C R E A T E

PACE 2016

Performance Analysis for Colleges of Education

Texas Tech University

CREATE

CENTER FOR RESEARCH, EVALUATION, & ADVANCEMENT OF TEACHER EDUCATION

UNIVERSITY of HOUSTON | COLLEGE OF EDUCATION

PACE 2016

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PERFORMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

ABOUT CREATE

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE) is a research and development consortium of 58 universities within The University of Houston System, The Texas A&M University System, The Texas State University System, and The University of Texas System, as well as other public and private institutions across the State. CREATE's primary stakeholders are the 5 million children who attend Texas public schools. We offer valuable evidence-based resources to university-based teacher preparation programs and public school districts. We actively promote, sponsor, and disseminate quality research on educator preparation, educator retention and K-12 student achievement. Our priorities are focused on research with the greatest potential to make a difference to educator preparation practice and ultimately, student outcomes.

PACE and its Future

This year marks CREATE's 10th year to produce the Performance Analysis for Colleges of Education (PACE) for consortium members. To mark this anniversary, several changes were undertaken. During Phase I, we sought to improve the functionality of the data by moving it from a database to a data warehouse. This allowed us to automate the production of the PACE books and also to offer more expanded data services. In light of this change, this is the last year the printed book will be disseminated. In future years, each university will be able to run and print copies of their PACE book from the createtx.org website using a unique log in and password. During Phase II, we will be making the data more interactive and visual. This offering will be by subscription and will allow consortium members more flexibility in accessing detailed information about students in their programs through a web-based platform. We hope PACE continues to be a useful tool for improving policy, practice, and ultimately the capacity of our educators to enhance learning for all students in Texas.

Since its inception, 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) has sought 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.

What PACE Provides

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 educator preparation programs.
2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based educator 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 related to teacher production, teacher supply in relation to regional demand, and teacher retention patterns.
4. 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.

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 educator preparation programs. Such questions include who is teaching? Where do teachers go after they leave the program? How long do teachers remain in the profession? 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.

As an information system, the PACE reports are subject to continuous quality improvement. In Year 10, the core reports on university and teacher production, professional impact trends, and benchmarking have been retained. Modifications will continue to be made to the State of Texas Assessments of Academic Readiness (STAAR) accountability reports until the accountability system is fully implemented.

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 and data definitions. A summary of changes made to the 2016 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.

1. 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.

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

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

3. 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.

4. 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 educator 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)

5. Active collaboration between university faculty and public school officials in planning, implementing and/or assessing educational interventions in the PZPI should be 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 educator 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:

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

2. It provides Colleges of Education a field laboratory for research and development activities related to planned instructional interventions.

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

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

5. It affords a structure for long-term regional networking and professional partnerships among public and higher education institutions in the zone.

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:

Integrated Postsecondary Education Data System (IPEDS). University production data were 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 all 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 Academic Performance Reports (TAPR). Information about student academic performance is detailed and combined with financial reports and information about staff for every public school campus and district in Texas. STAAR performance, is available from the TEA website at (https://rptsvr1.tea.texas.gov/perfreport/tapr/) from 2012-2013 through 2014-2015. Prior to the 2012–13 school year, TAPR was known as the Academic Excellence Indicator System (AEIS). Those reports, for school years 1990–91 through 2011–12, are available in the AEIS Archives. (https://rptsvr1.tea.texas.gov/perfreport/tapr/).

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 newly-initiated program, 60X30 TX. 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 modification of their educator 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 an educator 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. In conjunction with school district partners, plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects with partners based on these planned interventions.
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. Consortium institutions will continue to be able to purchase the customized data for a fee. Information about ordering the customized data set is found on page 64 and on the CREATE website at www.createtx.org.

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 limited English proficient (LEP)/English language learners (ELL)/ students, and students who are at risk for dropping out of school. 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:* TEA, *Glossary for the 2014-2015 Texas Academic Performance Report (TAPR), page 10)* found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/glossary.pdf;

***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; also see Texas Education Code (TEC) §29.001 - 29.020 found at http://www.statutes.legis.state.tx.us/Docs/ED/pdf/ED.29.pdf.

Bilingual: This refers to the number of current LEP or ELL students receiving either Bilingual Education (BE) or ESL program services. Refer to the definition of LEP below. (*Source:* TEA, 2015, 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; also see 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).

***Limited English Proficient (LEP) or English Language Learner (ELL)**:* These are students who are in the process of acquiring English and have another language as their first native language or have been 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 (or ELL) receive bilingual or English as a second language instruction, although most do. (*Source*: TEA, 2015. 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); also see TEA, *Glossary for*

the 2014-2015 Texas Academic Performance Report (TAPR), page 11 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/glossary.pdf.

***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). (*Source:* PEIMS, Oct. 2014). *Glossary for the 2014-2015 Texas Academic Performance Report (TAPR)*, page 4 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/glossary.pdf.

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 and school level. The last five columns disaggregate the district's enrollment of selected student subpopulations by school level.

A.3: Public School Listings 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 2014-2015 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 *2015 Accountability Manual* on the TEA website at https://rptsvr1.tea.texas.gov/perfreport//account/2015/manual/Chapter%2002_Final.pdf or the *Master Reference for Data Elements Used in the Accountability System* found at https://rptsvr1.tea.texas.gov/perfreport/account/2015/download/acctref.html.

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Summary of Public School Enrollment in Proximal Zone of Professional Impact
2014-2015
Texas Tech University

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

		Number of Students										
		African American		Hispanic		White		Asian		Native American		
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%	Total
ELEM	94	3,040	7.5	24,520	60.5	11,672	28.8	473	1.2	119	0.3	40,535
MS	41	1,178	7.1	9,613	58.0	5,290	31.9	188	1.1	55	0.3	16,583
HS	52	1,369	6.9	11,003	55.7	6,767	34.2	257	1.3	75	0.4	19,758
EL/SEC	41	282	3.9	3,845	52.9	3,024	41.6	13	0.2	28	0.4	7,271
Total	**228**	**5,869**	**7.0**	**48,981**	**58.2**	**26,753**	**31.8**	**931**	**1.1**	**277**	**0.3**	**84,147**

		Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%
ELEM	94	27,481	67.8	3,318	8.2	3,277	8.1	3,022	7.5	17,940	44.3
MS	41	9,986	60.2	1,858	11.2	595	3.6	621	3.7	7,954	48.0
HS	52	9,840	49.8	2,074	10.5	413	2.1	449	2.3	9,058	45.8
EL/SEC	41	4,295	59.1	654	9.0	508	7.0	533	7.3	3,416	47.0
Total	**228**	**51,602**	**61.3**	**7,904**	**9.4**	**4,793**	**5.7**	**4,625**	**5.5**	**38,368**	**45.6**

Public School Enrollment by District in the Proximal Zone of Professional Impact
2014-2015
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	228	134	0	1	369	225	29	14	14	185
	HS	0	0	1	0	1	1	115	91	1	0	210	91	24	3	3	95
	MS	0	2	0	0	2	2	120	73	0	2	200	103	16	4	4	109
AMHERST ISD	EL/SEC	0	0	0	1	1	7	134	19	0	0	160	131	23	51	52	93
ANTON ISD	EL/SEC	0	0	0	1	1	13	165	56	0	0	240	177	19	11	11	101
	ELEM	1	0	0	0	1	0	2	0	0	0	2	2	0	0	0	2
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	2	42	192	0	4	249	60	17	1	1	42
BROWNFIELD ISD	ELEM	3	0	0	0	3	25	734	168	4	0	942	780	55	112	114	448
	HS	0	0	2	0	2	28	354	96	2	2	486	343	52	19	19	265
	MS	0	1	0	0	1	17	277	80	1	1	380	295	33	27	28	185
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	0	70	41	1	0	112	88	13	3	3	38
CROSBYTON CISD	EL/SEC	0	0	0	2	2	8	123	50	0	0	182	129	24	0	0	114
	ELEM	1	0	0	0	1	9	135	37	0	0	181	136	19	2	2	69
DAWSON ISD	EL/SEC	0	0	0	1	1	0	98	72	1	2	173	87	15	12	12	66
DENVER CITY ISD	ELEM	2	0	0	0	2	14	750	128	7	0	909	476	48	247	254	454
	HS	0	0	1	0	1	1	364	116	0	0	484	200	25	44	44	213
	MS	0	1	0	0	1	0	284	73	0	3	361	174	23	42	42	166
DIMMITT ISD	ELEM	1	0	0	0	1	6	491	53	5	0	556	500	36	139	151	367
	HS	0	0	1	0	1	7	263	49	0	1	321	268	24	22	22	174
	MS	0	1	0	0	1	3	302	49	0	1	356	316	34	59	63	210
FLOYDADA ISD	EL/SEC	0	0	0	1	1	0	7	1	0	0	8	8	0	0	0	8
	ELEM	1	0	0	0	1	17	376	70	0	0	465	378	27	37	40	266
	HS	0	0	2	0	2	8	150	36	0	1	195	123	21	9	9	92
	MS	0	1	0	0	1	5	63	17	0	0	85	60	11	3	3	30
FRENSHIP ISD	EL/SEC	0	0	0	1	1	4	36	40	1	3	87	47	5	1	1	79
	ELEM	7	0	0	0	7	155	1,811	2,212	131	14	4,450	1,820	350	280	267	1,547
	HS	0	0	1	0	1	92	788	1,272	58	5	2,272	496	160	16	17	643
	MS	0	3	0	0	3	81	756	1,048	56	5	2,002	624	165	32	33	681
HALE CENTER ISD	ELEM	1	0	0	0	1	5	182	90	2	4	289	224	17	34	34	106
	HS	0	0	2	0	2	4	121	48	1	0	178	121	12	3	3	88

Public School Listings in the Proximal Zone of Professional Impact
2014-2015
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 Ratings
ABERNATHY ISD	95901001	ABERNATHY H S	HS	210	M
ABERNATHY ISD	95901003	ABERNATHY DAEP	MS	1	X
ABERNATHY ISD	95901041	ABERNATHY J H	MS	199	M
ABERNATHY ISD	95901101	ABERNATHY EL	EL	369	M
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	160	I
ANTON ISD	110901003	DAEP	EL	2	X
ANTON ISD	110901001	ANTON SCHOOL	MULTI	240	M
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	249	M
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	HS	18	A
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	468	M
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	380	M
BROWNFIELD ISD	223901103	BRIGHT BEGINNINGS ACADEMIC CENTER	EL	147	M
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	292	M
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	503	M
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	112	M
CROSBYTON CISD	54901101	CROSBYTON EL	EL	181	I
CROSBYTON CISD	54901001	CROSBYTON SECONDARY	MULTI	180	M
CROSBYTON CISD	54901200	SP ED CO-OP	MULTI	2	Z
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	173	M
DENVER CITY ISD	251901001	DENVER CITY H S	HS	484	M
DENVER CITY ISD	251901041	WILLIAM G GRAVITT J H	MS	361	M
DENVER CITY ISD	251901104	DODSON PRI	EL	549	M
DENVER CITY ISD	251901101	KELLEY EL	EL	360	M
DIMMITT ISD	35901001	DIMMITT H S	HS	321	M
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	356	I
DIMMITT ISD	35901102	RICHARDSON EL	EL	556	M
FLOYDADA ISD	77901001	FLOYDADA H S	HS	193	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. The PACE reports in this section were redesigned to accommodate updates to the State of Texas Assessments of Academic Readiness (STAAR®) examinations. There will be yearly changes to the rating criteria and targets of the performance standards until the performance index framework is fully implemented in 2022. Figures showing the performance standards for the phase-in levels can be found at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101cc.html#division4.

Please note that the material on accountability on the TEA website is constantly being updated, revised, and rearranged. STAAR data used in this section can be downloaded on the Texas Education Agency website at: https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/download/DownloadData.html. The technical guide explaining the accountability system can be found at http://ritter.tea.state.tx.us/perfreport/account/2015/manual/manual.pdf.

The STAAR data compiled for high schools has been limited to academic years 2013-2014 and 2014-2015. Data from previous years is not comparable due to changes by the legislature in the number of end-of-course (EOC) assessments required in high school. Data for the following EOC examinations are represented: English I (combined reading and writing score); English II (combined reading and writing score); algebra I; biology; and U.S history.

The STAAR data compiled for middle and elementary schools are for three academic years (2012-2013 through 2014-2015). Included are annual assessments for: grades 3–8 reading and mathematics; grades 4 and 7 writing; grades 5 and 8 science; and grade 8 social studies.

The definitions used to generate the data in 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 FY 2012 to 2015. 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 report compares STAAR Performance (percent passing at Phase-in I, Level 2) of high school students in the PZPI with state high school STAAR performance in English I, English II, algebra I, biology, and U.S. history for academic years 2013-2014 and 2014-2015.

B.2.1- B.2.5: High School STAAR Performance by Ethnicity in English I, English II, Algebra I, Biology, and U.S. History: This series compares two years of high school end of course STAAR performance in core academic subjects by ethnicity. For each core subject in the series, the number of students taking the exam and the percent passing at Phase-in I, Level II or above are represented.

B.3: Student Academic Performance in the Proximal Zone of Professional Impact: Middle School STAAR Performance Summary.

These charts compare 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 2013-2015. The data for each core subject 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 three 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 report compares three years of STAAR Performance of elementary school students in the PZPI with state elementary school STAAR performance in reading, writing, mathematics, and science. 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, and science. This series of analyses compare three 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, English I, and English 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.

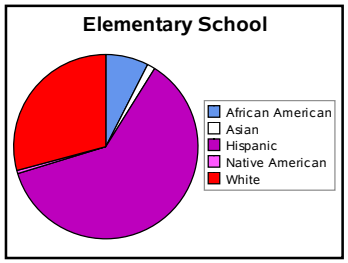
B.5.5 and B.5.5: 25 Highest and Lowest Performing Elementary Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing elementary schools in the PZPI on the following STAAR-tested subjects: Reading, Mathematics, Writing, and Science.

Student Enrollment Trends in Proximal Zone of Professional Impact
Fiscal Year 2012 - 2015

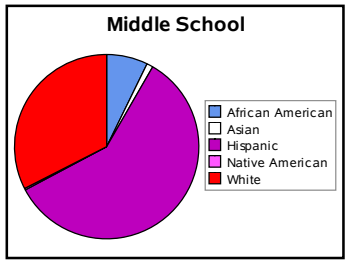
Texas Tech University																						
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	Net Change	Pct Change
All	40,085	40,499	40,482	40,535	16,426	16,683	16,659	16,583	18,730	19,078	19,319	19,758	5,884	6,243	6,790	7,271	81,125	82,503	83,250	84,147	3,022	3.7
African American	2,974	3,002	3,005	3,040	1,117	1,150	1,164	1,178	1,292	1,300	1,270	1,369	149	171	262	282	5,532	5,623	5,701	5,869	337	6.1
Hispanic	23,958	24,358	24,481	24,520	9,448	9,664	9,671	9,613	9,963	10,448	10,688	11,003	2,885	3,114	3,505	3,845	46,254	47,584	48,345	48,981	2,727	5.9
White	12,006	11,966	11,780	11,672	5,399	5,375	5,332	5,290	6,880	6,735	6,734	6,767	2,741	2,843	2,899	3,024	27,026	26,919	26,745	26,753	-273	-1
Asian	416	432	438	473	175	190	191	188	230	240	256	257	11	10	13	13	832	872	898	931	99	11.9
Native American	129	116	115	119	60	61	48	55	85	86	94	75	21	22	30	28	295	285	287	277	-18	-6.1
Economically Disadvantaged	27,517	27,765	27,726	27,481	10,176	10,249	10,307	9,986	9,383	9,592	9,894	9,840	3,505	3,692	4,055	4,295	50,581	51,298	51,982	51,602	1,021	2
Special Education	3,586	3,420	3,372	3,318	1,884	1,845	1,838	1,858	2,112	2,123	2,034	2,074	595	583	594	654	8,177	7,971	7,838	7,904	-273	-3.3
Bilingual	2,894	3,143	3,163	3,277	404	484	549	595	338	341	362	413	272	308	406	508	3,908	4,276	4,480	4,793	885	22.6
LEP	2,871	2,986	2,919	3,022	459	521	579	621	377	390	404	449	284	320	434	533	3,991	4,217	4,336	4,625	634	15.9

Ethnic Comparisons by Level 2015

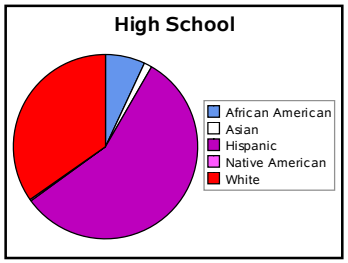
Ethnicity	Elementary School	%
Native American	119	0.3
Asian	473	1.2
White	11,672	28.8
Hispanic	24,520	60.5
African American	3,040	7.5
All	40,535	100.0



Middle School	%
55	0.3
188	1.1
5,290	31.9
9,613	58.0
1,178	7.1
16,583	100.0

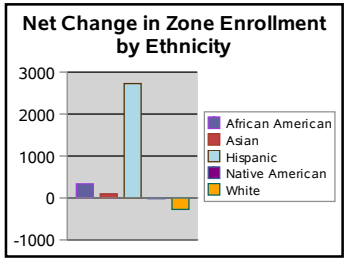


High School	%
75	0.4
257	1.3
6,767	34.2
11,003	55.7
1,369	6.9
19,758	100.0

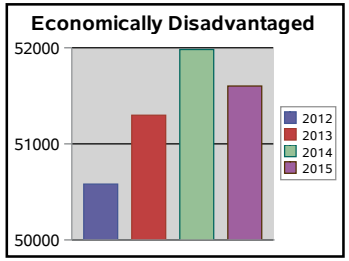


Other Trends and Distributions

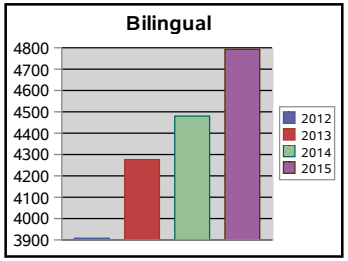
Ethnicity	Net Change 2012 - 2015
Native American	-18
Asian	99
White	-273
Hispanic	2,727
African American	337
All	3,022



Eco. Disadvantaged	
Year	Amount
2012	50,581
2013	51,298
2014	51,982
2015	51,602
3-Yr. Change	2%



Bilingual	
Year	Amount
2012	3,908
2013	4,276
2014	4,480
2015	4,793
3-Yr. Change	23%

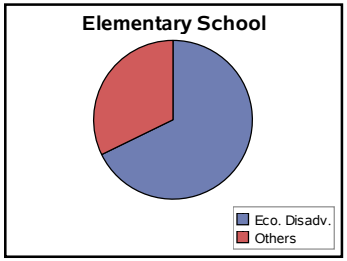


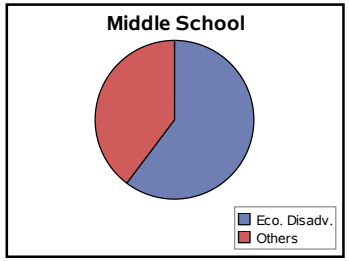
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)
2015

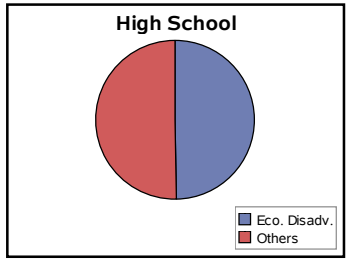
Texas Tech University

Economically Disadvantaged

	Elementary School	%	Middle School	%	HIgh School	%
Eco. Disadv.	27,481	67.8	9,986	60.2	9,840	49.8
Others	13,054	32.2	6,597	39.8	9,918	50.2
Total	40,535	100.0	16,583	100.0	19,758	100.0

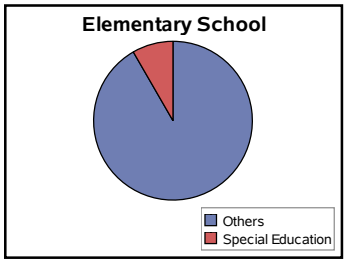


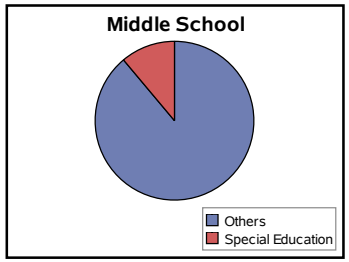


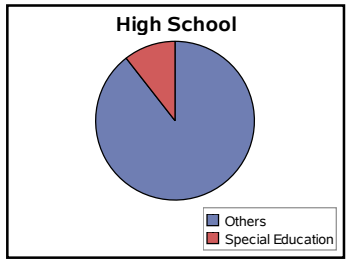


Special Education

	Elementary School	%	Middle School	%	HIgh School	%
Others	37,217	91.8	14,725	88.8	17,684	89.5
Special Education	3,318	8.2	1,858	11.2	2,074	10.5
Total	40,535	100.0	16,583	100.0	19,758	100.0







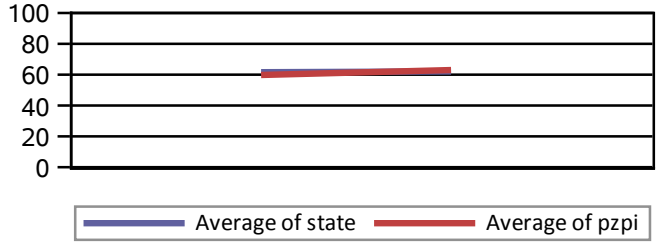
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

High Schools

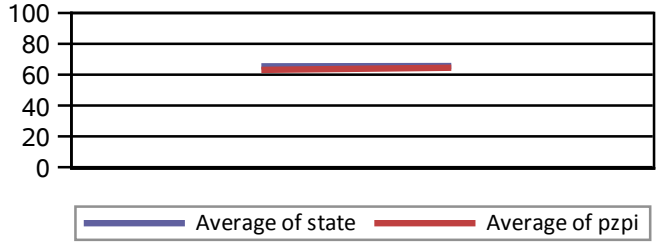
Texas Tech University

English I



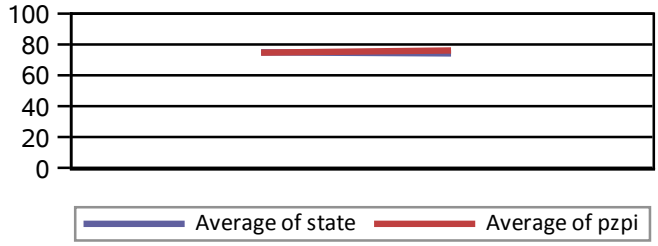
	2014	2015	
PZPI	59.8	63.0	
State	61.6	62.1	

