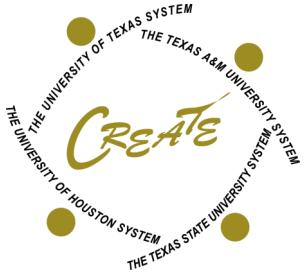
CREATE

PACE 2014

Performance Analysis for Colleges of Education

Texas Tech University



Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2014

Performance Analysis for Colleges of Education

YEAR 8
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Center for Research, Evaluation and Advancement of Teacher Education

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V. Origins of Source Data for 2014 PACE Reports

Section A: TAPR, AY 2012-2013, TEA;
PZPI, CREATE

Section B: AEIS, AY 2010-2012, TAPR, AY 2012-2013, TEA;
PZPI, CREATE

Section C: IPEDS Fall 2012; ICUT Fall 2012;
Teacher certification file FY 2012-2013, TEA;
THECB Accountability System, Prep Online, AY 2012-2013

Section D: Teacher certification file, FY 2012-2013, TEA;
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TAPR, AY 2012-2013, TEA;
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PERFORMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

Purpose and Objectives of PACE

As a consortium of universities devoted to on-going analysis and continuous quality improvement of university-based teacher preparation, the Center for Research, Evaluation and Advancement of Teacher Education (CREATE) seeks to develop planning and information systems that can assist universities in professional analysis of their teacher preparation initiatives, particularly as these practices relate to long-term teacher influence and effect.

The preparation of effective teachers for Texas public schools is of paramount importance in assuring sound economic footing and an enhanced quality of life for all Texans. To this end, university-based teacher preparation is of great public significance in the state, worthy of careful attention, and an important subject of continuous quality improvement.

Performance Analysis for Colleges of Education (PACE) is offered in support of the teacher preparation programs associated with the CREATE consortium. PACE presents a useful reporting system for universities and their Colleges of Education centered on public schools. Reports are intended to be used as a planning and resource tool that can assist teacher education leaders in assessing needs, targeting refinements in their preparation programs, and evaluating organizational effects over time.

PACE reports are intended to address the following objectives:

1. Present a system which describes and charts a Proximal Zone of Professional Impact (PZPI) for each CREATE institution, within which to consider long-term program interventions and measure effectiveness of university teacher preparation programs.
2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based teacher preparation programs.
3. Provide information that will enable university and public school leaders to track long-term trends related to public schools in their immediate area.
4. Provide information that will enable university and public school leaders to track long-term trends related to teacher supply in relation to regional demand.
5. Furnish a structured format that will enable university and public school leaders to engage in systematic analysis of production, academic performance, and staffing patterns in their immediate vicinity.

As an information system, the PACE reports are subject to continuous quality improvement. For Year 8, the core reports on university and teacher production, professional impact trends, and benchmarking have been retained. Changes to the State of Texas Assessments of Academic Readiness (STAAR) accountability system continue. Almost all of the trend reports on public school academic performance have been redesigned. Report modifications on this set of reports will continue until the STAAR system is completely functional.

PACE is offered as a common data platform that can assist all consortium members in establishing a school-centered planning focus. However, PACE data must be augmented with university program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. Hopefully, the information found in PACE will encourage users to integrate local university information to inform teacher preparation practices at the campus and regional level.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2014 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 64.

CREATE Assumptions about the Professional Influence and Impact of Colleges of Education

The PACE report is based upon key assumptions that are central to CREATE's mission and program of work. CREATE assumes the following with regard to the professional influence and impact of Colleges of Education.

A. Colleges of Education are an integral component of a system of public education and, as such, have a professional obligation to contribute to the continuous quality improvement of public school teaching and K-12 academic performance.

B. Colleges of Education can and do influence continuous quality improvement of public school teaching and K-12 academic performance through their core functions of:

- teacher preparation
- research and development
- service to the profession

C. To optimize professional influence, Colleges of Education leaders must regularly assess the status of public school teaching and student academic performance, and based upon identified needs, work with their public school partners to develop and implement program interventions that support measured improvement over time.

D. The College of Education's long-term effects on public school teaching and K-12 academic performance can best be assessed through:

- on-going analysis of the College's teacher production, placement and retention trends
- faculty and graduate student research and development activities
- faculty and staff service to the local profession as implemented in a Proximal Zone of Professional Impact (PZPI)

E. Faculty and public school collaboration in planning, implementing and/or assessing educational interventions in the PZPI should be actively encouraged within every College of Education.

The Proximal Zone of Professional Impact (PZPI): A Contextual Framework for Assessing Long-Term Influence and Impact of Colleges of Education

To facilitate consistent long-term assessment of institutional impact, and afford comparative analysis, CREATE has established a Proximal Zone of Professional Impact (PZPI) for CREATE institutions. The Proximal Zone of Professional Impact is comprised of the university and all school districts and campuses within a seventy-five mile radius of the university. This proximal zone describes a "P-16" professional community in the immediate vicinity of each university, and provides each College of Education a professional community in which to collaboratively design and implement program improvements over time and to gauge their long-term success.

While this Proximal Zone of Professional Impact does not convey the complete impact scenario of the university's teacher preparation programs, it does provide a common and consistent setting in which the university may measure program effects over time.

From CREATE's perspective, designating a PZPI offers the following advantages:

A. It establishes parameters of a professional community that are consistently defined across the CREATE consortium, enabling long-term program benchmarking and institutional comparisons.

B. It presents a useful frame of reference for Colleges of Education to utilize in assessing teaching and learning trends over time in the geographic area nearest their institution.

C. It provides support for long-term regional networking and professional partnerships among public and higher education institutions in the zone.

D. It provides geographic boundaries that correlate to the university's primary admission centers.

Data Sets Used in the PACE Report

The data used to compile the PACE reports are based on the following data sets, listed in alphabetical order:

Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR). With the recent implementation of the STAAR accountability system, AEIS has been replaced by TAPR. Both reporting systems contain student and staff data on every public school campus and district in Texas. The AEIS data, showing TAKS performance, is available from the TEA website (http://ritter.tea.state.tx.us/perfreport/aeis/) from 1990-1991 through 2011-2012. The TAPR data, showing STAAR performance, is available from the TEA website at (http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html).

Independent Colleges and Universities of Texas (ICUT). The independent colleges and university production data downloaded from IPEDS was verified through the University and College Accountability Network (UCAN) found at http://www.ucan-network.org/members.asp.

Integrated Postsecondary Education Data System (IPEDS). The independent colleges and university production data was downloaded from The National Center for Education Statistics (NCES) through the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter).

Proximal Zone of Professional Impact (PZPI). This data set, produced by CREATE, contains a list of the K-12 public schools and districts within a 75-mile radius of each university in the CREATE consortium offering teacher preparation.

Teacher Assignment Data Set. This data set, obtained from the Texas Education Agency (TEA), matches each teacher to the district and campus(s) in which he or she teaches. The type of information available includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school.

Teacher Certification Data Set. This data set, also obtained from TEA, lists information about each Texas teaching certificate obtained by a qualified applicant in Texas. The data are available from FY 1994 through the current year. It is a dynamic data set in that changes are made on a **daily** basis. Thus, any analysis based on a Teacher Certification Data Set purchased in one month will likely differ somewhat from an analysis based on a data set purchased in another month.

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. It is an interactive website (http://www.txhighereddata.org/Interactive/Accountability/), providing information related to the four success goals of the Texas Higher Education Closing the Gaps Initiative. Information about university production was downloaded from the THECB Prep Online site (http://www.txhighereddata.org/Interactive/PREP_New/).

How to Use and Apply the PACE Report

PACE is intended as a tool to assist universities, their Colleges of Education, and their leadership teams in analyzing teaching and learning trends within their institutions and within the public schools of the surrounding area. PACE offers a structure to monitor and gauge long-term professional improvement. The data included in this report are important, therefore, only to the degree that each university chooses to address them in a systematic and continuous manner. It is hoped that the PACE reports will be used as planning tools that universities will use to create institutional mechanisms for the on-going refinement of their teacher preparation programs, as well as other educational programs. Based on this intended use, we recommend the following actions associated with the PACE reports:

1. Organize and empower a teacher preparation leadership team which includes both university and public school partners (a standing work committee) to analyze and interpret these data as well as recommend organizational improvements based on the needs identified.
2. Verify and validate the state data sets to be certain that they are relatively consistent with comparable data reported by the university. Extend and augment the data in the PACE reports with university data bases and programmatic information available only at your institution.
3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.
4. Plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects based on these planned interventions in conjunction with school district partners.
5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

How CREATE Can Assist

CREATE will continue to refine the PACE reports and data sets for annual distribution and deliver additional support and technical assistance to university/school leadership teams by:

1. Developing customized reports for active university teams
2. Consulting with leadership teams regarding analysis and interpretation of data
3. Facilitating meetings and other local events that employ these data in a systematic manner for program improvement
4. Assisting with university-based initiatives to design and implement program improvements.

I.
Educational Trends in University's Proximal Zone of Professional Impact

A.
Descriptive Reports on the Characteristics of Public Schools in the Proximal Zone of Professional Impact

SECTION A:
Descriptive Reports on the Characteristics of Public Schools in the Proximal Zone of Professional Impact

The reports in Section A provide information about the characteristics of public and charter schools located within a 75-mile radius of the target university. The definitions used to generate the various reports in Section A are discussed below. Please see Section V in the Table of Contents for a complete listing of the original data sources and the year(s) of data used to complete Section A reports.

A.1: Summary of Public School Enrollment in the Proximal Zone of Professional Impact (PZPI).

This report provides a summary of student enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and English language learners (ELL)/limited English proficient (LEP) students and students who are at risk for dropping out. Percentages of students in special categories will NOT add up to 100% because different denominators are used to calculate level percentages. The definitions of the subpopulations are described below:

***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. (*Source:* http://ritter.tea.state.tx.us/perfreport/tapr/2013/glossary.pdf, page 10); *also* see *Campus Group* and *Total Students*, *PEIMS, Oct. 2012, Oct. 2011; and TEA Student Assessment Division).*

***Special Education**:* This refers to the population served by programs for students with disabilities. *(Source: TEA, 2013.* Subchapter AA. Commissioner's Rules Concerning Special Education Services found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html and Texas Education Code (TEC) §29.001 - 29.020 found at *h*ttp://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B).

Bilingual: These are students who have a home language other than English, and who are identified as English language learners because their English language skills are such that they have difficulty performing ordinary classwork in English. (*Source: TEA*, 2013, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html) and the Texas Education Code (TEC) §29.051-29.064 - Bilingual Education and ESL Programs found at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B).

English Language Learner (ELL): These are students who are in the process of acquiring English and have another language as their first native language. They have been identified as English language learners by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. The terms English language learner and limited English proficient student are used interchangeably (TEC, 29.052). Not all students identified as ELL receive bilingual or English as a second language instruction, although most do. (Source: November 2013 TAPR Glossary, page 10, found at http://ritter.tea.state.tx.us/perfreport/tapr/2013/glossary.pdf and Texas Education

Code (TEC), Chapter 29, Subchapter B found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html).

Limited English Proficient (LEP): These are students identified as limited English proficient by a district's Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. The terms English language learner and limited English proficient student are used interchangeably (TEC, 29.052). Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. (Source: TEA, 2013. Commissioner's Rules Concerning State Plan for Educating English Language Learners. Chapter 89: Adaptations for Special Populations, Subchapter BB found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html).

***At-Risk*:** These are students identified as being at risk of dropping out of school using state-criteria only. (See TEC §29.081, Compensatory and Accelerated Instruction). A description of the at-risk criteria can be found at: http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B

A.2: Public School Enrollment by District in the Proximal Zone of Professional Impact.
This report is the first page of a supplemental document (See Attachment 1 for a full inventory) showing public school enrollment in the PZPI in different configurations. All districts and charter schools in the target university's PZPI are listed in the first column. Then, the next six columns show the number of campuses by school level (elementary, middle, high, and elementary/ secondary). The middle section, columns eight through thirteen, disaggregate student enrollment by ethnicity. The last five columns disaggregate the district's enrollment of selected student subpopulations by campus level.

A.3: Public School Listing in the Proximal Zone of Professional Impact.
This report is the first page of a supplemental document (See Attachment 2 for a full inventory) listing all districts and campuses (including charter schools) within the university's PZPI. The listing includes the district name, campus code and campus name, school type (elementary, middle, high, and elementary/secondary), school size, and 2012-2013 STAAR accountability ratings. The campus accountability rating uses the following system:

M = Met Standard
A = Met alternative standard
I = Improvement required
X = Not rated
Z = Not rated

Requirements for each rating can be found in the 2014 Accountability Manual on the TEA website at http://ritter.tea.state.tx.us/perfreport/account/2014/manual/ch02.pdf or the Master Reference for Data Elements Used in the Accountability System found at http://ritter.tea.state.tx.us/perfreport/account/2014/download/acctref.html

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2012-2013

Texas Tech University

District Types in the PZPI	N	%
Traditional Districts	61	96.8
Charter Schools	2	3.2
Total	63	100.0

Level	Number of Schools	Number of Students										
		African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	98	3,018	7.4	24,638	60.2	12,076	29.5	432	1.1	118	0.3	40,911
MS	47	1,134	7.0	9,384	57.7	5,263	32.3	190	1.2	59	0.4	16,270
HS	57	1,320	6.7	10,838	55.4	6,807	34.8	240	1.2	86	0.4	19,563
EL/SEC	34	151	2.6	2,724	47.3	2,773	48.2	10	0.2	22	0.4	5,759
Total	**236**	**5,623**	**6.8**	**47,584**	**57.7**	**26,919**	**32.6**	**872**	**1.1**	**285**	**0.3**	**82,503**

Level	Number of Schools	Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
		N	%	N	%	N	%	N	%	N	%
ELEM	98	28,044	68.5	3,476	8.5	3,171	7.8	3,017	7.4	16,250	39.7
MS	47	9,968	61.3	1,789	11.0	456	2.8	490	3.0	5,877	36.1
HS	57	9,942	50.8	2,177	11.1	358	1.8	410	2.1	8,950	45.7
EL/SEC	34	3,344	58.1	529	9.2	291	5.1	300	5.2	1,991	34.6
Total	**236**	**51,298**	**62.2**	**7,971**	**9.7**	**4,276**	**5.2**	**4,217**	**5.1**	**33,068**	**40.1**

Public School Enrollment by District in the Proximal Zone of Professional Impact

2012-2013

Texas Tech University

SAMPLE DOCUMENT: To view the Total School Listing for Your Proximal Zone of Professional Impact Refer to Attachment 1

District Name	School Level	EL	MS	HS	El/Sec	Total	Afro-Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABERNATHY ISD	ELEM	1	0	0	0	1	2	241	138	0	1	385	255	34	9	9	209
	HS	0	0	2	0	2	4	98	103	0	0	207	100	18	2	2	89
	MS	0	1	0	0	1	2	94	71	1	2	173	86	23	3	3	57
AMHERST ISD	EL/SEC	0	0	0	1	1	10	126	23	0	0	159	128	23	32	34	85
	HS	0	0	1	0	1	0	2	0	0	0	2	2	1	0	0	2
ANTON ISD	EL/SEC	0	0	0	1	1	14	170	60	0	0	250	202	26	9	10	89
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	2	41	176	0	2	238	63	14	3	3	25
BROWNFIELD ISD	ELEM	3	0	0	0	3	28	753	202	3	3	998	771	82	88	91	380
	HS	0	0	2	0	2	17	347	93	3	1	463	278	51	14	15	220
	MS	0	1	0	0	1	16	278	75	2	3	378	269	34	19	20	228
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	0	74	57	0	0	131	97	13	10	10	37
CROSBYTON CISD	EL/SEC	0	0	0	1	1	0	2	0	0	0	2	0	2	0	0	1
	ELEM	1	0	0	0	1	7	128	41	0	0	178	137	22	2	2	55
	HS	0	0	1	0	1	3	79	27	0	0	110	92	9	0	0	54
	MS	0	1	0	0	1	4	54	35	0	1	95	67	9	0	0	24
DAWSON ISD	EL/SEC	0	0	0	1	1	0	101	62	0	0	163	80	12	7	8	80
DENVER CITY ISD	ELEM	1	0	0	0	1	5	695	164	5	2	881	472	45	221	227	401
	HS	0	0	1	0	1	2	298	101	1	1	407	158	33	28	28	191
	MS	0	1	0	0	1	0	312	82	1	2	398	213	21	30	30	174
DIMMITT ISD	ELEM	1	0	0	0	1	6	488	63	1	0	558	501	33	144	154	303
	HS	0	0	1	0	1	14	246	40	1	0	303	249	20	15	16	165
	MS	0	1	0	0	1	4	309	40	0	0	354	315	24	45	50	153
FLOYDADA ISD	EL/SEC	0	0	0	1	1	0	9	3	0	0	12	12	4	1	1	12
	ELEM	1	0	0	0	1	17	368	78	0	0	466	364	30	57	59	145
	HS	0	0	1	0	1	9	157	35	0	0	201	134	24	8	8	105
	MS	0	2	0	0	2	3	95	26	0	1	127	81	13	11	11	52
FRENSHIP ISD	EL/SEC	0	0	0	1	1	3	38	48	0	1	92	40	11	1	1	62
	ELEM	6	0	0	0	6	144	1,545	2,127	112	17	4,049	1,715	284	200	189	1,153
	HS	0	0	1	0	1	74	695	1,105	52	7	1,967	510	145	9	9	513
	MS	0	3	0	0	3	82	697	987	41	4	1,859	648	136	23	23	422

Public School Listings in the Proximal Zone of Professional Impact

2012-2013

Texas Tech University

SAMPLE DOCUMENT: To view the Total School Enrollment by District for Your Proximal Zone of Professional Impact Refer to Attachment 2

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
ABERNATHY ISD	95901003	ABERNATHY DAEP	HS	5	X
ABERNATHY ISD	95901001	ABERNATHY H S	HS	202	M
ABERNATHY ISD	95901041	ABERNATHY J H	MS	173	M
ABERNATHY ISD	95901101	ABERNATHY EL	EL	385	M
AMHERST ISD	140901002	P E P	HS	2	X
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	159	M
ANTON ISD	110901001	ANTON SCHOOL	MULTI	250	M
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	238	M
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	HS	22	I
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	441	M
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	378	I
BROWNFIELD ISD	223901103	BRIGHT BEGINNINGS ACADEMIC CENTER	EL	163	I
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	299	I
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	536	I
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	131	M
CROSBYTON CISD	54901001	CROSBYTON H S	HS	110	M
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	MS	95	I
CROSBYTON CISD	54901101	CROSBYTON EL	EL	178	I
CROSBYTON CISD	54901200	SP ED CO-OP	MULTI	2	Z
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	163	M
DENVER CITY ISD	251901001	DENVER CITY H S	HS	407	M
DENVER CITY ISD	251901041	WILLIAM G GRAVITT J H	MS	398	M
DENVER CITY ISD	251901101	KELLEY/DODSON EL	EL	881	M
DIMMITT ISD	35901001	DIMMITT H S	HS	303	M
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	354	M
DIMMITT ISD	35901102	RICHARDSON EL	EL	558	M
FLOYDADA ISD	77901001	FLOYDADA H S	HS	201	M

B.
Educational Trend Reports on Public Schools in the Proximal Zone of Professional Impact

SECTION B:
Educational Trend Reports on Public Schools in the Proximal Zone of Professional Impact

Section B describes student enrollment and academic trends within the PZPI. Because of the changes in the Texas accountability system, the PACE reports in this section have been redesigned. In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). There will be yearly changes to the rating criteria and targets until the performance index framework is fully implemented on 2016. Please note that the material on accountability on the TEA website is constantly being updated, revised, and rearranged. The 2013 and 2014 state accountability ratings for districts, charters and campuses are presently on the Texas Education Agency website at: http://ritter.tea.state.tx.us/perfreport/account/2013/index.html and http://ritter.tea.state.tx.us/perfreport/account/2014/index.html, respectively. Assessment summary results for the state, region, district and campus are also available at: https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical_reporting_page.

The STAAR data compiled for this section are for academic years 2012 and 2013. Included are annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8. There are15 end-of-course assessments in high school these two years: English I, II, and III reading; English I, II, and III writing; algebra I, algebra II, and geometry; biology, chemistry, and physics; U.S history, world geography, and world history.

The definitions used to generate the various reports in Section B are discussed below. Please see Section V in the Table of Contents for a complete listing of the original data sources and the year(s) of data used to complete this section.

B.1: Student Enrollment Trends in the Proximal Zone of Professional Impact.
This two-page analysis describes the trends in student enrollment within the PZPI from 2010 to 2013. The enrollment data are disaggregated by school level and student racial/ethnic categories. Other charts describe trends and distributions for other special student subpopulations (e.g. economically disadvantaged, students in bilingual programs, and special education).

B.2: Student Academic Performance in the Proximal Zone of Professional Impact: High School STAAR Performance Summary.
This chart compares STAAR Performance (percent passing) of high school students in the PZPI with state high school STAAR performance in reading, writing, mathematics, science and social studies in academic years 2012 and 2013.

B.2.1- B.2.5: High School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies: This series compares two years of high school STAAR performance in core academic subjects by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

B.3: Student Academic Performance in the Proximal Zone of Professional Impact: Middle School STAAR Performance Summary.
This chart compares STAAR Performance of middle school students in the PZPI with state middle school STAAR performance in reading, writing, mathematics, science and social studies in academic years 2012 and 2013. The data are aggregated by level and grade at Phase-in 1, Level II and above for campuses designated by the state as middle level.

B.3.1- B.3.5: Middle School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies: This series of analyses compares two years of middle school STAAR performance in core academic subjects by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

B.4: Student Academic Performance in the Proximal Zone of Professional Impact: Elementary School STAAR Performance Summary.
This chart compares STAAR Performance of elementary school students in the PZPI with state elementary school STAAR performance in reading, writing, mathematics, and science in academic years 2012 and 2013. The data are aggregated by subject and grades at Phase-in 1, Level II and above for campuses designated by the state as elementary.

B.4.1- B.4.4: Elementary School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies; This series of analyses compares two years of elementary school STAAR performance in STAAR-tested academic subjects and grades disaggregated by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

B.5: Highest and Lowest Performing Schools by Level.
The last set of reports in this section lists the 25 highest and lowest performing high, middle, and elementary schools. Although the six reports show the results of different subjects, the format of the table is the same. Each lists the district and campus names, the campus enrollment, the percent of students who are economically disadvantaged, the percent of minority students at the campus, the subject, the number of students taking the STAAR test in a subject, the percent of students who passed at Phase-in 1, Level II or above, and the percent of those students who passed at Phase-in 1, Level II at the advanced level.

B.5.1 and B.5.2: 25 Highest and Lowest Performing High Schools Ranked by STAAR Algebra I Performance: These two reports list the 25 highest- and lowest-performing high schools in the PZPI on the following STAAR-tested subjects: algebra I, biology, U.S. history, reading I, writing I, reading II, and writing II.

B.5.3 and B.5.4: 25 Highest and Lowest Performing Middle Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing middle schools in the PZPI on the following STAAR-tested subjects: reading, mathematics, writing, science, and social studies.

B.5.5 and B.5.5: 25 Highest and Lowest Performing Elementary Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing elementary schools in the PZPI on the following STAAR-tested subjects: reading, mathematics, writing, and science.

