C R E A T E

PACE 2018

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 2018

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Colleges of Education

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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.

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.

PACE and its Utility

For over a decade, one strand of the work of CREATE has been devoted to the development of planning tools and the integration of various data systems to support on-going analysis and continuous quality improvement of university-based teacher preparation. We hope the 2018 Performance Analysis for Colleges of Education (PACE) data reports continue to be a useful tool for improving policy, practice, and ultimately the capacity of our educators to enhance learning for all students in Texas. We anticipate being able to continue making the data available until the completion of the interactive state data systems.

Objectives of PACE

PACE presents a useful reporting system for universities and their Colleges of Education centered on public schools. Reports are intended to be used as a planning and resource tool that can assist teacher education leaders in assessing needs, targeting refinements in their preparation programs, and evaluating organizational effects over time.
PACE reports are intended to address the following objectives:

1. Present a system which describes and charts a Proximal Zone of Professional Impact (PZPI) for each CREATE institution, within which to consider long-term program interventions and measure effectiveness of university teacher preparation programs.

2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based teacher preparation programs.

3. Provide information that will enable university and public school leaders to track long-term trends related to 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 teacher preparation programs. Hopefully, the information found in PACE will encourage users to integrate local university information to inform teacher preparation practices at the campus and regional level.

As an information system, the PACE reports are subject to continuous quality improvement. In Year 12, the core descriptive reports on public school characteristics and public school educational trend reports 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. University and teacher production, professional impact trends, and benchmarking have been updated.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2018 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 teacher production, placement and retention trends

   - faculty and graduate student research and development activities

   - faculty and staff service to the local profession as implemented in a Proximal Zone of Professional Impact (PZPI)

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

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

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

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

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

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

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

3. It provides Colleges of Education a field laboratory for research and development activities related to planned instructional interventions and/or public school collaborations.

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

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

Data Sets Used in the Performance Analysis for Colleges of Education (PACE) Reports

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). All college and university production (enrollment, degrees awarded) data was downloaded from The National Center for Education Statistics (NCES) through the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter).

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

Teacher Assignment Data Set. This data set, obtained from the Texas Education Agency (TEA), matches each teacher to the district and campus(s) in which he or she teaches. The type of information available includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school for each school year since 1995.

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). Extensive information about student academic performance is detailed and combined with staff and financial data for every public school and district in Texas. STAAR performance reports are available from 2012-2013 through 2016-2017 from the TEA website (https://tea.texas.gov/perfreport/tapr/index.html).

How to Use and Apply the PACE Report

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

1. Organize and empower a teacher preparation leadership team which includes both university and public school partners (a standing work committee) to analyze and interpret these data as well as recommend organizational improvements based on the needs identified.

2. Verify and validate the state data sets to be certain that they are relatively consistent with comparable data reported by the university. Extend and augment the data in the PACE reports with university data bases and programmatic information available only at your institution.

3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.

4. Plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects based on these planned interventions in conjunction with school district partners.

5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

Customized Dataset

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 the CREATE website at http://www.uh.edu/education/research/institutes-centers/create/.

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 2016-2017 Texas Academic Performance Report (TAPR), page 11)* found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

> ***Special Education****:* This refers to the population served by programs for students with disabilities. In Texas, special education rules are established by the SBOE and the Commissioner. *(Source:* TEA, 2018. 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, 2017, 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, 2017. 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 2016-2017 Texas Academic Performance Report (TAPR), page 12* found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/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. 2017). *Glossary for the 2016-2017 Texas Academic Performance Report (TAPR)*, page 5 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html and http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.081.

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 2016-2017 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-Data Integrity Issues
    A =Not rated-Annexation

For a detailed explanation of the 2016-2017 accountability system, see the 2017 Accountability Manual, available at http://tea.texas.gov/2017accountabilitymanual.aspx. The *Master Reference for Data Elements Used in the Accountability System* for 2016-2017 may be found at https://rptsvr1.tea.texas.gov/perfreport/account/2017/download/acctref.html.

Summary of Public School Enrollment in Proximal Zone of Professional Impact
2016-2017
Texas Tech University

District Types in the PZPI	N	%
Traditional Districts	60	98.4
Charter Schools	1	1.6
Total	61	100.0

		Number of Students									
		African American		Hispanic		White		Asian		Other [1]		
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%	Total
ELEM	93	2,862	7.1	24,321	60.3	11,772	29.2	489	1.2	879	2.2	40,323
MS	42	1,148	6.7	10,173	59.4	5,309	31.0	196	1.1	312	1.8	17,138
HS	55	1,439	7.0	11,613	56.3	6,859	33.3	295	1.4	418	2.0	20,624
EL/SEC	34	250	3.4	3,927	54.1	2,966	40.8	16	0.2	106	1.5	7,265
Total	224	5,699	6.7	50,034	58.6	26,906	31.5	996	1.2	1,715	2.0	85,350

		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	93	27,395	67.9	3,540	8.8	3,213	8.0	2,972	7.4	17,363	43.1
MS	42	10,539	61.5	1,890	11.0	722	4.2	752	4.4	8,605	50.2
HS	55	10,618	51.5	2,099	10.2	509	2.5	533	2.6	9,101	44.1
EL/SEC	34	4,432	61.0	618	8.5	519	7.1	535	7.4	3,005	41.4
Total	224	52,984	62.1	8,147	9.5	4,963	5.8	4,792	5.6	38,074	44.6

[1] Other includes Native American, Pacific Islander & Two or more races.

Public School Enrollment by District in the Proximal Zone of Professional Impact
2016-2017
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	Other[1]	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABERNATHY ISD	ELEM	1	0	0	0	1	4	227	139	0	4	374	236	30	6	7	176
	HS	0	0	1	0	1	1	121	110	0	4	236	92	20	4	4	69
	MS	0	2	0	0	2	3	101	77	0	3	184	94	22	2	2	87
AMHERST ISD	EL/SEC	0	0	0	1	1	6	142	12	0	1	161	140	20	56	57	98
ANTON ISD	EL/SEC	0	0	0	1	1	9	180	45	0	8	242	209	26	10	10	141
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	2	47	197	0	8	254	60	17	2	2	64
BROWNFIELD ISD	ELEM	3	0	0	0	3	23	715	200	6	13	957	811	68	111	113	442
	HS	0	0	2	0	2	28	357	87	0	5	477	314	46	20	20	311
	MS	0	1	0	0	1	11	309	77	0	6	403	308	31	19	19	259
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	0	51	39	1	0	91	79	8	1	1	32
CROSBYTON CISD	EL/SEC	0	0	0	1	1	7	129	56	0	0	192	126	18	0	0	111
	ELEM	2	0	0	0	2	8	133	50	0	0	191	153	18	5	5	73
	HS	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1
DAWSON ISD	EL/SEC	0	0	0	1	1	0	92	74	0	4	170	97	9	9	9	68
DIMMITT ISD	ELEM	1	0	0	0	1	5	509	48	7	2	571	485	43	137	147	395
	HS	0	0	1	0	1	2	267	43	0	2	314	245	23	26	27	131
	MS	0	1	0	0	1	10	305	42	0	0	357	303	25	55	63	224
FLOYDADA ISD	ELEM	1	0	0	0	1	22	376	63	0	8	469	381	33	51	55	290
	HS	0	0	3	0	3	13	158	48	0	0	219	155	27	14	14	98
	MS	0	1	0	0	1	6	84	23	0	1	114	84	14	8	8	62
FRENSHIP ISD	ELEM	8	0	0	0	8	167	1,971	2,166	128	154	4,586	2,175	394	273	264	1,148
	HS	0	0	2	0	2	111	1,022	1,377	85	96	2,691	807	195	35	42	847
	MS	0	4	0	0	4	67	880	1,046	63	68	2,124	851	187	56	55	828
HALE CENTER ISD	ELEM	1	0	0	0	1	5	185	63	1	7	261	191	11	27	28	125
	HS	0	0	1	0	1	4	132	40	0	4	180	114	13	3	3	91
	MS	0	1	0	0	1	3	125	49	1	2	180	128	19	13	13	124
HART ISD	EL/SEC	0	0	0	1	1	2	217	13	0	1	233	206	13	27	27	136
IDALOU ISD	ELEM	1	0	0	0	1	0	198	228	0	6	432	188	27	15	15	141
	HS	0	0	1	0	1	1	116	157	0	2	276	85	28	2	2	113

[1]Other includes Native American, Pacific Islander & Two or more races.

Public School Listings in the Proximal Zone of Professional Impact
2016-2017
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	236	M
ABERNATHY ISD	95901003	ABERNATHY DAEP	MS	3	X
ABERNATHY ISD	95901041	ABERNATHY J H	MS	181	M
ABERNATHY ISD	95901101	ABERNATHY EL	EL	374	M
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	161	M
ANTON ISD	110901001	ANTON SCHOOL	MULTI	242	I
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	254	M
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	HS	26	A
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	451	M
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	403	M
BROWNFIELD ISD	223901103	BRIGHT BEGINNINGS ACADEMIC CENTER	EL	167	M
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	251	M
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	539	M
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	91	M
CROSBYTON CISD	54901003	CROSBYTON DAEP	HS	1	X
CROSBYTON CISD	54901101	CROSBYTON EL	EL	185	M
CROSBYTON CISD	54901200	SP ED CO-OP	EL	6	Z
CROSBYTON CISD	54901001	CROSBYTON SECONDARY	MULTI	192	M
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	170	M
DIMMITT ISD	35901001	DIMMITT H S	HS	314	M
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	357	M
DIMMITT ISD	35901102	RICHARDSON EL	EL	571	I
FLOYDADA ISD	77901001	FLOYDADA H S	HS	205	M
FLOYDADA ISD	77901004	FLOYDADA ISD DAEP	HS	7	X
FLOYDADA ISD	77901003	P A C	HS	7	X
FLOYDADA ISD	77901041	FLOYDADA J H	MS	114	M
FLOYDADA ISD	77901101	A B DUNCAN EL	EL	469	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 are continually updated to accommodate changes in the State of Texas Assessments of Academic Readiness (STAAR®) examinations. House Bill (HB) 3, passed by the Texas Legislature in 2009, redesigned the state assessment and accountability systems to focus on postsecondary readiness for all Texas public school students. A performance index framework is used to combine a broad range of indicators into a comprehensive measure of district and campus performance. The performance index framework has undergone several changes mandated by the legislature, but will be fully implemented in 2022. The 2017 Accountability Manual can be found at https://tea.texas.gov/2017accountabilitymanual.aspx.

The STAAR data are compiled for all three levels for academic years 2013-2014 to 2016-2017. For high schools, the following EOC examinations are represented: English I (combined reading and writing score in 2013-2014 and 2014-2015); English II (combined reading and writing score in 2013-2014 and 2014-2015); Algebra I; biology; and U.S History.

The STAAR data compiled for middle and elementary schools include 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 fall 2014 to fall 2017. 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 of high school students in the PZPI with the State of Texas high school STAAR performance in English I, English II, Algebra I, biology, and U.S. History for academic years 2013-2014 through 2016-2017. The data are aggregated by subject for those campuses designated by the state as high schools.

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 three 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 that met or exceeded each year's standard are represented. Numbers less than 10 are not 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 the State of Texas middle school STAAR performance in reading, writing, mathematics, science and social

studies in academic years 2013-2014 through 2016-2017. The data for each core subject are aggregated by level and grade 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 that met or exceeded each year's standard are represented. Numbers less than 10 are not 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 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 that met or exceeded each year's standard are represented. Numbers less than 10 are not 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 met the 2017 standard, and the number and percent who passed 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. Writing, Science and Social Studies are not given every year.

B.5.5 and B.5.6: 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. Writing and Science are not given every year.
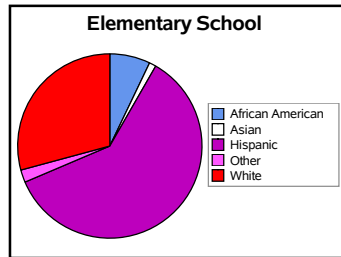
Student Enrollment Trends in Proximal Zone of Professional Impact
Fiscal Year 2014 - 2017

Texas Tech University

Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total				Net Change	Pct Change
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017		
All	41,414	41,203	41,119	40,323	16,878	16,805	16,895	17,138	19,456	19,922	20,323	20,624	6,914	6,909	7,261	7,265	84,662	84,839	85,598	85,350	688	0.8
African American	3,041	3,059	3,003	2,862	1,177	1,190	1,173	1,148	1,268	1,369	1,401	1,439	340	276	271	250	5,826	5,894	5,848	5,699	-127	-2.2
Hispanic	24,948	24,786	24,862	24,321	9,733	9,700	9,811	10,173	10,596	10,924	11,361	11,613	3,614	3,677	3,999	3,927	48,891	49,087	50,033	50,034	1,143	2.3
White	12,175	12,028	11,898	11,772	5,463	5,403	5,392	5,309	6,954	6,987	6,894	6,859	2,835	2,850	2,885	2,966	27,427	27,268	27,069	26,906	-521	-1.9
Asian	446	481	492	489	195	192	192	196	261	263	282	295	11	10	16	16	913	946	982	996	83	9.1
Other[1]	804	849	864	879	310	320	327	312	377	379	385	418	114	96	90	106	1,605	1,644	1,666	1,715	110	6.9
Economically Disadvantaged	28,379	27,830	27,531	27,395	10,447	10,086	10,179	10,539	9,908	9,792	10,607	10,618	4,224	4,086	4,437	4,432	52,958	51,794	52,754	52,984	26	0
Special Education	3,480	3,391	3,504	3,540	1,889	1,885	1,878	1,890	2,032	2,095	2,120	2,099	609	620	580	618	8,010	7,991	8,082	8,147	137	1.7
Bilingual	3,134	3,201	3,231	3,213	550	592	648	722	352	403	466	509	391	477	525	519	4,427	4,673	4,870	4,963	536	12.1
LEP	2,910	2,963	3,015	2,972	581	625	673	752	395	440	485	533	420	502	538	535	4,306	4,530	4,711	4,792	486	11.3

Ethnic Comparisons by Level 2017

Ethnicity	Elementary School	%
Other[1]	879	2.2
Asian	489	1.2
White	11,772	29.2
Hispanic	24,321	60.3
African American	2,862	7.1
All	40,323	100.0

Elementary School

	Middle School	%
	312	1.8
	196	1.1
	5,309	31.0
	10,173	59.4
	1,148	6.7
	17,138	100.0

Middle School
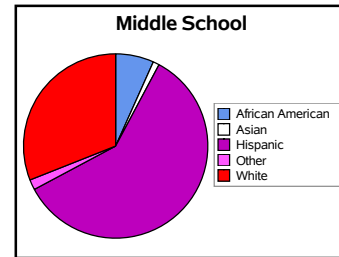
	High School	%
	418	2.0
	295	1.4
	6,859	33.3
	11,613	56.3
	1,439	7.0
	20,624	100.0

High School

Other Trends and Distributions

Ethnicity	Net Change 2014 - 2017
Other[1]	110
Asian	83
White	-521
Hispanic	1,143
African American	-127
All	688

Net Change in Zone Enrollment by Ethnicity
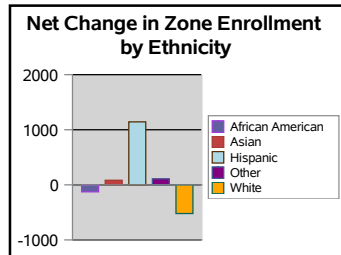
Eco. Disadvantaged

Year	Amount
2014	52,958
2015	51,794
2016	52,754
2017	52,984
3-Yr. Change	0%

Economically Disadvantaged
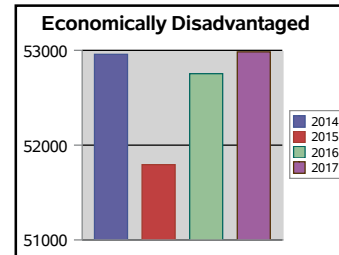
Bilingual

Year	Amount
2014	4,427
2015	4,673
2016	4,870
2017	4,963
3-Yr. Change	12%

Bilingual
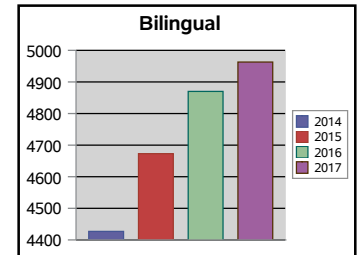
[1]Other includes Native American, Pacific Islander & Two or more races.

Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)
Fiscal Year 2017

Texas Tech University

Economically Disadvantaged
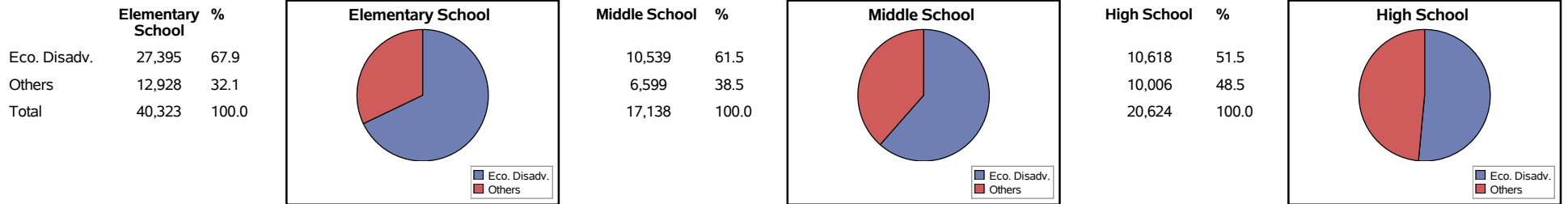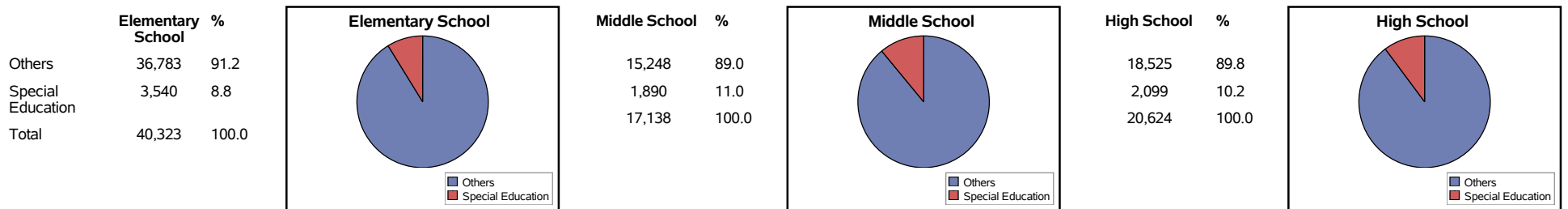
	Elementary School	%
Eco. Disadv.	27,395	67.9
Others	12,928	32.1
Total	40,323	100.0

Elementary School

	Middle School	%
	10,539	61.5
	6,599	38.5
	17,138	100.0

Middle School

	High School	%
	10,618	51.5
	10,006	48.5
	20,624	100.0

High School

Special Education

	Elementary School	%
Others	36,783	91.2
Special Education	3,540	8.8
Total	40,323	100.0

Elementary School

	Middle School	%
	15,248	89.0
	1,890	11.0
	17,138	100.0

Middle School

	High School	%
	18,525	89.8
	2,099	10.2
	20,624	100.0

High School

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance Summary
High Schools
Texas Tech University

English I
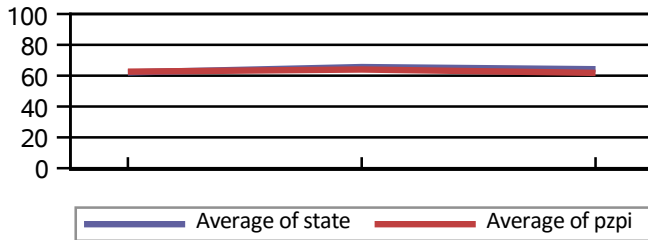
	2015 [1]	2016 [1]	2017 [2]
PZPI	62.6	64.0	61.8
State	62.1	65.6	64.2

English II
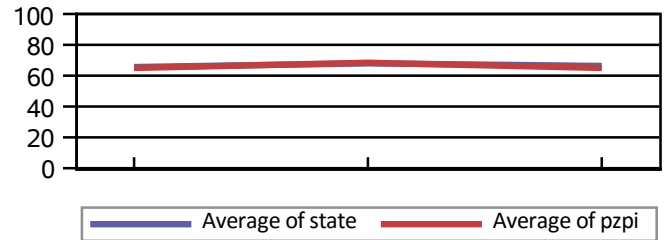
	2015 [1]	2016 [1]	2017 [2]
PZPI	65.0	68.4	65.0
State	65.6	68.0	66.3

Algebra I
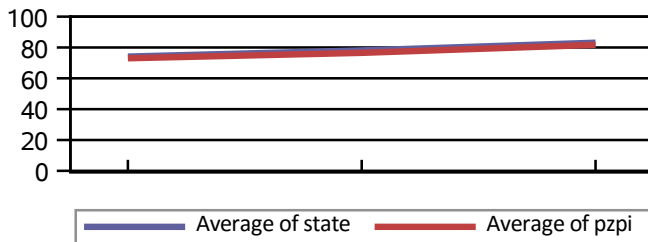
	2015 [1]	2016 [1]	2017 [2]
PZPI	73.0	76.5	81.7
State	74.1	78.1	83.1

Biology
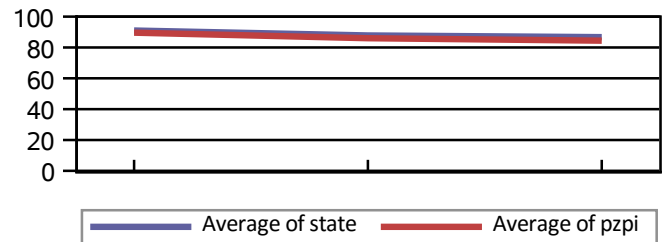
	2015 [1]	2016 [1]	2017 [2]
PZPI	89.6	86.0	84.4
State	91.0	87.8	86.7

US History
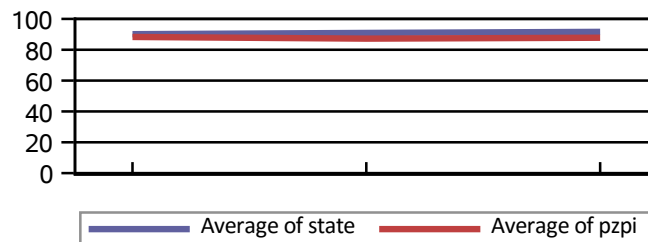
	2015 [1]	2016 [1]	2017 [2]
PZPI	88.3	87.2	87.8
State	90.1	90.9	91.6

