Texas Education Agency

2016-17 Federal Report Card for Texas Public Schools

District Name: GRAPELAND ISD
District ID: 113902

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 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL	Female	Male	MIRIT
TAAR Percent a	at or A	bov	е Арр	roach	ies Gr	ade Le	evel (2	(017)	or Le	evel II	Satisfac	tory \$	Standa	ard (2016)		_
Grade 3	0047	700/	700/	740/	*	740/	000/				*	*	000/	4	000/	000/	_
Reading	2017			71%		71%	82%	-	-	-		*	63%		90%	62%	+
	2016	72%	74%	68%	45%		79%	-	-	-	-		68%	-	79%	59%	L
Mathanatiaa	2047	700/	700/	81%	*	000/	000/				*	*	750/	*	90%	700/	Т
Mathematics	2017			65%		86%	88% 74%	-	-	-		*	75%			76% 65%	ł
	2016	14%	70%	05%	45%		74%	-	-	-	-		68%	-	04%	05%	
Grade 4																	_
Reading	2017	60%	70%	71%	55%	*	82%		*	_	_	*	67%	-	83%	63%	Т
Reading	2016				*	*	67%			-	*	*	58%	-	71%		ł
	2010	14/0	7076	01 /0			07 /0			-			30 /6	_	1 1 /0	03 /6	L
Mathematics	2017	7/10/-	75%	58%	55%	*	59%		*	l _	_	*	62%	_	67%	53%	Т
Matriciliatics	2016			70%	*	*	67%		-	_	*	*	67%	-	71%		t
	2010	12/0	1070	1070			01 70						01 70		1 1 70	0070	_
Writing	2017	64%	62%	77%	73%	*	76%	_	*	_	_	*	71%	_	92%	68%	Т
· · · · · · · · · · · · · · · · · · ·	2016				*	*	67%		-	-	*	*	67%	_		69%	t
		0070	0070			I	0.70			<u> </u>		I	10.70	I	0.70	10070	_
Grade 5																	-
Reading	2017	81%	81%	76%	63%	*	75%	-	-	-	*	*	82%	-	76%	76%	T
<u> </u>				91%		*	88%	-	-	-	-	*	94%	-		88%	T
											ı		1				_
Mathematics	2017	86%	86%	82%	75%	*	80%	-	-	-	*	*	79%	-	82%	82%	T
	2016	85%	85%	88%	*	*	88%	-	-	-	-	*	83%	-	94%	82%	Ť
																	_
Science	2017	73%	75%	59%	*	*	50%	-	-	-	*	*	57%	-	65%	53%	Τ
	2016	73%	75%	73%	*	*	77%	-	-	-	-	*	67%	-	75%	71%	Ť
																	_
Grade 6																	_
Reading	2017	67%	70%	48%	*	*	50%	-	-	-	-	*	48%	_	63%	35%	I
	2016	68%	70%	55%	*	*	68%	-	*	-	*	*	50%	*	65%	43%	I
	2017	75%	78%	61%	*	*	58%	-	-	-	-	*	62%	-	75%	47%	I
Mathematics	2017																

