	88%	81%	75%	85%	84%	78%	86%	*	90%	36%	77%	72%	87%	75%	-
		2015	84%	86%	78%	73%	77%	85%	100%	91%	*	92%	33%	72%	55%	81%	74%	-
Mathematics		2016	80%	81%	71%	63%	77%	76%	71%	75%	*	82%	31%	66%	63%	76%	65%	-
		2015	71%	73%	55%	48%	58%	64%	*	84%	*	70%	25%	51%	40%	61%	50%	-
Science		2016	73%	75%	59%	49%	62%	70%	78%	81%	*	76%	30%	53%	52%	60%	58%	-
		2015	67%	70%	50%	44%	50%	63%	75%	68%	*	59%	26%	45%	28%	52%	49%	-
Social Studies		2016	62%	66%	47%	36%	46%	65%	78%	74%	*	61%	25%	39%	31%	44%	49%	-
		2015	61%	66%	46%	36%	44%	62%	63%	76%	*	69%	25%	36%	23%	45%	46%	-
End of Course English I		2016	63%	68%	56%	52%	55%	61%	64%	78%	*	64%	22%	50%	33%	65%	48%	-

			Region		African		American		Pacific	Two or	Special	Econ					
	2015	66%	State	11	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male
	2015	66%	71%	62%	56%	63%	74%	50%	73%	*	68%	30%	57%	43%	70%	55%	-
English II	2016	66%	71%	60%	54%	63%	69%	63%	74%	*	68%	23%	55%	35%	68%	54%	*
	2015	69%	73%	60%	50%	65%	74%	71%	67%	*	88%	25%	55%	47%	68%	54%	-
Algebra I	2016	76%	78%	62%	58%	64%	65%	82%	90%	*	71%	28%	58%	55%	66%	59%	*
	2015	77%	79%	70%	65%	70%	79%	*	85%	*	82%	36%	67%	56%	74%	66%	-
Biology	2016	86%	89%	81%	78%	81%	85%	100%	89%	*	86%	48%	79%	63%	85%	77%	-
	2015	88%	90%	84%	81%	85%	89%	88%	86%	*	95%	49%	81%	71%	88%	81%	-
U.S. History	2016	90%	92%	87%	83%	91%	91%	91%	86%	*	86%	43%	83%	78%	90%	84%	*
	2015	88%	90%	85%	80%	86%	94%	90%	88%	*	81%	46%	81%	66%	87%	84%	-
All Grades																	
All Subjects	2016	74%	76%	64%	56%	67%	73%	73%	84%	77%	74%	32%	59%	61%	68%	60%	*
	2015	73%	76%	65%	57%	67%	74%	70%	82%	84%	75%	32%	60%	60%	69%	61%	-
Reading	2016	72%	75%	63%	56%	66%	72%	64%	82%	67%	74%	29%	58%	57%	70%	57%	*
	2015	74%	77%	67%	59%	69%	76%	69%	79%	82%	77%	32%	62%	60%	72%	62%	-
Mathematics	2016	75%	76%	65%	56%	70%	74%	70%	88%	82%	75%	34%	60%	69%	67%	63%	*
	2015	73%	74%	64%	55%	68%	73%	63%	87%	87%	74%	33%	60%	65%	67%	62%	-
Writing	2016	68%	71%	59%	52%	59%	69%	71%	81%	83%	70%	33%	54%	55%	68%	51%	-
	2015	68%	70%	58%	50%	62%	64%	80%	73%	*	67%	21%	52%	59%	66%	50%	-
Science	2016	77%	79%	67%	59%	70%	77%	91%	84%	75%	76%	37%	62%	62%	69%	65%	-
	2015	75%	77%	66%	60%	65%	76%	76%	83%	71%	75%	36%	60%	54%	68%	64%	-
Social Studies	2016	76%	79%	67%	59%	69%	78%	85%	80%	86%	67%	34%	59%	52%	67%	66%	*
	2015	74%	78%	65%	56%	64%	79%	78%	82%	86%	75%	35%	56%	42%	65%	64%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	45%	31%	22%	33%	41%	36%	57%	34%	38%	17%	25%	28%	33%	29%	*
	2015	38%	41%	29%	20%	30%	41%	30%	52%	55%	35%	16%	23%	23%	30%	27%	-
Reading	2016	42%	46%	32%	24%	34%	44%	30%	53%	33%	40%	15%	26%	26%	37%	28%	*
	2015	40%	44%	31%	22%	34%	43%	31%	50%	59%	38%	16%	25%	24%	35%	28%	-
Mathematics	2016	40%	42%	29%	20%	32%	39%	30%	66%	29%	35%	18%	25%	34%	29%	29%	*
	2015	36%	37%	27%	18%	30%	38%	27%	61%	47%	34%	16%	22%	27%	27%	28%	-
Writing	2016	39%	43%	29%	22%	31%	35%	43%	54%	33%	35%	19%	25%	27%	35%	23%	-
	2015	31%	34%	21%	16%	20%	30%	40%	41%	*	25%	12%	16%	20%	26%	17%	-
Science	2016	44%	47%	30%	23%	30%	40%	59%	50%	50%	44%	17%	24%	18%	30%	30%	-
	2015	40%	43%	27%	19%	25%	41%	24%	53%	57%	42%	16%	20%	14%	26%	27%	-
Social Studies	2016	45%	49%	33%	24%	36%	46%	40%	50%	29%	35%	19%	27%	21%	31%	35%	*
