C R E A T E

# PACE 2019

*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 2019

*Performance Analysis for 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 CREATE's work 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 2019 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 in fall 2020.

## 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 public schools in their immediate area related to teacher production, teacher supply in relation to regional demand, and teacher retention patterns.
4. Furnish a structured format that will enable university and public school leaders to engage in systematic analysis of production, academic performance, and staffing patterns in their immediate vicinity.

PACE is offered as a common data platform that can assist all consortium members in establishing a **school-centered** planning focus. However, PACE data must be augmented with university program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. Such questions include who is teaching? Where do teachers go after they leave the program? How long do teachers remain in the profession? Hopefully, the information found in PACE will encourage users to integrate local university information to inform teacher preparation practices at the campus and regional level.

As an information system, the PACE reports are subject to continuous quality improvement. In Year 13, 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 and data definitions. A summary of changes made to the 2019 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 in the public education system, 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, leaders pf Colleges of Education 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 the PZPI 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 with 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 employment occurs. 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 2017-2018. Data for STAAR performance reports was downloaded from https://tea.texas.gov/perfreport/tapr/index.htm) and https://tea.texas.gov/student.assessment/staar/aggregate/.

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## 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 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 of students by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and limited English proficient (LEP)/ English language learners (ELL), 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 2017-2018 Texas Academic Performance Report* (TAPR), page 14 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html).

***Special Education*:** This refers to the population of students served by special education programs and services. Special education rules and regulations are established by federal and state statute, the State Board of Education (SBOE) and commissioner of education. (*Source:* TEA, 2019. 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 https://statutes.capitol.texas.gov/Docs/ED/htm/.29.htm#29.08

***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, 2019, 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) §29.051-29.066-*Bilingual Education and ESL Programs* found at https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm#29.081).

***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 (LEP) 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, 2018. *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 2017-2018 Texas Academic Performance Report* (TAPR), page 14 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/glossary.pdf.

***At-Risk*:** These are students identified as being at risk of dropping out of school using state- criteria only. (Source: *Glossary for the 2017-2018 Texas Academic Performance Report* (TAPR), page 14 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html and Texas Education Code §29.081, *Compensatory and Accelerated Instruction* found at https://statutes.capital.texas.gov/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. 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 2017-2018 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 2017-2018 accountability system, see the *2018 Accountability Manual*, available at https://tea.texas.gov/2018accountabilitymanual.aspx. The *Master Reference for Data Elements Used in the Accountability System* for 2017-2018 may be found at https://rptsvr1.tea.texas.gov/perfreport/account/2018/download/acctref.html.

# Summary of Public School Enrollment in Proximal Zone of Professional Impact
## 2017-2018
## 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 | 2,850 | 7.1 | 24,290 | 60.6 | 11,558 | 28.8 | 514 | 1.3 | 876 | 2.2 | 40,088 |
| MS | 41 | 1,116 | 6.8 | 9,728 | 59.2 | 5,082 | 30.9 | 216 | 1.3 | 302 | 1.8 | 16,444 |
| HS | 54 | 1,439 | 6.9 | 11,849 | 57.0 | 6,786 | 32.6 | 305 | 1.5 | 414 | 2.0 | 20,793 |
| EL/SEC | 34 | 232 | 3.1 | 4,000 | 53.1 | 3,174 | 42.2 | 16 | 0.2 | 107 | 1.4 | 7,529 |
| **Total** | **222** | **5,637** | **6.6** | **49,867** | **58.8** | **26,600** | **31.3** | **1,051** | **1.2** | **1,699** | **2.0** | **84,854** |

| | | 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 | 26,506 | 66.1 | 3,743 | 9.3 | 3,217 | 8.0 | 3,004 | 7.5 | 17,692 | 44.1 |
| MS | 41 | 9,976 | 60.7 | 1,739 | 10.6 | 687 | 4.2 | 713 | 4.3 | 8,669 | 52.7 |
| HS | 54 | 10,747 | 51.7 | 2,189 | 10.5 | 526 | 2.5 | 545 | 2.6 | 10,089 | 48.5 |
| EL/SEC | 34 | 4,568 | 60.7 | 648 | 8.6 | 545 | 7.2 | 556 | 7.4 | 3,144 | 41.8 |
| **Total** | **222** | **51,797** | **61.0** | **8,319** | **9.8** | **4,975** | **5.9** | **4,818** | **5.7** | **39,594** | **46.7** |

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

# Public School Enrollment by District in the Proximal Zone of Professional Impact
## 2017-2018
## 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 | 211 | 133 | 1 | 4 | 353 | 211 | 27 | 3 | 4 | 162 |
| | HS | 0 | 0 | 2 | 0 | 2 | 1 | 137 | 88 | 0 | 4 | 230 | 112 | 19 | 4 | 4 | 76 |
| | MS | 0 | 1 | 0 | 0 | 1 | 2 | 98 | 82 | 0 | 1 | 183 | 90 | 15 | 4 | 4 | 92 |
| AMHERST ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 8 | 145 | 12 | 0 | 0 | 165 | 132 | 16 | 57 | 58 | 90 |
| ANTON ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 10 | 165 | 53 | 0 | 7 | 235 | 196 | 26 | 12 | 13 | 137 |
| BORDEN COUNTY ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 1 | 42 | 184 | 0 | 6 | 233 | 58 | 20 | 2 | 2 | 63 |
| BROWNFIELD ISD | ELEM | 3 | 0 | 0 | 0 | 3 | 22 | 725 | 158 | 6 | 12 | 923 | 798 | 64 | 105 | 107 | 443 |
| | HS | 0 | 0 | 2 | 0 | 2 | 20 | 364 | 77 | 0 | 10 | 471 | 346 | 45 | 16 | 16 | 286 |
| | MS | 0 | 1 | 0 | 0 | 1 | 9 | 275 | 69 | 0 | 5 | 358 | 286 | 27 | 17 | 17 | 250 |
| COTTON CENTER ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 0 | 68 | 48 | 0 | 1 | 117 | 101 | 8 | 2 | 2 | 40 |
| CROSBYTON CISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 6 | 137 | 52 | 0 | 0 | 195 | 152 | 23 | 0 | 0 | 110 |
| | ELEM | 2 | 0 | 0 | 0 | 2 | 7 | 122 | 39 | 0 | 1 | 169 | 147 | 15 | 3 | 3 | 86 |
| | HS | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| DAWSON ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 0 | 70 | 54 | 0 | 5 | 129 | 89 | 12 | 8 | 8 | 63 |
| DIMMITT ISD | ELEM | 1 | 0 | 0 | 0 | 1 | 11 | 498 | 42 | 6 | 2 | 559 | 491 | 40 | 137 | 148 | 344 |
| | HS | 0 | 0 | 1 | 0 | 1 | 4 | 270 | 42 | 0 | 1 | 317 | 238 | 28 | 34 | 35 | 106 |
| | MS | 0 | 1 | 0 | 0 | 1 | 7 | 315 | 32 | 1 | 0 | 355 | 298 | 21 | 51 | 63 | 228 |
| FLOYDADA ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 0 | 7 | 1 | 0 | 0 | 8 | 8 | 2 | 0 | 0 | 8 |
| | ELEM | 1 | 0 | 0 | 0 | 1 | 17 | 378 | 63 | 0 | 2 | 460 | 366 | 34 | 50 | 54 | 298 |
| | HS | 0 | 0 | 2 | 0 | 2 | 6 | 133 | 39 | 0 | 1 | 179 | 118 | 22 | 9 | 9 | 97 |
| | MS | 0 | 1 | 0 | 0 | 1 | 4 | 84 | 23 | 0 | 1 | 112 | 82 | 10 | 6 | 6 | 71 |
| FRENSHIP ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 2 | 47 | 44 | 3 | 6 | 102 | 41 | 7 | 1 | 1 | 87 |
| | ELEM | 8 | 0 | 0 | 0 | 8 | 179 | 2,129 | 2,181 | 126 | 167 | 4,782 | 2,003 | 443 | 276 | 266 | 1,277 |
| | HS | 0 | 0 | 2 | 0 | 2 | 82 | 1,047 | 1,384 | 91 | 94 | 2,698 | 709 | 202 | 35 | 38 | 872 |
| | MS | 0 | 3 | 0 | 0 | 3 | 69 | 927 | 977 | 58 | 64 | 2,095 | 751 | 184 | 59 | 56 | 867 |
| HALE CENTER ISD | ELEM | 1 | 0 | 0 | 0 | 1 | 7 | 200 | 65 | 1 | 6 | 279 | 209 | 14 | 32 | 32 | 123 |
| | HS | 0 | 0 | 1 | 0 | 1 | 1 | 125 | 42 | 0 | 4 | 172 | 100 | 17 | 3 | 3 | 92 |
| | MS | 0 | 1 | 0 | 0 | 1 | 1 | 113 | 39 | 1 | 2 | 156 | 114 | 15 | 12 | 12 | 111 |
| HART ISD | EL/SEC | 0 | 0 | 0 | 1 | 1 | 6 | 210 | 14 | 0 | 2 | 232 | 209 | 14 | 26 | 26 | 145 |

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

# Public School Listings in the Proximal Zone of Professional Impact
## 2017-2018
## 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 | 95901003 | ABERNATHY DAEP | HS | 2 | X |
| ABERNATHY ISD | 95901001 | ABERNATHY H S | HS | 228 | M |
| ABERNATHY ISD | 95901041 | ABERNATHY MIDDLE | MS | 183 | M |
| ABERNATHY ISD | 95901101 | ABERNATHY EL | EL | 353 | M |
| AMHERST ISD | 140901001 | AMHERST SCHOOL | MULTI | 165 | M |
| ANTON ISD | 110901001 | ANTON SCHOOL | MULTI | 235 | M |
| BORDEN COUNTY ISD | 17901001 | BORDEN COUNTY SCHOOL | MULTI | 233 | M |
| BROWNFIELD ISD | 223901005 | BROWNFIELD EDUCATION CENTER | HS | 20 | A |
| BROWNFIELD ISD | 223901001 | BROWNFIELD H S | HS | 451 | M |
| BROWNFIELD ISD | 223901041 | BROWNFIELD MIDDLE | MS | 358 | M |
| BROWNFIELD ISD | 223901103 | BRIGHT BEGINNINGS ACADEMIC CENTER | EL | 152 | I |
| BROWNFIELD ISD | 223901101 | COLONIAL HEIGHTS EL | EL | 253 | I |
| BROWNFIELD ISD | 223901102 | OAK GROVE EL | EL | 518 | I |
| COTTON CENTER ISD | 95902001 | COTTON CENTER SCHOOL | MULTI | 117 | M |
| CROSBYTON CISD | 54901003 | CROSBYTON DAEP | HS | 1 | X |
| CROSBYTON CISD | 54901101 | CROSBYTON EL | EL | 163 | I |
| CROSBYTON CISD | 54901200 | SP ED CO-OP | EL | 6 | X |
| CROSBYTON CISD | 54901001 | CROSBYTON SECONDARY | MULTI | 195 | M |
| DAWSON ISD | 58902001 | DAWSON SCHOOL | MULTI | 129 | M |
| DIMMITT ISD | 35901001 | DIMMITT H S | HS | 317 | M |
| DIMMITT ISD | 35901041 | DIMMITT MIDDLE | MS | 355 | M |
| DIMMITT ISD | 35901102 | RICHARDSON EL | EL | 559 | I |
| FLOYDADA ISD | 77901001 | FLOYDADA H S | HS | 173 | M |
| FLOYDADA ISD | 77901004 | FLOYDADA ISD DAEP | HS | 6 | X |
| FLOYDADA ISD | 77901041 | FLOYDADA J H | MS | 112 | M |
| FLOYDADA ISD | 77901101 | A B DUNCAN EL | EL | 460 | I |
| FLOYDADA ISD | 77901003 | P A C | MULTI | 8 | X |

# 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 Proximal Zone of Professional Impact (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 2018 Accountability Manual* can be found at https://tea.texas.gov/2018accountabilitymanual.aspx.

The STAAR data are compiled for all three levels for academic years 2015-2016 through 2017-2018. For high schools, the following End of Course (EOC) examinations are represented: English I, English II, 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 2015 to fall 2018. 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 2015-2016 through 2017-2018. 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 2015-2016 through 2017-2018. 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 2018 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 reflected by lower Ns.

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 reflected by lower Ns.

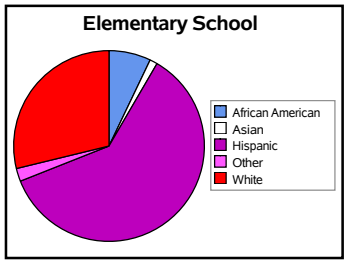
# Student Enrollment Trends in Proximal Zone of Professional Impact
## Fiscal Year 2015 - 2018

### Texas Tech University

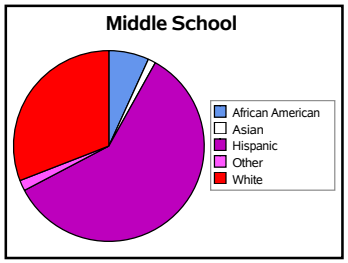
| Headcount - Fall of Fiscal Year | Elementary | | | | Middle | | | | High School | | | | Both Elem/Second | | | | Total | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 | Net Change | Pct Change |
| All | 41,632 | 41,521 | 40,747 | 40,088 | 16,376 | 16,491 | 16,710 | 16,444 | 19,893 | 20,303 | 20,585 | 20,793 | 6,938 | 7,283 | 7,308 | 7,529 | 84,839 | 85,598 | 85,350 | 84,854 | 15 | 0 |
| African American | 3,075 | 3,018 | 2,884 | 2,850 | 1,174 | 1,158 | 1,126 | 1,116 | 1,390 | 1,407 | 1,447 | 1,439 | 255 | 265 | 242 | 232 | 5,894 | 5,848 | 5,699 | 5,637 | -257 | -4.4 |
| Hispanic | 25,084 | 25,147 | 24,623 | 24,290 | 9,402 | 9,524 | 9,868 | 9,728 | 10,909 | 11,363 | 11,591 | 11,849 | 3,692 | 3,999 | 3,952 | 4,000 | 49,087 | 50,033 | 50,034 | 49,867 | 780 | 1.6 |
| White | 12,139 | 11,997 | 11,865 | 11,558 | 5,292 | 5,293 | 5,215 | 5,082 | 6,959 | 6,868 | 6,832 | 6,786 | 2,878 | 2,911 | 2,994 | 3,174 | 27,268 | 27,069 | 26,906 | 26,600 | -668 | -2.4 |
| Asian | 483 | 493 | 490 | 514 | 190 | 191 | 195 | 216 | 262 | 281 | 295 | 305 | 11 | 17 | 16 | 16 | 946 | 982 | 996 | 1,051 | 105 | 11.1 |
| Other[1] | 851 | 866 | 885 | 876 | 318 | 325 | 306 | 302 | 373 | 384 | 420 | 414 | 102 | 91 | 104 | 107 | 1,644 | 1,666 | 1,715 | 1,699 | 55 | 3.3 |
| Economically Disadvantaged | 28,099 | 27,813 | 27,690 | 26,506 | 9,817 | 9,895 | 10,240 | 9,976 | 9,803 | 10,607 | 10,620 | 10,747 | 4,075 | 4,439 | 4,434 | 4,568 | 51,794 | 52,754 | 52,984 | 51,797 | 3 | 0 |
| Special Education | 3,451 | 3,557 | 3,608 | 3,743 | 1,826 | 1,825 | 1,821 | 1,739 | 2,109 | 2,123 | 2,108 | 2,189 | 605 | 577 | 610 | 648 | 7,991 | 8,082 | 8,147 | 8,319 | 328 | 4.1 |
| Bilingual | 3,240 | 3,267 | 3,248 | 3,217 | 553 | 612 | 687 | 687 | 402 | 467 | 510 | 526 | 478 | 524 | 518 | 545 | 4,673 | 4,870 | 4,963 | 4,975 | 302 | 6.5 |
| LEP | 3,003 | 3,052 | 3,011 | 3,004 | 585 | 636 | 713 | 713 | 440 | 486 | 534 | 545 | 502 | 537 | 534 | 556 | 4,530 | 4,711 | 4,792 | 4,818 | 288 | 6.4 |

**Ethnic Comparisons by Level 2018**

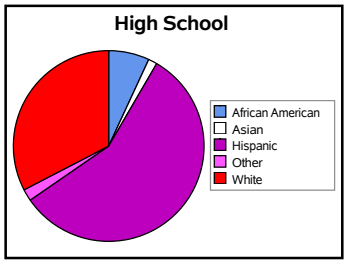
| Ethnicity | Elementary School | % |
|---|---|---|
| Other[1] | 876 | 2.2 |
| Asian | 514 | 1.3 |
| White | 11,558 | 28.8 |
| Hispanic | 24,290 | 60.6 |
| African American | 2,850 | 7.1 |
| All | 40,088 | 100.0 |




| Middle School | % |
|---|---|
| 302 | 1.8 |
| 216 | 1.3 |
| 5,082 | 30.9 |
| 9,728 | 59.2 |
| 1,116 | 6.8 |
| 16,444 | 100.0 |

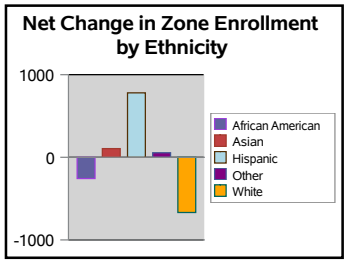



| High School | % |
|---|---|
| 414 | 2.0 |
| 305 | 1.5 |
| 6,786 | 32.6 |
| 11,849 | 57.0 |
| 1,439 | 6.9 |
| 20,793 | 100.0 |

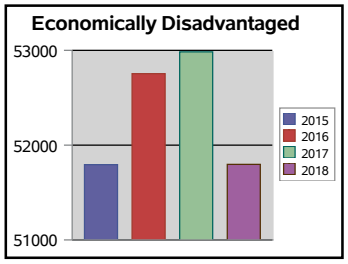



**Other Trends and Distributions**

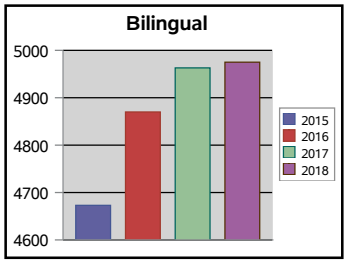
| Ethnicity | Net Change 2015 - 2018 |
|---|---|
| Other[1] | 55 |
| Asian | 105 |
| White | -668 |
| Hispanic | 780 |
| African American | -257 |
| All | 15 |




| Eco. Disadvantaged | |
|---|---|
| Year | Amount |
| 2015 | 51,794 |
| 2016 | 52,754 |
| 2017 | 52,984 |
| 2018 | 51,797 |
| 3-Yr. Change | 0% |




| Bilingual | |
|---|---|
| Year | Amount |
| 2015 | 4,673 |
| 2016 | 4,870 |
| 2017 | 4,963 |
| 2018 | 4,975 |
| 3-Yr. Change | 7% |



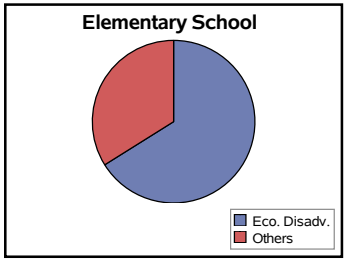

[1]Other includes Native American, Pacific Islander & Two or more races.

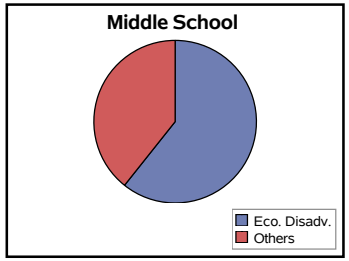
# Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)
## Fiscal Year 2018

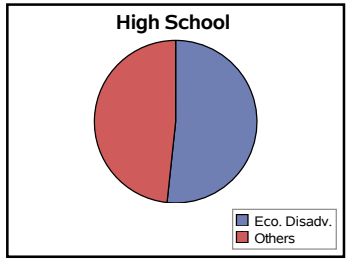
## Texas Tech University

### Economically Disadvantaged

| | Elementary School | % | Middle School | % | High School | % |
|---|---|---|---|---|---|---|
| Eco. Disadv. | 26,506 | 66.1 | 9,976 | 60.7 | 10,747 | 51.7 |
| Others | 13,582 | 33.9 | 6,468 | 39.3 | 10,046 | 48.3 |
| Total | 40,088 | 100.0 | 16,444 | 100.0 | 20,793 | 100.0 |

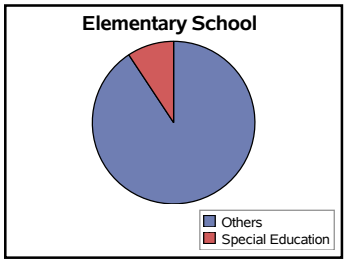


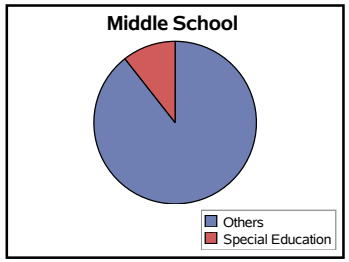



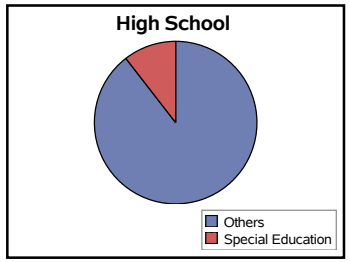




### Special Education

| | Elementary School | % | Middle School | % | High School | % |
|---|---|---|---|---|---|---|
| Others | 36,345 | 90.7 | 14,705 | 89.4 | 18,604 | 89.5 |
| Special Education | 3,743 | 9.3 | 1,739 | 10.6 | 2,189 | 10.5 |
| Total | 40,088 | 100.0 | 16,444 | 100.0 | 20,793 | 100.0 |

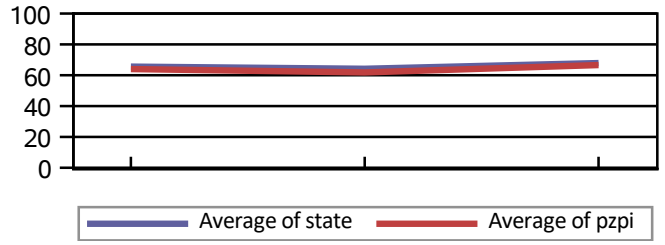


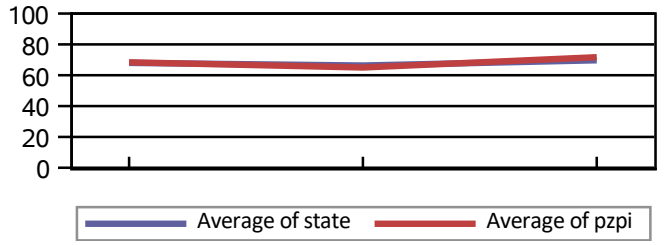
# Student Academic Performance in the Proximal Zone of Professional Impact
## STAAR Performance Summary
## High Schools
## Texas Tech University

