



Subject	Year	Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			
		Met	Near	Not	Met	Near	Not	Met	Near	Not	Met	Near	Not	Met	Near	Not	
Reading	2016	42%	46%	12%	30%	42%	61%	*	77%	*	61%	15%	31%	13%	54%	49%	-
	2017	43%	47%	10%	33%	44%	65%	*	63%	*	76%	21%	36%	22%	57%	52%	-
Mathematics	2016	42%	46%	12%	39%	46%	67%	*	75%	*	65%	18%	33%	12%	60%	52%	-
	2017	45%	47%	8%	33%	44%	61%	*	80%	*	79%	20%	33%	22%	52%	54%	-
Writing	2016	39%	43%	18%	*	39%	48%	*	75%	-	56%	6%	31%	*	52%	37%	-
	2017	36%	39%	25%	10%	31%	50%	-	46%	-	46%	16%	23%	11%	52%	28%	-
Science	2016	44%	50%	6%	38%	36%	60%	-	92%	-	73%	12%	29%	*	53%	47%	-
	2017	48%	53%	3%	10%	42%	73%	*	88%	*	67%	27%	31%	27%	44%	66%	-
Social Studies	2016	45%	50%	5%	31%	34%	52%	-	75%	-	53%	15%	25%	*	43%	44%	-
	2017	48%	53%	3%	10%	32%	56%	*	63%	*	56%	16%	26%	0%	33%	51%	-
All Subjects	2016	17%	21%	12%	6%	15%	27%	*	49%	*	22%	4%	9%	4%	23%	19%	-
	2017	19%	23%	8%	6%	14%	30%	*	35%	38%	35%	8%	10%	8%	23%	21%	-
Reading	2016	16%	21%	13%	17%	22%	39%	*	41%	*	26%	6%	12%	6%	37%	23%	-
	2017	18%	24%	8%	13%	22%	36%	*	33%	*	37%	9%	17%	9%	32%	25%	-
Mathematics	2016	17%	21%	14%	3%	11%	22%	*	50%	*	29%	3%	7%	6%	16%	19%	-
	2017	21%	23%	6%	3%	14%	29%	*	40%	*	39%	9%	8%	7%	21%	22%	-
Writing	2016	14%	17%	19%	*	6%	12%	*	25%	-	0%	0%	3%	*	9%	9%	-
	2017	11%	14%	25%	0%	6%	16%	-	8%	-	15%	2%	4%	11%	16%	5%	-
Science	2016	15%	20%	15%	0%	12%	27%	-	67%	-	13%	6%	8%	*	17%	21%	-
	2017	19%	24%	7%	0%	7%	30%	*	50%	*	22%	12%	6%	9%	11%	23%	-
Social Studies	2016	21%	27%	12%	19%	15%	25%	-	67%	-	20%	6%	12%	*	22%	21%	-
	2017	26%	31%	3%	0%	11%	29%	*	50%	*	44%	3%	6%	0%	18%	22%	-
All Tests	2016	99%	99%	2%	100%	100%	99%	*	100%	*	98%	99%	99%	100%	100%	99%	-
	2017	99%	99%	1%	100%	100%	99%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
Reading	2016	99%	99%	1%	100%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	-
	2017	99%	99%	1%	100%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	1%	100%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	-
	2017	100%	99%	1%	100%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	-
Writing	2016	99%	99%	1%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2017	100%	99%	1%	100%	100%	98%	-	100%	-	100%	93%	99%	100%	99%	99%	-
Science	2016	99%	99%	1%	100%	99%	99%	-	100%	-	94%	97%	98%	100%	99%	98%	-
	2017	99%	99%	1%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	-
Social Studies	2016	98%	99%	2%	100%	99%	98%	-	100%	-	94%	97%	99%	100%	99%	98%	-
	2017	98%	98%	2%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	-
Reading Tests	2017	98%	96%	6%	100%	100%	97%	-	*	-	*	99%	100%	100%	97%	100%	-
	2016	99%	99%	1%	100%	100%	99%	*	100%	*	98%	99%	99%	100%	100%	99%	-
Accommodations	2017	13%	8%	5%	0%	5%	14%	-	*	-	*	8%	4%	0%	9%	8%	-
	2016	13%	8%	5%	0%	5%	14%	-	*	-	*	8%	4%	0%	9%	8%	-
Mathematics Tests	2017	73%	78%	5%	78%	82%	72%	-	*	-	*	78%	85%	100%	77%	78%	-
	2016	12%	10%	8%	22%	13%	11%	-	*	-	*	13%	11%	0%	11%	14%	-
Accommodations	2017	2%	4%	2%	0%	0%	3%	-	*	-	*	1%	0%	0%	3%	0%	-
	2016	2%	4%	2%	0%	0%	3%	-	*	-	*	1%	0%	0%	3%	0%	-
Mathematics Tests	2017	99%	98%	3%	100%	100%	97%	-	*	-	*	99%	100%	100%	100%	99%	-
	2016	99%	98%	3%	100%	100%	97%	-	*	-	*	99%	100%	100%	100%	99%	-

% STAAR/EOC With Accommodations	2017	74%	81%	78%	84%	78%	-	*	-	*	80%	87%	100%	86%	78%	-
% STAAR Alternate 2	2017	13%	11%	22%	13%	11%	-	*	-	*	13%	11%	0%	11%	14%	-
% of Non-Participants	2017	1%	2%	0%	0%	3%	-	*	-	*	1%	0%	0%	0%	1%	-





Use of Title I 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.

Priority schools: 5% of Title I served campuses based on performance in reading and mathematics and graduation rates.  
 Focus schools: 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.

Priority schools are 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. Focus schools are 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.

Priority schools: 5% of Title I served campuses based on performance in reading and mathematics and graduation rates.  
 Focus schools: 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.

Source: TEA Division of School Improvement and Support

Use of Teacher Quality Data

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.

	No Degree	Bachelor's	Master's	Doctorate
Elementary	0.0	75.3	24.7	0.0
Secondary	0.0	75.3	24.7	0.0
Total	0.0	75.3	24.7	0.0

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.

Report Not Required

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Use of Graduates Enrolled

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.

Table 1. Statewide NAEP Results for Texas, 2013-14

Grade	Subject	Overall	American Indian	Asian	Black	Hispanic	White	Students with Disabilities	English Language Learners	National School Lunch Program
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				

Table 2. Statewide NAEP Results for Texas, 2013-14: Limited English Proficient

Grade	Subject	Students with Disabilities	Limited English Proficient
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