		St	Rec	Dis	Afr Ame	Hisp	<u> </u>	Ame Inc	As	Pa Isla	Tw Ra	Spe	Ec Dis	ш	Fer	3	Mig
		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	E	Female	Male	Migrant
Reading	2017	72%	72%	70%	67%	*	70%	-	*	-	*	*	67%	*	73%	65%	
<u> </u>			71%	47%	*	*	50%	*	-	*	*	*	45%	*	53%	*	† -
														1			
Mathematics	2017	68%	68%	53%	67%	*	43%	-	-	-	*	*	43%	*	50%	56%	-
	2016	68%	68%	57%	*	*	63%	*	-	*	*	*	55%	*	63%	45%	-
Writing			69%		50%	*	63%	-	*	-	*	*	53%	*	69%	45%	-
	2016	68%	69%	59%	*	100%	56%	*	-	-	*	*	55%	*	72%	*	<u> -</u>
Grade 8																	_
Reading			84%		*	100%		*	-	*	*	*	61%	*	83%	57%	<u> -</u>
	2016	85%	87%	62%	*	*	81%	-	-	-	-	*	52%	-	75%	47%	<u> </u>
NA=0 0	001-	0.404	0.407	0001	*	٠.	7401	*	*	*	*	*	0501		0701	7001	_
Mathematics	2017				*	*	71%					*	65%	*	67%	73%	+-
	2016	8U%	81%	63%			76%	-	-	-	-		58%	-	73%	53%	<u> </u>
Coionas	2017	740/	760/	440/	*	*	E00/	*		*	*	*	120/	*	39%	420/	_
Science			75%	41%	*	*	50% 76%		-	_		*	43% 56%		70%	43% 47%	╀
	2016	13%	75%	3970			70%	-	-	-	-		50%	-	70%	41%	
Social Studies	2017	62%	6/10/-	38%	*	*	42%	*		*	*	*	48%	*	35%	43%	Τ_
Social Studies	2016			41%	*	*	52%	_	_	-	_	*	33%	_	50%	29%	╁
	2010	02 /0	02 /0	41 /0			JZ /0		_		_		33 /6	_	JU /0	23/0	
End of Course																	
English I	2017	61%	63%	51%	31%	*	63%	_	_	_	-	*	44%	*	73%	33%	Τ-
<u> </u>				73%	42%	83%	83%	-	*	-	-	*	65%	*	83%	64%	+-
		0070	0 . 70		,	0070	0070						0070		0070	0.70	
English II	2017	64%	65%	81%	64%	*	93%	-	*	-	-	*	78%	*	86%	77%	T-
<u> </u>				71%	43%	*	85%	-	-	*	-	*	65%	*	78%	63%	†-
											l .			1			
Algebra I	2017	81%	81%	72%	45%	*	83%	-	-	-	-	*	69%	*	87%	57%	T -
	2016	76%	75%	77%	77%	75%	77%	-	-	-	-	*	82%	*	83%	70%	-
Biology				100%			100%	-	-	-	-		100%	*		100%	
	2016	86%	86%	96%	91%	100%	96%	-	*	-	-	100%	96%	*	95%	96%	<u> </u> -
											ı						
U.S. History				90%		*	96%	-	-	*	-	*	88%	*		94%	_
	2016	90%	90%	93%	89%	*	97%	-	-	-	-	*	91%	*	85%	100%	, -
All Grades	06:-	-	_	0=61					_		0.5.5.	055:	0.15:	4		0.55	_
All Subjects				67%				*	71%		83%	29%		40%		61%	_
	2016	74%	75%	69%	48%	74%	76%	*	*	*	71%	25%	64%	*	73%	63%	<u> </u>
- P "	0047	740/	700/	000/	400/	700/	7.40/	*	*	*	750/	040/	000/	*	700/	500/	_
Reading				68%	49%	-		*	*	*	75% *	31%	63%	*	78%	58%	+-
	2016	12%	13%	67%	42%	67%	11%		<u> </u>			21%	61%	"	74%	59%	1 -
Mathematics	2017	700/	700/	690/	5E0/	0/10/	600/	*	*	*	1000/	28%	66%	*	720/	63%	Т
iviatrierriatics						84%		*	*	*	100%	-	66%	*		64%	-
	2010	1 J /0	10/0	00 /0	JJ /0	00 /0	13/0		<u> </u>			ZI /0	00 /0	l	12/0	04 /0	
Writing	2017	66%	65%	66%	61%	*	68%	_	*	_	*	50%	61%	*	76%	56%	Τ_
Writing				66% 63%	61%	* 100%	68% 62%	- *	*	-	*	50%	61% 61%	*	76% 69%	56% 56%	-