### English I



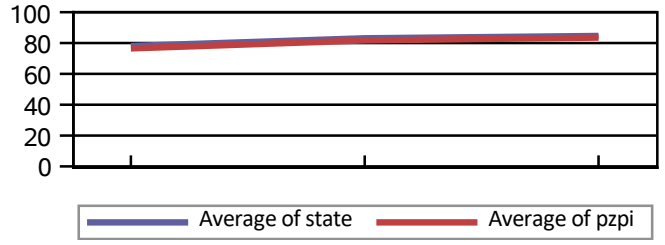

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 64.0 | 61.8 | 66.6 |
| State | 65.6 | 64.2 | 67.9 |

### English II



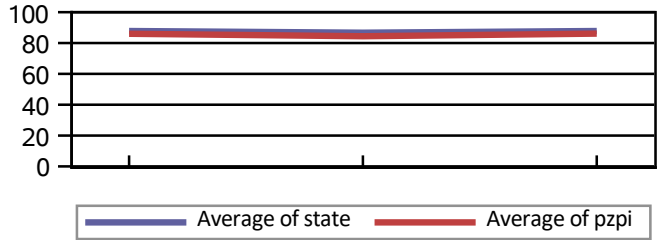

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 68.4 | 65.0 | 71.7 |
| State | 68.0 | 66.3 | 69.7 |

### Algebra I



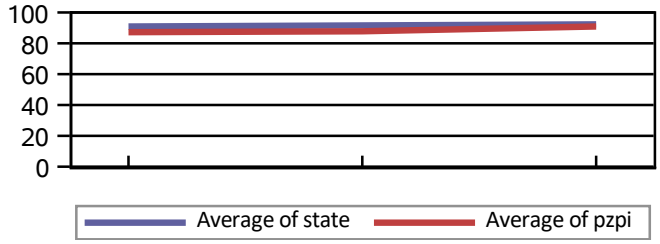

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 76.5 | 81.7 | 83.5 |
| State | 78.1 | 83.1 | 84.6 |

### Biology




| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 86.0 | 84.4 | 86.1 |
| State | 87.8 | 86.7 | 87.8 |

### US History




| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 87.2 | 87.8 | 90.9 |
| State | 90.9 | 91.6 | 92.3 |

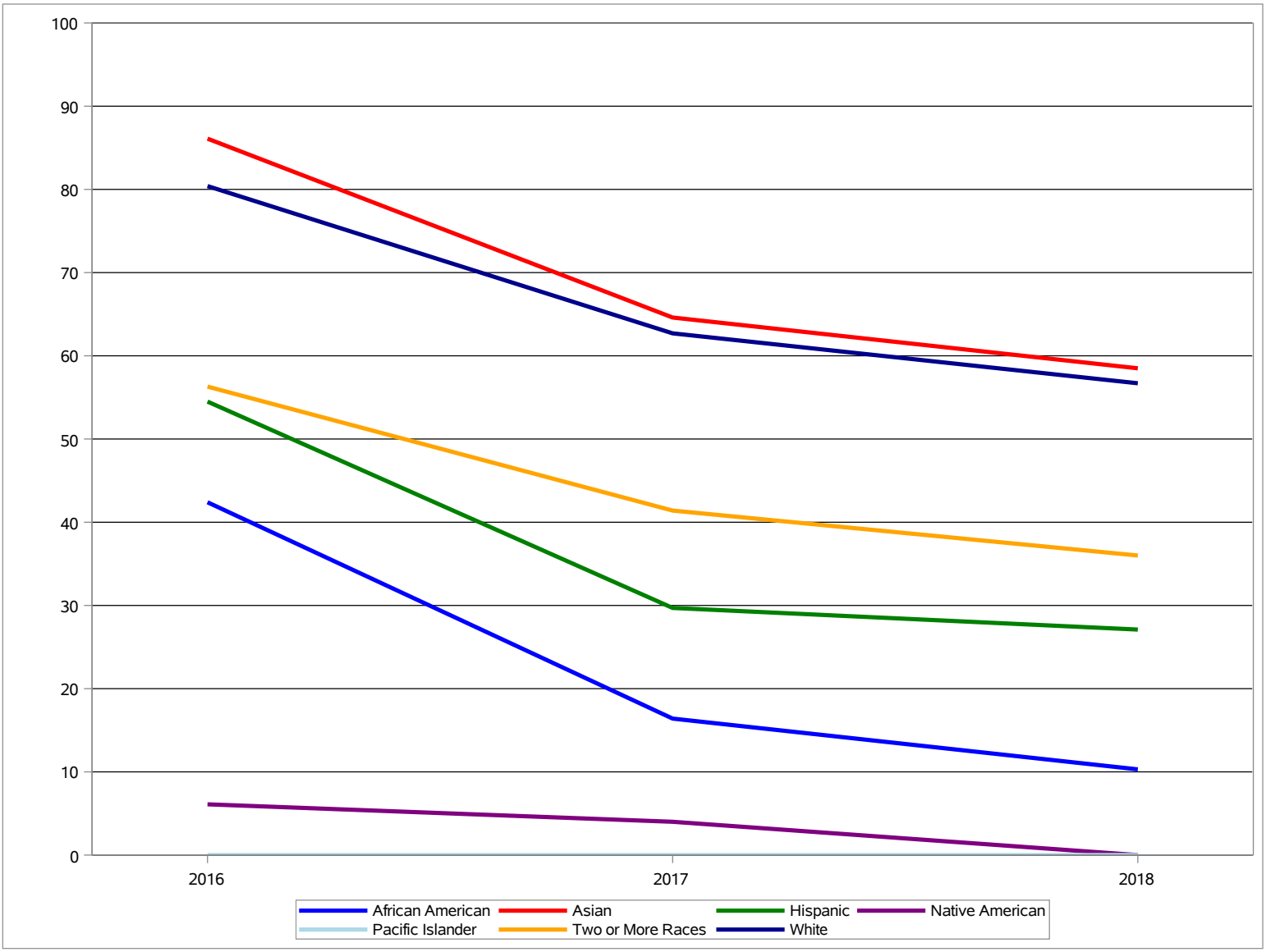
[1]Percent of assessments that meet or exceed the Phase-in I, Level II Satisfactory Standard aggregated by subject and grade for campuses designated by the state as high schools.
[2]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated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




| | 2016 [1] | | 2017 [2] | | 2018 [2] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 514 | 42.4 | 605 | 16.4 | 526 | 10.3 |
| Hispanic | 3760 | 54.5 | 4329 | 29.7 | 4095 | 27.1 |
| White | 1955 | 80.4 | 2098 | 62.7 | 1818 | 56.7 |
| Asian | 72 | 86.1 | 79 | 64.6 | 41 | 58.5 |
| Native American | 33 | 6.1 | 25 | 4.0 | 18 | 0.0 |
| Pacific Islander | 5 | 0.0 | 4 | 0.0 | 2 | 0.0 |
| Two or More Races | 96 | 56.3 | 111 | 41.4 | 89 | 36.0 |

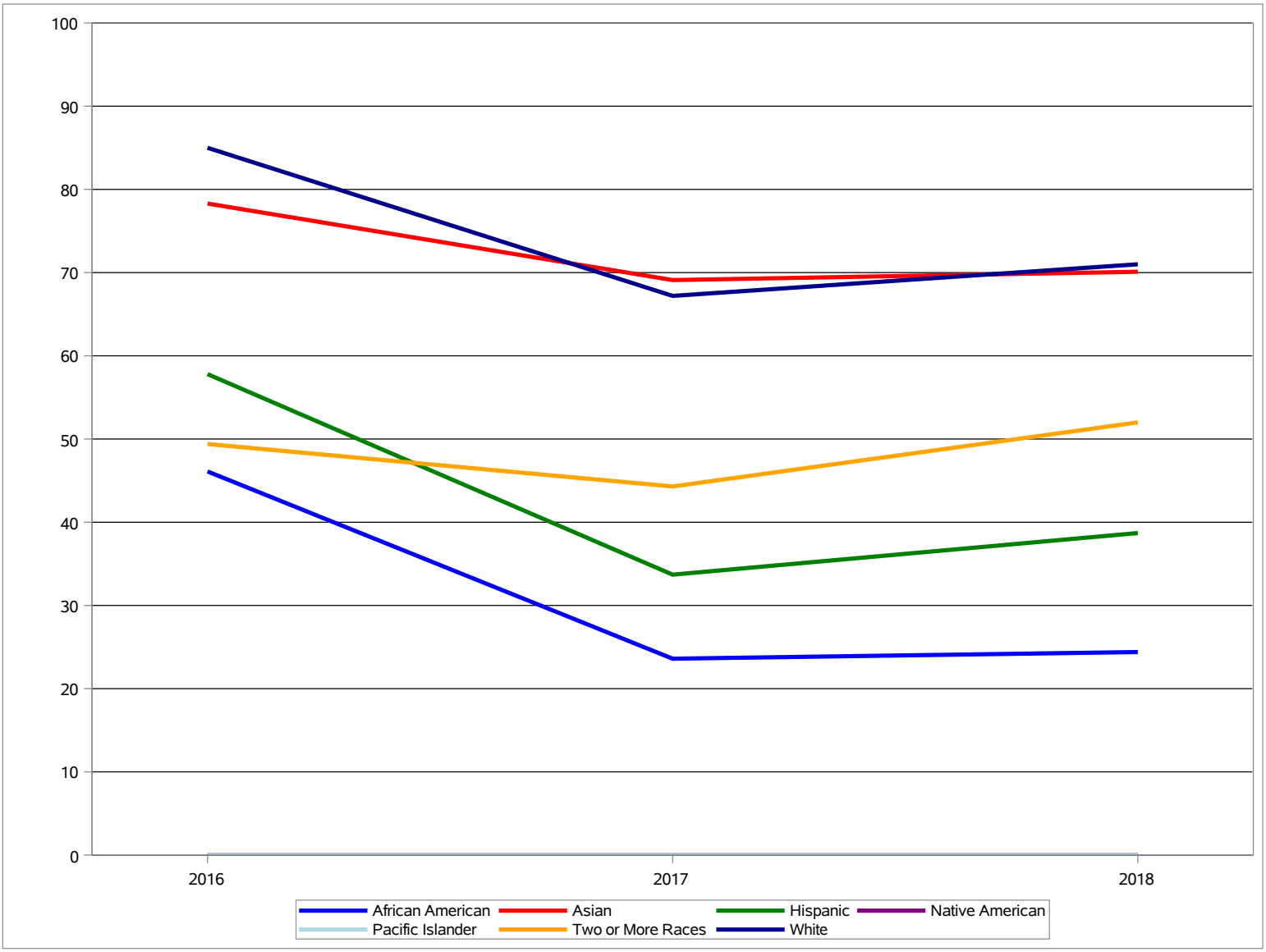
[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above
[2]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: English II

## High Schools

## Texas Tech University




| | 2016 [1] | | 2017 [2] | | 2018 [2] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 408 | 46.1 | 533 | 23.6 | 541 | 24.4 |
| Hispanic | 3408 | 57.8 | 3869 | 33.7 | 3867 | 38.7 |
| White | 1907 | 85.0 | 1986 | 67.2 | 1946 | 71.0 |
| Asian | 69 | 78.3 | 81 | 69.1 | 87 | 70.1 |
| Native American | 18 | 0.0 | 24 | 0.0 | 20 | 0.0 |
| Pacific Islander | 3 | 0.0 | 7 | 0.0 | 4 | 0.0 |
| Two or More Races | 79 | 49.4 | 106 | 44.3 | 100 | 52.0 |

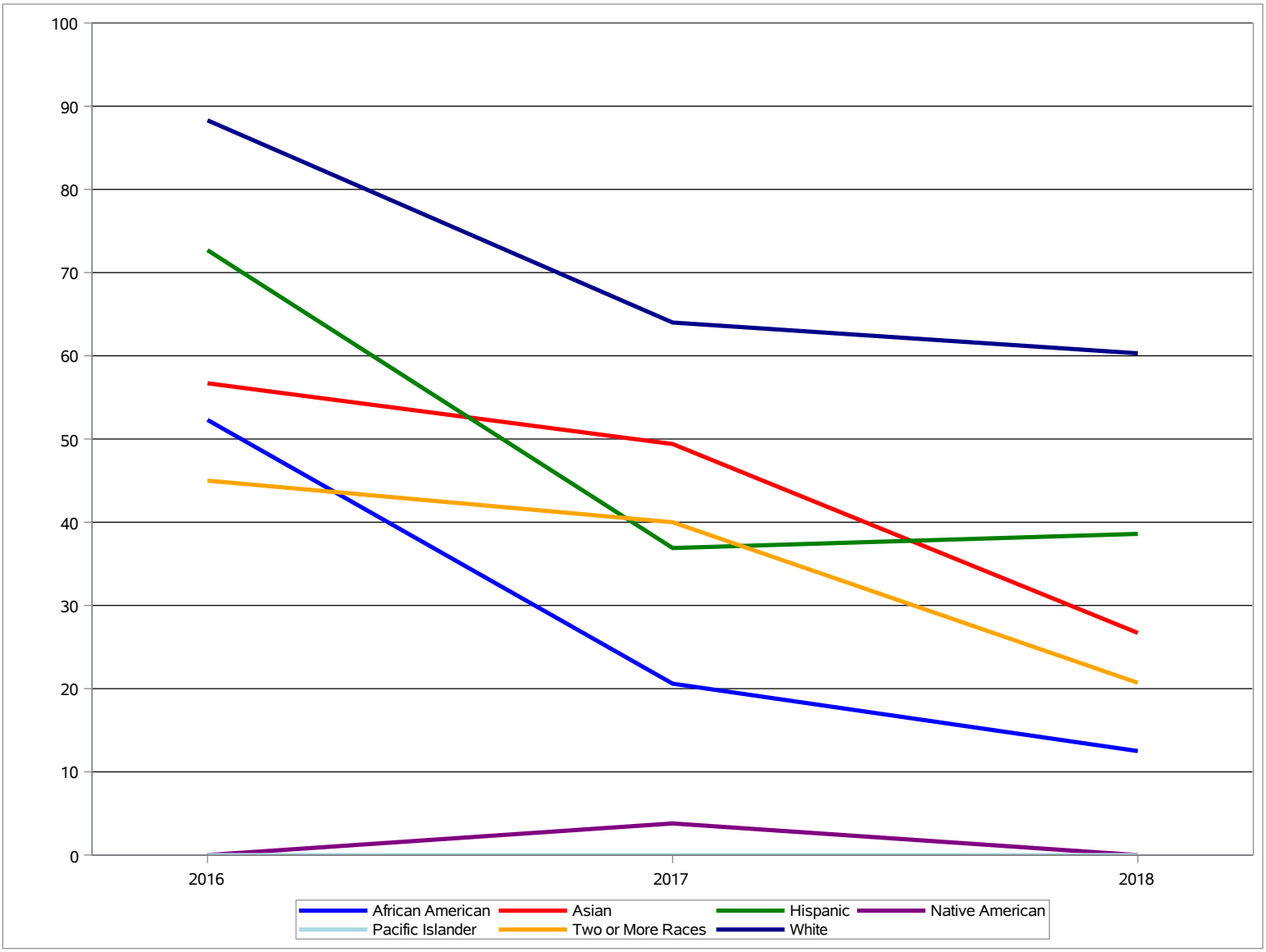
[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Algebra I

## High Schools

## Texas Tech University




| | 2016 [1] | | 2017 [2] | | 2018 [2] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 453 | 52.3 | 538 | 20.6 | 423 | 12.5 |
| Hispanic | 3571 | 72.7 | 3836 | 36.9 | 3590 | 38.6 |
| White | 1929 | 88.3 | 2053 | 64.0 | 1760 | 60.3 |
| Asian | 67 | 56.7 | 79 | 49.4 | 45 | 26.7 |
| Native American | 28 | 0.0 | 26 | 3.8 | 13 | 0.0 |
| Pacific Islander | 3 | 0.0 | 4 | 0.0 | 1 | 0.0 |
| Two or More Races | 80 | 45.0 | 115 | 40.0 | 82 | 20.7 |

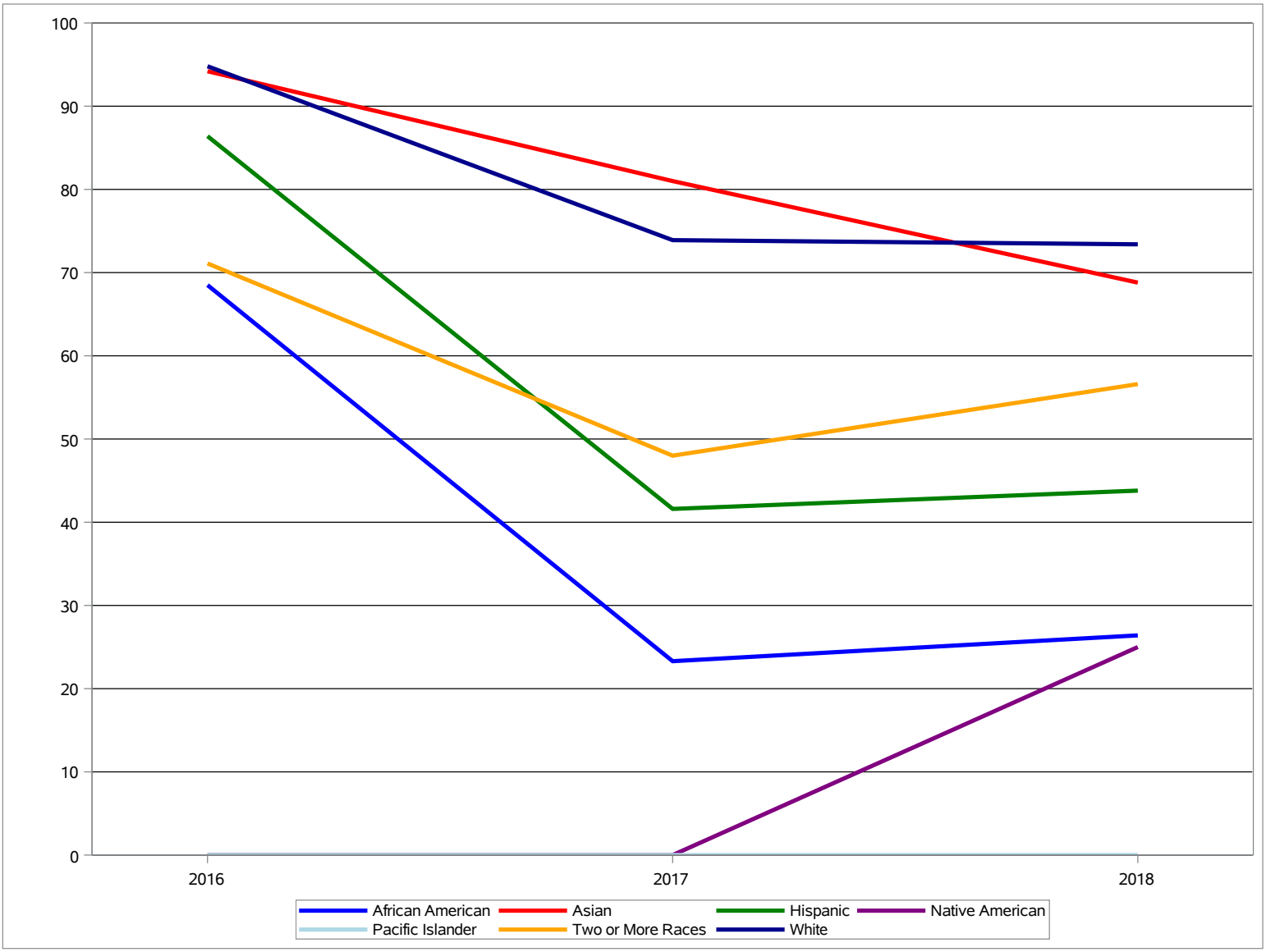
[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Biology

## High Schools

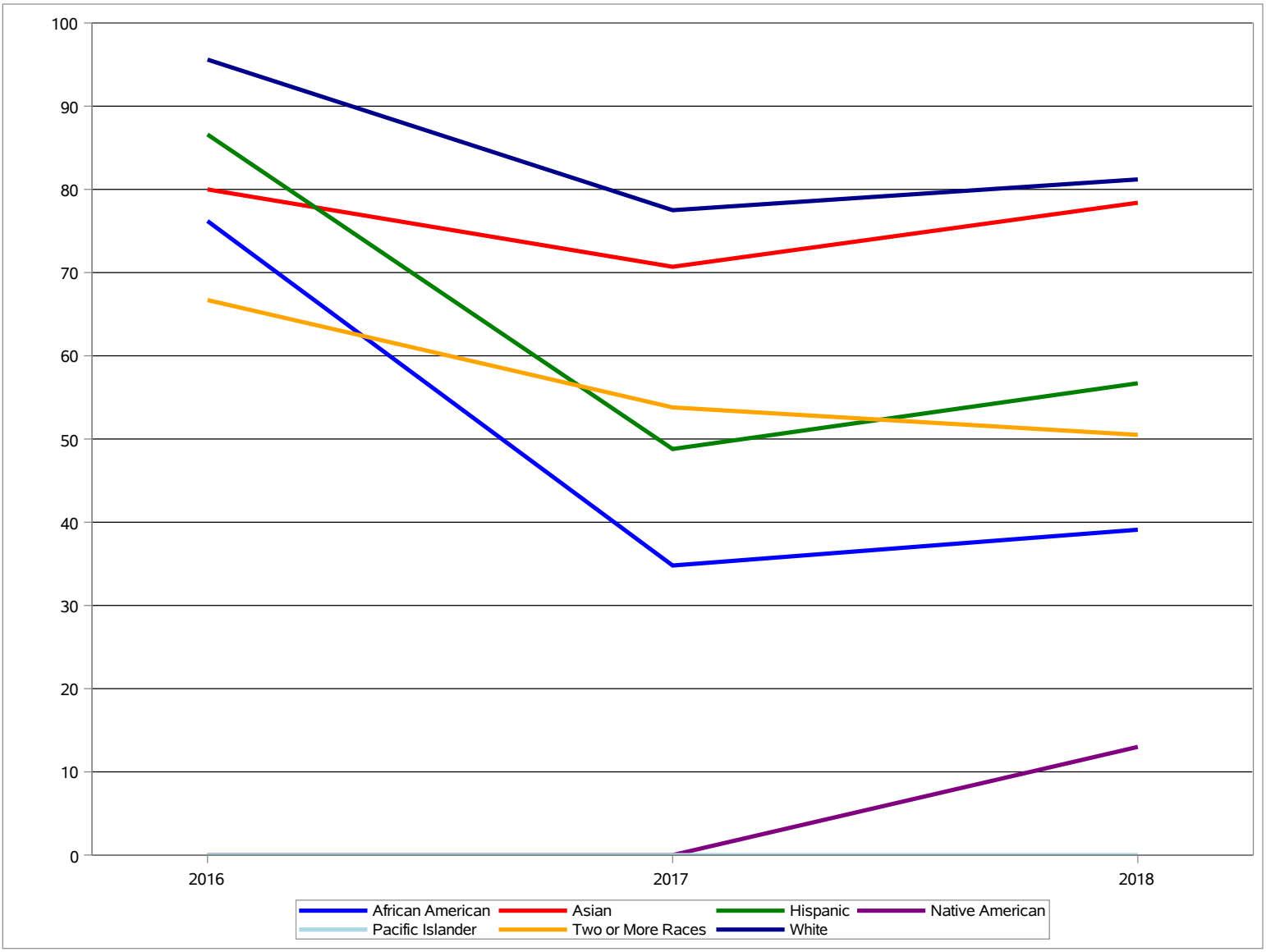
## Texas Tech University




| | 2016 [1] | | 2017 [2] | | 2018 [2] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 416 | 68.5 | 486 | 23.3 | 436 | 26.4 |
| Hispanic | 3090 | 86.4 | 3579 | 41.6 | 3576 | 43.8 |
| White | 1829 | 94.8 | 2003 | 73.9 | 2036 | 73.4 |
| Asian | 69 | 94.2 | 79 | 81.0 | 77 | 68.8 |
| Native American | 19 | 0.0 | 23 | 0.0 | 20 | 25.0 |
| Pacific Islander | 4 | 0.0 | 4 | 0.0 | 4 | 0.0 |
| Two or More Races | 90 | 71.1 | 100 | 48.0 | 99 | 56.6 |

