

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
 District Name: BRADY ISD
 District ID: 160901

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.

	State	Region	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Disadv	ELL	Female	Male	Migrant		
																	15	15
Grade 3	Reading	2016	72%	69%	77%	•	72%	81%	-	-	100%	•	71%	•	78%	76%	-	
		2015	74%	74%	70%	•	62%	83%	-	-	•	64%	•	71%	•	72%	69%	-
		2016	74%	71%	69%	•	64%	76%	-	-	•	63%	•	65%	•	65%	73%	-
Mathematics	2016	74%	73%	68%	•	62%	79%	-	-	•	60%	•	•	72%	64%	-		
	2015	74%	72%	66%	•	55%	77%	-	-	•	57%	•	86%	•	67%	65%	-	
	2016	71%	67%	72%	•	60%	83%	-	-	•	67%	•	•	68%	75%	-		
Grade 4	Reading	2016	72%	69%	86%	•	64%	70%	-	-	•	60%	•	67%	65%	-		
		2015	71%	67%	72%	•	51%	79%	-	-	•	61%	•	61%	69%	68%	-	
		2016	68%	66%	65%	•	51%	79%	-	-	•	61%	•	67%	65%	68%	-	
Mathematics	2016	68%	63%	55%	•	40%	78%	-	-	•	48%	•	•	60%	65%	-		
	2015	67%	63%	53%	•	51%	78%	-	-	•	51%	•	•	52%	57%	-		
	2016	80%	77%	80%	•	74%	86%	-	-	•	74%	•	•	71%	87%	-		
Grade 5	Reading	2016	83%	81%	80%	•	68%	91%	-	-	•	81%	•	84%	78%	-		
		2015	83%	81%	80%	•	68%	91%	-	-	•	81%	•	84%	78%	-		
		2016	85%	81%	86%	•	83%	91%	-	-	•	84%	•	•	79%	92%	-	
Mathematics	2016	75%	72%	76%	•	68%	81%	-	-	•	72%	•	•	74%	78%	-		
	2015	75%	72%	76%	•	68%	81%	-	-	•	72%	•	•	74%	78%	-		
	2016	73%	68%	64%	•	56%	73%	-	-	•	60%	•	•	54%	73%	-		
Science	2016	69%	65%	57%	•	39%	70%	-	-	•	57%	•	•	51%	61%	-		
	2015	69%	65%	57%	•	39%	70%	-	-	•	57%	•	•	51%	61%	-		
	2016	68%	65%	73%	•	63%	80%	-	-	•	38%	•	•	74%	71%	-		
Grade 6	Reading	2016	73%	71%	75%	-	69%	82%	-	-	-	38%	•	71%	78%	-		
		2015	73%	71%	75%	-	69%	82%	-	-	-	38%	•	71%	78%	-		
		2016	71%	66%	64%	•	56%	71%	-	-	•	54%	•	51%	73%	-		
Mathematics	2016	72%	67%	77%	-	73%	82%	-	-	-	62%	•	58%	79%	76%	-		
	2015	72%	67%	77%	-	73%	82%	-	-	-	62%	•	58%	79%	76%	-		
	2016	69%	66%	68%	•	65%	74%	-	-	•	63%	•	•	73%	65%	-		
Grade 7	Reading	2016	72%	69%	71%	-	63%	79%	-	-	-	50%	•	81%	64%	-		
		2015	72%	69%	71%	-	63%	79%	-	-	-	50%	•	81%	64%	-		
		2016	68%	65%	73%	•	70%	79%	-	-	•	65%	•	•	71%	75%	-	
Mathematics	2016	68%	66%	74%	•	67%	81%	-	-	•	58%	•	•	76%	72%	-		
	2015	68%	66%	74%	•	67%	81%	-	-	•	58%	•	•	76%	72%	-		
	2016	68%	66%	69%	•	66%	74%	-	-	•	63%	•	•	77%	62%	-		