	2015	41%	45%	33%	24%	33%	48%	39%	46%	71%	29%	23%	25%	13%	30%	35%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	18%	10%	5%	11%	15%	12%	25%	11%	13%	4%	7%	10%	10%	9%	*
	2015	14%	16%	9%	5%	9%	15%	4%	22%	16%	10%	5%	6%	7%	9%	9%	-
Reading	2016	16%	18%	10%	6%	10%	15%	11%	21%	11%	15%	3%	7%	9%	12%	8%	*
	2015	15%	17%	10%	6%	10%	15%	3%	20%	18%	12%	4%	7%	8%	11%	8%	-
Mathematics	2016	17%	18%	11%	5%	13%	16%	9%	36%	18%	13%	5%	9%	15%	10%	11%	*
	2015	14%	14%	9%	5%	10%	14%	10%	27%	13%	9%	5%	7%	10%	8%	9%	-
Writing	2016	14%	16%	8%	4%	9%	11%	14%	22%	0%	8%	5%	7%	10%	9%	6%	-
	2015	8%	9%	4%	3%	3%	6%	0%	14%	*	2%	3%	2%	3%	6%	3%	-
Science	2016	15%	16%	6%	4%	5%	11%	9%	13%	13%	12%	3%	4%	3%	5%	6%	-
	2015	14%	15%	7%	4%	6%	13%	0%	21%	14%	12%	6%	5%	3%	6%	8%	-
Social Studies	2016	21%	24%	13%	7%	12%	24%	25%	26%	0%	15%	5%	9%	5%	11%	14%	*
	2015	18%	20%	13%	8%	13%	22%	0%	23%	14%	6%	10%	8%	2%	10%	15%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	100%	99%	99%	100%	98%	99%	99%	99%	100%	100%	99%	*
	2015	99%	99%	99%	99%	99%	99%	99%	100%	100%	99%	98%	99%	99%	99%	99%	-
Reading	2016	99%	99%	99%	99%	100%	99%	100%	100%	95%	100%	99%	99%	100%	100%	99%	*
	2015	99%	99%	99%	99%	98%	99%	97%	99%	100%	99%	97%	99%	97%	99%	99%	-
Mathematics	2016	100%	100%	100%	100%	100%	99%	98%	100%	100%	100%	99%	100%	100%	100%	99%	*
	2015	99%	100%	99%	100%	99%	99%	100%	100%	100%	99%	98%	99%	100%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	99%	100%	100%	100%	100%	98%	99%	99%	100%	99%	-
Science	2016	99%	99%	99%	99%	99%	99%	100%	100%	100%	98%	99%	99%	99%	99%	99%	-
	2015	99%	99%	99%	99%	100%	99%	100%	99%	100%	99%	99%	99%	100%	99%	99%	-
Social Studies	2016	98%	98%	99%	99%	100%	98%	100%	99%	100%	98%	99%	99%	100%	99%	99%	*
	2015	99%	98%	99%	99%	99%	98%	100%	100%	100%	100%	98%	99%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	98%	99%	99%	98%	98%	*	95%	*	100%	99%	99%	97%	98%	99%	-
% STAAR/EOC With No Accommodations	2016	13%	16%	12%	12%	11%	13%	*	20%	*	19%	12%	12%	10%	11%	13%	-
% STAAR/EOC With Accommodations	2016	73%	72%	75%	77%	74%	74%	*	50%	*	76%	75%	76%	76%	75%	75%	-
% STAAR Alternate2	2016	11%	10%	12%	10%	13%	11%	*	25%	*	5%	12%	11%	11%	13%	11%	-
% of Non-Participants	2016	2%	2%	1%	1%	2%	2%	*	5%	*	0%	1%	1%	3%	2%	1%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	99%	100%	98%	98%	*	95%	*	100%	99%	99%	98%	99%	99%	-
% STAAR/EOC With No Accommodations	2016	12%	15%	13%	13%	10%	14%	*	26%	*	20%	13%	13%	6%	11%	13%	-
% STAAR/EOC With Accommodations	2016	75%	73%	73%	75%	74%	71%	*	42%	*	75%	73%	74%	80%	72%	73%	-
% STAAR Alternate2	2016	12%	11%	14%	12%	15%	13%	*	26%	*	5%	14%	13%	12%	15%	13%	-
% of Non-Participants	2016	1%	1%	1%	0%	2%	2%	*	5%	*	0%	1%	1%	2%	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 Measureable 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 +	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	N	Y	Y	Y	Y		Y	N	N	Y		7	10	70
Mathematics	Y	N	Y	Y	Y	Y		Y	Y	N	Y		8	10	80
Writing	Y	N	Y	Y		Y		Y	N	N	Y		6	9	67
Science	Y	Y	Y	Y		Y		Y	Y	N	Y		8	9	89
Social Studies	Y	Y	Y	Y		Y		Y	Y	N	N		7	9	78
Total													36	47	77
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
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															