English II



	2014	2015	
PZPI	63.1	64.5	
State	65.4	65.6	

Algebra I

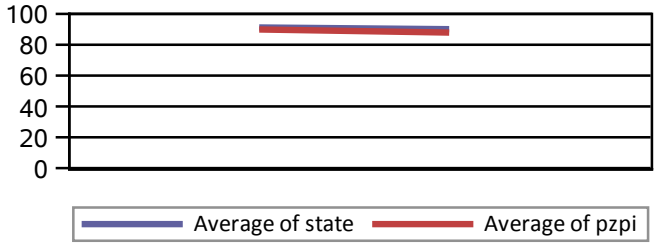


	2014	2015	
PZPI	74.7	76.1	
State	74.9	74.2	

Biology

	2014	2015	
PZPI	87.8	89.0	
State	89.9	91.0	

US History



	2014	2015	
PZPI	89.9	87.9	
State	91.2	90.1	

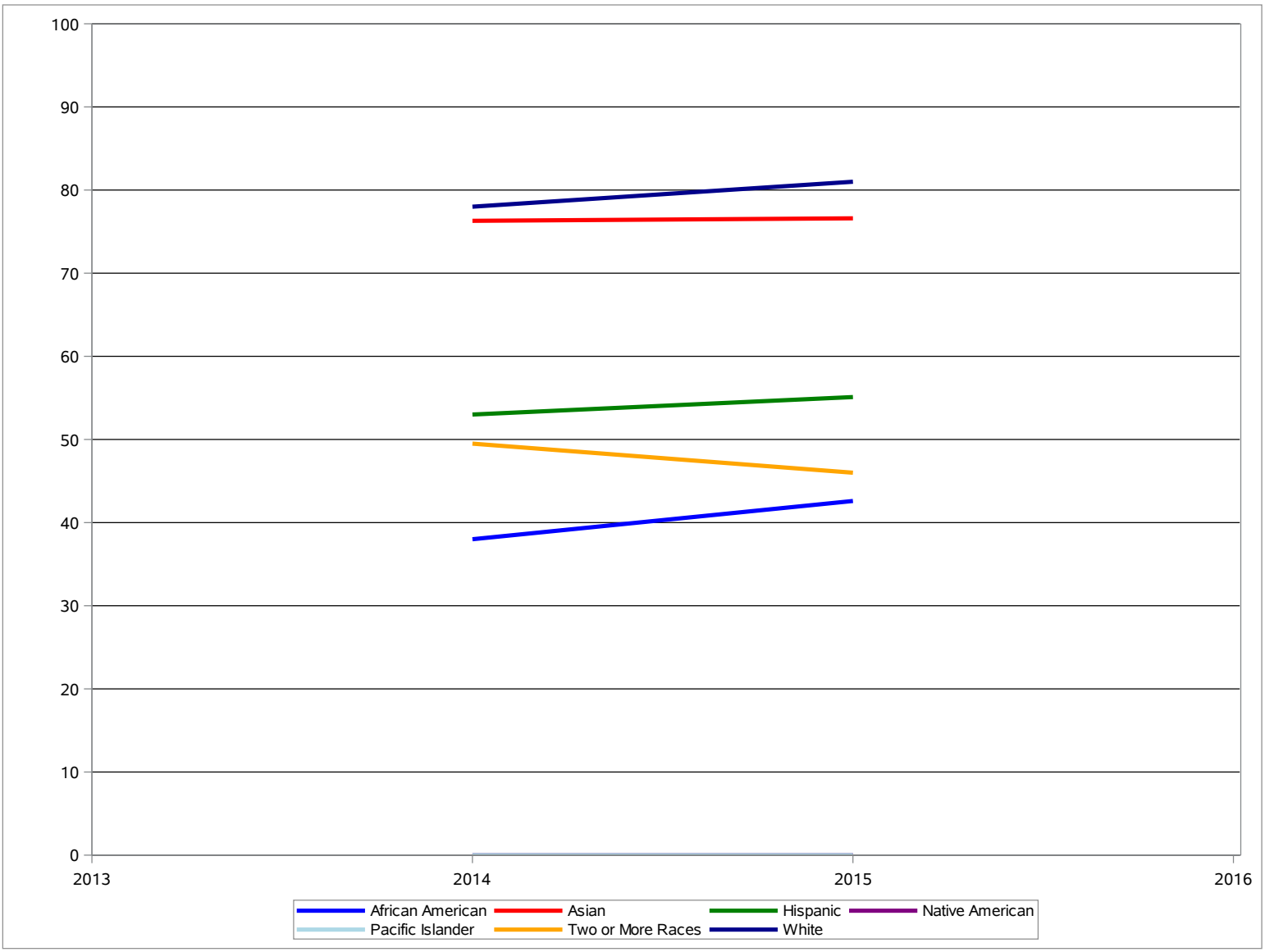
[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: English I[2]

High Schools

Texas Tech University



	2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	569	38.0	472	42.6
Hispanic	4364	53.0	3608	55.1
White	2167	78.0	1951	81.0
Asian	76	76.3	64	76.6
Native American	26	0.0	18	0.0
Pacific Islander	8	0.0	2	0.0
Two or More Races	95	49.5	87	46.0

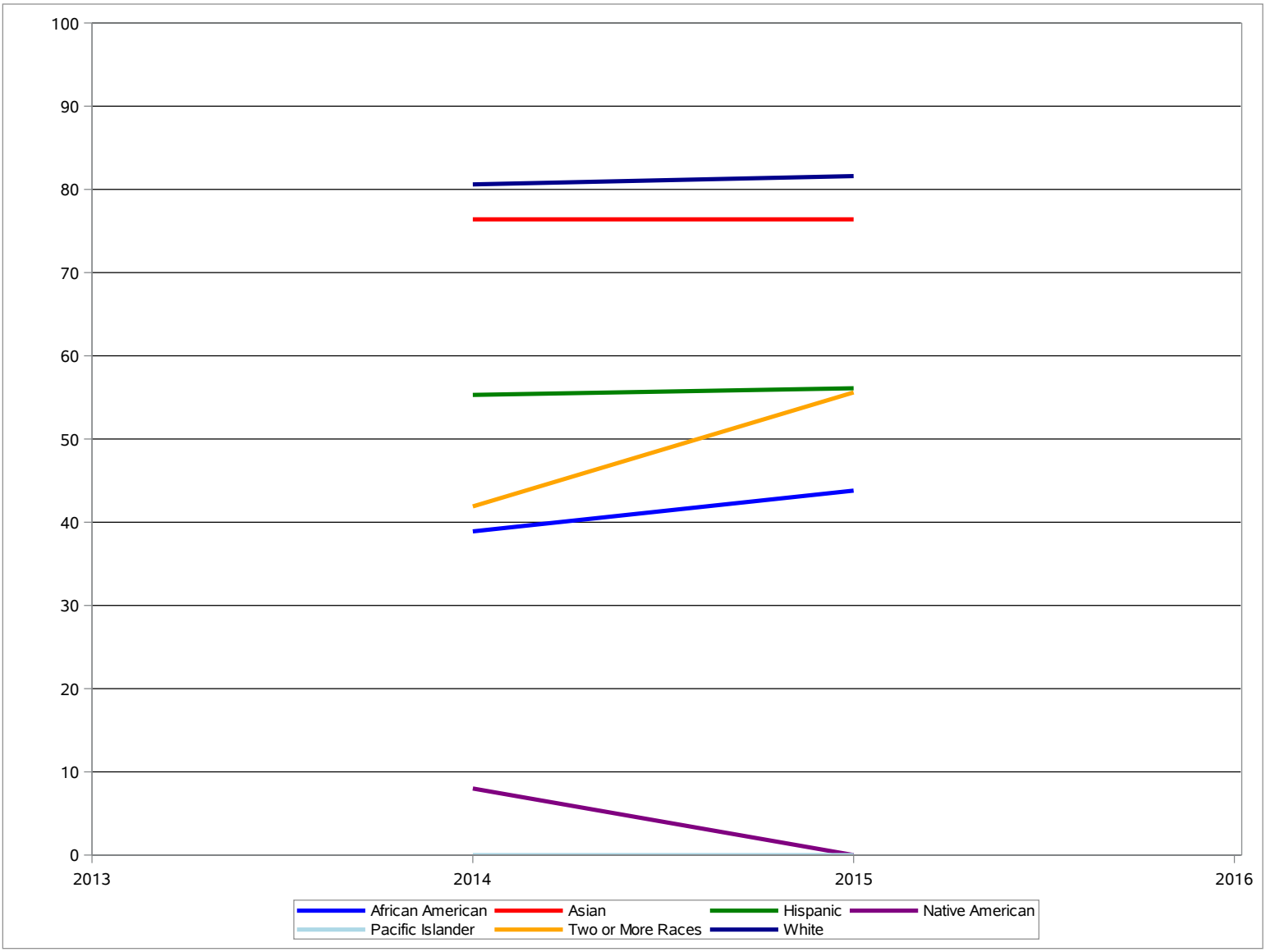
[1]STAAR percent passing at Phase-in 1, level II or above.
[2]Includes English I Reading and English I Writing

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: English II[2]

High Schools

Texas Tech University



	2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	435	38.9	397	43.8
Hispanic	3437	55.3	3219	56.1
White	1921	80.6	1858	81.6
Asian	72	76.4	72	76.4
Native American	25	8.0	20	0.0
Pacific Islander	1	0.0	9	0.0
Two or More Races	74	41.9	81	55.6

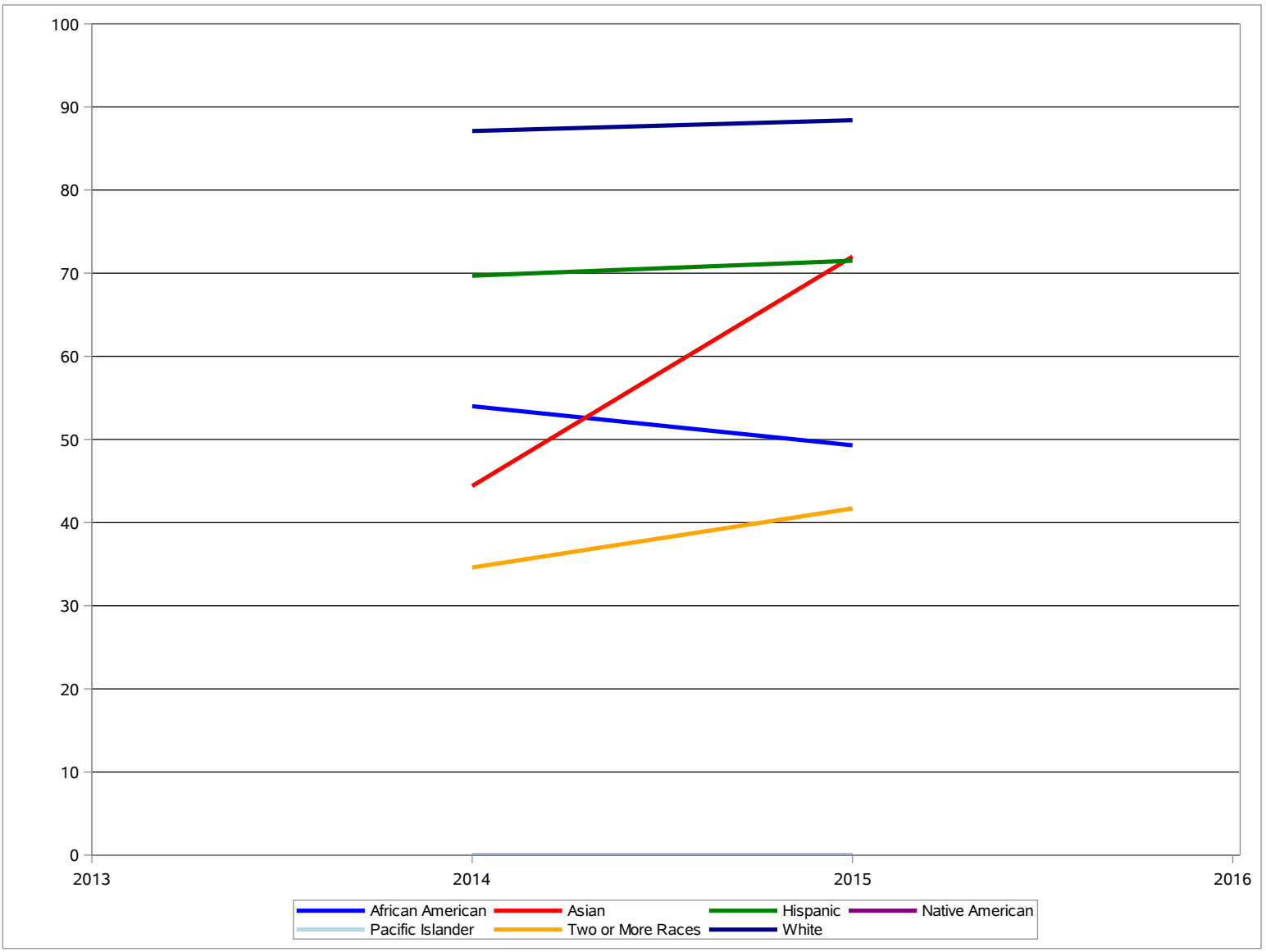
[1]STAAR percent passing at Phase-in 1, level II or above.
[2]Includes English II Reading and English II Writing

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Algebra I

High Schools

Texas Tech University



	2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	465	54.0	467	49.3
Hispanic	3509	69.7	3494	71.5
White	1956	87.1	1955	88.4
Asian	63	44.4	50	72.0
Native American	19	0.0	19	0.0
Pacific Islander	8	0.0	3	0.0
Two or More Races	78	34.6	103	41.7

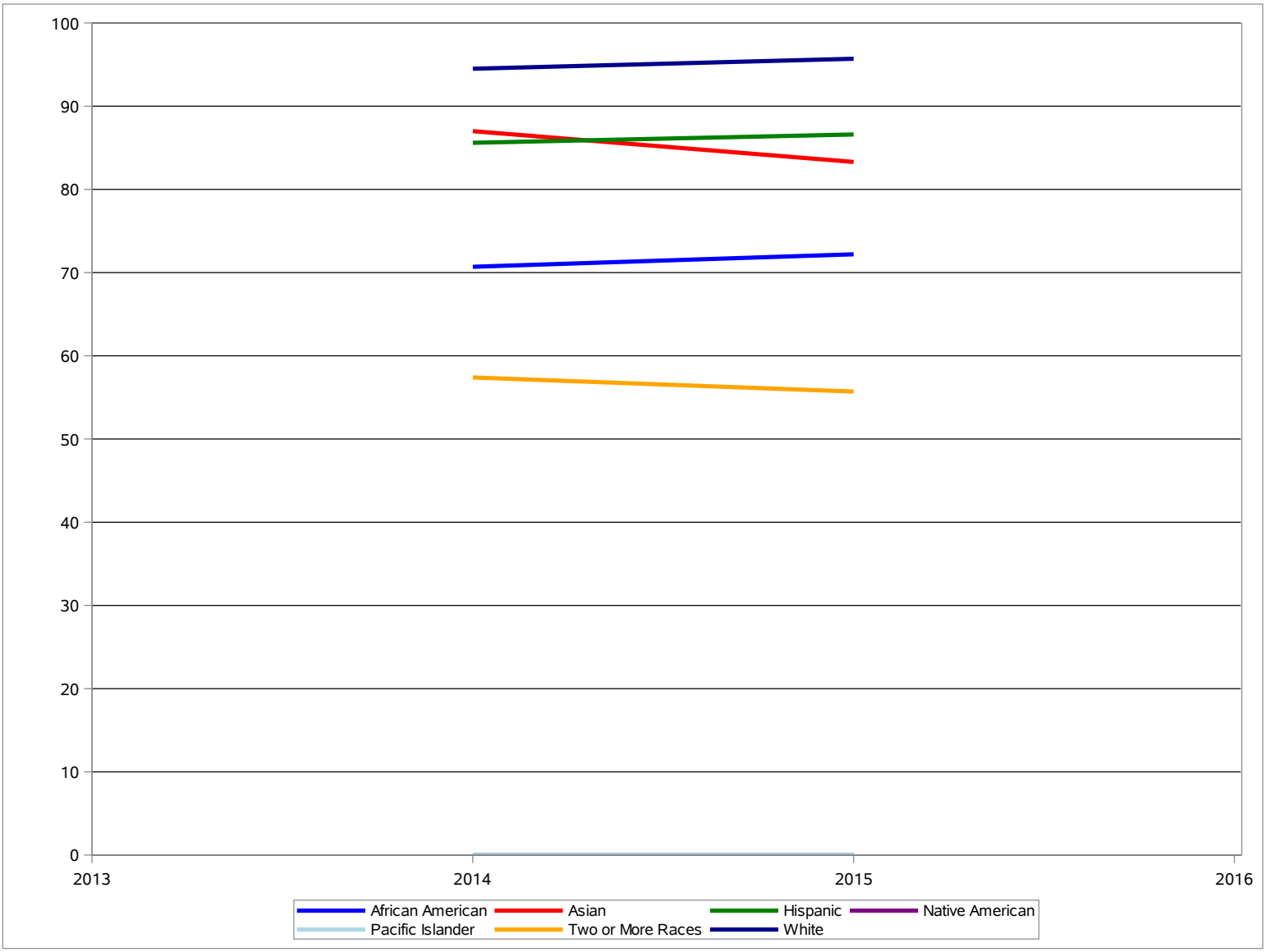
[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Biology

High Schools

Texas Tech University



	2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	396	70.7	385	72.2
Hispanic	3078	85.6	2864	86.6
White	1732	94.5	1729	95.7
Asian	69	87.0	54	83.3
Native American	16	0.0	17	0.0
Pacific Islander	7	0.0	2	0.0
Two or More Races	68	57.4	88	55.7

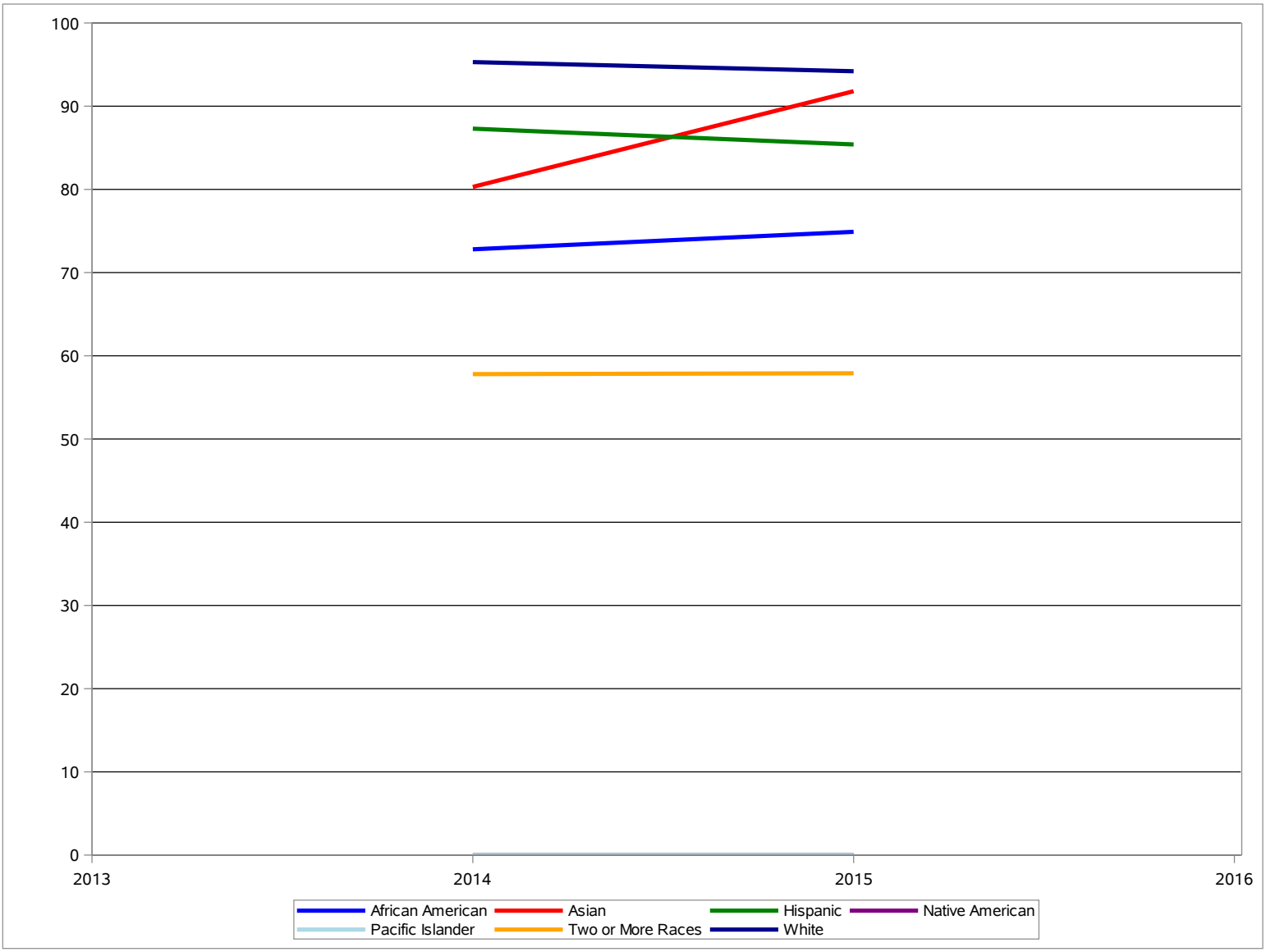
[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: U.S. History

High Schools

Texas Tech University



	2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	313	72.8	459	74.9
Hispanic	2920	87.3	3535	85.4
White	2139	95.3	2119	94.2
Asian	66	80.3	73	91.8
Native American	24	0.0	22	0.0
Pacific Islander	7	0.0	8	0.0
Two or More Races	83	57.8	76	57.9

[1]STAAR percent passing at Phase-in 1, level II or above.