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

# Student Academic Performance in the Proximal Zone of Professional Impact
## STAAR Performance by Ethnicity: U.S. History
## High Schools
## Texas Tech University

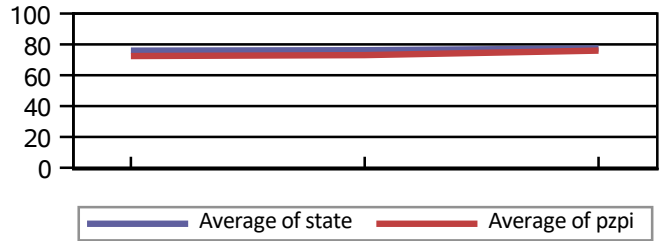



| | 2016 [1] | | 2017 [2] | | 2018 [2] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 390 | 76.2 | 396 | 34.8 | 447 | 39.1 |
| Hispanic | 2962 | 86.6 | 3389 | 48.8 | 3165 | 56.7 |
| White | 1803 | 95.6 | 1880 | 77.5 | 1881 | 81.2 |
| Asian | 65 | 80.0 | 75 | 70.7 | 88 | 78.4 |
| Native American | 9 | 0.0 | 18 | 0.0 | 23 | 13.0 |
| Pacific Islander | 3 | 0.0 | 3 | 0.0 | 7 | 0.0 |
| Two or More Races | 90 | 66.7 | 93 | 53.8 | 99 | 50.5 |

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

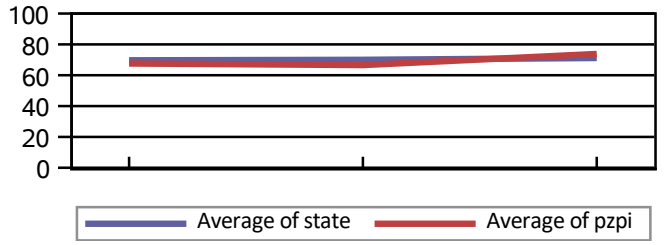
# Student Academic Performance in the Proximal Zone of Professional Impact
## STAAR Performance Summary
## Middle Schools
## Texas Tech University

### Reading



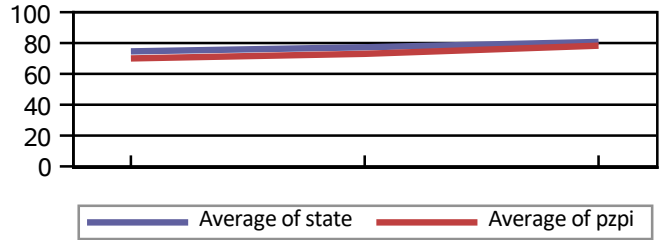

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 72.4 | 73.0 | 76.0 |
| State | 76.0 | 76.2 | 77.4 |

### Writing



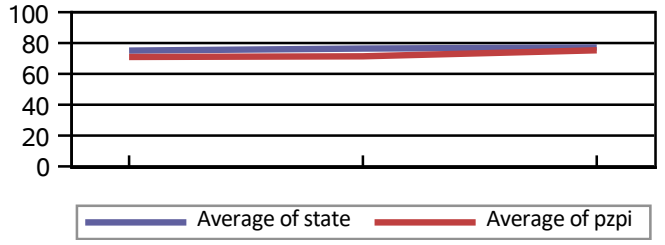

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 67.6 | 66.6 | 73.8 |
| State | 69.7 | 70.0 | 71.2 |

### Mathematics



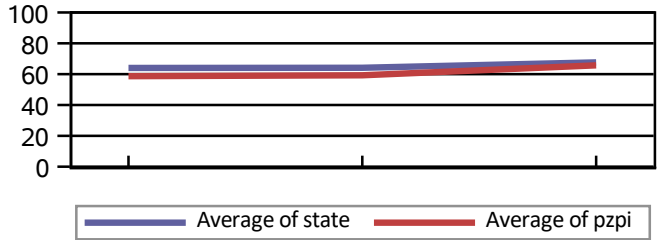

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 70.0 | 73.0 | 78.3 |
| State | 74.6 | 77.2 | 80.7 |

### Science




| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 70.9 | 71.4 | 75.3 |
| State | 75.1 | 76.4 | 77.1 |

### Social Studies




| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 58.7 | 59.3 | 65.7 |
| State | 64.0 | 64.1 | 67.6 |

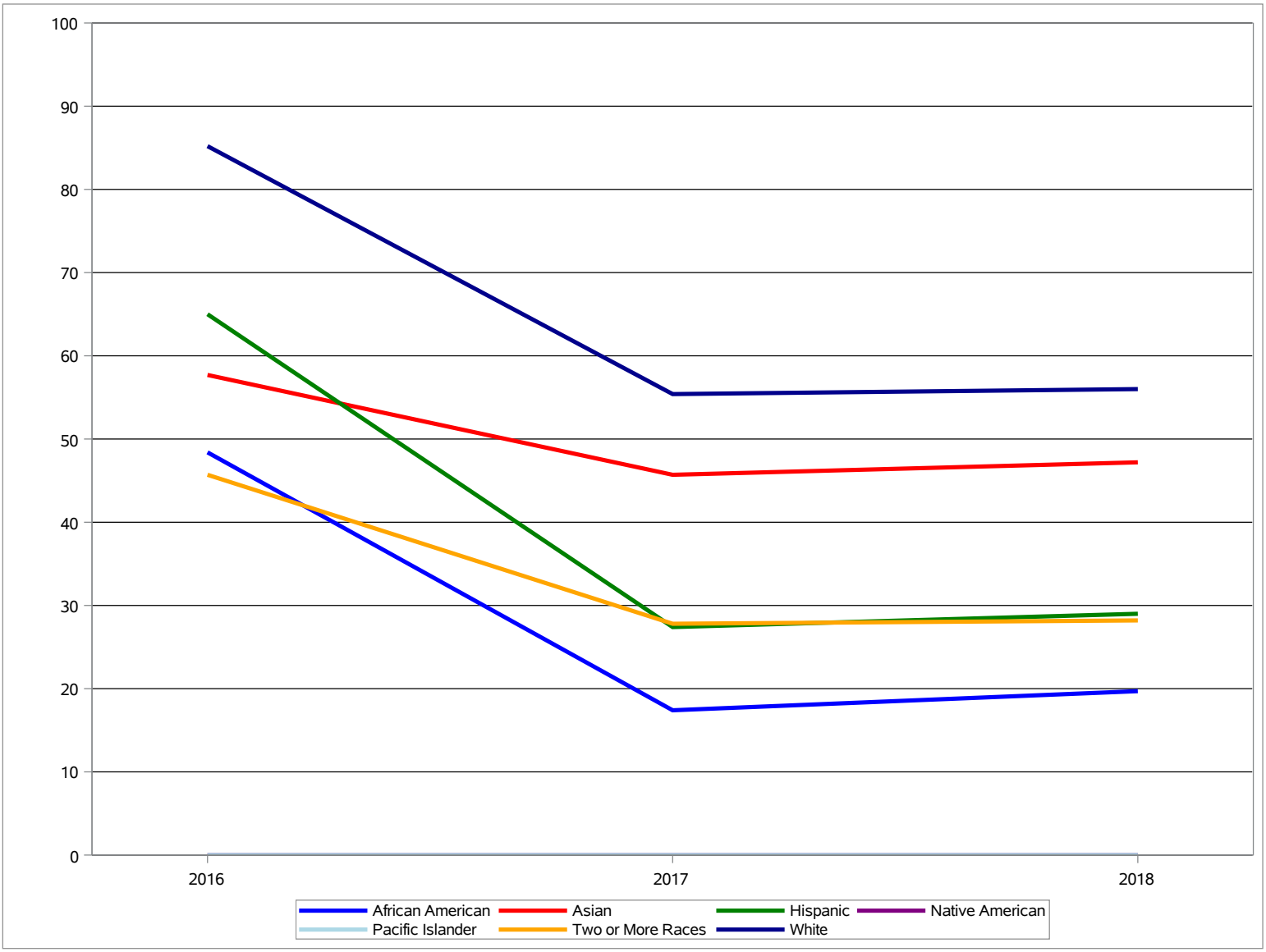
[1]Percent of assessments that meet or exceed the Phase-in I, Level II satisfactory standard aggregated by subject and grade for campuses designated as middle schools.
[2]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated as middle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

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Reading[1]

## Middle Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 1102 | 48.4 | 1209 | 17.4 | 1203 | 19.7 |
| Hispanic | 9565 | 65.0 | 10747 | 27.4 | 10675 | 29.0 |
| White | 5612 | 85.2 | 5798 | 55.4 | 5694 | 56.0 |
| Asian | 196 | 57.7 | 199 | 45.7 | 212 | 47.2 |
| Native American | 46 | 0.0 | 46 | 0.0 | 50 | 0.0 |
| Pacific Islander | 12 | 0.0 | 5 | 0.0 | 8 | 0.0 |
| Two or More Races | 267 | 45.7 | 270 | 27.8 | 273 | 28.2 |

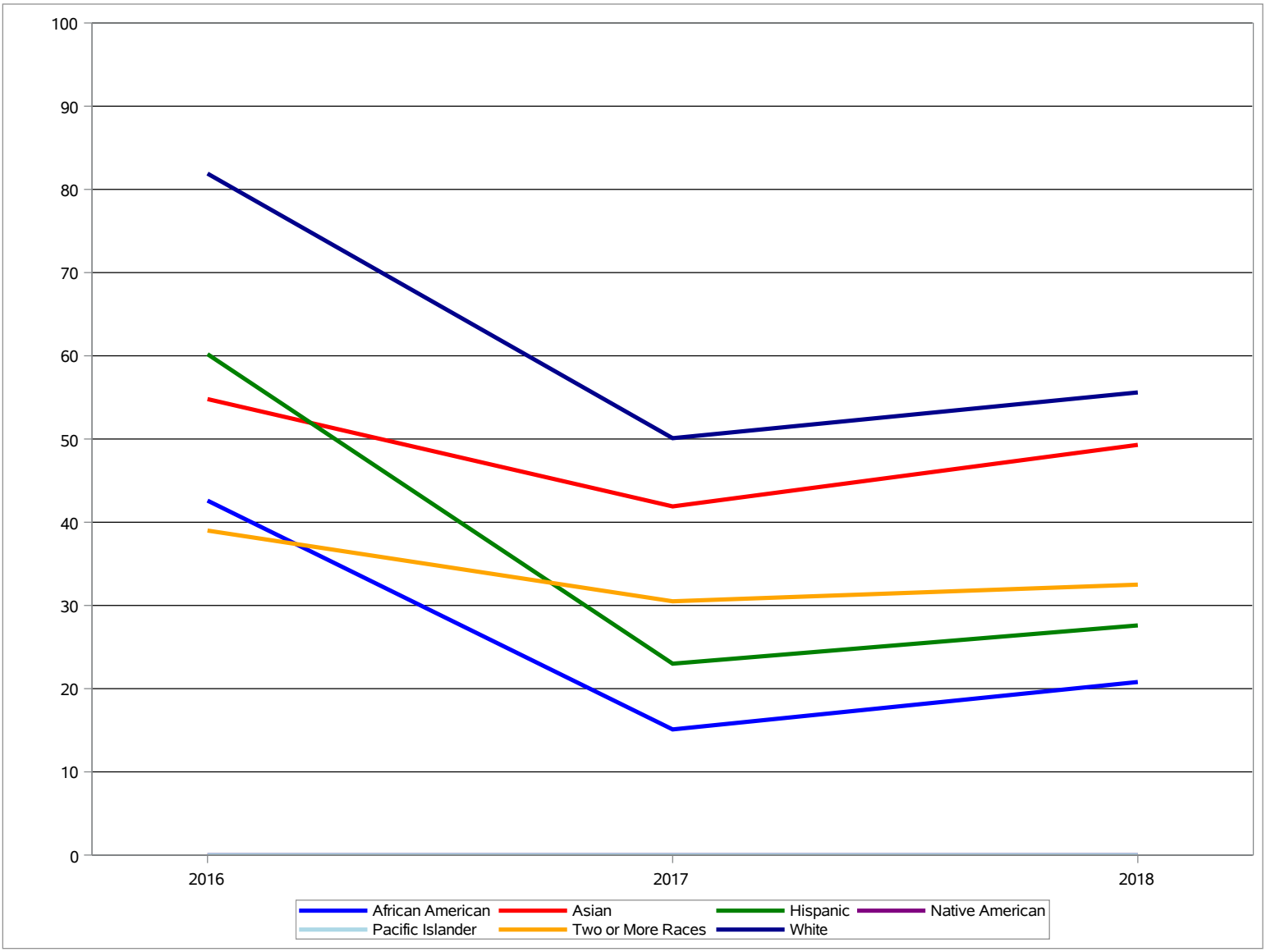
[1]STAAR reading test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Writing[1]

## Middle Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 364 | 42.6 | 403 | 15.1 | 408 | 20.8 |
| Hispanic | 3265 | 60.2 | 3571 | 23.0 | 3679 | 27.6 |
| White | 1931 | 81.9 | 1929 | 50.1 | 1862 | 55.6 |
| Asian | 62 | 54.8 | 62 | 41.9 | 75 | 49.3 |
| Native American | 14 | 0.0 | 15 | 0.0 | 15 | 0.0 |
| Pacific Islander | 3 | 0.0 | 2 | 0.0 | 1 | 0.0 |
| Two or More Races | 82 | 39.0 | 105 | 30.5 | 83 | 32.5 |

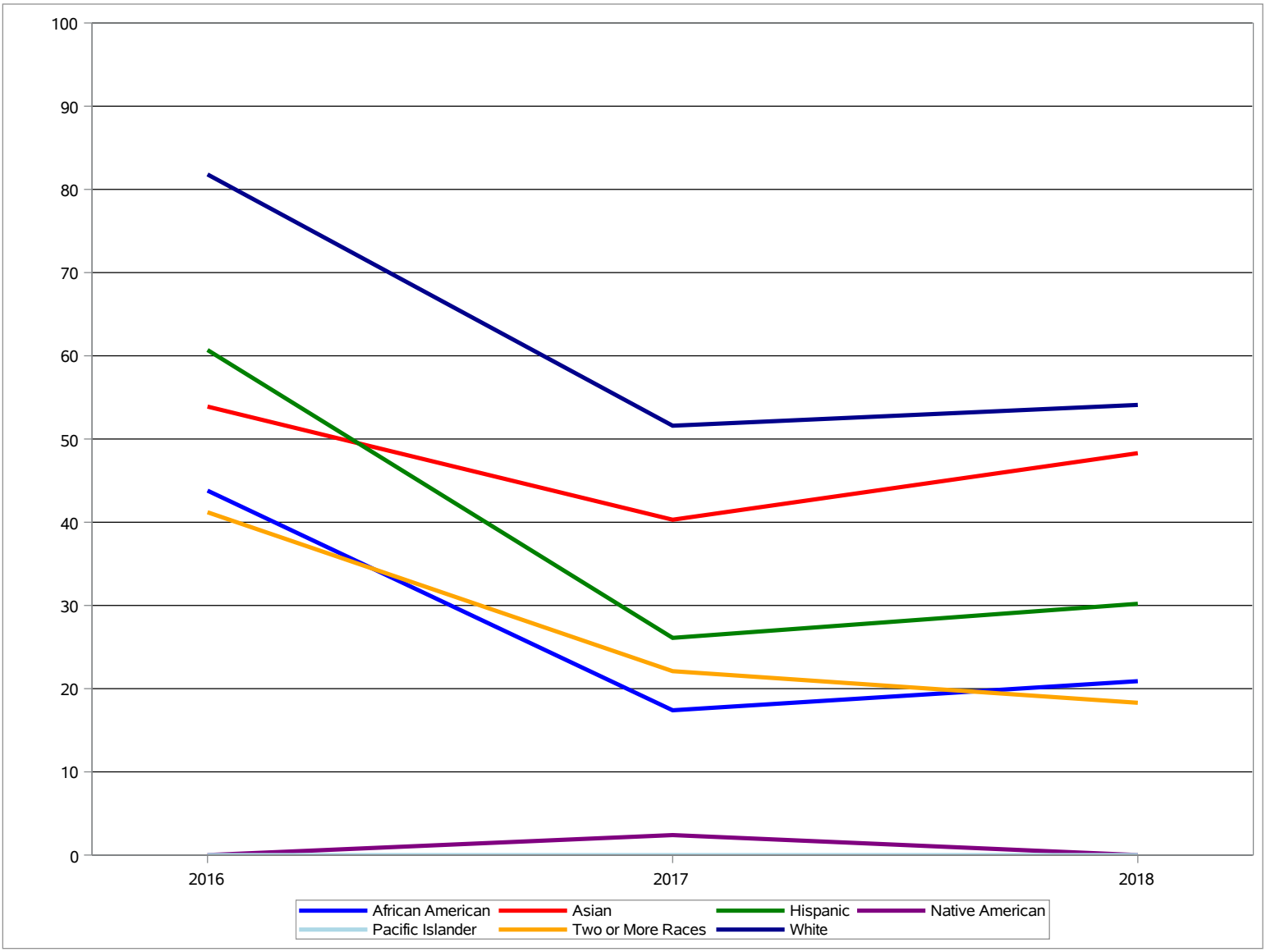
[1]STAAR writing test is administered in grades 4 and 7.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Mathematics[1]

## Middle Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 1060 | 43.8 | 1150 | 17.4 | 1141 | 20.9 |
| Hispanic | 9108 | 60.7 | 10343 | 26.1 | 10239 | 30.2 |
| White | 5071 | 81.8 | 5236 | 51.6 | 5145 | 54.1 |
| Asian | 141 | 53.9 | 159 | 40.3 | 172 | 48.3 |
| Native American | 43 | 0.0 | 42 | 2.4 | 50 | 0.0 |
| Pacific Islander | 12 | 0.0 | 5 | 0.0 | 8 | 0.0 |
| Two or More Races | 250 | 41.2 | 244 | 22.1 | 240 | 18.3 |

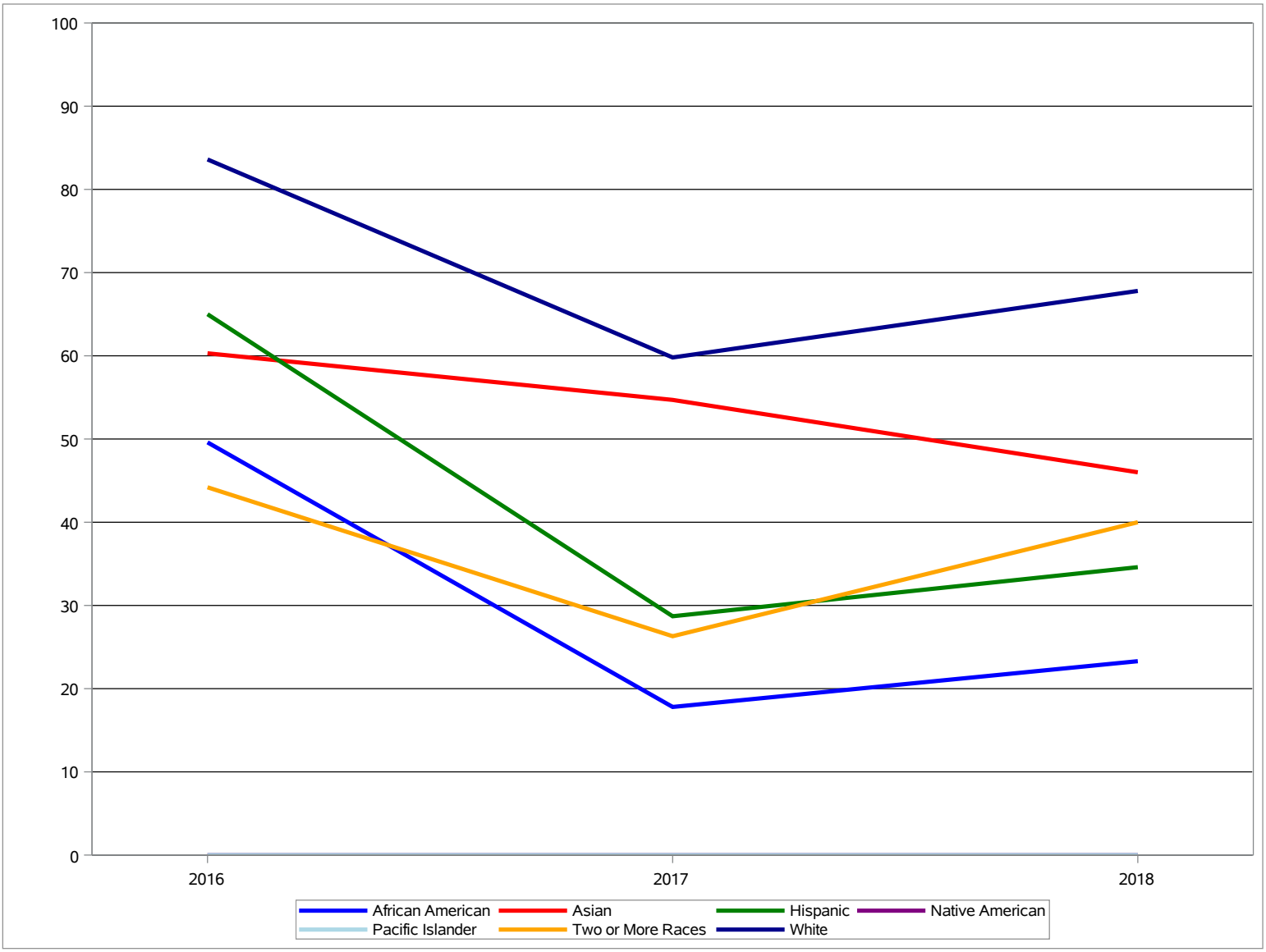
[1]STAAR mathematics test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Science[1]