Student Enrollment Trends in Proximal Zone of Professional Impact

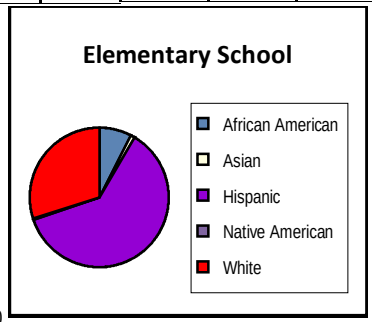
Fiscal Year 2010-2013

Texas Tech University

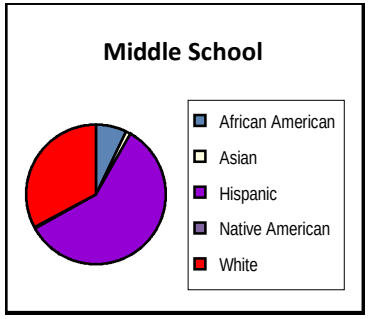
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	Net Change	Pct Change
All	39,951	40,195	40,504	40,911	15,619	15,978	16,020	16,270	19,339	19,347	19,178	19,563	5,062	5,302	5,423	5,759	79,971	80,822	81,125	82,503	2,532	3.2
African American	3,575	2,966	2,989	3,018	1,209	1,078	1,103	1,134	1,571	1,388	1,310	1,320	171	112	130	151	6,526	5,544	5,532	5,623	-903	-13.8
Hispanic	22,700	23,933	24,249	24,638	8,509	9,073	9,169	9,384	9,828	10,302	10,319	10,838	2,273	2,465	2,517	2,724	43,310	45,773	46,254	47,584	4,274	9.9
White	13,095	12,183	12,112	12,076	5,673	5,371	5,293	5,263	7,639	7,103	6,949	6,807	2,556	2,617	2,672	2,773	28,963	27,274	27,026	26,919	-2,044	-7.1
Asian	470	408	416	432	174	164	175	190	238	205	230	240	13	6	11	10	895	783	832	872	-23	-2.6
Native American	111	136	131	118	54	72	58	59	63	78	86	86	49	23	20	22	277	309	295	285	8	2.9
Economically Disadvantaged	27,543	27,588	27,820	28,044	9,469	9,696	9,886	9,968	9,580	9,713	9,711	9,942	2,974	3,154	3,164	3,344	49,566	50,151	50,581	51,298	1,732	3.5
Special Education	3,736	3,770	3,649	3,476	1,927	1,771	1,821	1,789	2,435	2,401	2,179	2,177	519	502	528	529	8,617	8,444	8,177	7,971	-646	-7.5
Bilingual	2,662	2,790	2,917	3,171	417	406	382	456	327	336	349	358	265	320	260	291	3,671	3,852	3,908	4,276	605	16.5
LEP	2,819	2,876	2,896	3,017	471	456	435	490	384	387	392	410	280	314	268	300	3,954	4,033	3,991	4,217	263	6.7

Ethnic Comparisons by Level 2013

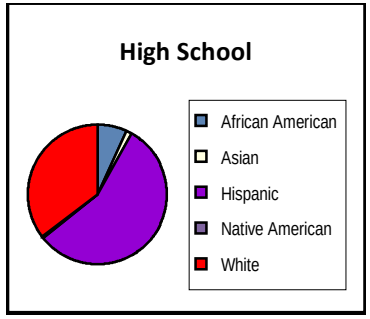
Ethnicity	Elementary School	%
Native American	118	0.3
Asian	432	1.1
White	12,076	29.5
Hispanic	24,638	60.2
African American	3,018	7.4
All	40,911	100.0



Middle School	%
59	0.4
190	1.2
5,263	32.3
9,384	57.7
1,134	7.0
16,270	100.0

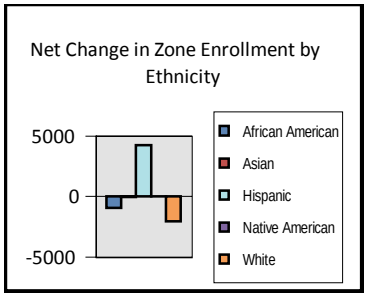


High School	%
86	0.4
240	1.2
6,807	34.8
10,838	55.4
1,320	6.7
19,563	100.0

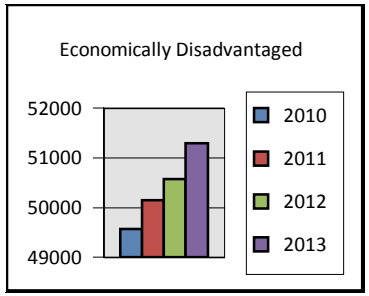


Other Trends and Distributions

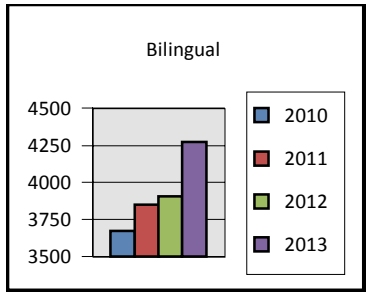
Ethnicity	Net Change 2010-2013
Native American	8
Asian	-23
White	-2,044
Hispanic	4,274
African American	-903
All	2,532



Eco. Disadvantaged	
Year	Amount
2010	49,566
2011	50,151
2012	50,581
2013	51,298
3-Yr. Change	4



Bilingual	
Year	Amount
2010	3,671
2011	3,852
2012	3,908
2013	4,276
3-Yr. Change	17



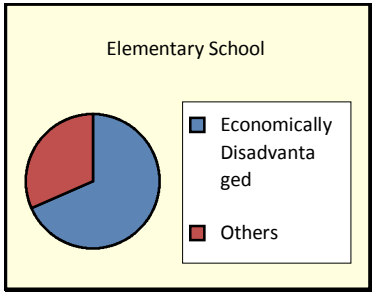
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

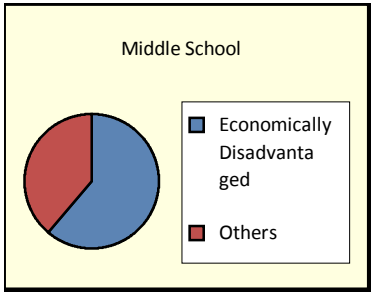
2013

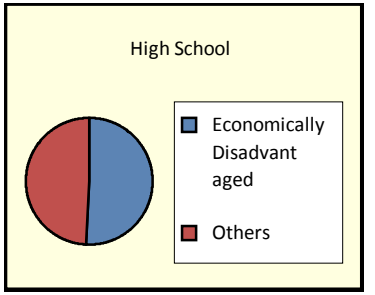
Texas Tech University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	28,044	68.5	9,968	61.3	9,942	50.8
Others	12,867	31.5	6,302	38.7	9,621	49.2
Total	40,911	100.0	16,270	100.0	19,563	100.0

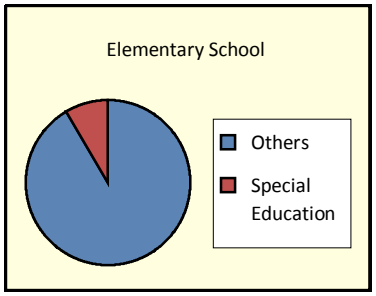


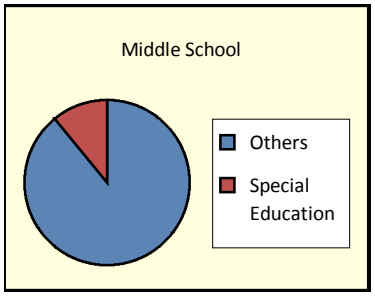


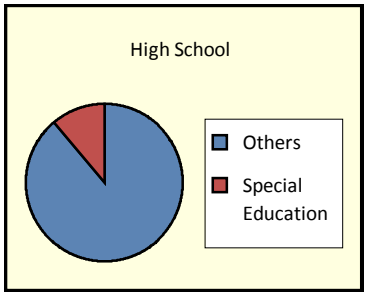


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	37,435	91.5	14,481	89.0	17,386	88.9
SPED	3,476	8.5	1,789	11.0	2,177	11.1
Total	40,911	100.0	16,270	100.0	19,563	100.0





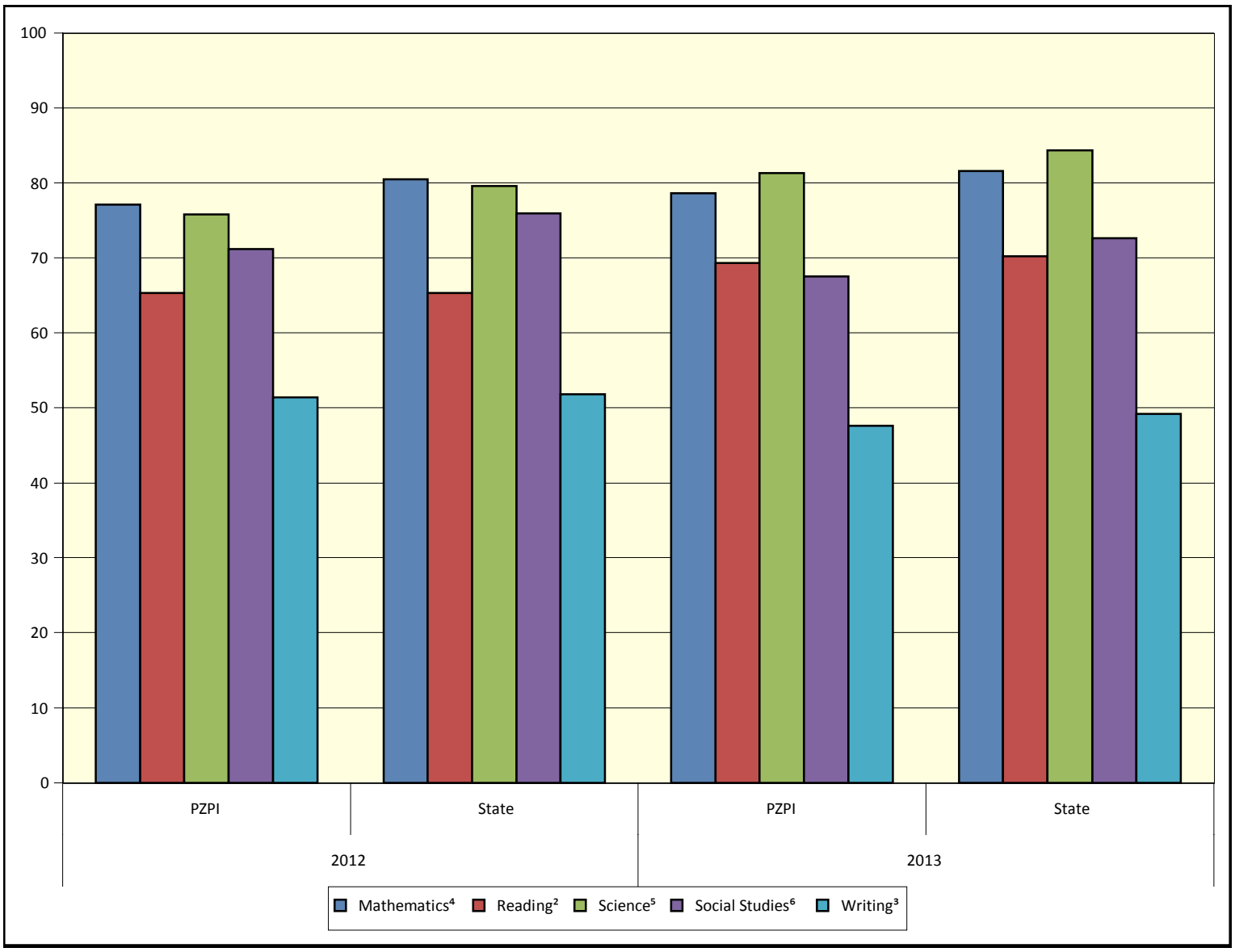


Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

High Schools

Texas Tech University



	State 2012	PZPI 2012	State 2013	PZPI 2013
Reading[2]	65.3	65.3	70.2	69.3
Writing[3]	51.8	51.4	49.2	47.6
Mathematics[4]	80.5	77.1	81.7	78.6
Science[5]	79.6	75.8	84.4	81.3
Social Studies[6]	75.9	71.2	72.6	67.5

[1]STAAR percent passing at Phase-in I Level II or above.

[2]Includes English I reading, English II reading and English III reading.

[3]Includes English I writing, English II writing and English III writing.

[4]Includes algerbra I, algebra II, and geometry.

[5]Includes biology, chemistry and physics.

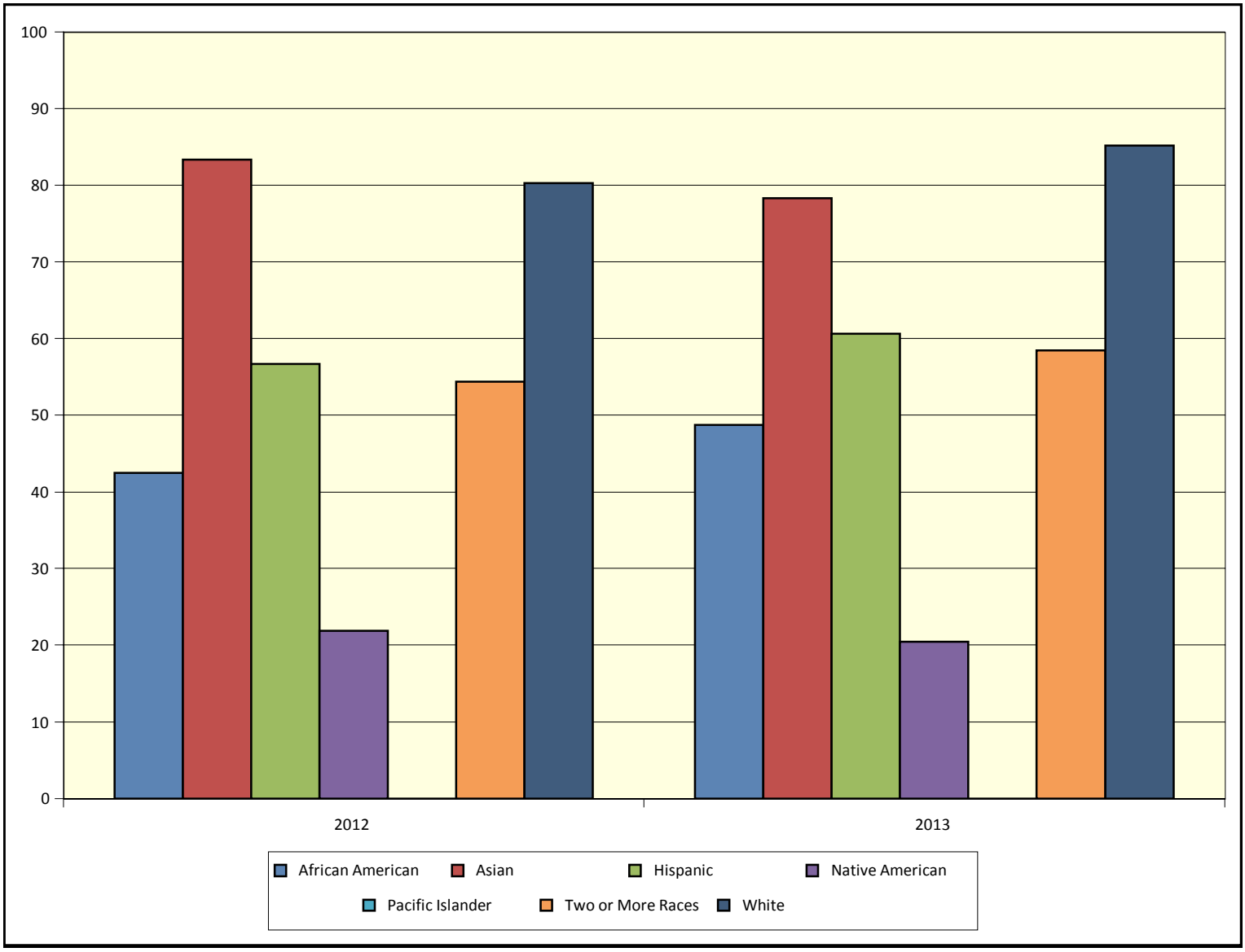
[6]Includes U.S. history, world geography, and world history.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Reading[2] by Ethnicity

High Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	332	42.5	691	48.8
Hispanic	3,094	56.7	5,855	60.6
White	1,988	80.2	3,415	85.2
Asian	60	83.3	129	78.3
Native American	32	21.9	49	20.4
Pacific Islander	6	0.0	7	0.0
Two or More Races	92	54.3	130	58.5

[1]STAAR percent passing at Phase-in I Level II or above.

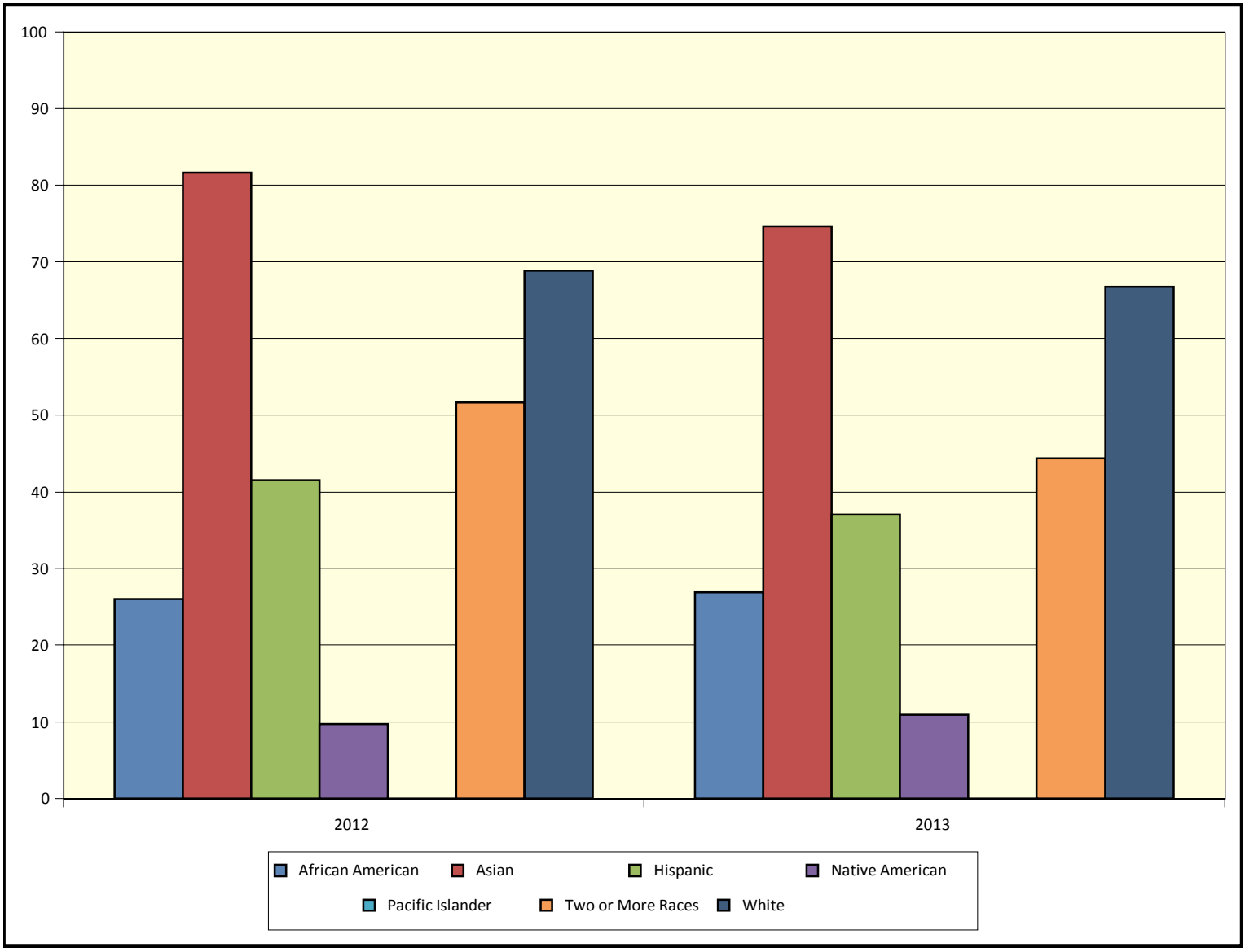
[2]Includes English I reading, English II reading and English III reading.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Writing[2] by Ethnicity

High Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	335	26.0	729	26.9
Hispanic	3,076	41.5	6,190	37.1
White	1,991	68.8	3,644	66.7
Asian	60	81.7	134	74.6
Native American	31	9.7	55	10.9
Pacific Islander	6	0.0	7	0.0
Two or More Races	91	51.6	142	44.4

[1]STAAR percent passing at Phase-in I Level II or above.

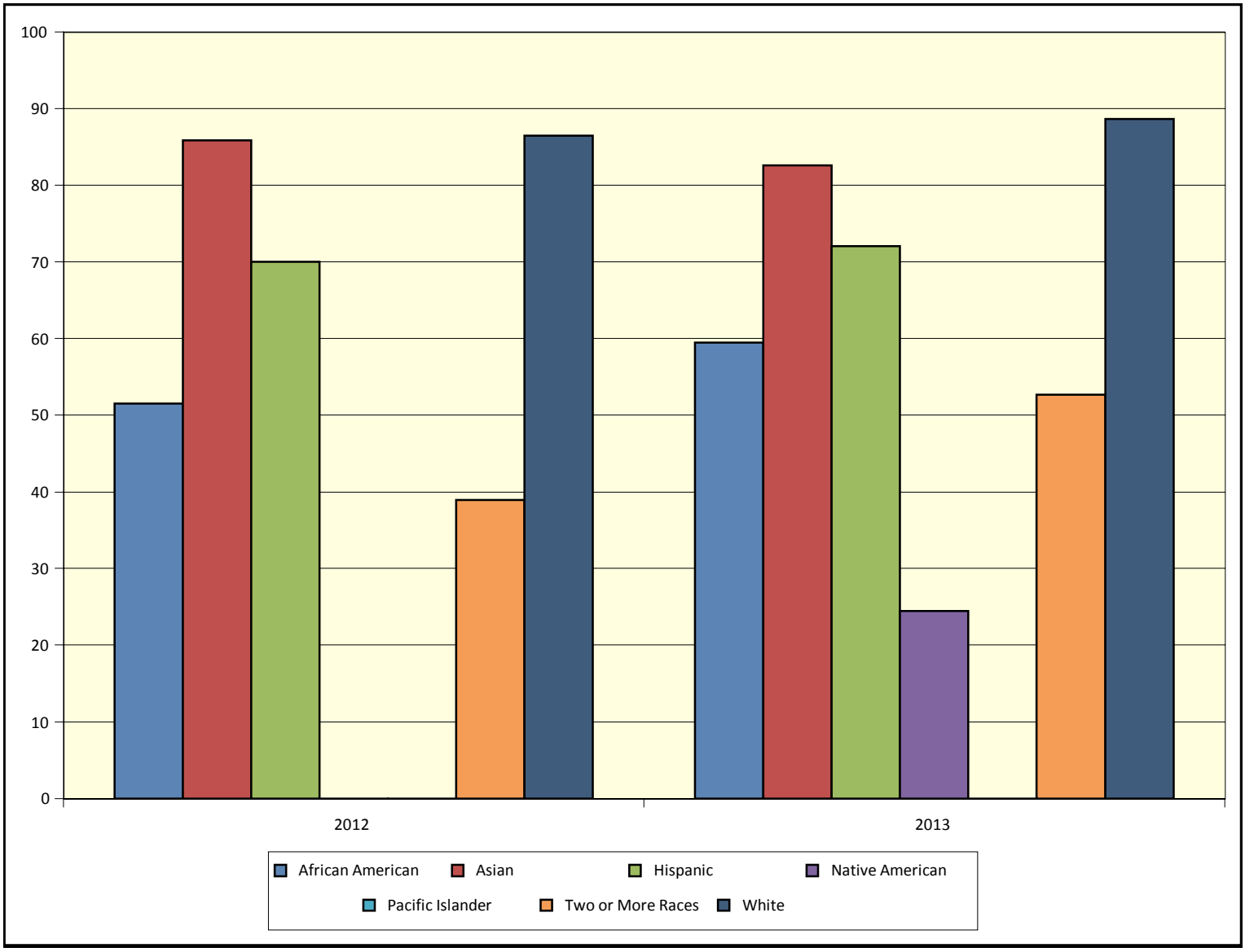
[2]Includes English I writing, English II writing and English III writing.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Mathematics[2] by Ethnicity

High Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	322	51.6	678	59.4
Hispanic	3,010	70.0	5,634	72.0
White	2,097	86.5	3,395	88.7
Asian	78	85.9	121	82.6
Native American	32	0.0	45	24.4
Pacific Islander	6	0.0	6	0.0
Two or More Races	77	39.0	131	52.7

[1]STAAR percent passing at Phase-in I Level II or above.

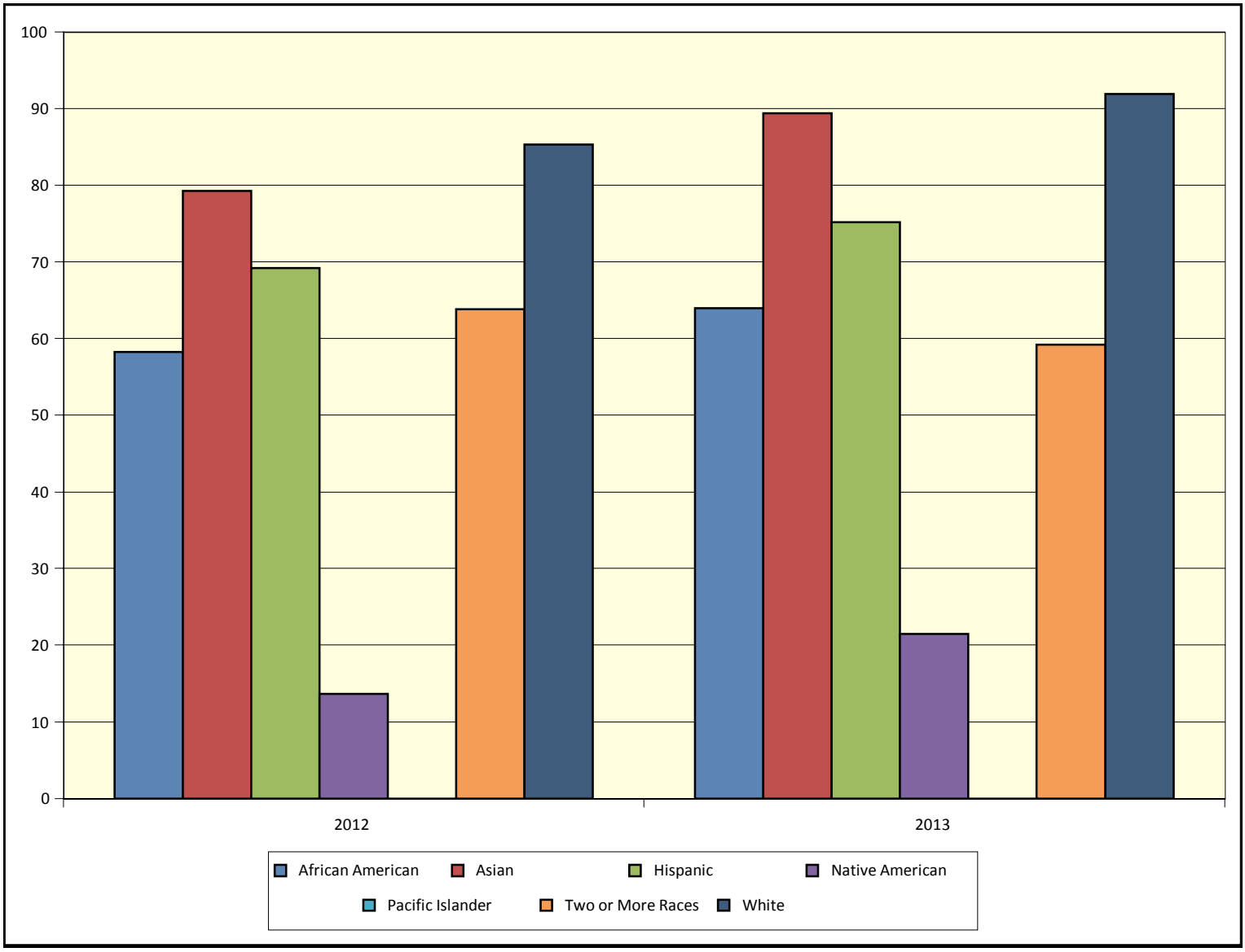
[2]Includes algebra I, algebra II and geometry.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Science[2] by Ethnicity

High Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	534	58.2	610	63.9
Hispanic	3,945	69.2	5,342	75.2
White	2,860	85.3	3,314	91.9
Asian	106	79.2	132	89.4
Native American	44	13.6	42	21.4
Pacific Islander	9	0.0	6	0.0
Two or More Races	94	63.8	125	59.2

[1]STAAR percent passing at Phase-in I Level II or above.