Subject	Year	State	Region 15	District	Two or More Races												
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 8 Reading	2015	69%	66%	69%	*	57%	83%	-	*	-	-	42%	57%	*	78%	63%	-
	2016	85%	83%	82%	*	73%	93%	-	*	-	-	67%	77%	*	81%	83%	-
Mathematics	2015	84%	83%	87%	*	83%	91%	-	*	-	-	64%	83%	*	94%	83%	-
	2016	80%	79%	92%	*	89%	98%	-	*	-	-	83%	93%	*	92%	93%	-
Science	2015	71%	68%	84%	*	83%	85%	-	-	-	-	64%	79%	*	84%	85%	-
	2016	80%	79%	92%	*	89%	98%	-	*	-	-	83%	93%	*	92%	93%	-
Social Studies	2015	67%	64%	78%	*	71%	85%	-	-	-	-	57%	72%	*	74%	80%	-
	2016	73%	69%	74%	*	61%	88%	-	*	-	-	67%	65%	*	73%	75%	-
End of Course English I	2015	61%	57%	66%	*	61%	74%	-	*	-	-	50%	57%	*	68%	65%	-
	2016	62%	53%	64%	*	52%	76%	-	*	-	-	42%	56%	*	68%	62%	-
English II	2015	63%	64%	68%	*	47%	71%	-	-	-	-	28%	51%	*	65%	54%	-
	2016	68%	64%	68%	*	65%	71%	-	-	-	-	33%	63%	*	82%	55%	-
Algebra I	2015	66%	64%	60%	*	53%	68%	-	-	-	-	24%	53%	*	76%	50%	-
	2016	69%	69%	69%	*	68%	71%	-	-	-	-	*	60%	*	80%	61%	-
Biology	2015	76%	73%	68%	*	61%	76%	-	-	-	-	30%	66%	*	70%	66%	-
	2016	77%	75%	67%	*	61%	78%	-	-	-	-	*	57%	*	78%	59%	-
U.S. History	2015	86%	83%	74%	*	71%	76%	-	-	-	-	57%	71%	*	76%	72%	-
	2016	88%	85%	85%	*	85%	86%	-	-	-	-	57%	77%	*	90%	81%	-
All Grades All Subjects	2015	90%	89%	87%	*	86%	87%	-	-	-	-	53%	84%	*	81%	91%	-
	2016	88%	87%	84%	*	78%	89%	-	-	-	-	*	77%	*	88%	80%	-
Reading	2015	74%	71%	72%	62%	65%	79%	63%	100%	-	64%	40%	66%	45%	71%	72%	-
	2016	73%	70%	72%	59%	66%	80%	*	92%	-	77%	39%	65%	44%	75%	70%	-
Mathematics	2015	72%	69%	70%	61%	62%	78%	*	*	-	82%	34%	64%	32%	73%	67%	-
	2016	74%	72%	73%	58%	67%	80%	*	100%	-	*	37%	67%	53%	79%	69%	-
Writing	2015	75%	72%	74%	63%	66%	80%	*	*	-	60%	43%	70%	63%	70%	77%	-
	2016	73%	70%	73%	56%	69%	80%	*	100%	-	*	40%	65%	46%	74%	71%	-
Science	2015	68%	64%	66%	*	59%	76%	-	*	-	50%	57%	53%	42%	68%	63%	-
	2016	68%	67%	62%	*	48%	75%	-	*	-	30%	53%	57%	42%	64%	60%	-
Social Studies	2015	77%	74%	71%	63%	63%	79%	*	*	-	-	41%	66%	*	67%	73%	-
	2016	75%	71%	74%	63%	68%	80%	*	*	-	-	48%	69%	56%	74%	75%	-
STAR Percent at Final Level II or Above	2015	76%	72%	77%	*	70%	83%	-	*	-	*	48%	70%	*	75%	78%	-
	2016	74%	72%	76%	*	70%	82%	-	*	-	*	41%	67%	*	80%	73%	-
All Grades All Subjects	2015	42%	37%	37%	17%	29%	48%	38%	56%	-	16%	19%	31%	5%	37%	37%	-
	2016	38%	33%	37%	23%	29%	46%	*	48%	-	0%	18%	29%	6%	37%	36%	-
Reading	2015	42%	38%	37%	22%	29%	47%	*	*	-	18%	18%	30%	3%	40%	35%	-
	2016	40%	37%	39%	21%	30%	50%	*	40%	-	*	19%	32%	8%	42%	36%	-