[1]Percent of assessments that meet or exceed the Phase-in I, Level II Satisfactory Standard aggregated by subject and grade for campuses designated by the state as high schools.
[2]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated by the state as high schools.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: English I
High Schools
Texas Tech University
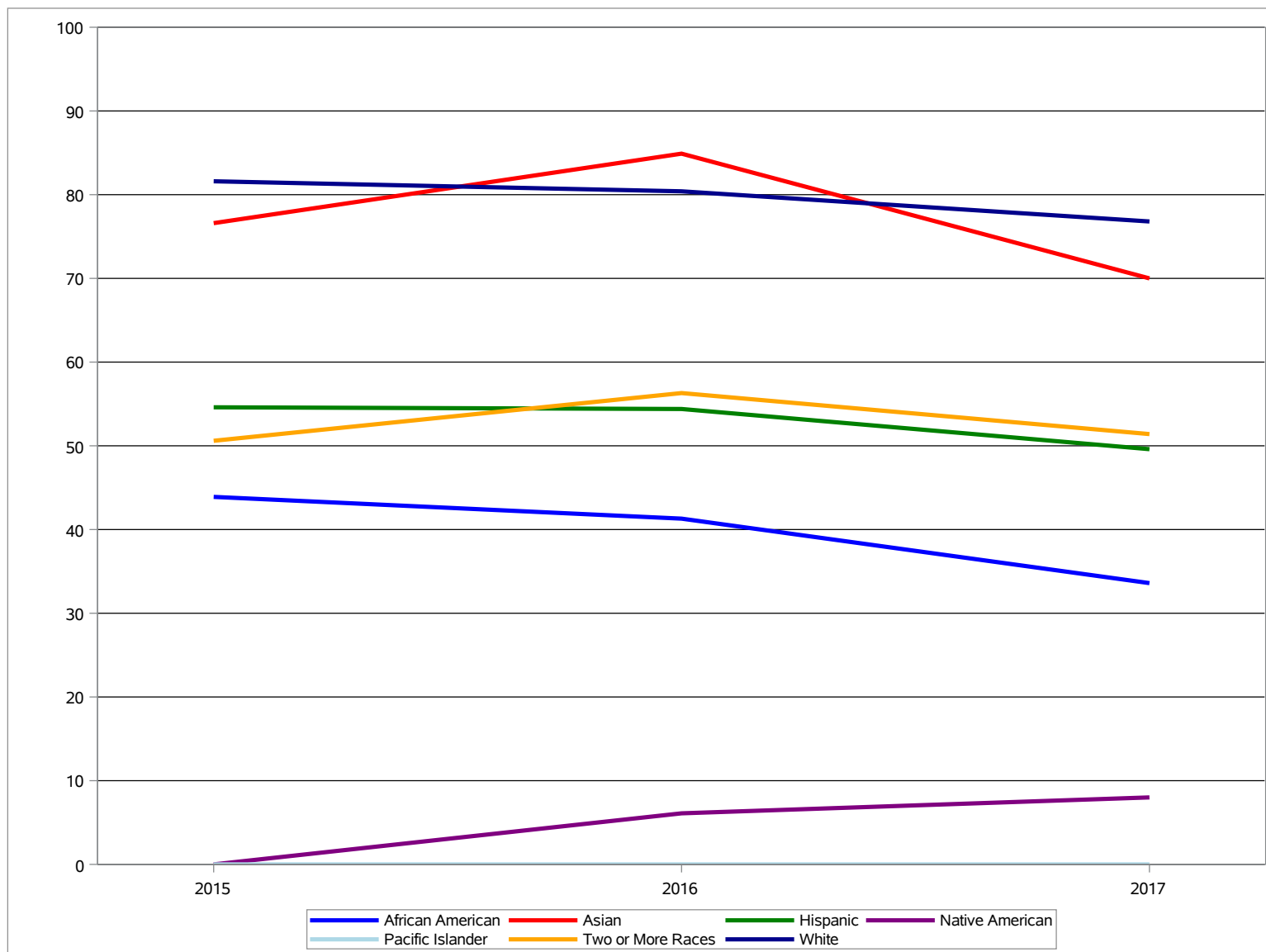
	2015 [1,2]		2016 [1]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	442	43.9	530	41.3	605	33.6
Hispanic	3246	54.6	3769	54.4	4331	49.6
White	1725	81.6	1976	80.4	2115	76.8
Asian	64	76.6	73	84.9	80	70.0
Native American	19	0.0	33	6.1	25	8.0
Pacific Islander	2	0.0	5	0.0	4	0.0
Two or More Races	79	50.6	96	56.3	111	51.4

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above
[2]2015 includes combined scores for English I Reading and English I Writing.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: English II
High Schools
Texas Tech University
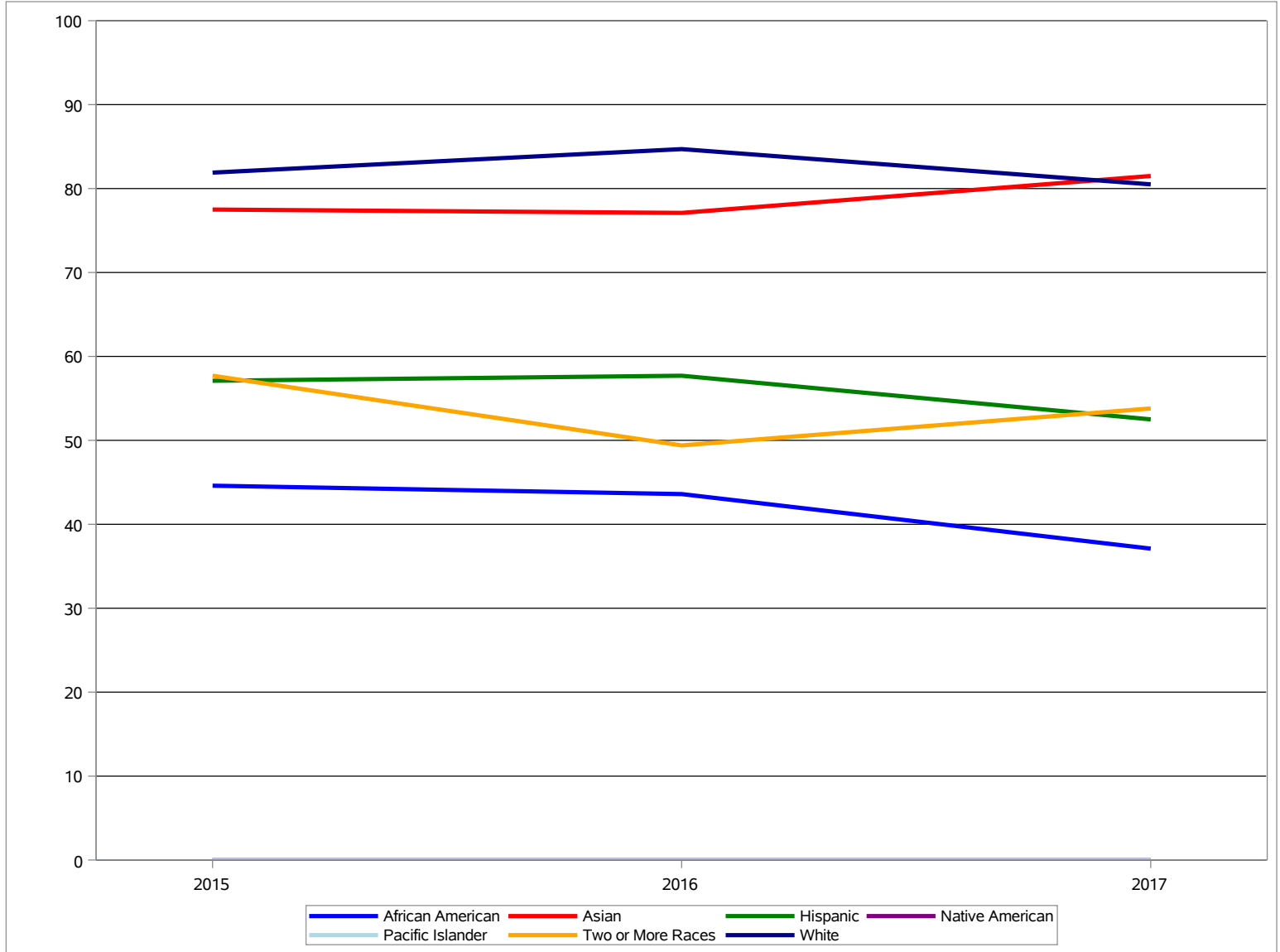
	2015 [1,2]		2016 [1]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	352	44.6	436	43.6	533	37.1
Hispanic	2873	57.1	3427	57.7	3870	52.5
White	1705	81.9	1934	84.7	1998	80.5
Asian	71	77.5	70	77.1	81	81.5
Native American	20	0.0	20	0.0	24	0.0
Pacific Islander	8	0.0	3	0.0	7	0.0
Two or More Races	78	57.7	79	49.4	106	53.8

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]2015 includes combined scores for English I Reading and English I Writing.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Algebra I
High Schools
Texas Tech University
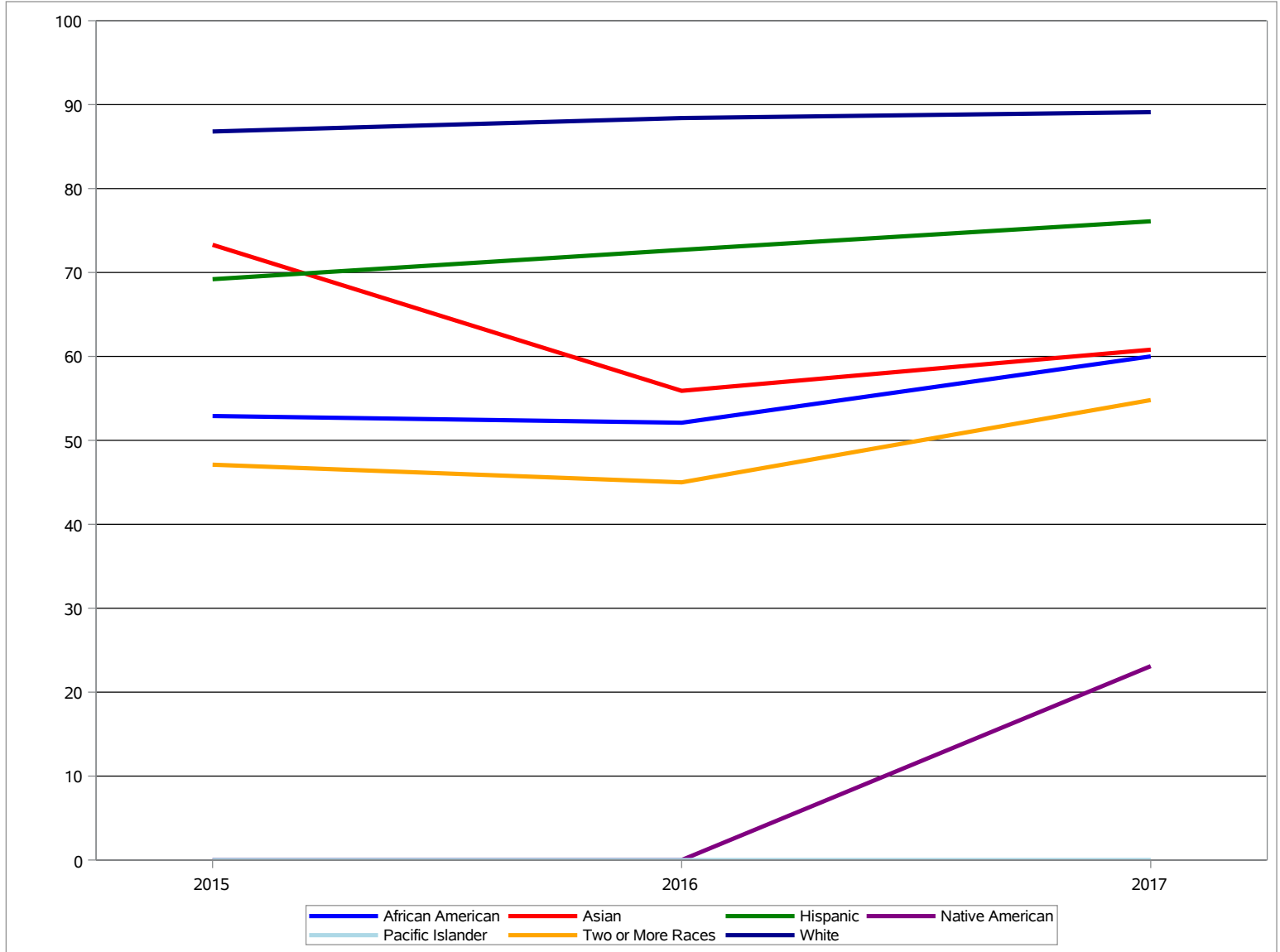
	2015 [1]		2016 [1]		2017 [2]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	357	52.9	463	52.1	538	60.0
Hispanic	2805	69.2	3572	72.7	3836	76.1
White	1276	86.8	1941	88.4	2057	89.1
Asian	15	73.3	68	55.9	79	60.8
Native American	17	0.0	29	0.0	26	23.1
Pacific Islander	1	0.0	3	0.0	4	0.0
Two or More Races	68	47.1	80	45.0	115	54.8

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Biology
High Schools
Texas Tech University
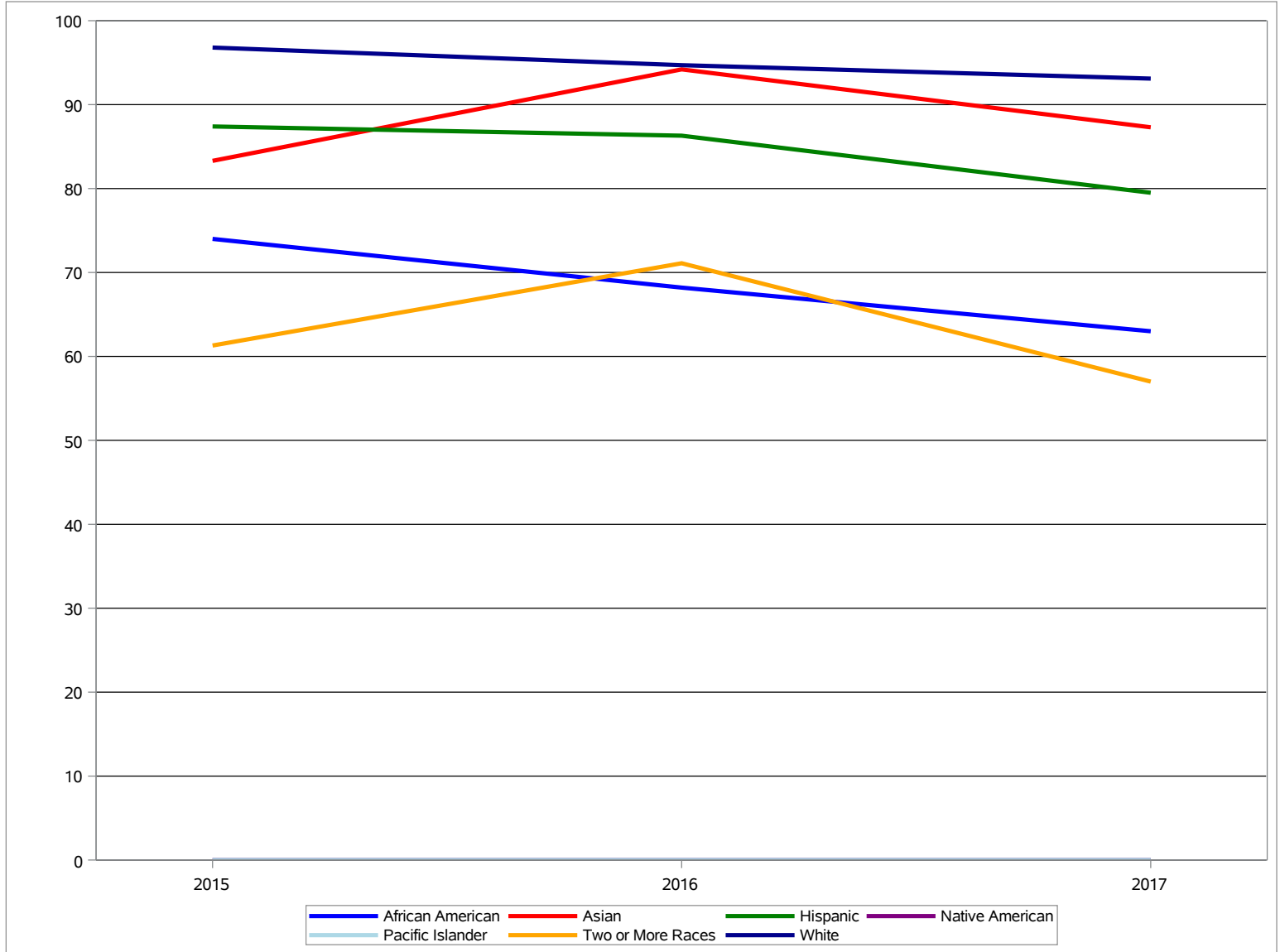
	2015 [1]		2016 [1]		2017 [2]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	361	74.0	418	68.2	486	63.0
Hispanic	2510	87.4	3092	86.3	3581	79.5
White	1518	96.8	1844	94.7	2018	93.1
Asian	54	83.3	69	94.2	79	87.3
Native American	16	0.0	20	0.0	23	0.0
Pacific Islander	2	0.0	4	0.0	4	0.0
Two or More Races	80	61.3	90	71.1	100	57.0

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: U.S. History
High Schools
Texas Tech University
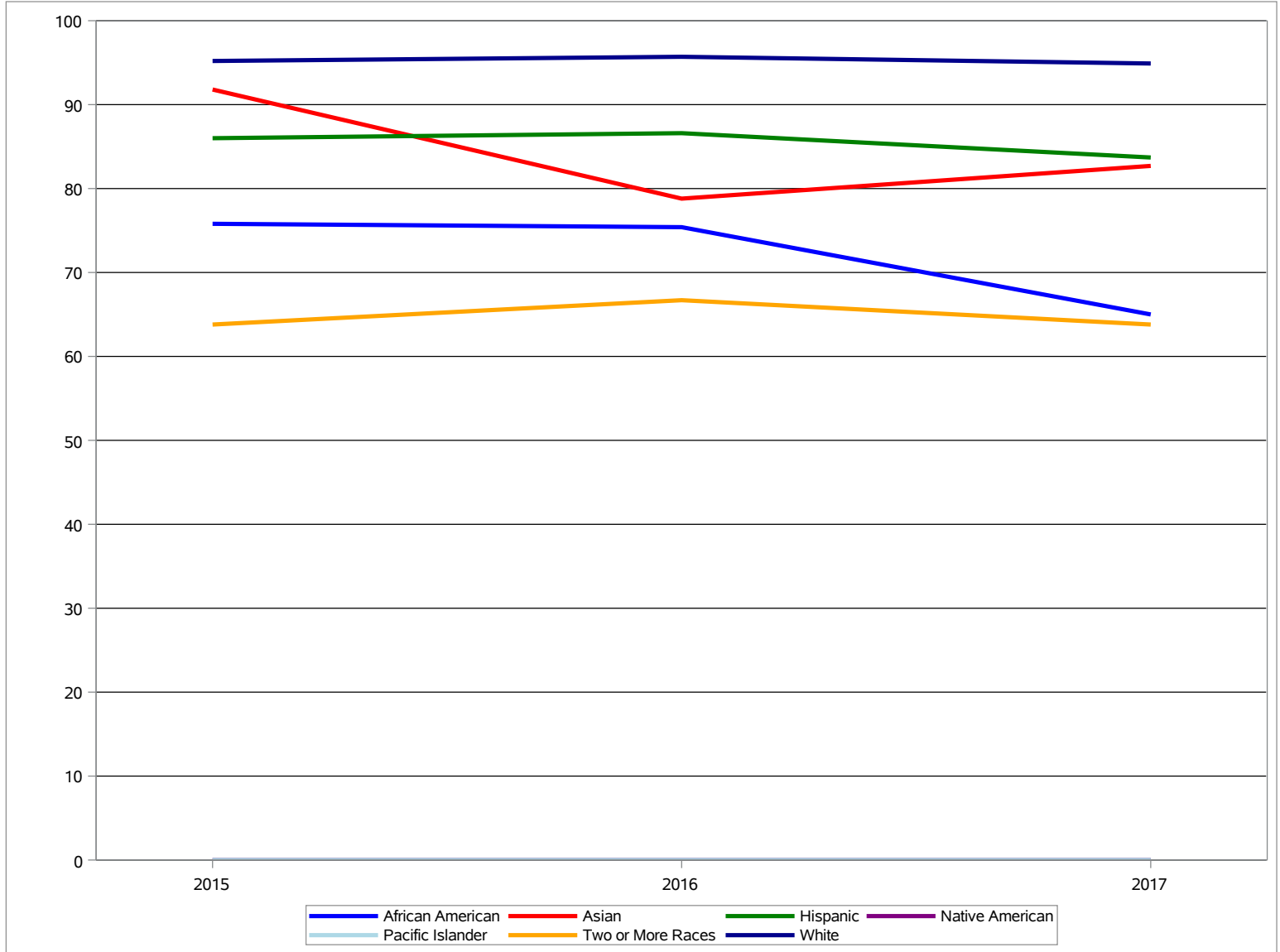
	2015 [1]		2016 [1]		2017 [2]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	429	75.8	423	75.4	397	65.0
Hispanic	3120	86.0	2978	86.6	3391	83.7
White	1880	95.2	1847	95.7	1909	94.9
Asian	73	91.8	66	78.8	75	82.7
Native American	22	0.0	11	0.0	18	0.0
Pacific Islander	6	0.0	3	0.0	3	0.0
Two or More Races	69	63.8	90	66.7	94	63.8

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance Summary
Middle Schools
Texas Tech University

Reading
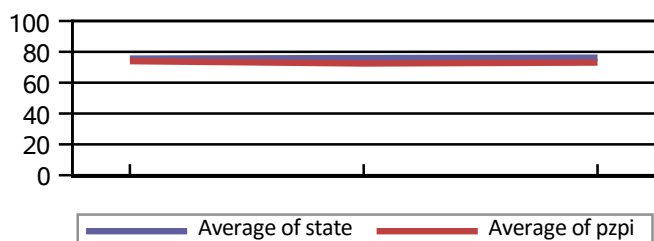
	2015 [1]	2016 [1]	2017 [2]
PZPI	74.0	72.4	73.0
State	75.6	76.0	76.2

Writing
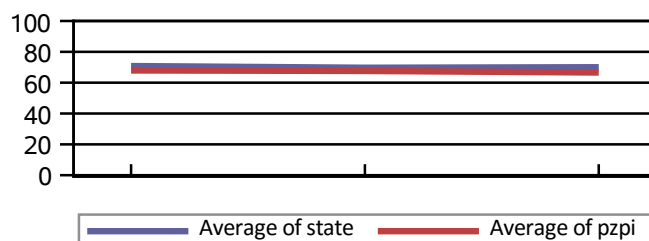
	2015 [1]	2016 [1]	2017 [2]
PZPI	67.9	67.6	66.6
State	70.8	69.7	70.0

Mathematics
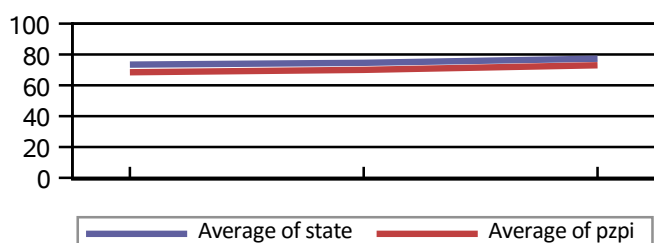
	2015 [1]	2016 [1]	2017 [2]
PZPI	68.5	70.0	73.0
State	73.4	74.6	77.2

Science
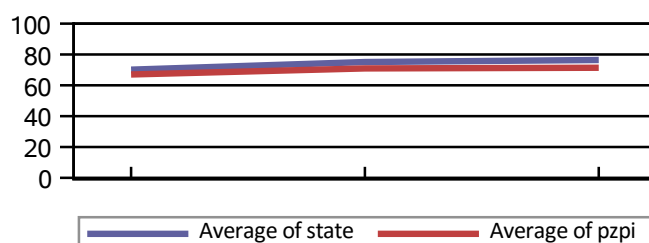
	2015 [1]	2016 [1]	2017 [2]
PZPI	67.0	70.9	71.4
State	70.2	75.1	76.4