## Middle Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 383 | 49.6 | 381 | 17.8 | 408 | 23.3 |
| Hispanic | 3056 | 65.0 | 3490 | 28.7 | 3511 | 34.6 |
| White | 1845 | 83.6 | 2011 | 59.8 | 1903 | 67.8 |
| Asian | 68 | 60.3 | 64 | 54.7 | 63 | 46.0 |
| Native American | 17 | 0.0 | 18 | 0.0 | 14 | 0.0 |
| Pacific Islander | 6 | 0.0 | 2 | 0.0 | 2 | 0.0 |
| Two or More Races | 95 | 44.2 | 80 | 26.3 | 100 | 40.0 |

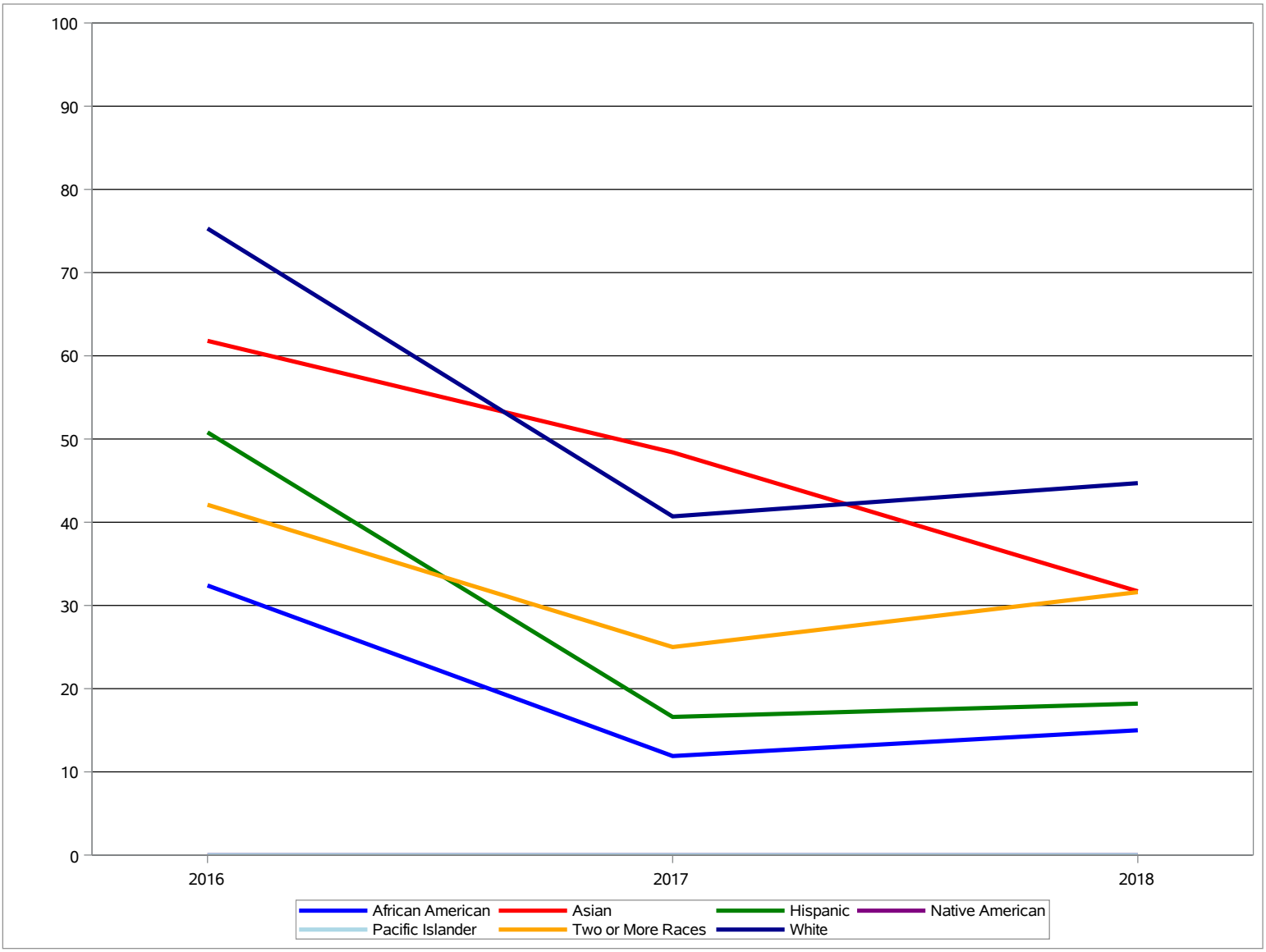
[1]STAAR science test is administered in grades 5 and 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

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

## Middle Schools

## Texas Tech University

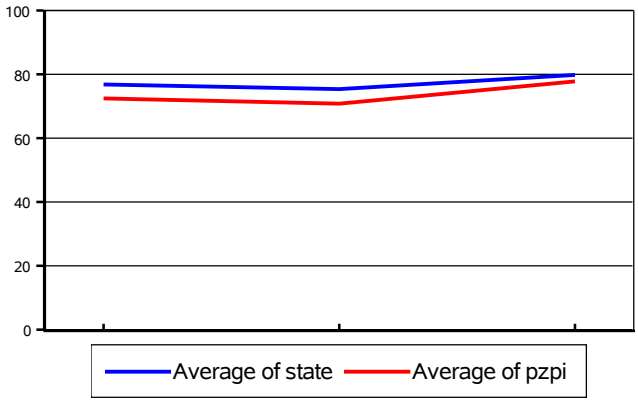



| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 380 | 32.4 | 379 | 11.9 | 407 | 15.0 |
| Hispanic | 3060 | 50.8 | 3479 | 16.6 | 3508 | 18.2 |
| White | 1845 | 75.3 | 2002 | 40.7 | 1900 | 44.7 |
| Asian | 68 | 61.8 | 64 | 48.4 | 63 | 31.7 |
| Native American | 17 | 0.0 | 18 | 0.0 | 14 | 0.0 |
| Pacific Islander | 6 | 0.0 | 2 | 0.0 | 2 | 0.0 |
| Two or More Races | 95 | 42.1 | 80 | 25.0 | 98 | 31.6 |

[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 meeting or exceeding grade level standard.

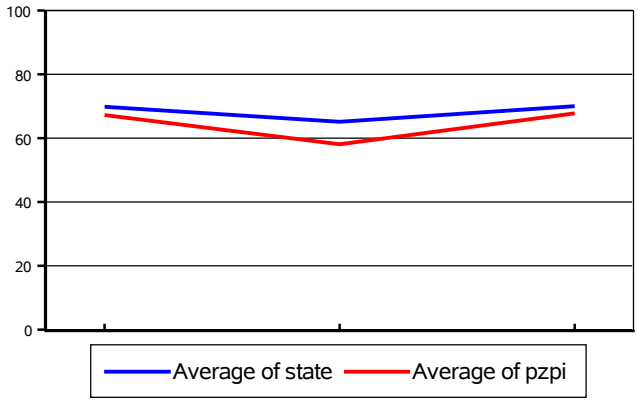
# Student Academic Performance in the Proximal Zone of Professional Impact
## STAAR Performance Summary
## Elementary Schools
## Texas Tech University

### Reading



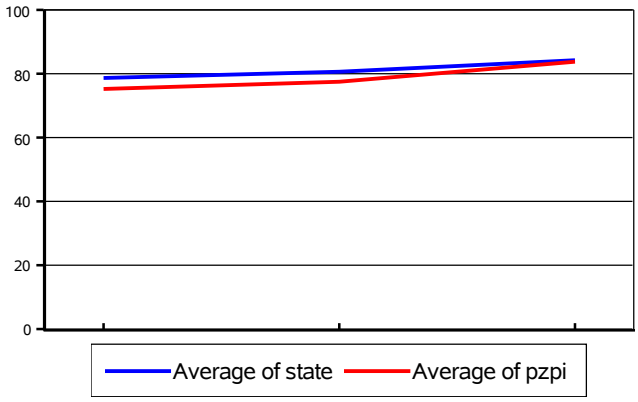

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 72.5 | 70.8 | 77.8 |
| State | 76.8 | 75.4 | 79.8 |

### Writing



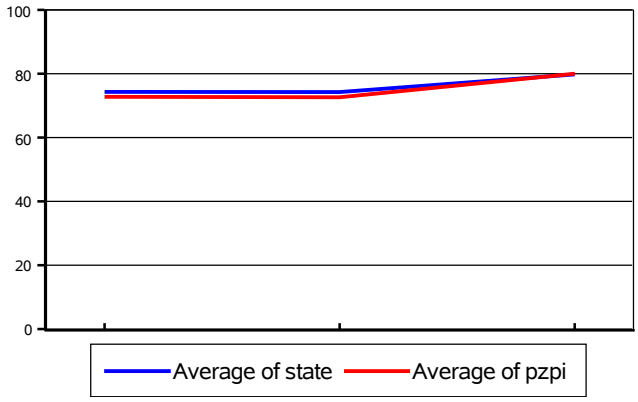

| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 67.2 | 58.1 | 67.8 |
| State | 69.8 | 65.1 | 70.0 |

### Mathematics




| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 75.2 | 77.5 | 83.8 |
| State | 78.7 | 80.6 | 84.2 |

### Science




| | 2016 [1] | 2017 [2] | 2018 [2] |
|---|---|---|---|
| PZPI | 72.8 | 72.6 | 80.0 |
| State | 74.3 | 74.3 | 79.8 |

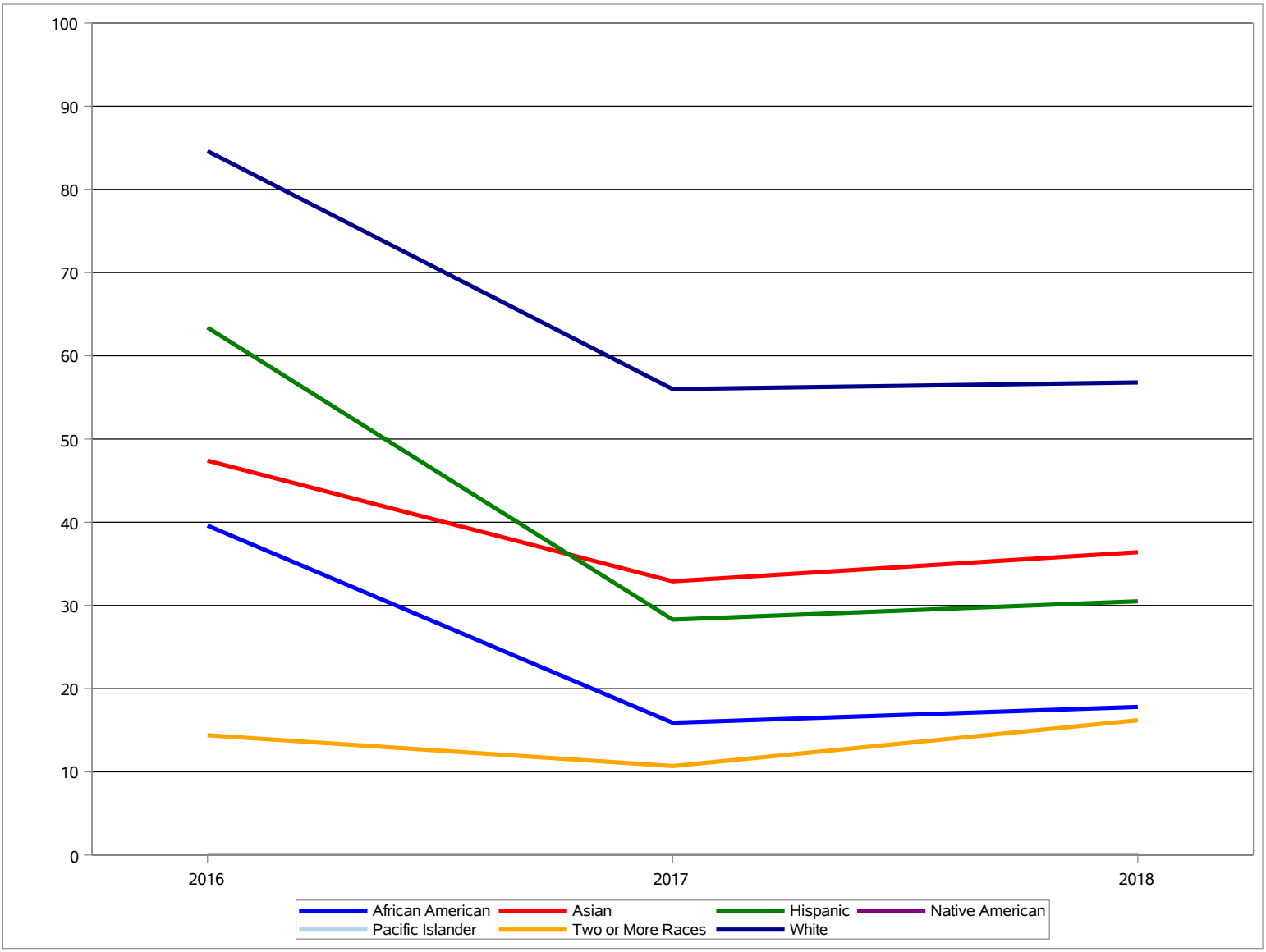
[1]Percent of assessments that meet or exceed the Phase-in I, Level II satisfactory standard aggregated by subject and grade for campuses designated by the state as elementary.
[2]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated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




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 1272 | 39.6 | 1305 | 15.9 | 1319 | 17.8 |
| Hispanic | 10492 | 63.4 | 11276 | 28.3 | 11614 | 30.5 |
| White | 5690 | 84.6 | 6021 | 56.0 | 5971 | 56.8 |
| Asian | 211 | 47.4 | 234 | 32.9 | 239 | 36.4 |
| Native American | 64 | 0.0 | 61 | 0.0 | 48 | 0.0 |
| Pacific Islander | 10 | 0.0 | 9 | 0.0 | 11 | 0.0 |
| Two or More Races | 271 | 14.4 | 346 | 10.7 | 377 | 16.2 |

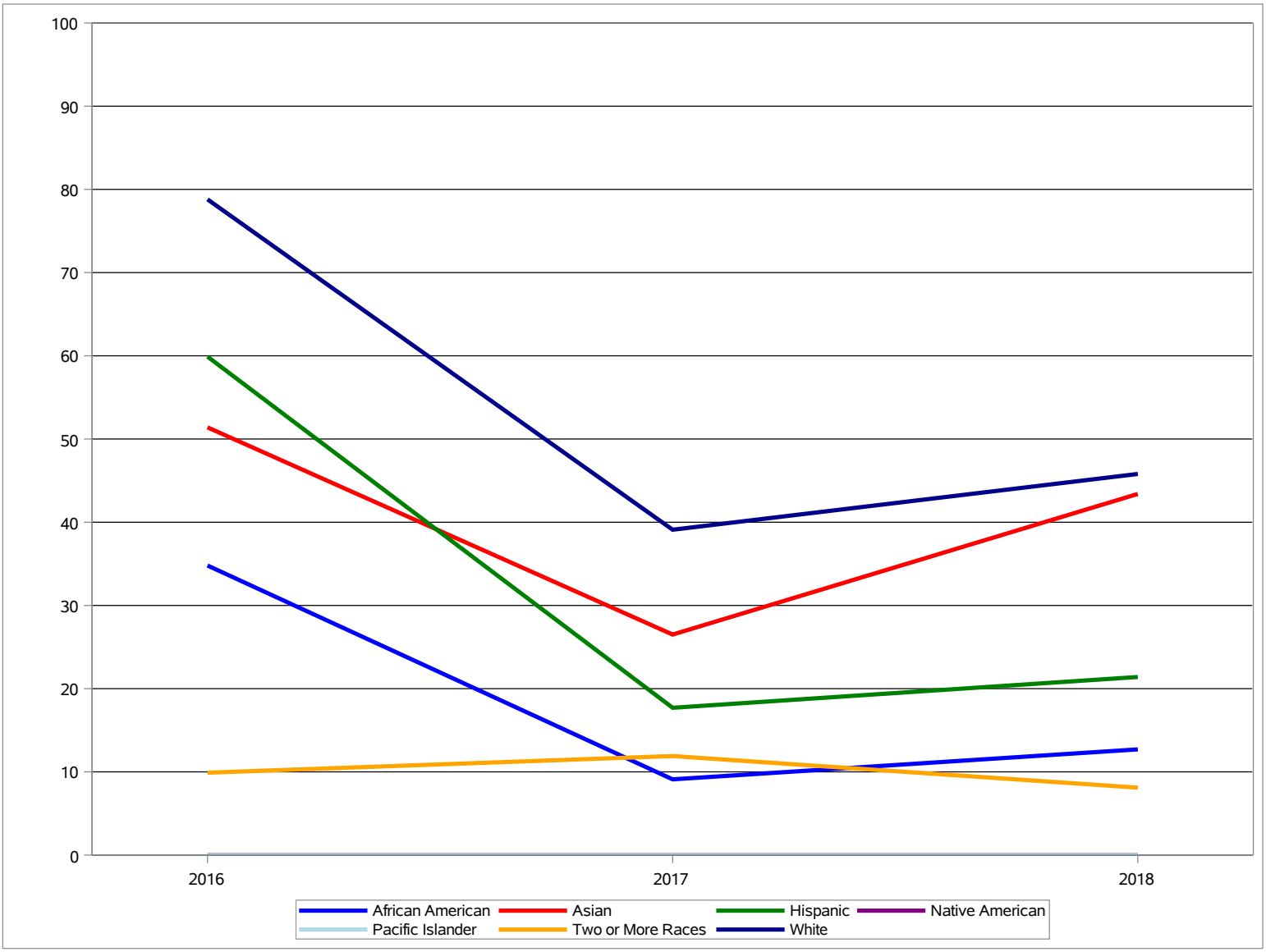
[1]STAAR reading test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Writing[1]

## Elementary Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 394 | 34.8 | 470 | 9.1 | 425 | 12.7 |
| Hispanic | 3272 | 59.9 | 3949 | 17.7 | 3817 | 21.4 |
| White | 1892 | 78.8 | 2070 | 39.1 | 1969 | 45.8 |
| Asian | 74 | 51.4 | 68 | 26.5 | 99 | 43.4 |
| Native American | 27 | 0.0 | 24 | 0.0 | 8 | 0.0 |
| Pacific Islander | 4 | 0.0 | 4 | 0.0 | 4 | 0.0 |
| Two or More Races | 91 | 9.9 | 126 | 11.9 | 111 | 8.1 |

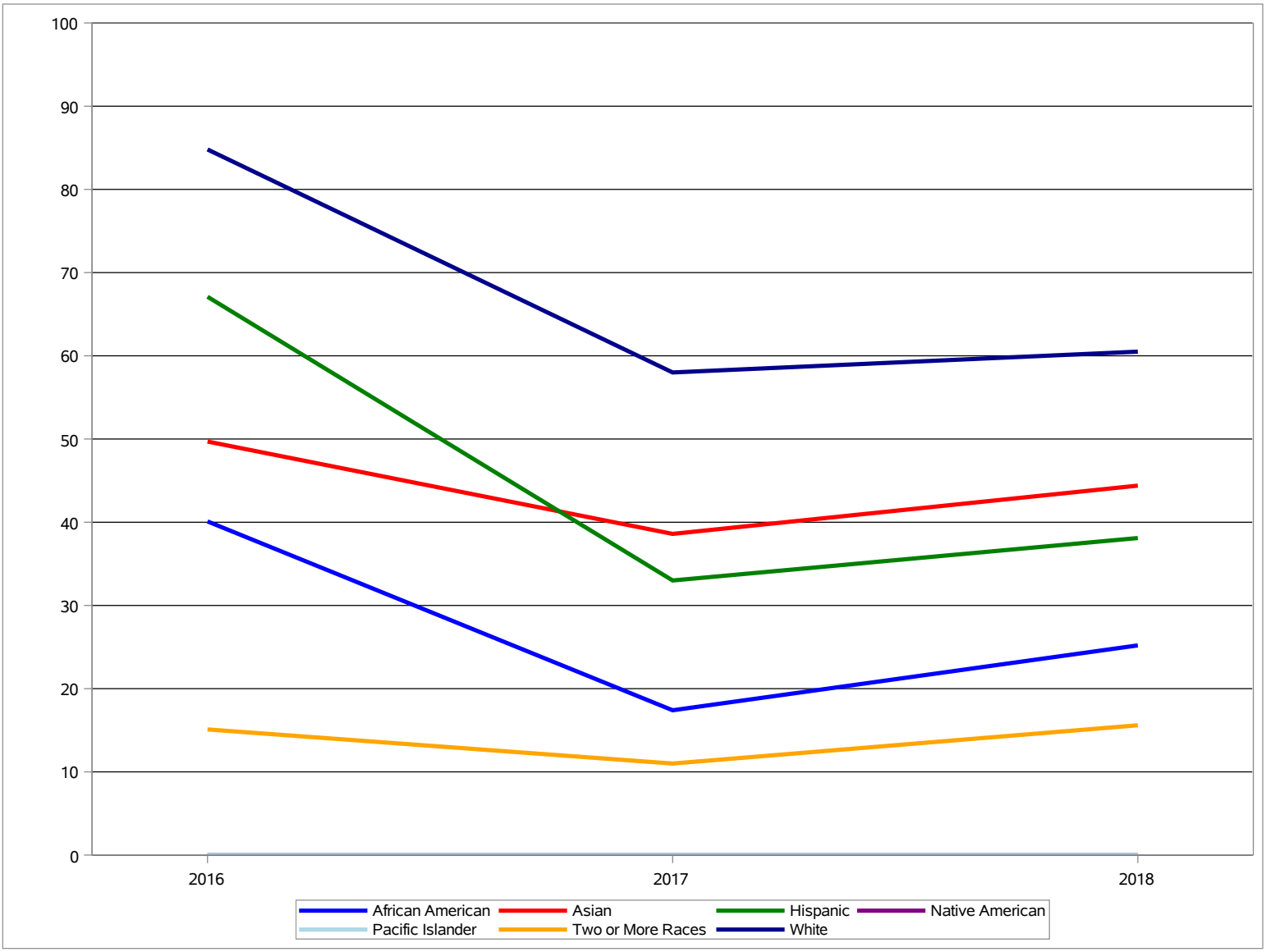
[1]STAAR writing test is administered in grades 4 and 7.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Mathematics[1]

## Elementary Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 1271 | 40.1 | 1306 | 17.4 | 1318 | 25.2 |
| Hispanic | 10585 | 67.1 | 11413 | 33.0 | 11738 | 38.1 |
| White | 5694 | 84.8 | 6021 | 58.0 | 5971 | 60.5 |
| Asian | 191 | 49.7 | 236 | 38.6 | 239 | 44.4 |
| Native American | 64 | 0.0 | 61 | 0.0 | 48 | 0.0 |
| Pacific Islander | 10 | 0.0 | 9 | 0.0 | 11 | 0.0 |
| Two or More Races | 272 | 15.1 | 346 | 11.0 | 377 | 15.6 |

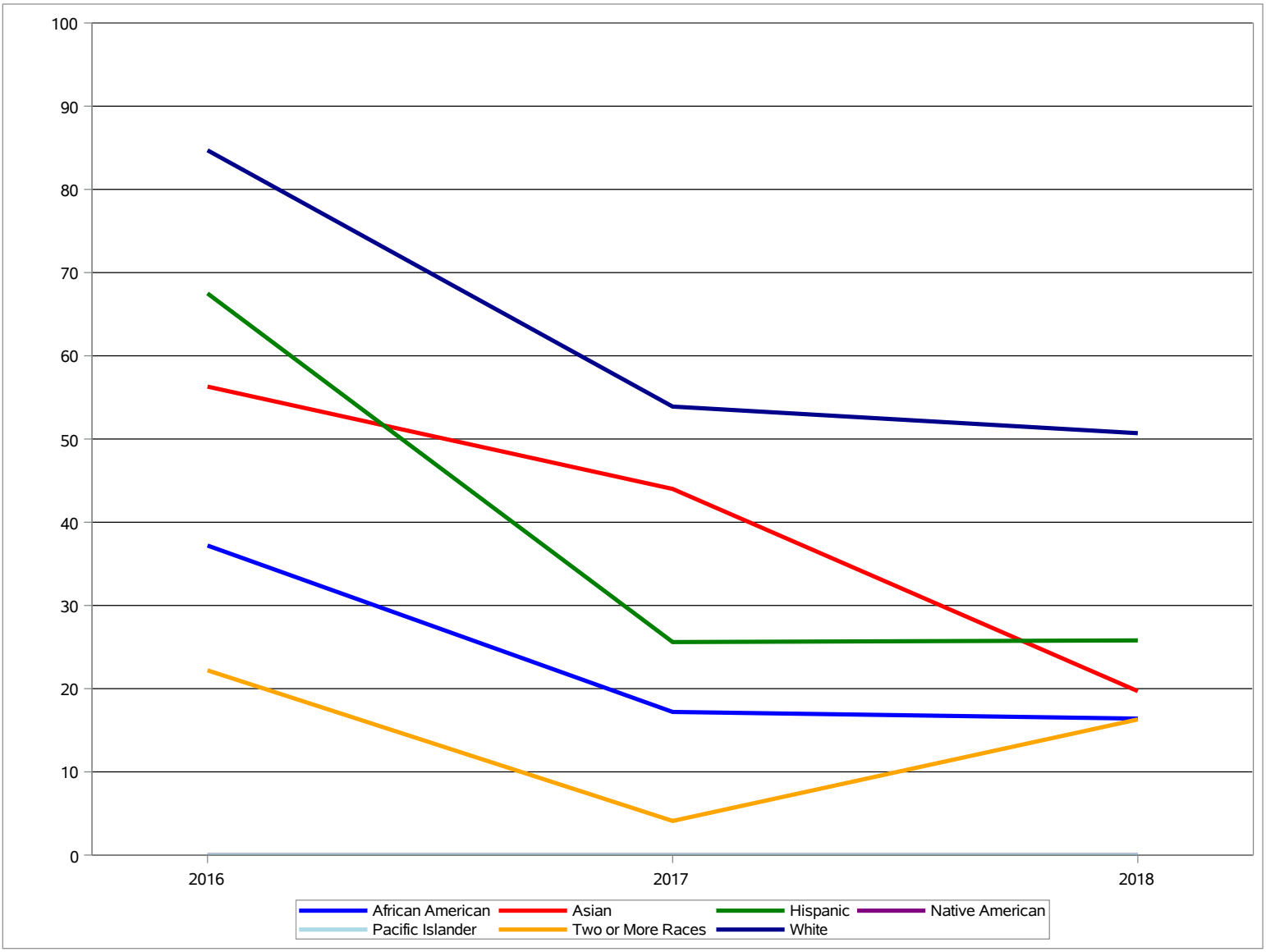
[1]STAAR mathematics test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact

## STAAR Performance by Ethnicity: Science[1]

## Elementary Schools

## Texas Tech University




| | 2016 [2] | | 2017 [3] | | 2018 [3] | |
|---|---|---|---|---|---|---|
| | N | Level II: Satisfactory | N | Meets Grade Level | N | Meets Grade Level |
| African American | 414 | 37.2 | 401 | 17.2 | 450 | 16.4 |
| Hispanic | 3404 | 67.5 | 3467 | 25.6 | 3951 | 25.8 |
| White | 1784 | 84.7 | 1960 | 53.9 | 2058 | 50.7 |
| Asian | 64 | 56.3 | 75 | 44.0 | 66 | 19.7 |
| Native American | 13 | 0.0 | 25 | 0.0 | 21 | 0.0 |
| Pacific Islander | 2 | 0.0 | 2 | 0.0 | 3 | 0.0 |
| Two or More Races | 72 | 22.2 | 97 | 4.1 | 129 | 16.3 |

[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 meeting or exceeding grade level standard.

# Student Academic Performance in the Proximal Zone of Professional Impact
## 25 Highest Performing High Schools Ranked by STAAR Algebra Performance[1]
## 2018
## 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 | 292 | 33 | 42 | 74 | 99 | 50 | 79 | 96 | 32 | 68 | 90 | 29 | 72 | 86 | 13 | 0 | 0 | 0 |
| POST ISD | POST H S | 222 | 62 | 69 | 68 | 97 | 46 | 55 | 93 | 24 | 47 | 98 | 45 | 0 | 0 | 0 | 65 | 63 | 8 |
| LAMESA ISD | LAMESA H S | 491 | 69 | 85 | 115 | 96 | 46 | 131 | 84 | 9 | 137 | 76 | 14 | 182 | 60 | 2 | 167 | 62 | 2 |
| SHALLOWATER ISD | SHALLOWATER H S | 443 | 30 | 34 | 81 | 96 | 49 | 122 | 94 | 38 | 113 | 96 | 48 | 109 | 72 | 16 | 118 | 83 | 11 |
| ABERNATHY ISD | ABERNATHY H S | 228 | 48 | 61 | 43 | 93 | 30 | 59 | 97 | 25 | 67 | 96 | 34 | 0 | 0 | 0 | 0 | 0 | 0 |
| KRESS ISD | KRESS H S | 97 | 67 | 58 | 15 | 93 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUNDOWN ISD | SUNDOWN H S | 187 | 29 | 53 | 42 | 93 | 29 | 42 | 98 | 21 | 42 | 98 | 69 | 0 | 0 | 0 | 54 | 96 | 19 |
| PLAINVIEW ISD | PLAINVIEW H S | 1,388 | 67 | 81 | 356 | 91 | 27 | 406 | 87 | 17 | 308 | 96 | 39 | 509 | 59 | 2 | 453 | 70 | 8 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER HIGH SCHOOL | 1,519 | 28 | 41 | 362 | 90 | 36 | 453 | 95 | 21 | 426 | 94 | 45 | 469 | 79 | 9 | 456 | 82 | 13 |
| FLOYDADA ISD | FLOYDADA H S | 173 | 65 | 77 | 45 | 89 | 53 | 55 | 85 | 11 | 36 | 89 | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| MULESHOE ISD | MULESHOE H S | 362 | 77 | 87 | 89 | 89 | 30 | 0 | 0 | 0 | 97 | 96 | 43 | 92 | 66 | 2 | 0 | 0 | 0 |
| PLAINS ISD | PLAINS H S | 112 | 52 | 73 | 38 | 89 | 11 | 35 | 94 | 23 | 26 | 92 | 19 | 33 | 85 | 12 | 0 | 0 | 0 |
| LEVELLAND ISD | LEVELLAND H S | 773 | 64 | 72 | 204 | 88 | 23 | 226 | 92 | 10 | 192 | 86 | 32 | 234 | 67 | 5 | 233 | 66 | 5 |
| ROOSEVELT ISD | ROOSEVELT H S | 302 | 71 | 58 | 86 | 86 | 17 | 74 | 89 | 14 | 62 | 98 | 39 | 0 | 0 | 0 | 85 | 66 | 2 |
| HALE CENTER ISD | HALE CENTER H S | 172 | 58 | 76 | 46 | 85 | 13 | 0 | 0 | 0 | 35 | 100 | 23 | 0 | 0 | 0 | 0 | 0 | 0 |
| DIMMITT ISD | DIMMITT H S | 317 | 75 | 87 | 86 | 83 | 6 | 0 | 0 | 0 | 111 | 89 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| SLATON ISD | SLATON H S | 356 | 79 | 72 | 84 | 82 | 10 | 90 | 88 | 20 | 73 | 86 | 12 | 0 | 0 | 0 | 134 | 59 | 3 |
| FRENSHIP ISD | FRENSHIP H S | 2,697 | 26 | 49 | 540 | 80 | 9 | 761 | 94 | 28 | 659 | 97 | 39 | 827 | 75 | 12 | 777 | 84 | 15 |
| OLTON ISD | OLTON H S | 195 | 64 | 77 | 65 | 78 | 9 | 69 | 84 | 10 | 66 | 80 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| BROWNFIELD ISD | BROWNFIELD H S | 451 | 73 | 83 | 154 | 77 | 22 | 149 | 77 | 9 | 133 | 85 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| LITTLEFIELD ISD | LITTLEFIELD H S | 374 | 73 | 79 | 125 | 71 | 10 | 117 | 76 | 9 | 93 | 86 | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | LUBBOCK H S | 1,978 | 39 | 74 | 345 | 70 | 5 | 533 | 86 | 32 | 490 | 91 | 50 | 0 | 0 | 0 | 606 | 73 | 13 |
| LUBBOCK ISD | MONTEREY H S | 2,119 | 63 | 75 | 521 | 70 | 2 | 649 | 76 | 12 | 603 | 86 | 27 | 775 | 57 | 0 | 706 | 64 | 5 |
| SNYDER ISD | SNYDER H S | 726 | 46 | 66 | 185 | 68 | 9 | 195 | 73 | 10 | 197 | 89 | 37 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | CORONADO H S | 2,133 | 40 | 68 | 554 | 66 | 4 | 679 | 82 | 14 | 568 | 92 | 40 | 790 | 61 | 0 | 695 | 64 | 5 |

[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]
## 2018
## 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 |
| LUBBOCK ISD | ESTACADO H S | 731 | 90 | 97 | 205 | 56 | 1 | 260 | 70 | 4 | 242 | 71 | 7 | 0 | 0 | 0 | 320 | 43 | 1 |
| LUBBOCK ISD | CORONADO H S | 2,133 | 40 | 68 | 554 | 66 | 4 | 679 | 82 | 14 | 568 | 92 | 40 | 790 | 61 | 0 | 695 | 64 | 5 |
| SNYDER ISD | SNYDER H S | 726 | 46 | 66 | 185 | 68 | 9 | 195 | 73 | 10 | 197 | 89 | 37 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | LUBBOCK H S | 1,978 | 39 | 74 | 345 | 70 | 5 | 533 | 86 | 32 | 490 | 91 | 50 | 0 | 0 | 0 | 606 | 73 | 13 |
| LUBBOCK ISD | MONTEREY H S | 2,119 | 63 | 75 | 521 | 70 | 2 | 649 | 76 | 12 | 603 | 86 | 27 | 775 | 57 | 0 | 706 | 64 | 5 |
| LITTLEFIELD ISD | LITTLEFIELD H S | 374 | 73 | 79 | 125 | 71 | 10 | 117 | 76 | 9 | 93 | 86 | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| BROWNFIELD ISD | BROWNFIELD H S | 451 | 73 | 83 | 154 | 77 | 22 | 149 | 77 | 9 | 133 | 85 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| OLTON ISD | OLTON H S | 195 | 64 | 77 | 65 | 78 | 9 | 69 | 84 | 10 | 66 | 80 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| FRENSHIP ISD | FRENSHIP H S | 2,697 | 26 | 49 | 540 | 80 | 9 | 761 | 94 | 28 | 659 | 97 | 39 | 827 | 75 | 12 | 777 | 84 | 15 |
| SLATON ISD | SLATON H S | 356 | 79 | 72 | 84 | 82 | 10 | 90 | 88 | 20 | 73 | 86 | 12 | 0 | 0 | 0 | 134 | 59 | 3 |
| DIMMITT ISD | DIMMITT H S | 317 | 75 | 87 | 86 | 83 | 6 | 0 | 0 | 0 | 111 | 89 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| HALE CENTER ISD | HALE CENTER H S | 172 | 58 | 76 | 46 | 85 | 13 | 0 | 0 | 0 | 35 | 100 | 23 | 0 | 0 | 0 | 0 | 0 | 0 |
| ROOSEVELT ISD | ROOSEVELT H S | 302 | 71 | 58 | 86 | 86 | 17 | 74 | 89 | 14 | 62 | 98 | 39 | 0 | 0 | 0 | 85 | 66 | 2 |
| LEVELLAND ISD | LEVELLAND H S | 773 | 64 | 72 | 204 | 88 | 23 | 226 | 92 | 10 | 192 | 86 | 32 | 234 | 67 | 5 | 233 | 66 | 5 |
| FLOYDADA ISD | FLOYDADA H S | 173 | 65 | 77 | 45 | 89 | 53 | 55 | 85 | 11 | 36 | 89 | 28 | 0 | 0 | 0 | 0 | 0 | 0 |
| MULESHOE ISD | MULESHOE H S | 362 | 77 | 87 | 89 | 89 | 30 | 0 | 0 | 0 | 97 | 96 | 43 | 92 | 66 | 2 | 0 | 0 | 0 |
| PLAINS ISD | PLAINS H S | 112 | 52 | 73 | 38 | 89 | 11 | 35 | 94 | 23 | 26 | 92 | 19 | 33 | 85 | 12 | 0 | 0 | 0 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER HIGH SCHOOL | 1,519 | 28 | 41 | 362 | 90 | 36 | 453 | 95 | 21 | 426 | 94 | 45 | 469 | 79 | 9 | 456 | 82 | 13 |
| PLAINVIEW ISD | PLAINVIEW H S | 1,388 | 67 | 81 | 356 | 91 | 27 | 406 | 87 | 17 | 308 | 96 | 39 | 509 | 59 | 2 | 453 | 70 | 8 |
| ABERNATHY ISD | ABERNATHY H S | 228 | 48 | 61 | 43 | 93 | 30 | 59 | 97 | 25 | 67 | 96 | 34 | 0 | 0 | 0 | 0 | 0 | 0 |
| KRESS ISD | KRESS H S | 97 | 67 | 58 | 15 | 93 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUNDOWN ISD | SUNDOWN H S | 187 | 29 | 53 | 42 | 93 | 29 | 42 | 98 | 21 | 42 | 98 | 69 | 0 | 0 | 0 | 54 | 96 | 19 |
| LAMESA ISD | LAMESA H S | 491 | 69 | 85 | 115 | 96 | 46 | 131 | 84 | 9 | 137 | 76 | 14 | 182 | 60 | 2 | 167 | 62 | 2 |
| SHALLOWATER ISD | SHALLOWATER H S | 443 | 30 | 34 | 81 | 96 | 49 | 122 | 94 | 38 | 113 | 96 | 48 | 109 | 72 | 16 | 118 | 83 | 11 |
| POST ISD | POST H S | 222 | 62 | 69 | 68 | 97 | 46 | 55 | 93 | 24 | 47 | 98 | 45 | 0 | 0 | 0 | 65 | 63 | 8 |

[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]
## 2018
## 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 |
| SUNDOWN ISD | SUNDOWN J H | 133 | 47 | 68 | 130 | 92 | 38 | 130 | 100 | 42 | 43 | 93 | 35 | 49 | 88 | 39 | 49 | 71 | 18 |
| LUBBOCK ISD | HUTCHINSON MIDDLE | 854 | 39 | 65 | 821 | 91 | 50 | 703 | 92 | 27 | 270 | 91 | 42 | 268 | 88 | 46 | 267 | 82 | 43 |
| SHALLOWATER ISD | SHALLOWATER MIDDLE | 493 | 38 | 32 | 363 | 90 | 34 | 345 | 96 | 32 | 143 | 84 | 17 | 104 | 88 | 37 | 104 | 83 | 28 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER BUSH MIDDLE | 872 | 26 | 40 | 786 | 88 | 37 | 785 | 88 | 25 | 295 | 83 | 21 | 287 | 89 | 53 | 287 | 87 | 39 |
| FRENSHIP ISD | HERITAGE MIDDLE | 701 | 27 | 51 | 665 | 86 | 35 | 461 | 84 | 28 | 235 | 79 | 19 | 207 | 92 | 44 | 207 | 81 | 17 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER MIDDLE | 560 | 37 | 44 | 515 | 86 | 27 | 503 | 87 | 23 | 185 | 82 | 23 | 172 | 84 | 29 | 171 | 75 | 22 |
| IDALOU ISD | IDALOU MIDDLE | 302 | 30 | 34 | 227 | 85 | 33 | 227 | 93 | 30 | 81 | 79 | 19 | 77 | 96 | 60 | 77 | 84 | 47 |
| PLAINS ISD | PLAINS MIDDLE | 111 | 68 | 66 | 67 | 85 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 80 | 17 | 0 | 0 | 0 |
| POST ISD | POST MIDDLE | 163 | 66 | 66 | 55 | 85 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FRENSHIP ISD | FRENSHIP MIDDLE | 640 | 31 | 44 | 599 | 84 | 30 | 563 | 86 | 17 | 210 | 83 | 20 | 197 | 91 | 29 | 197 | 80 | 26 |
| HALE CENTER ISD | CARR MIDDLE | 156 | 73 | 75 | 73 | 82 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 56 | 13 | 0 | 0 | 0 |
| LUBBOCK ISD | EVANS MIDDLE | 853 | 48 | 60 | 801 | 82 | 28 | 557 | 81 | 19 | 266 | 73 | 7 | 259 | 88 | 43 | 258 | 72 | 11 |
| LUBBOCK ISD | IRONS MIDDLE | 617 | 43 | 53 | 580 | 82 | 23 | 510 | 75 | 12 | 201 | 75 | 7 | 196 | 84 | 30 | 195 | 69 | 16 |
| NEW DEAL ISD | NEW DEAL MIDDLE | 244 | 62 | 54 | 165 | 81 | 23 | 95 | 84 | 34 | 0 | 0 | 0 | 61 | 90 | 43 | 61 | 84 | 21 |
| FRENSHIP ISD | TERRA VISTA MIDDLE | 754 | 48 | 63 | 703 | 80 | 29 | 642 | 78 | 14 | 235 | 80 | 21 | 230 | 82 | 30 | 230 | 64 | 12 |
| ABERNATHY ISD | ABERNATHY MIDDLE | 183 | 49 | 55 | 115 | 78 | 31 | 159 | 67 | 20 | 0 | 0 | 0 | 57 | 75 | 28 | 0 | 0 | 0 |
| MULESHOE ISD | WATSON J H | 322 | 83 | 82 | 241 | 78 | 21 | 306 | 75 | 12 | 107 | 68 | 10 | 89 | 44 | 8 | 89 | 45 | 4 |
| FLOYDADA ISD | FLOYDADA J H | 112 | 73 | 79 | 95 | 74 | 18 | 102 | 91 | 27 | 0 | 0 | 0 | 53 | 81 | 25 | 53 | 64 | 9 |
| LITTLEFIELD ISD | LITTLEFIELD J H | 298 | 80 | 82 | 260 | 74 | 17 | 279 | 76 | 15 | 90 | 78 | 13 | 79 | 82 | 33 | 81 | 65 | 23 |
| OLTON ISD | OLTON J H | 132 | 72 | 77 | 128 | 74 | 19 | 84 | 87 | 23 | 0 | 0 | 0 | 39 | 90 | 28 | 0 | 0 | 0 |
| SLATON ISD | SLATON J H | 285 | 81 | 76 | 257 | 73 | 15 | 278 | 74 | 8 | 95 | 56 | 6 | 97 | 77 | 24 | 97 | 56 | 6 |
| PLAINVIEW ISD | ESTACADO MIDDLE | 592 | 78 | 87 | 569 | 71 | 14 | 548 | 80 | 12 | 182 | 66 | 8 | 191 | 71 | 14 | 189 | 53 | 8 |
| LEVELLAND ISD | LEVELLAND MIDDLE | 600 | 66 | 77 | 526 | 70 | 14 | 540 | 76 | 11 | 185 | 54 | 8 | 191 | 72 | 17 | 191 | 63 | 15 |
| ROOSEVELT ISD | ROOSEVELT J H | 258 | 75 | 65 | 234 | 70 | 12 | 238 | 77 | 11 | 0 | 0 | 0 | 85 | 58 | 13 | 85 | 58 | 8 |
| TAHOKA ISD | TAHOKA MIDDLE | 134 | 61 | 71 | 44 | 68 | 34 | 39 | 97 | 38 | 0 | 0 | 0 | 40 | 63 | 15 | 0 | 0 | 0 |

[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]
## 2018
## 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 | 534 | 93 | 98 | 335 | 47 | 6 | 449 | 58 | 7 | 143 | 31 | 3 | 177 | 47 | 3 | 178 | 24 | 4 |
| LUBBOCK ISD | SLATON MIDDLE | 510 | 93 | 94 | 435 | 50 | 7 | 429 | 71 | 7 | 0 | 0 | 0 | 154 | 53 | 8 | 154 | 45 | 9 |
| BROWNFIELD ISD | BROWNFIELD MIDDLE | 358 | 80 | 81 | 322 | 57 | 12 | 337 | 74 | 17 | 0 | 0 | 0 | 110 | 61 | 17 | 109 | 49 | 8 |
| LAMESA ISD | LAMESA MIDDLE | 409 | 79 | 89 | 338 | 57 | 13 | 366 | 65 | 5 | 116 | 57 | 9 | 108 | 66 | 8 | 0 | 0 | 0 |
| LUBBOCK ISD | SMYLIE WILSON MIDDLE | 441 | 88 | 84 | 363 | 58 | 8 | 129 | 59 | 6 | 0 | 0 | 0 | 124 | 56 | 11 | 124 | 34 | 5 |
| LUBBOCK ISD | CAVAZOS MIDDLE | 581 | 98 | 97 | 535 | 59 | 10 | 512 | 66 | 7 | 0 | 0 | 0 | 204 | 50 | 6 | 0 | 0 | 0 |
| LOCKNEY ISD | LOCKNEY J H | 103 | 81 | 82 | 39 | 62 | 36 | 29 | 90 | 38 | 0 | 0 | 0 | 28 | 82 | 18 | 0 | 0 | 0 |
| LUBBOCK ISD | ATKINS MIDDLE | 624 | 83 | 90 | 565 | 64 | 8 | 553 | 61 | 3 | 199 | 48 | 1 | 179 | 74 | 7 | 179 | 46 | 2 |
| SNYDER ISD | SNYDER J H | 622 | 62 | 69 | 521 | 64 | 14 | 378 | 55 | 5 | 0 | 0 | 0 | 209 | 58 | 14 | 208 | 61 | 15 |
| PLAINVIEW ISD | CORONADO MIDDLE | 613 | 73 | 84 | 572 | 65 | 16 | 560 | 71 | 8 | 183 | 57 | 7 | 201 | 66 | 14 | 201 | 41 | 8 |
| LUBBOCK ISD | MACKENZIE MIDDLE | 566 | 52 | 78 | 486 | 65 | 13 | 194 | 53 | 8 | 195 | 65 | 9 | 168 | 63 | 11 | 167 | 54 | 9 |
| DIMMITT ISD | DIMMITT MIDDLE | 355 | 84 | 91 | 147 | 67 | 16 | 157 | 74 | 6 | 0 | 0 | 0 | 87 | 66 | 13 | 0 | 0 | 0 |
| RALLS ISD | RALLS MIDDLE | 116 | 80 | 76 | 36 | 67 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 69 | 19 | 0 | 0 | 0 |
| TULIA ISD | TULIA J H | 241 | 82 | 72 | 154 | 67 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 63 | 27 | 75 | 60 | 15 |
| TAHOKA ISD | TAHOKA MIDDLE | 134 | 61 | 71 | 44 | 68 | 34 | 39 | 97 | 38 | 0 | 0 | 0 | 40 | 63 | 15 | 0 | 0 | 0 |
| LEVELLAND ISD | LEVELLAND MIDDLE | 600 | 66 | 77 | 526 | 70 | 14 | 540 | 76 | 11 | 185 | 54 | 8 | 191 | 72 | 17 | 191 | 63 | 15 |
| ROOSEVELT ISD | ROOSEVELT J H | 258 | 75 | 65 | 234 | 70 | 12 | 238 | 77 | 11 | 0 | 0 | 0 | 85 | 58 | 13 | 85 | 58 | 8 |
| PLAINVIEW ISD | ESTACADO MIDDLE | 592 | 78 | 87 | 569 | 71 | 14 | 548 | 80 | 12 | 182 | 66 | 8 | 191 | 71 | 14 | 189 | 53 | 8 |
| SLATON ISD | SLATON J H | 285 | 81 | 76 | 257 | 73 | 15 | 278 | 74 | 8 | 95 | 56 | 6 | 97 | 77 | 24 | 97 | 56 | 6 |
| FLOYDADA ISD | FLOYDADA J H | 112 | 73 | 79 | 95 | 74 | 18 | 102 | 91 | 27 | 0 | 0 | 0 | 53 | 81 | 25 | 53 | 64 | 9 |
| LITTLEFIELD ISD | LITTLEFIELD J H | 298 | 80 | 82 | 260 | 74 | 17 | 279 | 76 | 15 | 90 | 78 | 13 | 79 | 82 | 33 | 81 | 65 | 23 |
| OLTON ISD | OLTON J H | 132 | 72 | 77 | 128 | 74 | 19 | 84 | 87 | 23 | 0 | 0 | 0 | 39 | 90 | 28 | 0 | 0 | 0 |
| ABERNATHY ISD | ABERNATHY MIDDLE | 183 | 49 | 55 | 115 | 78 | 31 | 159 | 67 | 20 | 0 | 0 | 0 | 57 | 75 | 28 | 0 | 0 | 0 |
| MULESHOE ISD | WATSON J H | 322 | 83 | 82 | 241 | 78 | 21 | 306 | 75 | 12 | 107 | 68 | 10 | 89 | 44 | 8 | 89 | 45 | 4 |
| FRENSHIP ISD | TERRA VISTA MIDDLE | 754 | 48 | 63 | 703 | 80 | 29 | 642 | 78 | 14 | 235 | 80 | 21 | 230 | 82 | 30 | 230 | 64 | 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]
## 2018
## 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 |
| RISE ACADEMY | RISE ACADEMY | 307 | 85 | 98 | 49 | 96 | 39 | 70 | 97 | 36 | 0 | 0 | 0 | 0 | 0 | 0 |
| FRENSHIP ISD | CRESTVIEW EL | 572 | 17 | 40 | 291 | 95 | 45 | 294 | 96 | 36 | 107 | 83 | 25 | 102 | 88 | 31 |
| LUBBOCK ISD | RAMIREZ EL | 506 | 51 | 81 | 185 | 95 | 25 | 188 | 94 | 31 | 66 | 79 | 11 | 55 | 78 | 11 |
| LUBBOCK ISD | SMITH EL | 648 | 35 | 53 | 260 | 93 | 41 | 259 | 95 | 42 | 89 | 75 | 19 | 82 | 95 | 49 |
| FRENSHIP ISD | BENNETT EL | 665 | 36 | 41 | 306 | 92 | 32 | 306 | 92 | 35 | 96 | 68 | 15 | 118 | 82 | 20 |
| IDALOU ISD | IDALOU EL | 407 | 41 | 47 | 159 | 92 | 33 | 159 | 96 | 29 | 75 | 80 | 8 | 0 | 0 | 0 |
| LUBBOCK ISD | WILSON EL | 516 | 15 | 39 | 225 | 91 | 44 | 228 | 93 | 44 | 82 | 78 | 20 | 71 | 86 | 34 |
| LUBBOCK ISD | MILLER EL | 708 | 31 | 45 | 315 | 90 | 41 | 315 | 91 | 42 | 93 | 67 | 11 | 116 | 91 | 39 |
| LUBBOCK ISD | HONEY EL | 428 | 35 | 47 | 170 | 89 | 44 | 182 | 90 | 43 | 58 | 76 | 17 | 61 | 90 | 33 |
| LOCKNEY ISD | LOCKNEY EL | 216 | 84 | 79 | 36 | 89 | 33 | 36 | 97 | 33 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER SOUTH EL | 808 | 42 | 47 | 320 | 89 | 34 | 359 | 94 | 37 | 120 | 80 | 20 | 139 | 81 | 13 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER WEST EL | 751 | 23 | 33 | 336 | 89 | 38 | 351 | 92 | 43 | 119 | 85 | 20 | 120 | 88 | 29 |
| FRENSHIP ISD | OAK RIDGE EL | 632 | 35 | 50 | 301 | 89 | 30 | 301 | 92 | 38 | 102 | 83 | 17 | 103 | 89 | 20 |
| LUBBOCK ISD | RUSH EL | 382 | 66 | 68 | 131 | 89 | 28 | 96 | 91 | 28 | 46 | 83 | 15 | 50 | 74 | 14 |
| SUNDOWN ISD | SUNDOWN EL | 280 | 43 | 67 | 128 | 89 | 20 | 128 | 98 | 45 | 0 | 0 | 0 | 45 | 89 | 13 |
| LUBBOCK ISD | WHITESIDE EL | 559 | 39 | 50 | 256 | 88 | 30 | 256 | 94 | 36 | 91 | 63 | 7 | 85 | 94 | 26 |
| ABERNATHY ISD | ABERNATHY EL | 353 | 60 | 62 | 155 | 86 | 26 | 155 | 86 | 17 | 0 | 0 | 0 | 61 | 75 | 8 |
| LUBBOCK ISD | HARDWICK EL | 409 | 61 | 71 | 172 | 85 | 24 | 172 | 98 | 36 | 58 | 67 | 9 | 52 | 94 | 21 |
| SHALLOWATER ISD | SHALLOWATER INT | 386 | 44 | 36 | 254 | 85 | 30 | 254 | 85 | 33 | 134 | 61 | 6 | 0 | 0 | 0 |
| LUBBOCK ISD | ROBERTS EL | 695 | 66 | 82 | 302 | 83 | 29 | 324 | 94 | 32 | 111 | 60 | 6 | 110 | 75 | 10 |
| LEVELLAND ISD | SOUTH EL | 330 | 78 | 75 | 105 | 83 | 14 | 110 | 81 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | WATERS EL | 621 | 65 | 64 | 281 | 83 | 19 | 298 | 82 | 23 | 0 | 0 | 0 | 112 | 76 | 13 |
| LUBBOCK ISD | HARWELL EL | 508 | 88 | 97 | 221 | 82 | 11 | 221 | 86 | 8 | 59 | 63 | 3 | 81 | 83 | 11 |
| LUBBOCK-COOPER ISD | LUBBOCK-COOPER CENTRAL EL | 889 | 34 | 38 | 364 | 82 | 35 | 373 | 89 | 36 | 119 | 61 | 9 | 128 | 85 | 23 |
| TAHOKA ISD | TAHOKA EL | 335 | 68 | 67 | 103 | 82 | 18 | 146 | 88 | 15 | 0 | 0 | 0 | 62 | 65 | 11 |

[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]
## 2018
## 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 | ERVIN EL | 477 | 92 | 99 | 66 | 38 | 15 | 199 | 71 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |
| TULIA ISD | W V SWINBURN EL | 243 | 84 | 77 | 218 | 53 | 10 | 151 | 67 | 13 | 0 | 0 | 0 | 76 | 64 | 9 |
| DIMMITT ISD | RICHARDSON EL | 559 | 88 | 92 | 182 | 58 | 9 | 183 | 66 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | BEAN EL | 550 | 93 | 95 | 222 | 59 | 6 | 144 | 74 | 22 | 65 | 38 | 3 | 0 | 0 | 0 |
| LAMESA ISD | NORTH EL | 439 | 75 | 91 | 415 | 59 | 11 | 419 | 71 | 13 | 0 | 0 | 0 | 171 | 67 | 7 |
| BROWNFIELD ISD | OAK GROVE EL | 518 | 81 | 83 | 345 | 60 | 12 | 365 | 59 | 8 | 0 | 0 | 0 | 118 | 64 | 6 |
| PLAINVIEW ISD | HILLCREST EL | 438 | 89 | 91 | 203 | 61 | 11 | 203 | 70 | 17 | 0 | 0 | 0 | 62 | 76 | 5 |
| HALE CENTER ISD | AKIN EL | 279 | 75 | 77 | 95 | 62 | 12 | 42 | 67 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| SNYDER ISD | SNYDER INT | 384 | 65 | 70 | 358 | 62 | 14 | 366 | 81 | 23 | 191 | 43 | 3 | 175 | 71 | 13 |
| LUBBOCK ISD | MCWHORTER EL | 584 | 88 | 98 | 263 | 64 | 12 | 263 | 70 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | BROWN EL | 364 | 97 | 93 | 49 | 65 | 20 | 148 | 77 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| PLAINVIEW ISD | EDGEMERE EL | 471 | 80 | 88 | 218 | 65 | 13 | 217 | 78 | 17 | 0 | 0 | 0 | 86 | 69 | 15 |
| LUBBOCK ISD | STEWART EL | 437 | 79 | 78 | 199 | 65 | 13 | 200 | 64 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| FLOYDADA ISD | A B DUNCAN EL | 460 | 80 | 86 | 158 | 66 | 11 | 101 | 74 | 16 | 0 | 0 | 0 | 45 | 91 | 27 |
| LUBBOCK ISD | OVERTON EL | 329 | 80 | 84 | 145 | 66 | 12 | 51 | 90 | 27 | 0 | 0 | 0 | 0 | 0 | 0 |
| ROOSEVELT ISD | ROOSEVELT EL | 528 | 82 | 66 | 226 | 67 | 13 | 226 | 74 | 12 | 86 | 45 | 5 | 0 | 0 | 0 |
| CROSBYTON CISD | CROSBYTON EL | 163 | 89 | 77 | 22 | 68 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MULESHOE ISD | MARY DESHAZO EL | 334 | 83 | 86 | 304 | 68 | 10 | 319 | 72 | 13 | 0 | 0 | 0 | 112 | 63 | 6 |
| SNYDER ISD | SNYDER PRI | 963 | 66 | 73 | 198 | 68 | 12 | 198 | 69 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| LUBBOCK ISD | WHEELOCK EL | 406 | 86 | 85 | 195 | 68 | 11 | 195 | 82 | 16 | 0 | 0 | 0 | 58 | 88 | 9 |
| LUBBOCK ISD | PARSONS EL | 464 | 78 | 79 | 181 | 70 | 18 | 186 | 82 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| POST ISD | POST EL | 429 | 77 | 76 | 212 | 70 | 10 | 215 | 82 | 22 | 0 | 0 | 0 | 0 | 0 | 0 |
| PLAINVIEW ISD | HIGHLAND EL | 440 | 82 | 88 | 178 | 72 | 18 | 178 | 81 | 24 | 0 | 0 | 0 | 80 | 75 | 9 |
| LEVELLAND ISD | LEVELLAND INT | 454 | 73 | 78 | 418 | 72 | 14 | 426 | 74 | 15 | 209 | 57 | 7 | 212 | 72 | 6 |
| PLAINVIEW ISD | COLLEGE HILL EL | 442 | 76 | 86 | 212 | 73 | 10 | 212 | 81 | 12 | 0 | 0 | 0 | 86 | 65 | 12 |

[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 Proximal Zone of Professional Impact (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 2008 through FY 2018 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 2018 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2017 and August 31, 2018. 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: 2018-2017/2017 x 100%. The formula used to calculate the five-year change was: 2018-2013/2013 x 100%.

**C.3: Teacher Production by Race/Ethnicity.**
This analysis provides the number and percentages of individuals produced from FY 2008 through FY 2018 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 2009-2018). 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 2013, yet decide not to obtain certification until FY 2016. Such an individual would be included in the 2015-2016 certification cohort rather than the 2012-2013 certification cohort. TEA generally uses the date of the initial application as the date of certification.

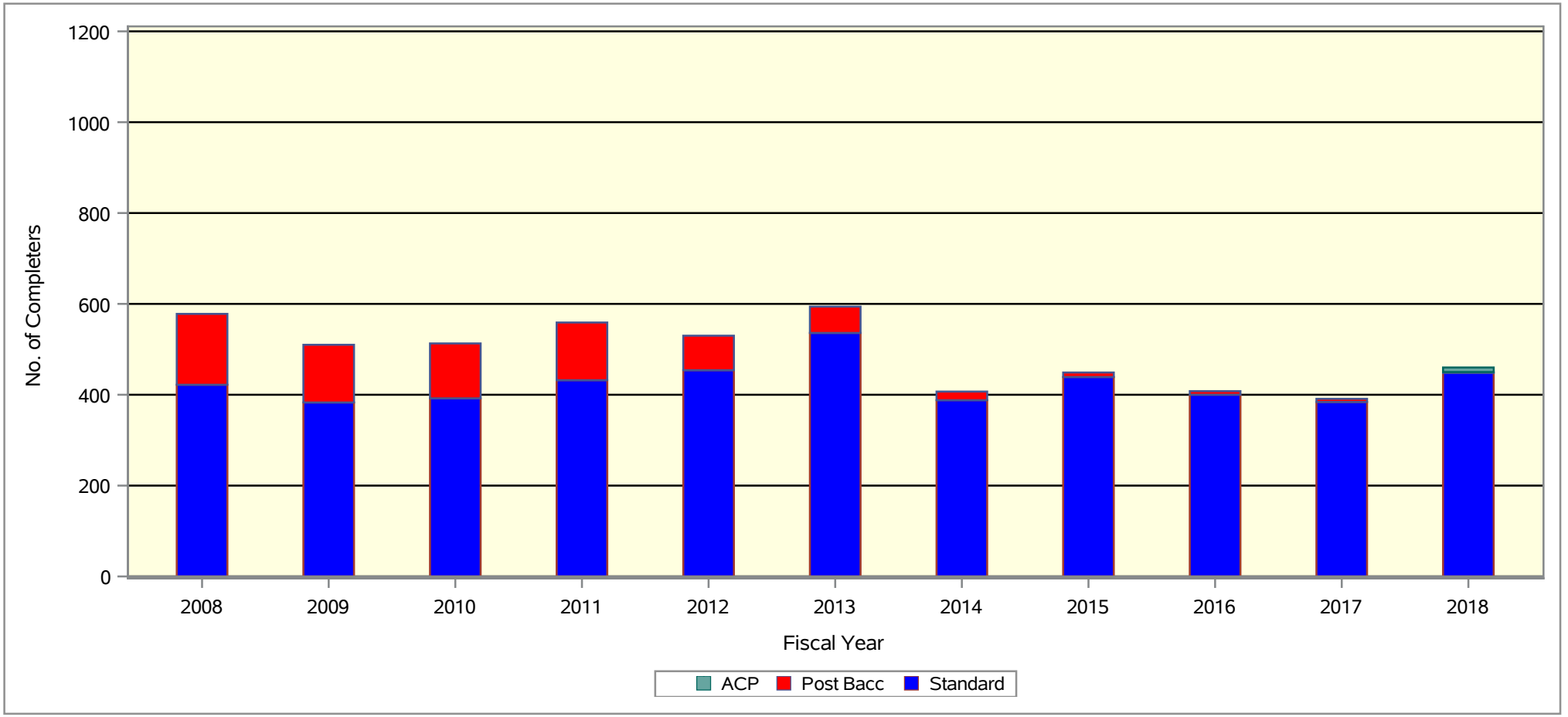
**C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.**
This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer. The listing shows the unduplicated number of individuals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

# Five-Year University Production Trends
## FY 2014 - 2018
## Texas Tech University

| University Production | 2014 | 2015 | 2016 | 2017 | 2018 | 5-Year Inc/Dec |
|---|---|---|---|---|---|---|
| **Enrollment (Fall of fiscal year)** | | | | | | |
| **Total**[1,4] | **32,797** | **34,843** | **35,546** | **36,225** | **36,634** | **11.7%** |
| Undergraduate | 26,903 | 28,546 | 29,162 | 29,909 | 30,663 | 14.0% |
| Masters | 2,911 | 3,180 | 3,251 | 3,126 | 2,938 | 0.9% |
| **Degrees Awarded (End of fiscal year)** | | | | | | |
| **Total**[2] | **7,066** | **7,351** | **7,402** | **7,452** | **8,435** | **19.4%** |
| Baccalaureate Degrees | 5,231 | 5,332 | 5,247 | 5,513 | 6,302 | 20.5% |
| Mathematics | 40 | 49 | 53 | 51 | 99 | 147.5% |
| Biological Science | 201 | 229 | 197 | 266 | 233 | 15.9% |
| Physical Science | 71 | 69 | 79 | 89 | 119 | 67.6% |
| Masters | 1,304 | 1,475 | 1,638 | 1,548 | 1,629 | 24.9% |
| **Teachers Produced by Pathway (End of fiscal year)** | | | | | | |
| **Total**[3] | **407** | **449** | **408** | **391** | **460** | **13.0%** |
| ACP Certified | 0 | 0 | 0 | 0 | 10 | 0.0% |
| Post-Baccaleaureate Certified | 19 | 10 | 8 | 7 | 2 | -89.5% |
| Traditional Undergraduate Certified | 388 | 439 | 400 | 384 | 448 | 15.5% |

[1]Total enrollment also includes doctoral and professional level degree-seeking students.
[2]Total degrees awarded also includes doctoral level degrees.
[3]Program numbers may not add up to Total because of missing data.

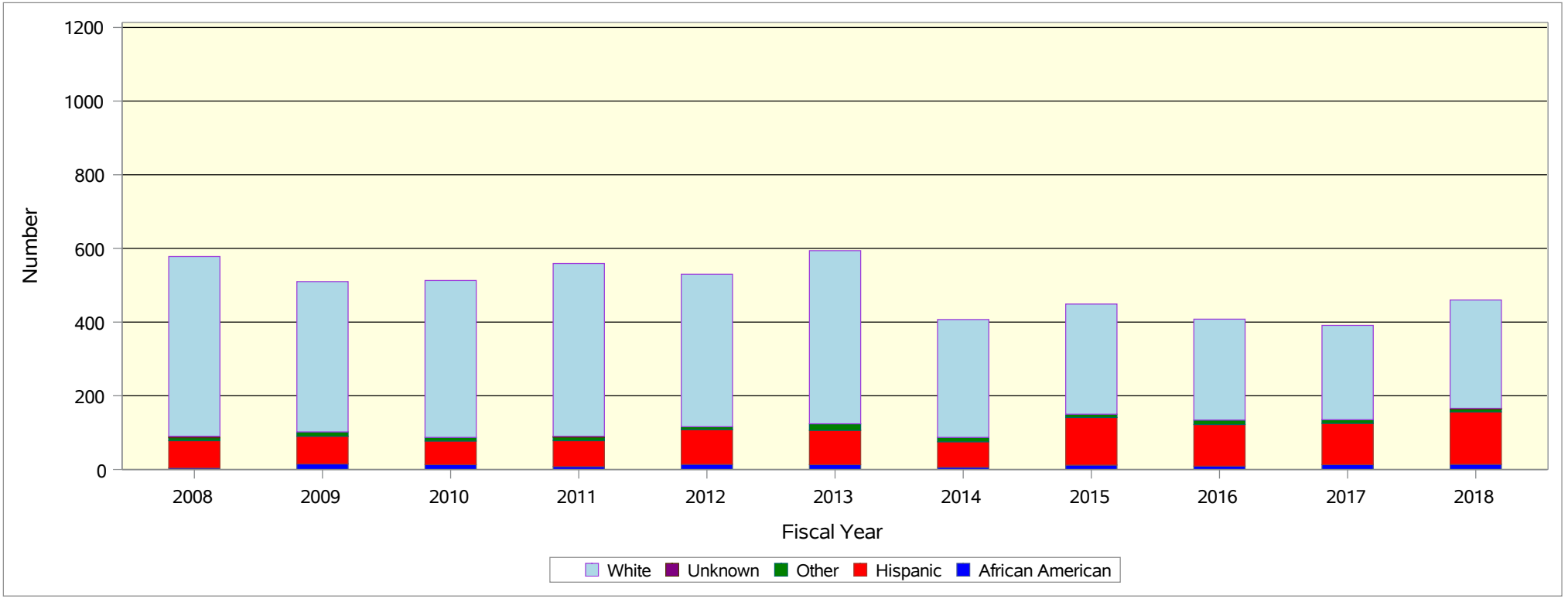
# Teacher Production Trends for University Completers[1]
## FY 2008 - 2018[2]
## Texas Tech University




| Total Teachers Produced by Fiscal Year | | | | | | | | | | | Total | 1-Year Change | 5-Year Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | | 2017-2018 | 2013-2018 |
| 578 | 510 | 513 | 559 | 530 | 594 | 407 | 449 | 408 | 391 | 460 | **5,399** | **17.6%** | **-22.6%** |

[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 2008 - 2018[2]
## Texas Tech University




| | Fiscal Year | | | | | | | | | | | 3-Year Change | 5-Year Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2015-2018 | 2013-2018 |
| African American | 4 | 15 | 13 | 8 | 14 | 13 | 6 | 12 | 9 | 13 | 14 | 2 | 1 |
| Hispanic | 74 | 75 | 64 | 70 | 94 | 93 | 69 | 129 | 113 | 112 | 142 | 13 | 49 |
| Other | 8 | 12 | 10 | 11 | 8 | 18 | 12 | 9 | 12 | 10 | 9 | 0 | -9 |
| Unknown | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| White | 488 | 408 | 426 | 469 | 414 | 470 | 320 | 299 | 274 | 256 | 294 | -5 | -176 |
| **TOTAL** | **578** | **510** | **513** | **559** | **530** | **594** | **407** | **449** | **408** | **391** | **460** | | |