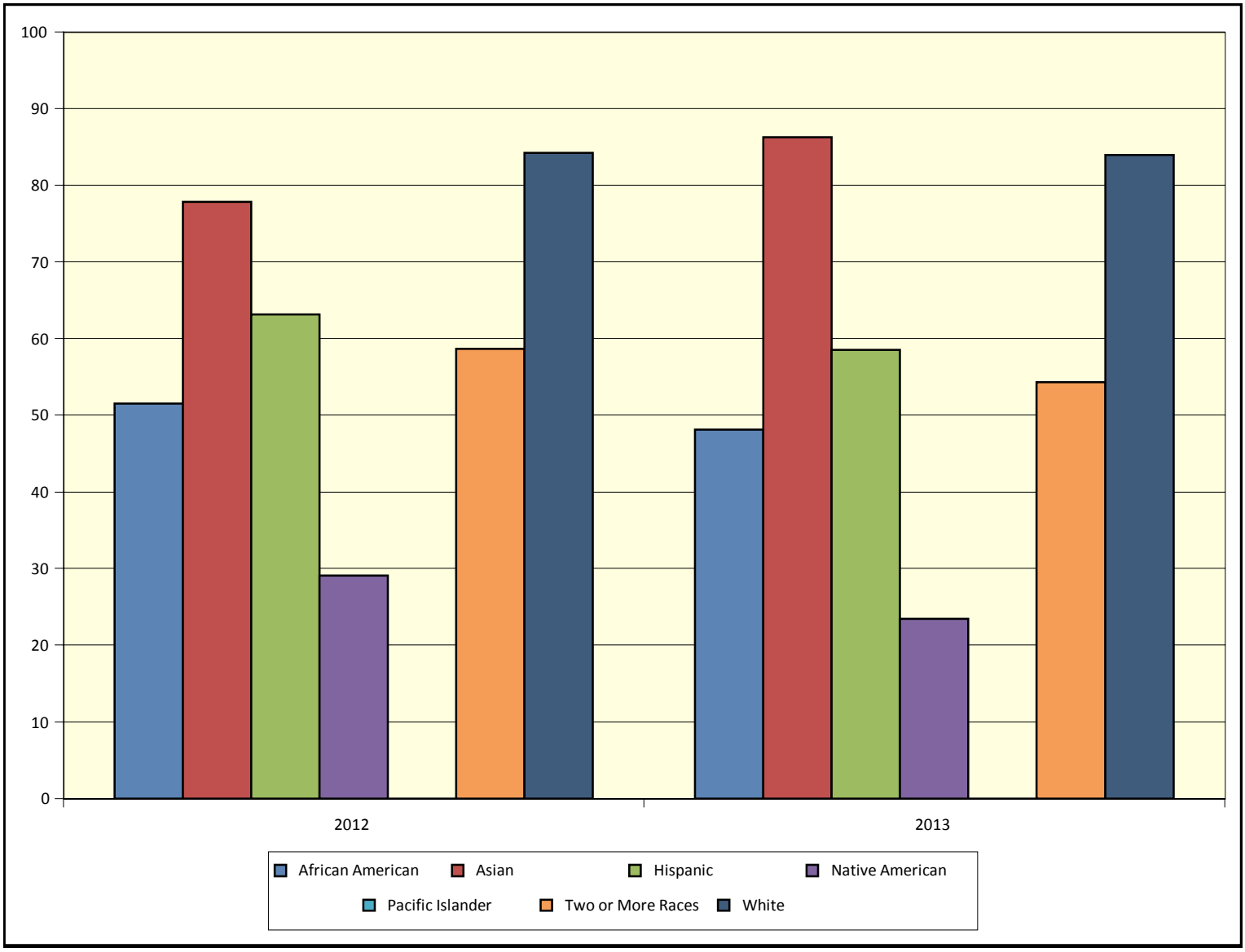
[2]Includes biology, chemistry and physics.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Social Studies[2] by Ethnicity

High Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	390	51.5	686	48.1
Hispanic	3,360	63.1	5,772	58.5
White	2,184	84.2	3,397	84.0
Asian	63	77.8	124	86.3
Native American	31	29.0	47	23.4
Pacific Islander	6	0.0	6	0.0
Two or More Races	75	58.7	127	54.3

[1]STAAR percent passing at Phase-in I Level II or above.

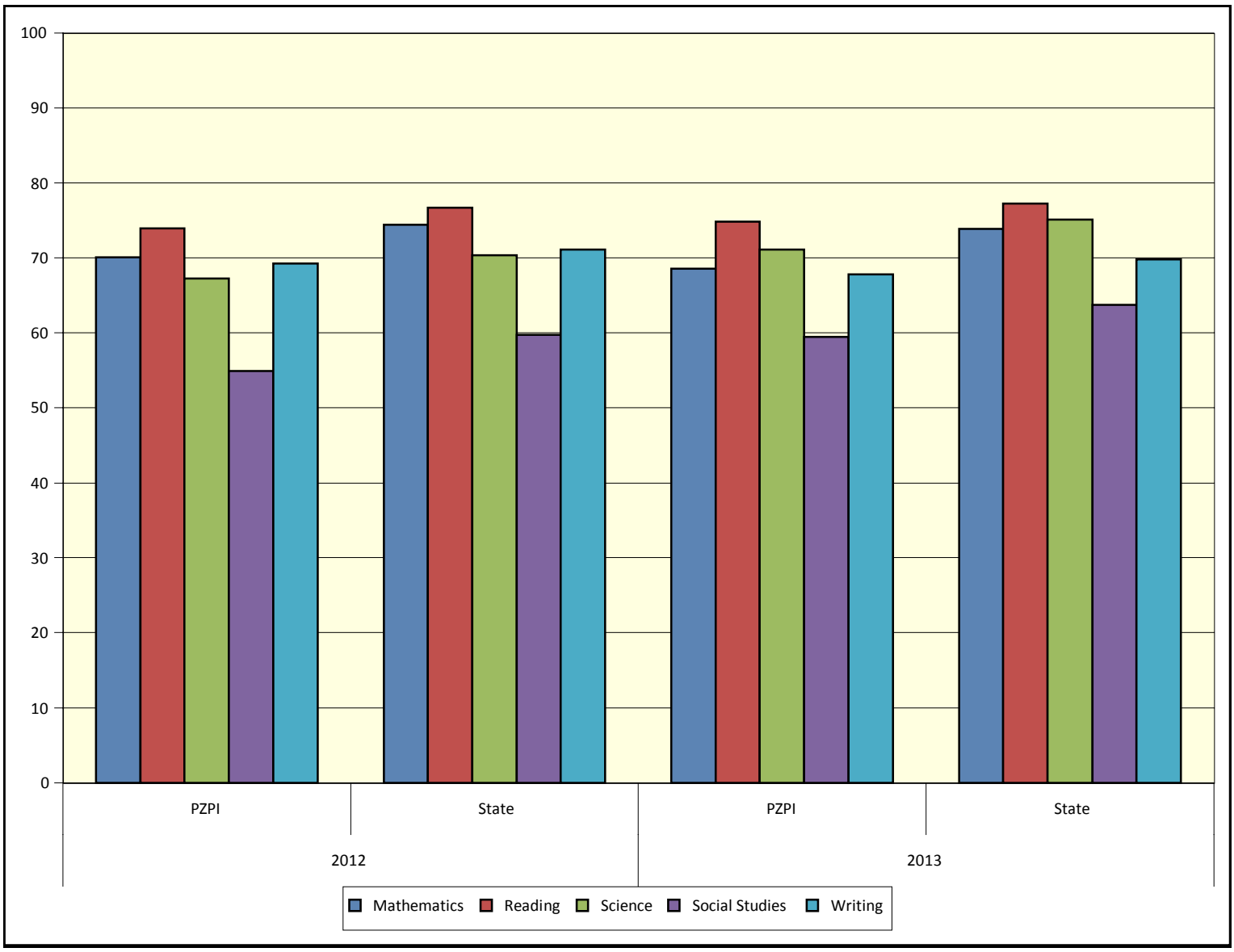
[2]Includes U.S. History, world geography, and world history.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

Middle Schools

Texas Tech University



	State 2012	PZPI 2012	State 2013	PZPI 2013
Reading	76.7	73.9	77.2	74.8
Writing	71.1	69.3	69.8	67.8
Mathematics	74.4	70.1	73.9	68.5
Science	70.3	67.2	75.1	71.1
Social Studies	59.7	54.9	63.7	59.5

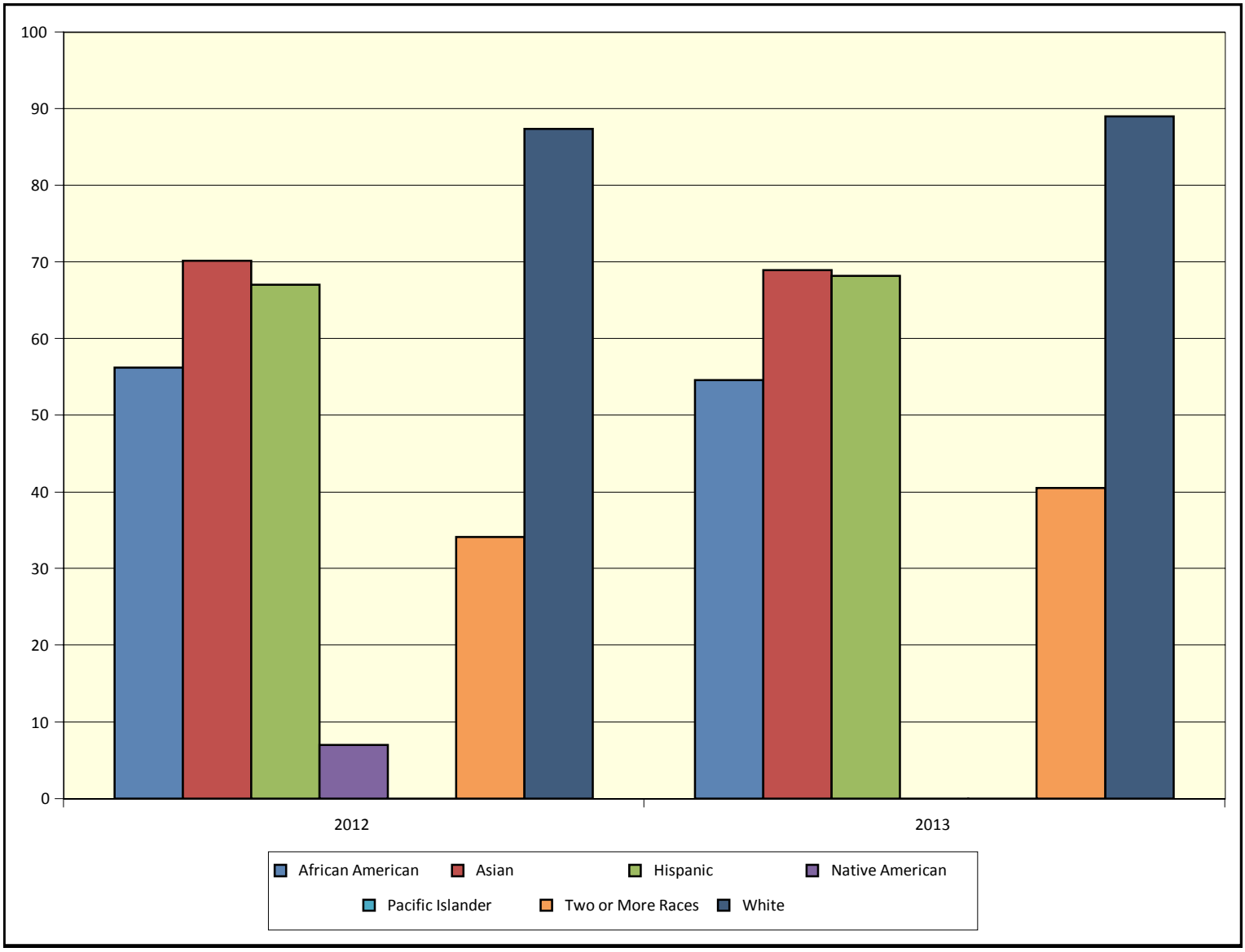
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Reading[2] by Ethnicity

Middle Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	998	56.2	1,065	54.6
Hispanic	8,519	67.0	8,634	68.2
White	4,882	87.3	4,921	89.0
Asian	174	70.1	193	68.9
Native American	57	7.0	53	0.0
Pacific Islander	10	0.0	12	0.0
Two or More Races	202	34.2	217	40.6

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

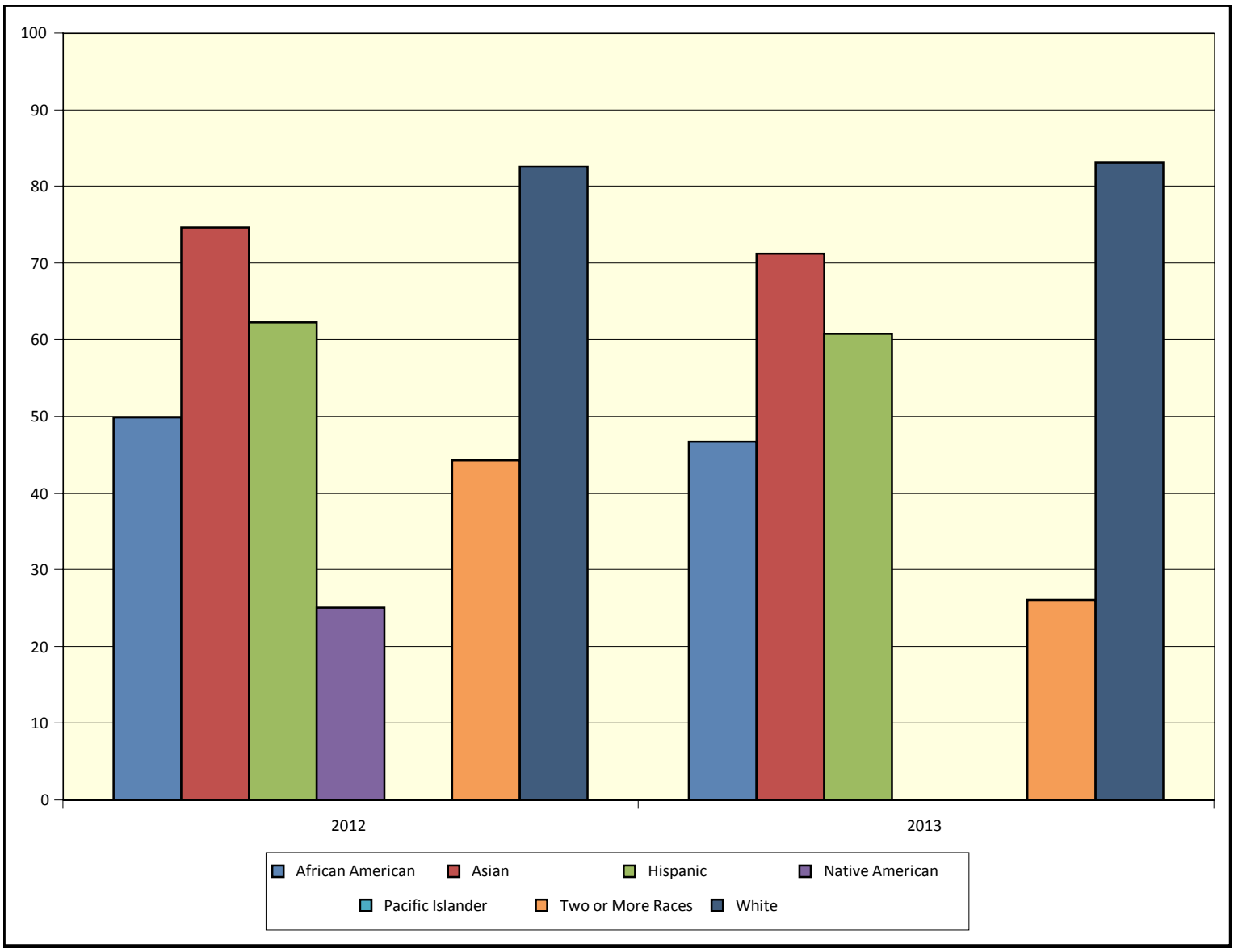
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Writing[2] by Ethnicity

Middle Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	339	49.9	349	46.7
Hispanic	2,823	62.2	2,919	60.7
White	1,651	82.6	1,637	83.1
Asian	63	74.6	59	71.2
Native American	20	25.0	15	0.0
Pacific Islander	8	0.0	3	0.0
Two or More Races	70	44.3	73	26.0

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

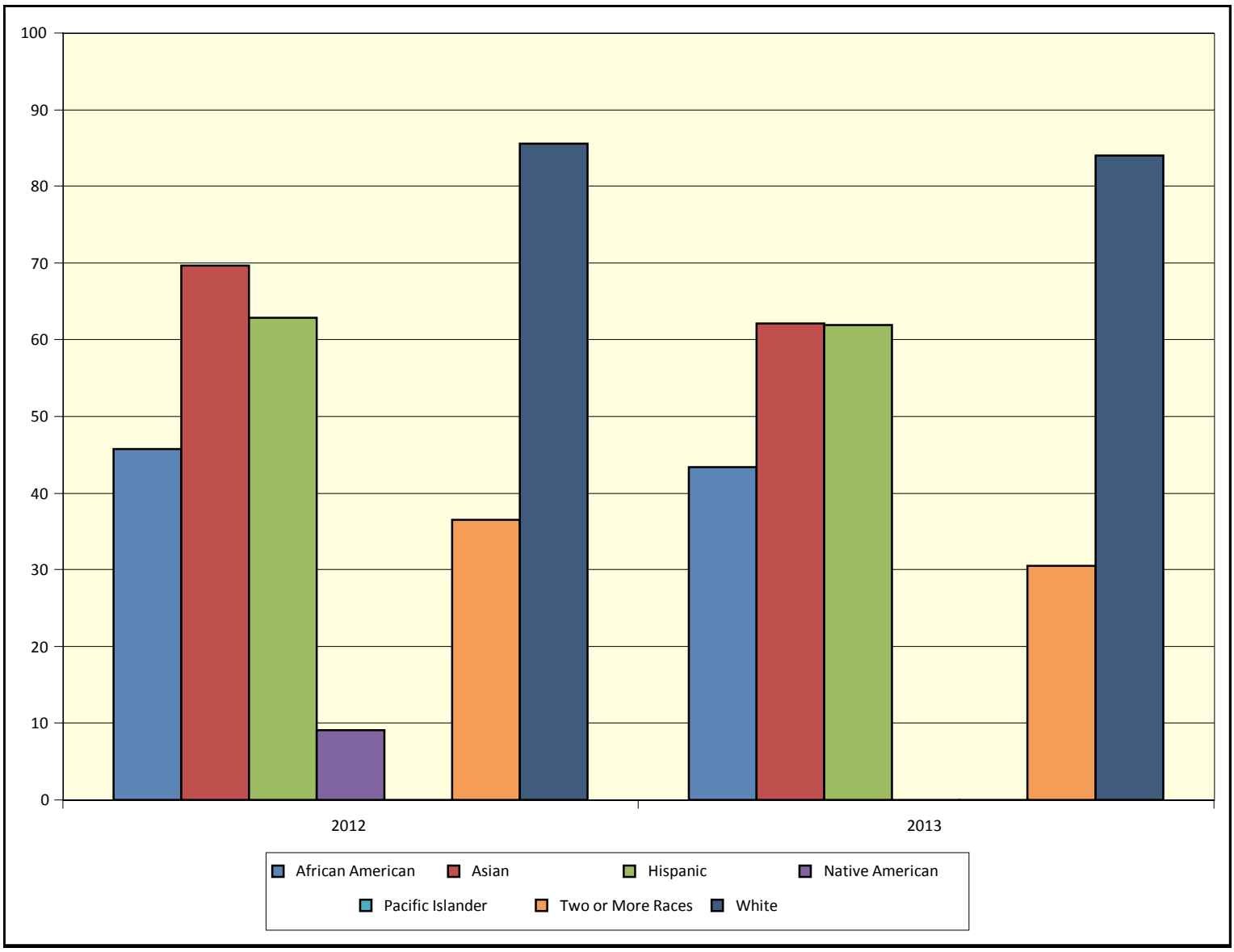
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Mathematics[2] by Ethnicity

Middle Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	992	45.8	1,012	43.4
Hispanic	8,443	62.8	8,229	61.9
White	4,732	85.6	4,450	84.1
Asian	158	69.6	132	62.1
Native American	55	9.1	48	0.0
Pacific Islander	10	0.0	11	0.0
Two or More Races	197	36.5	200	30.5

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

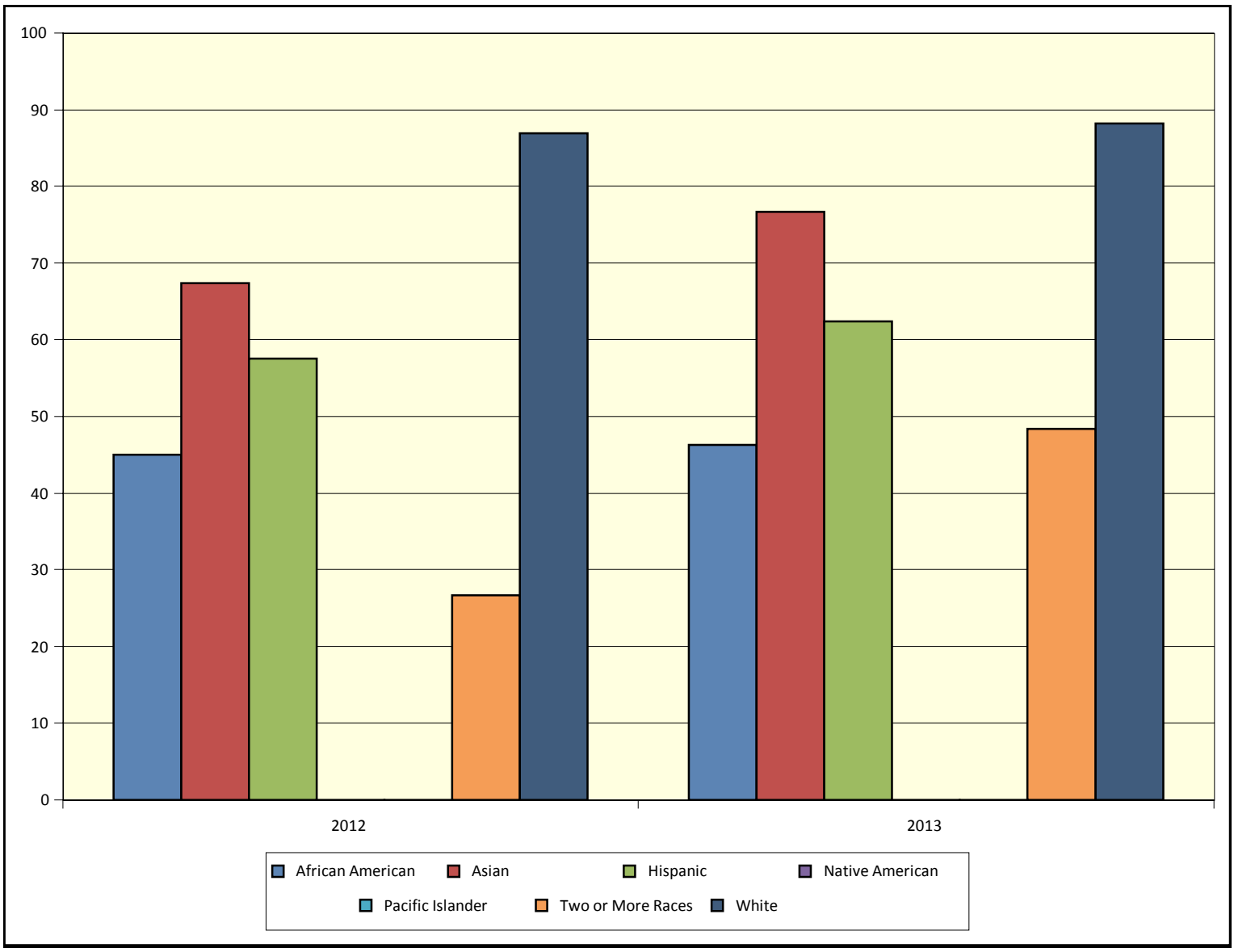
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Science[2] by Ethnicity

Middle Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	320	45.0	337	46.3
Hispanic	2,781	57.6	2,793	62.4
White	1,589	87.0	1,661	88.2
Asian	49	67.3	60	76.7
Native American	21	0.0	19	0.0
Pacific Islander	0	0.0	6	0.0
Two or More Races	60	26.7	62	48.4