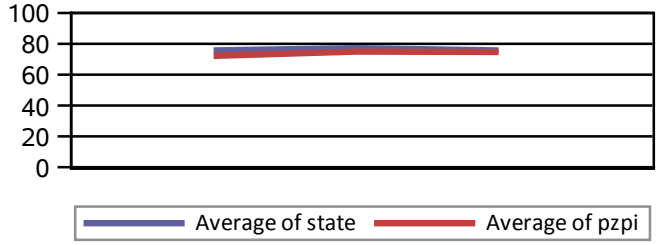
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

Middle Schools

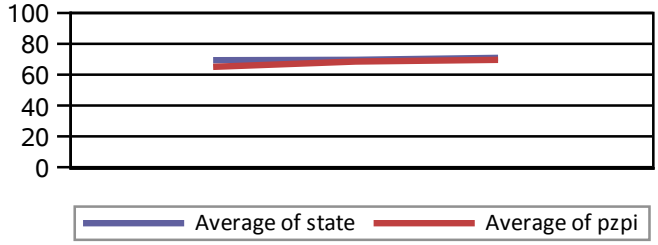
Texas Tech University

Reading



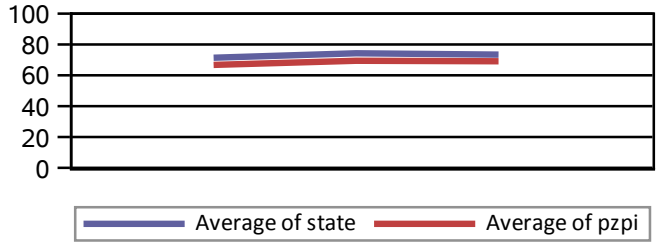
	2013	2014	2015
PZPI	72.2	75.0	74.7
State	75.7	77.2	75.7

Writing



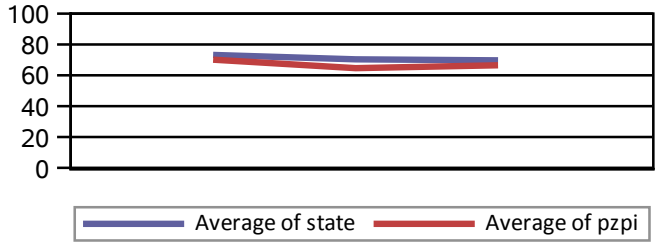
	2013	2014	2015
PZPI	65.1	68.5	69.6
State	69.4	69.6	70.9

Mathematics



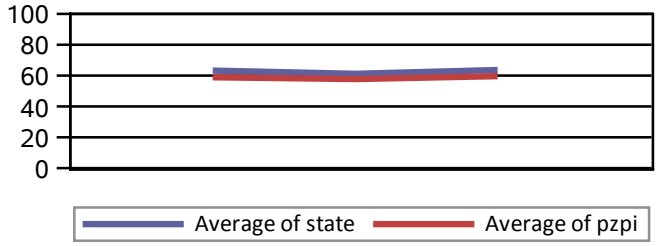
	2013	2014	2015
PZPI	66.8	69.4	69.1
State	71.4	74.3	73.4

Science



	2013	2014	2015
PZPI	70.1	64.7	66.5
State	73.2	70.4	69.7

Social Studies



	2013	2014	2015
PZPI	58.9	57.8	59.6
State	63.2	61.2	63.6

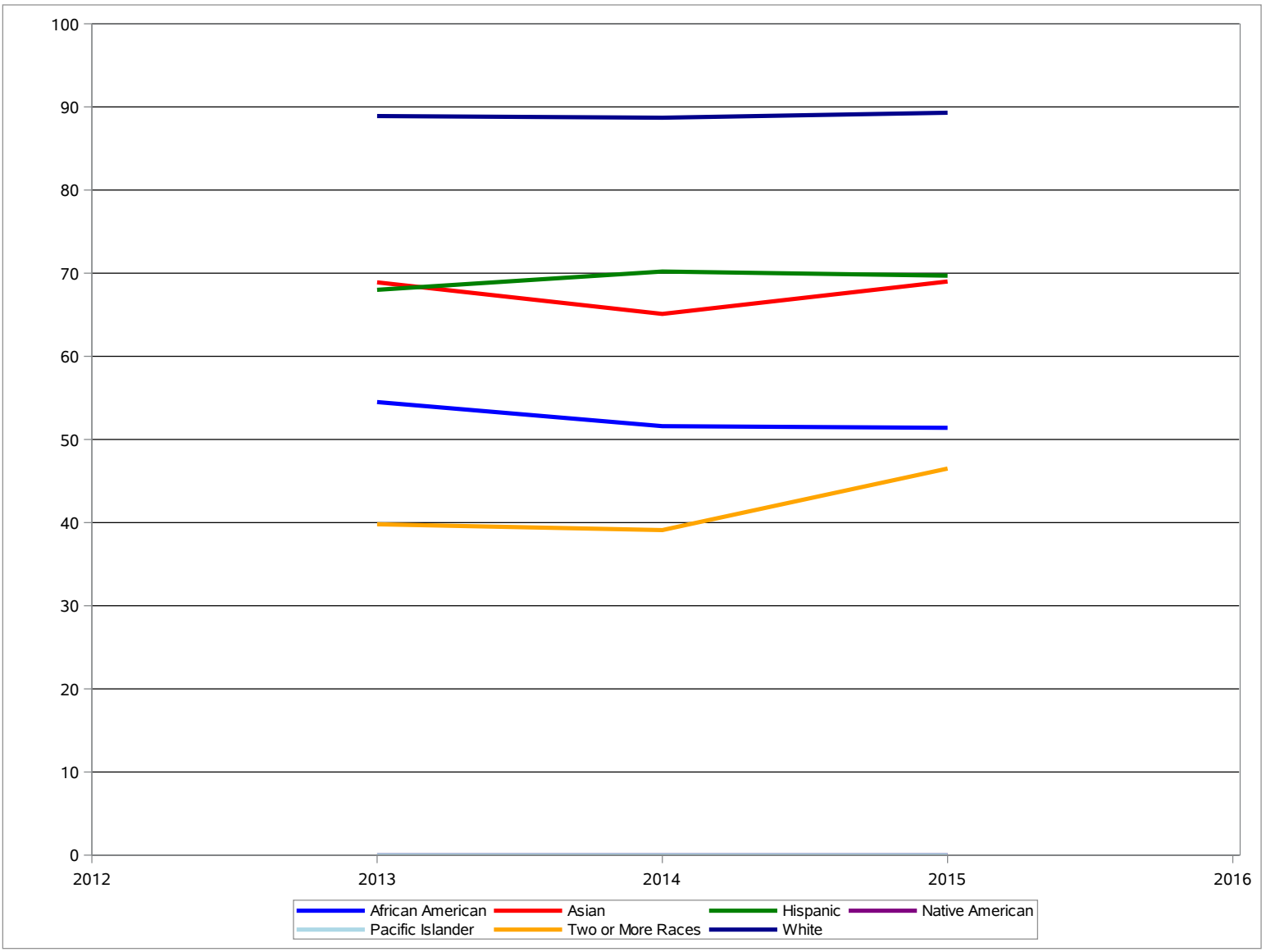
[1]STAAR percent passing at Phase-in 1, level II or above aggregated by subject and grade for campuses designated by the state as middle level.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1075	54.5	1042	51.6	997	51.4
Hispanic	8901	68.0	8558	70.2	8165	69.7
White	5023	88.9	4811	88.7	4645	89.3
Asian	193	68.9	186	65.1	187	69.0
Native American	54	0.0	46	0.0	52	0.0
Pacific Islander	12	0.0	11	0.0	9	0.0
Two or More Races	221	39.8	230	39.1	243	46.5

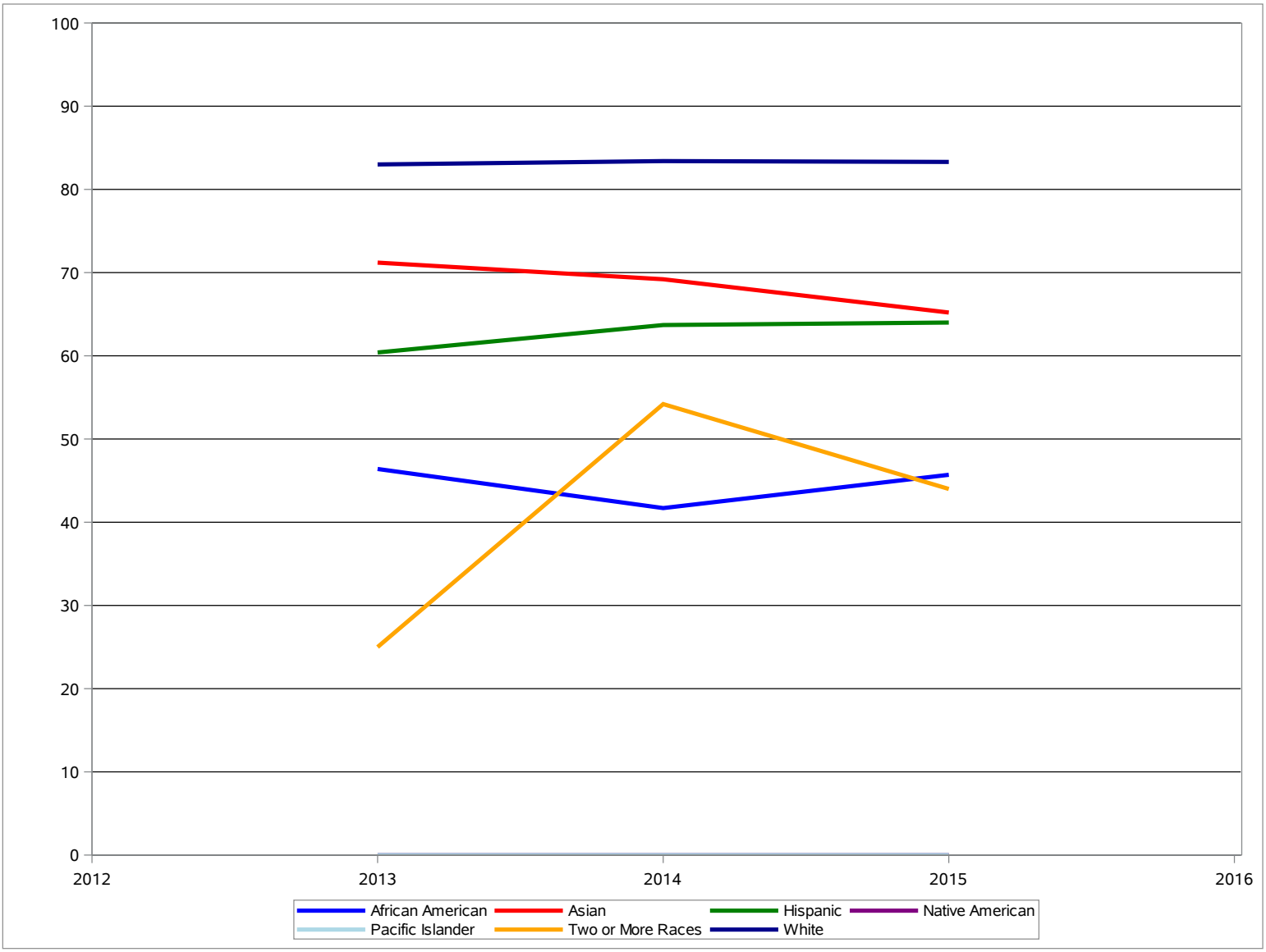
[1]STAAR percent passing at Phase-in I level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	358	46.4	367	41.7	337	45.7
Hispanic	3053	60.4	2901	63.7	2734	64.0
White	1688	83.0	1621	83.4	1523	83.3
Asian	59	71.2	65	69.2	69	65.2
Native American	15	0.0	18	0.0	18	0.0
Pacific Islander	3	0.0	4	0.0	6	0.0
Two or More Races	76	25.0	83	54.2	84	44.0

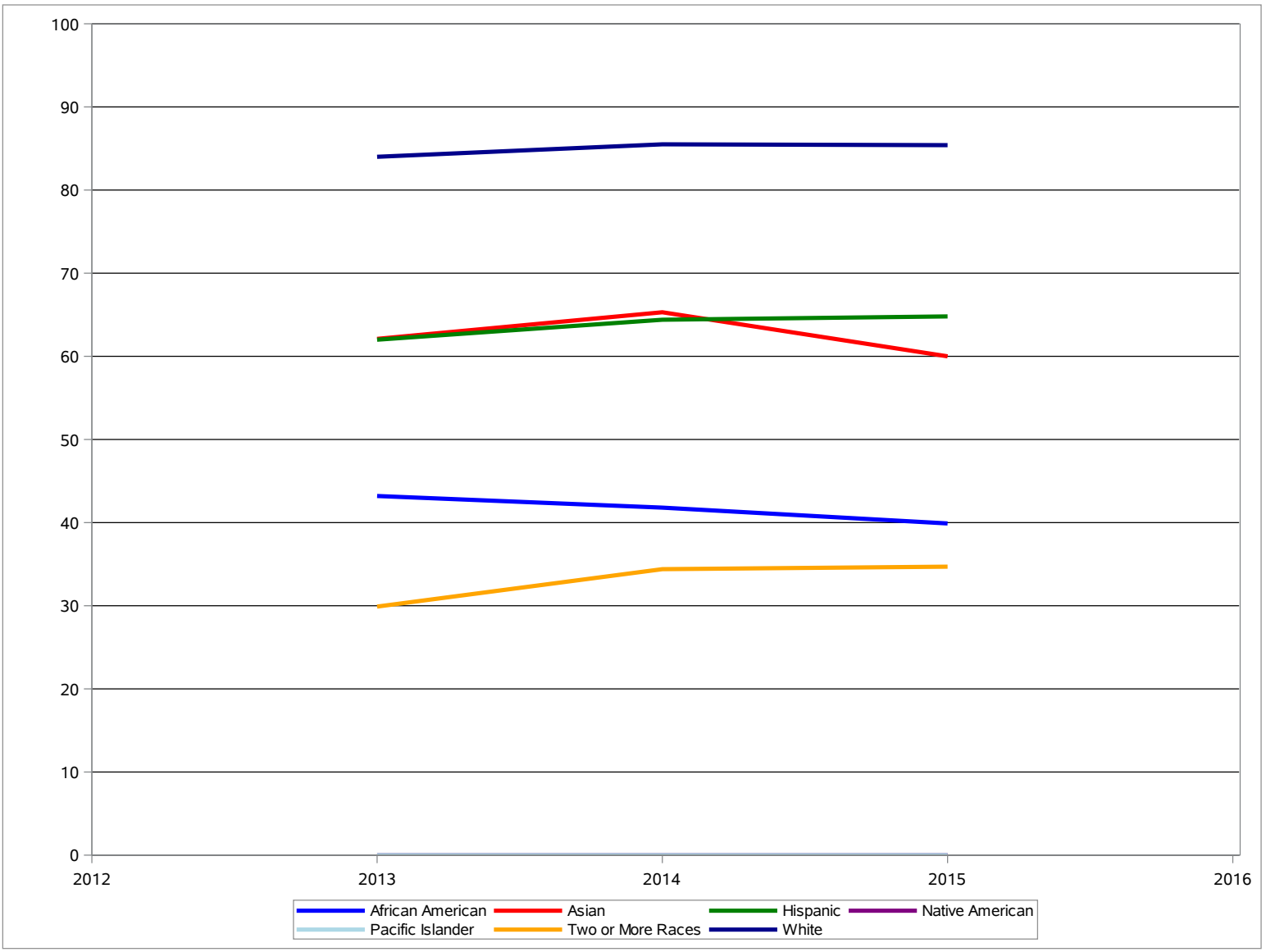
[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1023	43.2	990	41.8	919	39.9
Hispanic	8496	62.0	8258	64.4	7804	64.8
White	4553	84.0	4572	85.5	4205	85.4
Asian	132	62.1	144	65.3	140	60.0
Native American	50	0.0	45	0.0	49	0.0
Pacific Islander	11	0.0	9	0.0	6	0.0
Two or More Races	204	29.9	218	34.4	216	34.7

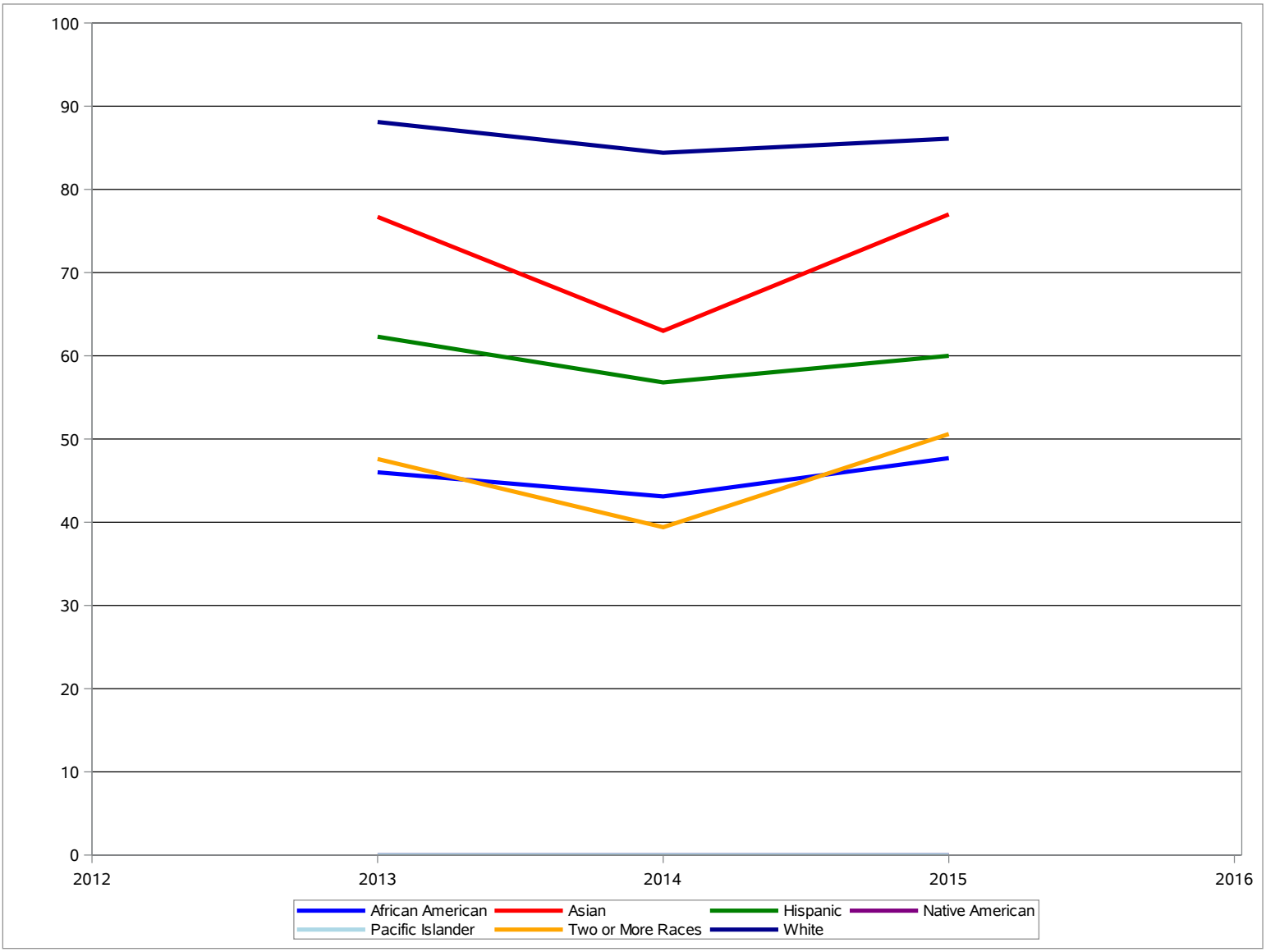
[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	339	46.0	343	43.1	352	47.7
Hispanic	2923	62.3	2862	56.8	2715	60.0
White	1713	88.1	1633	84.4	1544	86.1
Asian	60	76.7	54	63.0	61	77.0
Native American	20	0.0	14	0.0	18	0.0
Pacific Islander	6	0.0	2	0.0	2	0.0
Two or More Races	63	47.6	71	39.4	85	50.6

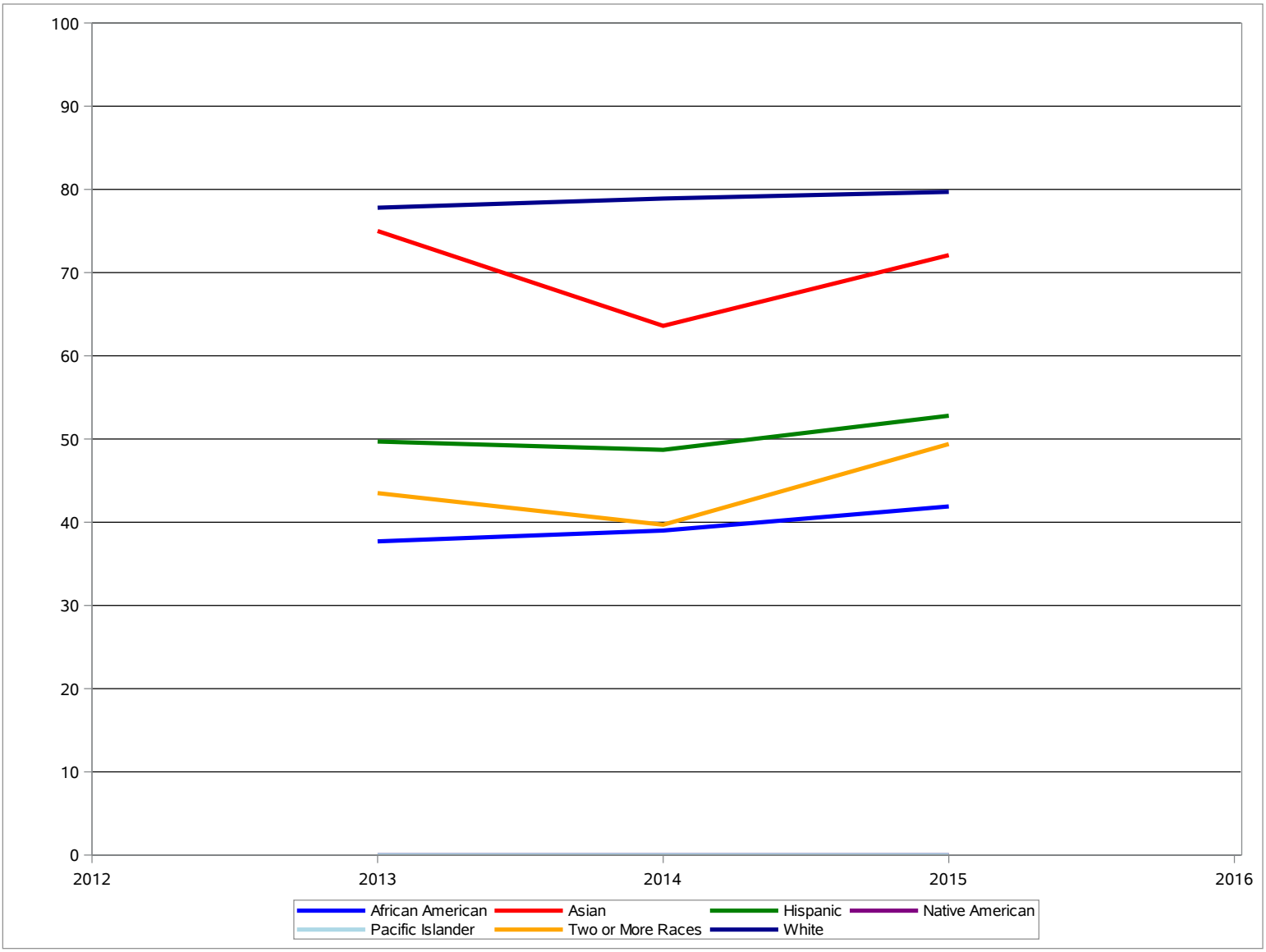
[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	337	37.7	344	39.0	351	41.9
Hispanic	2787	49.7	2863	48.7	2711	52.8
White	1658	77.8	1634	78.9	1544	79.7
Asian	60	75.0	55	63.6	61	72.1
Native American	19	0.0	14	0.0	18	0.0
Pacific Islander	6	0.0	2	0.0	2	0.0
Two or More Races	62	43.5	73	39.7	85	49.4

[1]STAAR percent passing at Phase-in 1 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.