														Percent of Eligible Measures
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored)	Total + Met	Total Eligible	
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%		
Reading	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	10	100
Mathematics	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	10	100
Total												20	20	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y	9	9	100
Reason Code ***	a	a	a	a		b		a	a	c	a			
Total												9	9	100

District: Met Federal Limits on Alternative Assessments

Reading #														
Alternate 1%	Y													
Number Proficient	110													
Total Federal Cap Limit	104													
Mathematics #														
Alternate 1%	Y													
Number Proficient	105													
Total Federal Cap Limit	83													
Total												1	1	100
Overall Total												66	77	86

+ 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	African			American			Two or		ELL		ELL
	Students	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Special	(Current & ELL	ELL
							Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates												
Reading												
# at Level II Satisfactory	6,112	2,435	1,897	1,208	32	316	12	211	3,492	301	829	n/a
Standard												
Total Tests	9,515	4,309	2,846	1,643	49	370	15	281	5,952	1,009	1,346	1,301
% at Level II Satisfactory	64%	57%	67%	74%	65%	85%	80%	75%	59%	30%	62%	n/a
Standard												
Mathematics												
# at Level II Satisfactory	5,059	1,953	1,634	1,003	28	255	12	174	2,991	286	848	n/a
Standard												
Total Tests	7,593	3,409	2,288	1,323	40	286	14	232	4,842	823	1,174	1,129
% at Level II Satisfactory	67%	57%	71%	76%	70%	89%	86%	75%	62%	35%	72%	n/a
Standard												
Writing												
# at Level II Satisfactory	1,266	492	392	258	6	69	5	44	726	68	221	n/a
Standard												
Total Tests	2,099	928	638	372	7	84	5	64	1,333	201	365	346
% at Level II Satisfactory	60%	53%	61%	69%	86%	82%	100%	69%	54%	34%	61%	n/a
Standard												
Science												
# at Level II Satisfactory	2,203	906	655	442	19	100	6	75	1,268	135	264	n/a
Standard												
Total Tests	3,235	1,498	929	565	21	115	8	99	2,011	370	407	388
% at Level II Satisfactory	68%	60%	71%	78%	90%	87%	75%	76%	63%	36%	65%	n/a
Standard												
Social Studies												
# at Level II Satisfactory	1,408	560	429	299	16	63	6	35	710	75	117	n/a
Standard												
Total Tests	2,075	935	611	376	19	76	7	51	1,178	225	210	193
% at Level II Satisfactory	68%	60%	70%	80%	84%	83%	86%	69%	60%	33%	56%	n/a
Standard												
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	10,310	4,660	3,095	1,741	58	419	18	299	6,431	1,078	n/a	1,522
Total Students	10,373	4,689	3,107	1,760	58	420	19	300	6,466	1,087	n/a	1,527
Participation Rate	99%	99%	100%	99%	100%	100%	95%	100%	99%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	8,207	3,719	2,453	1,405	44	313	17	248	5,236	886	n/a	1,231
Total Students	8,248	3,737	2,462	1,416	45	314	17	248	5,257	891	n/a	1,235
Participation Rate	100%	100%	100%	99%	98%	100%	100%	100%	100%	99%	n/a	100%

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	981	432	264	223	**	25	*	29	511	75	38	n/a
Total in Class	1,042	455	277	243	**	28	*	29	543	93	42	34
Graduation Rate	94.1%	94.9%	95.3%	91.8%	85.7%	89.3%	*	100.0%	94.1%	80.6%	90.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	868	360	242	212	7	33	-	14	447	56	33	n/a
Total in Class	952	410	259	226	8	34	-	15	503	77	39	31
Graduation Rate	91.2%	87.8%	93.4%	93.8%	87.5%	97.1%	-	93.3%	88.9%	72.7%	84.6%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	889	372	248	215	7	33	-	14	458	62	35	n/a
Total in Class	946	404	259	226	8	34	-	15	491	78	39	31
Graduation Rate	94.0%	92.1%	95.8%	95.1%	87.5%	97.1%	-	93.3%	93.3%	79.5%	89.7%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	110
Total Federal Cap Limit	104

Mathematics

Number Proficient	105
Total Federal Cap Limit	83

* 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	4.0	0.4%	3,524.0	1.0%
Bachelors	705.5	71.4%	259,559.7	74.7%
Masters	274.7	27.8%	82,029.5	23.6%
Doctorate	4.0	0.4%	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		707	71	778
Total Number of Classes		2,406	283	2,689
Number of Classes Taught by Highly Qualified Teachers	Number	2,406	283	2,689
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
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	26	0
Not Highly Qualified	0	0

High Poverty Campuses**Core Academic Subject Areas**

Report Not Required

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

Report Not Required

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

Report Not Required

**Low Poverty Campuses
Core Academic Subject Areas**

Report Not Required

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

Report Not Required

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

Report Not Required

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 11	State
2013-14	57.2%	57.6%	57.5%
2012-13	57.4%	57.0%	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	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
		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