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

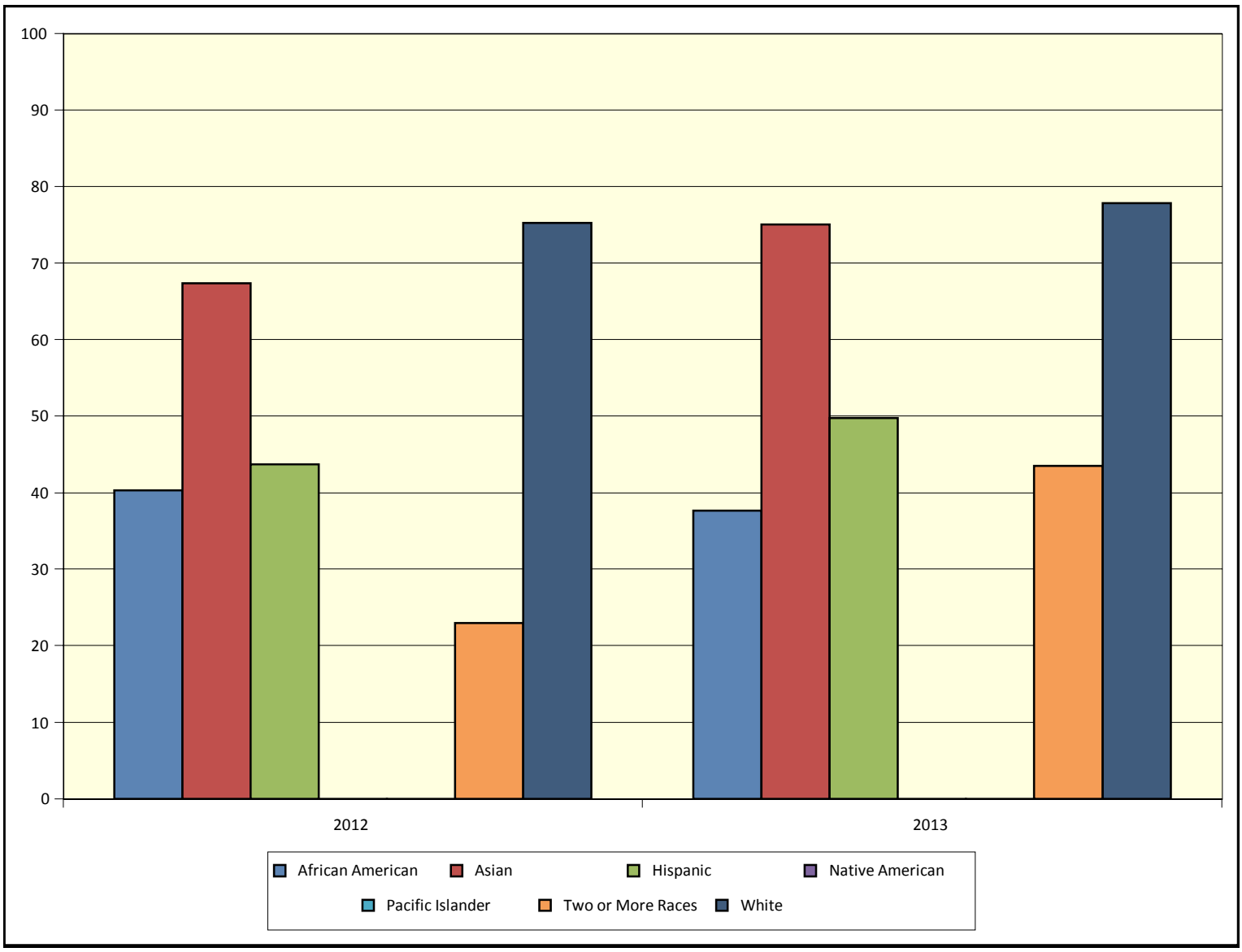
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Social Studies[2] by Ethnicity

Middle Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	320	40.3	337	37.7
Hispanic	2,790	43.7	2,787	49.7
White	1,591	75.2	1,658	77.8
Asian	49	67.3	60	75.0
Native American	21	0.0	19	0.0
Pacific Islander	0	0.0	6	0.0
Two or More Races	61	23.0	62	43.5

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

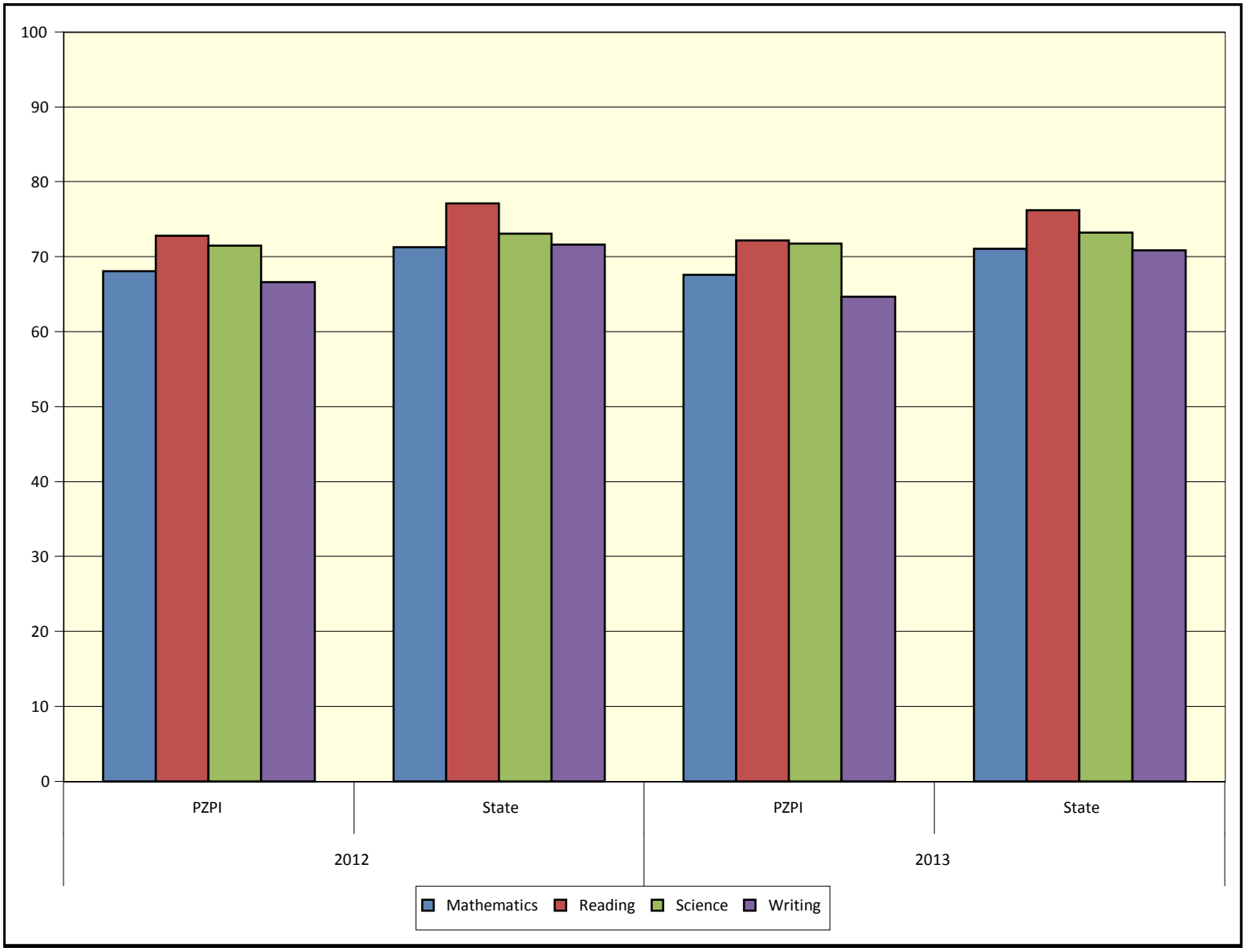
[2]STAAR social studies test is administered in grade 8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

Elementary Schools

Texas Tech University



	State 2012	PZPI 2012	State 2013	PZPI 2013
Reading	77.1	72.8	76.2	72.1
Writing	71.6	66.6	70.9	64.7
Mathematics	71.2	68.1	71.0	67.6
Science	73.1	71.5	73.2	71.7

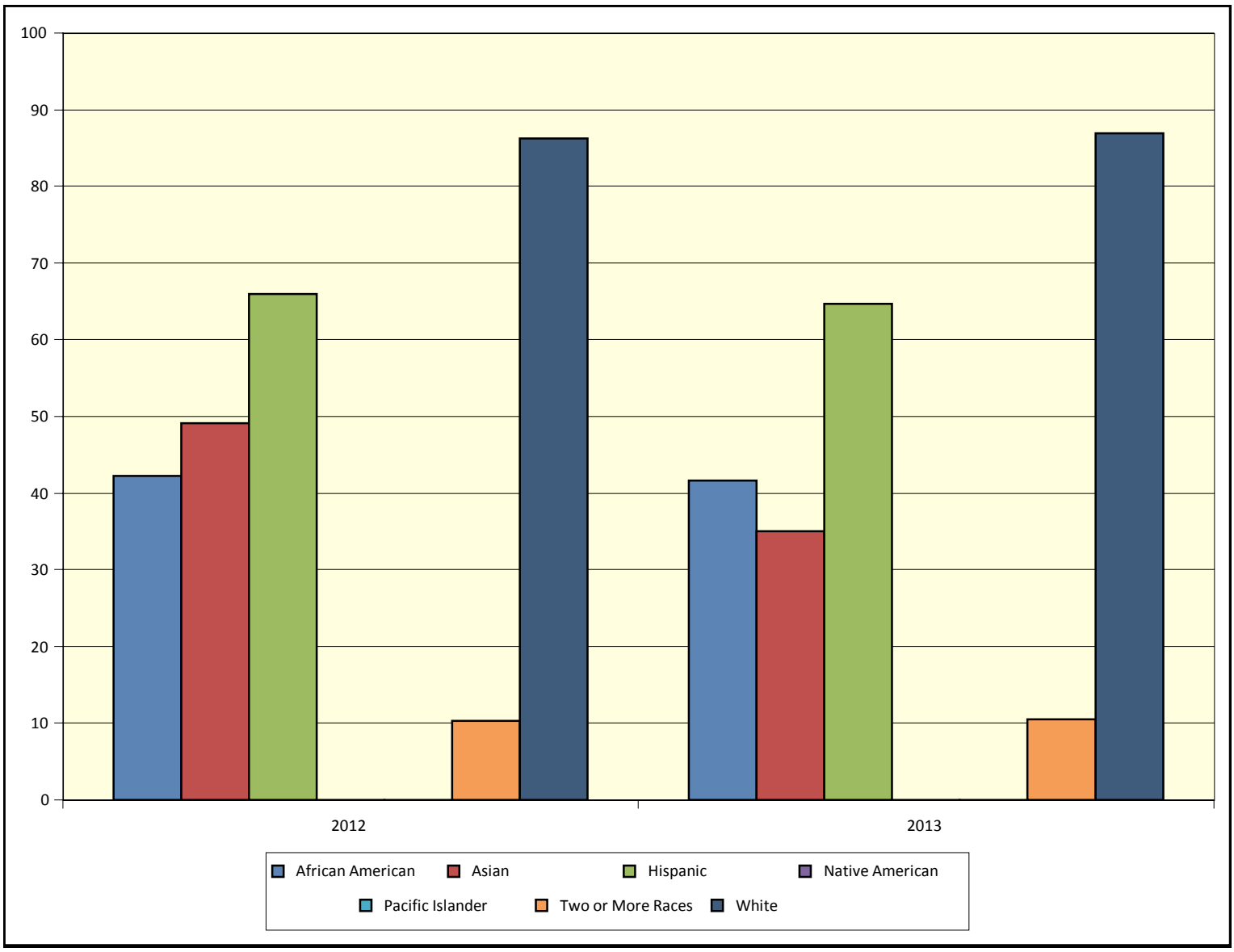
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Reading[2] by Ethnicity

Elementary Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1,141	42.2	1,137	41.7
Hispanic	9,354	66.0	9,220	64.7
White	5,217	86.3	5,074	86.9
Asian	177	49.2	174	35.1
Native American	59	0.0	40	0.0
Pacific Islander	14	0.0	9	0.0
Two or More Races	253	10.3	257	10.5

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

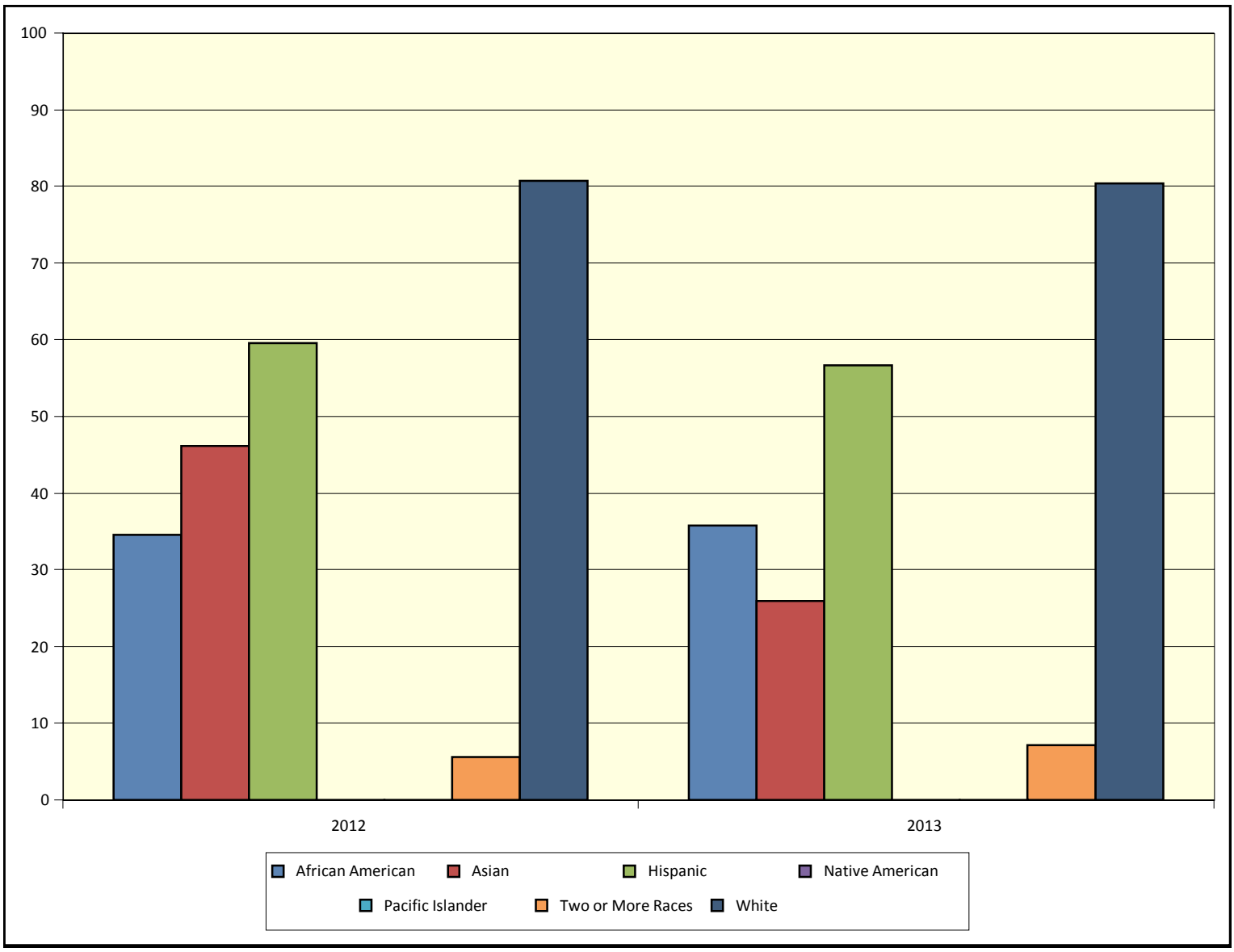
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Writing[2] by Ethnicity

Elementary Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	385	34.5	366	35.8
Hispanic	3,112	59.5	3,162	56.7
White	1,765	80.7	1,785	80.3
Asian	65	46.2	54	25.9
Native American	18	0.0	15	0.0
Pacific Islander	5	0.0	2	0.0
Two or More Races	89	5.6	84	7.1

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

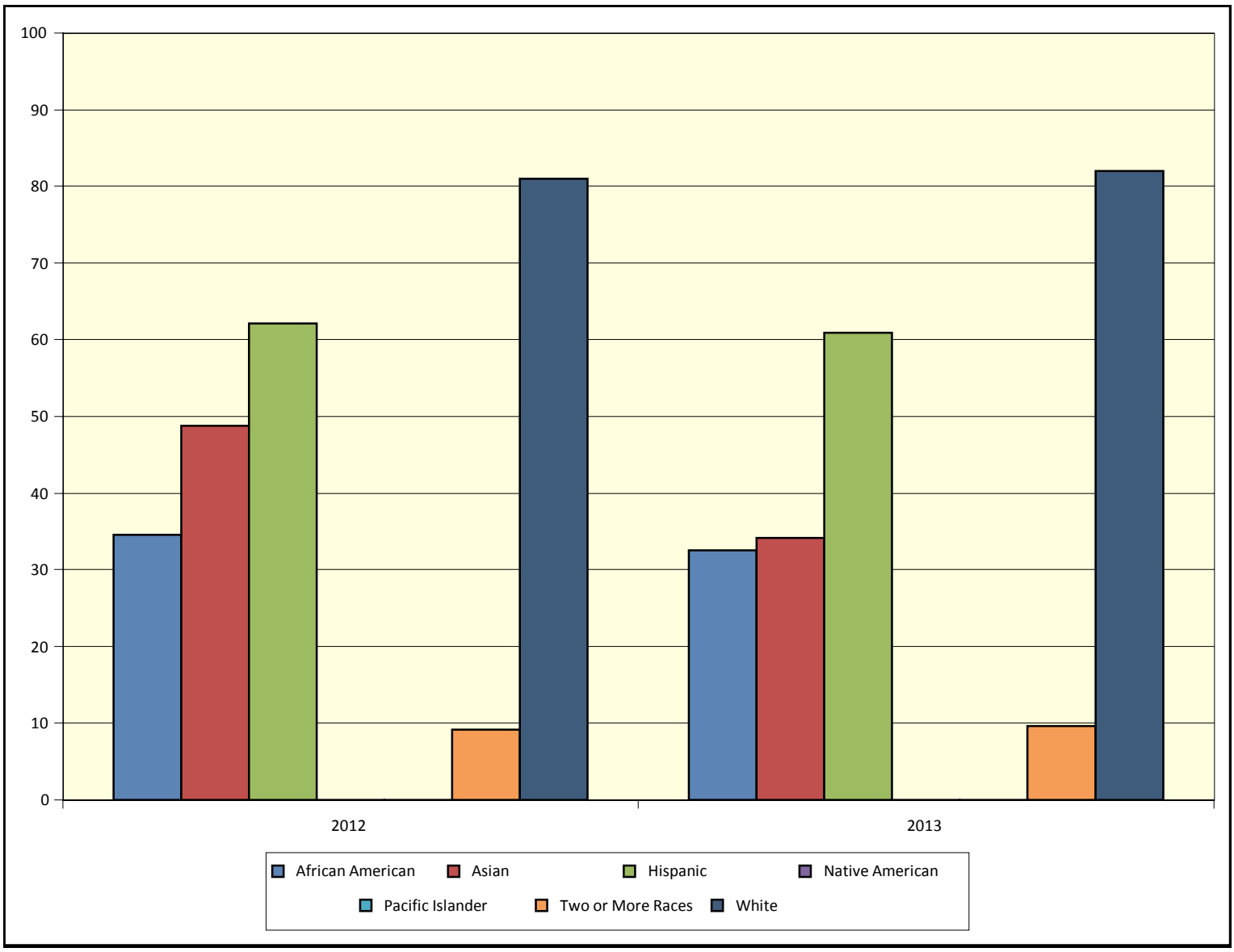
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Mathematics[2] by Ethnicity

Elementary Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1,148	34.5	1,145	32.5
Hispanic	9,289	62.1	9,248	60.9
White	5,221	80.9	5,092	82.0
Asian	166	48.8	170	34.1
Native American	58	0.0	41	0.0
Pacific Islander	13	0.0	9	0.0
Two or More Races	251	9.2	259	9.7

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

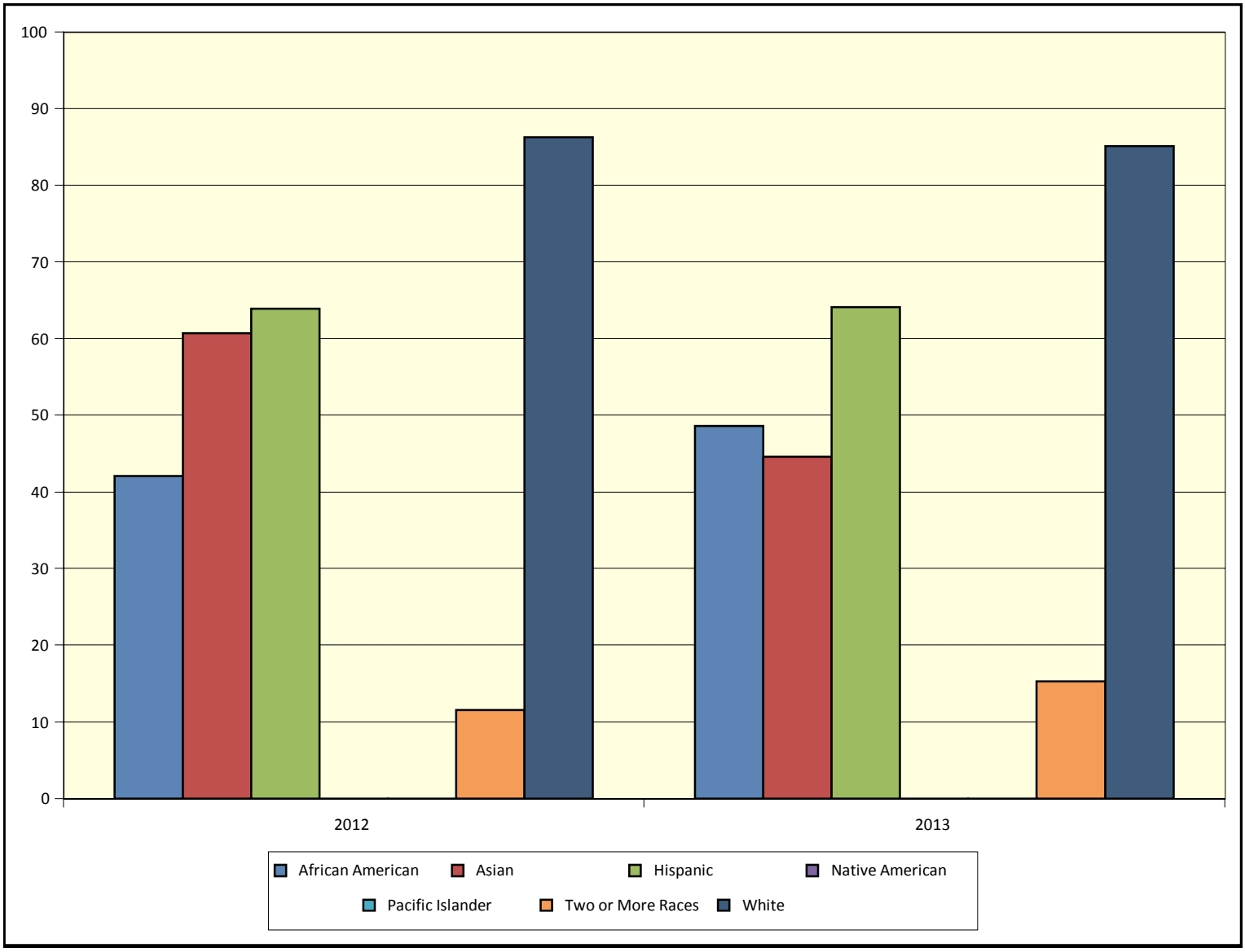
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Science[2] by Ethnicity

Elementary Schools

Texas Tech University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	392	42.1	368	48.6
Hispanic	2,940	63.9	2,886	64.1
White	1,611	86.3	1,550	85.2
Asian	56	60.7	65	44.6
Native American	26	0.0	16	0.0
Pacific Islander	4	0.0	5	0.0
Two or More Races	78	11.5	85	15.3

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest High Schools ranked by STAAR Algebra Performance[1]

2013

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			Reading I			Writing I			Reading II			Writing II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
SUDAN ISD	SUDAN H S	168	60	54	28	100	36	29	93	7	0	0	0	30	80	10	31	68	0	31	84	6	31	71	0
SUNDOWN ISD	SUNDOWN H S	154	21	53	37	97	46	37	100	14	0	0	0	34	91	12	35	77	6	37	95	27	37	81	5
SHALLOWATER ISD	SHALLOWATER H S	425	29	33	85	96	18	108	98	22	0	0	0	110	85	19	121	79	4	103	86	30	103	71	1
IDALOU ISD	IDALOU H S	314	29	44	69	94	9	90	87	3	0	0	0	92	61	1	97	41	1	70	81	11	70	43	0
LUBBOCK-COOPER ISD	LUBBOCK-COOPER HIGH SCHOOL	1,054	33	40	296	94	22	318	94	12	6	83	0	327	72	14	340	59	4	248	85	19	248	63	3
ROOSEVELT ISD	ROOSEVELT H S	281	60	53	70	93	10	74	96	4	1	0	0	79	66	5	83	55	0	70	79	10	70	50	0
POST ISD	POST H S	216	46	62	57	88	18	51	82	6	0	0	0	61	57	10	60	32	0	53	81	15	53	49	0
LITTLEFIELD ISD	LITTLEFIELD H S	373	63	67	95	85	14	100	75	2	1	0	0	103	61	6	110	53	2	91	73	12	91	54	2
TULIA ISD	TULIA H S	258	65	67	69	84	4	73	84	0	0	0	0	77	57	10	80	50	1	49	61	10	49	47	0
ABERNATHY ISD	ABERNATHY H S	202	48	50	29	83	0	43	91	9	0	0	0	45	67	13	47	55	4	53	89	25	53	72	2
FRENSHIP ISD	FRENSHIP H S	1,967	26	44	399	83	13	560	93	16	2	0	0	578	81	19	601	66	4	479	87	30	479	66	6
MULESHOE ISD	MULESHOE H S	355	76	79	92	83	11	93	88	2	0	0	0	107	53	7	121	26	0	93	66	9	92	45	0
HART ISD	HART JR-SR H S	116	82	99	22	82	9	20	80	0	0	0	0	23	39	0	27	26	0	13	62	0	13	38	0
KRESS ISD	KRESS H S	81	65	69	16	81	12	15	80	13	0	0	0	16	69	12	18	39	6	19	53	5	19	26	0
RALLS ISD	RALLS H S	129	74	78	36	81	6	34	65	0	0	0	0	35	60	6	41	22	0	33	79	9	33	58	0
DENVER CITY ISD	DENVER CITY H S	407	39	75	117	80	12	105	89	7	2	0	0	123	72	11	133	51	1	97	78	6	97	39	0
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	100	64	62	24	79	12	24	88	0	0	0	0	34	47	0	35	37	0	23	70	4	23	52	0
SLATON ISD	SLATON H S	336	68	76	75	77	13	86	84	2	2	0	0	94	72	9	99	52	0	72	72	11	72	49	0
CROSBYTON CISD	CROSBYTON H S	110	84	75	34	76	12	34	82	0	24	96	21	35	49	3	37	41	0	25	80	12	25	60	0
PLAINVIEW ISD	PLAINVIEW H S	1,376	55	80	396	76	8	404	78	5	0	0	0	424	60	4	471	43	1	342	73	16	343	43	1
LOCKNEY ISD	LOCKNEY H S	156	44	69	31	71	0	34	85	12	0	0	0	35	71	11	40	55	2	39	79	15	39	62	3
NEW DEAL ISD	NEW DEAL H S	216	55	59	34	71	0	45	96	2	1	0	0	49	80	8	52	65	2	57	88	12	57	60	0
TAHOKA ISD	TAHOKA H S	166	54	58	37	68	3	43	86	5	1	0	0	49	67	6	50	48	0	49	69	12	49	47	0
OLTON ISD	OLTON H S	196	66	78	39	67	3	36	89	0	0	0	0	44	52	0	46	26	0	56	73	7	56	52	2
LUBBOCK ISD	MONTEREY H S	1,990	53	67	507	65	2	575	81	4	1	0	0	606	67	8	634	42	1	495	76	19	494	45	3

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest High Schools ranked by STAAR Algebra Performance[1]

2013

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			Reading I			Writing I			Reading II			Writing II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
ABERNATHY ISD	ABERNATHY DAEP	5	80	40	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BROWNFIELD ISD	BROWNFIELD EDUCATION CENTER	22	27	73	3	0	0	1	0	0	4	0	0	3	0	0	4	0	0	4	0	0	4	0	0
ROPES ISD	CHOICES ALTER H S	2	50	100	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
LAMESA ISD	LAMESA SUCCESS ACADEMY	20	35	85	2	0	0	1	0	0	0	0	0	3	0	0	4	0	0	4	0	0	4	0	0
AMHERST ISD	P E P	2	100	100	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
MULESHOE ISD	P E P	8	100	100	2	0	0	3	0	0	1	0	0	3	0	0	3	0	0	3	0	0	2	0	0
MORTON ISD	P E P	12	100	100	3	0	0	1	0	0	0	0	0	2	0	0	2	0	0	2	0	0	2	0	0
SUDAN ISD	P E P ALTER	6	100	100	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
SUNDOWN ISD	PEP ALTER SCHOOL	8	88	63	1	0	0	1	0	0	2	0	0	1	0	0	1	0	0	1	0	0	1	0	0
RALLS ISD	RECOVERY EDUCATION CAMPUS	4	100	75	2	0	0	1	0	0	0	0	0	2	0	0	1	0	0	1	0	0	1	0	0
LUBBOCK ISD	MATTHEWS LRN CTR/NEW DIRECTIONS	103	81	91	23	22	0	17	41	0	0	0	0	26	31	0	23	22	0	14	50	0	15	7	0
DIMMITT ISD	DIMMITT H S	303	82	87	70	29	0	84	71	2	0	0	0	89	42	3	93	29	0	88	76	11	88	45	1
MORTON ISD	MORTON H S	93	88	83	22	32	0	29	72	0	0	0	0	31	35	3	31	23	0	22	64	5	22	36	0
HALE CENTER ISD	HALE CENTER H S	171	65	71	54	39	4	55	65	5	0	0	0	51	63	14	53	42	0	39	74	18	39	51	0
LAMESA ISD	LAMESA H S	427	65	82	126	40	0	130	71	2	1	0	0	142	49	4	146	34	0	98	59	9	98	42	0
BROWNFIELD ISD	BROWNFIELD H S	441	62	80	131	45	1	129	67	1	104	64	0	141	48	3	154	23	0	102	59	7	103	24	0
LUBBOCK ISD	ESTACADO H S	756	87	96	185	48	1	197	68	4	0	0	0	221	33	2	244	22	0	167	54	4	174	26	0
SEAGRAVES ISD	SEAGRAVES H S	148	44	83	46	50	4	45	73	2	0	0	0	47	45	0	48	23	0	26	69	8	26	35	8
SOUTH PLAINS	SOUTH PLAINS ACADEMY CHARTER H S	188	76	91	37	51	0	41	59	0	0	0	0	35	40	0	40	22	0	26	50	4	26	31	0
LORENZO ISD	LORENZO H S	116	88	83	18	56	0	18	94	0	0	0	0	18	44	0	18	28	0	6	50	17	6	50	0
PLAINS ISD	PLAINS H S	120	63	66	21	57	0	31	84	6	0	0	0	30	77	17	30	43	3	31	90	32	31	58	6
LUBBOCK ISD	LUBBOCK H S	2,118	50	72	412	58	2	596	88	18	0	0	0	623	71	19	653	55	8	509	83	31	512	57	9
FLOYDADA ISD	FLOYDADA H S	201	67	83	46	61	4	61	79	2	0	0	0	68	44	0	73	38	0	43	72	5	43	33	0
LEVELLAND ISD	LEVELLAND H S	711	48	69	179	61	2	193	78	6	0	0	0	200	51	6	208	34	2	164	74	15	164	45	1
SMYER ISD	SMYER H S	165	56	52	31	61	0	27	89	0	0	0	0	28	61	4	31	35	3	31	71	16	31	58	3

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest Performing Middle Schools ranked by STAAR Reading Performance[1]

2013

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]			Social Studies[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
LUBBOCK ISD	HUTCHINSON MIDDLE	862	48	65	808	93	41	706	86	20	248	84	15	255	87	26	255	89	24
SUNDOWN ISD	SUNDOWN J H	156	20	47	149	93	30	149	93	12	53	100	8	50	86	10	50	62	6
SHALLOWATER ISD	SHALLOWATER MIDDLE	445	39	31	332	91	31	332	91	19	125	86	3	108	85	16	108	76	16
FRENSHIP ISD	FRENSHIP MIDDLE SCHOOL	558	35	39	526	90	34	474	79	15	164	83	12	162	86	24	162	62	8
FRENSHIP ISD	HERITAGE MIDDLE	733	30	47	722	89	30	634	82	20	237	84	10	237	90	17	235	73	13
LUBBOCK-COOPER ISD	LUBBOCK-COOPER BUSH MIDDLE	527	26	34	499	88	27	497	86	18	175	84	4	146	87	16	146	72	10
FRENSHIP ISD	TERRA VISTA MIDDLE SCHOOL	568	41	55	558	88	28	516	81	18	183	88	19	180	87	22	180	69	18
LUBBOCK ISD	IRONS MIDDLE	719	34	45	662	87	24	562	78	12	222	77	5	217	82	25	217	84	35
PLAINS ISD	PLAINS MIDDLE	127	64	56	88	86	18	86	88	12	31	90	23	29	90	7	29	59	7
LUBBOCK ISD	EVANS MIDDLE	893	42	49	862	83	26	744	76	12	301	81	7	264	81	20	264	76	20
LUBBOCK-COOPER ISD	LUBBOCK-COOPER MIDDLE	510	40	40	512	83	19	512	84	15	151	86	2	184	84	13	184	73	9
DENVER CITY ISD	WILLIAM G GRAVITT J H	398	54	79	381	83	18	376	83	10	148	86	3	115	79	16	115	72	13
PLAINVIEW ISD	ESTACADO J H	411	71	83	403	82	17	378	79	2	0	0	0	401	72	8	401	52	6
HALE CENTER ISD	CARR MIDDLE	206	76	75	153	80	16	153	69	6	43	88	5	62	65	3	62	44	2
NEW DEAL ISD	NEW DEAL MIDDLE	230	61	53	176	80	20	157	64	5	55	58	0	59	80	5	59	69	22
OLTON ISD	OLTON J H	135	69	76	120	79	15	119	78	8	48	73	4	29	62	7	29	55	10
ABERNATHY ISD	ABERNATHY J H	173	50	59	166	78	17	141	77	11	43	65	7	62	71	6	62	55	8
TAHOKA ISD	TAHOKA MIDDLE	114	74	67	116	77	15	105	79	8	29	62	0	45	76	13	45	58	7
TULIA ISD	TULIA J H	245	77	69	231	77	15	224	78	8	71	69	3	71	80	17	71	76	11
POST ISD	POST MIDDLE	178	62	66	167	76	14	167	69	6	60	77	3	51	53	4	51	55	10
IDALOU ISD	IDALOU MIDDLE	257	38	46	190	75	15	179	79	8	69	65	1	56	88	16	56	75	12
CROSBYTON CISD	CROSBYTON MIDDLE	95	71	63	91	74	16	91	58	7	28	68	0	24	58	0	24	46	4
FLOYDADA ISD	FLOYDADA J H	125	64	79	112	74	12	102	82	4	57	63	0	55	60	9	55	45	4
LITTLEFIELD ISD	LITTLEFIELD J H	309	74	74	285	74	18	284	72	4	93	65	5	94	71	5	94	51	5
PLAINVIEW ISD	CORONADO J H	414	72	84	383	69	10	382	61	7	384	62	5	0	0	0	0	0	0

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 7th grade students.
[3] Administered only to 8th grade students.
[4] Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest Performing Middle Schools ranked by STAAR Reading Performance[1]

2013

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]			Social Studies[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
LUBBOCK ISD	DUNBAR COLLEGE PREPARATORY ACA	578	94	98	548	47	4	511	35	1	195	43	1	163	39	1	162	23	1
SEAGRAVES ISD	SEAGRAVES J H	117	70	88	110	53	9	98	51	2	35	43	0	36	61	6	36	44	3
LUBBOCK ISD	SLATON MIDDLE	653	88	92	630	54	7	582	41	1	223	41	2	208	57	6	209	47	11
PLAINVIEW ISD	ASH 6TH GRADE LEARNING CENTER	409	78	84	388	61	13	385	59	5	0	0	0	0	0	0	0	0	0
LUBBOCK ISD	SMYLIE WILSON MIDDLE	442	76	78	424	61	7	403	60	3	137	55	2	156	62	6	154	49	6
LUBBOCK ISD	CAVAZOS MIDDLE	593	94	97	543	62	6	507	43	2	198	45	1	176	64	3	175	53	3
SLATON ISD	SLATON J H	255	79	75	243	62	9	221	52	1	77	49	3	78	55	10	77	45	5
LUBBOCK ISD	ATKINS MIDDLE	483	85	88	438	63	4	403	47	1	148	53	0	155	58	5	156	53	3
DIMMITT ISD	DIMMITT MIDDLE	354	89	89	256	65	10	225	55	2	85	59	0	84	51	2	84	32	5
LAMESA ISD	LAMESA MIDDLE	425	80	85	409	65	8	378	47	3	144	56	0	128	36	2	127	31	1
MULESHOE ISD	WATSON J H	327	81	83	310	65	14	298	82	12	103	55	1	83	71	10	84	57	12
BROWNFIELD ISD	BROWNFIELD MIDDLE	378	71	80	351	66	8	335	64	5	126	60	2	114	46	4	114	19	1
MORTON ISD	MORTON J H	86	91	87	82	66	2	81	48	1	24	58	0	30	60	0	29	24	0
RALLS ISD	RALLS MIDDLE	117	84	82	101	66	16	96	71	8	33	52	6	32	62	6	30	47	0
LEVELLAND ISD	LEVELLAND MIDDLE	653	65	74	607	68	9	585	61	4	193	61	1	217	62	7	217	62	14
LOCKNEY ISD	LOCKNEY J H	110	76	79	99	68	6	94	53	3	35	54	3	34	68	3	34	74	9
PLAINVIEW ISD	CORONADO J H	414	72	84	383	69	10	382	61	7	384	62	5	0	0	0	0	0	0
LUBBOCK ISD	MACKENZIE MIDDLE	643	68	76	632	69	10	578	59	4	200	58	2	207	69	8	207	48	4
ROOSEVELT ISD	ROOSEVELT J H	253	76	59	235	69	10	234	71	5	82	66	2	82	63	2	81	78	10
CROSBYTON CISD	CROSBYTON MIDDLE	95	71	63	91	74	16	91	58	7	28	68	0	24	58	0	24	46	4
FLOYDADA ISD	FLOYDADA J H	125	64	79	112	74	12	102	82	4	57	63	0	55	60	9	55	45	4
LITTLEFIELD ISD	LITTLEFIELD J H	309	74	74	285	74	18	284	72	4	93	65	5	94	71	5	94	51	5
IDALOU ISD	IDALOU MIDDLE	257	38	46	190	75	15	179	79	8	69	65	1	56	88	16	56	75	12
POST ISD	POST MIDDLE	178	62	66	167	76	14	167	69	6	60	77	3	51	53	4	51	55	10
TAHOKA ISD	TAHOKA MIDDLE	114	74	67	116	77	15	105	79	8	29	62	0	45	76	13	45	58	7

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 7th grade students.
[3] Administered only to 8th grade students.
[4] Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest Performing Elementary Schools ranked by STAAR Reading Performance[1]

2013

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
LUBBOCK ISD	MURFEE EL	328	13	24	154	97	56	154	94	38	57	96	32	43	93	35
FRENSHIP ISD	CRESTVIEW EL	548	20	32	271	94	43	272	90	25	86	90	12	88	98	33
FRENSHIP ISD	OAK RIDGE EL	592	17	34	286	94	31	283	94	36	100	99	8	92	96	21
LUBBOCK ISD	HONEY EL	414	27	32	201	92	40	200	90	36	66	86	26	69	97	28
LUBBOCK-COOPER ISD	LUBBOCK-COOPER WEST EL	592	17	25	283	92	29	284	91	34	75	77	4	100	80	12
RISE ACADEMY	RISE ACADEMY	238	84	99	50	92	18	50	90	12	13	100	15	18	67	6
LUBBOCK ISD	SMITH EL	641	37	43	252	92	38	251	89	29	86	92	16	79	96	34
SUNDOWN ISD	SUNDOWN EL	376	34	70	148	92	15	148	91	17	45	84	2	56	79	7
LUBBOCK ISD	WILSON EL	492	24	47	206	92	45	216	81	31	70	71	16	71	94	38
FRENSHIP ISD	NORTH RIDGE EL	820	36	52	368	90	29	370	78	19	133	80	5	121	81	16
FRENSHIP ISD	BENNETT EL	780	41	38	322	89	32	322	89	32	110	78	8	107	89	17
LUBBOCK ISD	WHITESIDE EL	547	32	39	231	89	27	232	76	19	83	78	12	82	94	24
LUBBOCK-COOPER ISD	LUBBOCK-COOPER SOUTH EL	659	49	48	293	88	25	293	81	20	97	84	9	103	77	13
LUBBOCK-COOPER ISD	LUBBOCK-COOPER NORTH EL	720	41	46	297	87	28	297	80	22	108	79	3	92	86	16
IDALOU ISD	IDALOU EL	355	43	44	116	86	28	116	80	23	67	87	10	0	0	0
LUBBOCK-COOPER ISD	LUBBOCK-COOPER CENTRAL EL	564	40	34	248	85	31	249	80	23	94	81	10	69	77	12
NEW DEAL ISD	NEW DEAL EL	265	63	53	94	84	20	94	74	27	43	65	2	0	0	0
LUBBOCK ISD	CENTENNIAL EL	731	70	78	302	82	20	309	72	17	88	76	6	114	84	17
LUBBOCK ISD	HARDWICK EL	422	72	67	182	82	23	185	81	20	69	74	9	53	81	8
KRESS ISD	KRESS EL	153	74	64	44	82	20	44	77	11	19	89	0	11	73	0
TAHOKA ISD	TAHOKA EL	328	70	71	122	82	16	122	84	21	47	83	9	35	77	11
LUBBOCK ISD	WATERS EL	711	56	54	317	82	18	318	72	10	107	60	1	96	74	5
FRENSHIP ISD	WESTWIND EL	685	62	66	289	82	15	289	79	12	93	75	6	92	85	13
LUBBOCK ISD	RAMIREZ CHARTER SCHOOL	482	77	91	118	81	24	116	69	16	31	81	10	42	79	10
SHALLOWATER ISD	SHALLOWATER INT	342	44	34	203	81	25	203	84	24	101	78	8	0	0	0

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 4th grade students.
[3] Administered only to 5th grade students.
[4] Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest Performing Elementary Schools ranked by STAAR Reading Performance[1]

2013

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
LUBBOCK ISD	PARKWAY EL	406	99	97	143	34	2	147	28	1	51	29	0	42	45	0
LUBBOCK ISD	BROWN EL	448	94	88	178	42	8	179	50	7	56	39	0	64	56	9
LUBBOCK ISD	BEAN EL	613	94	98	164	43	5	174	32	1	56	30	0	60	67	2
HART ISD	HART ELEMENTARY	171	95	94	46	43	7	46	30	4	12	42	8	15	33	0
LUBBOCK ISD	HODGES EL	538	93	96	232	44	2	236	34	2	69	23	0	80	51	0
LUBBOCK ISD	BOZEMAN EL	365	97	95	123	45	1	122	48	2	31	45	0	48	62	4
LUBBOCK ISD	GUADALUPE EL	226	96	96	75	47	3	75	37	4	31	48	0	16	50	0
LUBBOCK ISD	WOLFFARTH EL	475	93	96	190	51	6	193	39	5	64	53	0	59	41	2
LUBBOCK ISD	WHEATLEY EL	366	97	99	127	52	4	130	28	4	46	33	0	45	53	4
LUBBOCK ISD	BAYLESS EL	669	91	89	257	53	4	261	38	3	86	44	0	79	76	4
LUBBOCK ISD	JACKSON EL	295	95	96	93	53	1	96	39	2	32	38	0	29	31	0
LUBBOCK ISD	STEWART EL	420	79	72	194	54	8	193	58	9	63	37	0	61	44	3
LUBBOCK ISD	DUPRE EL	300	94	89	86	55	3	89	49	3	26	38	0	30	70	0
LAMESA ISD	NORTH EL	414	78	86	401	56	8	403	49	5	144	50	1	132	68	5
BROWNFIELD ISD	OAK GROVE EL	536	74	80	387	56	6	387	45	5	138	38	1	121	52	2
LUBBOCK ISD	HARWELL EL	488	91	98	149	58	5	152	54	6	43	56	0	62	58	3
PLAINS ISD	PLAINS EL	200	73	63	78	58	5	78	62	4	41	71	2	0	0	0
LUBBOCK ISD	ILES EL	240	93	98	103	60	8	104	43	2	38	37	0	25	80	8
MORTON ISD	MORTON EL	231	93	91	95	60	6	87	60	6	31	55	0	28	79	4
SEAGRAVES ISD	SEAGRAVES EL	347	61	88	139	60	11	135	53	4	43	49	0	54	54	6
LUBBOCK ISD	WESTER EL	471	83	80	171	60	9	173	55	6	53	42	4	64	81	8
MULESHOE ISD	MARY DESHAZO EL	326	83	85	301	61	9	300	69	12	91	54	1	100	64	4
LUBBOCK ISD	WHEELOCK EL	351	85	86	128	61	8	128	66	5	45	62	2	42	76	5
FLOYDADA ISD	A B DUNCAN EL	466	78	83	151	62	9	151	66	16	58	59	2	36	72	3
LUBBOCK ISD	OVERTON EL	374	85	78	121	62	6	121	49	5	39	54	0	46	65	7

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 7th grade students.
[3] Administered only to 8th grade students.
[4] Total number of students taking STAAR exam.

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

Section C provides data on university production trends, university teacher and certificate production, as well as data regarding other producers of teachers in the PZPI. Please see Section V in the Table of Contents for a complete listing of the original data sources used to complete the Section C reports.

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2009-2013) describing university enrollment, degrees awarded and the number of teachers produced. The Teachers Produced by Pathway section shows teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from FY 2003 through FY 2013 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a program during the complete academic year (fiscal year) from September 1st through August 31st. For example, the 2013 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2012 and August 31, 2013.

It is important to note that certification cohorts are not graduation cohorts. A program typically graduates more individuals than those who actually obtain certification in that year. Individuals often graduate and obtain certification in a subsequent academic year.

The formula used to calculate the one-year change as a percent was: 2013-2012/2012 x 100%. The formula used to calculate the five-year change was: 2013-2008/2008 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2003 through FY 2013 disaggregated by race/ethnicity. The race/ethnicity of the individual is self-reported. The three and five year change is reported as a number rather than a percent.

C4: Initial Certification Production by Level.
This analysis shows initial standard certificate production disaggregated by level over a ten-year period (2004-2013). During any certification year, the number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 5-year average certificate production is calculated.

Certification data are based upon when the individual initially applies for certification. For example, a person may complete a program in AY 2004, yet decide not to obtain certification until AY 2006. Such an individual would be included in the 2006 certification cohort rather than the 2004 certification cohort. TEA generally uses the date of the initial application as the date of certification.

C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.
This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer. The listing shows the unduplicated number of individuals obtaining standard certification though an approved Texas educator preparation program.

Five-Year University Production Trends

2009-2013

Texas Tech University

University Production

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1,4]	**28,422**	**30,097**	**32,587**	**32,140**	**32,398**	**13.9%**
Undergraduate	23,107	24,311	26,008	26,008	26,488	14.6%
Masters	2,604	2,769	3,102	3,113	2,855	9.6%
Degrees Awarded (Spring of academic year)						
Total [2]	**5,902**	**6,151**	**6,378**	**7,023**	**7,115**	**20.6%**
Baccalaureate Degrees	4,460	4,476	4,605	4,941	5,206	16.7%
Mathematics	33	24	27	51	59	78.8%
Biological Science	181	173	178	188	182	0.6%
Physical Science	43	47	54	59	65	51.2%
Masters	1,034	1,222	1,300	1,605	1,365	32.0%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**492**	**497**	**542**	**512**	**572**	**16.3%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	128	121	128	77	58	-54.7%
Traditional Undergraduate Certified	364	376	414	435	514	41.2%

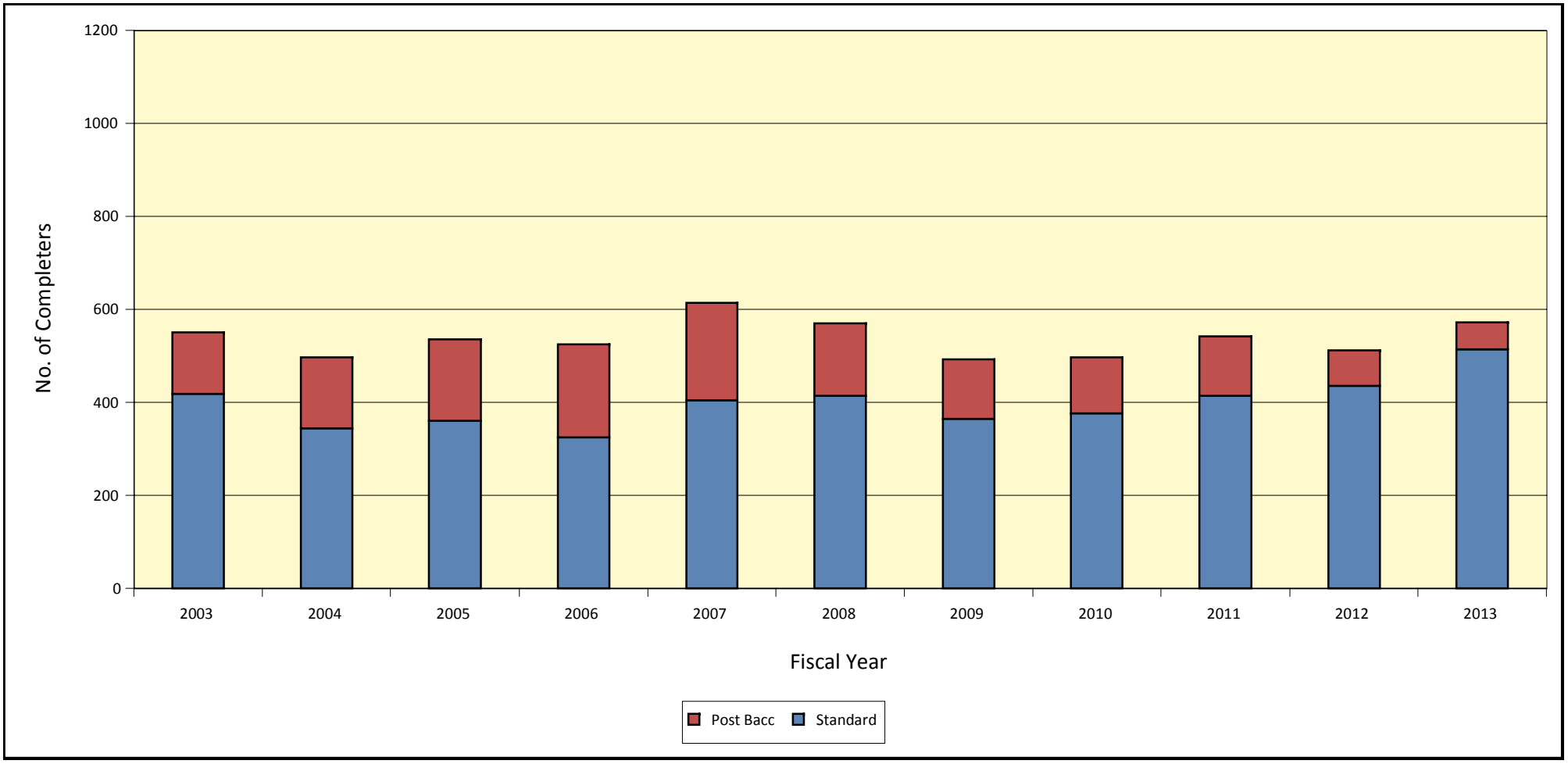
[1] Total enrollment also includes doctoral and professional level degree-seeking students.
[2] Total degrees awarded also includes doctoral level degrees.
[3] Program numbers may not add up to Total because of missing data.
[4] Enrollment for private universities is projected from early fall estimates from IPEDs.

Source Data
THECB Accountability System, PREP Online, ICUT,
IPEDS (Private Universities Only)

Teacher Production Trends for University Completers[1]

FY 2003-2013 [2]

Texas Tech University



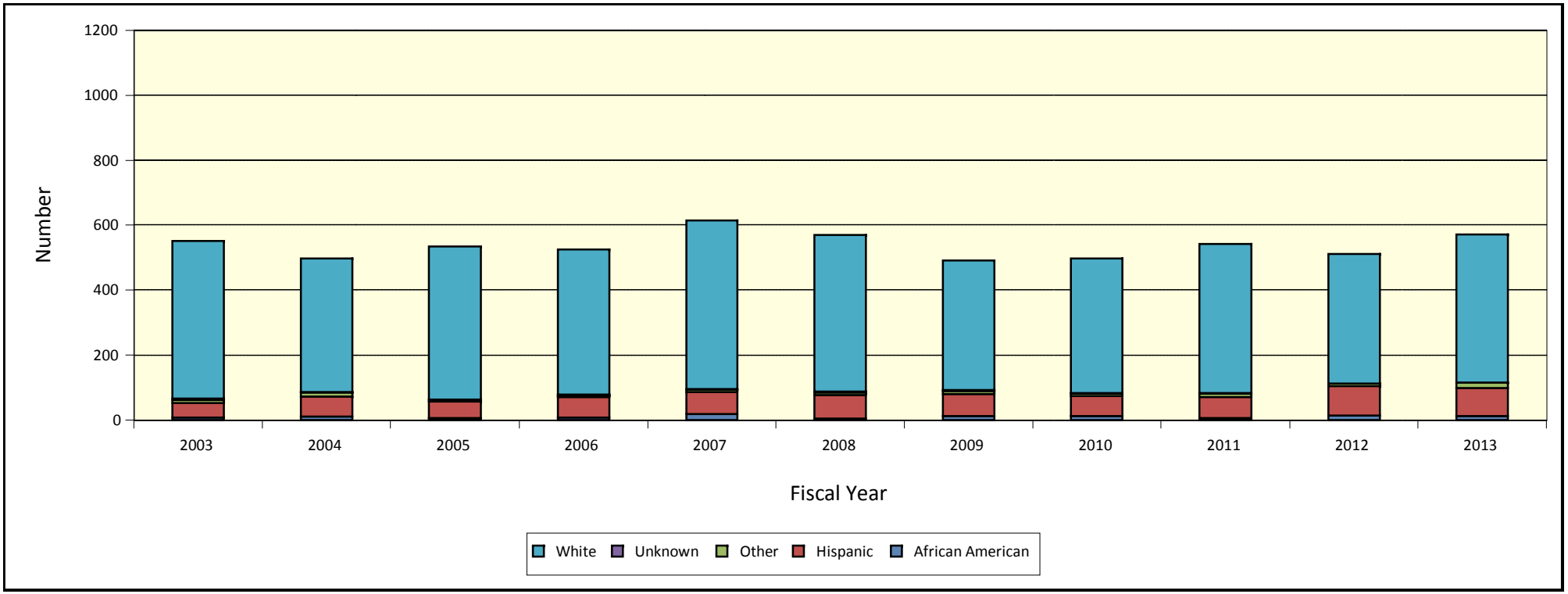
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013		2012-2013	2008-2013
551	497	535	525	614	570	492	497	542	512	572	**5,907**	**11.7%**	**0.4%**

1 Number of university completers is the unduplicated number of individuals obtaining certification through the university.
2 Certificate year equals fiscal year (September 1 - August 31).

Teacher Production by Race/Ethnicity [1]

FY 2003-2013 [2]

Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2010-2013	2008-2013
African American	8	11	6	8	18	4	13	13	6	14	13	0	9
Hispanic	45	61	51	63	68	73	67	61	65	90	85	24	12
Other	9	12	6	5	8	7	10	8	10	8	18	10	11
Unknown	4	2	0	2	2	4	2	1	2	0	0	0	0
White	485	411	472	447	518	482	400	414	459	400	456	42	-26
TOTAL	**551**	**497**	**535**	**525**	**614**	**570**	**492**	**497**	**542**	**512**	**572**		

1 Race/ethnicity is self-reported.
2 Certification year equals fiscal year (September 1 - August 31).

Initial Certification Production by Level [1]
FY 2004-2013 [2]
Texas Tech University

Certificate	Fiscal Year 2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	5-Year Average 2009-2013
ELEMENTARY (EC-4 and EC-6)											
Bilingual Generalist	0	4	2	0	0	0	2	0	0	0	0.4
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	1	1	0	0	16	1	0	0	0	3.4
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	209	237	227	286	259	225	208	220	241	285	235.8
Other[5]	8	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**217**	**242**	**230**	**286**	**259**	**241**	**211**	**220**	**241**	**285**	**239.6**
MIDDLE SCHOOL (4-8)											
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	10	4	7	11	11	5	0	6	3	4	3.6
ELA/Reading/Social Studies	9	28	25	31	22	17	23	20	17	18	19.0
Mathematics	25	21	23	10	3	4	6	14	8	2	6.8
Mathematics/Science	0	0	2	33	20	14	14	27	24	23	20.4
Science	2	3	8	2	4	2	5	4	3	3	3.4
Social Studies	8	11	5	4	4	1	5	13	9	5	6.6
Subtotal	**54**	**67**	**70**	**91**	**64**	**43**	**53**	**84**	**64**	**55**	**59.8**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technology Education[7]	0	2	9	10	40	31	34	40	30	28	32.6
Chemistry	1	0	0	1	1	2	1	1	3	1	1.6
Computer Science	3	0	0	0	0	0	0	0	0	0	0.0
Dance	2	1	0	4	3	3	2	5	1	5	3.2
ELA/Reading	38	34	33	33	34	36	39	35	24	26	32.0
History	18	30	26	35	35	22	32	27	36	26	28.6
Journalism	1	1	3	2	2	1	0	3	0	1	1.0
Life Sciences	6	7	6	7	5	5	5	3	4	4	4.2
Mathematics	21	31	30	15	20	18	23	19	18	26	20.8
Mathematics/Physical Sc/Engineering	0	0	0	1	0	0	0	0	0	0	0.0
Physical Science	1	1	0	0	0	0	0	0	0	0	0.0
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	1	0	1	0	2	2	1.0
Science	12	8	11	10	8	10	13	7	9	12	10.2
Secondary French	1	3	2	0	1	1	0	0	0	0	0.2
Secondary German	0	2	2	1	0	0	1	1	0	0	0.4
Secondary Latin	2	0	1	0	0	0	0	0	0	0	0.0
Secondary Spanish	14	13	16	11	10	7	7	2	0	0	3.2
Social Studies	8	7	12	6	4	6	5	10	9	2	6.4
Speech	7	3	2	10	4	5	0	1	3	1	2.0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**135**	**143**	**153**	**146**	**168**	**147**	**163**	**154**	**139**	**134**	**147.4**
ALL LEVEL (EC-12 and PK-12)											
American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
Fine Arts[8]	30	41	40	43	73	56	39	51	37	64	49.4
Health and Phy Education	47	36	65	77	45	43	46	33	41	35	39.6
LOTE - French	0	0	0	0	0	0	0	2	1	0	0.6
LOTE - German	0	0	0	0	0	0	0	0	1	0	0.2
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	0	0	0	0	0	0	4	12	4	4	4.8
Special Education[9]	14	25	20	31	22	32	34	24	20	42	30.4
Technology Applications	0	0	4	5	2	2	3	4	2	0	2.2
Subtotal	**91**	**102**	**129**	**156**	**142**	**133**	**126**	**126**	**106**	**145**	**251.2**
SUPPLEMENTALS											
Bilingual	0	0	1	7	8	4	5	8	11	8	7.2
ESL	1	2	5	9	5	9	32	44	45	76	41.2
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[9]	0	1	0	1	0	0	0	1	0	0	0.2
Subtotal	**1**	**3**	**6**	**17**	**13**	**13**	**37**	**53**	**56**	**84**	**48.6**

1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.
6 Includes all other 4-8 and 6-12 ESL certificates.
7 Includes technology education, family and consumer sciences composite, human development and family studies, hospitality, nutrition, and food sciences, agriculture, science, and technology, business education, marketing education, health science technology education, trade and industrial education, career and technical education.
8 Includes certificates issued in art, music, theatre.
9 Includes certificates issued in special education, deaf and hard of hearing and teacher of students with visual impairment.

Other Producers of Teachers in the Proximal Zone of Professional Impact [1]

FY 2003-2013 [2]

Texas Tech University

Production Entity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Texas Tech University	**551**	**497**	**535**	**525**	**614**	**570**	**492**	**497**	**542**	**512**	**572**	**5,907**
Wayland Baptist University	111	117	116	143	120	114	145	121	98	88	102	**1,275**
Lubbock Christian University	74	86	108	99	69	74	85	81	83	65	65	**889**
TOTAL	**736**	**700**	**759**	**767**	**803**	**758**	**722**	**699**	**723**	**665**	**739**	**8,071**

1 Number of university completers is the unduplicated number of individuals obtaining standard certification.
2 Certificate year equals fiscal year (September 1 - August 31).

D.
Professional Impact Trend Reports

SECTION D:
Professional Impact Trend Reports

Section D includes information about teacher and district hiring patterns, the placement of university completers within the PZPI, and retention rates for the 2010 cohort of first-year teachers.

D.1 a-c: Teacher Hiring in the Proximal Zone of Professional Impact. These three reports show school district hiring patterns in the PZPI by comparing the supply of new teacher FTEs provided by a preparation program to the total FTEs employed by subject area and school level. The category "Teachers Supplied" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI who obtained probationary or standard certification from the preparation program in FY 2013 with no prior teaching experience. The category "District Hires" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) employed in the PZPI in AY 2013-2014. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI.

D.2: Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact. This analysis shows the percentage of the university's newly-certified teachers (those obtaining a standard certificate with no prior teaching experience) employed within a seventy-five mile radius of the university.

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. This report is the first page of a supplemental document comparing the AY 2013-2014 hiring patterns of districts in the university's PZPI. (See Attachment 3 to view the full report). The first chart shows which PZPI districts employed teachers from the university in AY 2014 who were newly-certified in FY 2013. The second shows the same information for all teachers employed in the PZPI in AY 2014 who were certified through the university between FY 1995 and FY 2013.

D.4 a-c: Percentage of University Completers in the Proximal Zone of Professional Impact by Level. This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) certified through the university's preparation program since 1995 who are employed at a campus within the PZPI disaggregated by level. To provide context about the campus, the percent of school students classified as economically disadvantaged is provided. The column labeled "# School FTEs" shows the total number of teacher FTEs at the campus. The columns labeled "# Univ FTEs" and the "% Univ FTEs" show the total number and percent of FTEs employed at that campus who obtained certification from the target university's preparation program from FY 1995 through FY 2013.

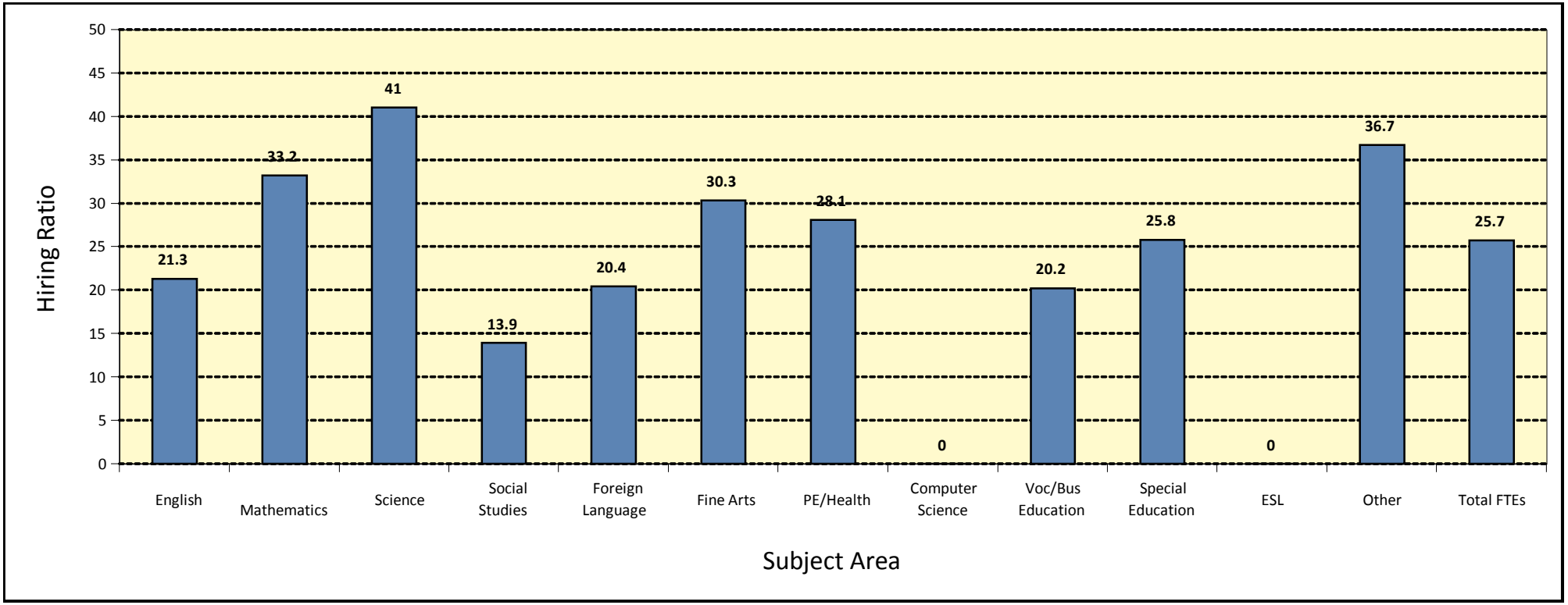
D.5: Comparison of Teacher Retention Trends. *D.5.a: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in FY 2009 who became employed in a Texas public school in AY 2010. A first-year teacher is defined as an individual issued either a standard or probationary certificate in FY 2009 who had no prior teaching experience. The retention rate for spring 2010 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in AY 2009-2010. The target university's retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.b-d: Five-Year Retention of First-Year Teachers by School Level.* These reports further disaggregate the five-year retention rates and attrition rates of first-year teachers into high, middle, and elementary school level. Numbers less than 10 are not graphically represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2013-2014



Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied [1]	4.2	6.3	5.5	1.9	1.1	3.0	3.4	0.0	3.6	3.4	0.0	1.1	**33.5**
District Hires[2]	19.7	19.0	13.4	13.7	5.4	9.9	12.1	1.2	17.8	13.2	0.1	3.0	**130.5**
Hiring Ratio [3]	**21.3%**	**33.2%**	**41.0%**	**13.9%**	**20.4%**	**30.3%**	**28.1%**	**0.0%**	**20.2%**	**25.8%**	**0.0%**	**36.7%**	**25.7%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2013 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2013-2014.

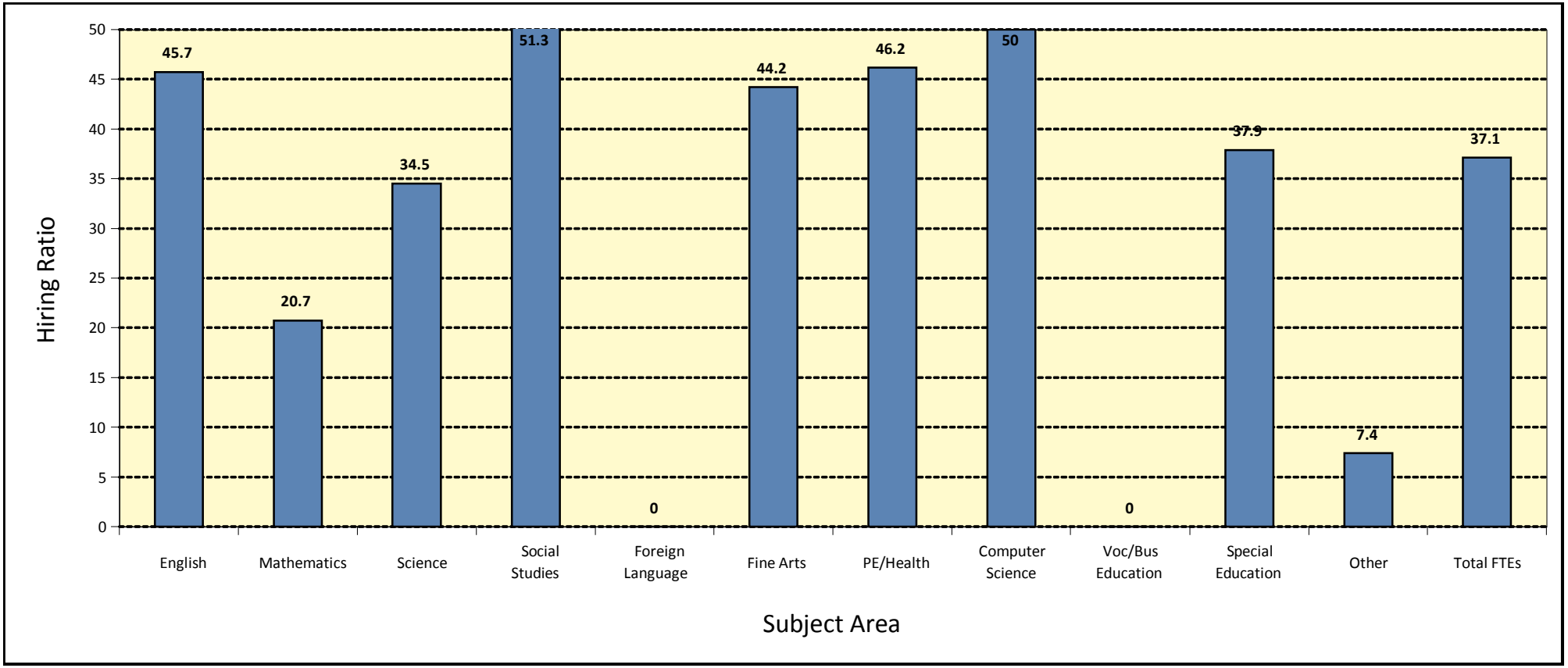
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2013-2014



Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	7.5	3.9	4.0	6.0	0.0	6.9	3.0	0.4	0.0	8.0	0.0	0.2	40.0
District Hires[2]	0.0	16.4	18.8	11.6	11.7	0.9	15.6	6.5	0.8	1.5	21.1	0.0	2.7	107.7
Hiring Ratio[3]	**0.0%**	**45.7%**	**20.7%**	**34.5%**	**51.3%**	**0.0%**	**44.2%**	**46.2%**	**50.0%**	**0.0%**	**37.9%**	**0.0%**	**7.4%**	**37.1%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2013 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2013-2014.

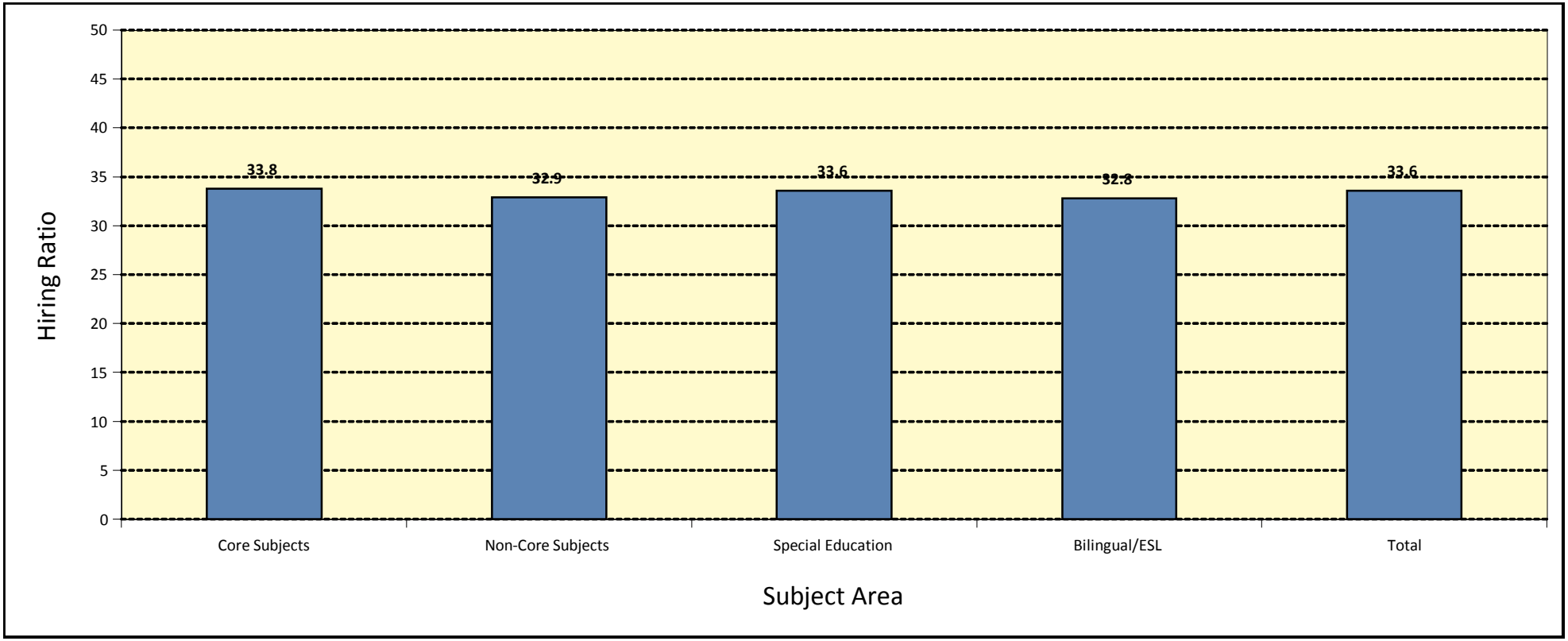
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2013-2014



Subject Area	Core Subjects[4]	Non-Core Subjects[5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	57.0	16.9	4.7	2.0	80.6
District Hires [2]	168.4	51.3	14.0	6.1	239.8
Hiring Ratio [3]	**33.8%**	**32.9%**	**33.6%**	**32.8%**	**33.6%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2013 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2013-2014.

3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

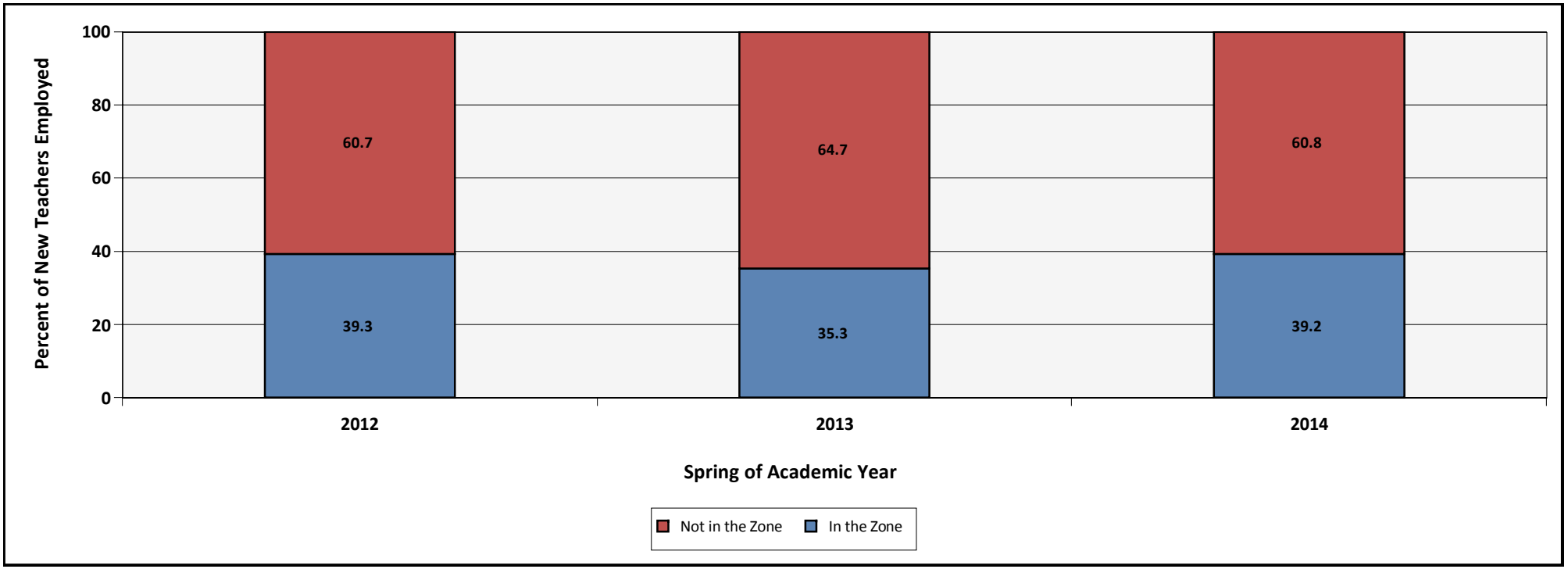
4 Core subjects are subjects that are STAAR tested.

5 Non-core subjects are all subjects not STAAR tested.

Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact

2012-2014

Texas Tech University



	New Teachers Employed						
	2012		2013		2014		% Change
	Number	Percent	Number	Percent	Number	Percent	2012 to 2014
In the Zone	110	39.3	123	35.3	177	39.2	-0.1
Not in the Zone	170	60.7	225	64.7	274	60.8	0.1
Total	**280**	**100.0**	**348**	**100.0**	**451**	**100.0**	**0.0**

Source Data
Teacher Assignment and Certification Files
TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2013-2014
Texas Tech University

SAMPLE DOCUMENT: To view the Full Hiring Patterns Report Refer to Attachment 3

Teachers Newly-Certified[1] in FY 2012-2013

Employing District	University-Prepared Employed by District in 2013-2014	New Teachers Employed by District in 2013-2014	% University Newly-Certified Compared to New Teachers Employed
ANTON ISD	1	1	100.0
NEW DEAL ISD	3	3	100.0
SUNDOWN ISD	1	1	100.0
SHALLOWATER ISD	6	9	66.7
ROOSEVELT ISD	7	13	53.8
IDALOU ISD	1	2	50.0
FRENSHIP ISD	16	37	43.2
MORTON ISD	2	5	40.0
MULESHOE ISD	2	5	40.0
LUBBOCK-COOPER ISD	13	33	39.4
LUBBOCK ISD	78	201	38.8
LEVELLAND ISD	6	17	35.3
RALLS ISD	4	12	33.3
WHITEFACE CISD	1	3	33.3
BROWNFIELD ISD	7	22	31.8

All Teachers Certified

Employing District	University-Prepared (1994-1995-2012-2013) Employed by District in 2013-2014	Total Teachers Employed by District in 2013-2014	Percent of Univ-Prepared Teachers in District
NEW DEAL ISD	25	60	41.7
ROOSEVELT ISD	36	89	40.4
ANTON ISD	8	20	40.0
LUBBOCK ISD	780	1,984	39.3
LUBBOCK-COOPER ISD	134	357	37.5
RALLS ISD	18	52	34.6
RISE ACADEMY	4	13	30.8
FRENSHIP ISD	168	547	30.7
IDALOU ISD	23	76	30.3
AMHERST ISD	5	17	29.4
TAHOKA ISD	18	62	29.0
CROSBYTON CISD	11	38	28.9
MEADOW ISD	8	28	28.6
SHALLOWATER ISD	38	140	27.1
BROWNFIELD ISD	40	148	27.0

1. Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]

2012-2013

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
RALLS ISD	54903002	100.0	RECOVERY EDUCATION CAMPUS	1.0	1.0	**100.0**
SMYER ISD	110906002	100.0	CHOICES ALTERNATIVE	0.2	0.1	**42.6**
LUBBOCK ISD	152901020	39.4	CORONADO H S	131.0	55.1	**42.0**
LUBBOCK ISD	152901022	49.6	LUBBOCK H S	118.8	48.4	**40.7**
CROSBYTON CISD	54901001	83.6	CROSBYTON H S	16.6	6.6	**39.6**
LUBBOCK ISD	152901023	52.5	MONTEREY H S	118.4	46.5	**39.2**
ROOSEVELT ISD	152908001	60.1	ROOSEVELT H S	29.6	11.5	**39.0**
LUBBOCK ISD	152901011	80.6	MATTHEWS LRN CTR/NEW DIRECTIONS	15.8	5.5	**34.8**
IDALOU ISD	152910001	28.7	IDALOU H S	26.0	8.8	**33.8**
ABERNATHY ISD	95901001	47.5	ABERNATHY H S	25.0	7.2	**28.9**
NEW DEAL ISD	152902001	55.1	NEW DEAL H S	20.6	5.8	**28.2**
TAHOKA ISD	153904001	54.2	TAHOKA H S	21.6	6.0	**27.6**
LUBBOCK ISD	152901021	87.2	ESTACADO H S	68.2	18.7	**27.4**
SHALLOWATER ISD	152909001	29.4	SHALLOWATER H S	46.2	12.6	**27.3**
FRENSHIP ISD	152907001	25.9	FRENSHIP H S	134.6	36.6	**27.2**
SMYER ISD	110906001	56.4	SMYER H S	18.4	4.9	**26.7**
HART ISD	35902001	81.9	HART JR-SR H S	15.2	4.0	**26.3**
PLAINVIEW ISD	95905002	38.5	HOUSTON SCHOOL	11.4	3.0	**26.3**
RALLS ISD	54903001	74.4	RALLS H S	19.4	4.8	**24.5**
FLOYDADA ISD	77901001	66.7	FLOYDADA H S	24.2	5.7	**23.6**
LUBBOCK-COOPER ISD	152906001	33.3	LUBBOCK-COOPER HIGH SCHOOL	82.0	19.3	**23.6**
SEAGRAVES ISD	83901001	43.9	SEAGRAVES H S	20.6	4.6	**22.6**
BROWNFIELD ISD	223901001	61.7	BROWNFIELD H S	36.8	8.2	**22.2**
SPRINGLAKE-EARTH ISD	140907001	64.0	SPRINGLAKE-EARTH H S	13.8	3.0	**22.0**
SOUTH PLAINS	152803001	76.1	SOUTH PLAINS ACADEMY CHARTER H S	12.8	2.8	**21.9**
LITTLEFIELD ISD	140904001	62.7	LITTLEFIELD H S	30.4	6.5	**21.5**
SLATON ISD	152903001	67.9	SLATON H S	40.6	8.4	**20.7**

[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Percentage of University Completers in Middle Schools in the Proximal Zone of Professional Impact[1]

2012-2013

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
TAHOKA ISD	153904041	73.7	TAHOKA MIDDLE	12.0	5.9	**48.9**
LUBBOCK ISD	152901066	33.8	IRONS MIDDLE	44.0	20.4	**46.3**
LUBBOCK ISD	152901061	85.1	ATKINS MIDDLE	33.8	14.6	**43.3**
LUBBOCK ISD	152901065	47.8	HUTCHINSON MIDDLE	54.4	22.4	**41.3**
FRENSHIP ISD	152907043	29.9	HERITAGE MIDDLE	47.0	19.4	**41.2**
LUBBOCK ISD	152901069	76.2	SMYLIE WILSON MIDDLE	37.0	14.6	**39.5**
LUBBOCK ISD	152901064	42.0	EVANS MIDDLE	49.4	18.8	**38.1**
LUBBOCK ISD	152901067	67.7	MACKENZIE MIDDLE	38.4	14.4	**37.4**
SUNDOWN ISD	110907041	19.9	SUNDOWN J H	13.0	4.7	**36.3**
BROWNFIELD ISD	223901041	71.2	BROWNFIELD MIDDLE	32.0	11.2	**34.9**
LUBBOCK ISD	152901062	93.9	CAVAZOS MIDDLE	41.6	14.5	**34.9**
LUBBOCK ISD	152901063	94.5	DUNBAR COLLEGE PREPARATORY ACADEMY	45.2	15.6	**34.5**
NEW DEAL ISD	152902041	61.3	NEW DEAL MIDDLE	18.2	6.0	**32.8**
LUBBOCK-COOPER ISD	152906042	25.6	LUBBOCK-COOPER BUSH MIDDLE	33.4	10.6	**31.6**
FRENSHIP ISD	152907042	40.7	TERRA VISTA MIDDLE SCHOOL	44.6	13.6	**30.6**
LEVELLAND ISD	110902041	64.8	LEVELLAND MIDDLE	51.6	14.9	**28.9**
ROOSEVELT ISD	152908041	75.9	ROOSEVELT J H	22.0	6.3	**28.5**
LUBBOCK ISD	152901068	87.7	SLATON MIDDLE	43.8	12.2	**27.9**
LAMESA ISD	58906041	80.0	LAMESA MIDDLE	30.4	8.0	**26.3**
LUBBOCK-COOPER ISD	152906041	40.2	LUBBOCK-COOPER MIDDLE	38.6	10.2	**26.3**
FRENSHIP ISD	152907041	35.5	FRENSHIP MIDDLE SCHOOL	44.8	11.3	**25.2**
IDALOU ISD	152910041	37.7	IDALOU MIDDLE	23.2	5.7	**24.4**
CROSBYTON CISD	54901041	70.5	CROSBYTON MIDDLE	7.6	1.8	**24.1**
LITTLEFIELD ISD	140904041	74.4	LITTLEFIELD J H	19.6	4.6	**23.6**
ABERNATHY ISD	95901041	49.7	ABERNATHY J H	15.4	3.6	**23.4**
SLATON ISD	152903042	78.8	SLATON J H	24.8	5.7	**22.9**
SHALLOWATER ISD	152909041	38.9	SHALLOWATER MIDDLE	37.0	8.4	**22.7**

[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]

2012-2013

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901163	90.6	HARWELL EL	31.6	20.0	**63.2**
LUBBOCK-COOPER ISD	152906105	40.2	LUBBOCK-COOPER CENTRAL EL	33.2	18.0	**54.3**
LUBBOCK ISD	152901161	96.0	GUADALUPE EL	15.8	8.3	**52.6**
LUBBOCK ISD	152901176	80.1	PARSONS EL	27.0	14.0	**51.9**
LUBBOCK ISD	152901160	94.3	DUPRE EL	17.4	9.0	**51.7**
LUBBOCK ISD	152901177	77.4	RAMIREZ CHARTER SCHOOL	33.8	16.9	**49.9**
LUBBOCK ISD	152901159	94.0	BROWN EL	26.4	13.0	**49.2**
LUBBOCK ISD	152901165	92.9	HODGES EL	32.4	16.0	**49.2**
LUBBOCK ISD	152901155	91.3	BAYLESS EL	41.6	20.0	**48.1**
NEW DEAL ISD	152902101	62.6	NEW DEAL EL	19.2	9.0	**47.0**
LUBBOCK ISD	152901173	13.1	MURFEE EL	21.4	10.0	**46.7**
LUBBOCK ISD	152901191	90.1	WRIGHT EL	18.0	8.0	**44.4**
LUBBOCK ISD	152901184	83.0	WESTER EL	27.0	12.0	**44.3**
LUBBOCK ISD	152901192	70.5	CENTENNIAL EL	40.8	18.0	**44.1**
LUBBOCK ISD	152901188	60.3	WILLIAMS EL	25.0	11.0	**44.0**
LUBBOCK ISD	152901193	66.7	ROBERTS EL	38.4	16.9	**43.9**
LUBBOCK ISD	152901169	92.6	MCWHORTER EL	35.2	15.0	**42.6**
LUBBOCK ISD	152901156	93.6	BEAN EL	38.8	16.5	**42.5**
LUBBOCK ISD	152901158	97.0	BOZEMAN EL	26.0	11.0	**42.3**
LAMESA ISD	58906105	78.9	SOUTH EL	38.6	16.2	**42.0**
LUBBOCK ISD	152901185	97.3	WHEATLEY EL	24.4	10.0	**41.0**
LUBBOCK ISD	152901186	84.9	WHEELOCK EL	24.4	10.0	**41.0**
LUBBOCK-COOPER ISD	152906104	17.2	LUBBOCK-COOPER WEST EL	46.2	18.9	**40.8**
LUBBOCK ISD	152901179	37.1	SMITH EL	39.8	16.0	**40.2**
LUBBOCK ISD	152901190	93.1	WOLFFARTH EL	31.4	12.0	**38.2**
LUBBOCK ISD	152901170	78.6	MAEDGEN EL	29.4	11.0	**37.4**
LUBBOCK ISD	152901164	51.4	HAYNES EL	17.6	6.5	**36.8**

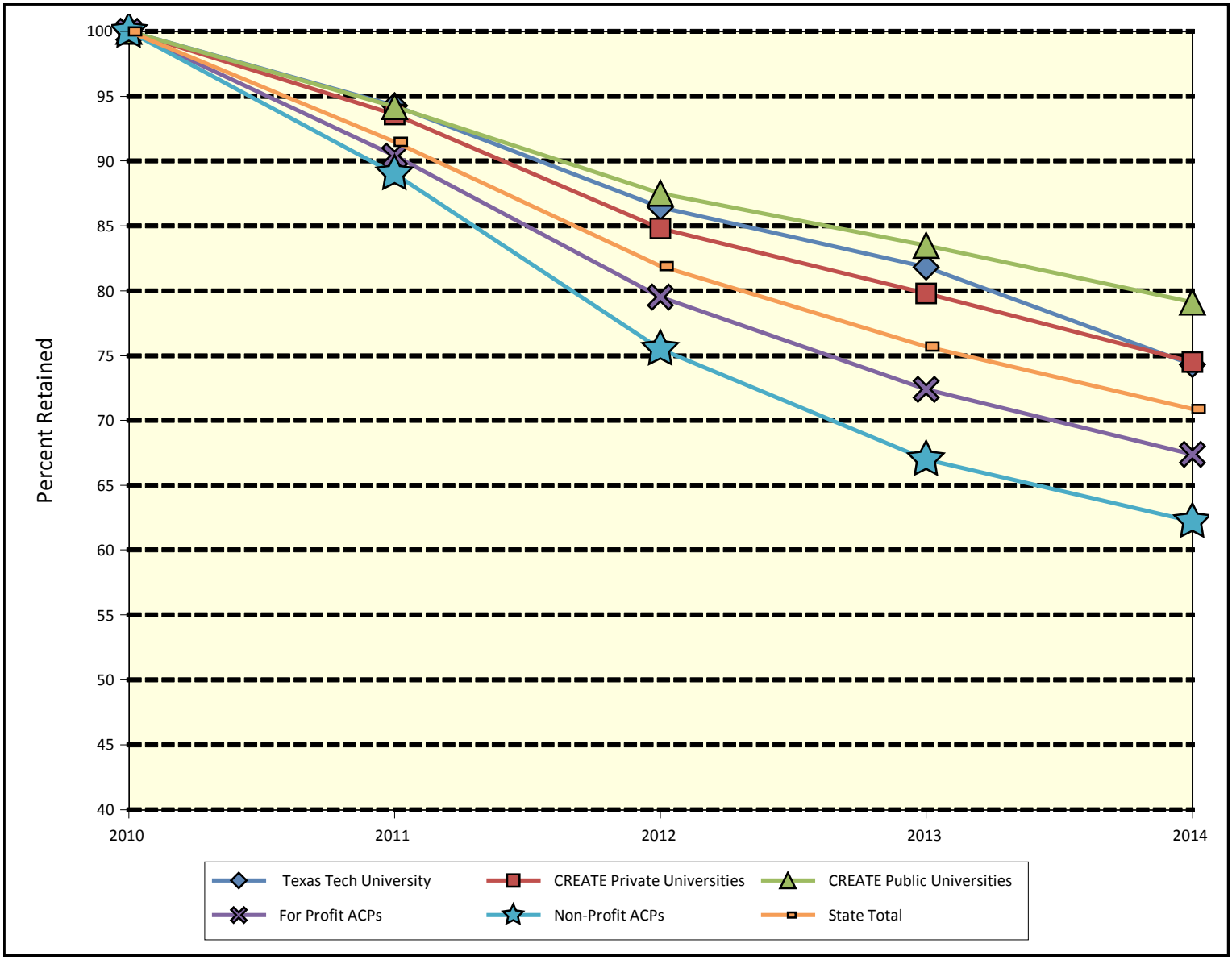
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers[1,2]

2010-2014

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Texas Tech University	280	100.0	94.3	86.4	81.8	74.3	25.7
CREATE Public Universities	6312	100.0	94.2	87.5	83.5	79.1	20.9
CREATE Private Universities	564	100.0	93.6	84.8	79.8	74.5	25.5
For Profit ACPs	5869	100.0	90.4	79.5	72.4	67.4	32.6
Non-Profit ACPs	3064	100.0	89.0	75.5	67.0	62.2	37.8
State Total	16981	100.0	91.5	81.9	75.7	70.9	29.1

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 with no prior teaching experience.

2 Texas data only tracks public school employment.

3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

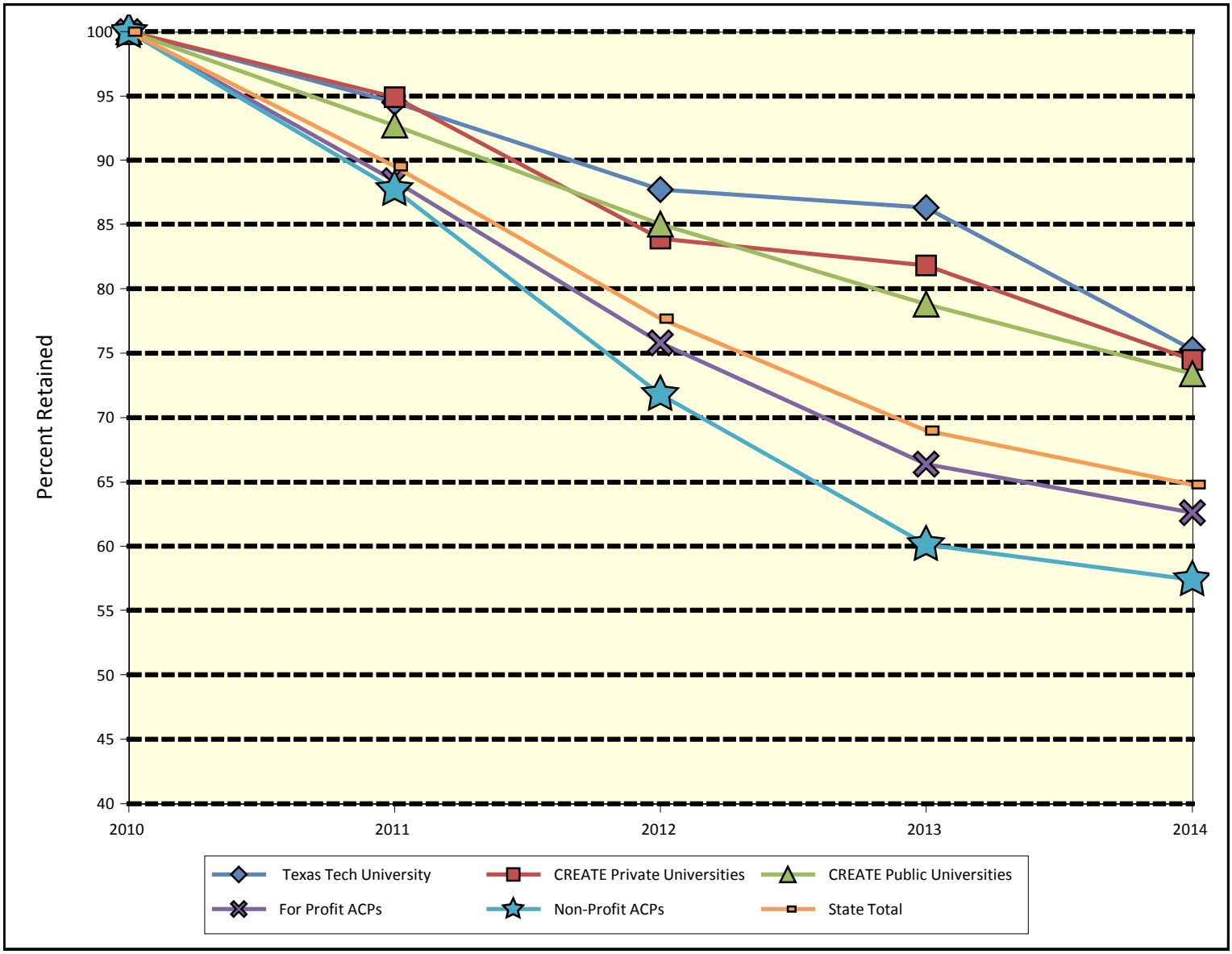
Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers by School Level [1,2]

2010-2014

High School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Texas Tech University	73	100.0	94.5	87.7	86.3	75.3	24.7
CREATE Public Universities	1309	100.0	92.7	85.0	78.8	73.4	26.6
CREATE Private Universities	137	100.0	94.9	83.9	81.8	74.5	25.5
For Profit ACPs	2068	100.0	88.4	75.8	66.4	62.6	37.4
Non-Profit ACPs	904	100.0	87.7	71.8	60.1	57.4	42.6
State Total	4663	100.0	89.5	77.7	69.0	64.8	35.2

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 with no prior teaching experience.

2 Texas data only tracks public school employment.

3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

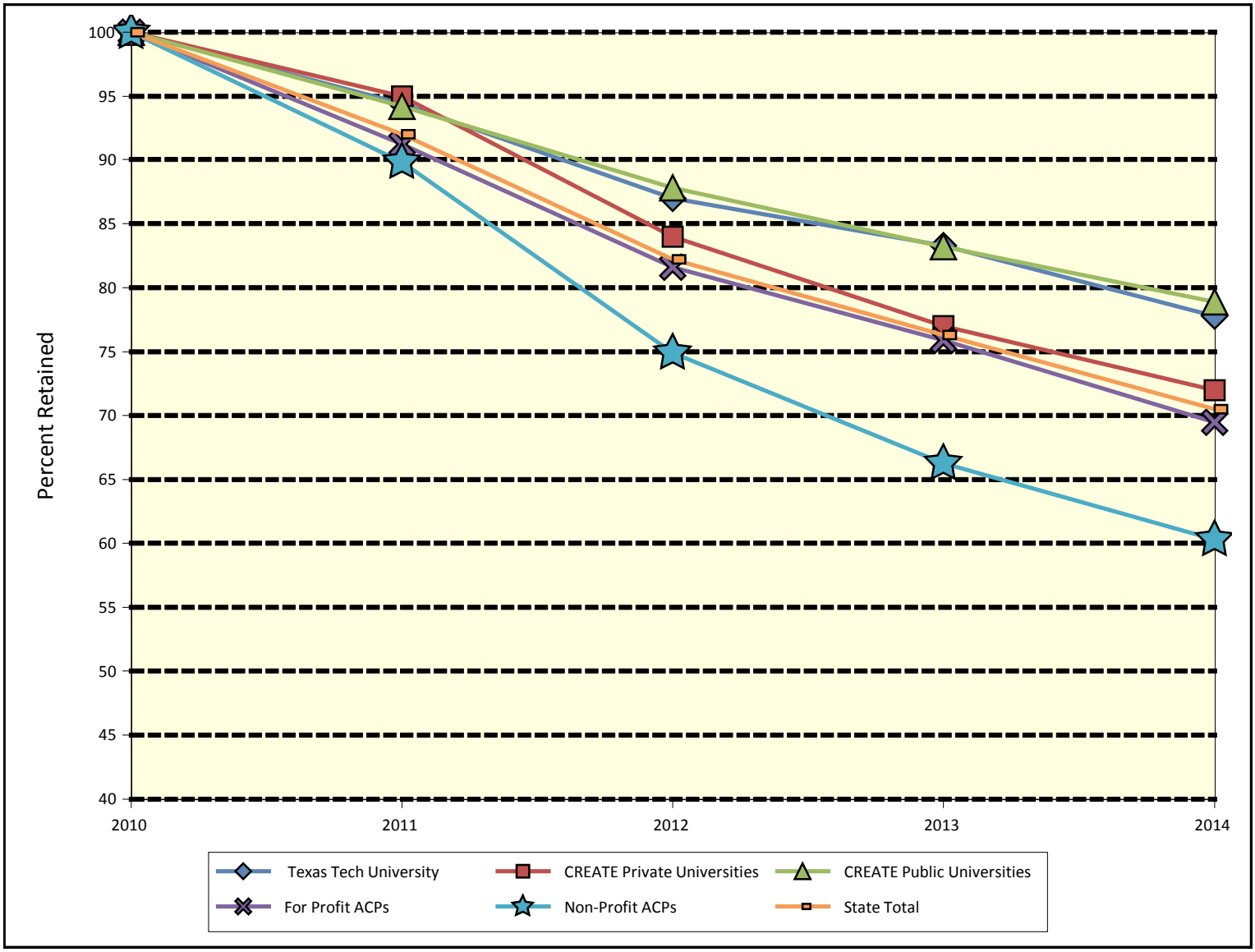
Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers by School Level [1,2]

2010-2014

Middle School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Texas Tech University	54	100.0	94.4	87.0	83.3	77.8	22.2
CREATE Public Universities	1143	100.0	94.2	87.8	83.2	78.9	21.1
CREATE Private Universities	100	100.0	95.0	84.0	77.0	72.0	28.0
For Profit ACPs	1638	100.0	91.2	81.6	75.9	69.5	30.5
Non-Profit ACPs	725	100.0	89.8	74.9	66.3	60.3	39.7
State Total	3841	100.0	92.0	82.2	76.3	70.5	29.5

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 with no prior teaching experience.

2 Texas data only tracks public school employment.

3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

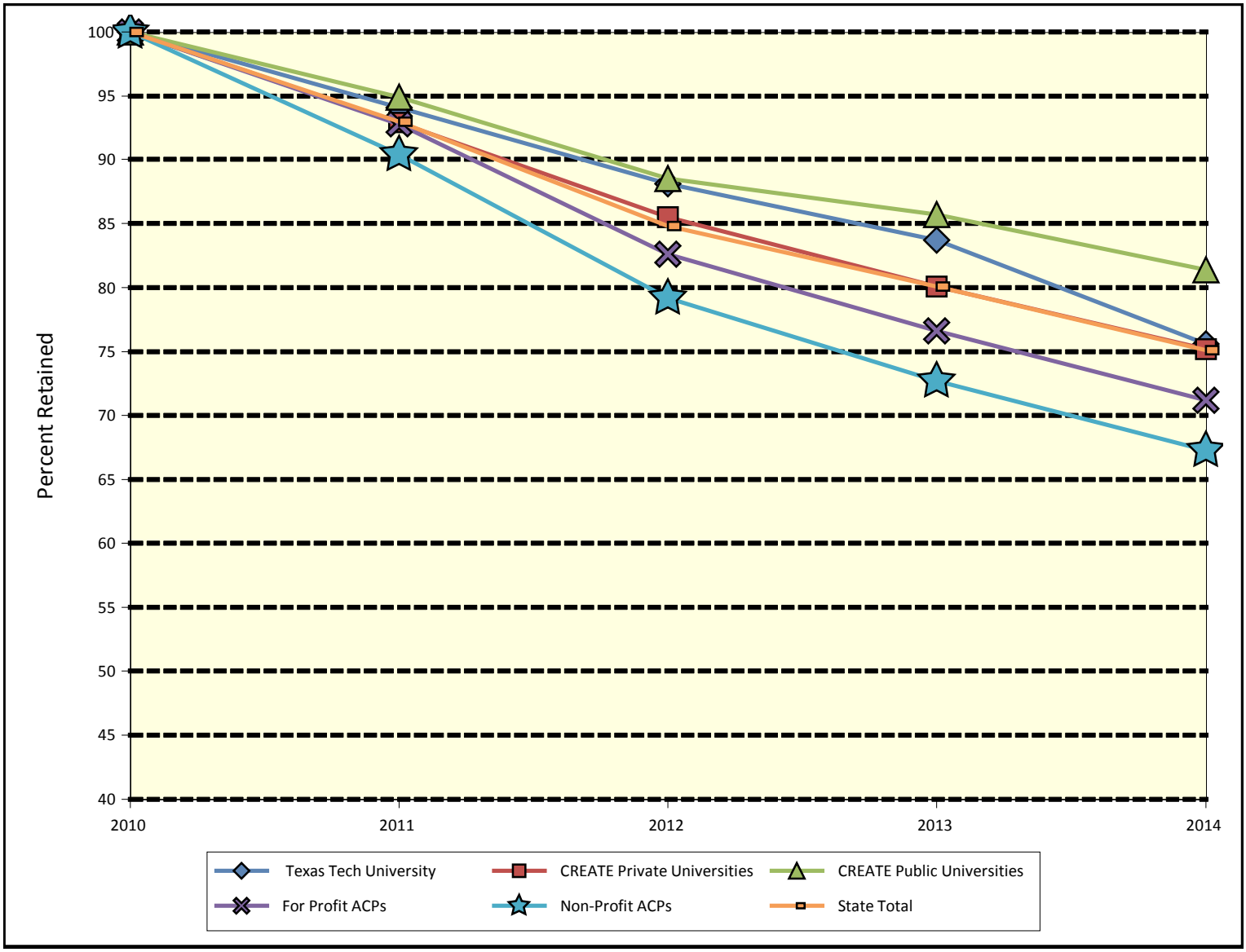
Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers by School Level [1,2]

2010-2014

Elementary School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Texas Tech University	135	100.0	94.1	88.1	83.7	75.6	24.4
CREATE Public Universities	3651	100.0	94.9	88.5	85.7	81.4	18.6
CREATE Private Universities	311	100.0	92.9	85.5	80.1	75.2	24.8
For Profit ACPs	1920	100.0	92.8	82.6	76.6	71.2	28.8
Non-Profit ACPs	1313	100.0	90.4	79.2	72.7	67.3	32.7
State Total	7835	100.0	93.0	84.8	80.1	75.1	24.9

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 with no prior teaching experience.
2 Texas data only tracks public school employment.
3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

Section E contains comparison information among universities regarding teacher and certificate production, and teacher retention.

Comparison universities were systematically selected for each university by choosing the two closest universities in proximity to the target university. The data associated with each university represents that university's Proximal Zone of Professional Impact. If there were more than two universities in the target university's PZPI, the two having the highest correlation based on student enrollment in the PZPI were chosen as the comparison universities. When there were no universities in the PZPI, CREATE staff used professional judgment to determine the comparison universities.

E.1: Comparison of Teacher Production.
The table and accompanying graph in this report compares teacher production over a ten-year time period between the target university and two comparison universities. The production number represents the number of unduplicated individuals obtaining certification through all university pathways in any given fiscal year. A ten-year total and a ten-year average are computed.

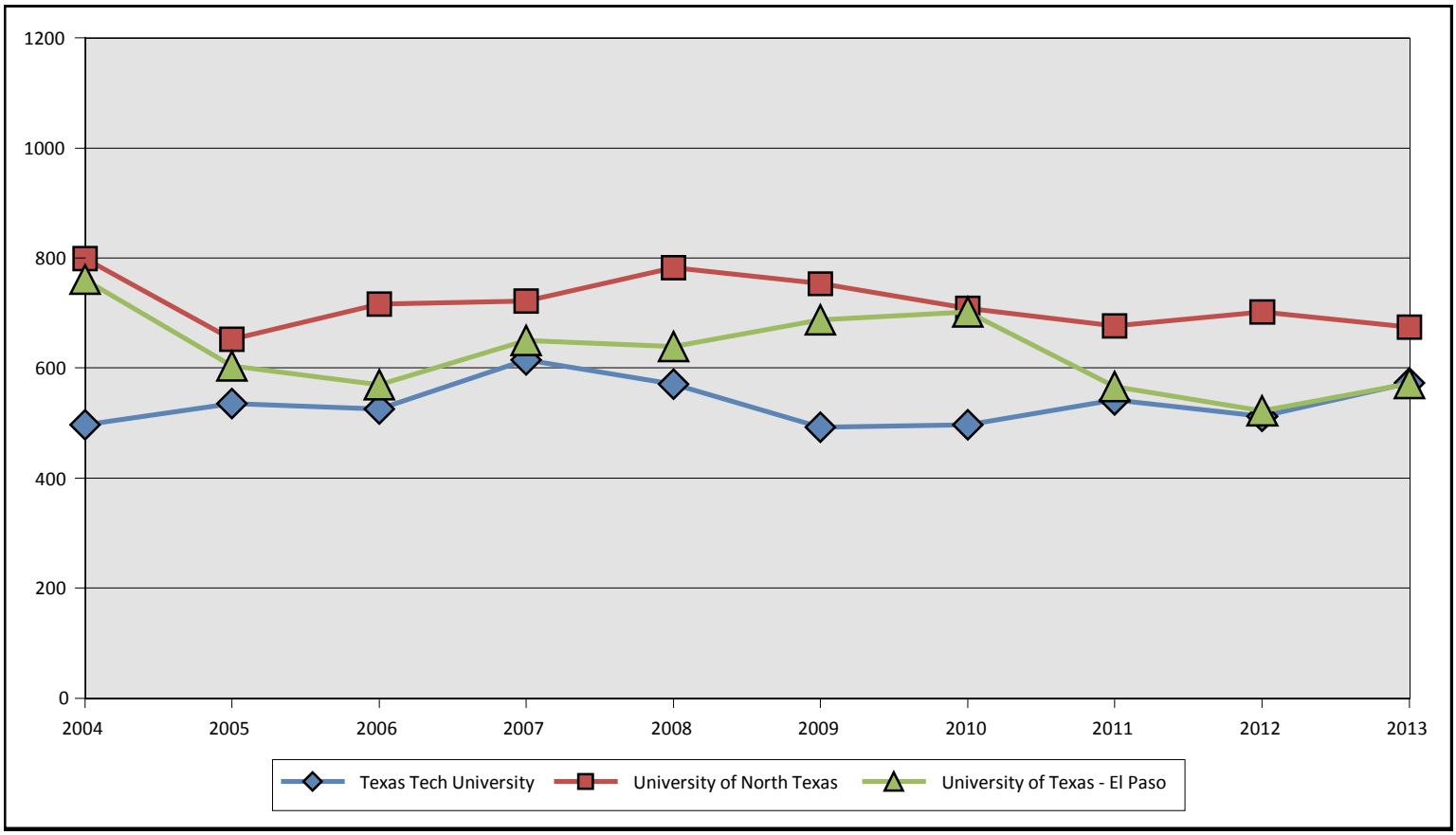
E.2: Five-Year Teacher Production of Consortium Universities.
This report shows the five-year teacher production of all CREATE consortium institutions from 2009-2013. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, and Quintile 5 having the fewest.

E.3: Comparison of Longitudinal Certificate Production Trends.
The data for this comparison come from individual university data found in Report C.4. See the C.4 data explanation on page 39 for a more detailed description of initial certification production.

E.4: Teacher Retention Comparison.
The data for this comparison includes only those teachers with no prior teaching experience who obtained a standard certificate in FY 2009, became employed in a Texas public school in AY 2009-2010, and were still teaching in the spring of each academic year. This report should not be compared with the D.5a report found on page 54 because Report E.4 includes only those individuals who have a **standard** certificate. The column labeled *Attrition Rate* is calculated by subtracting the 2014 retention rate from 100%.

Comparison of Teacher Production
2004-2013
Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of North Texas	University of Texas - El Paso	
10-Year Total	5,356	7,183	6,268	18,807
2004	497	799	761	2,057
2005	535	652	603	1,790
2006	525	716	569	1,810
2007	614	721	649	1,984
2008	570	783	639	1,992
2009	492	753	687	1,932
2010	497	708	701	1,906
2011	542	676	566	1,784
2012	512	701	522	1,735
2013	572	674	571	1,817
10-Year Avg	535.6	718.3	626.8	1,880.7



Five-Year Teacher Production of Consortium Universities
2009-2013

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	5-Year Average
Quintile 1 (500+)						
Texas State University	913.0	924.0	751.0	791.0	806.0	837.00
University of North Texas	753.0	708.0	676.0	701.0	674.0	702.40
Texas A&M University	676.0	652.0	637.0	606.0	681.0	650.40
University of Texas - El Paso	687.0	701.0	566.0	522.0	571.0	609.40
Texas A&M University - Commerce	689.0	624.0	627.0	569.0	528.0	607.40
Sam Houston State University	539.0	529.0	535.0	497.0	530.0	526.00
Texas Tech University	492.0	497.0	542.0	512.0	572.0	523.00
Quintile 2 (300-499)						
Stephen F. Austin State University	445.0	476.0	533.0	486.0	478.0	483.60
University of Texas - San Antonio	469.0	433.0	456.0	440.0	430.0	445.60
University of Texas - Austin	399.0	373.0	401.0	375.0	437.0	397.00
University of Texas - Pan American	508.0	382.0	303.0	290.0	292.0	355.00
University of Houston	387.0	346.0	313.0	325.0	357.0	345.60
University of Texas - Arlington	355.0	341.0	324.0	341.0	341.0	340.40
West Texas A&M University	353.0	385.0	378.0	290.0	294.0	340.00
Texas Woman's University	365.0	371.0	334.0	279.0	319.0	333.60
Tarleton State University	318.0	300.0	317.0	296.0	275.0	301.20
Quintile 3 (200-299)						
Texas A&M University - Corpus Christi	278.0	293.0	234.0	267.0	225.0	259.40
University of Houston - Clear Lake	210.0	217.0	231.0	247.0	260.0	233.00
University of Texas - Brownsville	262.0	247.0	232.0	195.0	192.0	225.60
University of Houston - Downtown	203.0	218.0	210.0	223.0	254.0	221.60
Texas A&M University - Kingsville	252.0	272.0	246.0	164.0	147.0	216.20
Quintile 4 (100-199)						
University of Texas - Tyler	199.0	230.0	174.0	153.0	158.0	182.80
Texas A&M International University	291.0	250.0	144.0	71.0	81.0	167.40
University of Texas - Dallas	179.0	171.0	153.0	158.0	145.0	161.20
Angelo State University	166.0	158.0	148.0	150.0	138.0	152.00
University of Houston - Victoria	161.0	204.0	139.0	120.0	119.0	148.60
Baylor University	167.0	149.0	143.0	134.0	150.0	148.60
Lamar University	154.0	152.0	143.0	122.0	151.0	144.40
Midwestern State University	113.0	145.0	127.0	138.0	123.0	129.20
Texas A&M University - Texarkana	133.0	130.0	132.0	142.0	101.0	127.60
University of Texas - Permian Basin	136.0	132.0	122.0	98.0	81.0	113.80
Texas Christian University	125.0	114.0	100.0	115.0	102.0	111.20

Five-Year Teacher Production of Consortium Universities
2009-2013

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	5-Year Average
Quintile 5 (below 99)						
Lamar State College - Orange	153.0	116.0	105.0	69.0	44.0	97.40
University of Mary Hardin-Baylor	79.0	86.0	100.0	73.0	68.0	81.20
Abilene Christian University	100.0	95.0	47.0	71.0	72.0	77.00
Prairie View A&M University	88.0	85.0	63.0	39.0	62.0	67.40
Texas Wesleyan University	66.0	58.0	64.0	73.0	67.0	65.60
McMurry University	75.0	83.0	49.0	62.0	51.0	64.00
Sul Ross State University - Rio Grande	105.0	72.0	53.0	37.0	35.0	60.40
University of the Incarnate Word	78.0	66.0	46.0	37.0	50.0	55.40
Hardin-Simmons University	58.0	58.0	44.0	60.0	46.0	53.20
East Texas Baptist University	45.0	43.0	45.0	47.0	41.0	44.20
Houston Baptist University	34.0	37.0	46.0	49.0	47.0	42.60
Texas Southern University	58.0	38.0	47.0	26.0	44.0	42.60
Our Lady of the Lake University	75.0	48.0	30.0	19.0	24.0	39.20
St. Edward's University	29.0	44.0	33.0	35.0	45.0	37.20
Howard Payne University	39.0	43.0	30.0	35.0	21.0	33.60
Sul Ross State University - Alpine	45.0	39.0	36.0	32.0	15.0	33.40
Texas Lutheran University	36.0	27.0	44.0	26.0	30.0	32.60
St. Mary's University	35.0	27.0	27.0	33.0	28.0	30.00
University of St. Thomas	27.0	24.0	30.0	16.0	26.0	24.60
Schreiner University	22.0	17.0	23.0	20.0	18.0	20.00
Austin College	22.0	22.0	17.0	18.0	18.0	19.40
Southwestern University	13.0	10.0	6.0	14.0	16.0	11.80
Texas A&M University-San Antonio	-	-	23.0	116.0	173.0	-
Texas A&M University - Central Texas	-	-	-	-	8.0	-

Comparison of Longitudinal Certificate Production Trends[1]
FY 2009-2013[2]
Texas Tech University

Certificate	Texas Tech University					University of North Texas					University of Texas - El Paso				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	0	2	0	0	0	38	40	40	31	36	135	139	106	67	62
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	16	1	0	0	0	33	45	84	120	161	0	0	0	0	0
ESL Other[4]	0	0	0	0	0	6	5	1	0	0	0	0	0	0	0
Generalist	225	208	220	241	285	298	264	205	171	116	141	147	122	124	132
Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**241**	**211**	**220**	**241**	**285**	**375**	**354**	**330**	**322**	**313**	**276**	**286**	**228**	**191**	**194**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	3	3	0	1	0	23	24	9	9	4
ESL Generalist	0	0	0	0	0	6	5	1	0	0	0	0	0	0	0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	0	0	0	0	0	56	50	22	3	0	97	71	47	59	51
ELA/Reading	5	0	6	3	4	0	0	8	18	17	15	8	15	22	20
ELA/Reading/Social Studies	17	23	20	17	18	0	0	0	0	0	11	6	14	9	20
Mathematics	4	6	14	8	2	0	4	15	19	17	13	21	20	26	23
Mathematics/Science	14	14	27	24	23	0	0	0	0	0	25	13	20	21	9
Science	2	5	4	3	3	0	0	7	12	9	10	5	5	3	1
Social Studies	1	5	13	9	5	0	0	5	6	14	2	2	1	0	0
Subtotal	**43**	**53**	**84**	**64**	**55**	**65**	**62**	**58**	**59**	**57**	**196**	**150**	**131**	**149**	**128**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technology Education[7]	31	34	40	30	28	47	57	59	43	54	21	16	13	9	10
Chemistry	2	1	1	3	1	3	4	3	2	2	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dance	3	2	5	1	5	2	4	2	2	1	4	4	2	2	1
ELA/Reading	36	39	35	24	26	38	41	30	48	37	54	43	36	26	29
History	22	32	27	36	26	27	24	28	37	21	7	3	1	0	6
Journalism	1	0	3	0	1	2	5	4	5	0	4	6	1	0	2
Life Sciences	5	5	3	4	4	12	11	8	10	13	3	2	0	1	0
Mathematics	18	23	19	18	26	9	31	24	31	35	41	40	31	35	35
Mathematics/Physical Sc/Enginee	0	0	0	0	0	3	0	1	0	3	0	1	1	0	0
Physical Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	0	1	0	2	2	1	1	1	2	4	1	1	0	3	2
Science	10	13	7	9	12	2	1	2	3	4	27	25	25	26	28
Secondary French	1	0	0	0	0	1	1	4	0	0	4	5	0	0	0
Secondary German	0	1	1	0	0	3	1	1	0	0	0	0	1	0	0
Secondary Latin	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Secondary Spanish	7	7	2	0	0	7	13	9	0	0	21	16	5	0	0
Social Studies	6	5	10	9	2	22	19	21	27	15	32	50	32	32	45
Speech	5	0	1	3	1	3	7	3	1	4	4	6	5	0	4
Technology Applications	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Subtotal	**147**	**163**	**154**	**139**	**134**	**185**	**220**	**200**	**211**	**193**	**223**	**218**	**153**	**134**	**162**
ALL LEVEL (EC-12 and PK-12)															
American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts[8]	56	39	51	37	64	111	83	88	84	102	32	46	34	24	29
Health and Phy Education	43	46	33	41	35	35	29	27	26	28	28	25	32	22	36
LOTE - French	0	0	2	1	0	0	0	0	1	2	0	0	2	2	0
LOTE - German	0	0	0	1	0	0	0	0	2	1	0	0	0	1	0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	0	4	12	4	4	0	0	0	10	15	0	1	7	8	16
Special Education[9]	32	34	24	20	42	76	72	71	69	61	51	53	46	50	46
Technology Applications	2	3	4	2	0	0	0	2	0	2	0	0	0	0	0
Subtotal	**133**	**126**	**126**	**106**	**145**	**222**	**184**	**188**	**192**	**211**	**111**	**125**	**121**	**107**	**127**
SUPPLEMENTALS															
Bilingual	4	5	8	11	8	0	0	0	0	0	4	3	11	7	9
ESL	9	32	44	45	76	0	4	24	46	53	2	2	2	1	1
Gifted/Talented	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Special Education[9]	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**13**	**37**	**53**	**56**	**84**	**1**	**4**	**24**	**46**	**53**	**6**	**5**	**13**	**8**	**10**

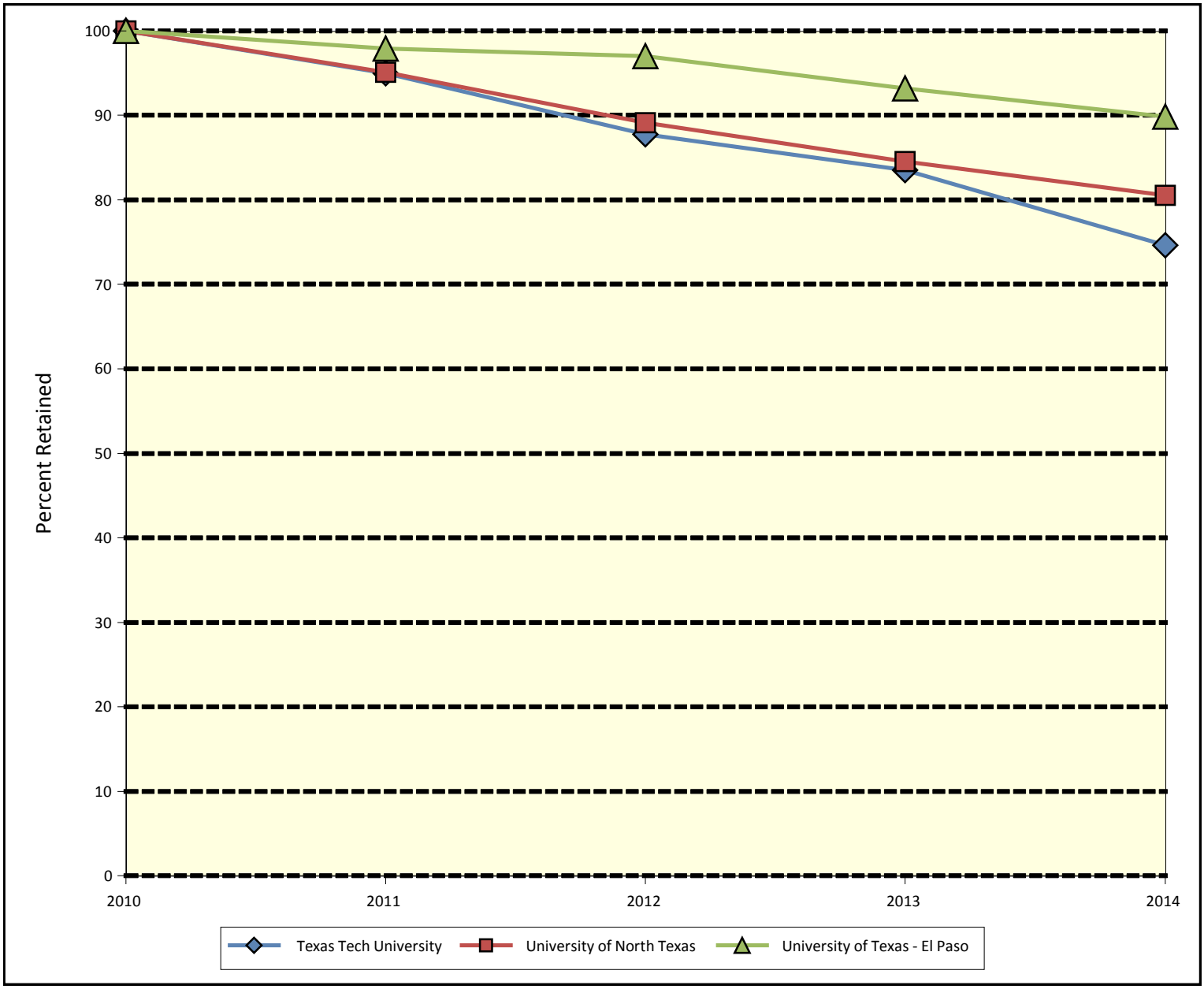
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.
6 Includes all other 4-8 and 6-12 ESL certificates.
7 Includes technology education, family and consumer sciences composite, human development and family studies, hospitality, nutrition, and food sciences, agriculture, science, and technology, business education, marketing education, health science technology education, trade and industrial education, career and technical education.
8 Includes certificates issued in art, music, theatre.
9 Includes certificates issued in special education, deaf and hard of hearing and teacher of students with visual impairment.

Teacher Retention Comparison

Five-Year Retention Rates for the Certification Cohort of 2009[1]

2010-2014

Texas Tech University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2010	2011	2012	2013	2014	
Texas Tech University	100.0	95.0	87.7	83.5	74.6	25.4
University of North Texas	100.0	95.1	89.1	84.5	80.5	19.5
University of Texas - El Paso	100.0	97.9	97.0	93.2	89.8	10.2

[1] Includes only teachers obtaining certification in FY 2009, becoming employed in AY 2010 with no teaching experience prior to 2010.

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2014 PACE Reports

Data Sets Used in the PACE Report: Addition of Texas Academic Performance Reports (TAPR) to data set list (page 5).

Section A: Descriptive Reports on the Characteristics of Public Schools in the Proximal Zone of Professional Impact.

A.1: A definition was added for the following: English language learner (page 7).

A.3: An explanation of the new campus accountability rating system was added (page 8).

Section B: Educational Trend Reports on Public Schools in the Proximal Zone of Professional Impact.

B.2.a-b: Retired.

B.2.c: Retired and replaced by STAAR reports B.2 through B.4. This series of reports reflect STAAR academic performance for 2012 and 2013 by campus level and ethnicity (pages 16-32).

B.2.d: Retired and replaced by STARR reports B.5.1-B.5. This series of reports ranks the 25 highest and lowest achieving campuses by STAAR results on core academic subjects.

Data Corrections and Data Requests

The 2014 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university's particular need, CREATE offers the additional support and technical assistance described on page 6 of this report.

All inquiries regarding PACE and information about obtaining the customized data should be forwarded to:

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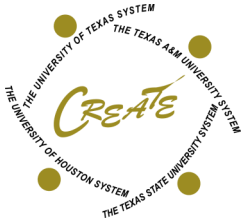

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