Social Studies
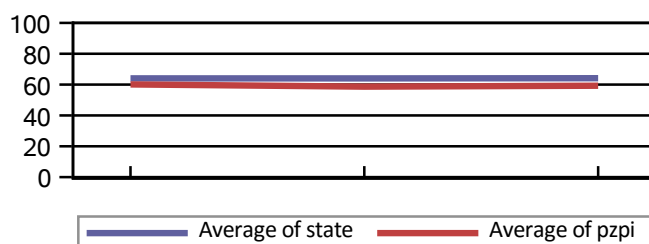
	2015 [1]	2016 [1]	2017 [2]
PZPI	60.1	58.7	59.3
State	64.0	64.0	64.1

[1]Percent of assessments that meet or exceed the Phase-in I, Level II satisfactory standard aggregated by subject and grade for campuses designated as middle schools.
[2]Percent of assessments that meet or exceed the 2017 grade level standard aggregated by subject and grade for campuses designated as middle schools.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Reading[1]
Middle Schools
Texas Tech University
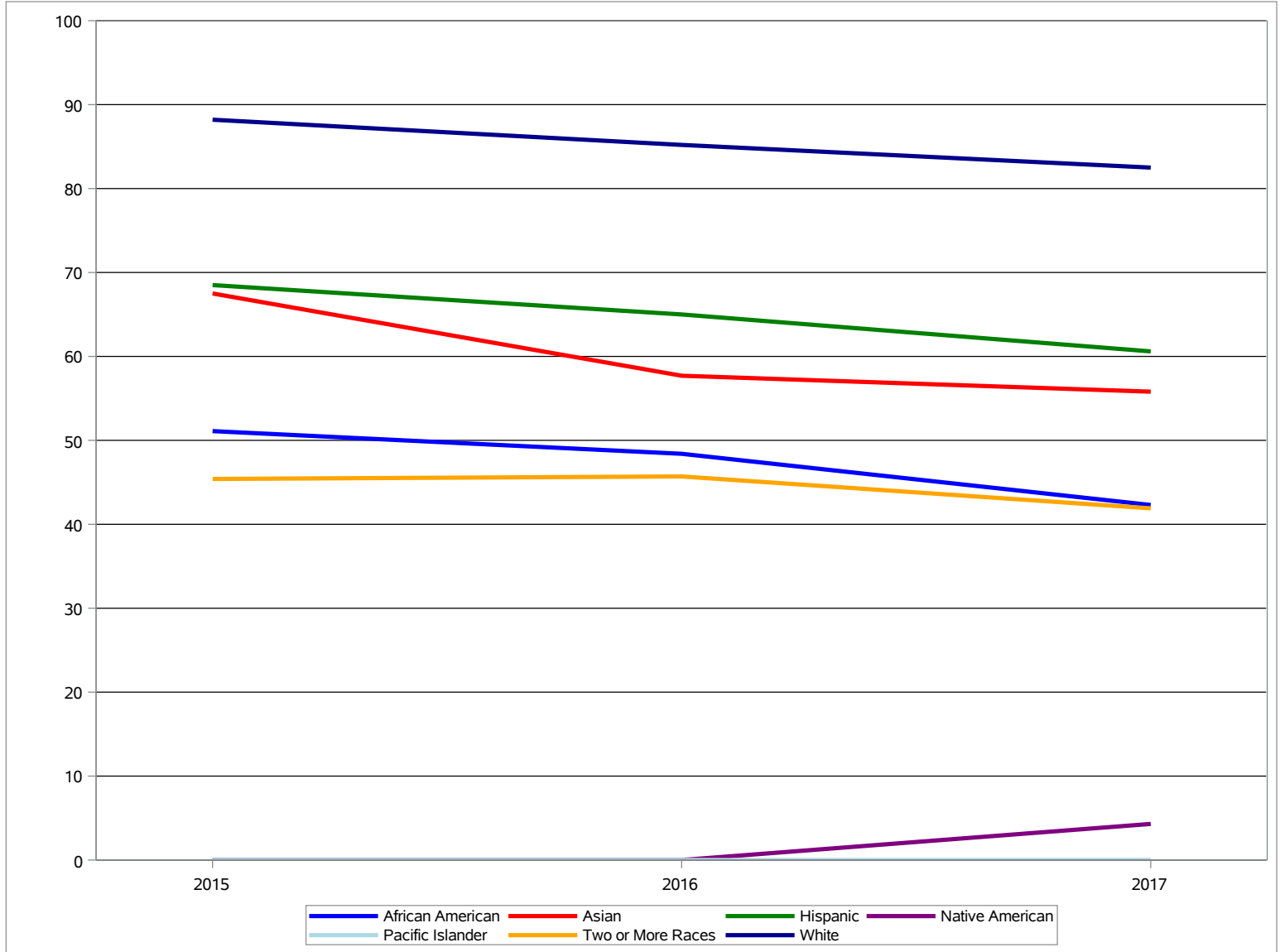
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1006	51.1	1102	48.4	1209	42.3
Hispanic	8251	68.5	9565	65.0	10747	60.6
White	4764	88.2	5612	85.2	5798	82.5
Asian	191	67.5	196	57.7	199	55.8
Native American	54	0.0	46	0.0	46	4.3
Pacific Islander	9	0.0	12	0.0	5	0.0
Two or More Races	249	45.4	267	45.7	270	41.9

[1]STAAR reading test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Writing[1]
Middle Schools
Texas Tech University
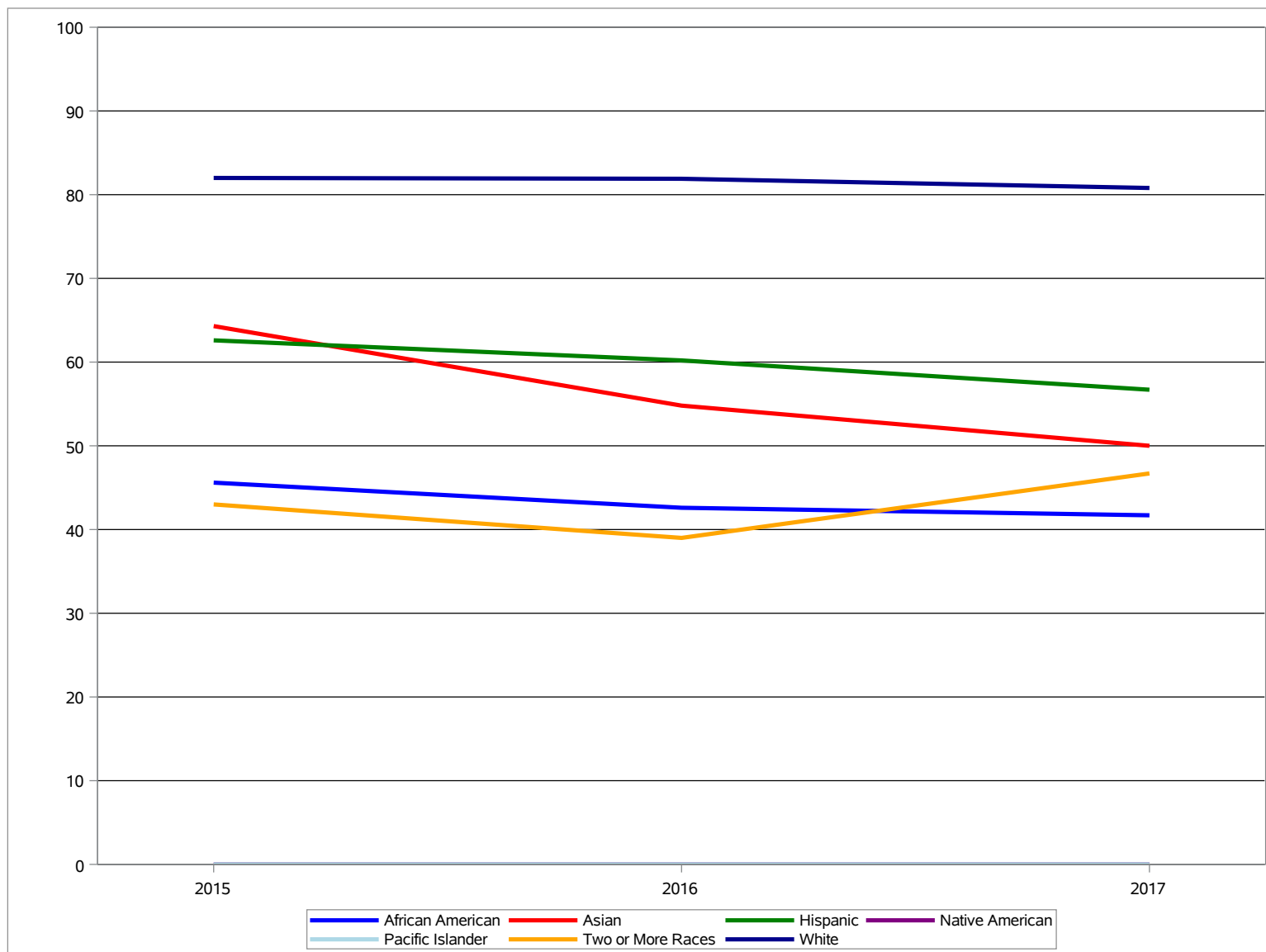
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	342	45.6	364	42.6	403	41.7
Hispanic	2762	62.6	3265	60.2	3571	56.7
White	1564	82.0	1931	81.9	1929	80.8
Asian	70	64.3	62	54.8	62	50.0
Native American	19	0.0	14	0.0	15	0.0
Pacific Islander	6	0.0	3	0.0	2	0.0
Two or More Races	86	43.0	82	39.0	105	46.7

[1]STAAR writing test is administered in grades 4 and 7.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Mathematics[1]
Middle Schools
Texas Tech University
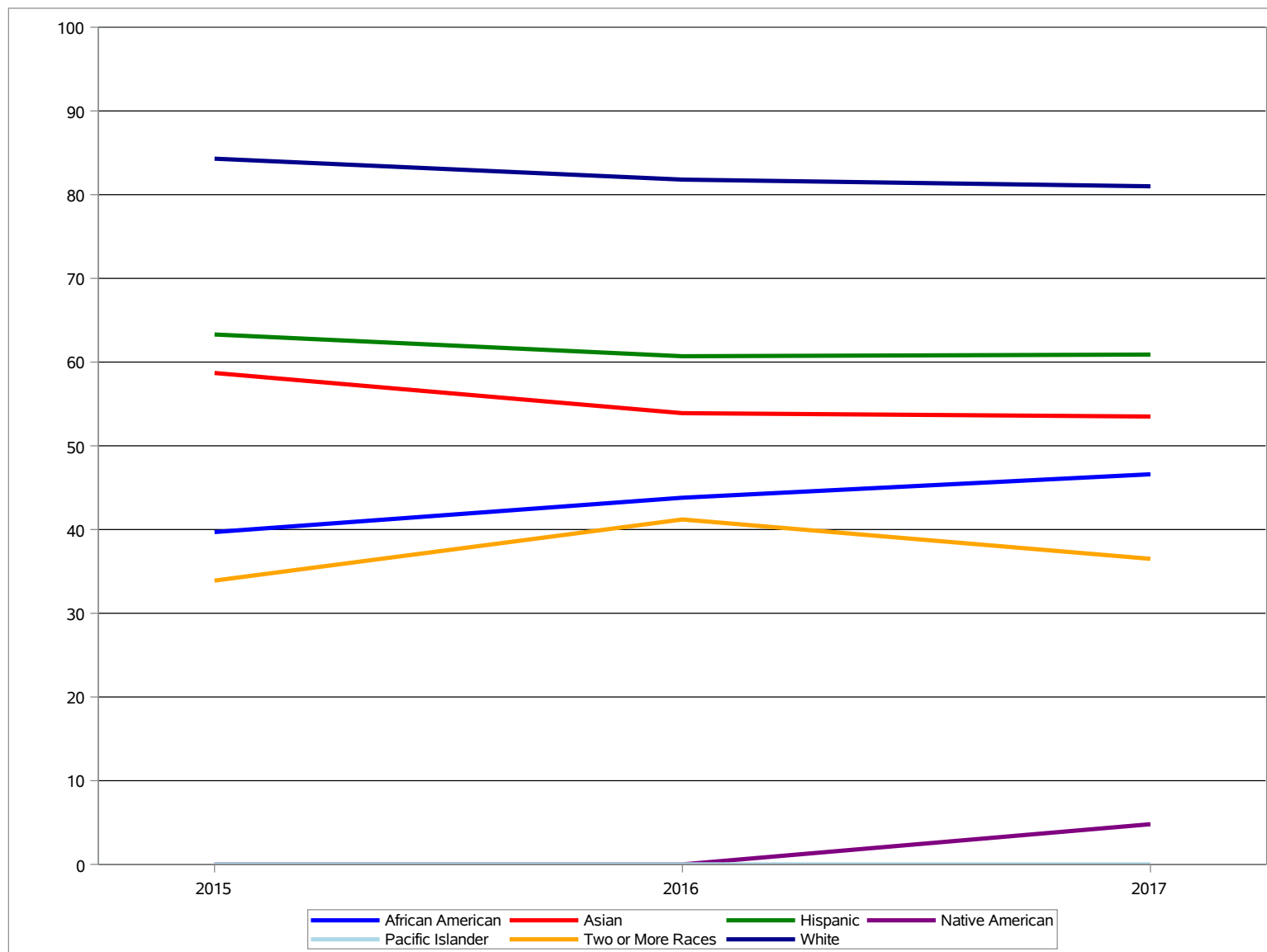
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	928	39.7	1060	43.8	1150	46.6
Hispanic	7889	63.3	9108	60.7	10343	60.9
White	4305	84.3	5071	81.8	5236	81.0
Asian	143	58.7	141	53.9	159	53.5
Native American	50	0.0	43	0.0	42	4.8
Pacific Islander	6	0.0	12	0.0	5	0.0
Two or More Races	221	33.9	250	41.2	244	36.5

[1]STAAR mathematics test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Science[1]
## Middle Schools
Texas Tech University
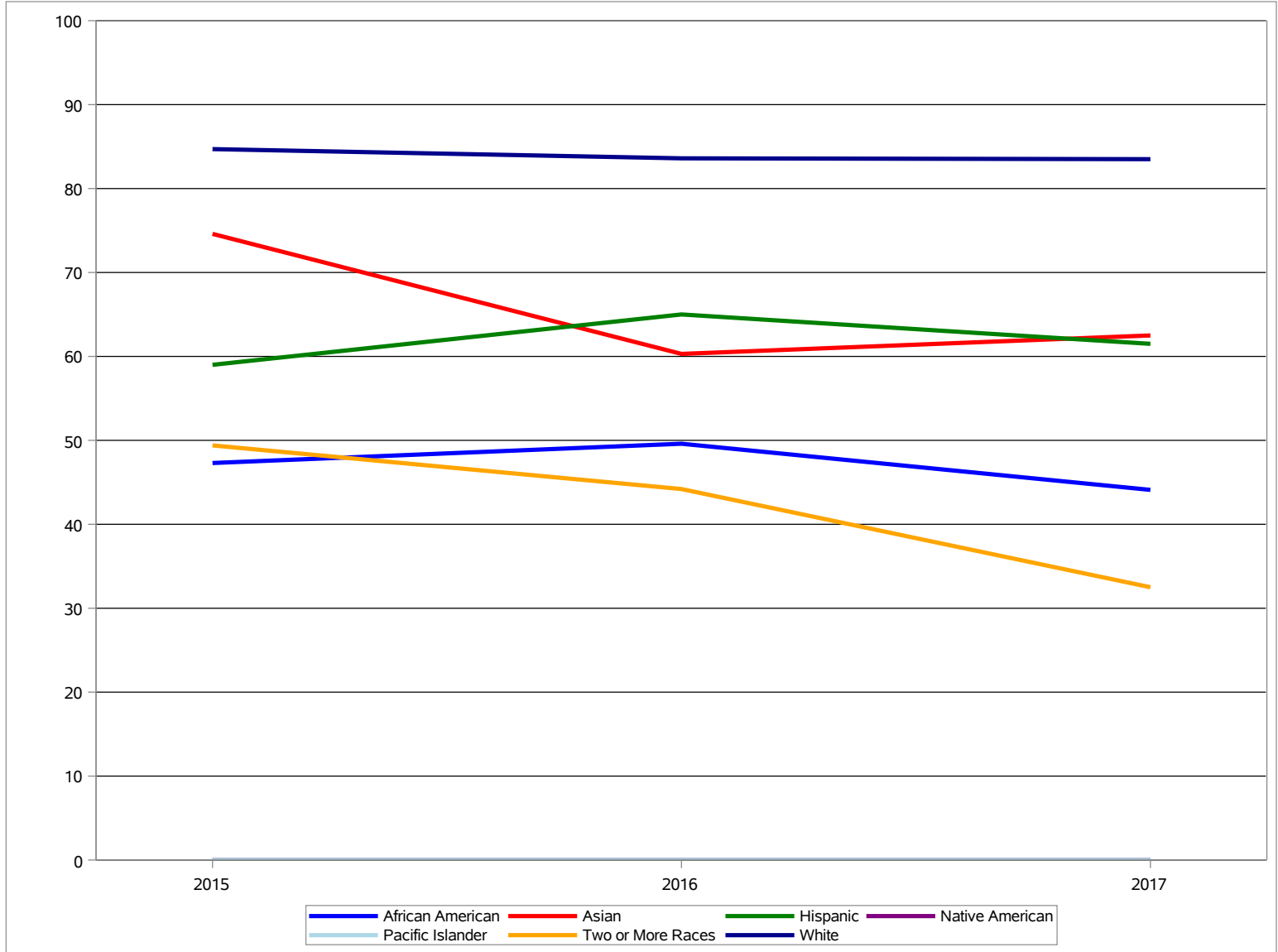
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	355	47.3	383	49.6	381	44.1
Hispanic	2744	59.0	3056	65.0	3490	61.5
White	1599	84.7	1845	83.6	2011	83.5
Asian	63	74.6	68	60.3	64	62.5
Native American	20	0.0	17	0.0	18	0.0
Pacific Islander	2	0.0	6	0.0	2	0.0
Two or More Races	87	49.4	95	44.2	80	32.5

[1]STAAR science test is administered in grades 5 and 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Social Studies[1]
Middle Schools
Texas Tech University
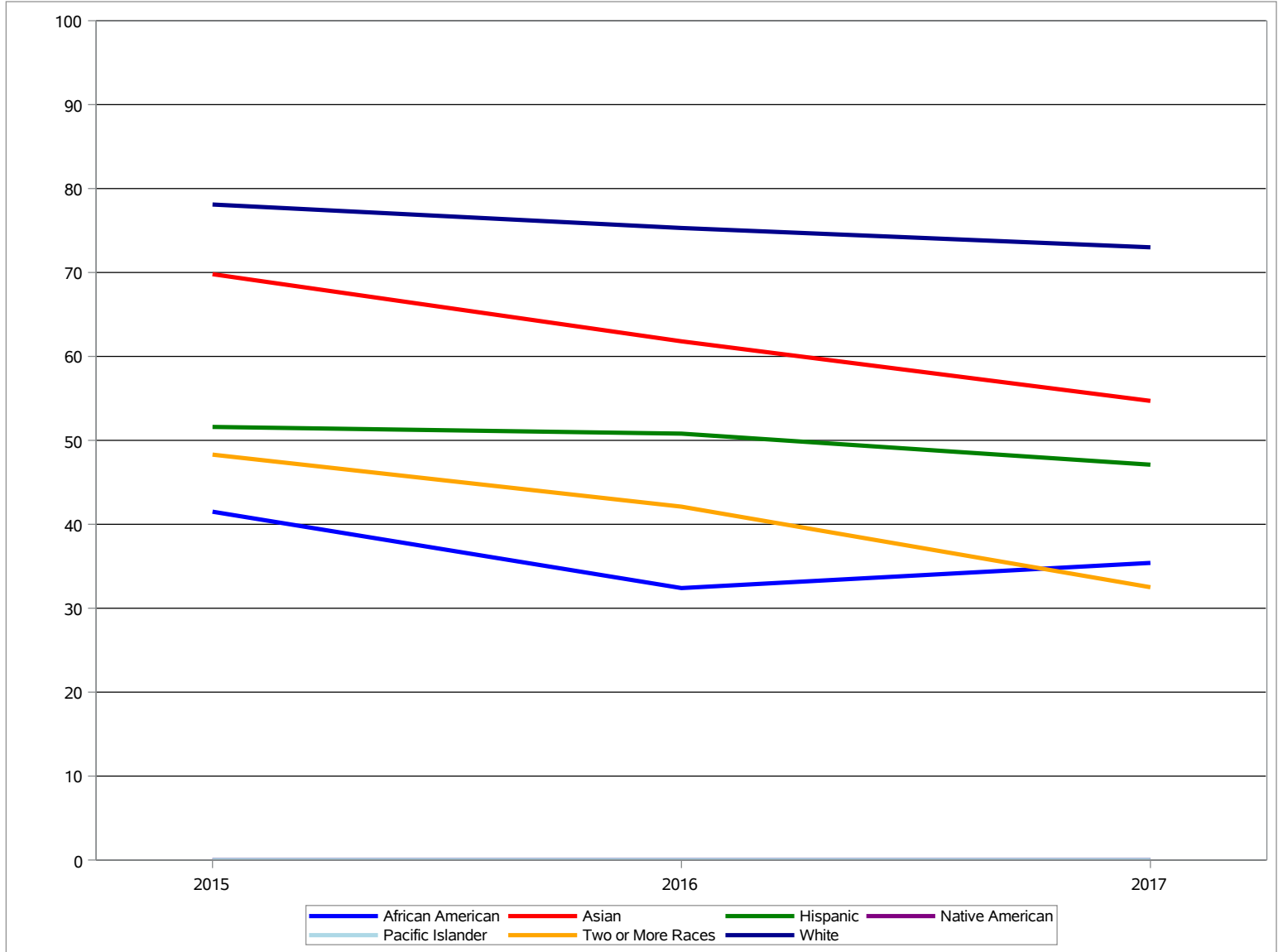
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	354	41.5	380	32.4	379	35.4
Hispanic	2740	51.6	3060	50.8	3479	47.1
White	1598	78.1	1845	75.3	2002	73.0
Asian	63	69.8	68	61.8	64	54.7
Native American	20	0.0	17	0.0	18	0.0
Pacific Islander	2	0.0	6	0.0	2	0.0
Two or More Races	87	48.3	95	42.1	80	32.5

[1]STAAR social studies test is administered in grade 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance Summary
Elementary Schools
Texas Tech University

Reading
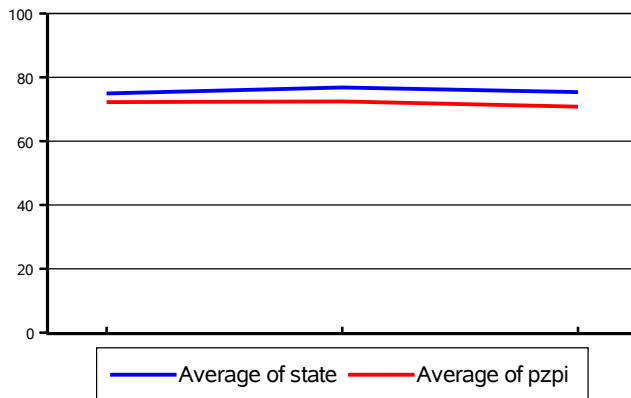
	2015 [1]	2016 [1]	2017 [2]
PZPI	72.2	72.5	70.8
State	74.9	76.8	75.4

Writing
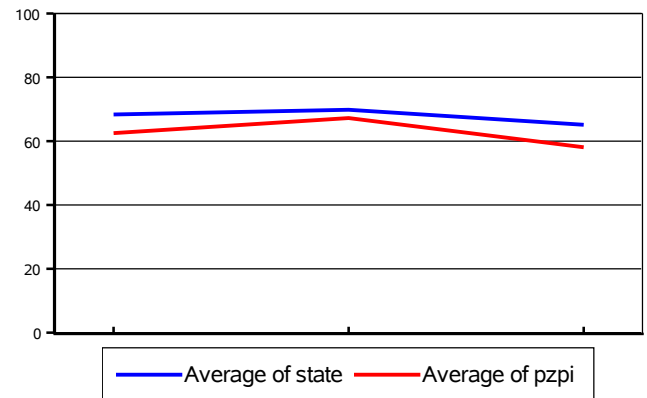
	2015 [1]	2016 [1]	2017 [2]
PZPI	62.5	67.2	58.1
State	68.4	69.8	65.1

Mathematics
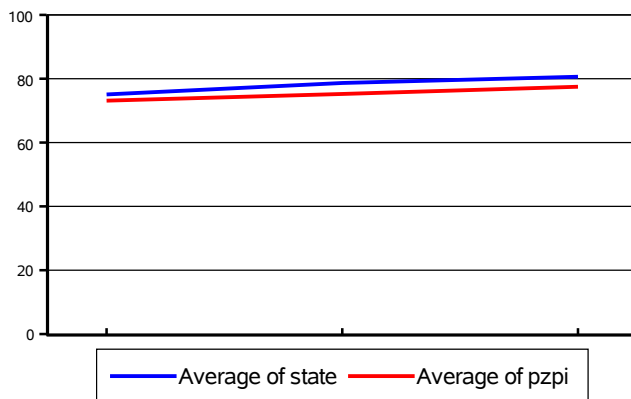
	2015 [1]	2016 [1]	2017 [2]
PZPI	73.1	75.2	77.5
State	75.1	78.7	80.6

Science
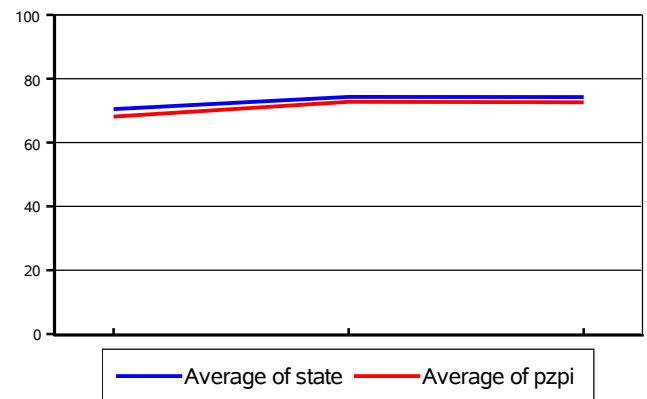
	2015 [1]	2016 [1]	2017 [2]
PZPI	68.1	72.8	72.6
State	70.5	74.3	74.3

[1]Percent of assessments that meet or exceed the Phase-in I, Level II satisfactory standard aggregated by subject and grade for campuses designated by the state as elementary.
[2]Percent of assessments that meet or exceed the 2017 grade level standard 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 by Ethnicity: Reading[1]
Elementary Schools
Texas Tech University
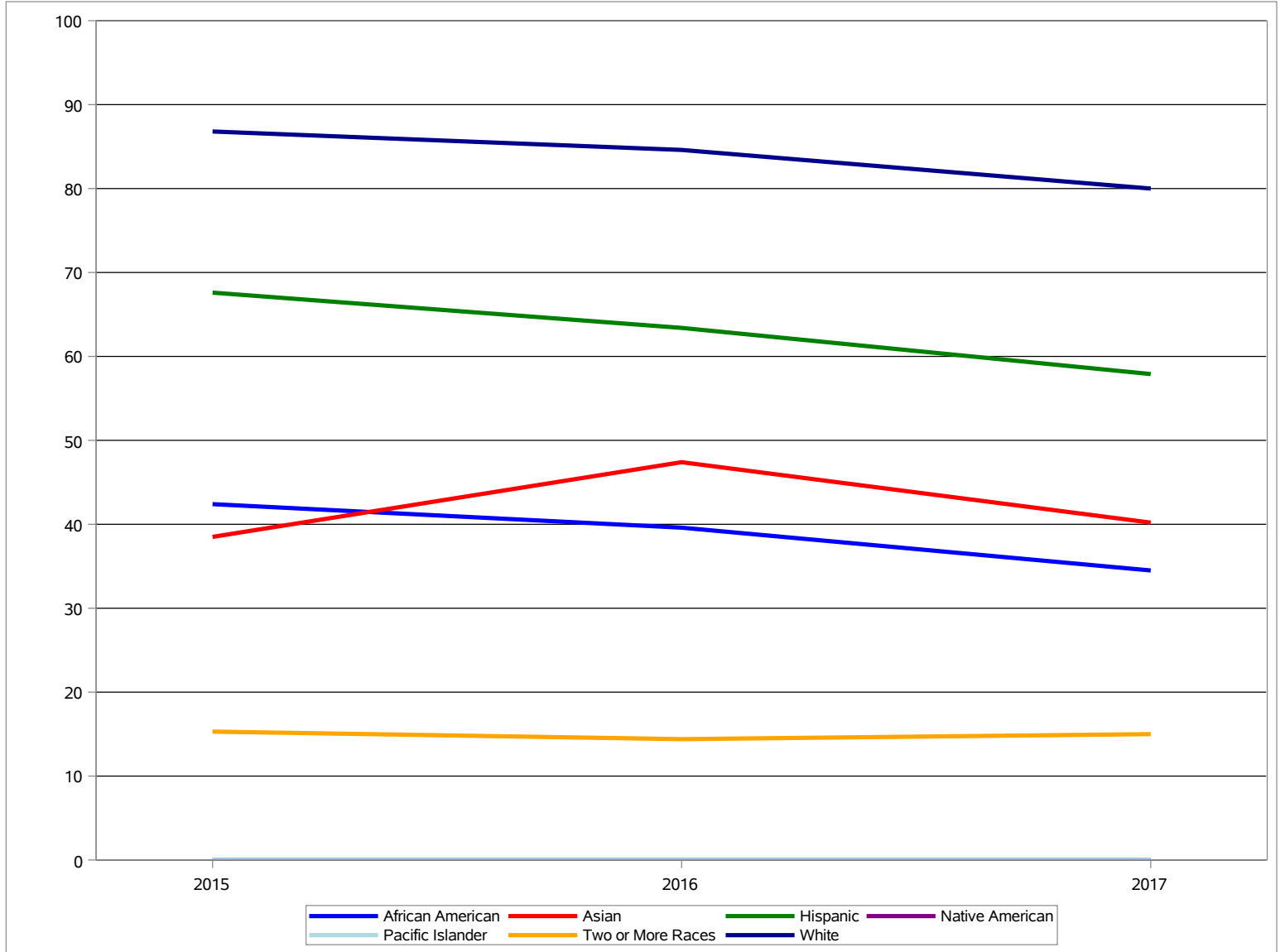
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1131	42.4	1272	39.6	1305	34.5
Hispanic	8827	67.6	10492	63.4	11276	57.9
White	4822	86.8	5690	84.6	6021	80.0
Asian	200	38.5	211	47.4	234	40.2
Native American	49	0.0	64	0.0	61	0.0
Pacific Islander	7	0.0	10	0.0	9	0.0
Two or More Races	242	15.3	271	14.4	346	15.0

[1]STAAR reading test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Writing[1]
Elementary Schools
Texas Tech University
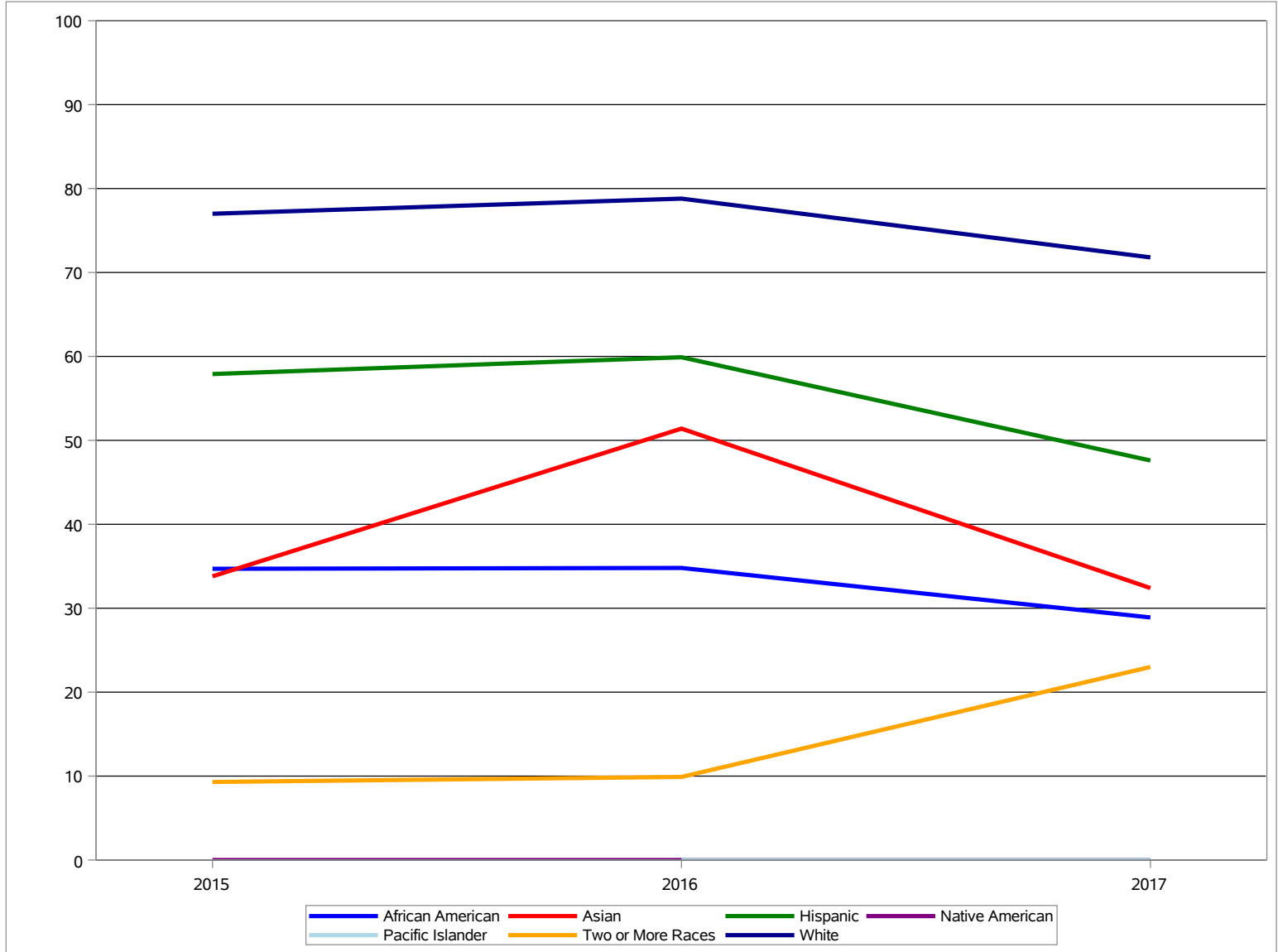
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	380	34.7	394	34.8	470	28.9
Hispanic	3008	57.9	3272	59.9	3949	47.6
White	1599	77.0	1892	78.8	2070	71.8
Asian	71	33.8	74	51.4	68	32.4
Native American	12	0.0	27	0.0	24	0.0
Pacific Islander	0	0.0	4	0.0	4	0.0
Two or More Races	75	9.3	91	9.9	126	23.0

[1]STAAR writing test is administered in grades 4 and 7.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Mathematics[1]
Elementary Schools
Texas Tech University
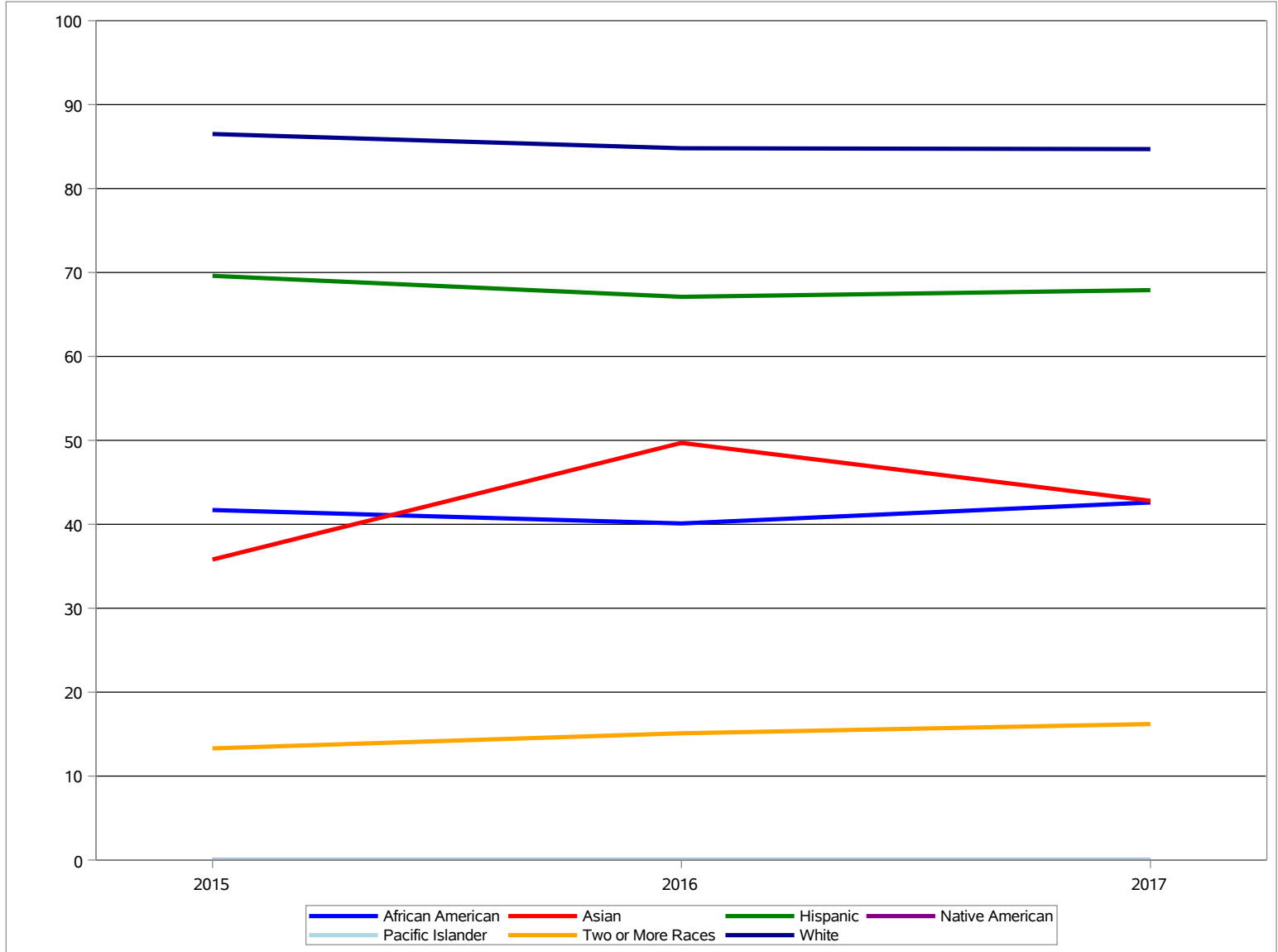
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1140	41.7	1271	40.1	1306	42.6
Hispanic	8890	69.6	10585	67.1	11413	67.9
White	4828	86.5	5694	84.8	6021	84.7
Asian	187	35.8	191	49.7	236	42.8
Native American	49	0.0	64	0.0	61	0.0
Pacific Islander	7	0.0	10	0.0	9	0.0
Two or More Races	240	13.3	272	15.1	346	16.2

[1]STAAR mathematics test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Science[1]
Elementary Schools
Texas Tech University
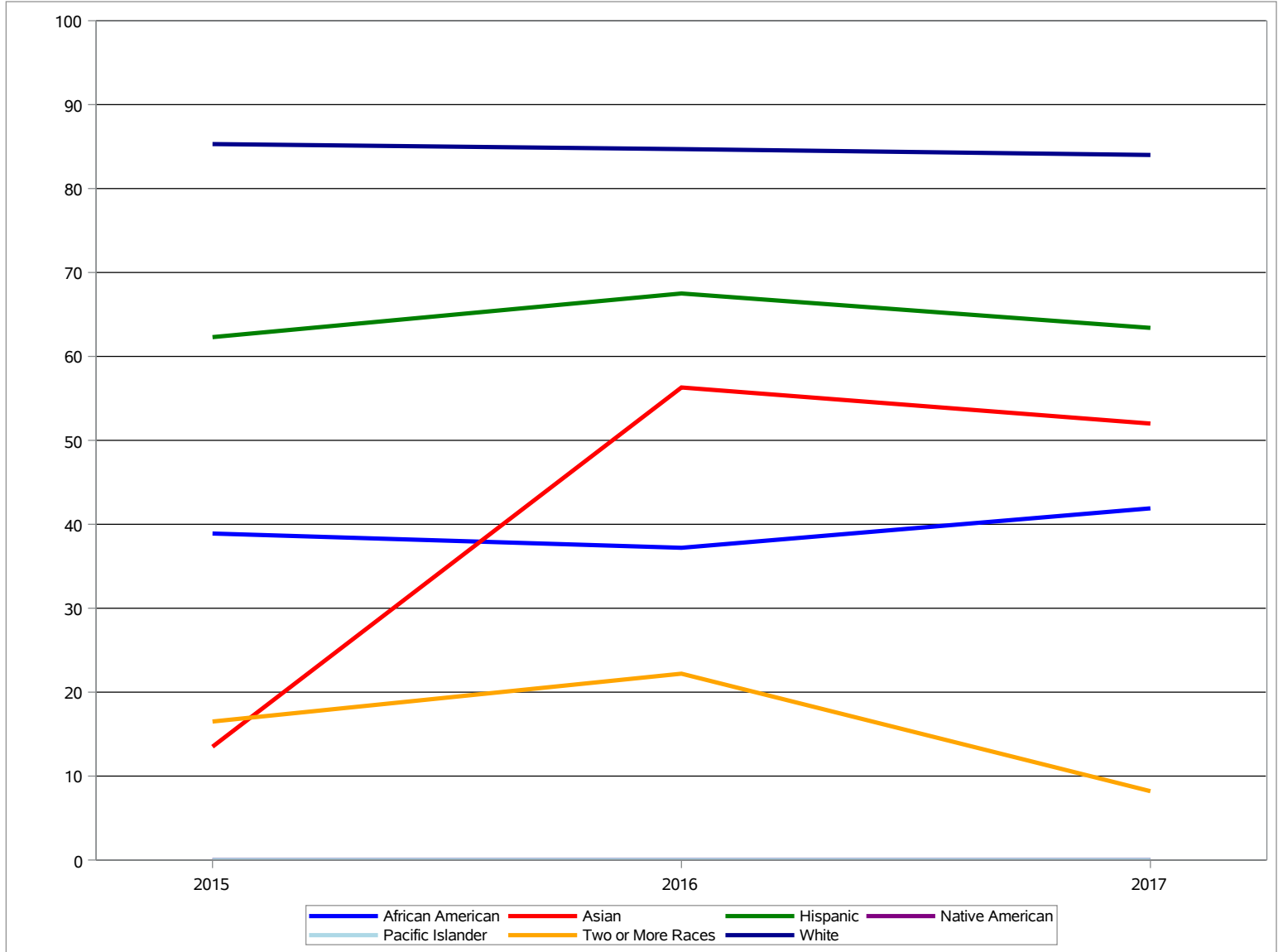
	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	365	38.9	414	37.2	401	41.9
Hispanic	2762	62.3	3404	67.5	3467	63.4
White	1451	85.3	1784	84.7	1960	84.0
Asian	52	13.5	64	56.3	75	52.0
Native American	12	0.0	13	0.0	25	0.0
Pacific Islander	4	0.0	2	0.0	2	0.0
Two or More Races	79	16.5	72	22.2	97	8.2

[1]STAAR science test is administered in grades 5 and 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
## 25 Highest Performing High Schools Ranked by STAAR Algebra Performance[1]
2017
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
IDALOU ISD	IDALOU H S	276	31	43	46	100	24	70	91	16	82	95	34	76	82	5	92	82	3
SUDAN ISD	SUDAN H S	146	47	57	32	97	13	33	100	12	32	91	28	41	83	5	35	71	3
ABERNATHY ISD	ABERNATHY H S	236	39	53	47	96	34	59	95	22	64	91	25	79	82	8	79	78	3
LAMESA ISD	LAMESA H S	513	80	83	141	96	27	149	82	4	149	75	6	199	56	2	181	55	1
SUNDOWN ISD	SUNDOWN H S	188	25	48	54	94	61	57	96	26	40	98	65	57	95	14	53	94	9
SHALLOWATER ISD	SHALLOWATER H S	456	32	36	98	93	44	124	92	29	117	97	39	128	70	12	118	87	4
HALE CENTER ISD	HALE CENTER H S	180	63	78	51	92	10	50	84	6	44	100	34	53	70	2	51	78	2
LUBBOCK-COOPER ISD	LUBBOCK-COOPER HIGH SCHOOL	1,411	27	39	394	90	32	401	95	20	366	94	41	475	81	10	394	82	8
MULESHOE ISD	MULESHOE H S	354	70	86	95	89	21	90	77	10	91	95	36	139	56	2	139	60	3
FLOYDADA ISD	FLOYDADA H S	205	69	78	31	87	35	43	74	0	54	93	44	63	59	3	64	56	2
PLAINVIEW ISD	PLAINVIEW H S	1,441	61	80	409	87	16	448	88	13	439	87	26	541	64	5	437	62	3
DIMMITT ISD	DIMMITT H S	314	78	86	85	85	2	78	85	6	99	67	8	127	52	1	108	60	3
TAHOKA ISD	TAHOKA H S	142	71	69	37	84	8	37	95	11	40	88	15	57	56	0	48	71	0
FRENSHIP ISD	FRENSHIP H S	2,595	29	48	590	83	15	717	93	23	589	97	39	826	74	12	791	78	7
KRESS ISD	KRESS H S	91	68	63	18	83	6	18	83	0	14	86	29	27	52	4	22	55	0
ROOSEVELT ISD	ROOSEVELT H S	293	68	59	70	83	20	66	88	14	68	97	43	87	67	0	81	68	5
FRENSHIP ISD	REESE EDUCATIONAL CTR	96	56	59	11	82	0	9	100	11	24	96	13	0	0	0	26	62	0
SLATON ISD	SLATON H S	351	70	75	92	82	9	113	89	7	91	89	15	136	62	4	118	56	2
LEVELLAND ISD	LEVELLAND H S	799	65	70	217	80	12	208	82	17	237	86	29	245	62	4	270	66	1
NEW DEAL ISD	NEW DEAL H S	234	50	51	46	80	2	61	89	15	61	92	16	87	70	3	73	67	1
PLAINS ISD	PLAINS H S	117	58	69	25	80	8	28	96	32	20	90	20	28	100	7	37	84	0
SMYER ISD	SMYER H S	199	60	54	46	80	13	38	84	26	28	86	21	47	68	11	35	74	0
LITTLEFIELD ISD	LITTLEFIELD H S	375	63	76	128	74	4	107	81	2	89	83	10	149	56	1	125	58	2
LUBBOCK ISD	LUBBOCK H S	2,057	44	75	420	74	11	600	86	29	519	94	46	697	64	10	660	71	8
BROWNFIELD ISD	BROWNFIELD H S	451	65	82	157	73	10	143	75	3	147	68	9	179	37	0	172	51	1

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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
PLAINVIEW ISD	ASH H S	77	79	92	20	25	0	0	0	0	45	60	16	28	21	0	41	24	0
LUBBOCK ISD	MATTHEWS LRN CTR/NEW DIRECTIONS	89	100	90	23	48	0	12	58	0	21	52	10	21	33	0	35	43	0
LAMESA ISD	LAMESA SUCCESS ACADEMY	24	92	83	9	56	0	0	0	0	14	64	0	0	0	0	16	56	0
LUBBOCK ISD	ESTACADO H S	670	90	97	254	60	2	250	68	3	229	73	8	339	33	1	272	32	0
LOCKNEY ISD	LOCKNEY H S	121	61	79	39	64	0	41	90	10	35	83	0	47	49	0	49	63	0
TULIA ISD	TULIA H S	322	68	69	88	67	2	90	87	3	86	92	19	125	62	0	124	56	3
SNYDER ISD	SNYDER H S	737	38	60	195	68	4	196	76	11	172	87	19	281	44	2	271	49	3
LUBBOCK ISD	CORONADO H S	2,010	47	67	553	71	7	606	78	13	500	89	28	736	57	5	657	60	4
LORENZO ISD	LORENZO H S	106	72	88	14	71	14	14	93	0	24	83	25	18	56	0	17	53	0
OLTON ISD	OLTON H S	176	65	76	68	71	4	60	70	8	59	73	5	65	60	6	65	62	3
RALLS ISD	RALLS H S	131	78	76	45	71	2	43	81	0	26	92	23	46	65	0	33	73	3
POST ISD	POST H S	209	60	67	46	72	0	55	84	4	57	98	58	72	54	4	66	64	0
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	117	74	70	29	72	10	21	95	0	25	92	28	35	46	3	33	61	0
BROWNFIELD ISD	BROWNFIELD H S	451	65	82	157	73	10	143	75	3	147	68	9	179	37	0	172	51	1
LUBBOCK ISD	MONTEREY H S	2,174	54	74	569	73	7	657	75	9	600	83	23	812	56	3	685	59	6
LITTLEFIELD ISD	LITTLEFIELD H S	375	63	76	128	74	4	107	81	2	89	83	10	149	56	1	125	58	2
LUBBOCK ISD	LUBBOCK H S	2,057	44	75	420	74	11	600	86	29	519	94	46	697	64	10	660	71	8
LEVELLAND ISD	LEVELLAND H S	799	65	70	217	80	12	208	82	17	237	86	29	245	62	4	270	66	1
NEW DEAL ISD	NEW DEAL H S	234	50	51	46	80	2	61	89	15	61	92	16	87	70	3	73	67	1
PLAINS ISD	PLAINS H S	117	58	69	25	80	8	28	96	32	20	90	20	28	100	7	37	84	0
SMYER ISD	SMYER H S	199	60	54	46	80	13	38	84	26	28	86	21	47	68	11	35	74	0
FRENSHIP ISD	REESE EDUCATIONAL CTR	96	56	59	11	82	0	9	100	11	24	96	13	0	0	0	26	62	0
SLATON ISD	SLATON H S	351	70	75	92	82	9	113	89	7	91	89	15	136	62	4	118	56	2
FRENSHIP ISD	FRENSHIP H S	2,595	29	48	590	83	15	717	93	23	589	97	39	826	74	12	791	78	7
KRESS ISD	KRESS H S	91	68	63	18	83	6	18	83	0	14	86	29	27	52	4	22	55	0

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading N[4]	Reading % Pass	Reading % Adv	Mathematics N[4]	Mathematics % Pass	Mathematics % Adv	Writing[2] N[4]	Writing[2] % Pass	Writing[2] % Adv	Science[3] N[4]	Science[3] % Pass	Science[3] % Adv	Social Studies[3] N[4]	Social Studies[3] % Pass	Social Studies[3] % Adv
SUNDOWN ISD	SUNDOWN J H	152	44	63	144	93	33	144	93	35	52	87	15	42	95	17	42	76	21
LUBBOCK ISD	HUTCHINSON MIDDLE	814	39	62	780	91	44	673	90	30	277	85	28	223	91	36	222	91	55
FRENSHIP ISD	HERITAGE MIDDLE	734	32	49	712	87	27	605	84	22	208	86	22	272	86	26	269	75	24
LUBBOCK-COOPER ISD	LUBBOCK-COOPER BUSH MIDDLE	845	27	39	801	87	30	750	88	24	272	83	13	240	90	24	239	81	20
SHALLOWATER ISD	SHALLOWATER MIDDLE	506	42	35	357	87	31	326	93	25	102	86	15	113	87	31	113	73	20
FRENSHIP ISD	FRENSHIP MIDDLE	642	36	41	617	86	29	570	80	13	213	86	22	206	81	22	204	65	23
IDALOU ISD	IDALOU MIDDLE	317	32	37	232	84	28	232	86	26	78	87	23	76	89	39	76	84	30
HALE CENTER ISD	CARR MIDDLE	180	71	73	127	83	17	128	72	5	47	62	4	46	63	2	46	48	11
LUBBOCK ISD	EVANS MIDDLE	821	46	62	798	83	25	711	84	14	265	79	11	294	76	15	292	63	15
LUBBOCK ISD	IRONS MIDDLE	648	40	50	627	83	25	550	83	12	193	78	12	232	76	16	232	60	14
LUBBOCK-COOPER ISD	LUBBOCK-COOPER MIDDLE	566	41	45	542	82	23	515	83	13	169	85	13	190	81	17	188	64	17
FRENSHIP ISD	TERRA VISTA MIDDLE	747	51	61	704	81	23	645	80	14	241	80	19	207	76	15	207	64	14
PLAINS ISD	PLAINS MIDDLE	115	66	68	109	78	16	109	72	6	38	74	11	33	79	15	33	52	12
OLTON ISD	OLTON J H	137	68	75	134	76	16	133	84	17	40	83	8	52	79	19	51	69	12
SLATON ISD	SLATON J H	295	78	76	278	76	15	253	72	8	92	70	4	93	76	11	93	59	11
NEW DEAL ISD	NEW DEAL MIDDLE	253	61	53	174	74	13	156	73	13	63	84	10	56	73	7	56	57	4
FLOYDADA ISD	FLOYDADA J H	114	74	80	111	72	17	101	81	24	56	59	4	54	63	9	54	46	13
POST ISD	POST MIDDLE	172	60	69	165	72	9	156	68	2	54	57	4	68	59	6	68	54	16
MULESHOE ISD	WATSON J H	309	82	83	295	71	12	297	84	11	98	66	2	87	68	7	86	62	6
PLAINVIEW ISD	ESTACADO MIDDLE	571	78	86	550	70	16	530	73	6	189	68	3	184	73	9	185	55	6
ABERNATHY ISD	ABERNATHY J H	181	50	58	175	69	25	160	78	23	58	72	9	61	72	21	62	66	21
DIMMITT ISD	DIMMITT MIDDLE	357	85	88	266	69	10	249	67	2	94	50	1	91	60	3	91	30	5
LITTLEFIELD ISD	LITTLEFIELD J H	290	78	81	271	69	14	270	74	9	84	79	13	103	71	17	103	49	9
LEVELLAND ISD	LEVELLAND MIDDLE	607	66	76	576	68	13	559	72	6	188	51	2	194	73	12	194	63	22
LUBBOCK ISD	MACKENZIE MIDDLE	644	68	79	604	68	9	568	55	2	180	46	1	211	73	11	208	58	9

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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	543	89	98	483	41	3	434	53	3	176	35	2	155	42	2	156	44	4
LUBBOCK ISD	SLATON MIDDLE	534	90	94	484	52	4	461	61	3	161	45	1	172	52	2	171	40	6
LUBBOCK ISD	CAVAZOS MIDDLE	622	92	97	574	53	7	536	52	4	201	37	1	179	50	7	178	48	7
RALLS ISD	RALLS MIDDLE	110	86	81	103	53	8	103	55	6	37	49	3	31	45	6	31	32	3
LUBBOCK ISD	SMYLIE WILSON MIDDLE	459	90	86	425	56	7	401	50	2	130	43	2	143	69	10	143	54	10
SNYDER ISD	SNYDER J H	627	51	70	587	57	10	537	52	4	220	54	4	174	57	7	174	40	9
LAMESA ISD	LAMESA MIDDLE	405	89	90	372	58	8	373	58	5	118	52	3	120	63	5	120	38	3
BROWNFIELD ISD	BROWNFIELD MIDDLE	403	76	81	374	59	12	374	73	15	124	52	2	134	60	6	134	49	5
LUBBOCK ISD	ATKINS MIDDLE	656	82	90	600	60	6	557	49	1	185	48	1	199	59	4	199	43	3
LOCKNEY ISD	LOCKNEY J H	107	78	83	98	61	7	94	71	5	25	60	0	35	51	6	34	41	3
ROOSEVELT ISD	ROOSEVELT J H	245	77	63	218	65	12	218	71	8	80	50	5	74	69	5	73	68	8
TAHOKA ISD	TAHOKA MIDDLE	130	71	74	123	65	11	114	68	11	36	64	3	39	54	10	39	41	10
PLAINVIEW ISD	CORONADO MIDDLE	602	74	82	564	66	14	541	70	7	206	59	5	180	67	15	179	47	9
TULIA ISD	TULIA J H	250	80	69	237	66	13	232	68	4	76	55	3	69	70	16	70	54	17
LEVELLAND ISD	LEVELLAND MIDDLE	607	66	76	576	68	13	559	72	6	188	51	2	194	73	12	194	63	22
LUBBOCK ISD	MACKENZIE MIDDLE	644	68	79	604	68	9	568	55	2	180	46	1	211	73	11	208	58	9
ABERNATHY ISD	ABERNATHY J H	181	50	58	175	69	25	160	78	23	58	72	9	61	72	21	62	66	21
DIMMITT ISD	DIMMITT MIDDLE	357	85	88	266	69	10	249	67	2	94	50	1	91	60	3	91	30	5
LITTLEFIELD ISD	LITTLEFIELD J H	290	78	81	271	69	14	270	74	9	84	79	13	103	71	17	103	49	9
PLAINVIEW ISD	ESTACADO MIDDLE	571	78	86	550	70	16	530	73	6	189	68	3	184	73	9	185	55	6
MULESHOE ISD	WATSON J H	309	82	83	295	71	12	297	84	11	98	66	2	87	68	7	86	62	6
FLOYDADA ISD	FLOYDADA J H	114	74	80	111	72	17	101	81	24	56	59	4	54	63	9	54	46	13
POST ISD	POST MIDDLE	172	60	69	165	72	9	156	68	2	54	57	4	68	59	6	68	54	16
NEW DEAL ISD	NEW DEAL MIDDLE	253	61	53	174	74	13	156	73	13	63	84	10	56	73	7	56	57	4
OLTON ISD	OLTON J H	137	68	75	134	76	16	133	84	17	40	83	8	52	79	19	51	69	12

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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	MILLER EL	704	39	45	305	93	41	307	91	36	113	81	16	102	98	30
RISE ACADEMY	RISE ACADEMY	274	88	99	59	93	39	59	95	27	20	90	15	16	88	13
FRENSHIP ISD	CRESTVIEW EL	563	22	38	287	92	45	287	90	42	105	76	17	81	96	38
LUBBOCK ISD	HONEY EL	414	32	45	177	92	47	177	90	49	58	78	28	59	86	27
LUBBOCK ISD	SMITH EL	653	36	53	253	91	48	253	94	47	80	84	28	82	93	40
FRENSHIP ISD	OAK RIDGE EL	589	38	45	292	90	41	292	93	49	100	87	15	93	89	18
FRENSHIP ISD	BENNETT EL	622	37	37	296	89	33	296	88	34	107	61	9	96	85	19
LUBBOCK-COOPER ISD	LUBBOCK-COOPER WEST EL	721	17	28	335	89	38	335	95	39	110	87	14	110	81	14
LUBBOCK ISD	WILSON EL	517	20	44	242	88	46	242	88	44	76	80	16	85	82	33
LUBBOCK ISD	RAMIREZ CHARTER SCHOOL	520	61	82	186	87	30	185	90	25	59	69	5	59	73	19
SUNDOWN ISD	SUNDOWN EL	301	42	64	127	87	27	127	98	43	45	76	2	42	83	12
IDALOU ISD	IDALOU EL	432	44	47	150	86	34	150	95	42	70	84	10	0	0	0
LUBBOCK ISD	RUSH EL	382	66	62	155	85	26	155	86	23	46	85	13	52	92	27
LUBBOCK-COOPER ISD	LUBBOCK-COOPER SOUTH EL	727	42	45	345	84	33	345	86	31	126	79	10	100	72	8
LUBBOCK ISD	WHITESIDE EL	557	43	50	236	84	37	236	89	36	77	75	17	74	92	30
FRENSHIP ISD	LEGACY EL	442	53	59	146	83	28	146	88	37	72	68	15	0	0	0
LUBBOCK-COOPER ISD	LUBBOCK-COOPER CENTRAL EL	774	32	34	331	83	37	331	85	36	120	69	13	102	86	23
SHALLOWATER ISD	SHALLOWATER INT	390	48	35	249	83	30	252	91	34	117	72	9	0	0	0
LUBBOCK ISD	WILLIAMS EL	406	67	69	176	80	24	176	84	29	60	67	8	43	77	16
FRENSHIP ISD	UPLAND HEIGHTS EL	485	38	41	228	78	29	228	79	31	89	61	8	46	96	24
FRENSHIP ISD	WILLOW BEND EL	591	77	71	277	77	19	277	70	15	97	58	5	95	75	13
SLATON ISD	CATHELENE THOMAS EL	456	78	73	245	76	10	245	78	12	88	49	1	82	67	6
LUBBOCK ISD	HARDWICK EL	414	67	69	161	76	24	161	93	27	49	71	10	54	87	20
LUBBOCK ISD	CENTENNIAL EL	686	66	79	284	75	26	284	76	19	109	52	5	78	71	14
SUDAN ISD	SUDAN EL	310	57	60	96	75	25	96	81	21	33	79	9	30	83	13

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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	591	99	97	254	33	4	254	47	6	94	22	0	80	33	0
LUBBOCK ISD	ERVIN EL	487	99	99	210	40	10	210	55	7	74	20	0	65	78	12
LAMESA ISD	NORTH EL	481	89	90	459	44	6	459	50	6	172	33	0	154	56	3
LUBBOCK ISD	DUPRE EL	266	92	92	89	46	6	91	56	10	30	27	0	26	50	4
LUBBOCK ISD	HODGES EL	421	93	95	172	48	8	172	63	7	61	31	0	53	43	4
LUBBOCK ISD	JACKSON EL	245	93	96	94	49	12	94	59	9	30	33	0	24	54	0
POST ISD	POST EL	434	75	73	181	49	10	181	67	13	69	55	3	53	55	9
BROWNFIELD ISD	OAK GROVE EL	539	81	78	377	54	15	377	59	13	123	41	3	127	63	16
LUBBOCK ISD	STEWART EL	420	87	77	186	55	16	186	59	13	60	37	0	58	60	9
FLOYDADA ISD	A B DUNCAN EL	469	81	87	165	56	8	165	63	4	49	45	6	55	65	5
LUBBOCK ISD	BEAN EL	592	91	98	216	56	5	216	70	9	78	51	0	67	63	4
TULIA ISD	W V SWINBURN EL	237	85	74	233	56	10	231	69	16	80	55	3	76	50	7
LUBBOCK ISD	BROWN EL	401	96	93	165	57	10	166	69	16	47	32	2	61	57	7
LORENZO ISD	LORENZO EL	171	80	85	56	57	9	56	63	2	18	28	0	15	60	0
LUBBOCK ISD	WRIGHT EL	242	93	90	96	57	13	96	73	7	35	34	0	28	75	4
KRESS ISD	KRESS EL	168	78	66	64	58	8	65	65	8	21	57	0	19	47	0
PLAINS ISD	PLAINS EL	226	69	69	105	58	9	105	49	2	33	45	0	28	46	4
LUBBOCK ISD	GUADALUPE EL	212	93	97	103	59	17	103	64	11	33	27	0	36	53	6
DIMMITT ISD	RICHARDSON EL	571	85	92	175	59	18	175	59	12	94	47	4	0	0	0
PLAINVIEW ISD	HILLCREST EL	427	85	90	178	60	16	178	70	14	63	38	0	54	57	9
LEVELLAND ISD	CAPITOL EL	388	71	79	118	61	19	118	66	14	0	0	0	0	0	0
LOCKNEY ISD	LOCKNEY EL	235	81	84	115	61	9	115	75	12	43	53	5	35	31	0
SNYDER ISD	SNYDER INT	412	59	68	387	61	14	387	74	19	185	45	3	200	67	13
CROSBYTON CISD	CROSBYTON EL	185	81	74	74	62	19	74	69	14	22	55	5	29	62	10
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH EL/MIDDLE	259	74	72	92	62	28	92	74	25	28	61	11	34	47	6

[1]STAAR percent passing the meets or masters course standard.
[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 2007 through FY 2017 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 2017 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2016 and August 31, 2017. 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: 2017-2016/2016 x 100%. The formula used to calculate the five-year change was: 2017-2011/2012 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2007 through FY 2017 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 2007-2017). 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 2012, yet decide not to obtain certification until FY 2015. Such an individual would be included in the 2014-2015 certification cohort rather than the 2011-2012 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
FY 2013 - 2017
Texas Tech University

University Production						
	2013	**2014**	**2015**	**2016**	**2017**	**5-Year Inc/Dec**
Enrollment (Fall of fiscal year)						
Total[1,4]	**32,398**	**32,797**	**34,843**	**35,546**	**36,551**	**12.8%**
Undergraduate	26,448	26,903	28,546	29,162	29,963	13.3%
Masters	2,855	2,911	3,180	3,251	6,588	130.8%
Degrees Awarded (End of fiscal year)						
Total[2]	**7,115**	**7,066**	**7,351**	**7,402**	**7,452**	**4.7%**
Baccalaureate Degrees	5,206	5,231	5,332	5,247	5,513	5.9%
Mathematics	59	40	49	53	51	-13.6%
Biological Science	182	201	229	197	266	46.2%
Physical Science	65	71	69	79	89	36.9%
Masters	1,365	1,304	1,475	1,638	1,548	13.4%
Teachers Produced by Pathway (End of fiscal year)						
Total[3]	**593**	**407**	**449**	**408**	**390**	**-34.2%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccaleaureate Certified	58	19	10	8	7	-87.9%
Traditional Undergraduate Certified	535	388	439	400	383	-28.4%

[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.

Teacher Production Trends for University Completers[1]
FY 2007 - 2017[2]
Texas Tech University
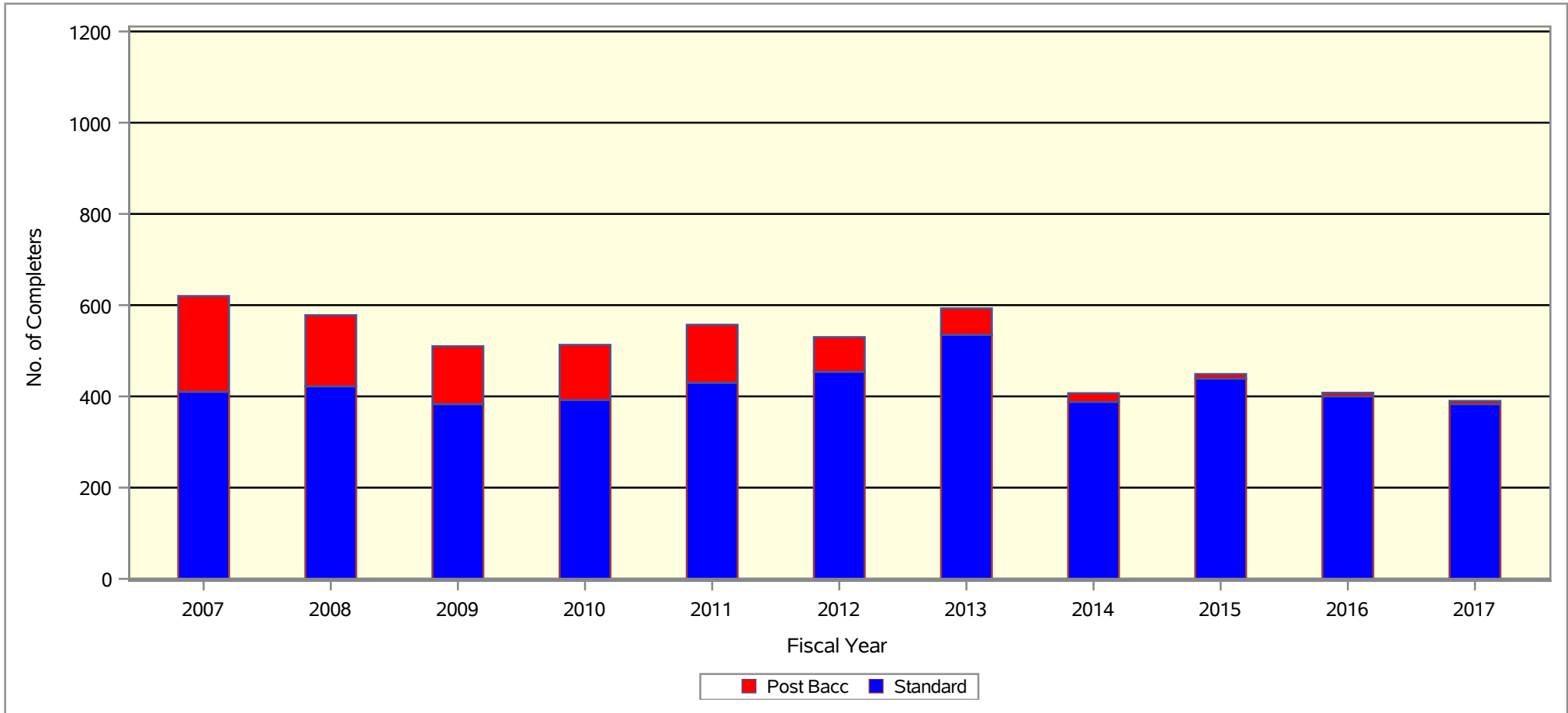
	Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017			2016-2017	2012-2017
620	578	510	513	557	530	593	407	449	408	390		5,555	-4.4%	-26.4%