	State	Region 15	District	Two or More Races																
				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed	Econ Disadv	ELL	Female	Male	Migrant					
Mathematics	2016	40%	34%	36%	19%	28%	46%	*	*	-	20%	20%	31%	6%	35%	37%	-			
	2015	36%	30%	35%	28%	29%	46%	*	40%	-	*	20%	20%	31%	27%	3%	34%	36%	*	
Writing	2016	39%	35%	39%	*	31%	50%	*	*	-	*	40%	32%	8%	44%	34%	44%	21%	-	
	2015	31%	25%	26%	*	20%	32%	*	*	-	*	13%	17%	8%	17%	*	31%	31%	21%	-
Science	2016	44%	39%	36%	*	25%	50%	*	*	-	-	16%	27%	*	29%	41%	40%	44%	-	
	2015	40%	33%	42%	13%	34%	52%	*	*	-	*	18%	31%	11%	31%	27%	11%	40%	44%	-
Social Studies	2016	45%	40%	43%	*	32%	53%	36%	-	-	*	17%	37%	*	35%	46%	41%	48%	-	
	2015	41%	36%	36%	*	36%	53%	36%	-	-	*	19%	29%	*	29%	37%	29%	41%	41%	-
STAAR Percent at Level III Advanced																				
All Grades All Subjects	2016	17%	13%	13%	2%	8%	19%	0%	22%	-	12%	6%	9%	0%	13%	13%	13%	13%	-	
	2015	14%	11%	12%	5%	8%	17%	*	8%	-	0%	9%	8%	1%	13%	12%	13%	12%	*	
Reading	2016	16%	13%	14%	6%	9%	20%	*	0%	-	18%	7%	11%	0%	16%	13%	16%	13%	-	
	2015	15%	12%	14%	5%	9%	21%	*	0%	-	*	9%	9%	3%	15%	14%	15%	14%	*	
Mathematics	2016	17%	12%	14%	0%	9%	20%	*	20%	-	10%	6%	10%	0%	14%	14%	15%	14%	-	
	2015	14%	10%	14%	6%	10%	20%	*	*	-	*	9%	9%	0%	9%	10%	13%	13%	*	
Writing	2016	14%	10%	7%	*	4%	11%	*	*	-	*	10%	2%	0%	9%	6%	9%	6%	-	
	2015	8%	5%	4%	*	5%	4%	4%	*	-	*	9%	4%	*	8%	2%	8%	2%	-	
Science	2016	15%	12%	8%	*	4%	14%	*	*	-	-	5%	6%	*	5%	10%	10%	10%	-	
	2015	14%	10%	10%	13%	6%	16%	*	*	-	*	5%	8%	0%	9%	8%	9%	11%	11%	-
Social Studies	2016	21%	16%	13%	*	9%	18%	-	*	-	*	7%	8%	*	8%	17%	17%	9%	-	
	2015	18%	13%	9%	*	7%	13%	-	*	-	*	11%	5%	*	10%	7%	9%	9%	-	
STAAR Participation (All Grades)																				
All Tests	2016	99%	99%	99%	100%	99%	99%	100%	100%	-	100%	99%	99%	100%	99%	99%	99%	99%	100%	-
	2015	99%	99%	99%	100%	99%	99%	99%	100%	100%	-	100%	97%	98%	100%	98%	100%	99%	99%	100%
Reading	2016	99%	99%	99%	100%	98%	99%	*	*	-	100%	99%	99%	100%	98%	99%	98%	99%	99%	-
	2015	99%	99%	98%	100%	98%	99%	100%	100%	-	100%	95%	98%	100%	98%	100%	99%	98%	98%	100%
Mathematics	2016	100%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	100%	99%	100%	99%	99%	100%	100%	-	100%	98%	99%	100%	100%	99%	100%	99%	99%	100%
Writing	2016	99%	100%	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	99%	99%	*	*	-	-	97%	98%	100%	98%	99%	98%	99%	98%	100%
	2015	99%	99%	99%	100%	98%	100%	100%	100%	-	100%	100%	98%	98%	100%	98%	100%	98%	98%	100%
Social Studies	2016	98%	99%	100%	*	99%	100%	-	*	-	100%	100%	99%	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	99%	100%	98%	100%	100%	-	-	100%	98%	98%	100%	100%	98%	99%	98%	98%	-

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

Reading Tests		2016	98%	99%	97%	100%	98%	99%	98%	97%	100%	97%	97%	97%	100%	97%	97%	100%	97%	97%	
% of Participants	% STAAR/EOC With No Accommodations	2016	13%	12%	10%	0%	9%	14%	•	•	•	97%	97%	100%	97%	97%	15%	•	•	•	
% STAAR/EOC With Accommodations	% STAAR Alternate2	2016	73%	77%	74%	83%	82%	64%	•	•	•	10%	7%	11%	0%	0%	72%	•	•	•	
% of Non-Participants		2016	11%	9%	13%	17%	5%	20%	•	•	•	13%	10%	0%	18%	18%	11%	•	•	•	
Mathematics Tests																					
% of Participants	% STAAR/EOC With No Accommodations	2016	99%	99%	98%	100%	99%	97%	•	•	•	98%	98%	100%	97%	98%	98%	•	•	•	
% STAAR/EOC With Accommodations	% STAAR Alternate2	2016	12%	11%	9%	0%	13%	6%	•	•	•	9%	11%	13%	0%	0%	14%	•	•	•	
% of Non-Participants		2016	75%	78%	76%	83%	79%	73%	•	•	•	76%	77%	86%	80%	80%	74%	•	•	•	
		2016	12%	10%	13%	17%	6%	18%	•	•	•	13%	11%	0%	17%	10%	10%	•	•	•	
		2016	1%	1%	2%	0%	2%	3%	•	•	•	2%	2%	0%	3%	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.