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male
Science	2017	78%	79%	62%	57%	70%	61%	*	-	*	*	*	62%	*	60%	64%
	2016			77%	57%	83%	84%	-	*	-	-	44%	73%	*	80%	75%
Social Studies				64%	60%	*	69%	*	-	*	*	*	69%	*	60%	71%
	2016	76%	76%	68%	52%		78%	-	-	-	-		60%		68%	68%
AAR Percent	at Me	ets G	rade	Level	(2017)	or Fi	nal Le	vel II	Stand	dard ((2016)					
All Grades				,	,		,									
All Subjects	2017			32%	24%	36%	35%	*	57%	*	43%	13%	31%	10%	37%	28%
	2016	42%	44%	34%	15%	35%	40%	*	*	*	35%	8%	29%	*	36%	31%
Reading	2017	43%	45%	37%	22%	42%	42%	*	*	*	50%	13%	33%	*	49%	26%
rtodanig	2016			36%	15%	41%	42%	*	*	*	*	9%	33%	*	42%	30%
Mathematics	2017			25%	17%	20%	29%	*	*	*	38%	9%	25%	*	26%	24%
	2016	40%	42%	23%	8%	24%	29%	*	*	*	*	3%	20%	*	24%	21%
\A/mitim m	2047	200/	250/	220/	200/	*	470/		*		*	220/	240/	*	200/	400/
Writing	2017			23% 34%	30%	43%	17% 41%	*	1	-	*	33%	24% 35%	*	29% 34%	18% 33%
	2010	39 /0	40 /0	J4 /0		43/0	41/0		_				33 /6		34 /0	33 /6
Science	2017	48%	52%	40%	43%	60%	36%	*	-	*	*	*	41%	*	38%	43%
	2016	44%	48%	50%	32%	50%	55%	-	*	-	-	17%	40%	*	54%	46%
	T															
Social Studies				36%	27%	*	41%	*	-	*	*	*	35%	*	27%	48%
	2016	45%	47%	35%	14%		45%	-	-	-	-		28%		30%	39%
All Grades All Subjects	2017 2016	19%	21%	11% 9%	8% 3%	10% 13%	12% 10%	III Ad	43% *	ed (20	9%	3%	10%	0%	13%	9%
	2010	17 70	1070	0 70	070	1070	1070				070	270	1 70		0 70	070
Reading				11%	4%	12%	13%	*	*	*	13%	2%	9%	*	16%	6%
	2016	16%	18%	10%	3%	15%	12%	*	*	*	*	2%	9%	*	11%	9%
				=0.					*							
												20/		*	00/	
Mathematics	2017			7%	5%	4%	8%	*		*	13%	2%	7%		8%	6%
Mathematics	2017			7% 7%	3%	12%	7%	*	*	*	*	3%	7%	*	8%	5%
	2016	17%	19%	7%	3%		7%					3%	7%		8%	5%
Mathematics Writing		17% 11%	19% 11%			12%			*	*	*		_			
Writing	2016 2017 2016	17% 11% 14%	19% 11% 15%	7% 8% 2%	3% 17% *	* 0%	7% 2% 3%	*	*	-	* *	3% 17% *	7% 8% 0%	*	11% 0%	5% 5% 4%
	2016 2017 2016 2017	17% 11% 14% 19%	19% 11% 15% 21%	7% 8% 2%	3% 17% *	12% * 0%	7% 2% 3%	*	*	*	*	3% 17% *	7% 8% 0%	* *	11% 0%	5% 5% 4%
Writing	2016 2017 2016 2017	17% 11% 14%	19% 11% 15% 21%	7% 8% 2%	3% 17% *	* 0%	7% 2% 3%	*	*	-	* *	3% 17% *	7% 8% 0%	*	11% 0%	5% 5% 4%
Writing	2016 2017 2016 2017 2016	17% 11% 14% 19% 15%	19% 11% 15% 21% 18%	7% 8% 2% 15% 15%	3% 17% * 14% 4%	* 0% 20% 17%	7% 2% 3% 16% 18%	* * * * * -	* - *	* * -	* * *	3% 17% * *	7% 8% 0% 12% 9%	* * * *	11% 0% 10% 16%	5% 5% 4% 20% 14%
Writing	2016 2017 2016 2017 2016	17% 11% 14% 19% 15%	19% 11% 15% 21% 18%	7% 8% 2% 15% 15%	3% 17% *	12% * 0%	7% 2% 3%	*	*	* - - *	* * *	3% 17% *	7% 8% 0%	* *	11% 0%	5%

STAAR Participati	on (Al	l Grad	des)									
All Tests	2017 2016	99% 99%		100% 98%	 			100%			 	 100% - 97% -
Reading	-			100% 96%	 		*	*		100% 88%	 100%	 100% - 94% -
Mathematics				100% 99%	 		*	*		100% 97%	 100%	 100% - 99% -
Writing				100% 100%			*	- -	* 100%	100% 100%		 100% - 100% -
Science	2017 2016	00,0		100% 98%	 		- *	*	100% -	100% 95%		 100% - 97% -
Social Studies				100% 96%	 		-	*	*	100% 83%	 *	 100% - 95% -

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

Reading Tests % of Participants % STAAR/EOC With	2017	98%	98%	100%	100%	*	100%	-	-	*	-	100%	100%	*	100%	100%	-
No Accommodations % STAAR/EOC With	2017	13%	11%	2%	0%	*	4%	-	-	*	-	2%	0%	*	0%	3%	-
Accommodations	2017	73%	76%	89%	78%	*	96%	-	-	*	-	89%	91%	*	86%	90%	-
% STAAR Alternate 2	2017	12%	12%	9%	22%	*	0%	-	-	*	-	9%	9%	*	14%	6%	-
% of Non-Participants	2017	2%	2%	0%	0%	*	0%	-	-	*	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With	2017	99%	98%	100%	100%	*	100%	-	-	*	-	100%	100%	*	100%	100%	-
No Accommodations % STAAR/EOC With	2017	12%	10%	2%	0%	*	4%	-	-	*	-	2%	0%	*	0%	3%	-
Accommodations	2017	74%	76%	88%	76%	*	96%	-	-	*	-	88%	91%	*	86%	90%	-
% STAAR Alternate 2	2017	13%	13%	9%	24%	*	0%	_	_	*	_	9%	9%	*	14%	7%	_
10 STAAN AIGHIAG Z	2017	13/0	13/0	J /0	27/0		0 / 0					0,0	0 / 0		1 1 / 0	1 /0	

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

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.

^{-&#}x27; Indicates zero observations reported for this group.

n/a' Indicates data reporting is not applicable for this group.

^{?&#}x27; Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two c	Econ Disadv	Special Ed	ELL (Current &	ELL+	Total Met	Total	Percent of Eligible Measures
	ıts	an	iċ	O	an		er C	, " =	< 2	<u>a</u>	∞	_	_	፣ −	es
Performance Status	s - Stato		JI.	JI.						Į.	Į.	II			
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	l			
Reading	Y	N	Υ	Υ	0070	0070	0070	0070	Υ	N	0070	n/a	4	6	67
Mathematics	Y	N	<u> </u>	Y					Y	N		n/a	_	5	60
Writing	Y			Y					N	- ' '		n/a	_	3	67
Science	Y			Y					Y			n/a	_	3	100
Social Studies	Y			Y					Y			n/a	_	3	100
Total									·			11,70	15	20	75
					l		l .		J						
Performance Status	s - Fede	ral													
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/a			
Mathematics	N	N		N	n/a	n/a	n/a	n/a	N	N		n/a			
	1	-N	Į.	Į.			8	8							
Participation Status	5														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95 %			
Reading	Υ	Υ	Υ	Υ					Υ	Υ	n/a		6	6	100
Mathematics	Υ	Υ	Υ	Υ					Υ	Υ	n/a		6	6	100
Total													12	12	100
		'											•		
Federal Graduation	Status	(Target:	See Re	eason C	Codes)										
Graduation	Υ			Υ					Υ		n/a		3	3	100
Target Met															
Reason Code ***	а			а					а						
Total													3	3	100
District: Met Federa	al Limits	on Alte	rnative	Asses	sments			I i	ı	1	1	li .	1		
Reading												-			
Alternate 1%	Y											-			
Number Proficient	*											 			
Total Federal Cap Limit	*														
Mathematics															
Alternate 1%	Υ														
Number Proficient	*														
Total Federal Cap	*														
Limit															
Total													1	1	100
Overall Total													31	36	86

a = Graduation Rate Goal of 90% ence from the prior year rate and the Goal

c = Safe Harbor Target of a 10% decrease in differ

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.

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:

	AII Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	(Current & Monitored	ELL (Current)
Performance Rates												
Reading			1				1 .	1 _	ı			
# at Approaches Grade Level Standard	199	34	24	133	*	*	*	5	127	12	*	n/a
Total Tests	293	72	32	178	*	*	*	7	198	42	*	*
% at Approaches Grade Level Standard	68%	47%	75%	75%	*	*	*	71%	64%	29%	*	n/a
Mathematics		T.	11				1	11	ır		1	
# at Approaches Grade Level Standard	162	29	21	103	*	*	*	7	113	10	*	n/a
Total Tests	235	54	24	147	*	*	*	7	167	40	*	*
% at Approaches Grade Level Standard	69%	54%	88%	70%	*	*	*	100%	68%	25%	*	n/a
Writing	40	40	*	0.4	1	*	1	1	07	*	*	/-
# at Approaches Grade Level Standard	46	12	, ,	31	-		-	-	27		·	n/a
Total Tests	71	21	*	45	-	*	-	-	46	*	*	*
% at Approaches Grade Level Standard	65%	57%	*	69%	-	*	-	-	59%	*	*	n/a
Science			11			_	1	11	1			
# at Approaches Grade Level Standard	57	11	7	34	*	-	*	*	41	*	*	n/a
Total Tests	90	19	10	54	*	-	*	*	63	*	*	*
% at Approaches Grade Level Standard	63%	58%	70%	63%	*	-	*	*	65%	*	*	n/a
Social Studies	_		11.		_			11-	1			11
# at Approaches Grade Level Standard	46	9	*	31	*	-	*	*	32	*	*	n/a
Total Tests	73	15	*	46	*	-	*	*	47	*	*	*
% at Approaches Grade Level Standard	63%	60%	*	67%	*	-	*	*	68%	*	*	n/a
Participation Rates												
Reading: 2016-2017 As				45-					0.00		,	
Number Participating		77	33	185	*	*	*	8	209	45	n/a	8
Total Students Participation Rate	309 100%	77 100%	100%	186 99%	*	*	*	100%	210 100%	45 100%	n/a n/a	8 100 %
Mathematics: 2016-201	17 Assess	sments	11				11	11	1			
Number Participating	248	58	25	153	*	*	*	8	178	43	n/a	6
Total Students	248	58	25	153	*	*	*	8	178	43	n/a	6

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored	ELL (Current)
Participation Rate	100%	100%	100%	100%	*	*	*	100%	100%	100%	n/a	100 %

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

	All Students	African American	Hispanic	White	America n Indian	Asian	Pacific Islander			Specia I Ed		ELL (Current)
Federal Gradu												
4-year Longit				Gr 9-12):	Class of 20	16						
Number Graduated	38	**	*	24	-	-	1	-	24	5	-	n/a
Total in Class	40	**	*	25	-	1	-	-	26	6	-	-
Graduation Rate	95.0%	91.7%	*	96.0%	-	-	-	-	92.3%	83.3%	-	n/a
4-year Longit	udinal Coh	ort Graduat	ion Rate (0	Gr 9-12):	Class of 20	15						
Number Graduated	30	8	*	20	*	-	-	-	11	*	-	n/a
Total in Class	34	11	*	20	*	1	-	-	15	*	-	-
Graduation Rate	88.2%	72.7%	*	100.0%	*	1	-	-	73.3%	*	-	n/a
5-year Extend	led Gradua	tion Rate (C	er 9-12): Cl	ass of 20)15	•						
Number Graduated	30	8	*	20	*	-	-	-	11	*	-	n/a
Total in Class	34	11	*	20	*	-	-	-	15	*	-	-
Graduation Rate	88.2%	72.7%	*	100.0%	*	-	-	-	73.3%	*	-	n/a
District: Met F	ederal Lim	nits on Alter	native Ass	essment	s							
Reading			ı			1						
Number Proficient	*											
Total Federal Cap Limit	*											
Mathematics												
Number Proficient	*											
Total Federal Cap Limit	*											

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardles s of size).

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

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					America			or		Specia	ELL	ELL
	All	African			n		Pacific	More	Econ	ı	(Ever	(Current
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	`)

- 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 (regardles s 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.

Results available at campus level only.

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.

	Dis	strict	S	state
	Number	Percent	Number	Percent
No Degree	0.0	0.0%	4,333.3	1.2%
Bachelors	40.7	93.1%	262,745.0	74.5%

	Distric	t	State)
	Number	Percent	Number	Percent
Masters	3.0	6.9%	83,426.6	23.6%
Doctorate	0.0	0.0%	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.

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

Report Not Required

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

Report Not Required

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

Report Not Required

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 06	State
2014-15	62.1%	52.0%	56.1%
2013-14	53.7%	53.7%	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
	Moth c == = +: = =	Overell	4.4	00	4.4	0
	Mathematics	Overall American Indian	14	86	44	8
			n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16 7	84	37	-
		White		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
			- N	1		_
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
	iviatificifiatics	American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	17/a 25
	+		43	95 57	16	
		Black				2
		Hispanic White	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 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	72
		Limited English Proficient	92
	-		-1-
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
	·	•	•
Grade 8	Reading	Students with Disabilities	81
		Limited English Dueficions	
		Limited English Proficient	95
		Limited English Proficient	95
	Mathematics	Students with Disabilities	95

Source: TEA Division of Student Assessment