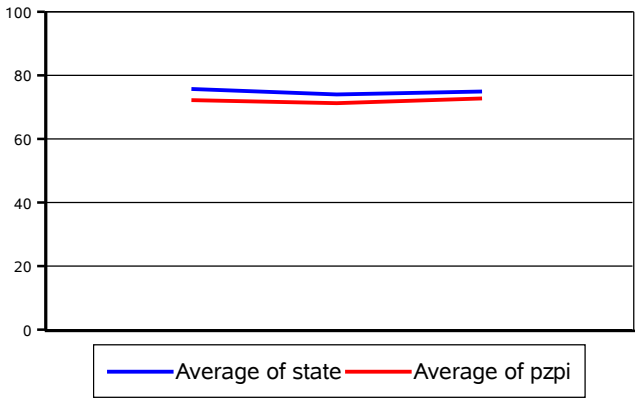
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

Elementary Schools

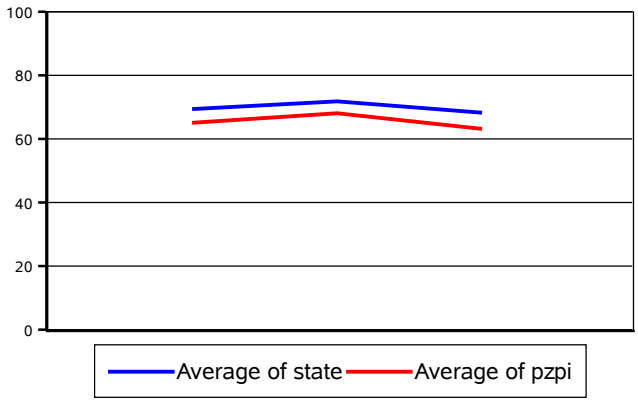
Texas Tech University

Reading



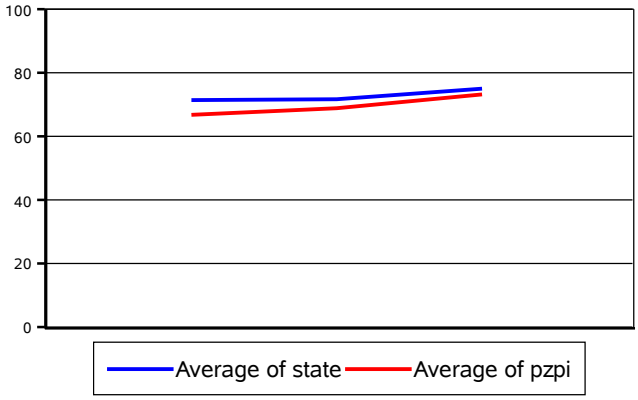
	2013	2014	2015
PZPI	72.2	71.3	72.7
State	75.7	74.0	74.9

Writing



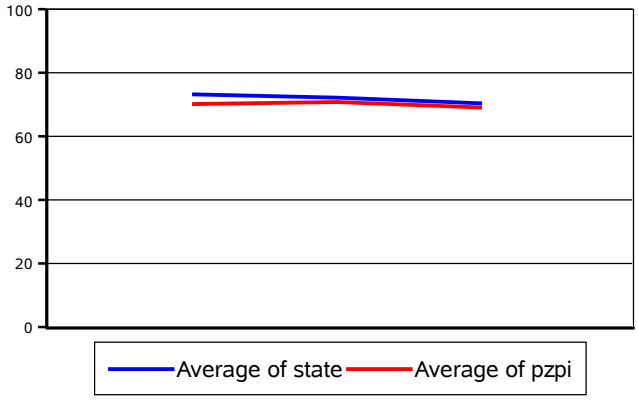
	2013	2014	2015
PZPI	65.1	68.1	63.2
State	69.4	71.8	68.2

Mathematics



	2013	2014	2015
PZPI	66.8	68.8	73.2
State	71.4	71.7	75.0

Science



	2013	2014	2015
PZPI	70.1	70.8	69.1
State	73.2	72.2	70.4

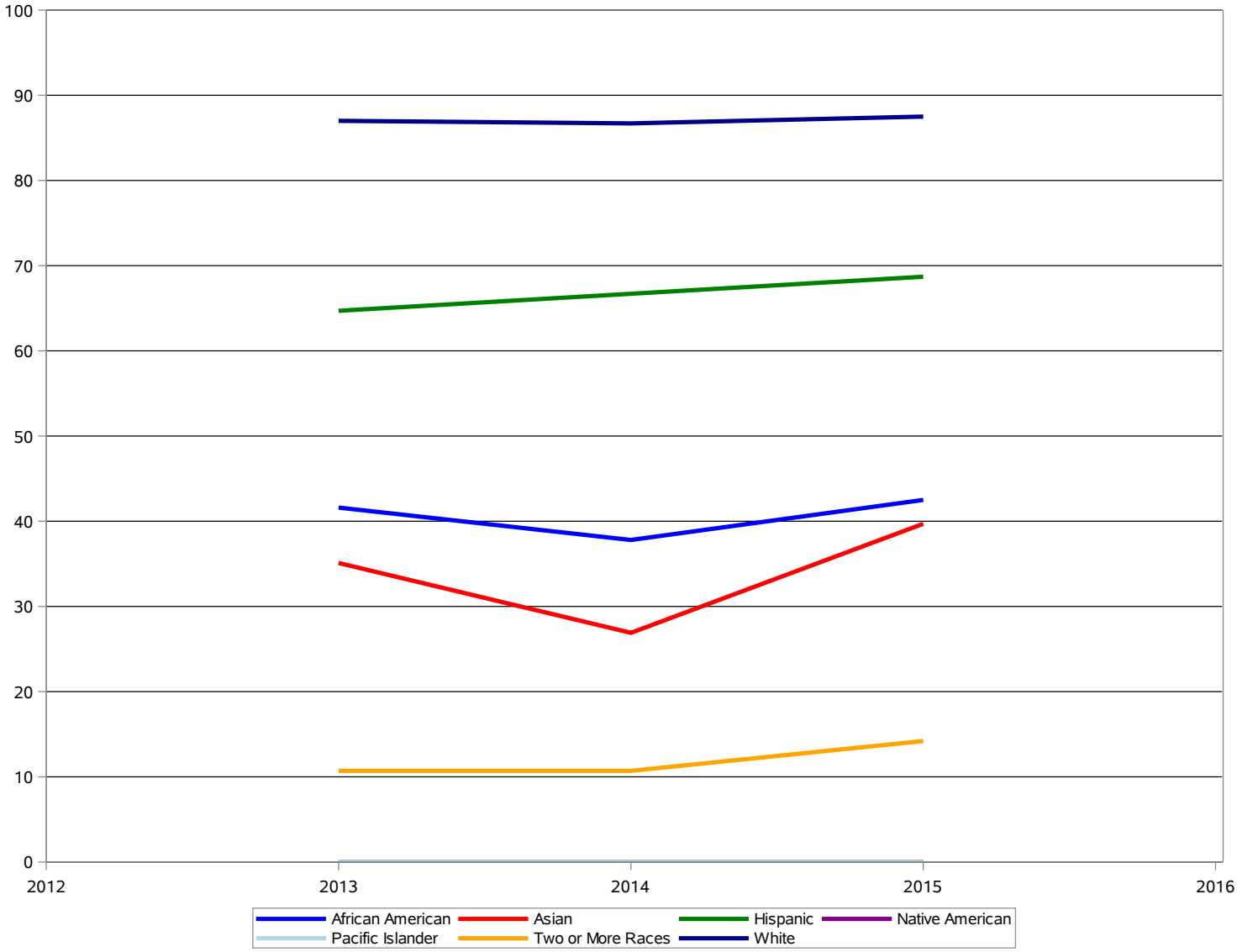
[1]STAAR percent passing at Phase-in 1, level II or above aggregated by subject and grade for campuses designated by the state as elementary.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1127	41.6	1101	37.8	1117	42.5
Hispanic	8953	64.7	8982	66.7	8683	68.7
White	4972	87.0	4863	86.7	4669	87.5
Asian	174	35.1	175	26.9	194	39.7
Native American	39	0.0	42	0.0	47	0.0
Pacific Islander	9	0.0	10	0.0	7	0.0
Two or More Races	253	10.7	224	10.7	239	14.2

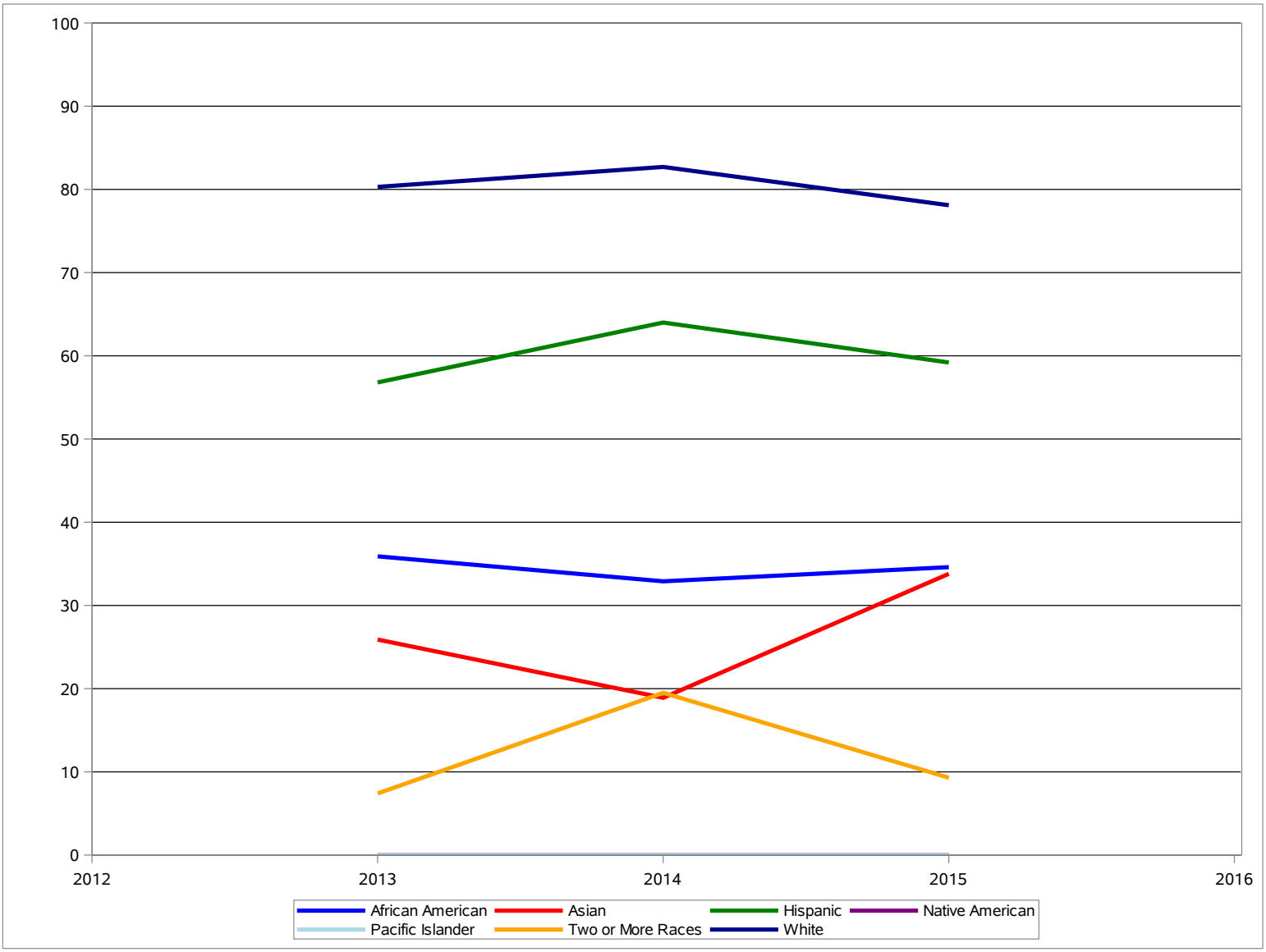
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	357	35.9	362	32.9	373	34.6
Hispanic	3028	56.8	2986	64.0	2973	59.2
White	1734	80.3	1626	82.7	1559	78.1
Asian	54	25.9	53	18.9	71	33.8
Native American	15	0.0	11	0.0	12	0.0
Pacific Islander	2	0.0	2	0.0	0	0.0
Two or More Races	81	7.4	82	19.5	75	9.3

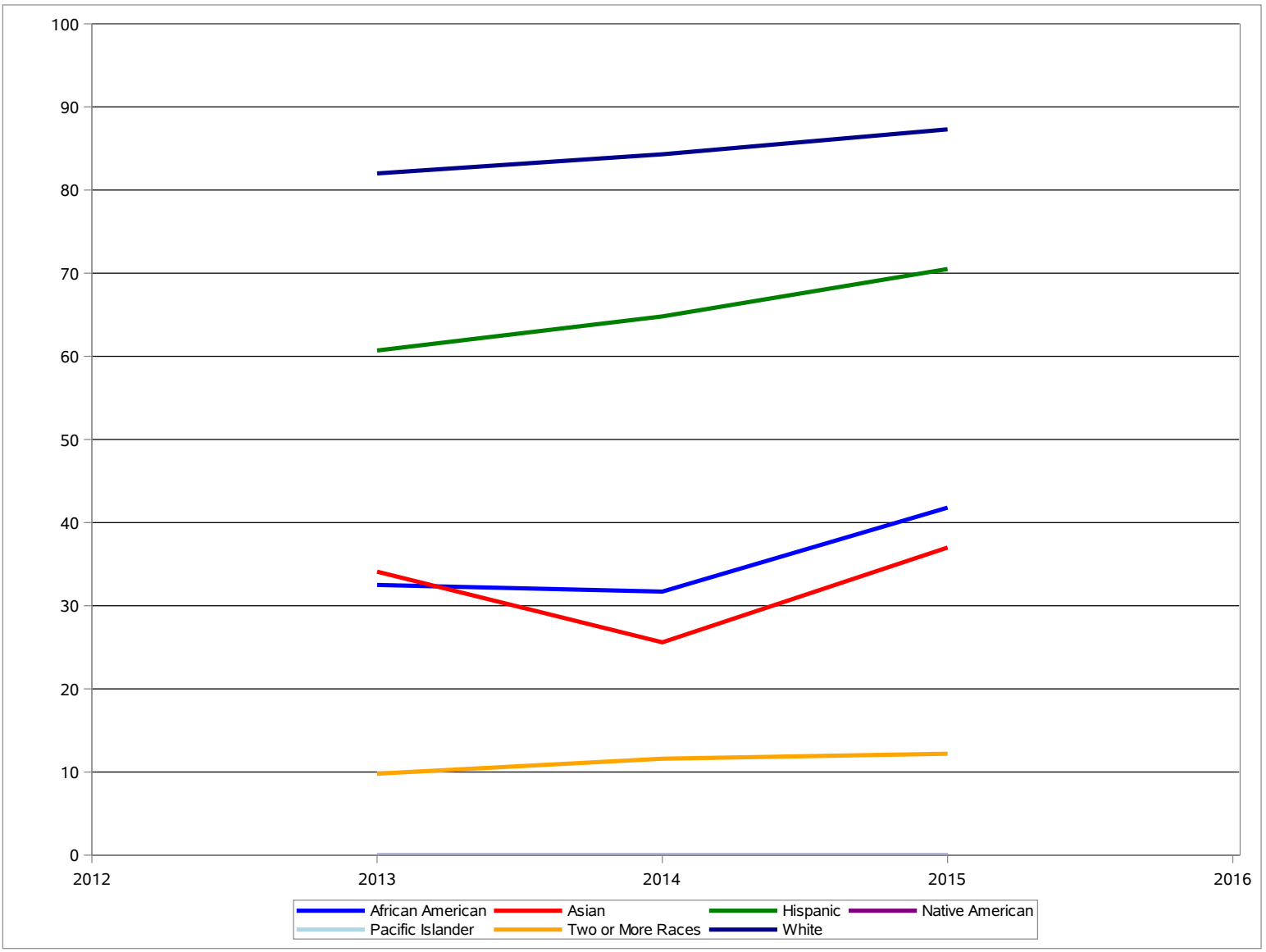
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1134	32.5	1107	31.7	1125	41.8
Hispanic	8981	60.7	9035	64.8	8743	70.5
White	4989	82.0	4874	84.3	4671	87.3
Asian	170	34.1	168	25.6	181	37.0
Native American	39	0.0	44	0.0	47	0.0
Pacific Islander	9	0.0	9	0.0	7	0.0
Two or More Races	255	9.8	224	11.6	237	12.2

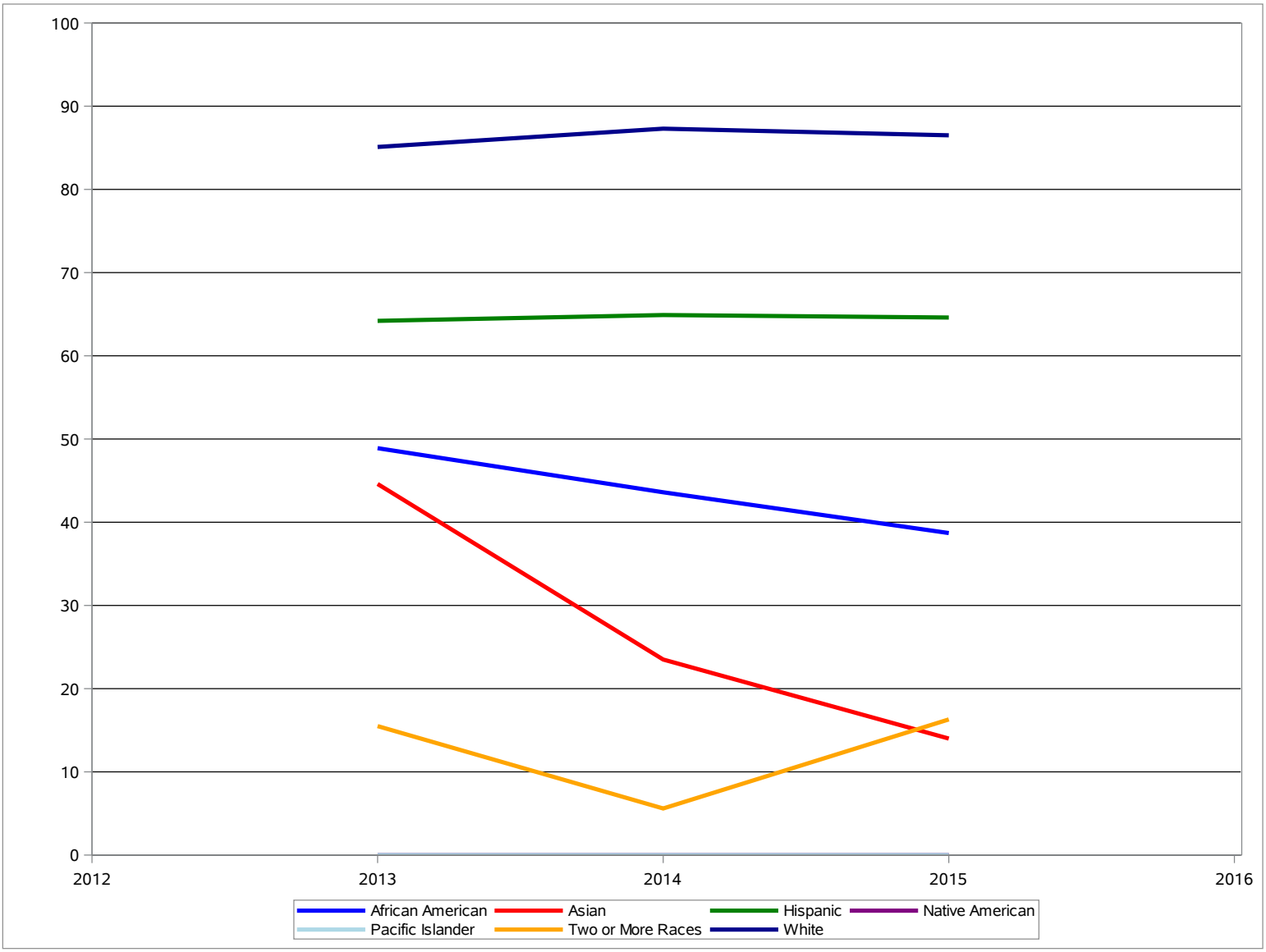
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	366	48.9	344	43.6	362	38.7
Hispanic	2756	64.2	2797	64.9	2694	64.6
White	1498	85.1	1548	87.3	1396	86.5
Asian	65	44.6	51	23.5	50	14.0
Native American	15	0.0	17	0.0	10	0.0
Pacific Islander	5	0.0	2	0.0	4	0.0
Two or More Races	84	15.5	71	5.6	80	16.3

[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 Performing High Schools ranked by STAAR Algebra Performance[1]
2015
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			English I			English II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
SUNDOWN ISD	SUNDOWN H S	159	21	50	49	100	53	50	98	18	33	100	52	50	88	12	37	95	8
FLOYDADA ISD	FLOYDADA H S	193	63	81	38	95	24	51	94	12	52	98	31	45	67	0	54	57	2
IDALOU ISD	IDALOU H S	274	35	45	55	95	20	67	99	10	46	98	22	70	79	0	43	77	0
DENVER CITY ISD	DENVER CITY H S	484	41	76	137	93	23	140	99	9	103	91	34	147	78	7	127	70	3
SUDAN ISD	SUDAN H S	159	47	57	27	93	30	24	100	4	32	88	19	24	75	8	31	74	0
LORENZO ISD	LORENZO H S	109	84	83	25	92	0	21	95	5	20	75	5	22	55	0	18	50	0
LUBBOCK-COOPER ISD	LUBBOCK-COOPER HIGH SCHOOL	1,211	29	38	336	92	32	265	97	26	554	95	36	367	79	12	335	72	7
SHALLOWATER ISD	SHALLOWATER H S	459	30	29	122	90	27	134	98	11	102	94	25	132	88	19	106	78	7
MULESHOE ISD	MULESHOE H S	354	79	82	81	89	22	77	95	4	70	94	27	90	59	4	76	64	3
PLAINS ISD	PLAINS H S	122	55	64	33	88	18	29	97	28	27	96	26	32	81	9	33	82	0
ROOSEVELT ISD	ROOSEVELT H S	307	67	57	88	85	11	97	99	13	64	94	19	92	73	2	71	76	0
PLAINVIEW ISD	PLAINVIEW H S	1,367	63	78	334	84	11	340	95	11	306	95	20	363	69	8	371	67	3
SLATON ISD	SLATON H S	325	70	76	81	83	10	61	95	8	76	91	24	85	51	4	65	69	2
HALE CENTER ISD	HALE CENTER H S	177	68	73	57	82	5	46	91	0	38	95	24	48	75	2	50	62	4
KRESS ISD	KRESS H S	85	75	69	11	82	18	9	100	11	15	87	20	14	36	0	18	44	0
RALLS ISD	RALLS H S	130	72	75	21	81	10	25	96	4	32	91	19	25	72	0	30	67	0
FRENSHIP ISD	FRENSHIP H S	2,272	22	44	465	80	11	556	98	23	529	94	30	666	73	10	608	82	3
TAHOKA ISD	TAHOKA H S	160	58	61	30	80	17	1	0	0	42	93	24	29	59	0	43	67	7
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	118	65	70	24	79	13	4	0	0	22	91	14	23	52	4	23	48	0
OLTON ISD	OLTON H S	179	67	74	48	77	17	45	96	16	35	91	14	50	74	6	38	74	3
LUBBOCK ISD	LUBBOCK H S	2,053	44	75	351	75	8	548	94	26	729	96	33	599	65	14	512	71	6
POST ISD	POST H S	219	64	66	53	74	4	46	87	0	45	91	36	59	83	5	55	69	0
SMYER ISD	SMYER H S	183	49	51	40	73	0	34	100	21	25	92	8	35	83	3	27	81	0
TULIA ISD	TULIA H S	276	66	67	80	73	9	31	90	16	62	92	13	85	62	13	82	57	2
BROWNFIELD ISD	BROWNFIELD H S	468	70	81	126	71	3	107	89	5	101	64	0	143	39	1	128	43	0