Performance Status - State	All Students										Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
	American Indian	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed								
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	67
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	83
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	75
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	80
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	80
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	77
Total																		26
Performance Status - Federal																		
Federal Target	87%	87%	87%	87%	n/a	n/a	n/a	n/a	87%	87%	87%	87%	87%	n/a	n/a	n/a	n/a	
Reading	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	N	N	N	N	N	N	
Participation Status																		
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	100
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
Total																		12
Federal Graduation Status (Target: See Reason Codes)																		
Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100
Reason Code ***	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	4
Total																		100

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 (Current & Monitored) + Met	Total Eligible	Percent of Eligible Measures Met
Reading	N												
Alternate 1%	13												
Number Proficient	9												
Total Federal Cap Limit	N												
Mathematics	10												
Alternate 1%	7												
Number Proficient													
Total Federal Cap Limit													
Total													
Overall Total													

+ 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%
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 #a Indicates the student group is not applicable to System Safeguards.

Performance Rates	All Students										Two or More Races		ELL (Current & Monitored)		Percent of Eligible
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	ELL (Current & Monitored)	Special Ed	ELL (Current & Monitored)	ELL (Current)			
Reading															
# at Level II Satisfactory Standard	540	11	240	275			9	312	35	15					
Total Tests	749	16	376	340			11	471	96	38					
% at Level II Satisfactory Standard	72%	69%	64%	81%			82%	66%	36%	39%					
Mathematics															
# at Level II Satisfactory Standard	475	10	221	233			6	285	37	24					
Total Tests	624	14	315	279			10	398	79	35					
% at Level II Satisfactory Standard	76%	71%	70%	84%			60%	72%	47%	69%					
Writing															
# at Level II Satisfactory Standard	110		47	60				81	5	6					
Total Tests	160		79	73				101	8	13					
% at Level II Satisfactory Standard	69%		59%	82%				80%	63%	46%					
Science															
# at Level II Satisfactory Standard	187		85	96				104	15						
Total Tests	258		131	119				157	35						
% at Level II Satisfactory Standard	72%		65%	81%				66%	43%						
Social Studies															
# at Level II Satisfactory Standard	152		64	84				74	14						
Total Tests	195		90	100				108	27						
% at Level II Satisfactory Standard	78%		71%	84%				70%	52%						
Participation Rates															
Reading: 2015-2016 Assessments															
Number Participating	797	17	398	364				503	107						
Total Students	805	17	401	368				508	108						
Participation Rate	99%	100%	99%	99%				99%	99%						
Mathematics: 2015-2016 Assessments															
Number Participating	664	15	334	299				425	88						
Total Students	664	15	334	299				425	88						
Participation Rate	100%	100%	100%	100%				100%	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).

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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	71	*	34	31	-	-	-	*	37	9	*	n/a
Total in Class	73	*	36	31	-	-	-	*	38	9	*	-
Graduation Rate	97.3%	*	94.4%	100.0%	-	-	-	*	97.4%	100.0%	*	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	80	*	38	38	-	-	-	*	42	13	*	n/a
Total in Class	81	*	38	39	-	-	-	*	43	13	*	-
Graduation Rate	98.8%	*	100.0%	97.4%	-	-	-	*	97.7%	100.0%	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	80	*	38	38	-	-	-	*	42	13	*	n/a
Total in Class	82	*	39	39	-	-	-	*	44	14	*	-
Graduation Rate	97.6%	*	97.4%	97.4%	-	-	-	*	95.5%	92.9%	*	n/a
District Meet Federal Limits on Alternative Assessments												
Reading												
Number Proficient	13											
Total Federal Cap Limit	9											
Mathematics												
Number Proficient	10											
Total Federal Cap Limit	7											

* 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	0.0	0.0%	3,524.0	1.0%
Bachelors	81.5	80.5%	259,559.7	74.7%
Masters	18.8	18.5%	82,028.5	23.6%
Doctorate	1.0	1.0%	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
	Number	Percent	Number	Percent	
Total Number of Teachers	69		12		81
Total Number of Classes	256		15		271
Number of Classes Taught by Highly Qualified Teachers	249	97.27%	15	100.00%	264
Number of Classes Taught by Not Highly Qualified Teachers	7	2.73%	0	0.00%	7
					2.59%

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

	Number of Teachers Elem (PK-6)	secondary (7-12)
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	0	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 15	State
2013-14	39.0%	54.5%	57.5%
2012-13	59.2%	53.1%	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	Reading	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	Reading	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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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 Limited English Proficient	72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment