

	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	
Science	48%	44%	53%	50%	61%	57%	27%	25%	*	-	-	-	-	*	24%	25%	14%	33%	-
					61%	57%	*	27%	*	-	-	-	-	*	23%	25%	13%	35%	-
All Subjects	19%	17%	23%	21%	23%	21%	8%	12%	0%	*	-	-	-	0%	11%	12%	11%	10%	-
					23%	21%	4%	7%	22%	-	-	-	*	2%	7%	7%	7%	7%	*
Reading	18%	16%	24%	21%	23%	21%	13%	11%	*	*	-	-	-	0%	11%	11%	13%	8%	-
					23%	21%	2%	6%	*	-	-	-	*	0%	5%	5%	6%	5%	*
Mathematics	21%	17%	23%	21%	23%	21%	9%	18%	*	*	-	-	-	0%	16%	18%	14%	18%	-
					23%	21%	6%	10%	*	-	-	-	*	3%	9%	12%	10%	10%	*
Writing	11%	14%	14%	17%	14%	17%	0%	4%	*	*	-	-	-	0%	2%	5%	4%	3%	-
					14%	17%	0%	1%	-	-	-	-	*	1%	2%	0%	2%	2%	-
Science	19%	15%	24%	20%	23%	20%	0%	3%	*	-	-	-	-	*	1%	3%	3%	2%	-
					23%	20%	*	9%	*	-	-	-	-	*	9%	6%	5%	1%	-
All Tests	99%	99%	99%	99%	99%	99%	100%	100%	89%	100%	-	-	-	99%	100%	100%	100%	100%	-
					99%	99%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	*
Reading	99%	99%	99%	99%	99%	99%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
					99%	99%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	*
Mathematics	100%	100%	99%	99%	99%	99%	100%	100%	*	*	-	-	-	97%	100%	99%	100%	99%	-
					99%	99%	100%	100%	*	-	100%	*	100%	100%	100%	100%	100%	100%	*
Writing	100%	100%	99%	99%	99%	99%	100%	100%	*	*									
					99%	99%	100%	100%	*	*									

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State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y	N	Y	n/a	5	6	83
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing	Y		Y						Y		Y	n/a	4	4	100
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
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Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
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Graduation Target Met												n/a	0	0	
Reason Code ***															
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Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
V] cæ	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)
 *** Federal Graduation Rate Reason Codes:
 a = Graduation Rate Goal of 90%
 b = Four-year Graduation Rate
 c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

CEA @ [* ! ^ . . A & Q [| A s 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. CEA @ [* ! ^ . . A & Q [| A s 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.

Pa @ [* ! ^ . . A & Q [| KNo
Pa @ [* ! ^ . . A & Q [| KNo

Source: TEA Division of School Improvement and Support

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.

	Á	Ú!&^}c	Öä d äöÁ Ú!&^}c	Á Ú!&^}c
Pa @ [* ! ^ . . A & Q [KNo	1.0	2.2%	0.7%	1.2%
Öä @ [.	41.5	92.3%	80.6%	74.5%
T ä c'!	2.5	5.5%	18.1%	23.6%
Ö & d i ä	0.0	0.0%	0.6%	0.6%

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty districts.



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