[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 Performing High Schools ranked by STAAR Algebra Performance[1]
2015
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			English I			English II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
FLOYDADA ISD	FLOYDADA ISD DAEP	2	100	100	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0
LAMESA ISD	LAMESA SUCCESS ACADEMY	24	67	88	2	0	0	0	0	0	9	44	0	3	0	0	5	20	0
MORTON ISD	P E P	3	67	67	3	0	0	2	0	0	1	0	0	3	0	0	1	0	0
SUDAN ISD	P E P ALTER	2	50	50	1	0	0	2	0	0	2	0	0	3	0	0	0	0	0
RALLS ISD	RECOVERY EDUCATION CAMPUS	8	100	88	2	0	0	1	0	0	1	0	0	1	0	0	4	0	0
LUBBOCK ISD	MATTHEWS LRN CTR/NEW DIRECTIONS	80	63	91	22	9	0	8	50	0	54	65	4	22	14	0	39	33	0
BROWNFIELD ISD	BROWNFIELD EDUCATION CENTER	18	89	56	8	13	0	4	0	0	11	45	0	10	10	0	12	8	0
SOUTH PLAINS	SOUTH PLAINS ACADEMY CHARTER H S	204	93	90	46	22	0	17	71	6	63	78	3	49	6	0	73	14	0
LUBBOCK ISD	ESTACADO H S	692	79	97	170	46	2	186	73	0	237	81	10	228	34	2	176	31	1
PLAINVIEW ISD	HOUSTON SCHOOL	75	79	79	10	50	0	6	67	0	37	70	8	10	0	0	26	31	0
LOCKNEY ISD	LOCKNEY H S	145	61	74	28	57	0	26	92	12	28	89	21	39	54	0	28	54	0
ABERNATHY ISD	ABERNATHY H S	210	43	57	34	59	3	16	100	31	101	96	24	48	69	6	65	58	3
LAMESA ISD	LAMESA H S	489	69	84	165	59	2	153	78	3	211	70	9	194	48	1	142	39	0
DIMMITT ISD	DIMMITT H S	321	83	85	84	65	1	34	82	21	70	69	4	91	46	0	93	56	1
LUBBOCK ISD	MONTEREY H S	2,128	52	70	498	66	2	581	85	8	711	89	19	638	60	5	561	66	6
LEVELLAND ISD	LEVELLAND H S	801	49	69	174	67	4	130	95	17	203	87	23	200	69	6	206	67	2
LITTLEFIELD ISD	LITTLEFIELD H S	375	59	73	96	67	15	94	83	12	82	78	15	107	46	3	117	53	2
NEW DEAL ISD	NEW DEAL H S	213	52	57	36	67	0	41	95	2	34	94	12	44	68	2	49	82	4
LUBBOCK ISD	CORONADO H S	2,090	41	61	444	68	4	512	85	8	678	90	28	573	61	6	521	67	6
BROWNFIELD ISD	BROWNFIELD H S	468	70	81	126	71	3	107	89	5	101	64	0	143	39	1	128	43	0
SMYER ISD	SMYER H S	183	49	51	40	73	0	34	100	21	25	92	8	35	83	3	27	81	0
TULIA ISD	TULIA H S	276	66	67	80	73	9	31	90	16	62	92	13	85	62	13	82	57	2
POST ISD	POST H S	219	64	66	53	74	4	46	87	0	45	91	36	59	83	5	55	69	0
LUBBOCK ISD	LUBBOCK H S	2,053	44	75	351	75	8	548	94	26	729	96	33	599	65	14	512	71	6
OLTON ISD	OLTON H S	179	67	74	48	77	17	45	96	16	35	91	14	50	74	6	38	74	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]

2015

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	765	40	59	714	94	47	591	89	21	223	92	34	259	89	31	260	90	34
HALE CENTER ISD	CARR MIDDLE	186	73	74	111	93	14	112	71	2	37	97	5	37	70	5	37	59	3
SUNDOWN ISD	SUNDOWN J H	154	35	55	137	92	32	137	95	20	51	90	8	47	96	28	47	91	17
PLAINS ISD	PLAINS MIDDLE	137	69	63	87	91	25	82	96	16	29	86	17	26	88	4	26	65	4
LUBBOCK-COOPER ISD	LUBBOCK-COOPER BUSH MIDDLE	656	24	36	639	90	30	641	89	20	220	88	15	181	82	12	181	77	12
FRENSHIP ISD	HERITAGE MIDDLE	811	27	49	790	88	27	708	82	18	255	83	16	273	77	14	273	66	7
SHALLOWATER ISD	SHALLOWATER MIDDLE	456	44	37	330	88	35	305	87	14	110	77	25	108	91	36	108	78	8
FRENSHIP ISD	FRENSHIP MIDDLE SCHOOL	626	31	37	588	87	32	528	79	14	183	83	25	213	85	27	213	62	8
LUBBOCK ISD	IRONS MIDDLE	694	34	48	635	87	28	566	82	10	213	82	11	201	80	22	201	74	12
FRENSHIP ISD	TERRA VISTA MIDDLE SCHOOL	565	36	57	513	87	27	454	85	17	161	92	24	184	81	17	184	75	14
IDALOU ISD	IDALOU MIDDLE	275	29	41	182	86	27	158	88	7	59	83	12	58	91	38	58	88	21
LUBBOCK-COOPER ISD	LUBBOCK-COOPER MIDDLE	540	42	45	542	85	23	537	83	14	181	86	13	185	80	15	185	62	14
DENVER CITY ISD	WILLIAM G GRAVITT J H	361	48	80	331	84	13	319	87	11	102	83	3	110	75	15	110	62	7
LUBBOCK ISD	EVANS MIDDLE	865	43	56	833	83	22	718	78	11	270	77	12	262	77	16	261	82	18
TULIA ISD	TULIA J H	246	76	66	201	81	19	201	64	1	63	76	3	79	70	15	78	69	9
RALLS ISD	RALLS MIDDLE	120	85	79	92	79	14	82	62	2	31	61	0	34	41	6	34	50	6
ABERNATHY ISD	ABERNATHY J H	199	51	63	190	78	17	169	80	10	63	83	11	68	66	15	68	69	10
FLOYDADA ISD	FLOYDADA J H	85	71	80	76	78	11	75	88	8	34	85	6	42	62	10	42	62	7
NEW DEAL ISD	NEW DEAL MIDDLE	213	57	47	130	78	14	129	75	5	40	73	0	50	74	8	50	66	0
LEVELLAND ISD	LEVELLAND MIDDLE	639	62	73	545	76	14	533	76	7	179	68	5	183	72	16	182	76	14
TAHOKA ISD	TAHOKA MIDDLE	118	67	67	101	75	17	92	64	5	26	77	4	40	53	8	40	60	5
MULESHOE ISD	WATSON J H	300	85	85	256	75	13	252	83	15	85	80	2	96	65	9	96	68	9
PLAINVIEW ISD	ESTACADO MIDDLE	571	79	84	496	74	12	479	71	4	187	60	5	156	71	10	156	69	6
LUBBOCK ISD	MACKENZIE MIDDLE	686	70	77	597	73	13	554	58	4	198	57	5	225	66	10	225	57	6
OLTON ISD	OLTON J H	158	74	79	142	73	11	138	77	6	53	58	2	38	45	8	38	47	5

[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]
2015
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 ACADEMY	581	89	98	497	40	2	435	34	0	183	30	1	177	29	1	176	24	1
LUBBOCK ISD	SLATON MIDDLE	585	88	94	537	47	4	497	39	0	173	33	0	182	51	4	182	42	2
LUBBOCK ISD	SMYLIE WILSON MIDDLE	492	77	82	457	56	6	429	50	2	162	48	1	138	59	3	138	42	0
DIMMITT ISD	DIMMITT MIDDLE	356	89	86	246	58	9	226	55	2	82	66	0	83	31	0	82	23	0
BROWNFIELD ISD	BROWNFIELD MIDDLE	380	78	79	361	63	9	361	71	7	105	51	4	124	60	6	123	44	4
LUBBOCK ISD	ATKINS MIDDLE	637	82	90	511	64	5	483	47	0	191	58	1	124	61	7	124	53	3
LAMESA ISD	LAMESA MIDDLE	437	80	86	402	64	8	400	48	1	133	58	1	140	45	4	141	30	0
LITTLEFIELD ISD	LITTLEFIELD J H	307	77	81	290	66	11	282	58	2	91	68	3	98	43	6	98	44	8
LUBBOCK ISD	CAVAZOS MIDDLE	544	90	96	490	68	8	458	53	3	176	60	5	157	66	8	156	54	6
LOCKNEY ISD	LOCKNEY J H	94	78	80	78	68	6	82	67	2	24	54	0	23	70	13	23	74	4
SLATON ISD	SLATON J H	295	78	74	270	68	11	247	52	1	93	66	1	88	43	3	88	63	11
ROOSEVELT ISD	ROOSEVELT J H	242	77	63	209	70	8	207	76	7	69	68	1	67	70	12	67	75	10
PLAINVIEW ISD	CORONADO MIDDLE	613	77	81	542	72	13	522	70	7	199	58	4	171	64	11	171	43	2
POST ISD	POST MIDDLE	164	71	73	150	72	14	150	73	10	37	92	5	50	52	2	50	50	6
LUBBOCK ISD	MACKENZIE MIDDLE	686	70	77	597	73	13	554	58	4	198	57	5	225	66	10	225	57	6
OLTON ISD	OLTON J H	158	74	79	142	73	11	138	77	6	53	58	2	38	45	8	38	47	5
PLAINVIEW ISD	ESTACADO MIDDLE	571	79	84	496	74	12	479	71	4	187	60	5	156	71	10	156	69	6
TAHOKA ISD	TAHOKA MIDDLE	118	67	67	101	75	17	92	64	5	26	77	4	40	53	8	40	60	5
MULESHOE ISD	WATSON J H	300	85	85	256	75	13	252	83	15	85	80	2	96	65	9	96	68	9
LEVELLAND ISD	LEVELLAND MIDDLE	639	62	73	545	76	14	533	76	7	179	68	5	183	72	16	182	76	14
ABERNATHY ISD	ABERNATHY J H	199	51	63	190	78	17	169	80	10	63	83	11	68	66	15	68	69	10
FLOYDADA ISD	FLOYDADA J H	85	71	80	76	78	11	75	88	8	34	85	6	42	62	10	42	62	7
NEW DEAL ISD	NEW DEAL MIDDLE	213	57	47	130	78	14	129	75	5	40	73	0	50	74	8	50	66	0
RALLS ISD	RALLS MIDDLE	120	85	79	92	79	14	82	62	2	31	61	0	34	41	6	34	50	6
TULIA ISD	TULIA J H	246	76	66	201	81	19	201	64	1	63	76	3	79	70	15	78	69	9

[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]
2015
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
FRENSHIP ISD	OAK RIDGE EL	698	22	39	313	95	34	315	95	27	104	88	13	95	83	12
FRENSHIP ISD	CRESTVIEW EL	657	19	35	287	94	40	278	95	33	83	83	12	94	94	23
IDALOU ISD	IDALOU EL	423	40	43	124	94	37	123	95	37	60	88	8	0	0	0
LUBBOCK-COOPER ISD	LUBBOCK-COOPER SOUTH EL	723	43	46	270	94	34	272	90	25	86	98	10	89	79	16
LUBBOCK-COOPER ISD	LUBBOCK-COOPER WEST EL	669	18	25	312	93	40	309	93	41	95	87	12	112	79	13
LUBBOCK ISD	MILLER EL	587	37	45	257	93	47	257	91	31	72	83	13	83	95	28
LUBBOCK ISD	HONEY EL	396	37	42	166	92	41	163	96	45	51	86	14	62	94	26
LUBBOCK ISD	SMITH EL	626	34	50	224	92	44	223	97	34	73	88	23	69	99	32
LUBBOCK ISD	WILSON EL	515	24	44	233	92	48	232	90	34	76	84	11	80	89	30
RISE ACADEMY	RISE ACADEMY	267	86	98	54	91	26	54	94	17	20	85	10	11	82	9
LUBBOCK ISD	WHITESIDE EL	573	36	45	228	90	30	230	87	23	81	83	6	72	90	32
FRENSHIP ISD	BENNETT EL	820	42	41	298	89	32	300	94	36	96	77	9	109	91	25
LUBBOCK-COOPER ISD	LUBBOCK-COOPER CENTRAL EL	689	40	34	297	89	36	295	91	28	95	88	11	99	77	10
SHALLOWATER ISD	SHALLOWATER INT	408	45	31	246	89	32	248	93	31	116	78	6	0	0	0
LUBBOCK ISD	RAMIREZ CHARTER SCHOOL	499	71	87	106	88	19	103	89	15	30	77	7	36	72	11
LEVELLAND ISD	SOUTH EL	353	69	75	90	88	22	90	77	11	0	0	0	0	0	0
SUNDOWN ISD	SUNDOWN EL	326	41	67	136	88	21	136	98	27	46	85	7	51	69	4
LUBBOCK-COOPER ISD	LUBBOCK-COOPER NORTH EL	819	37	46	341	87	28	340	89	23	124	68	2	108	94	32
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH ELEM/MIDDLE SCHOO	266	67	68	83	87	20	80	83	14	22	50	0	30	90	13
HALE CENTER ISD	AKIN EL	289	78	69	73	86	15	75	80	7	37	86	3	0	0	0
FRENSHIP ISD	NORTH RIDGE EL	697	34	52	346	86	30	346	82	21	121	79	3	117	89	19
LUBBOCK ISD	RUSH EL	415	65	57	173	85	25	173	69	13	54	85	4	58	97	24
FRENSHIP ISD	WESTWIND EL	697	58	67	298	85	19	299	81	14	97	71	2	107	81	13
LUBBOCK ISD	WATERS EL	718	57	59	316	83	19	320	81	18	106	63	8	121	81	15
NEW DEAL ISD	NEW DEAL EL	287	70	57	96	82	21	96	84	15	41	78	0	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]
2015
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	ALDERSON EL	639	96	97	228	43	5	228	44	2	74	26	0	76	37	0
LUBBOCK ISD	BEAN EL	587	88	98	151	46	5	197	54	5	49	45	0	54	61	4
RALLS ISD	RALLS EL	327	83	76	107	49	7	106	46	3	33	48	0	34	32	0
LUBBOCK ISD	BROWN EL	498	92	92	207	50	5	208	52	5	68	37	0	68	31	0
LUBBOCK ISD	HODGES EL	527	92	95	203	50	6	204	65	5	61	39	0	76	38	0
LUBBOCK ISD	BAYLESS EL	740	90	91	288	51	5	289	49	3	106	38	1	87	44	6
LUBBOCK ISD	MCWHORTER EL	583	93	98	200	52	12	206	55	8	78	47	0	64	58	8
BROWNFIELD ISD	OAK GROVE EL	503	81	82	349	52	12	341	48	9	119	46	0	114	65	11
LUBBOCK ISD	ERVIN EL	549	91	99	239	53	6	244	58	4	70	41	0	85	49	1
FLOYDADA ISD	A B DUNCAN EL	465	81	85	148	54	8	149	70	14	48	40	2	48	60	6
PLAINVIEW ISD	THUNDERBIRD EL	532	92	94	190	54	6	192	68	4	63	49	0	63	46	3
LORENZO ISD	LORENZO EL	175	90	83	66	55	6	67	61	4	24	50	0	21	48	0
CROSBYTON CISD	CROSBYTON EL	181	75	80	70	61	4	70	73	4	28	50	0	20	50	0
LUBBOCK ISD	STEWART EL	372	82	74	155	61	10	154	65	8	43	37	2	46	65	11
LUBBOCK ISD	JACKSON EL	284	95	98	84	62	12	85	55	4	28	64	0	33	48	0
LAMESA ISD	NORTH EL	446	81	86	409	62	10	414	61	5	142	53	1	112	71	5
PLAINS ISD	PLAINS EL	195	65	68	64	63	6	63	60	3	37	59	3	0	0	0
MULESHOE ISD	MARY DESHAZO EL	320	83	83	309	64	12	306	68	7	108	49	1	98	61	5
LUBBOCK ISD	DUPRE EL	289	96	88	104	65	4	103	67	3	32	50	3	40	63	0
LUBBOCK ISD	HARWELL EL	534	87	97	135	65	7	128	59	8	49	47	0	60	58	3
DIMMITT ISD	RICHARDSON EL	556	90	90	155	65	8	152	62	7	85	53	1	0	0	0
LUBBOCK ISD	WHEELOCK EL	388	89	87	129	65	15	130	88	13	48	50	4	35	83	11
PLAINVIEW ISD	HILLCREST EL	422	87	91	179	66	8	178	83	12	60	55	0	58	76	2
SLATON ISD	CATHELENE THOMAS EL	487	80	76	249	68	12	244	75	11	80	64	3	79	76	8
O'DONNELL ISD	O'DONNELL EL	169	82	71	70	69	6	70	69	4	27	63	0	21	67	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.

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 describing university enrollment, degrees awarded and the number of teachers produced. The "Teachers Produced by Pathway" section calculates 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 2005 through FY 2015 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a university-based program during a complete academic year that runs from September 1st of one year through August 31st of the next year. For example, the 2015 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2014 and August 31, 2015. 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: 2015-2014/2014 x 100%. The formula used to calculate the five-year change was: 2015-2010/2010 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2005 through FY 2015 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 (FY 2006-2015). 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 five-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 FY 2010, yet decide not to obtain certification until FY 2013. Such an individual would be included in the 2012-2013 certification cohort rather than the 2009-2010 certification cohort. TEA generally uses the date of the initial application as the date of certification.

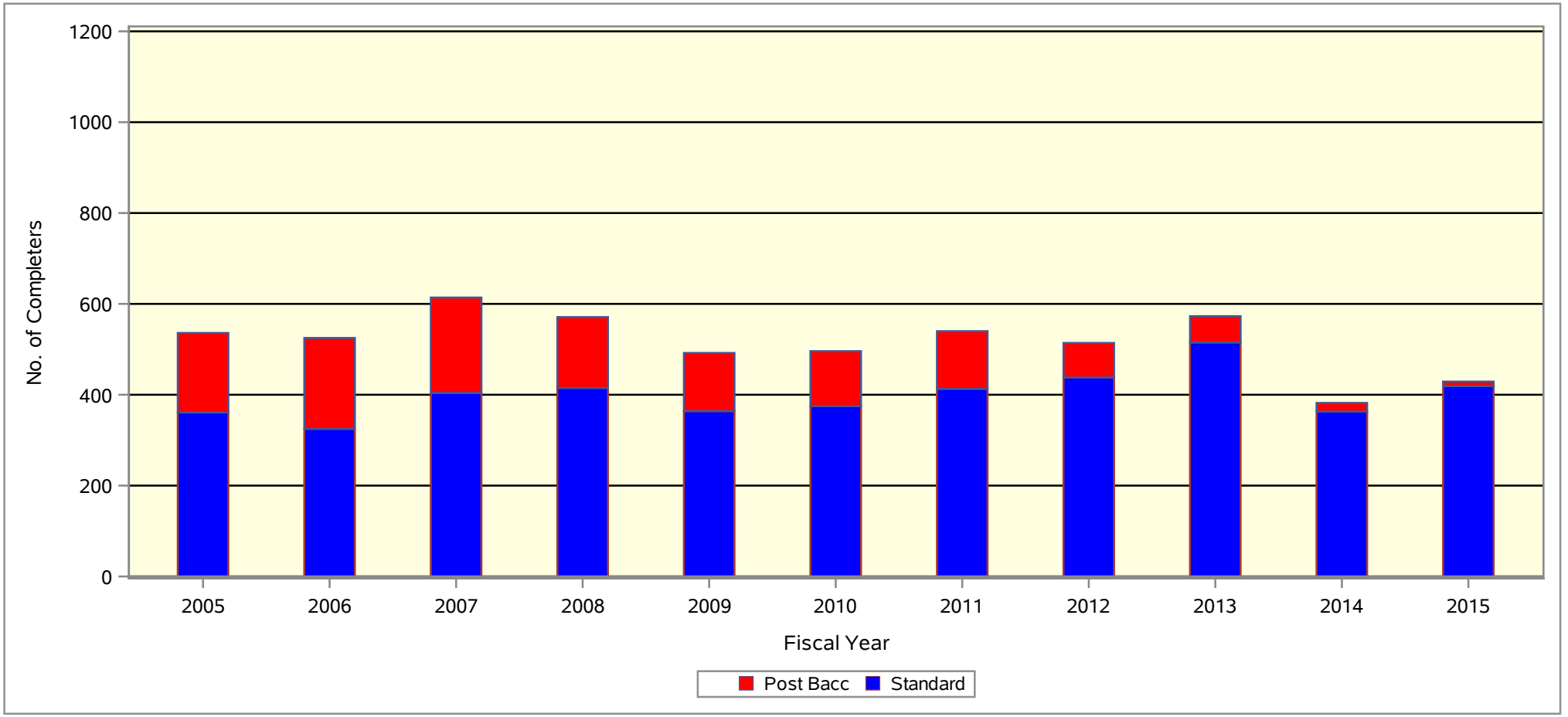
C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.
This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer. The listing shows the unduplicated number of individuals obtaining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

Five-Year University Production Trends
2011 - 2015
Texas Tech University

University Production	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total[1,4]	**31,587**	**32,149**	**32,398**	**32,797**	**34,843**	**10.3%**
Undergraduate	25,426	26,008	26,448	26,903	28,546	12.3%
Masters	3,102	3,113	2,855	2,911	3,180	2.5%
Degrees Awarded (End of fiscal year)						
Total[2]	**6,378**	**7,023**	**7,115**	**7,066**	**7,351**	**15.3%**
Baccalaureate Degrees	4,605	4,941	5,206	5,231	5,332	15.8%
Mathematics	27	51	59	40	49	81.5%
Biological Science	178	188	182	201	229	28.7%
Physical Science	54	59	65	71	69	27.8%
Masters	1,300	1,605	1,365	1,304	1,475	13.5%
Teachers Produced by Pathway (End of fiscal year)						
Total[3]	**540**	**514**	**573**	**382**	**429**	**-20.6%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccaleaureate Certified	127	76	58	19	10	-92.1%
Traditional Undergraduate Certified	413	438	515	363	419	1.5%

[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.

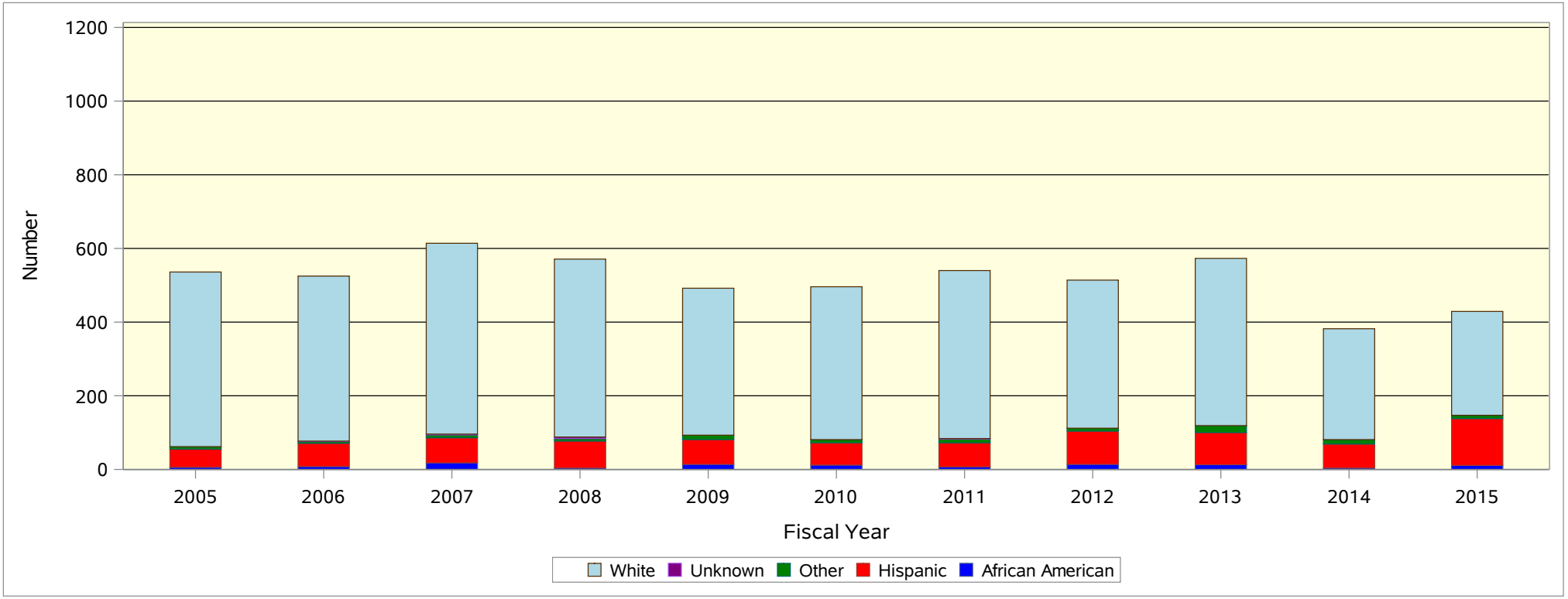
Teacher Production Trends for University Completers[1]
FY 2005 - 2015[2]
Texas Tech University



Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015		2014-2015	2010-2015
536	525	614	571	492	496	540	514	573	382	429	**5,672**	**12.3%**	**-13.5%**

[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 2005 - 2015[2]
Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2012-2015	2010-2015
African American	6	8	18	4	14	12	7	14	13	4	11	-3	-1
Hispanic	49	63	68	73	67	60	65	90	87	65	127	37	67
Other	7	5	8	7	12	9	11	8	19	12	9	1	0
Unknown	0	1	2	4	0	0	1	0	0	0	0	0	0
White	474	448	518	483	399	415	456	402	454	301	282	-120	-133
TOTAL	**536**	**525**	**614**	**571**	**492**	**496**	**540**	**514**	**573**	**382**	**429**		

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

Initial Certification Production by Level[1]
FY 2006 - 2015[2]
Texas Tech University

Certificate	Fiscal Year										5-Year Average
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2011-2015
ELEMENTARY (EC-4 and EC-6)											
Bilingual Generalist	2	0	0	0	2	0	0	0	0	0	0.0
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	1	0	0	16	1	0	0	0	0	0	0.0
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	227	286	259	225	208	220	243	285	196	268	242.4
Other[5]	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**230**	**286**	**259**	**241**	**211**	**220**	**243**	**285**	**196**	**268**	**242.4**
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	7	11	11	5	0	6	3	4	1	0	2.8
ELA/Reading/Social Studies	25	31	22	17	23	20	17	18	14	14	16.6
Mathematics	23	10	3	4	6	14	8	2	6	2	6.4
Mathematics/Science	2	33	20	14	14	27	24	22	11	9	18.6
Science	8	2	4	2	5	4	3	3	1	1	2.4
Social Studies	5	4	4	1	5	13	9	5	3	0	6.0
Subtotal	**70**	**91**	**64**	**43**	**53**	**84**	**64**	**54**	**36**	**26**	**52.8**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technical Education[7]	9	10	40	31	34	39	29	28	15	17	25.6
Chemistry	0	1	1	2	1	1	3	1	1	0	1.2
Computer Science	0	0	0	0	0	0	0	0	0	0	0.0
Dance	0	4	3	3	2	5	1	5	2	3	3.2
ELA/Reading	33	33	34	36	39	35	24	26	16	7	21.6
History	26	35	35	22	32	27	36	27	20	24	26.8
Journalism	3	2	2	1	0	3	0	1	1	0	1.0
Life Science	6	7	5	5	5	3	4	4	1	0	2.4
Mathematics	30	15	20	18	23	19	18	26	15	4	16.4
Mathematics/Physical Sc/Engineering	0	1	0	0	0	0	0	0	0	0	0.0
Physical Science	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
Physics/Mathematics	0	0	1	0	1	0	2	2	0	0	0.8
Science	11	10	8	10	12	7	9	12	5	1	6.8
Secondary French	2	0	1	1	0	0	0	0	0	0	0.0
Secondary German	2	1	0	0	1	1	0	0	0	0	0.2
Secondary Latin	1	0	0	0	0	0	0	0	0	0	0.0
Secondary Spanish	16	11	10	7	7	2	0	0	0	0	0.4
Social Studies	12	6	4	6	5	10	9	2	2	1	4.8
Speech	2	10	4	5	0	1	3	1	0	0	1.0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**153**	**146**	**168**	**147**	**162**	**153**	**138**	**135**	**78**	**57**	**112.2**
ALL LEVEL (EC-12 and PK-12)											
Fine Arts[8]	40	43	74	56	39	50	38	65	46	57	51.2
Health and Phy Education	65	77	45	43	46	33	41	35	21	17	29.4
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - French	0	0	0	0	0	2	1	0	0	0	0.6
LOTE - German	0	0	0	0	0	0	1	0	0	1	0.4
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	0	0	0	0	4	12	4	4	3	1	4.8
Special Education[9]	20	31	22	32	34	24	22	42	25	55	33.6
Technology Applications	4	5	2	2	3	4	2	0	0	0	1.2
Subtotal	**129**	**156**	**143**	**133**	**126**	**125**	**109**	**146**	**95**	**131**	**121.2**
SUPPLEMENTALS											
Bilingual Education	1	7	8	4	5	8	11	8	4	23	10.8
ESL	5	9	5	9	32	44	45	77	43	65	54.8
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[9]	0	1	0	0	0	1	0	0	2	0	0.6
Subtotal	**6**	**17**	**13**	**13**	**37**	**53**	**56**	**85**	**49**	**88**	**66.2**

[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 certificates in technology education; family and consumer sciences composite; human development and family studies; hospitality, nutrition, and food sciences; agriculture, science, and technology; agriculture, food and natural resources; business education, business, and finance; science, technology, engineering, and mathematics; marketing education; marketing; health science technology; health science; trade and industrial education; career and technical education.
[8]Includes certificates issued in art, music, theatre.
[9]Includes certificates issued in special education, teacher of the 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 2005 - 2015[2]
Texas Tech University

Production Entity	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Texas Tech University	**536**	**525**	**614**	**571**	**492**	**496**	**540**	**514**	**573**	**382**	**429**	**5,672**
Wayland Baptist University	116	143	120	114	145	121	98	88	102	64	63	**1,174**
Lubbock Christian University	108	99	69	74	85	82	82	65	65	74	63	**866**
TOTAL	**760**	**767**	**803**	**759**	**722**	**699**	**720**	**667**	**740**	**520**	**555**	**7,712**

[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 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 2012 cohort of first-year teachers.

D.1.1-3: 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 2014-2015 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 2015-2016. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI for that certification cohort.

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 2015-2016 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 2015-2016 who were newly-certified in 2014-2015. The second shows the same information for all teachers employed in the PZPI in 2015-2016 who were certified through the university between 1994-1995 and 2014-2015.

D.4.1-3: 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 1994-1995 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 1994-1995 through 2014-2015.

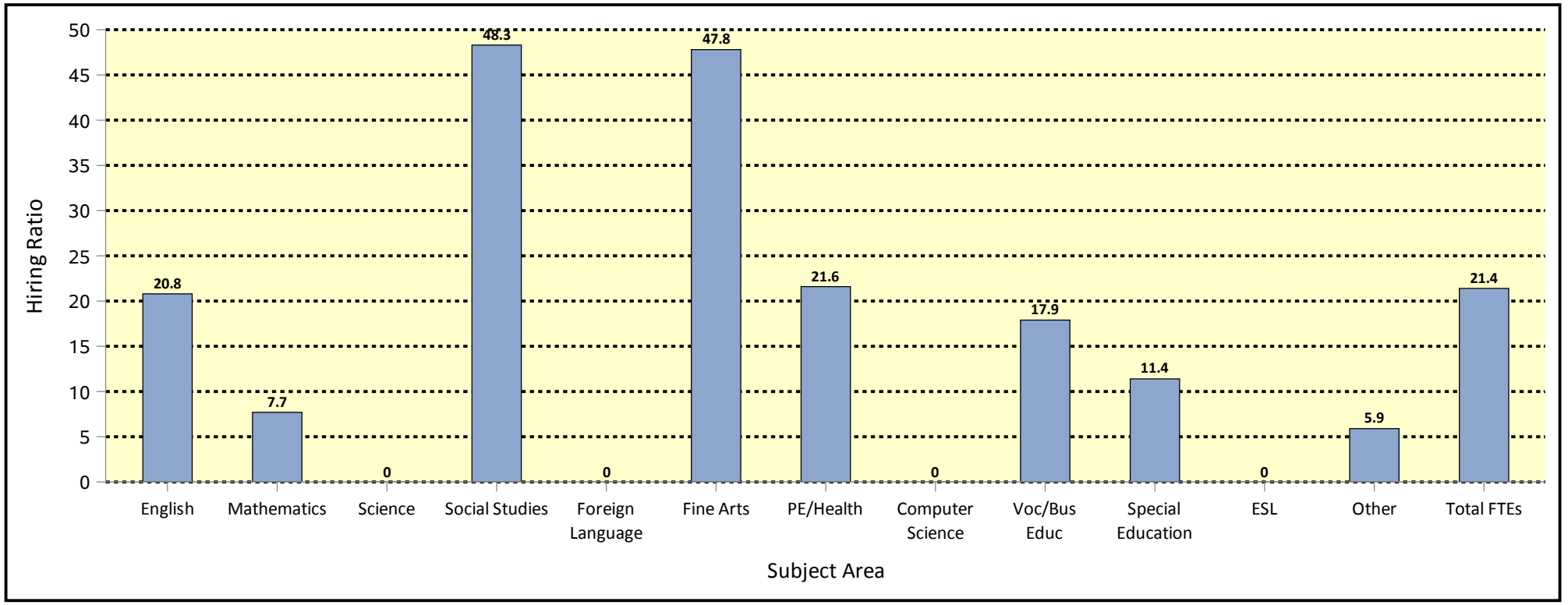
D.5: Comparison of Teacher Retention Trends. *D.5: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in 2010-2011 who became employed in a Texas public school in 2011-2012. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2010-2011 who had no prior teaching experience. The retention rate for spring 2012 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2011-2012. The target university's retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.1-3: 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 by high, middle, and elementary school level.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2015-2016



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]	2.7	1.0	0.0	5.7	0.0	5.4	2.5	0.0	2.7	0.8	0.0	0.2	**21.1**
District Hires[2]	13.0	13.0	6.4	11.8	5.6	11.3	11.6	0.1	15.1	7.0	0.1	3.4	**98.5**
Hiring Ratio[3]	**20.8%**	**7.7%**	**0.0%**	**48.3%**	**0.0%**	**47.8%**	**21.6%**	**0.0%**	**17.9%**	**11.4%**	**0.0%**	**5.9%**	**21.4%**

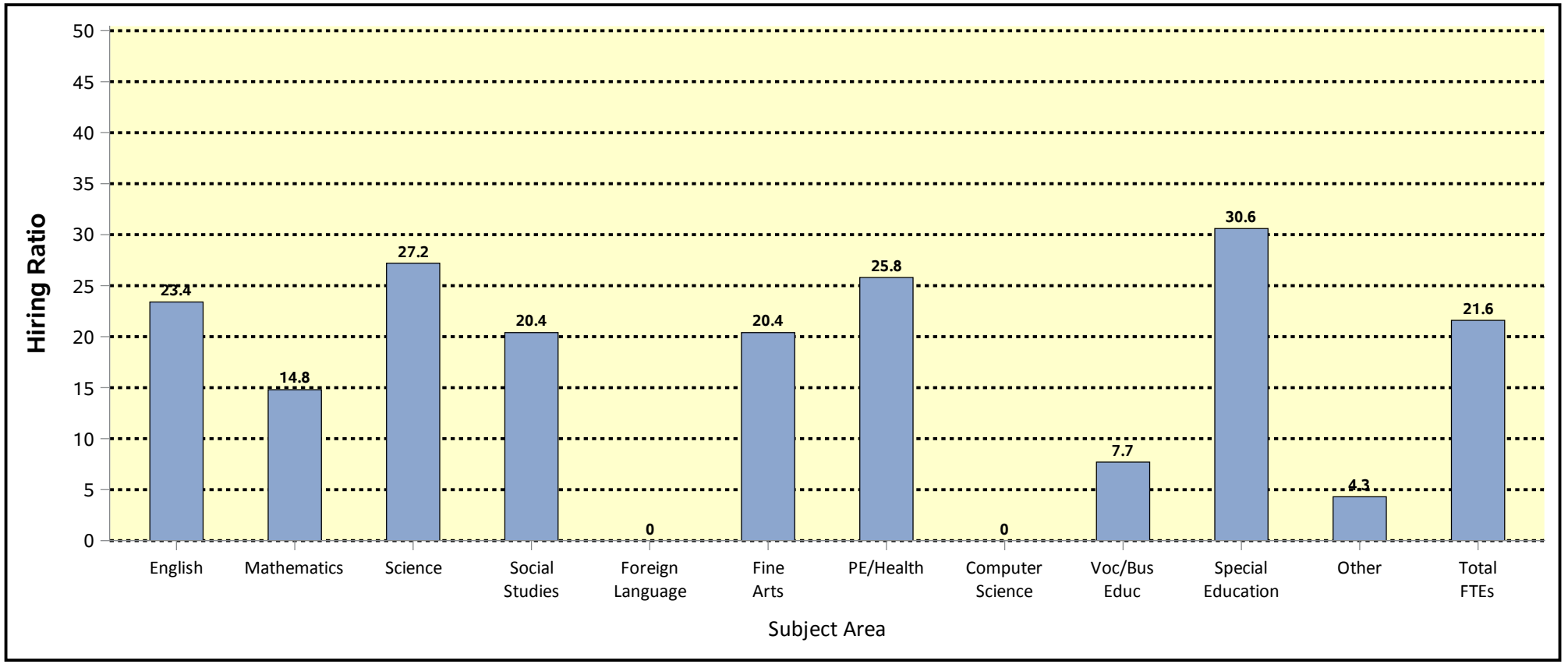
1 Includes number of newly-hired FTEs from university perparation programs who obtained standard or probationary certification in FY 2015 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2015-2016
3 Newly-hired university FTEs divided by number of newly-hired 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 2015-2016



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	2.9	2.0	2.8	2.2	0.0	2.0	2.5	0.0	0.1	4.4	0.0	0.2	19.0
District Hires[2]	0.0	12.4	13.5	10.3	10.8	0.9	9.8	9.7	0.5	1.3	14.4	0.0	4.6	88.1
Hiring Ratio[3]	**0.0%**	**23.4%**	**14.8%**	**27.2%**	**20.4%**	**0.0%**	**20.4%**	**25.8%**	**0.0%**	**7.7%**	**30.6%**	**0.0%**	**4.3%**	**21.6%**

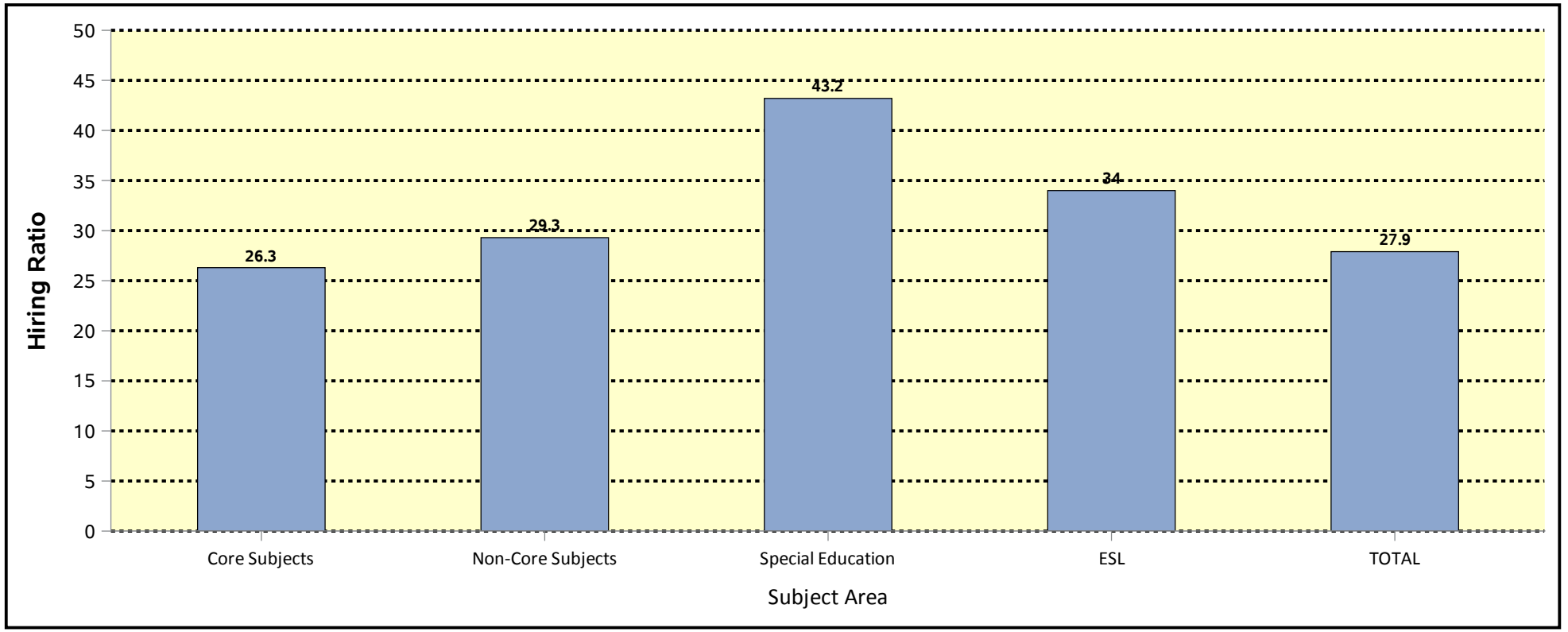
1 Includes number of newly-hired FTEs from university perparation programs who obtained standard or probationary certification in FY 2015 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2015-2016
3 Newly-hired university FTEs divided by number of newly-hired 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 2015-2016

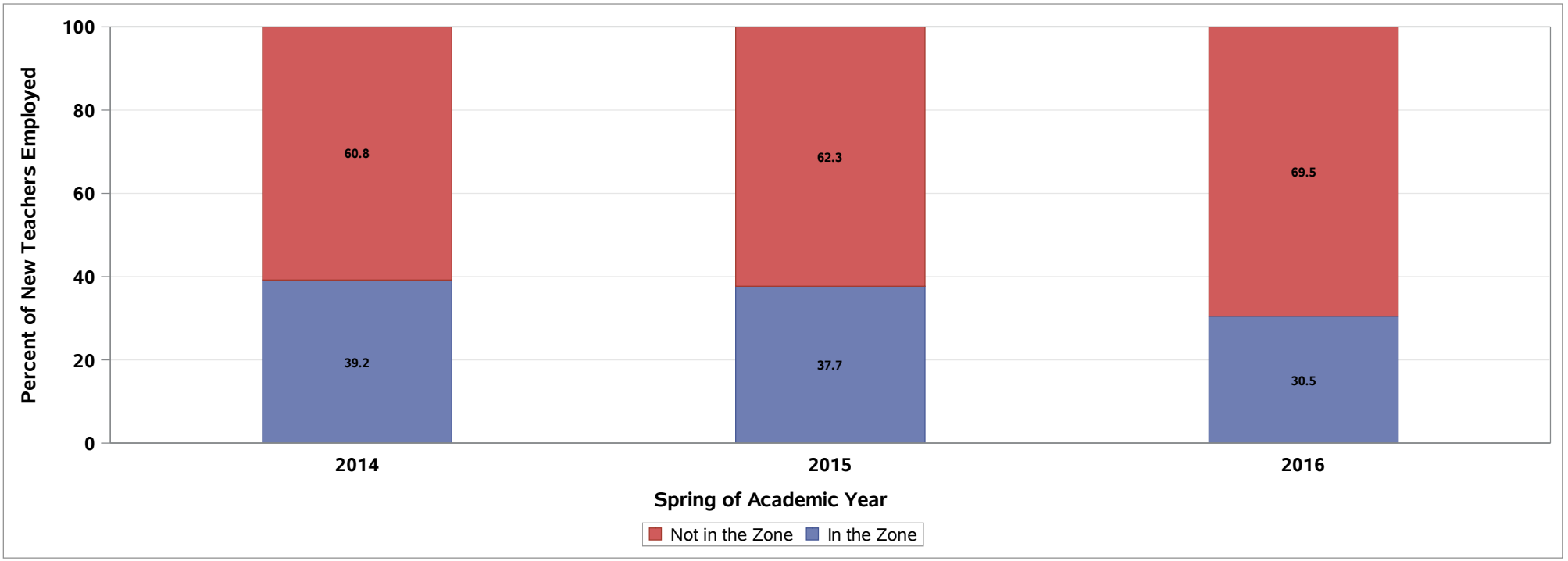


Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	36.3	10.8	4.1	1.6	**52.8**
District Hires [2]	137.8	36.9	9.5	4.7	**189.0**
Hiring Ratio [3]	**26.3%**	**29.3%**	**43.2%**	**34.0%**	**27.9%**

1 Includes number of newly-hired FTEs from university perparation programs who obtained standard or probationary certification in FY 2015 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2015-2016
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
2014 - 2016

Texas Tech University



	New Teachers Employed						
	2014		2015		2016		% Change
	Number	Percent	Number	Percent	Number	Percent	2014 to 2016
In the Zone	177	39.2	116	37.7	106	30.5	-8.7
Not in the Zone	274	60.8	192	62.3	242	69.5	8.7
Total	**451**	**100.0**	**308**	**100.0**	**348**	**100.0**	**0.0**

District Hiring Patterns of University-Prepared Teachers in PZPI
2015-2016
Texas Tech University

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

Teachers Newly-Certified[1] in FY 2014-2015

Employing District	University-Prepared Employed by District in 2015-2016	New Teachers Employed by District in 2015-2016	% University Newly-Certified Compared to New Teachers Employed
ANTON ISD	1	1	100.0
TAHOKA ISD	2	3	66.7
WILSON ISD	2	3	66.7
SLATON ISD	4	8	50.0
ROOSEVELT ISD	7	16	43.8
MORTON ISD	2	5	40.0
LUBBOCK ISD	54	151	35.8
LEVELLAND ISD	4	12	33.3
LITTLEFIELD ISD	2	6	33.3
WELLMAN-UNION CISD	1	3	33.3
LUBBOCK-COOPER ISD	7	22	31.8
FLOYDADA ISD	2	7	28.6
NEW DEAL ISD	1	4	25.0
SHALLOWATER ISD	1	4	25.0
HALE CENTER ISD	1	5	20.0

All Teachers Certified

Employing District	University-Prepared (1994-1995-2014-2015) Employed by District in 2015-2016	Total Teachers Employed by District in 2015-2016	Percent of Univ-Prepared Teachers in District
RISE ACADEMY	4	7	57.1
NEW DEAL ISD	25	53	47.2
LUBBOCK ISD	771	1,795	43.0
MEADOW ISD	11	26	42.3
ROOSEVELT ISD	38	90	42.2
LUBBOCK-COOPER ISD	149	358	41.6
DAWSON ISD	5	13	38.5
IDALOU ISD	23	61	37.7
ANTON ISD	7	19	36.8
CROSBYTON CISD	11	31	35.5
FRENSHIP ISD	176	508	34.6
WELLMAN-UNION CISD	6	18	33.3
WILSON ISD	4	12	33.3
LEVELLAND ISD	65	198	32.8
SHALLOWATER ISD	35	109	32.1

1. Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
2014-2015
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**
LUBBOCK ISD	152901023	52.2	MONTEREY H S	134.2	57.2	**42.6**
LUBBOCK ISD	152901020	41.2	CORONADO H S	140.4	53.5	**38.1**
LUBBOCK ISD	152901022	43.5	LUBBOCK H S	127.3	42.3	**33.2**
LUBBOCK-COOPER ISD	152906001	29.1	LUBBOCK-COOPER HIGH SCHOOL	90.6	29.8	**32.9**
ROOSEVELT ISD	152908001	66.8	ROOSEVELT H S	28.2	8.9	**31.5**
LUBBOCK ISD	152901011	62.5	MATTHEWS LRN CTR/NEW DIRECTIONS	16.2	4.9	**30.3**
IDALOU ISD	152910001	35.0	IDALOU H S	30.8	9.3	**30.2**
NEW DEAL ISD	152902001	52.1	NEW DEAL H S	21.8	6.6	**30.2**
FRENSHIP ISD	152907001	21.8	FRENSHIP H S	146.1	41.9	**28.7**
BROWNFIELD ISD	223901005	88.9	BROWNFIELD EDUCATION CENTER	2.8	0.8	**28.6**
ABERNATHY ISD	95901001	43.3	ABERNATHY H S	24.7	7.0	**28.3**
BROWNFIELD ISD	223901001	69.9	BROWNFIELD H S	41.0	11.2	**27.4**
LITTLEFIELD ISD	140904001	59.2	LITTLEFIELD H S	29.4	7.9	**27.0**
SHALLOWATER ISD	152909001	30.1	SHALLOWATER H S	45.9	10.7	**23.4**
SOUTH PLAINS	152803001	92.6	SOUTH PLAINS ACADEMY CHARTER H S	13.3	3.0	**22.6**
LUBBOCK ISD	152901021	78.8	ESTACADO H S	71.5	15.3	**21.4**
SLATON ISD	152903001	69.5	SLATON H S	41.2	8.5	**20.7**
TAHOKA ISD	153904001	58.1	TAHOKA H S	25.1	5.1	**20.4**
SMYER ISD	110906001	49.2	SMYER H S	19.2	3.9	**20.3**
RALLS ISD	54903001	72.3	RALLS H S	19.1	3.7	**19.4**
SPRINGLAKE-EARTH ISD	140907001	65.3	SPRINGLAKE-EARTH H S	16.4	3.0	**18.5**
HALE CENTER ISD	95903001	67.8	HALE CENTER H S	16.3	3.0	**18.4**
LEVELLAND ISD	110902001	48.8	LEVELLAND H S	70.7	12.6	**17.8**
MULESHOE ISD	9901001	79.1	MULESHOE H S	32.2	5.5	**16.9**
OLTON ISD	140905002	67.0	OLTON H S	20.7	3.3	**15.9**
PLAINVIEW ISD	95905001	63.5	PLAINVIEW H S	97.8	13.9	**14.2**

[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]
2014-2015
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901061	81.9	ATKINS MIDDLE	42.1	24.0	**57.1**
SUNDOWN ISD	110907041	35.1	SUNDOWN J H	13.8	6.5	**46.8**
TAHOKA ISD	153904041	66.9	TAHOKA MIDDLE	12.0	5.6	**46.3**
NEW DEAL ISD	152902041	56.8	NEW DEAL MIDDLE	17.1	7.7	**45.3**
LUBBOCK ISD	152901066	33.7	IRONS MIDDLE	46.3	20.5	**44.2**
LUBBOCK ISD	152901062	89.5	CAVAZOS MIDDLE	40.7	17.4	**42.8**
LUBBOCK ISD	152901064	43.4	EVANS MIDDLE	56.3	23.0	**40.9**
FRENSHIP ISD	152907042	36.3	TERRA VISTA MIDDLE SCHOOL	45.6	18.3	**40.1**
LUBBOCK ISD	152901065	40.3	HUTCHINSON MIDDLE	57.7	22.6	**39.1**
LUBBOCK-COOPER ISD	152906042	24.1	LUBBOCK-COOPER BUSH MIDDLE	41.5	15.6	**37.5**
FRENSHIP ISD	152907043	27.4	HERITAGE MIDDLE	50.5	18.0	**35.6**
LUBBOCK ISD	152901067	70.1	MACKENZIE MIDDLE	45.3	16.1	**35.6**
LUBBOCK ISD	152901069	77.4	SMYLIE WILSON MIDDLE	35.3	11.5	**32.6**
SLATON ISD	152903042	78.0	SLATON J H	23.2	7.4	**31.8**
LUBBOCK ISD	152901068	88.0	SLATON MIDDLE	47.8	14.9	**31.2**
LUBBOCK ISD	152901063	89.2	DUNBAR COLLEGE PREPARATORY ACADEMY	45.9	14.0	**30.5**
FRENSHIP ISD	152907041	31.5	FRENSHIP MIDDLE SCHOOL	47.0	13.6	**28.8**
LEVELLAND ISD	110902041	62.0	LEVELLAND MIDDLE	52.5	15.0	**28.6**
SHALLOWATER ISD	152909041	44.3	SHALLOWATER MIDDLE	36.3	10.3	**28.4**
BROWNFIELD ISD	223901041	77.6	BROWNFIELD MIDDLE	35.8	10.1	**28.3**
IDALOU ISD	152910041	29.5	IDALOU MIDDLE	20.2	5.7	**28.2**
ROOSEVELT ISD	152908041	76.9	ROOSEVELT J H	22.8	6.4	**28.0**
RALLS ISD	54903041	85.0	RALLS MIDDLE	9.4	2.6	**27.9**
LEVELLAND ISD	110902042	62.7	LEVELLAND INT	29.0	7.7	**26.4**
LUBBOCK-COOPER ISD	152906041	41.7	LUBBOCK-COOPER MIDDLE	39.5	10.0	**25.3**
LOCKNEY ISD	77902041	77.7	LOCKNEY J H	11.4	2.7	**23.7**
PLAINS ISD	251902041	69.3	PLAINS MIDDLE	15.8	3.4	**21.8**

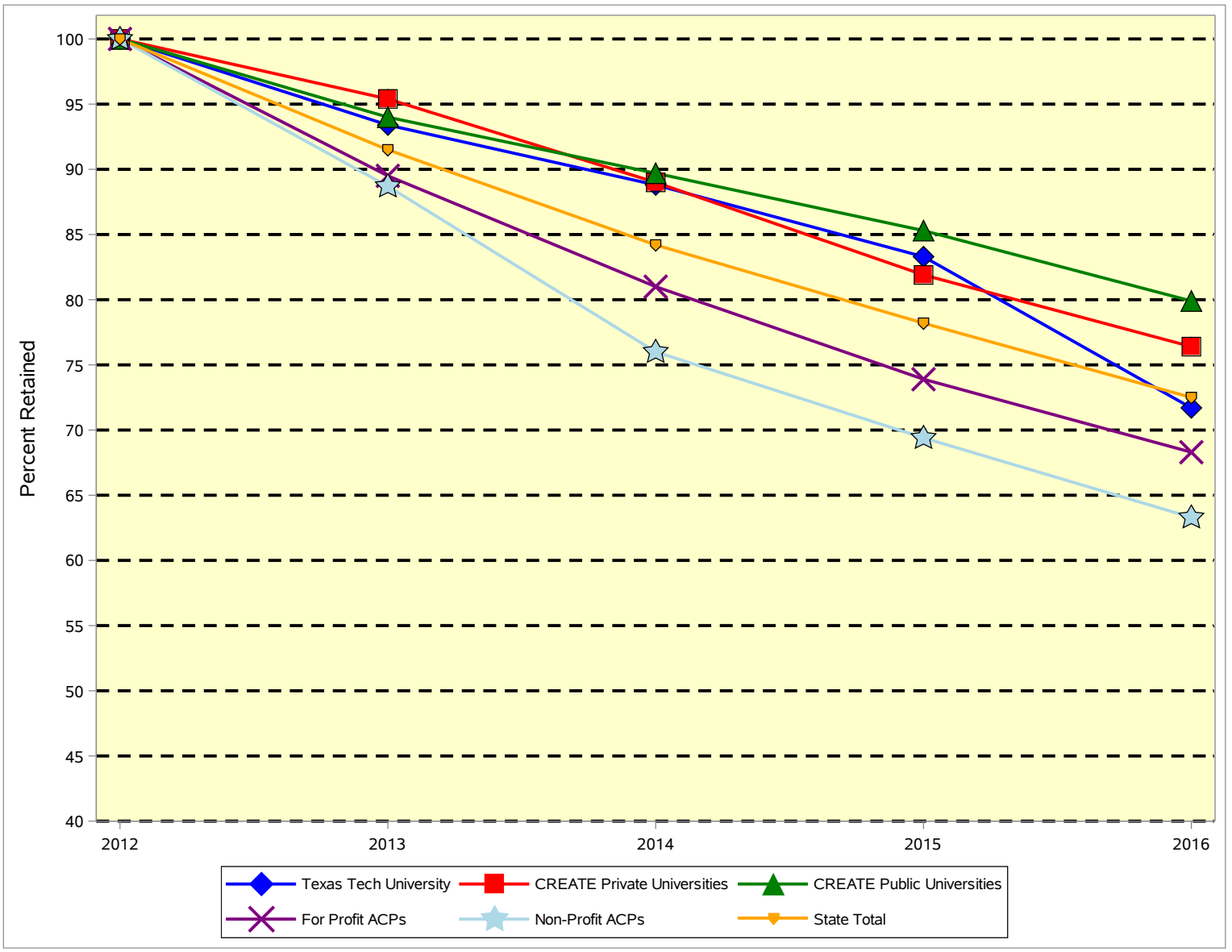
[1]Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2]Number of Full Time Equivalents (FTEs) employed by the campus.
[3]Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4]Percent of University FTEs employed by the campus.

Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
2014-2015
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901161	93.8	GUADALUPE EL	18.9	11.2	**59.1**
LUBBOCK ISD	152901188	61.8	WILLIAMS EL	27.0	15.0	**55.6**
ROOSEVELT ISD	152908101	81.4	ROOSEVELT EL	39.8	22.0	**55.3**
LUBBOCK ISD	152901191	93.9	WRIGHT EL	19.1	10.0	**52.4**
LUBBOCK ISD	152901190	92.8	WOLFFARTH EL	33.5	17.5	**52.2**
LUBBOCK ISD	152901169	92.6	MCWHORTER EL	36.0	18.7	**52.1**
LUBBOCK ISD	152901163	87.3	HARWELL EL	36.0	18.6	**51.6**
LUBBOCK ISD	152901193	76.1	ROY W ROBERTS EL	40.1	20.1	**50.1**
LUBBOCK ISD	152901176	84.0	PARSONS EL	30.7	14.7	**48.0**
LUBBOCK ISD	152901194	95.6	ALDERSON EL	46.9	22.0	**46.9**
LUBBOCK ISD	152901186	88.7	WHEELOCK EL	27.2	12.5	**46.0**
LUBBOCK-COOPER ISD	152906105	40.1	LUBBOCK-COOPER CENTRAL EL	43.4	19.6	**45.2**
LUBBOCK ISD	152901177	71.1	RAMIREZ CHARTER SCHOOL	39.9	18.0	**45.0**
LUBBOCK ISD	152901187	36.3	WHITESIDE EL	36.1	16.1	**44.5**
LUBBOCK-COOPER ISD	152906104	18.4	LUBBOCK-COOPER WEST EL	47.8	20.7	**43.3**
LUBBOCK ISD	152901192	73.4	CENTENNIAL EL	44.0	18.9	**43.1**
NEW DEAL ISD	152902101	69.7	NEW DEAL EL	22.1	9.4	**42.4**
LUBBOCK ISD	152901184	86.1	WESTER EL	33.0	14.0	**42.4**
LUBBOCK ISD	152901160	96.2	DUPRE EL	16.6	7.0	**42.2**
LUBBOCK ISD	152901195	37.5	MILLER EL	38.0	16.0	**42.1**
LUBBOCK ISD	152901156	88.4	BEAN EL	43.7	18.3	**41.8**
LAMESA ISD	58906105	77.9	SOUTH EL	40.0	16.0	**40.0**
O'DONNELL ISD	153903101	81.7	O'DONNELL EL	15.1	6.0	**39.7**
SHALLOWATER ISD	152909101	54.8	SHALLOWATER EL	23.5	8.9	**37.8**
LUBBOCK ISD	152901170	78.6	MAEDGEN EL	29.9	11.0	**36.8**
LUBBOCK ISD	152901183	56.5	WATERS EL	41.0	15.0	**36.6**
LUBBOCK ISD	152901165	91.8	HODGES EL	35.8	13.0	**36.3**

[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]
2012 - 2016
Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2012	2013	2014	2015	2016	Attrition Rate
Texas Tech University	258	100.0	93.4	88.8	83.3	71.7	28.3
CREATE Public Universities	4536	100.0	94.0	89.7	85.3	79.9	20.1
CREATE Private Universities	453	100.0	95.4	89.0	81.9	76.4	23.6
For Profit ACPs	2892	100.0	89.5	81.0	73.9	68.3	31.7
Non-Profit ACPs	1888	100.0	88.7	76.0	69.4	63.3	36.7
State Total	10644	100.0	91.5	84.2	78.2	72.5	27.5

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

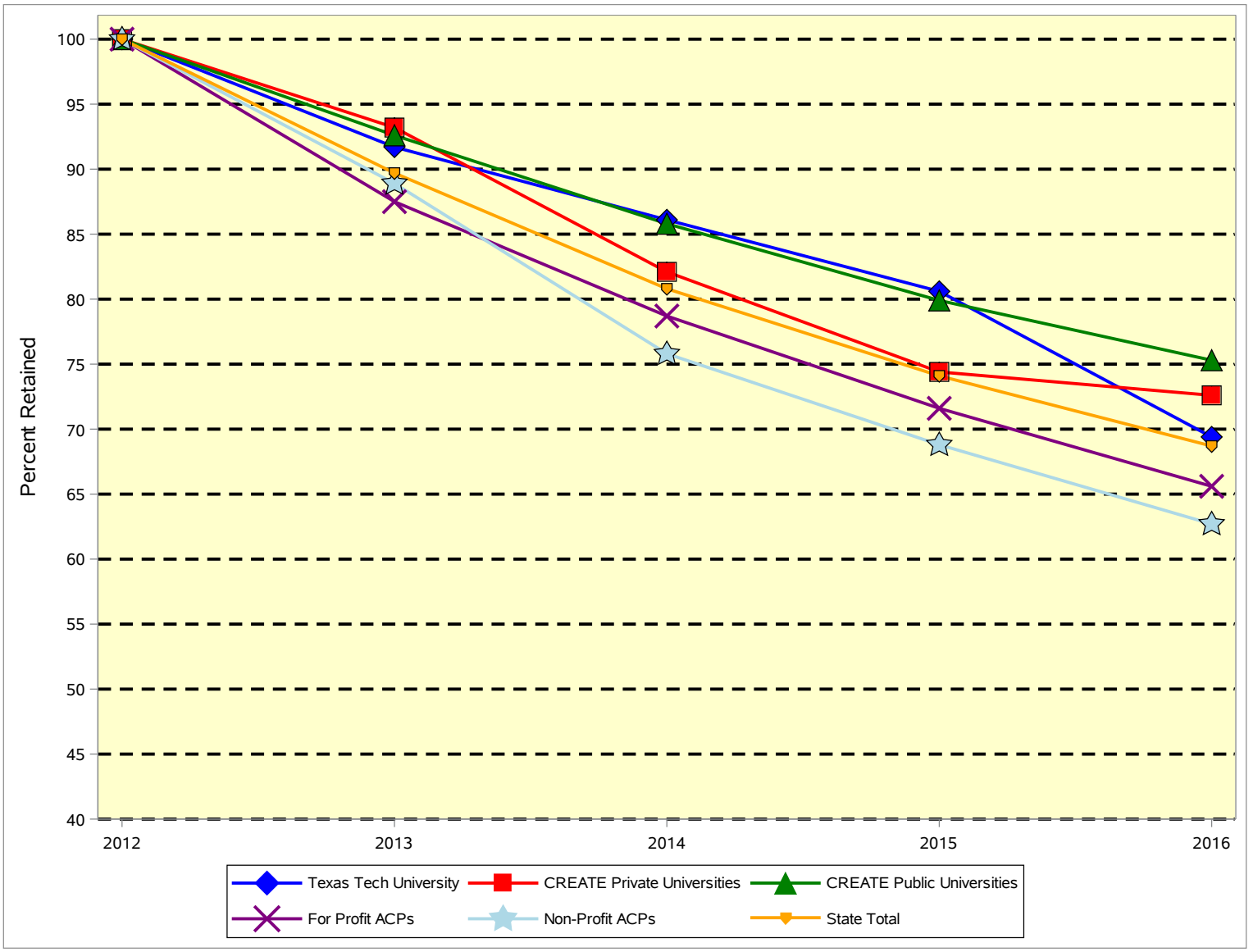
Comparison of Teacher Retention Trends

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

2012 - 2016

High School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2012	2013	2014	2015	2016	Attrition Rate
Texas Tech University	72	100.0	91.7	86.1	80.6	69.4	30.6
CREATE Public Universities	1047	100.0	92.6	85.8	79.9	75.3	24.7
CREATE Private Universities	117	100.0	93.2	82.1	74.4	72.6	27.4
For Profit ACPs	1085	100.0	87.5	78.7	71.6	65.6	34.4
Non-Profit ACPs	574	100.0	88.9	75.8	68.8	62.7	37.3
State Total	2989	100.0	89.7	80.8	74.1	68.7	31.3

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

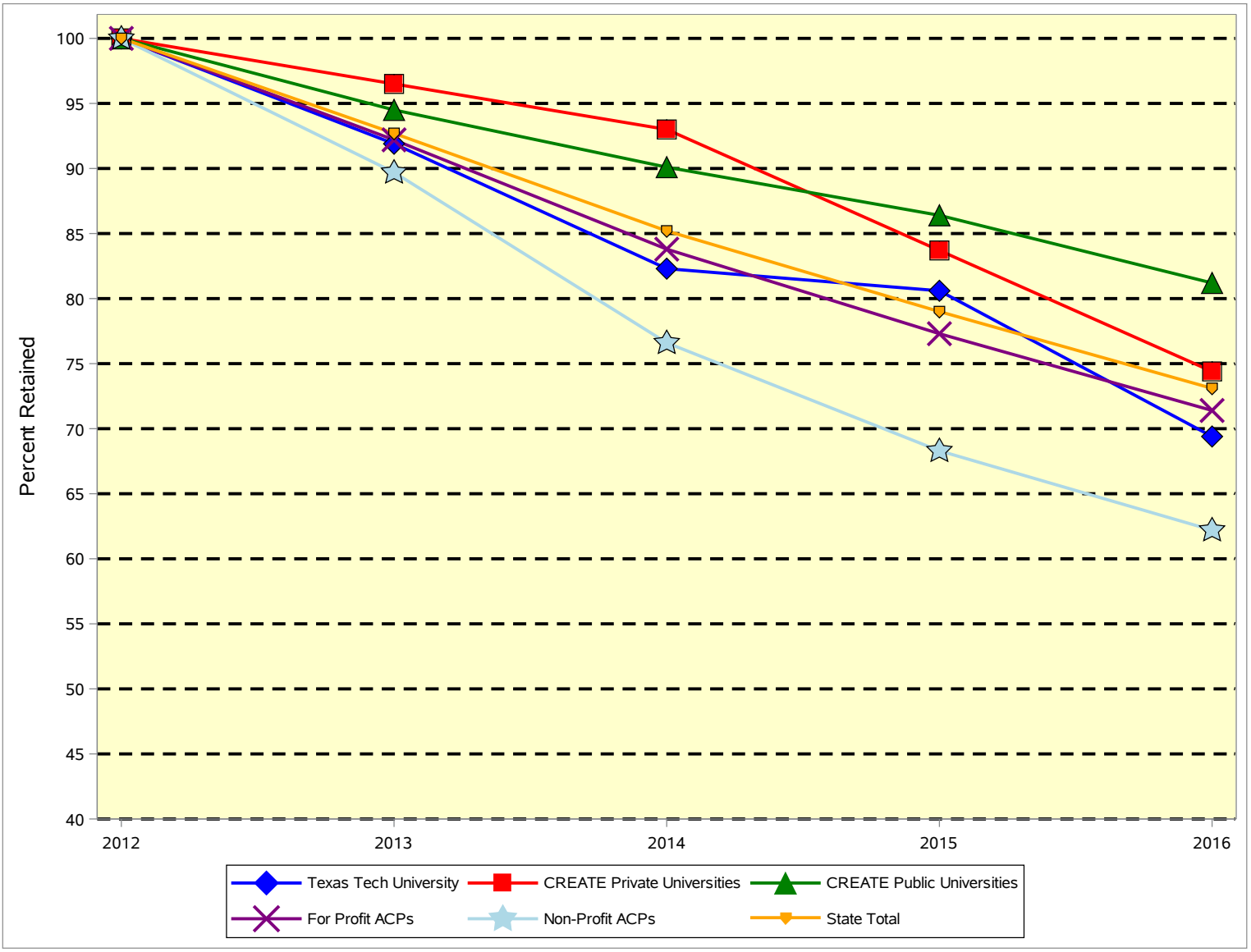
Comparison of Teacher Retention Trends

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

2012 - 2016

Middle School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2012	2013	2014	2015	2016	Attrition Rate
Texas Tech University	62	100.0	91.9	82.3	80.6	69.4	30.6
CREATE Public Universities	915	100.0	94.5	90.1	86.4	81.2	18.8
CREATE Private Universities	86	100.0	96.5	93.0	83.7	74.4	25.6
For Profit ACPs	822	100.0	92.2	83.8	77.3	71.4	28.6
Non-Profit ACPs	436	100.0	89.7	76.6	68.3	62.2	37.8
State Total	2462	100.0	92.7	85.2	79.0	73.1	26.9

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

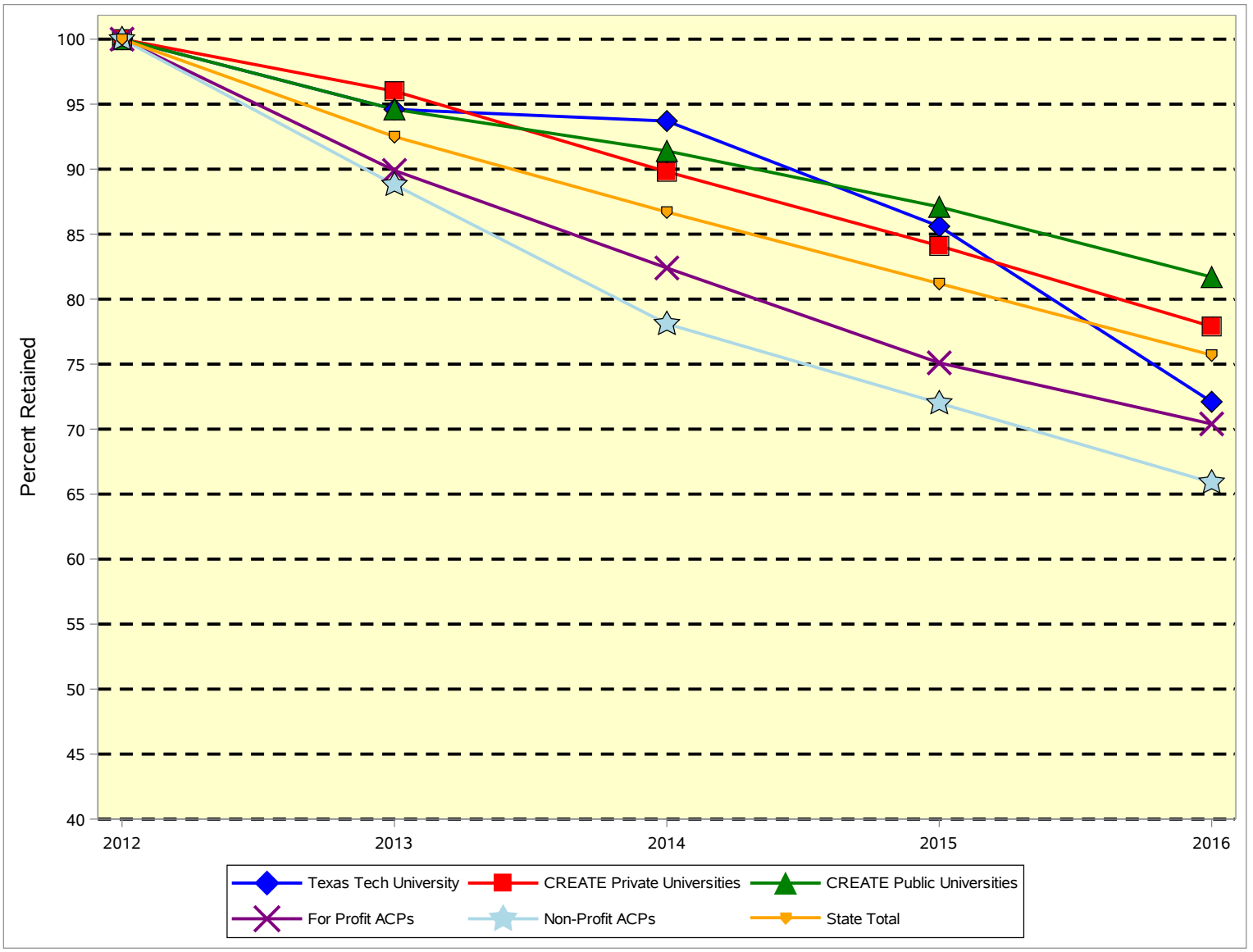
Comparison of Teacher Retention Trends

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

2012 - 2016

Elementary School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2012	2013	2014	2015	2016	Attrition Rate
Texas Tech University	111	100.0	94.6	93.7	85.6	72.1	27.9
CREATE Public Universities	2350	100.0	94.6	91.4	87.1	81.7	18.3
CREATE Private Universities	226	100.0	96.0	89.8	84.1	77.9	22.1
For Profit ACPs	796	100.0	89.9	82.4	75.1	70.4	29.6
Non-Profit ACPs	743	100.0	88.8	78.1	72.0	65.9	34.1
State Total	4565	100.0	92.5	86.7	81.2	75.7	24.3

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

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 represent 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.

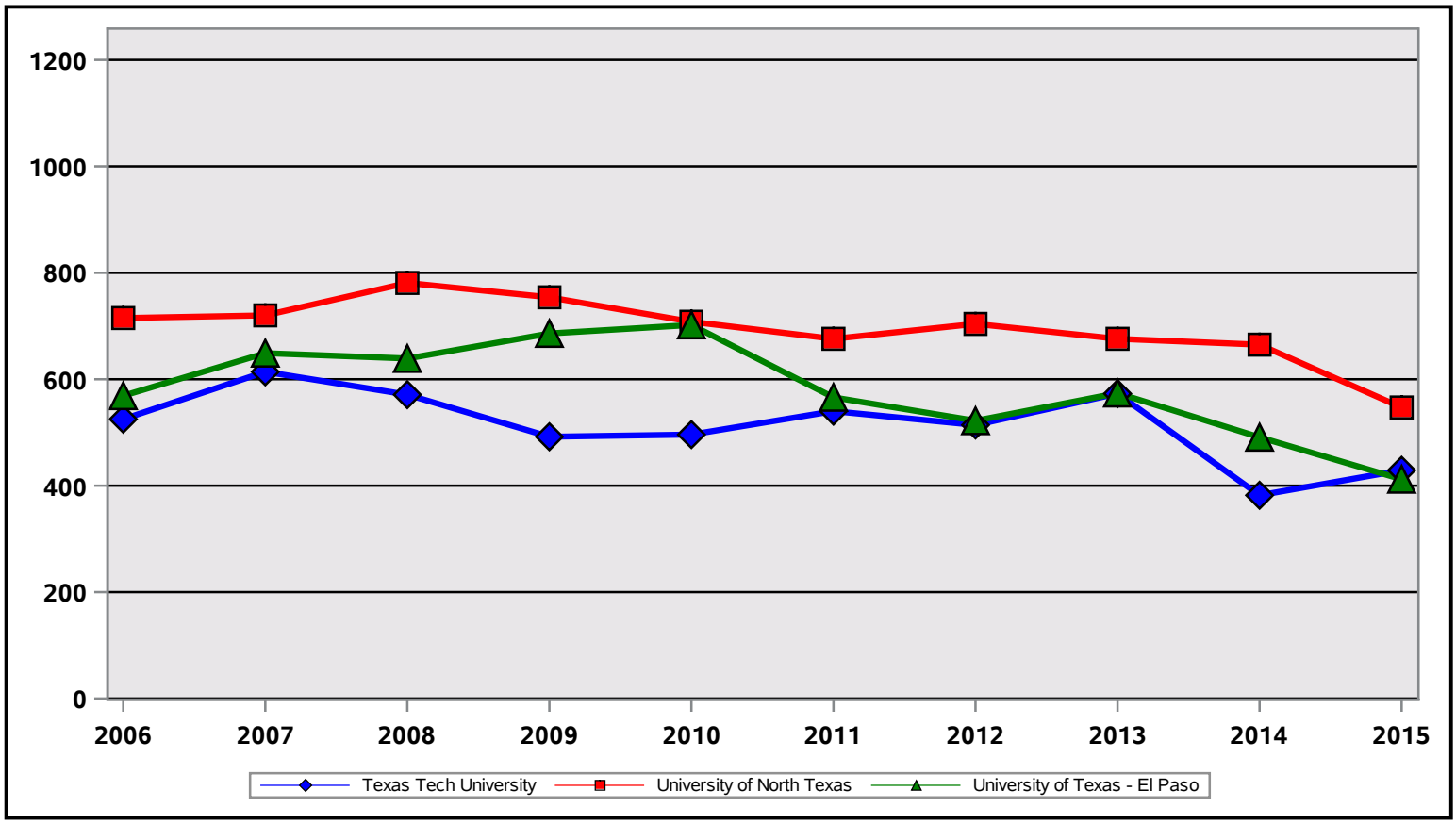
E.2: Five-Year Teacher Production of Consortium Universities.
This report shows the five-year teacher production of all CREATE consortium institutions from 2011-2015. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, 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 2011, became employed in a Texas public school in AY 2011-2012, and were still teaching in the spring of each academic year. This report should **NOT** be compared with the D.5 report found on page 54 because that report includes all first year teachers whether they obtained a probationary or a standard certificate in 2011-2012. Report E.4, on the other hand, includes only those individuals who obtained a **standard** certificate in 2010-2011 and met the above criteria. The column labeled *Attrition Rate* is calculated by subtracting the 2016 retention rate from 100%.

Comparison of Teacher Production
2006 - 2015
Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	5,136	5,810	6,946	17,892
2006	525	569	715	1,809
2007	614	649	720	1,983
2008	571	639	781	1,991
2009	492	686	754	1,932
2010	496	702	708	1,906
2011	540	566	676	1,782
2012	514	522	704	1,740
2013	573	574	676	1,823
2014	382	491	665	1,538
2015	429	412	547	1,388
10-Year Avg	513.6	581.0	694.6	1,789.2



Five-Year Teacher Production of Consortium Universities
2011 - 2015

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year Average
Quintile 1 (500+)						
Texas State University	752.0	791.0	812.0	736.0	656.0	749.40
University of North Texas	676.0	704.0	676.0	665.0	547.0	653.60
Texas A&M University	635.0	606.0	682.0	604.0	559.0	617.20
Texas A&M University - Commerce	626.0	569.0	528.0	454.0	456.0	526.60
Sam Houston State University	535.0	496.0	532.0	554.0	486.0	520.60
University of Texas - El Paso	566.0	522.0	574.0	491.0	412.0	513.00
University of Texas - Rio Grande Valley	537.0	486.0	491.0	510.0	504.0	505.60
Quintile 2 (300-499)						
Texas Tech University	540.0	514.0	573.0	382.0	429.0	487.60
Stephen F. Austin State University	534.0	487.0	482.0	427.0	409.0	467.80
University of Texas - San Antonio	455.0	440.0	433.0	450.0	414.0	438.40
University of Texas - Austin	401.0	377.0	437.0	387.0	331.0	386.60
University of Houston	313.0	325.0	360.0	402.0	344.0	348.80
West Texas A&M University	378.0	290.0	294.0	349.0	382.0	338.60
University of Texas - Arlington	325.0	343.0	343.0	319.0	336.0	333.20
Quintile 3 (200-299)						
Texas Woman's University	333.0	279.0	319.0	267.0	283.0	296.20
Tarleton State University	317.0	296.0	277.0	277.0	240.0	281.40
University of Houston - Clear Lake	231.0	247.0	260.0	248.0	238.0	244.80
Texas A&M University - Corpus Christi	234.0	267.0	224.0	231.0	194.0	230.00
University of Houston - Downtown	209.0	223.0	255.0	235.0	206.0	225.60
Quintile 4 (100-199)						
Texas A&M University - Kingsville	246.0	164.0	151.0	143.0	150.0	170.80
University of Texas - Tyler	174.0	153.0	158.0	155.0	116.0	151.20
Texas A&M University - San Antonio	23.0	116.0	173.0	201.0	234.0	149.40
Angelo State University	148.0	151.0	141.0	165.0	138.0	148.60
University of Texas - Dallas	154.0	158.0	145.0	142.0	120.0	143.80
Baylor University	143.0	134.0	151.0	148.0	123.0	139.80
Lamar University	143.0	122.0	152.0	135.0	131.0	136.60
University of Houston - Victoria	139.0	120.0	119.0	111.0	111.0	120.00
Midwestern State University	127.0	137.0	124.0	98.0	92.0	115.60
Texas A&M University - Texarkana	132.0	142.0	100.0	98.0	95.0	113.40
Texas A&M International University	144.0	71.0	81.0	116.0	104.0	103.20
Texas Christian University	100.0	115.0	103.0	94.0	104.0	103.20
University of Texas - Permian Basin	122.0	98.0	81.0	98.0	113.0	102.40

Five-Year Teacher Production of Consortium Universities
2011 - 2015

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year Average
Quintile 5 (below 99)						
Wayland Baptist University	98.0	88.0	102.0	64.0	63.0	83.00
University of Mary Hardin-Baylor	100.0	73.0	69.0	87.0	71.0	80.00
Southern Methodist University	66.0	70.0	51.0	35.0	154.0	75.20
Abilene Christian University	47.0	72.0	72.0	60.0	66.0	63.40
Texas Wesleyan University	64.0	73.0	68.0	56.0	49.0	62.00
Prairie View A&M University	64.0	39.0	61.0	74.0	55.0	58.60
Houston Baptist University	46.0	49.0	48.0	59.0	54.0	51.20
McMurry University	49.0	62.0	51.0	43.0	40.0	49.00
University of the Incarnate Word	46.0	37.0	50.0	54.0	51.0	47.60
Lamar State College - Orange	105.0	69.0	44.0	16.0	3.0	47.40
Hardin-Simmons University	44.0	60.0	47.0	51.0	28.0	46.00
Sul Ross State University - Rio Grande	53.0	37.0	35.0	57.0	38.0	44.00
East Texas Baptist University	45.0	47.0	41.0	46.0	33.0	42.40
Texas Southern University	48.0	26.0	44.0	42.0	35.0	39.00
St. Edward's University	33.0	35.0	45.0	40.0	32.0	37.00
Texas Lutheran University	44.0	26.0	30.0	25.0	38.0	32.60
Howard Payne University	30.0	35.0	21.0	26.0	37.0	29.80
St. Mary's University	27.0	33.0	28.0	25.0	32.0	29.00
Sul Ross State University - Alpine	36.0	32.0	15.0	27.0	32.0	28.40
University of St. Thomas	30.0	16.0	27.0	25.0	22.0	24.00
Our Lady of the Lake University	30.0	19.0	24.0	24.0	17.0	22.80
University of North Texas at Dallas			2.0	35.0	76.0	22.60
Schreiner University	23.0	20.0	18.0	17.0	25.0	20.60
Texas A&M University - Central Texas			8.0	43.0	40.0	18.20
Austin College	17.0	18.0	18.0	15.0	20.0	17.60
Southwestern University	6.0	14.0	16.0	15.0	10.0	12.20

Comparison of Longitudinal Certificate Production Trends[1]

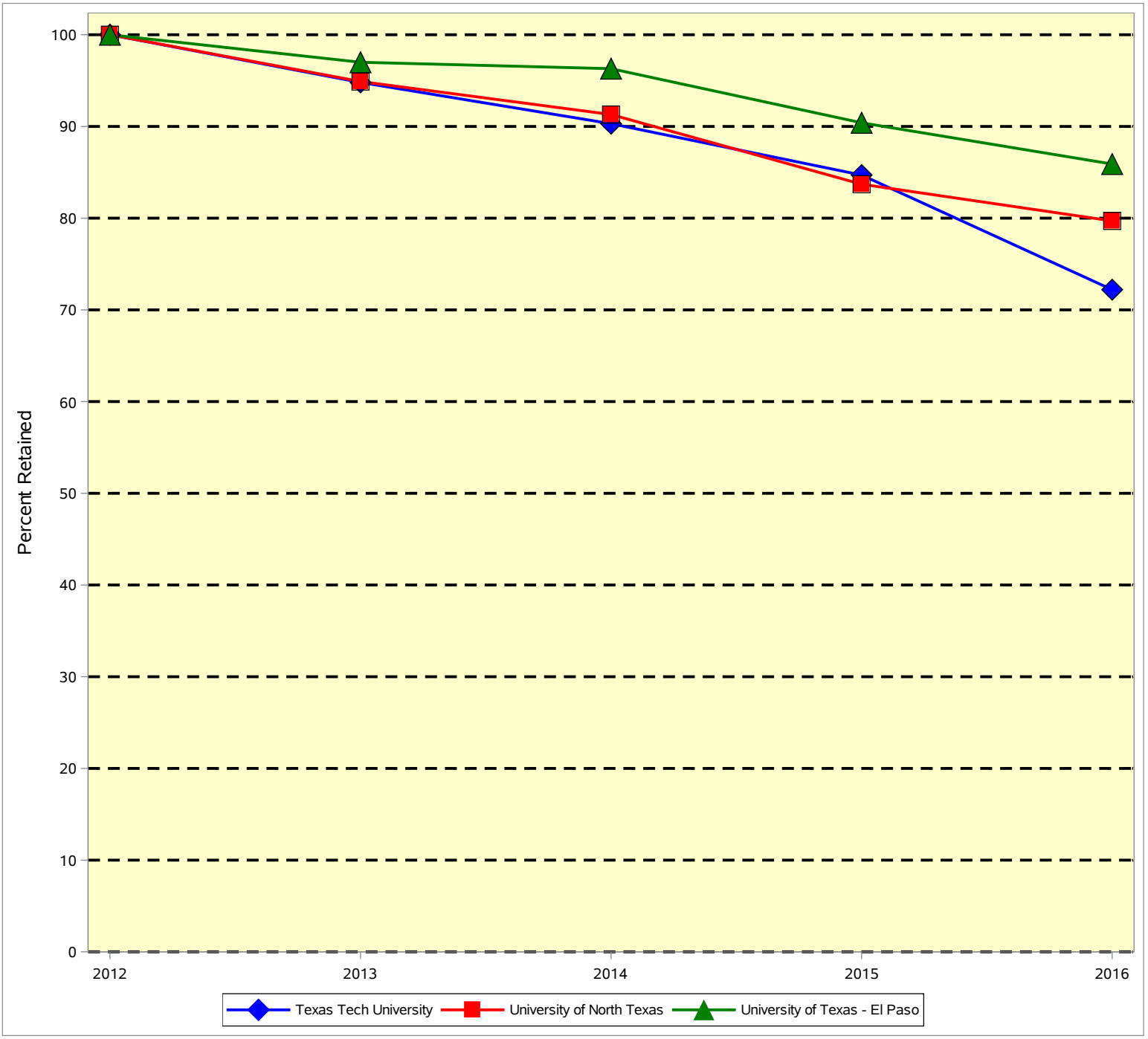
FY 2011 - 2015[2]

Texas Tech University

Certificate	Texas Tech University					University of Texas - El Paso					University of North Texas				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	0	0	0	0	0	106	67	63	59	54	40	31	36	42	23
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	84	120	161	131	96
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Generalist	220	243	285	196	268	122	124	134	138	131	205	171	116	138	111
Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**220**	**243**	**285**	**196**	**268**	**228**	**191**	**197**	**197**	**185**	**330**	**322**	**313**	**311**	**230**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	9	9	4	6	4	0	1	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	1	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	47	59	50	33	28	22	3	0	0	0
ELA/Reading	6	3	4	1	0	15	22	20	8	7	8	18	17	12	11
ELA/Reading/Social Studies	20	17	18	14	14	14	9	20	10	2	0	0	0	0	0
Mathematics	14	8	2	6	2	20	26	23	21	17	15	19	17	24	22
Mathematics/Science	27	24	22	11	9	20	21	9	16	6	0	0	0	0	0
Science	4	3	3	1	1	5	3	1	5	2	7	12	9	15	9
Social Studies	13	9	5	3	0	1	0	0	0	1	5	6	14	7	7
Subtotal	**84**	**64**	**54**	**36**	**26**	**131**	**149**	**127**	**99**	**67**	**58**	**59**	**57**	**58**	**49**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technical Education[7]	39	29	28	15	17	13	9	9	8	6	59	43	54	55	54
Chemistry	1	3	1	1	0	0	0	0	0	0	3	2	2	2	3
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dance	5	1	5	2	3	2	2	1	0	1	2	2	1	2	3
ELA/Reading	35	24	26	16	7	36	26	29	33	29	30	49	37	46	37
History	27	36	27	20	24	1	0	6	2	4	28	37	21	33	28
Journalism	3	0	1	1	0	1	0	2	2	5	4	5	0	2	4
Life Science	3	4	4	1	0	0	1	0	0	1	8	10	13	9	16
Mathematics	19	18	26	15	4	31	35	35	16	20	24	32	36	27	31
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Science	0	0	0	0	0	1	0	0	0	0	1	0	3	1	1
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	0	2	2	0	0	0	3	2	4	1	1	2	4	1	3
Science	7	9	12	5	1	25	26	28	16	19	2	3	4	2	2
Secondary French	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0
Secondary German	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Spanish	2	0	0	0	0	5	0	0	0	0	10	0	0	0	0
Social Studies	10	9	2	2	1	32	32	45	27	16	21	27	15	20	22
Speech	1	3	1	0	0	5	0	4	1	2	3	1	4	4	2
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Subtotal	**153**	**138**	**135**	**78**	**57**	**153**	**134**	**161**	**109**	**104**	**201**	**213**	**194**	**204**	**207**
ALL LEVEL (EC-12 and PK-12)															
Fine Arts[8]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health and Phy Education	50	38	65	46	57	34	24	29	33	22	88	85	103	95	80
LOTE - American Sign Language	33	41	35	21	17	32	22	36	22	29	26	26	28	27	17
LOTE - French	2	1	0	0	0	2	2	0	3	0	0	1	2	1	2
LOTE - German	0	1	0	0	1	0	1	0	0	0	0	2	1	0	0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	12	4	4	3	1	7	8	16	7	7	0	10	15	11	7
Special Education[9]	24	22	42	25	55	46	50	47	72	62	71	69	61	71	53
Technology Applications	4	2	0	0	0	0	0	0	0	0	2	0	2	0	0
Subtotal	**125**	**109**	**146**	**95**	**131**	**121**	**107**	**128**	**137**	**120**	**187**	**193**	**212**	**205**	**159**
SUPPLEMENTALS															
Bilingual Education	8	11	8	4	23	11	7	9	22	14	0	0	0	2	4
ESL	44	45	77	43	65	2	1	1	0	1	24	46	53	70	71
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[9]	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**53**	**56**	**85**	**49**	**88**	**13**	**8**	**10**	**22**	**15**	**24**	**46**	**53**	**72**	**75**

[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 2011[1]
2012 - 2016
Texas Tech University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2012	2013	2014	2015	2016	
Texas Tech University	100.0	94.8	90.3	84.7	72.2	27.8
University of Texas - El Paso	100.0	97.0	96.3	90.4	85.9	14.1
University of North Texas	100.0	94.9	91.3	83.7	79.7	20.3

[1]Includes only teachers obtaining certification in FY 2011, becoming employed in AY 2012 with no teaching experience prior to 2012.

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2016 PACE Reports

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

B.2, B.3, B.4:	STAAR performance summary represents each end of course subject as a separate chart (pages 16, 22, 28).
B.2.1-B.2.5:	Change in chart type for STAAR academic performance by ethnicity. Current end of course subjects are represented: English I (reading and writing combined), English II (reading and writing combined), Algebra 1, Biology, and U. S. History.
B.3.1-B.3.5:	Change in chart type (pages 23-27).
B.4.1-B.4.4:	Change in chart type (pages 29-32).
C.4:	Minor changes to some certificate names (page 43).
D.1.1-D.1.3:	Change in numbering system from D.1.a-D.1.c (pages 46-48).

Data Corrections and Data Requests

The 2016 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 additional support and technical assistance.

Customized data are available for purchase based on university production. All inquiries regarding PACE, information about how to order a customized data set, or how to obtain a university username and password can be found either on the CREATE website at www.createtx.org or by contacting the following person:

Sherri Lowrey
CREATE Director of Research
713-743-0870
slowrey@createtx.org

Performance Analysis for Colleges of Education (PACE)

2016 REQUEST FOR CUSTOMIZED TEACHER CERTIFICATION AND EMPLOYMENT DATA

Please allow a minimum of 4 weeks for the report to be completed and delivered.

University: _____

Date of Request: _____

Name: (Person requesting data report) _____

Title: _____

Mailing Address: _____

City: _____ State/Zip: _____

Email Address: _____ Phone: _____

Upon receipt of the request, CREATE will send an invoice for payment. Please indicate to whom and where the invoice should be directed if it is different than the information above.

Name: (Send invoice to) _____

Mailing Address: _____

City: _____ State/Zip: _____

If using a Purchase Order, please submit a copy of the purchase order addressed to University of Houston Attn: CREATE with this request.

P.O. Number: _____

To order a customized data set, complete this form and email to Sherri Lowrey at slowrey@createtx.org

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