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

Teacher Production by Race/Ethnicity[1]
FY 2007 - 2017[2]
Texas Tech University
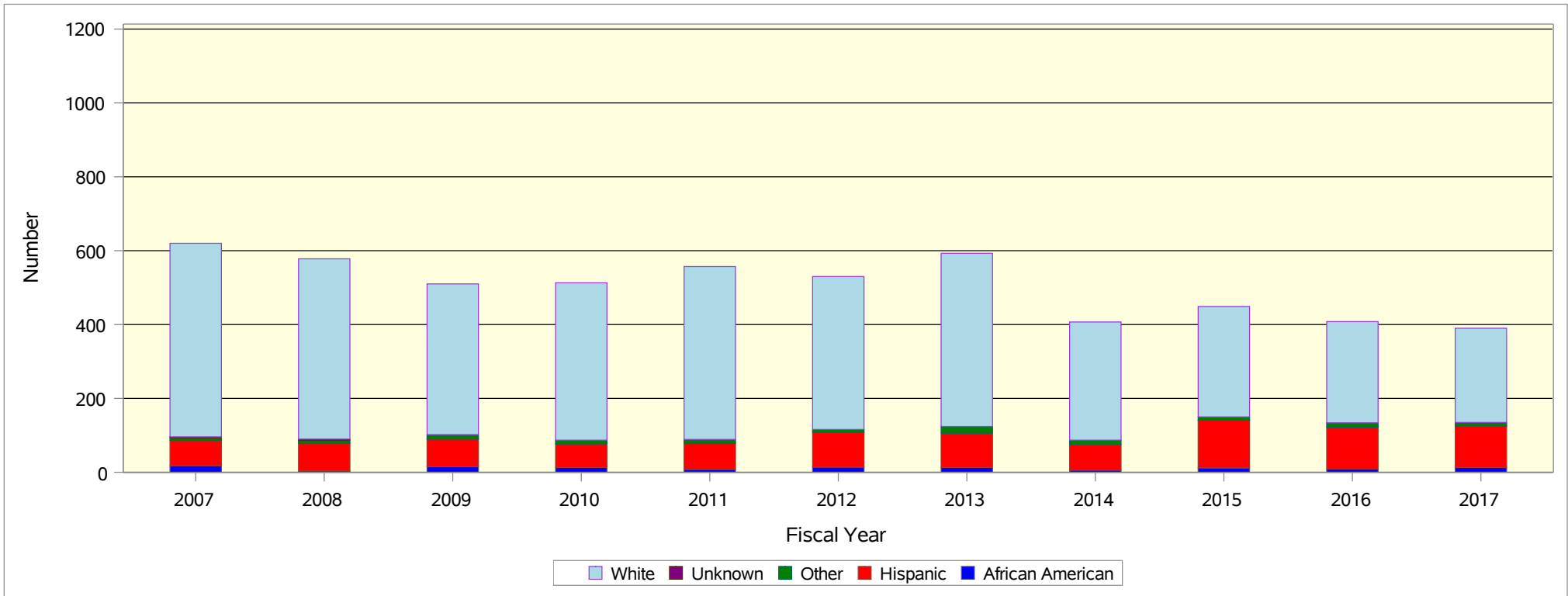
	Fiscal Year											3-Year Change	5-Year Change
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2014-2017	2012-2017
African American	18	4	15	13	8	14	13	6	12	9	13	7	-1
Hispanic	68	74	75	64	70	94	93	69	129	113	112	43	18
Other	8	8	12	10	11	8	18	12	9	12	10	-2	2
Unknown	2	4	0	0	0	0	0	0	0	0	0	0	0
White	524	488	408	426	468	414	469	320	299	274	255	-65	-159
TOTAL	620	578	510	513	557	530	593	407	449	408	390		

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

Initial Certification Production by Level[1]
FY 2008 - 2017[2]
Texas Tech University

Certificate	Fiscal Year										5-Year Average 2013-2017
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
ELEMENTARY (EC-4 and EC-6)											
Core Subjects	0	0	0	0	0	0	0	0	113	258	74.2
Bilingual Generalist	0	0	2	0	0	0	0	0	0	0	0.0
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	16	1	0	0	0	0	0	0	0	0.0
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	259	226	209	220	244	285	196	268	138	11	179.6
Subtotal	**259**	**242**	**212**	**220**	**244**	**285**	**196**	**268**	**251**	**269**	**253.8**
MIDDLE SCHOOL (4-8)											
Core Subjects	0	0	0	0	0	0	0	0	0	0	0.0
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[5]	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	11	5	0	6	3	4	1	0	0	0	1.0
ELA/Reading/Social Studies	22	17	23	20	17	18	14	14	7	4	11.4
Mathematics	3	4	6	14	8	2	6	2	1	4	3.0
Mathematics/Science	20	14	14	27	23	22	11	9	9	7	11.6
Science	4	2	5	4	3	3	1	1	1	1	1.4
Social Studies	4	1	5	13	9	5	3	0	0	0	1.6
Subtotal	**64**	**43**	**53**	**84**	**63**	**54**	**36**	**26**	**18**	**16**	**30.0**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technical Education[6]	40	31	33	39	29	28	15	17	20	14	18.8
Chemistry	1	2	1	1	3	1	1	0	0	0	0.4
Computer Science	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	34	36	39	35	24	26	16	7	9	11	13.8
History	35	22	32	27	36	27	20	24	6	7	16.8
Journalism	2	1	0	3	0	1	1	0	0	0	0.4
Life Science	5	5	5	3	4	4	1	0	3	0	1.6
Mathematics	20	18	24	19	18	26	15	4	8	2	11.0
Mathematics/Physical Sc/Engineering	0	0	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	1	0	1	0	2	2	0	0	0	0	0.4
Science	8	10	12	7	9	12	5	1	6	3	5.4
Secondary French	1	1	0	0	0	0	0	0	0	0	0.0
Secondary German	0	0	1	1	0	0	0	0	0	0	0.0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0.0
Secondary Spanish	10	7	7	2	0	0	0	0	0	0	0.0
Social Studies	4	6	5	10	9	2	2	1	0	0	1.0
Speech	4	5	0	1	3	1	0	0	0	0	0.2
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**165**	**144**	**160**	**148**	**137**	**130**	**76**	**54**	**52**	**37**	**69.8**
ALL LEVEL (EC-12 and PK-12)											
Fine Arts[7]	77	59	41	55	39	70	48	60	42	35	51.0
Health And Phy Education	45	43	46	33	40	35	21	17	16	5	18.8
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - French	0	0	0	2	1	0	0	0	0	0	0.0
LOTE - German	0	0	0	0	1	0	0	1	0	0	0.2
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	0	0	4	12	4	4	3	1	1	0	1.8
Special Education[8]	44	71	76	58	69	86	51	75	66	55	66.6
Technology Applications	3	2	3	4	0	0	0	0	0	0	0.0
Subtotal	**169**	**175**	**170**	**165**	**158**	**195**	**123**	**154**	**125**	**95**	**138.4**
SUPPLEMENTALS											
Bilingual Education	9	4	6	9	13	8	4	24	32	30	19.6
ESL	8	9	32	44	46	78	43	65	96	111	78.6
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[8]	0	0	0	1	0	0	2	0	0	0	0.4
Subtotal	**17**	**13**	**38**	**54**	**59**	**86**	**49**	**89**	**128**	**141**	**98.6**

[1]Individual candidates may receive multiple certificates.
[2]Certificate year equals fiscal year (Sept. 1 - Aug. 31).
[3]Includes all other elementary bilingual ESL and bilingual certificates.
[4]Includes all other elementary ESL certificates.
[5]Includes all other 4-8 and 6-12 ESL certificates.

[6]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.
[7]Includes certificates issued in art, dance (8-12 & 6-12), music, theatre.
[8]Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment, early childhood education-handicapped child.

Other Producers of Teachers in the Proximal Zone of Professional Impact[1]
FY 2007 - 2017[2]
Texas Tech University

Production Entity	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
Texas Tech University	**620**	**578**	**510**	**513**	**557**	**530**	**593**	**407**	**449**	**408**	**390**	**5,555**
Wayland Baptist University	120	114	146	121	98	90	102	64	64	55	46	**1,020**
Lubbock Christian University	70	74	85	83	85	65	66	75	63	75	58	**799**
Region 17 Education Service Center	0	14	2	5	1	0	0	0	0	0	0	**22**
Frenship ISD	0	0	1	1	0	3	0	0	0	0	0	**5**
TOTAL	**810**	**780**	**744**	**723**	**741**	**688**	**761**	**546**	**576**	**538**	**494**	**7,401**

[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 impact: teacher and district hiring patterns, the placement of university completers within the PZPI, and retention rates for the 2014 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 <u>new</u> 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 2016-2017 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 2017-2018. 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 2017-2018 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 2017-2018 who were newly-certified in 2016-2017. The second shows the same information for all teachers employed in the PZPI in 2017-2018 who were certified through the university between 1994-1995 and 2016-2017.

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 2016-2017.

D.5: Comparison of Teacher Retention Trends. <u>*D.5: Five-Year Retention of First-Year Teachers.*</u> The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in 2012-2013 who became employed in a Texas public school in 2013-2014. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2012-2013 who had no prior teaching experience. The retention rate for spring 2014 is Year 1 and is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2013-2014. The target university's retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total. <u>*D.5.1-3: Five-Year Retention of First-Year Teachers by School Level.*</u> These reports further disaggregate the five-year retention rates and attrition rates of first-year teachers by high, middle, and elementary school level. Numbers less than 10 are not represented.

Teacher Hiring in the Proximal Zone of Professional Impact
High Schools
Texas Tech University

Newly-Hired Teachers in PZPI in FY 2017-2018
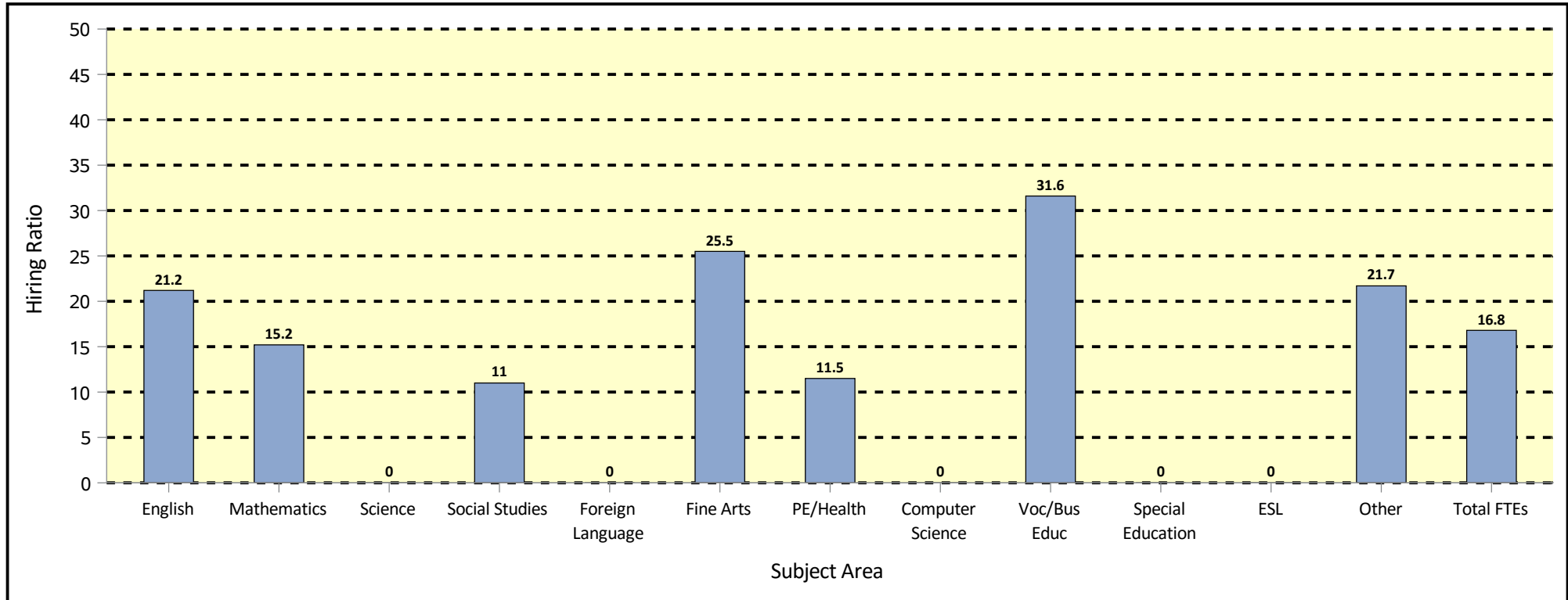
Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	3.2	1.0	0.0	0.9	0.0	2.6	0.6	0.0	5.5	0.0	0.0	0.5	**14.3**
District Hires[2]	15.1	6.6	6.0	8.2	5.1	10.2	5.2	0.2	17.4	8.4	0.5	2.3	**85.0**
Hiring Ratio[3]	**21.2%**	**15.2%**	**0.0%**	**11.0%**	**0.0%**	**25.5%**	**11.5%**	**0.0%**	**31.6%**	**0.0%**	**0.0%**	**21.7%**	**16.8%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2017 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2017-2018
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 2017-2018
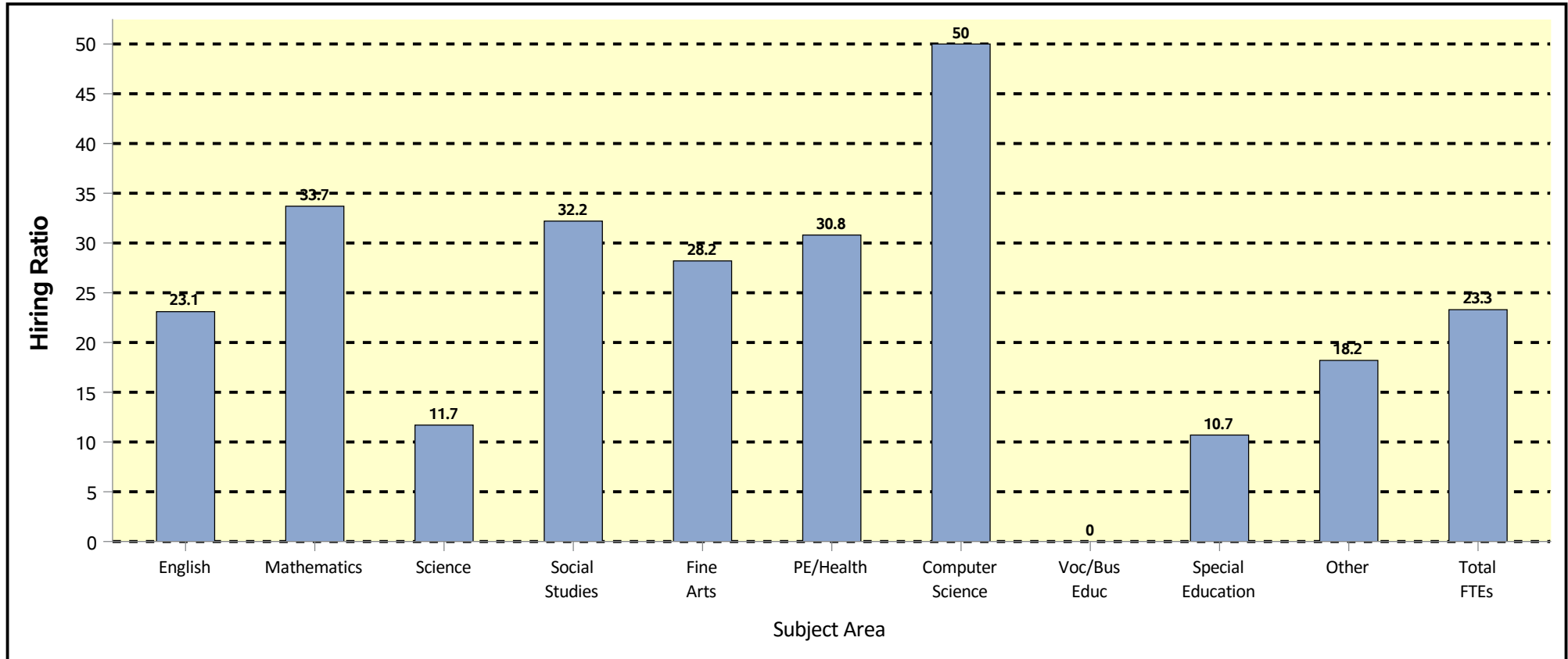
Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	2.7	5.6	0.9	1.9	0.0	2.0	1.6	0.1	0.0	1.3	0.0	0.8	16.8
District Hires[2]	0.0	11.7	16.6	7.7	5.9	0.0	7.1	5.2	0.2	0.9	12.2	0.0	4.4	72.1
Hiring Ratio[3]	0.0%	23.1%	33.7%	11.7%	32.2%	0.0%	28.2%	30.8%	50.0%	0.0%	10.7%	0.0%	18.2%	23.3%

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2017 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2017-2018
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 2017-2018
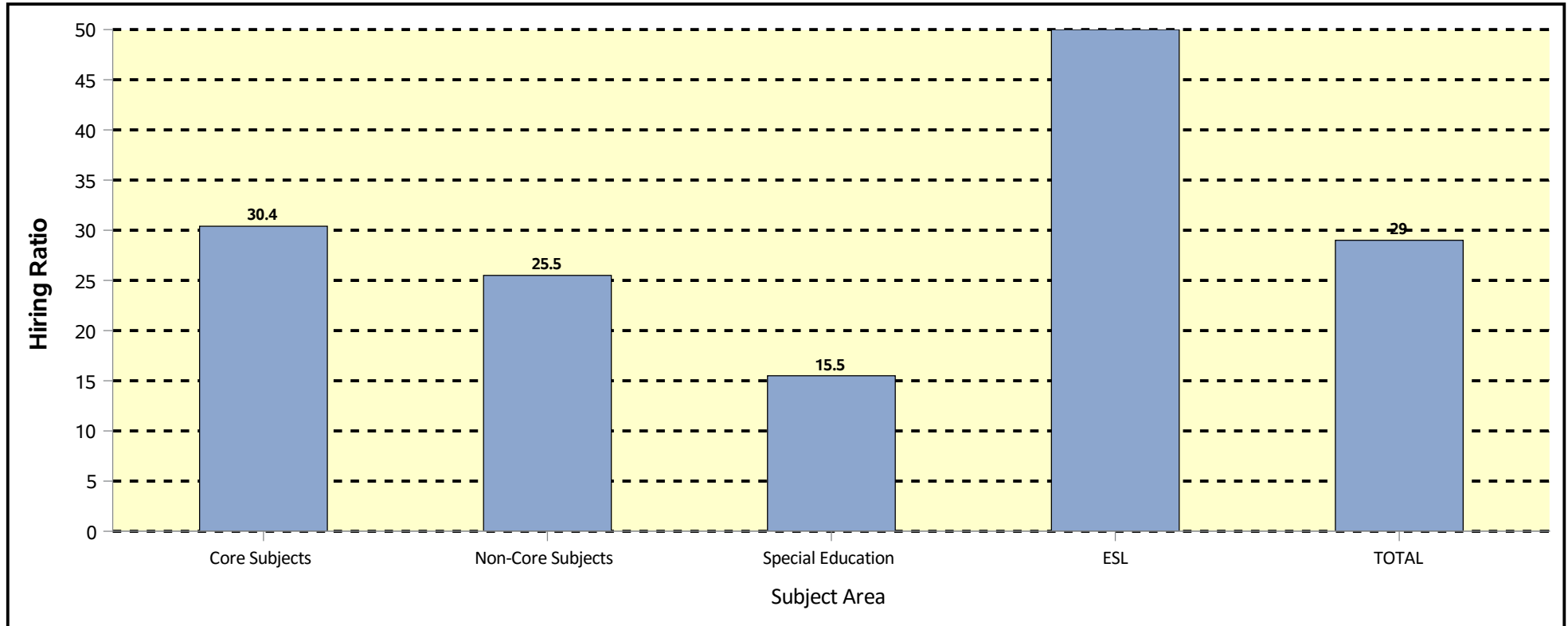
Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	39.5	8.3	2.0	2.7	52.5
District Hires [2]	129.9	32.5	12.9	5.4	180.8
Hiring Ratio [3]	30.4%	25.5%	15.5%	50.0%	29.0%

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2017 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2017-2018
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
2016 - 2018

Texas Tech University
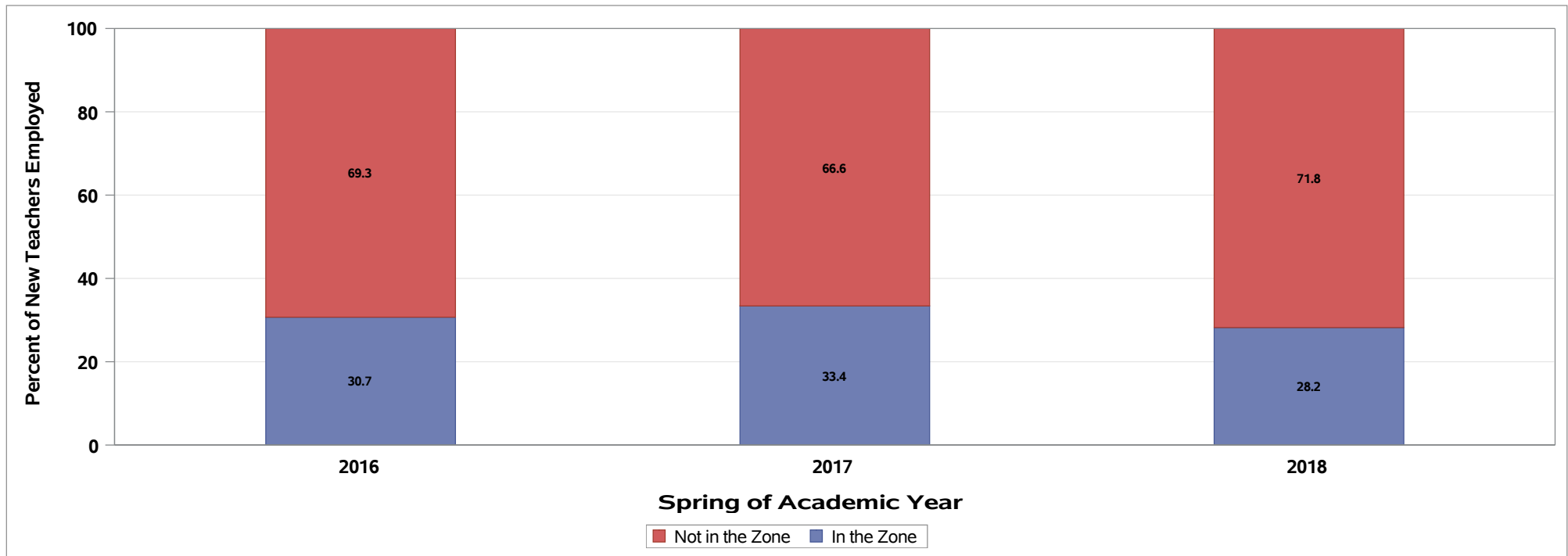
	New Teachers Employed						% Change
	2016		2017		2018		
	Number	Percent	Number	Percent	Number	Percent	2016 to 2018
In the Zone	109	30.7	112	33.4	91	28.2	-2.5
Not in the Zone	246	69.3	223	66.6	232	71.8	2.5
Total	355	100.0	335	100.0	323	100.0	0.0

District Hiring Patterns of University-Prepared Teachers in PZPI
2017-2018
Texas Tech University

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

Teachers Newly-Certified[1] in FY 2016-2017

Employing District	University-Prepared Employed by District in 2017-2018	New Teachers Employed by District in 2017-2018	% University Newly-Certified Compared to New Teachers Employed
ANTON ISD	1	2	50.0
SHALLOWATER ISD	2	5	40.0
SLATON ISD	4	11	36.4
LUBBOCK-COOPER ISD	10	29	34.5
LITTLEFIELD ISD	1	3	33.3
ROOSEVELT ISD	3	9	33.3
SUDAN ISD	1	3	33.3
TAHOKA ISD	1	3	33.3
LUBBOCK ISD	46	161	28.6
SNYDER ISD	3	11	27.3
CROSBYTON CISD	1	5	20.0
LEVELLAND ISD	1	5	20.0
FRENSHIP ISD	9	57	15.8
BROWNFIELD ISD	2	13	15.4
PLAINVIEW ISD	1	17	5.9

All Teachers Certified

Employing District	University-Prepared (1994-1995-2016-2017) Employed by District in 2017-2018	Total Teachers Employed by District in 2017-2018	Percent of Univ-Prepared Teachers in District
RISE ACADEMY	4	6	66.7
DAWSON ISD	3	6	50.0
IDALOU ISD	25	51	49.0
NEW DEAL ISD	25	51	49.0
SUNDOWN ISD	16	33	48.5
LUBBOCK ISD	730	1,595	45.8
SLATON ISD	38	86	44.2
LUBBOCK-COOPER ISD	159	369	43.1
LOOP ISD	5	12	41.7
SHALLOWATER ISD	36	87	41.4
ROOSEVELT ISD	32	79	40.5
ROPES ISD	10	25	40.0
WHITEFACE CISD	9	23	39.1
CROSBYTON CISD	12	31	38.7
MEADOW ISD	8	21	38.1

[1] Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
2016-2017
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	0.9	0.9	102.0
BROWNFIELD ISD	223901005	73.1	BROWNFIELD EDUCATION CENTER	3.5	1.7	47.6
LUBBOCK ISD	152901023	54.1	MONTEREY H S	134.6	56.9	42.2
LUBBOCK ISD	152901020	46.9	CORONADO H S	137.8	50.9	36.9
LUBBOCK ISD	152901011	100.0	MATTHEWS LRN CTR/NEW DIRECTIONS	15.5	5.7	36.9
LUBBOCK-COOPER ISD	152906001	27.4	LUBBOCK-COOPER HIGH SCHOOL	113.2	37.5	33.1
NEW DEAL ISD	152902001	50.0	NEW DEAL H S	20.9	6.7	31.9
LUBBOCK ISD	152901022	44.0	LUBBOCK H S	128.4	40.2	31.3
LUBBOCK ISD	152901015	44.4	LUBBOCK CO J J A E P	6.5	2.0	30.8
ROOSEVELT ISD	152908001	67.9	ROOSEVELT H S	32.1	9.8	30.6
SLATON ISD	152903001	69.5	SLATON H S	37.7	10.4	27.6
FRENSHIP ISD	152907001	29.0	FRENSHIP H S	164.1	44.8	27.3
FLOYDADA ISD	77901003	100.0	P A C	3.3	0.9	26.3
ABERNATHY ISD	95901001	39.0	ABERNATHY H S	25.5	6.4	25.0
IDALOU ISD	152910001	30.8	IDALOU H S	30.1	7.4	24.5
BROWNFIELD ISD	223901001	65.4	BROWNFIELD H S	39.1	9.0	23.1
LEVELLAND ISD	110902001	65.5	LEVELLAND H S	67.2	15.4	22.9
LITTLEFIELD ISD	140904001	62.9	LITTLEFIELD H S	31.1	6.7	21.5
SHALLOWATER ISD	152909001	31.8	SHALLOWATER H S	47.7	9.8	20.5
TAHOKA ISD	153904001	71.1	TAHOKA H S	19.4	3.9	20.1
SUNDOWN ISD	110907001	25.0	SUNDOWN H S	23.0	4.3	18.5
LUBBOCK ISD	152901021	89.7	ESTACADO H S	65.6	11.9	18.1
RALLS ISD	54903001	77.9	RALLS H S	18.9	3.4	17.9
SMYER ISD	110906001	60.3	SMYER H S	19.5	3.5	17.7
PLAINS ISD	251902001	58.1	PLAINS H S	13.7	2.2	16.1
PLAINVIEW ISD	95905002	79.2	ASH H S	12.5	2.0	16.0
MULESHOE ISD	9901001	70.1	MULESHOE H S	35.1	5.5	15.8

[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 Middle Schools in the Proximal Zone of Professional Impact[1]
2016-2017
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SUNDOWN ISD	110907041	44.1	SUNDOWN J H	13.2	7.1	53.8
NEW DEAL ISD	152902041	60.9	NEW DEAL MIDDLE	15.7	7.5	47.7
LUBBOCK ISD	152901066	39.7	IRONS MIDDLE	44.2	20.9	47.4
LUBBOCK ISD	152901062	92.0	CAVAZOS MIDDLE	44.0	19.6	44.4
LUBBOCK ISD	152901065	38.8	HUTCHINSON MIDDLE	53.6	23.6	44.1
LUBBOCK ISD	152901063	89.3	DUNBAR COLLEGE PREPARATORY ACADEMY	49.0	20.9	42.7
SHALLOWATER ISD	152909041	42.3	SHALLOWATER MIDDLE	35.4	14.5	40.8
LUBBOCK ISD	152901064	45.6	EVANS MIDDLE	56.7	21.8	38.4
LUBBOCK-COOPER ISD	152906042	27.2	LUBBOCK-COOPER BUSH MIDDLE	47.4	17.6	37.2
FRENSHIP ISD	152907042	51.4	TERRA VISTA MIDDLE	49.4	18.1	36.6
ABERNATHY ISD	95901041	50.3	ABERNATHY J H	14.7	5.3	36.3
SLATON ISD	152903042	77.6	SLATON J H	22.3	7.1	31.9
LUBBOCK ISD	152901068	90.1	SLATON MIDDLE	41.7	13.1	31.5
FRENSHIP ISD	152907043	32.3	HERITAGE MIDDLE	48.5	15.1	31.2
LEVELLAND ISD	110902042	69.6	LEVELLAND INT	28.9	9.0	31.2
BROWNFIELD ISD	223901041	76.4	BROWNFIELD MIDDLE	29.3	8.2	28.1
LUBBOCK ISD	152901061	81.6	ATKINS MIDDLE	46.9	13.0	27.7
LUBBOCK ISD	152901069	89.5	SMYLIE WILSON MIDDLE	41.1	11.0	26.8
FRENSHIP ISD	152907041	35.7	FRENSHIP MIDDLE	45.3	11.8	26.0
TAHOKA ISD	153904041	70.8	TAHOKA MIDDLE	10.3	2.5	24.2
LEVELLAND ISD	110902041	65.6	LEVELLAND MIDDLE	51.2	12.3	24.0
LUBBOCK-COOPER ISD	152906041	40.6	LUBBOCK-COOPER MIDDLE	41.9	10.0	23.9
PLAINS ISD	251902041	66.1	PLAINS MIDDLE	7.3	1.7	23.4
LUBBOCK ISD	152901067	68.2	MACKENZIE MIDDLE	43.6	10.0	22.9
IDALOU ISD	152910041	32.5	IDALOU MIDDLE	22.0	4.7	21.5
LITTLEFIELD ISD	140904041	77.9	LITTLEFIELD J H	19.4	4.0	20.7
RALLS ISD	54903041	86.4	RALLS MIDDLE	9.5	1.7	18.1

[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]
2016-2017
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901161	93.4	GUADALUPE EL	17.3	11.3	65.1
LUBBOCK ISD	152901193	64.7	ROBERTS EL	40.2	23.2	57.8
LUBBOCK ISD	152901188	67.5	WILLIAMS EL	25.0	14.0	56.0
LUBBOCK ISD	152901163	90.9	HARWELL EL	33.8	18.0	53.3
LUBBOCK ISD	152901191	92.6	WRIGHT EL	17.3	9.0	52.0
LUBBOCK ISD	152901186	81.9	WHEELOCK EL	27.0	14.0	51.8
LUBBOCK ISD	152901176	81.1	PARSONS EL	31.0	16.0	51.6
ROOSEVELT ISD	152908101	81.6	ROOSEVELT EL	38.3	19.0	49.6
NEW DEAL ISD	152902101	69.3	NEW DEAL EL	20.5	10.1	49.5
LUBBOCK-COOPER ISD	152906105	31.8	LUBBOCK-COOPER CENTRAL EL	55.5	27.1	48.8
LUBBOCK ISD	152901190	96.0	WOLFFARTH EL	27.5	12.5	45.5
LUBBOCK ISD	152901155	100.0	BAYLESS EL	47.1	20.5	43.5
LUBBOCK ISD	152901177	61.2	RAMIREZ CHARTER SCHOOL	36.9	16.0	43.4
LUBBOCK ISD	152901194	99.3	ALDERSON EL	42.0	18.0	42.9
LUBBOCK ISD	152901157	69.4	BOWIE EL	15.7	6.7	42.9
LUBBOCK ISD	152901192	66.2	CENTENNIAL EL	42.0	18.0	42.9
LUBBOCK ISD	152901195	39.3	MILLER EL	40.0	17.0	42.5
LUBBOCK ISD	152901196	99.0	ERVIN EL	35.7	15.0	42.0
RALLS ISD	54903102	82.4	RALLS EL	24.0	10.0	41.7
LUBBOCK-COOPER ISD	152906104	16.9	LUBBOCK-COOPER WEST EL	50.2	20.8	41.5
LUBBOCK ISD	152901169	93.9	MCWHORTER EL	41.0	16.9	41.1
FRENSHIP ISD	152907108	38.2	OAK RIDGE EL	38.5	15.5	40.2
LUBBOCK ISD	152901162	67.4	HARDWICK EL	28.0	10.9	39.0
IDALOU ISD	152910101	43.5	IDALOU EL	26.0	10.0	38.5
LUBBOCK ISD	152901179	36.1	SMITH EL	41.8	16.1	38.5
LUBBOCK ISD	152901168	93.5	JACKSON EL	21.6	8.0	37.0
LUBBOCK-COOPER ISD	152906101	42.4	LUBBOCK-COOPER SOUTH EL	55.5	20.5	37.0

[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.
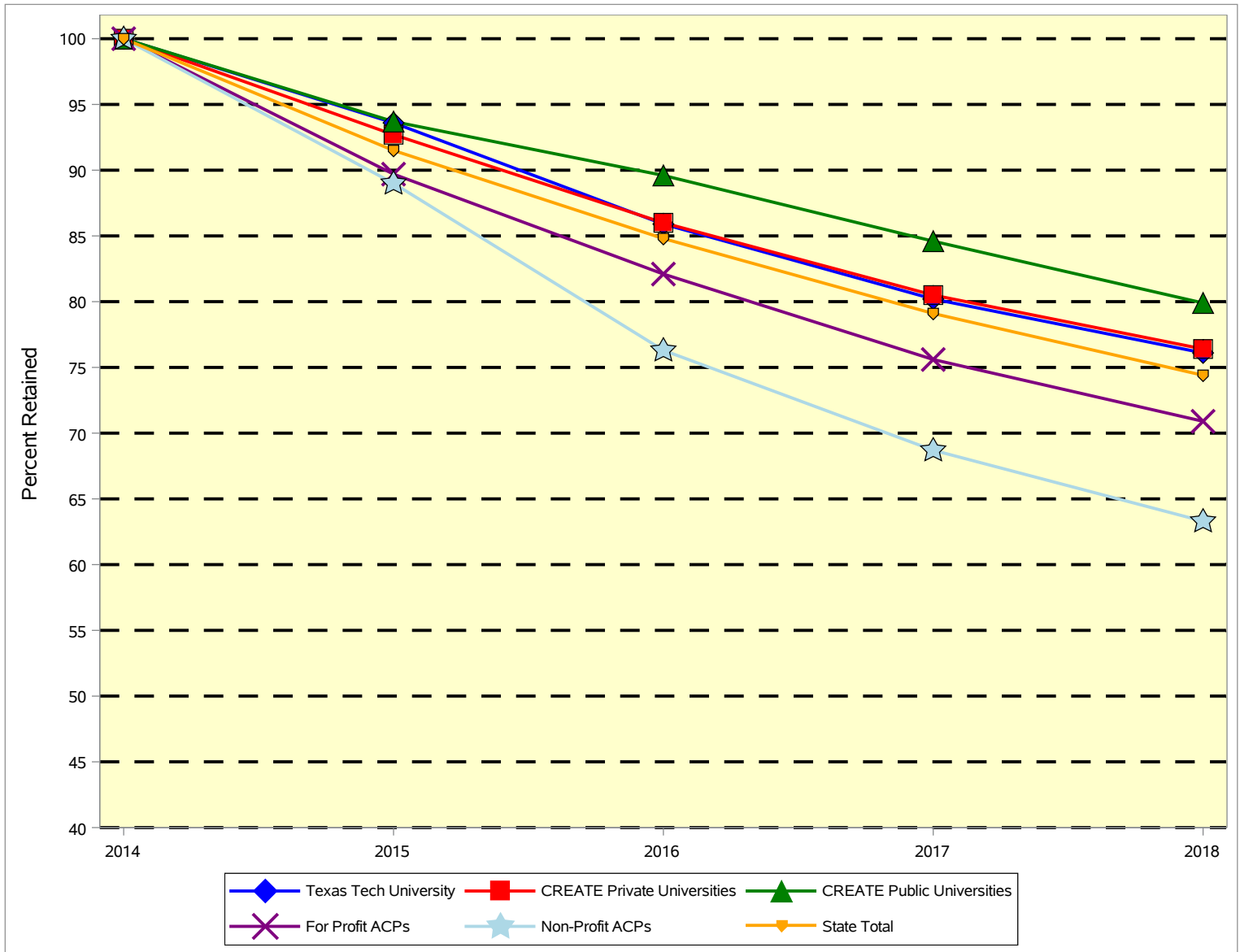[3]Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4]Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends
Five-Year Retention of First-Year Teachers[1,2]
2014 - 2018
Texas Tech University

Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Texas Tech University	439	100.0	93.6	85.9	80.2	76.1	23.9
CREATE Public Universities	7460	100.0	93.7	89.6	84.6	79.9	20.1
CREATE Private Universities	821	100.0	92.7	86.0	80.5	76.4	23.6
For Profit ACPs	6711	100.0	89.7	82.1	75.6	70.9	29.1
Non-Profit ACPs	2614	100.0	89.0	76.3	68.7	63.3	36.7
State Total	20625	100.0	91.5	84.8	79.1	74.4	25.6

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 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]
2014 - 2018
High School
Texas Tech University
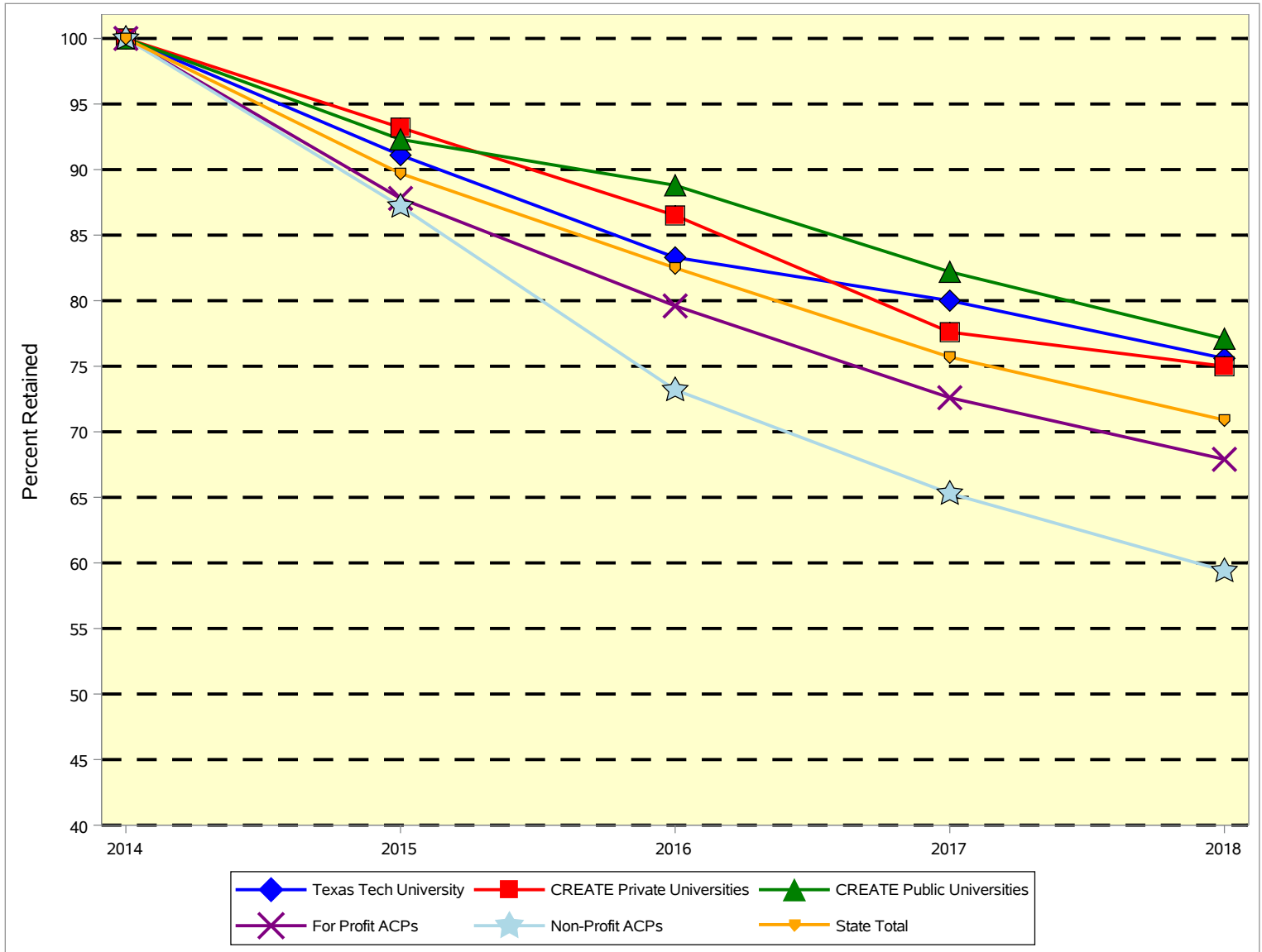
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Texas Tech University	90	100.0	91.1	83.3	80.0	75.6	24.4
CREATE Public Universities	1549	100.0	92.3	88.8	82.2	77.1	22.9
CREATE Private Universities	192	100.0	93.2	86.5	77.6	75.0	25.0
For Profit ACPs	2234	100.0	87.8	79.6	72.6	67.9	32.1
Non-Profit ACPs	678	100.0	87.2	73.2	65.3	59.4	40.6
State Total	5239	100.0	89.7	82.5	75.7	70.9	29.1

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 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]
2014 - 2018
Middle School
Texas Tech University
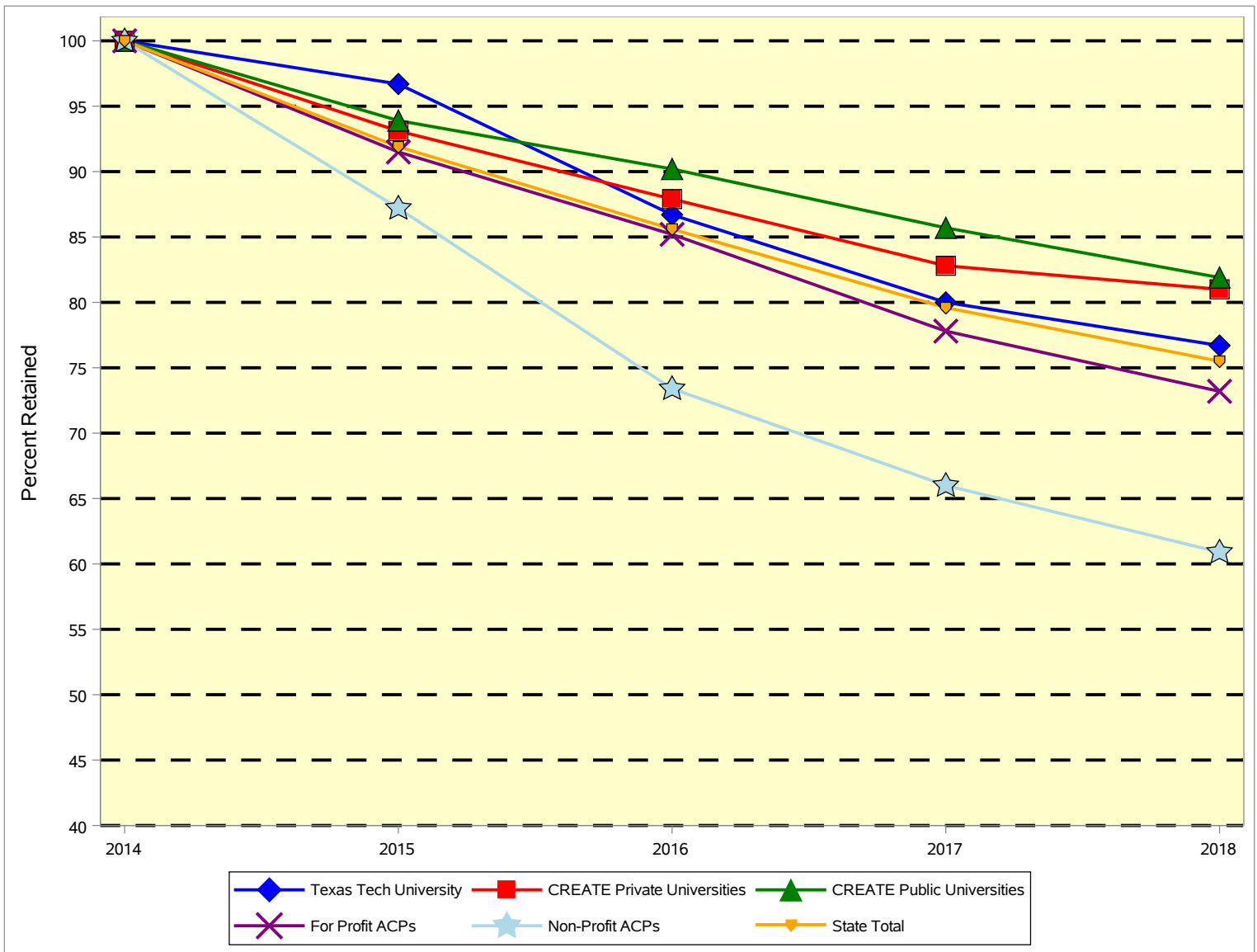
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Texas Tech University	90	100.0	96.7	86.7	80.0	76.7	23.3
CREATE Public Universities	1599	100.0	93.9	90.2	85.7	81.9	18.1
CREATE Private Universities	174	100.0	93.1	87.9	82.8	81.0	19.0
For Profit ACPs	2034	100.0	91.5	85.2	77.8	73.2	26.8
Non-Profit ACPs	698	100.0	87.2	73.4	66.0	60.9	39.1
State Total	5425	100.0	91.9	85.6	79.6	75.5	24.5

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 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]
2014 - 2018
Elementary School
Texas Tech University
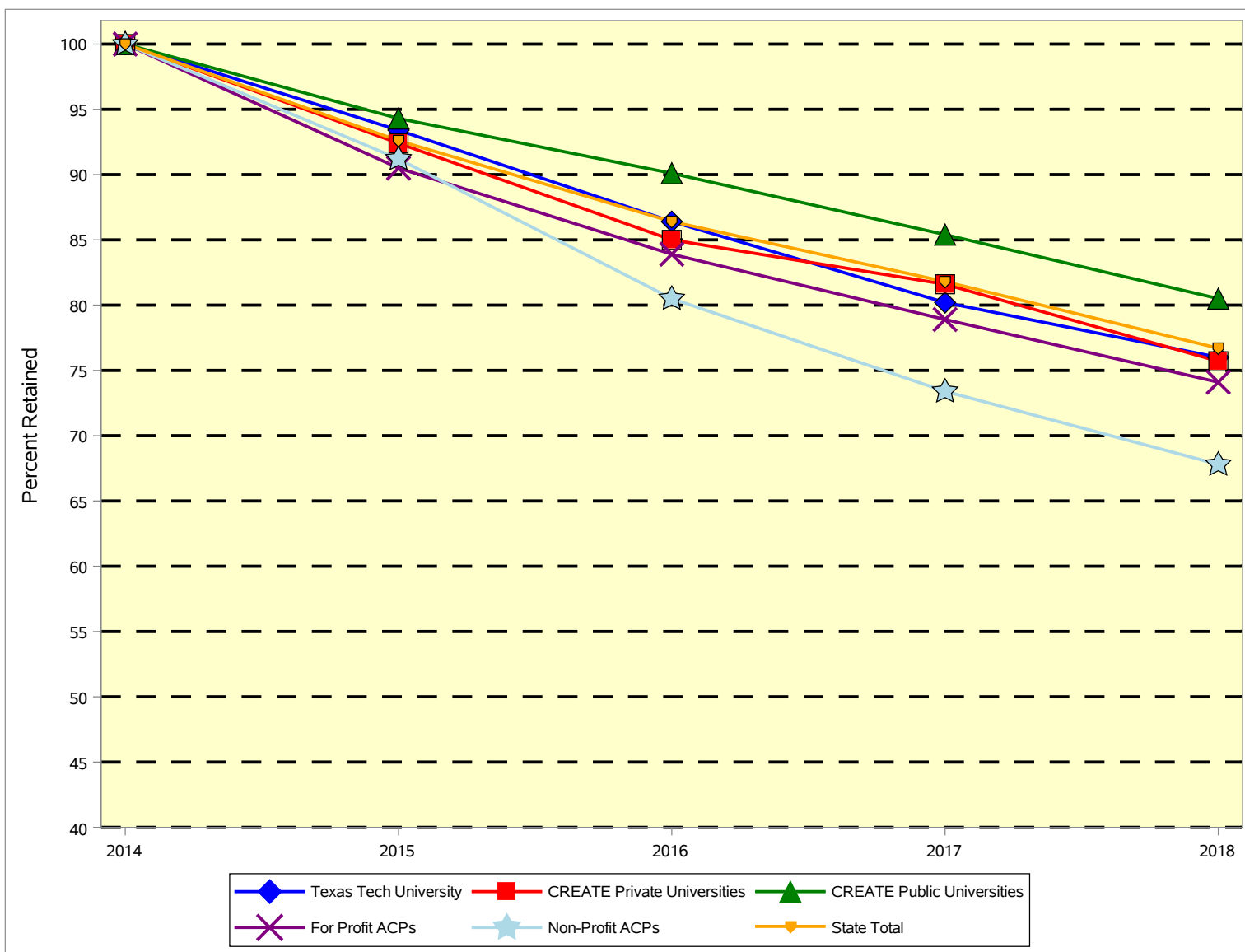
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Texas Tech University	242	100.0	93.4	86.4	80.2	76.0	24.0
CREATE Public Universities	4051	100.0	94.3	90.1	85.4	80.5	19.5
CREATE Private Universities	419	100.0	92.4	85.0	81.6	75.7	24.3
For Profit ACPs	2051	100.0	90.5	83.9	78.9	74.1	25.9
Non-Profit ACPs	1133	100.0	91.2	80.5	73.4	67.8	32.2
State Total	9045	100.0	92.6	86.4	81.8	76.7	23.3

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 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 2013-2017. 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 teachers who obtained a standard or probationary certificate in 2012-2013, had no prior teaching experience, became employed in a Texas public school in 2013-2014, and were still teaching in the spring of each academic year. The column labeled *Attrition Rate* is calculated by subtracting the 2018 retention rate from 100%.

Comparison of Teacher Production
2008 - 2017
Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	4,935	5,280	6,784	16,999
2008	578	640	810	2,028
2009	510	694	767	1,971
2010	513	705	724	1,942
2011	557	567	688	1,812
2012	530	530	711	1,771
2013	593	585	684	1,862
2014	407	492	669	1,568
2015	449	414	548	1,411
2016	408	332	620	1,360
2017	390	321	563	1,274
10-Year Avg	493.5	528.0	678.4	1,699.9
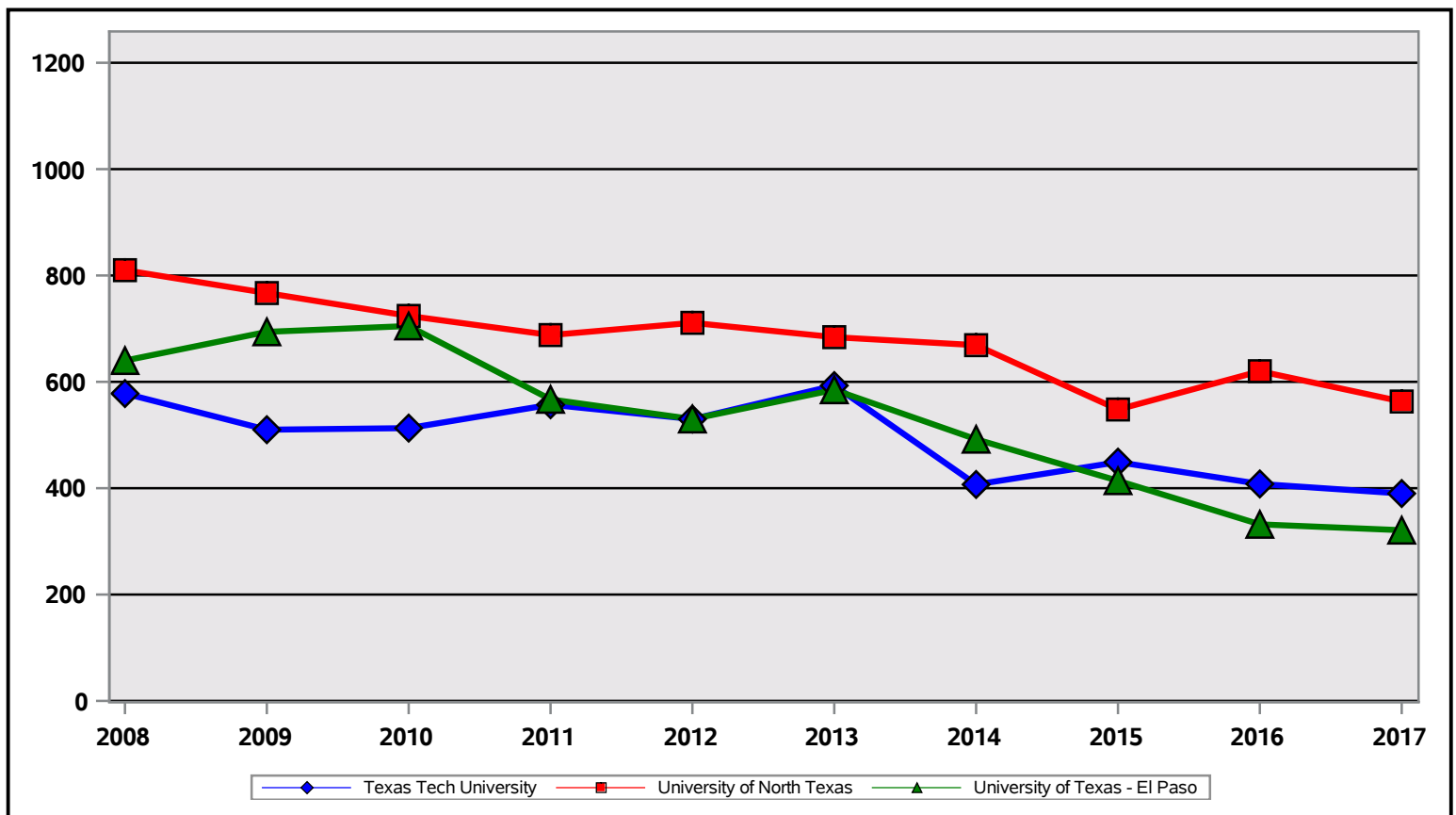
Five-Year Teacher Production of Consortium Universities
2013 - 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5-Year Average
Quintile 1 (500+)						
Texas State University	819.0	742.0	661.0	639.0	694.0	711.00
University of North Texas	684.0	669.0	548.0	620.0	563.0	616.80
Texas A&M University	684.0	605.0	560.0	545.0	580.0	594.80
Quintile 2 (300-499)						
Sam Houston State University	531.0	557.0	492.0	455.0	442.0	495.40
University of Texas - Rio Grande Valley	508.0	517.0	535.0	440.0	378.0	475.60
Texas A&M University - Commerce	536.0	459.0	466.0	402.0	408.0	454.20
Texas Tech University	593.0	407.0	449.0	408.0	390.0	449.40
University of Texas - El Paso	585.0	492.0	414.0	332.0	321.0	428.80
Stephen F. Austin State University	504.0	455.0	429.0	367.0	379.0	426.80
University of Texas - San Antonio	436.0	451.0	415.0	358.0	371.0	406.20
University of Texas - Austin	445.0	400.0	333.0	394.0	342.0	382.80
University of Houston	364.0	406.0	346.0	349.0	342.0	361.40
University of Texas - Arlington	370.0	352.0	353.0	287.0	267.0	325.80
West Texas A&M University	294.0	349.0	382.0	299.0	239.0	312.60
Quintile 3 (200-299)						
Texas Woman's University	329.0	272.0	286.0	293.0	267.0	289.40
Tarleton State University	277.0	279.0	247.0	261.0	243.0	261.40
University of Houston - Clear Lake	260.0	248.0	238.0	193.0	167.0	221.20
University of Houston - Downtown	256.0	236.0	206.0	187.0	205.0	218.00
Texas A&M University - San Antonio	173.0	201.0	234.0	216.0	207.0	206.20
Quintile 4 (100-199)						
Texas A&M University - Corpus Christi	223.0	234.0	195.0	166.0	175.0	198.60
Texas A&M University - Kingsville	151.0	146.0	151.0	110.0	172.0	146.00
University of Texas - Tyler	162.0	156.0	117.0	116.0	131.0	136.40
Angelo State University	141.0	165.0	138.0	119.0	116.0	135.80
Baylor University	153.0	148.0	124.0	121.0	133.0	135.80
Lamar University	152.0	135.0	132.0	132.0	95.0	129.20
University of Texas - Dallas	144.0	142.0	120.0	115.0	108.0	125.80
Southern Methodist University	57.0	40.0	161.0	181.0	175.0	122.80
University of Texas - Permian Basin	81.0	100.0	115.0	124.0	167.0	117.40
University of Houston - Victoria	122.0	113.0	111.0	100.0	107.0	110.60

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5-Year Average
Quintile 5 (below 99)						
Texas Christian University	103.0	94.0	104.0	96.0	93.0	98.00
Midwestern State University	124.0	98.0	92.0	71.0	71.0	91.20
Texas A&M University - Texarkana	102.0	102.0	95.0	67.0	68.0	86.80
University of Mary Hardin-Baylor	69.0	87.0	71.0	75.0	92.0	78.80
Wayland Baptist University	102.0	64.0	64.0	55.0	46.0	66.20

Five-Year Teacher Production of Consortium Universities
2013 - 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5-Year Average
Abilene Christian University	72.0	60.0	66.0	41.0	54.0	58.60
Prairie View A&M University	63.0	74.0	56.0	49.0	45.0	57.40
Texas Wesleyan University	69.0	57.0	49.0	38.0	60.0	54.60
Houston Baptist University	49.0	60.0	54.0	61.0	33.0	51.40
University of North Texas - Dallas	2.0	36.0	76.0	61.0	77.0	50.40
University of the Incarnate Word	50.0	54.0	51.0	42.0	49.0	49.20
Sul Ross State University - Rio Grande	35.0	57.0	38.0	34.0	56.0	44.00
McMurry University	51.0	43.0	40.0	44.0	34.0	42.40
Concordia University	33.0	49.0	45.0	45.0	30.0	40.40
Hardin-Simmons University	47.0	51.0	29.0	39.0	36.0	40.40
Texas A&M University - Central Texas	8.0	43.0	40.0	34.0	68.0	38.60
Texas Southern University	44.0	42.0	35.0	38.0	32.0	38.20
East Texas Baptist University	41.0	46.0	33.0	30.0	37.0	37.40
St. Edward's University	45.0	40.0	32.0	25.0	25.0	33.40
Texas Lutheran University	30.0	25.0	38.0	45.0	27.0	33.00
Howard Payne University	21.0	26.0	37.0	28.0	31.0	28.60
University of St. Thomas	31.0	28.0	22.0	32.0	29.0	28.40
Trinity University	24.0	33.0	31.0	34.0	17.0	27.80
St. Mary's University	29.0	25.0	32.0	23.0	24.0	26.60
Sul Ross State University - Alpine	18.0	28.0	34.0	22.0	12.0	22.80
Our Lady of the Lake University	25.0	24.0	17.0	8.0	29.0	20.60
Schreiner University	18.0	17.0	25.0	22.0	18.0	20.00
Austin College	18.0	15.0	20.0	15.0	14.0	16.40
Southwestern University	16.0	15.0	10.0	14.0	16.0	14.20
Rice University	5.0	9.0	8.0	3.0	7.0	6.40

Comparison of Longitudinal Certificate Production Trends[1]

FY 2013 - 2017[2]

Texas Tech University

Certificate	Texas Tech University Fiscal Year					University of Texas - El Paso Fiscal Year					University of North Texas Fiscal Year				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
ELEMENTARY (EC-4 and EC-6)															
Core Subjects	0	0	0	113	258	0	0	0	41	112	0	0	3	83	218
Bilingual Generalist	0	0	0	0	0	66	60	54	28	7	36	42	23	10	1
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	161	131	96	65	5
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	285	196	268	138	11	136	139	131	69	11	116	138	111	116	22
Subtotal	**285**	**196**	**268**	**251**	**269**	**202**	**199**	**185**	**138**	**130**	**313**	**311**	**233**	**274**	**246**
MIDDLE SCHOOL (4-8)															
Core Subjects	0	0	0	0	0	0	0	0	4	6	0	0	0	0	0
Bilingual Generalist	0	0	0	0	0	4	6	4	1	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	0	0	0	0	0	49	33	28	17	14	0	0	0	0	0
ELA/Reading	4	1	0	0	0	20	8	7	2	5	17	12	11	4	5
ELA/Reading/Social Studies	18	14	14	7	4	20	10	2	6	4	0	0	0	0	0
Mathematics	2	6	2	1	4	23	21	17	13	17	17	24	22	22	16
Mathematics/Science	22	11	9	9	7	9	16	6	5	11	0	0	0	0	0
Science	3	1	1	1	1	1	5	2	4	0	9	15	9	12	7
Social Studies	5	3	0	0	0	0	0	1	1	0	14	7	7	10	12
Subtotal	**54**	**36**	**26**	**18**	**16**	**126**	**99**	**67**	**53**	**57**	**57**	**58**	**49**	**48**	**40**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Tech. Education[6]	28	15	17	20	14	9	8	6	2	0	63	61	58	53	35
Chemistry	1	1	0	0	0	0	0	0	0	0	2	2	3	2	3
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
ELA/Reading	26	16	7	9	11	30	33	29	15	19	37	46	37	42	36
History	27	20	24	6	7	6	2	4	3	0	21	33	28	38	29
Journalism	1	1	0	0	0	2	2	5	3	1	0	2	4	1	2
Life Science	4	1	0	3	0	0	0	1	0	0	13	9	16	14	16
Mathematics	26	15	4	8	2	35	16	20	23	16	36	27	31	16	24
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	0	0	0	0	0	3	1	1	3	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	2	0	0	0	0	2	4	1	0	3	4	1	3	0	1
Science	12	5	1	6	3	28	16	19	19	17	4	2	2	2	2
Secondary French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies	2	2	1	0	0	45	27	17	14	15	15	21	22	25	19
Speech	1	0	0	0	0	4	1	2	2	0	4	4	2	3	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Subtotal	**130**	**76**	**54**	**52**	**37**	**161**	**109**	**104**	**81**	**71**	**202**	**209**	**208**	**200**	**168**
ALL LEVEL (EC-12 and PK-12)															
Fine Arts[7]	70	48	60	42	35	30	33	23	25	30	104	97	83	106	102
Health And Phy Education	35	21	17	16	5	36	22	29	33	17	28	27	17	21	13
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - French	0	0	0	0	0	0	3	0	0	1	2	1	2	1	2
LOTE - German	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	4	3	1	1	0	16	7	7	8	3	15	11	7	8	9
Special Education[8]	86	51	75	66	55	47	73	62	49	43	64	71	53	68	50
Technology Applications	0	0	0	0	0	1	0	1	1	0	2	0	0	0	0
Subtotal	**195**	**123**	**154**	**125**	**95**	**130**	**138**	**122**	**116**	**94**	**216**	**207**	**162**	**204**	**176**
SUPPLEMENTALS															
Bilingual Education	8	4	24	32	30	14	22	14	19	50	0	2	4	15	24
ESL	78	43	65	96	111	1	0	1	0	2	53	70	71	142	179
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[8]	40	29	21	29	18	0	0	0	0	0	0	0	0	0	0
Subtotal	**126**	**76**	**110**	**157**	**159**	**15**	**22**	**15**	**19**	**52**	**53**	**72**	**75**	**157**	**203**

[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 4-8 and 6-12 ESL certificates.

[6]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.

[7]Includes certificates issued in art, dance (8-12 & 6-12), music, theatre.

[8]Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment, early childhood education-handicapped child.

Teacher Retention Comparison
Five-Year Retention of First-Year Teachers[1,2]
2014 - 2018
Texas Tech University
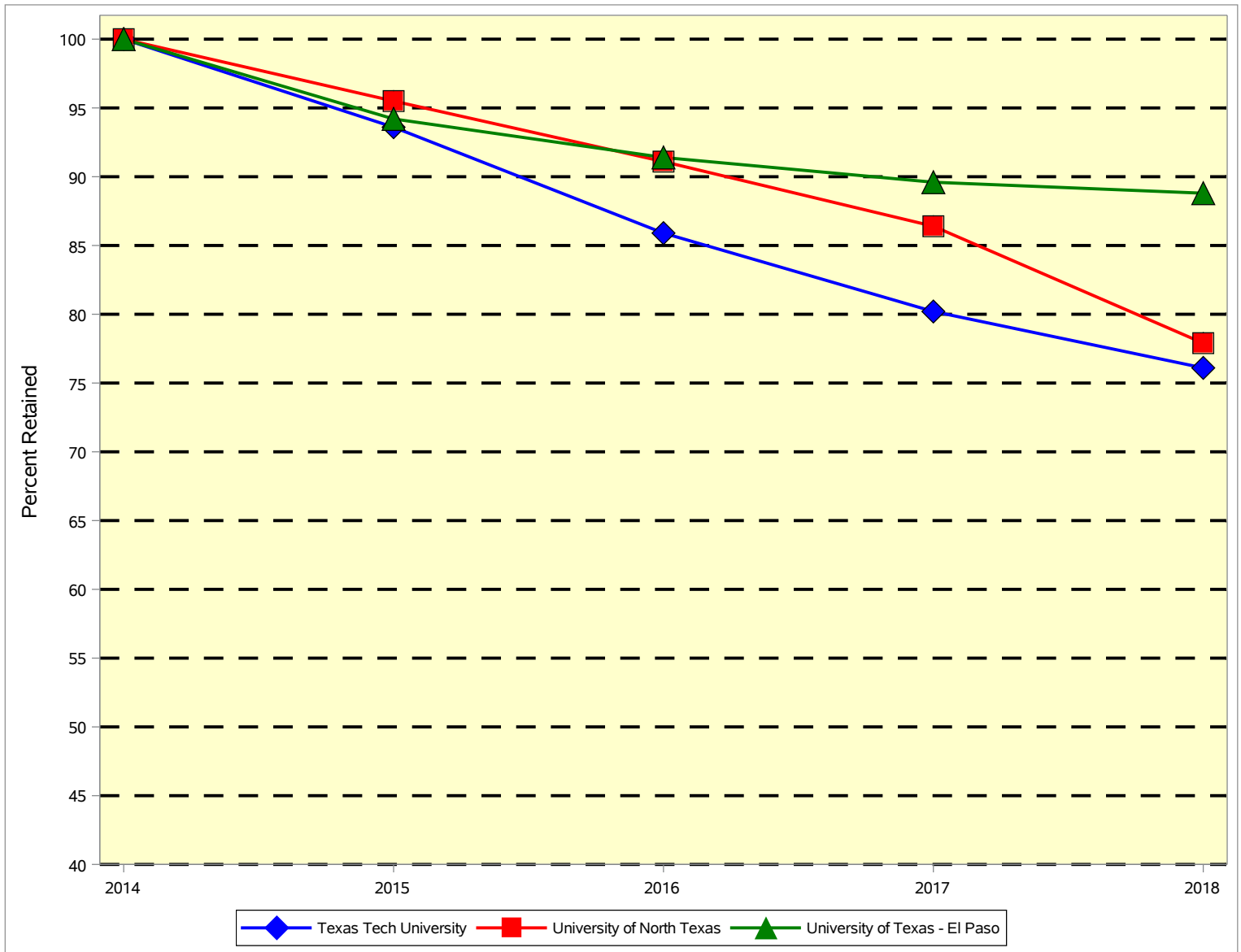
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Texas Tech University	439	100.0	93.6	85.9	80.2	76.1	23.9
University of Texas - El Paso	278	100.0	94.2	91.4	89.6	88.8	11.2
University of North Texas	484	100.0	95.5	91.1	86.4	77.9	22.1

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

Changes Made to the 2018 PACE Reports

Data Sets Used in the PACE Report: Deletion of Texas Higher Education Accountability System as a data set.

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

B.2, B.3, B.4: Footnote changes. The 2015 and 2016 STAAR data standard was calculated as percent of assessments that meet or exceed Phase 1, Level II Satisfactory. In 2017 data standard was calculated as percent of assesments that approaches, meets or masters grade level standard. We are reporting only on assessments that meet and masters grade level standard.

B.2.1-B.2.5, B.3.1-B.3.5, B.4.1-B.4.4: Footnote changes. The 2015 and 2016 STAAR data standard was calculated as percent of assessments that meet or exceed Phase 1, Level II Satisfactory. In 2017 data standard was calculated as percent of assesments that approaches, meets or masters grade level standard. We are reporting only on assessments that meet and masters grade level standard.

C.1: Change in 4: Enrollment and degrees awarded data downloaded from IPEDS.

Data Corrections and Data Requests

The 2018 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Customized data are available for purchase based on university production. For all inquiries regarding PACE and information about how to order a customized data set please contact Sherri Lowrey at salowrey@uh.edu.

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