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

# Initial Certification Production by Level[1]
## FY 2009 - 2018[2]
## Texas Tech University

| Certificate | Fiscal Year | | | | | | | | | | 5-Year Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014-2018 |
| ELEMENTARY (EC-4 and EC-6) | | | | | | | | | | | |
| Core Subjects | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 259 | 324 | 139.2 |
| Bilingual Generalist | 0 | 2 | 0 | 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 | 16 | 1 | 0 | 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 | 226 | 209 | 220 | 244 | 286 | 196 | 268 | 138 | 11 | 0 | 122.6 |
| **Subtotal** | **242** | **212** | **220** | **244** | **286** | **196** | **268** | **251** | **270** | **324** | **261.8** |
| 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 | 5 | 0 | 6 | 3 | 4 | 1 | 0 | 0 | 0 | 7 | 1.6 |
| ELA/Reading/Social Studies | 17 | 23 | 20 | 17 | 18 | 14 | 14 | 7 | 4 | 3 | 8.4 |
| Mathematics | 4 | 6 | 14 | 8 | 2 | 6 | 2 | 1 | 4 | 6 | 3.8 |
| Mathematics/Science | 14 | 14 | 27 | 23 | 22 | 11 | 9 | 9 | 7 | 7 | 8.6 |
| Science | 2 | 5 | 4 | 3 | 3 | 1 | 1 | 1 | 1 | 2 | 1.2 |
| Social Studies | 1 | 5 | 13 | 9 | 5 | 3 | 0 | 0 | 0 | 0 | 0.6 |
| **Subtotal** | **43** | **53** | **84** | **63** | **54** | **36** | **26** | **18** | **16** | **25** | **24.2** |
| HIGH SCHOOL (6-12, 7-12 and 8-12) | | | | | | | | | | | |
| Career & Technical Education[6] | 31 | 33 | 40 | 29 | 28 | 15 | 17 | 20 | 14 | 9 | 15.0 |
| Chemistry | 2 | 1 | 1 | 3 | 1 | 1 | 0 | 0 | 0 | 2 | 0.6 |
| Computer Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| ELA/Reading | 36 | 39 | 35 | 24 | 26 | 16 | 7 | 9 | 11 | 11 | 10.8 |
| History | 22 | 32 | 27 | 36 | 27 | 20 | 24 | 6 | 7 | 6 | 12.6 |
| Journalism | 1 | 0 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0.2 |
| Life Science | 5 | 5 | 3 | 4 | 4 | 1 | 0 | 3 | 0 | 0 | 0.8 |
| Mathematics | 18 | 24 | 19 | 18 | 26 | 15 | 4 | 8 | 2 | 1 | 6.0 |
| 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 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Science | 10 | 12 | 7 | 9 | 12 | 5 | 1 | 6 | 3 | 1 | 3.2 |
| Secondary French | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Secondary German | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Secondary Latin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Secondary Spanish | 7 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Social Studies | 6 | 5 | 10 | 9 | 2 | 2 | 1 | 0 | 0 | 2 | 1.0 |
| Speech | 5 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Technology Applications | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| **Subtotal** | **144** | **160** | **149** | **137** | **130** | **76** | **54** | **52** | **37** | **32** | **50.2** |
| ALL LEVEL (EC-12 and PK-12) | | | | | | | | | | | |
| Fine Arts[7] | 59 | 41 | 56 | 39 | 70 | 48 | 60 | 42 | 35 | 40 | 45.0 |
| Health And Phy Education | 43 | 46 | 33 | 40 | 35 | 21 | 17 | 16 | 5 | 2 | 12.2 |
| LOTE - American Sign Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| LOTE - French | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.2 |
| LOTE - German | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0.2 |
| LOTE - Latin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| LOTE - Spanish | 0 | 4 | 12 | 4 | 4 | 3 | 1 | 1 | 0 | 0 | 1.0 |
| Special Education[8] | 71 | 76 | 58 | 69 | 86 | 51 | 75 | 66 | 55 | 71 | 63.6 |
| Technology Applications | 2 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| **Subtotal** | **175** | **170** | **166** | **158** | **195** | **123** | **154** | **125** | **95** | **114** | **122.2** |
| SUPPLEMENTALS | | | | | | | | | | | |
| Bilingual Education | 4 | 6 | 9 | 13 | 8 | 4 | 24 | 32 | 30 | 45 | 27.0 |
| ESL | 9 | 32 | 44 | 46 | 78 | 43 | 65 | 96 | 112 | 110 | 85.2 |
| Gifted/Talented | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Special Education[8] | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0.4 |
| **Subtotal** | **13** | **38** | **54** | **59** | **86** | **49** | **89** | **128** | **142** | **155** | **112.6** |

[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 2008 - 2018[2]
## Texas Tech University

| Production Entity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Texas Tech University** | **578** | **510** | **513** | **559** | **530** | **594** | **407** | **449** | **408** | **391** | **460** | **5,399** |
| Wayland Baptist University | 114 | 146 | 121 | 98 | 90 | 102 | 64 | 64 | 55 | 46 | 53 | **953** |
| Lubbock Christian University | 74 | 85 | 83 | 85 | 65 | 66 | 75 | 63 | 75 | 58 | 53 | **782** |
| Region 17 Education Service Center | 14 | 2 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **22** |
| Frenship ISD | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | **5** |
| **TOTAL** | **780** | **744** | **723** | **743** | **688** | **762** | **546** | **576** | **538** | **495** | **566** | **7,161** |

[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 Proximal Zone of Professional Impact (PZPI), and retention rates for the 2015 cohort of first-year teachers.

**D.1.1-3: Teacher Hiring in the Proximal Zone of Professional Impact.** These three reports show school district hiring patterns in the PZPI by comparing the supply of new teacher FTEs provided by a preparation program to the total FTEs employed by subject area and school level. The category "Teachers Supplied" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI who obtained probationary or standard certification from the preparation program in 2017-2018 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 2018-2019. 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 2018-2019 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 2018-2019 who were newly-certified in 2017-2018. The second shows the same information for all teachers employed in the PZPI in 2018-2019 who were certified through the university between 1994-1995 and 2017-2018.

**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 2017-2018

**D.5: Comparison of Teacher Retention Trends.**

*D.5: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in 2013-2014 who became employed in a Texas public school in 2014-2015. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2013-2014 who had no prior teaching experience. The retention rate for spring 2015 is Year 1 and is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2014-2015. The target university's retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total.

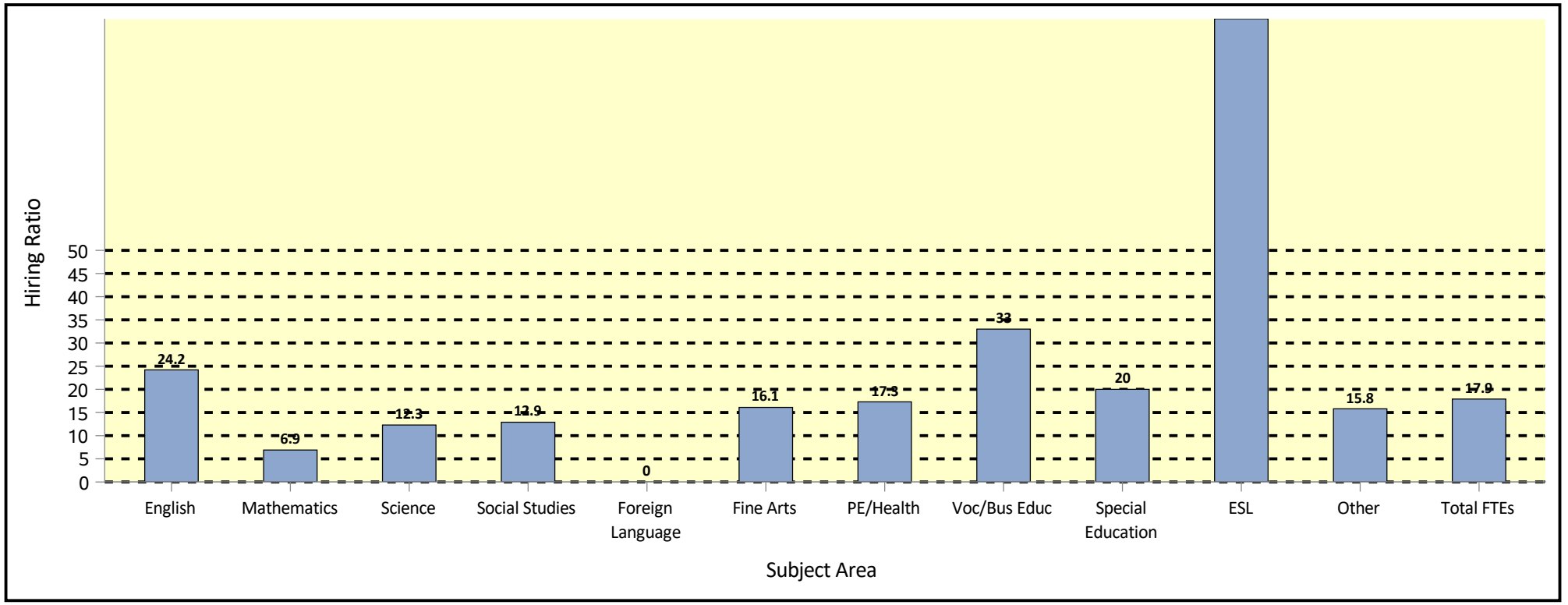
*D.5.1-3: Five-Year Retention of First-Year Teachers by School Level.* These reports further disaggregate the five-year retention rates and attrition rates of first-year teachers by high, middle, and elementary school level. Numbers less than 10 are not represented in the graphic.

# Teacher Hiring in the Proximal Zone of Professional Impact

## High Schools

### Texas Tech University

## Newly-Hired Teachers in PZPI in FY 2018-2019




| 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] | 3.0 | 1.0 | 1.0 | 0.9 | 0.0 | 1.0 | 0.9 | 0.0 | 3.8 | 1.5 | 0.4 | 0.3 | **13.9** |
| **District Hires**[2] | 12.4 | 14.4 | 8.1 | 7.0 | 2.9 | 6.2 | 5.2 | 0.0 | 11.5 | 7.5 | 0.4 | 1.9 | **77.5** |
| **Hiring Ratio**[3] | **24.2%** | **6.9%** | **12.3%** | **12.9%** | **0.0%** | **16.1%** | **17.3%** | **0.0%** | **33.0%** | **20.0%** | **100.0%** | **15.8%** | **17.9%** |

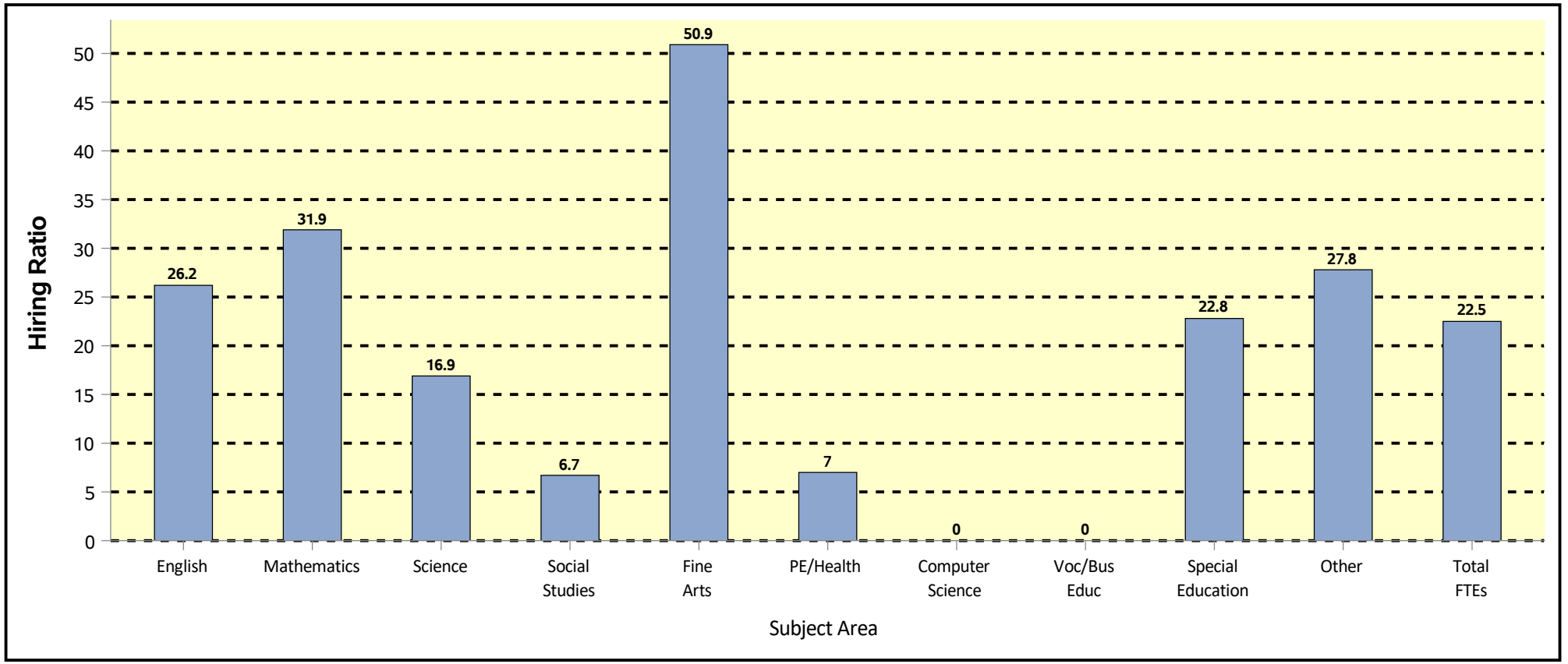
1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2018 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2018-2019
3 Newly-hired university FTEs divided by number of newly-hired 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 2018-2019




| 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 | 4.3 | 3.8 | 1.5 | 0.8 | 0.0 | 2.8 | 0.4 | 0.0 | 0.0 | 2.6 | 0.0 | 1.0 | 17.3 |
| District Hires[2] | 0.0 | 16.4 | 11.9 | 8.9 | 11.9 | 0.0 | 5.5 | 5.7 | 0.4 | 1.1 | 11.4 | 0.0 | 3.6 | 76.8 |
| **Hiring Ratio[3]** | **0.0%** | **26.2%** | **31.9%** | **16.9%** | **6.7%** | **0.0%** | **50.9%** | **7.0%** | **0.0%** | **0.0%** | **22.8%** | **0.0%** | **27.8%** | **22.5%** |

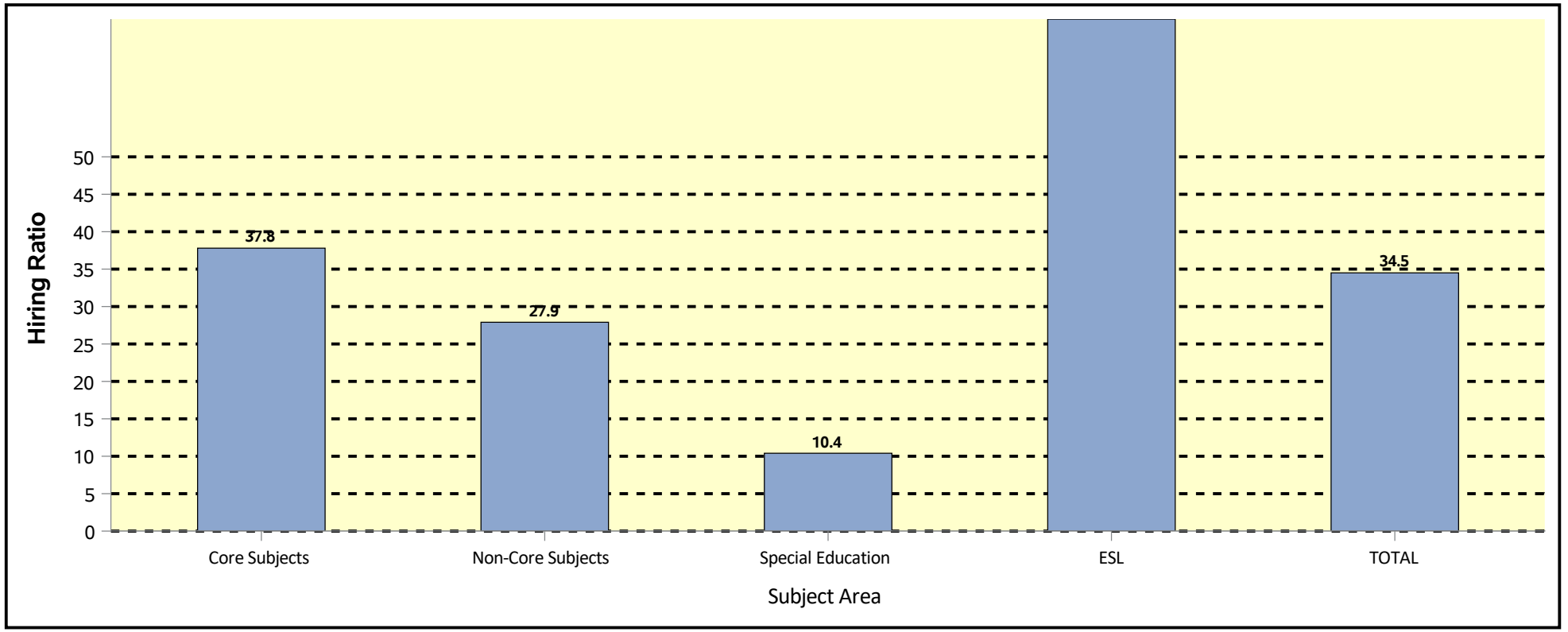
1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2018 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2018-2019
3 Newly-hired university FTEs divided by number of newly-hired 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 2018-2019

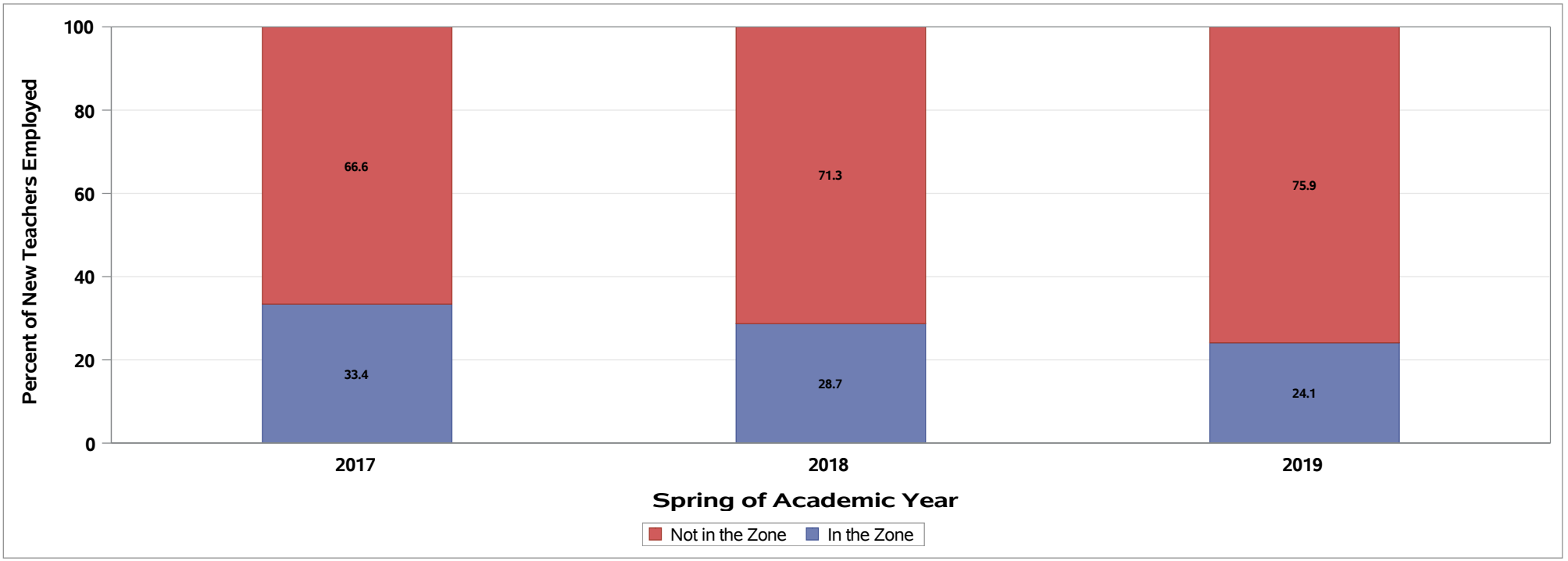



| Subject Area | Core Subjects [4] | Non-Core Subjects [5] | Special Education | Bilingual/ ESL | Total FTEs |
|---|---|---|---|---|---|
| **Teachers Supplied** [1] | 43.2 | 8.7 | 1.0 | 1.3 | **54.1** |
| **District Hires** [2] | 114.3 | 31.2 | 9.6 | 1.9 | **157.0** |
| **Hiring Ratio** [3] | **37.8%** | **27.9%** | **10.4%** | **68.4%** | **34.5%** |

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2018 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2018-2019
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
## 2017 - 2019

## Texas Tech University




| | New Teachers Employed | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2017 | | 2018 | | 2019 | | % Change |
| | Number | Percent | Number | Percent | Number | Percent | 2017 to 2019 |
| **In the Zone** | 112 | 33.4 | 94 | 28.7 | 94 | 24.1 | -9.3 |
| **Not in the Zone** | 223 | 66.6 | 233 | 71.3 | 296 | 75.9 | 9.3 |
| **Total** | **335** | **100.0** | **327** | **100.0** | **390** | **100.0** | **0.0** |



**Source Data**
**Teacher Certification and Assignment Files, TEA**

# District Hiring Patterns of University-Prepared Teachers in PZPI
## 2018-2019
## Texas Tech University

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

**Teachers Newly-Certified[1] in FY 2017-2018**

| Employing District | University-Prepared Employed by District in 2018-2019 | New Teachers Employed by District in 2018-2019 | % University Newly-Certified Compared to New Teachers Employed |
|---|---|---|---|
| MEADOW ISD | 1 | 1 | 100.0 |
| O'DONNELL ISD | 1 | 1 | 100.0 |
| POST ISD | 2 | 3 | 66.7 |
| SLATON ISD | 5 | 9 | 55.6 |
| IDALOU ISD | 1 | 2 | 50.0 |
| TAHOKA ISD | 1 | 2 | 50.0 |
| CROSBYTON CISD | 2 | 5 | 40.0 |
| ROOSEVELT ISD | 2 | 5 | 40.0 |
| LEVELLAND ISD | 5 | 13 | 38.5 |
| LUBBOCK ISD | 48 | 150 | 32.0 |
| SNYDER ISD | 5 | 16 | 31.2 |
| FLOYDADA ISD | 1 | 4 | 25.0 |
| KRESS ISD | 1 | 4 | 25.0 |
| NEW DEAL ISD | 1 | 4 | 25.0 |
| FRENSHIP ISD | 7 | 33 | 21.2 |

**All Teachers Certified**

| Employing District | University-Prepared (1994-1995-2017-2018) Employed by District in 2018-2019 | Total Teachers Employed by District in 2018-2019 | Percent of Univ-Prepared Teachers in District |
|---|---|---|---|
| MEADOW ISD | 11 | 21 | 52.4 |
| IDALOU ISD | 27 | 55 | 49.1 |
| CROSBYTON CISD | 13 | 27 | 48.1 |
| SLATON ISD | 42 | 88 | 47.7 |
| NEW DEAL ISD | 23 | 49 | 46.9 |
| WHITEFACE CISD | 9 | 20 | 45.0 |
| LUBBOCK ISD | 704 | 1,618 | 43.5 |
| RISE ACADEMY | 3 | 7 | 42.9 |
| LUBBOCK-COOPER ISD | 171 | 411 | 41.6 |
| ROPES ISD | 10 | 26 | 38.5 |
| ROOSEVELT ISD | 29 | 76 | 38.2 |
| KLONDIKE ISD | 6 | 16 | 37.5 |
| PATTON SPRINGS ISD | 3 | 8 | 37.5 |
| SHALLOWATER ISD | 33 | 88 | 37.5 |
| SUNDOWN ISD | 15 | 41 | 36.6 |

[1] Includes standard certificates from all university pathways.

# Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
## 2017-2018
## Texas Tech University

| District Name | Campus Code | % School Econ Disadvantaged | Campus Name | # Campus FTEs[2] | # Univ FTEs[3] | % Univ FTEs[4] |
|---|---|---|---|---|---|---|
| BROWNFIELD ISD | 223901005 | 90.0 | BROWNFIELD EDUCATION CENTER | 2.8 | 1.4 | **51.1** |
| LUBBOCK ISD | 152901011 | 100.0 | MATTHEWS LEARNING CENTER | 15.0 | 5.9 | **39.5** |
| LUBBOCK ISD | 152901023 | 62.5 | MONTEREY H S | 138.9 | 53.3 | **38.4** |
| LUBBOCK ISD | 152901020 | 40.1 | CORONADO H S | 135.2 | 44.6 | **33.0** |
| NEW DEAL ISD | 152902001 | 54.0 | NEW DEAL H S | 20.4 | 6.7 | **32.9** |
| LUBBOCK ISD | 152901022 | 38.6 | LUBBOCK H S | 124.7 | 40.6 | **32.5** |
| LUBBOCK-COOPER ISD | 152906001 | 28.2 | LUBBOCK-COOPER HIGH SCHOOL | 123.0 | 40.0 | **32.5** |
| POST ISD | 85902040 | 100.0 | GARZA COUNTY REGIONAL JUVENILE CENTER | 9.0 | 2.9 | **32.3** |
| ROOSEVELT ISD | 152908001 | 70.9 | ROOSEVELT H S | 30.9 | 10.0 | **32.3** |
| LUBBOCK ISD | 152901015 | 83.3 | LUBBOCK CO J J A E P | 7.0 | 2.0 | **28.6** |
| PLAINS ISD | 251902001 | 51.8 | PLAINS H S | 15.5 | 4.2 | **27.3** |
| HALE CENTER ISD | 95903001 | 58.1 | HALE CENTER H S | 19.3 | 4.9 | **25.2** |
| SLATON ISD | 152903001 | 78.7 | SLATON H S | 38.6 | 9.7 | **25.2** |
| LUBBOCK-COOPER ISD | 152906003 | 51.4 | LUBBOCK-COOPER NEW HOPE ACADEMY | 4.0 | 1.0 | **25.0** |
| LUBBOCK ISD | 152901021 | 90.2 | ESTACADO H S | 64.8 | 15.3 | **23.6** |
| FRENSHIP ISD | 152907001 | 26.3 | FRENSHIP H S | 174.4 | 40.6 | **23.3** |
| BROWNFIELD ISD | 223901001 | 72.7 | BROWNFIELD H S | 39.5 | 8.6 | **21.7** |
| ABERNATHY ISD | 95901001 | 48.2 | ABERNATHY H S | 26.3 | 5.7 | **21.6** |
| IDALOU ISD | 152910001 | 32.5 | IDALOU H S | 31.7 | 6.8 | **21.5** |
| SUNDOWN ISD | 110907001 | 28.9 | SUNDOWN H S | 18.9 | 4.0 | **21.2** |
| PLAINVIEW ISD | 95905002 | 73.5 | ASH H S | 14.3 | 3.0 | **21.0** |
| TAHOKA ISD | 153904001 | 64.2 | TAHOKA H S | 19.7 | 4.1 | **20.6** |
| LEVELLAND ISD | 110902001 | 63.9 | LEVELLAND H S | 65.0 | 12.9 | **19.8** |
| LITTLEFIELD ISD | 140904001 | 72.7 | LITTLEFIELD H S | 30.6 | 5.9 | **19.4** |
| SLATON ISD | 152903008 | 100.0 | SLATON ISD DAEP | 1.5 | 0.3 | **18.1** |
| SMYER ISD | 110906001 | 55.6 | SMYER H S | 19.2 | 3.5 | **18.1** |
| LAMESA ISD | 58906001 | 69.5 | LAMESA H S | 33.3 | 5.9 | **17.8** |

[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]
## 2017-2018
## Texas Tech University

| District Name | Campus Code | % School Econ Disadvantaged | Campus Name | # Campus FTEs[2] | # Univ FTEs[3] | % Univ FTEs[4] |
|---|---|---|---|---|---|---|
| SUNDOWN ISD | 110907041 | 47.4 | SUNDOWN J H | 15.1 | 8.0 | **53.0** |
| LUBBOCK ISD | 152901066 | 42.6 | IRONS MIDDLE | 43.3 | 22.0 | **50.8** |
| LUBBOCK ISD | 152901065 | 39.5 | HUTCHINSON MIDDLE | 54.2 | 22.5 | **41.5** |
| NEW DEAL ISD | 152902041 | 62.3 | NEW DEAL MIDDLE | 15.6 | 6.3 | **40.6** |
| LUBBOCK ISD | 152901062 | 97.6 | CAVAZOS MIDDLE | 46.6 | 18.8 | **40.4** |
| LUBBOCK ISD | 152901064 | 47.8 | EVANS MIDDLE | 55.0 | 20.7 | **37.6** |
| SHALLOWATER ISD | 152909041 | 37.9 | SHALLOWATER MIDDLE | 38.0 | 13.6 | **35.8** |
| LUBBOCK ISD | 152901063 | 92.7 | DUNBAR COLLEGE PREPARATORY ACADEMY | 48.8 | 16.7 | **34.2** |
| LUBBOCK ISD | 152901068 | 93.3 | SLATON MIDDLE | 44.7 | 15.0 | **33.6** |
| LUBBOCK-COOPER ISD | 152906042 | 26.5 | LUBBOCK-COOPER BUSH MIDDLE | 49.8 | 16.0 | **32.1** |
| LUBBOCK ISD | 152901061 | 83.0 | ATKINS MIDDLE | 47.9 | 15.0 | **31.3** |
| SLATON ISD | 152903042 | 81.4 | SLATON J H | 20.7 | 6.2 | **30.1** |
| IDALOU ISD | 152910041 | 29.8 | IDALOU MIDDLE | 20.9 | 6.3 | **29.9** |
| RALLS ISD | 54903041 | 80.2 | RALLS MIDDLE | 10.1 | 3.0 | **29.2** |
| PLAINS ISD | 251902041 | 67.6 | PLAINS MIDDLE | 8.3 | 2.4 | **28.7** |
| FRENSHIP ISD | 152907042 | 48.1 | TERRA VISTA MIDDLE | 52.9 | 14.8 | **28.0** |
| LUBBOCK ISD | 152901069 | 87.5 | SMYLIE WILSON MIDDLE | 40.7 | 11.0 | **26.9** |
| BROWNFIELD ISD | 223901041 | 79.9 | BROWNFIELD MIDDLE | 29.3 | 7.8 | **26.7** |
| FRENSHIP ISD | 152907041 | 31.4 | FRENSHIP MIDDLE | 46.0 | 12.1 | **26.4** |
| FRENSHIP ISD | 152907043 | 26.7 | HERITAGE MIDDLE | 46.1 | 12.0 | **26.0** |
| LITTLEFIELD ISD | 140904041 | 80.2 | LITTLEFIELD J H | 21.3 | 5.1 | **24.2** |
| LEVELLAND ISD | 110902041 | 66.2 | LEVELLAND MIDDLE | 52.4 | 12.0 | **22.9** |
| ABERNATHY ISD | 95901041 | 49.2 | ABERNATHY MIDDLE | 14.9 | 3.3 | **22.4** |
| LUBBOCK-COOPER ISD | 152906041 | 36.8 | LUBBOCK-COOPER MIDDLE | 42.6 | 9.0 | **21.1** |
| LAMESA ISD | 58906041 | 79.5 | LAMESA MIDDLE | 29.2 | 5.3 | **18.1** |
| LUBBOCK ISD | 152901067 | 51.8 | MACKENZIE MIDDLE | 39.4 | 7.0 | **17.8** |
| SNYDER ISD | 208902041 | 62.1 | SNYDER J H | 40.3 | 7.0 | **17.3** |

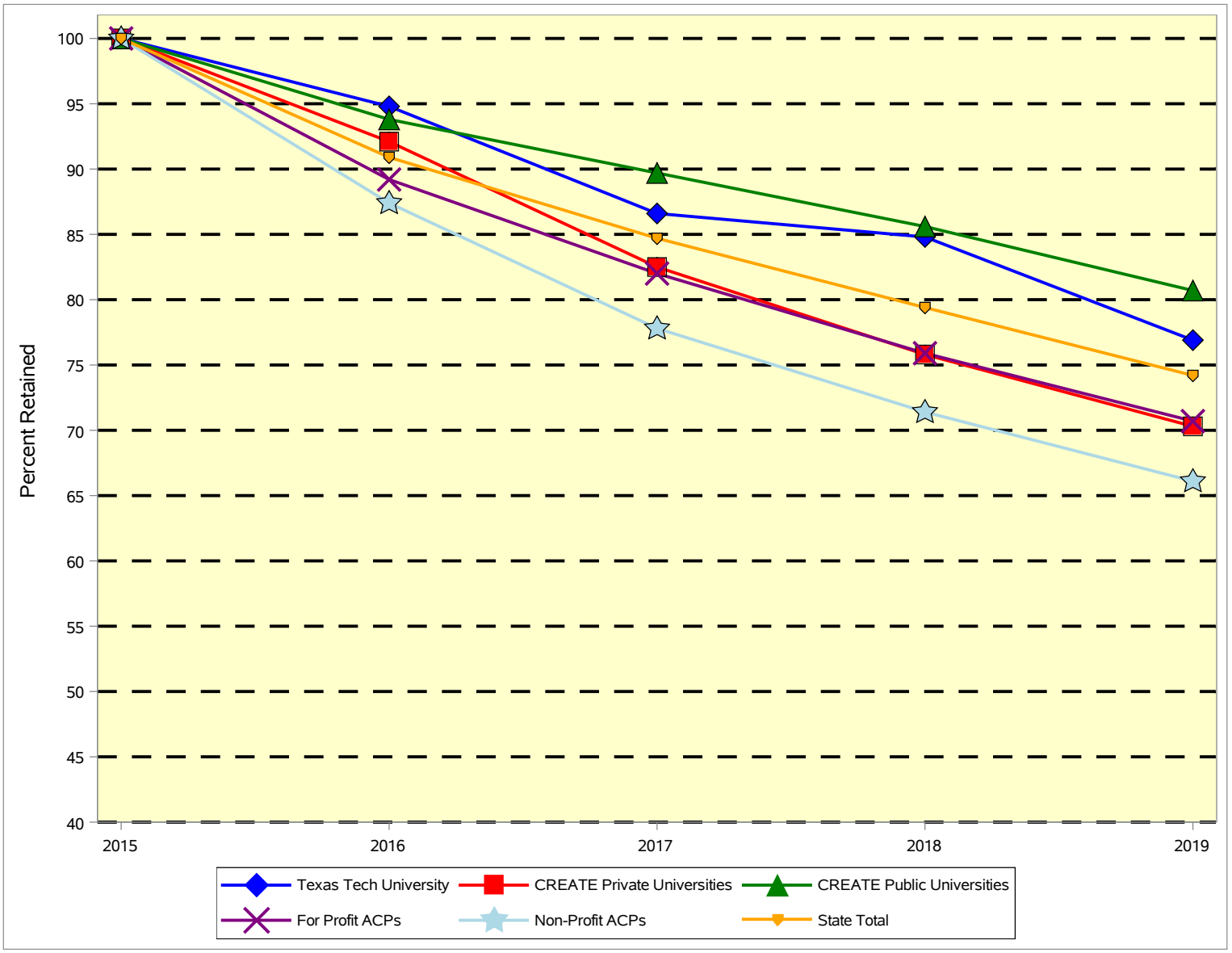
[1]Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2]Number of Full Time Equivalents (FTEs) employed by the campus.
[3]Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4]Percent of University FTEs employed by the campus.

# Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
## 2017-2018
## Texas Tech University

| District Name | Campus Code | % School Econ Disadvantaged | Campus Name | # Campus FTEs[2] | # Univ FTEs[3] | % Univ FTEs[4] |
|---|---|---|---|---|---|---|
| LUBBOCK ISD | 152901161 | 97.3 | GUADALUPE EL | 14.1 | 9.1 | **64.6** |
| LUBBOCK ISD | 152901186 | 85.7 | WHEELOCK EL | 28.4 | 17.0 | **59.9** |
| LUBBOCK ISD | 152901188 | 61.8 | WILLIAMS EL | 24.0 | 13.9 | **58.0** |
| LUBBOCK ISD | 152901193 | 65.8 | ROBERTS EL | 40.1 | 22.2 | **55.3** |
| BROWNFIELD ISD | 223901103 | 99.3 | BRIGHT BEGINNINGS ACADEMIC CENTER | 10.0 | 5.0 | **50.0** |
| LUBBOCK ISD | 152901157 | 74.0 | BOWIE EL | 15.9 | 7.9 | **49.6** |
| NEW DEAL ISD | 152902101 | 65.6 | NEW DEAL EL | 22.7 | 11.2 | **49.4** |
| SLATON ISD | 152903103 | 85.3 | CATHELENE THOMAS EL | 32.7 | 16.0 | **48.9** |
| LUBBOCK ISD | 152901163 | 88.0 | HARWELL EL | 35.0 | 17.0 | **48.5** |
| ROOSEVELT ISD | 152908101 | 82.0 | ROOSEVELT EL | 39.1 | 18.0 | **46.0** |
| SLATON ISD | 152903101 | 72.0 | STEPHEN F AUSTIN PRI | 10.7 | 4.8 | **44.4** |
| LUBBOCK ISD | 152901183 | 65.2 | WATERS EL | 36.0 | 16.0 | **44.4** |
| LUBBOCK ISD | 152901196 | 92.0 | ERVIN EL | 36.3 | 16.0 | **44.1** |
| LUBBOCK ISD | 152901194 | 98.6 | ALDERSON EL | 48.0 | 20.7 | **43.2** |
| LUBBOCK ISD | 152901190 | 92.2 | WOLFFARTH EL | 26.0 | 11.0 | **42.3** |
| LUBBOCK-COOPER ISD | 152906105 | 34.0 | LUBBOCK-COOPER CENTRAL EL | 62.5 | 26.0 | **41.7** |
| FRENSHIP ISD | 152907111 | 32.3 | UPLAND HEIGHTS EL | 38.1 | 15.9 | **41.7** |
| LUBBOCK ISD | 152901177 | 51.4 | RAMIREZ EL | 33.8 | 14.0 | **41.4** |
| LEVELLAND ISD | 110902104 | 76.5 | CAPITOL EL | 24.3 | 10.0 | **41.2** |
| LUBBOCK ISD | 152901178 | 66.2 | RUSH EL | 25.0 | 10.0 | **40.0** |
| LUBBOCK-COOPER ISD | 152906101 | 42.5 | LUBBOCK-COOPER SOUTH EL | 56.9 | 22.7 | **39.9** |
| LUBBOCK-COOPER ISD | 152906104 | 22.8 | LUBBOCK-COOPER WEST EL | 48.6 | 18.5 | **38.1** |
| LUBBOCK ISD | 152901191 | 90.2 | WRIGHT EL | 15.8 | 6.0 | **38.0** |
| LUBBOCK ISD | 152901176 | 77.6 | PARSONS EL | 29.0 | 11.0 | **37.9** |
| LUBBOCK ISD | 152901155 | 90.5 | BAYLESS EL | 42.3 | 16.0 | **37.8** |
| LUBBOCK ISD | 152901195 | 31.5 | MILLER EL | 40.2 | 15.2 | **37.8** |
| LUBBOCK ISD | 152901159 | 96.7 | BROWN EL | 26.9 | 10.0 | **37.2** |

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

# Comparison of Teacher Retention Trends
## Five-Year Retention of First-Year Teachers[1,2]
## 2015 - 2019
## Texas Tech University




| Entity/ Organization | Number Teachers[3] | Percent Retained in Spring of Academic Year 2015 | 2016 | 2017 | 2018 | 2019 | Attrition Rate |
|---|---|---|---|---|---|---|---|
| Texas Tech University | 290 | 100.0 | 94.8 | 86.6 | 84.8 | 76.9 | 23.1 |
| CREATE Public Universities | 7216 | 100.0 | 93.8 | 89.7 | 85.6 | 80.7 | 19.3 |
| CREATE Private Universities | 901 | 100.0 | 92.1 | 82.5 | 75.8 | 70.3 | 29.7 |
| For Profit ACPs | 8180 | 100.0 | 89.2 | 82.0 | 75.9 | 70.7 | 29.3 |
| Non-Profit ACPs | 2523 | 100.0 | 87.4 | 77.8 | 71.4 | 66.1 | 33.9 |
| State Total | 21254 | 100.0 | 90.9 | 84.7 | 79.4 | 74.2 | 25.8 |

[1]Includes teachers obtaining a standard or probationary certificate in 2013-2014, becoming employed in 2014-2015 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

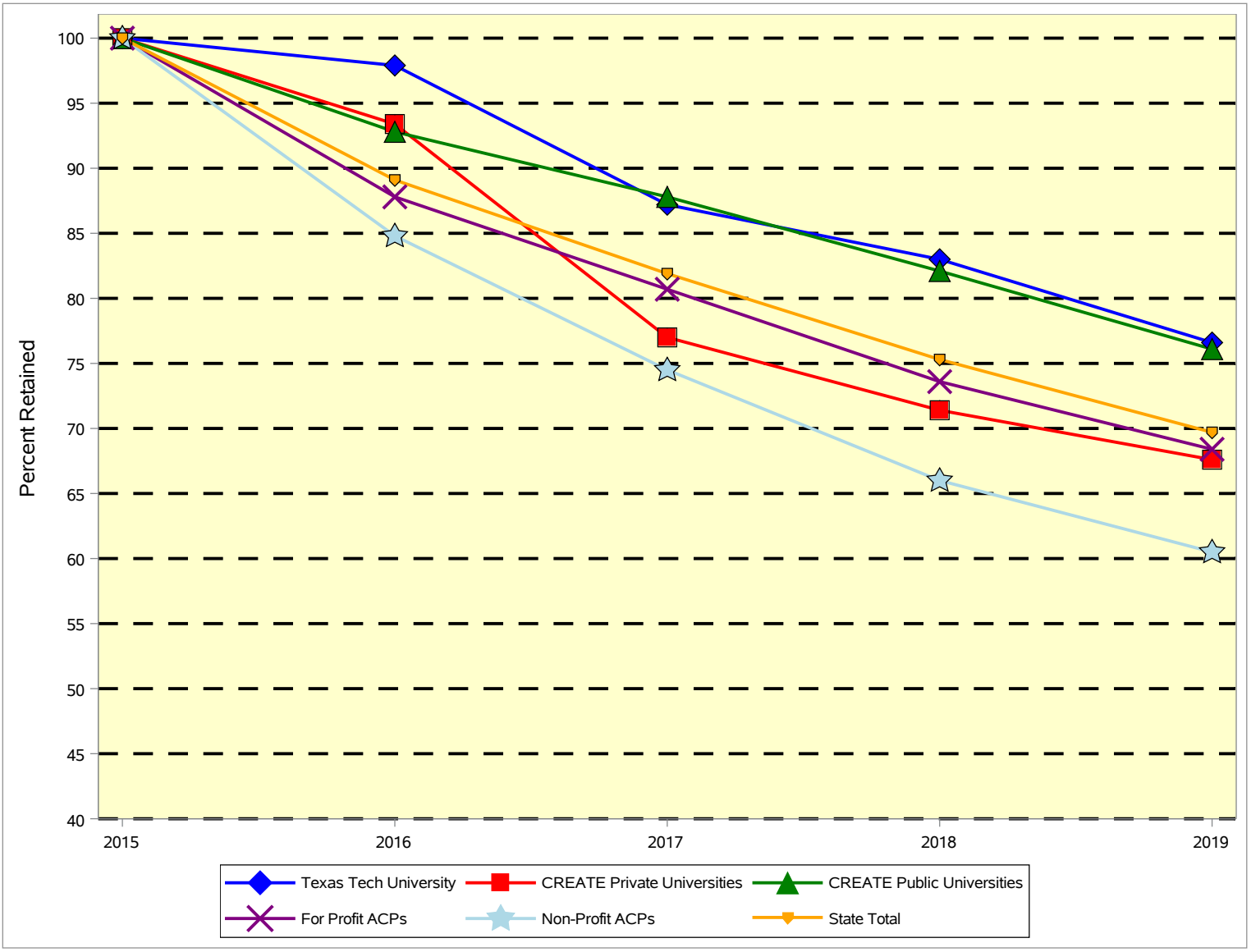
# Comparison of Teacher Retention Trends

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

### 2015 - 2019

### High School

### Texas Tech University




| Entity/ Organization | Number Teachers[3] | Percent Retained in Spring of Academic Year 2015 | 2016 | 2017 | 2018 | 2019 | Attrition Rate |
|---|---|---|---|---|---|---|---|
| Texas Tech University | 47 | 100.0 | 97.9 | 87.2 | 83.0 | 76.6 | 23.4 |
| CREATE Public Universities | 1371 | 100.0 | 92.8 | 87.8 | 82.1 | 76.1 | 23.9 |
| CREATE Private Universities | 213 | 100.0 | 93.4 | 77.0 | 71.4 | 67.6 | 32.4 |
| For Profit ACPs | 2610 | 100.0 | 87.8 | 80.7 | 73.6 | 68.4 | 31.6 |
| Non-Profit ACPs | 620 | 100.0 | 84.8 | 74.5 | 66.0 | 60.5 | 39.5 |
| State Total | 5250 | 100.0 | 89.1 | 81.9 | 75.3 | 69.7 | 30.3 |

[1]Includes teachers obtaining a standard or probationary certificate in 2013-2014, becoming employed in 2014-2015 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

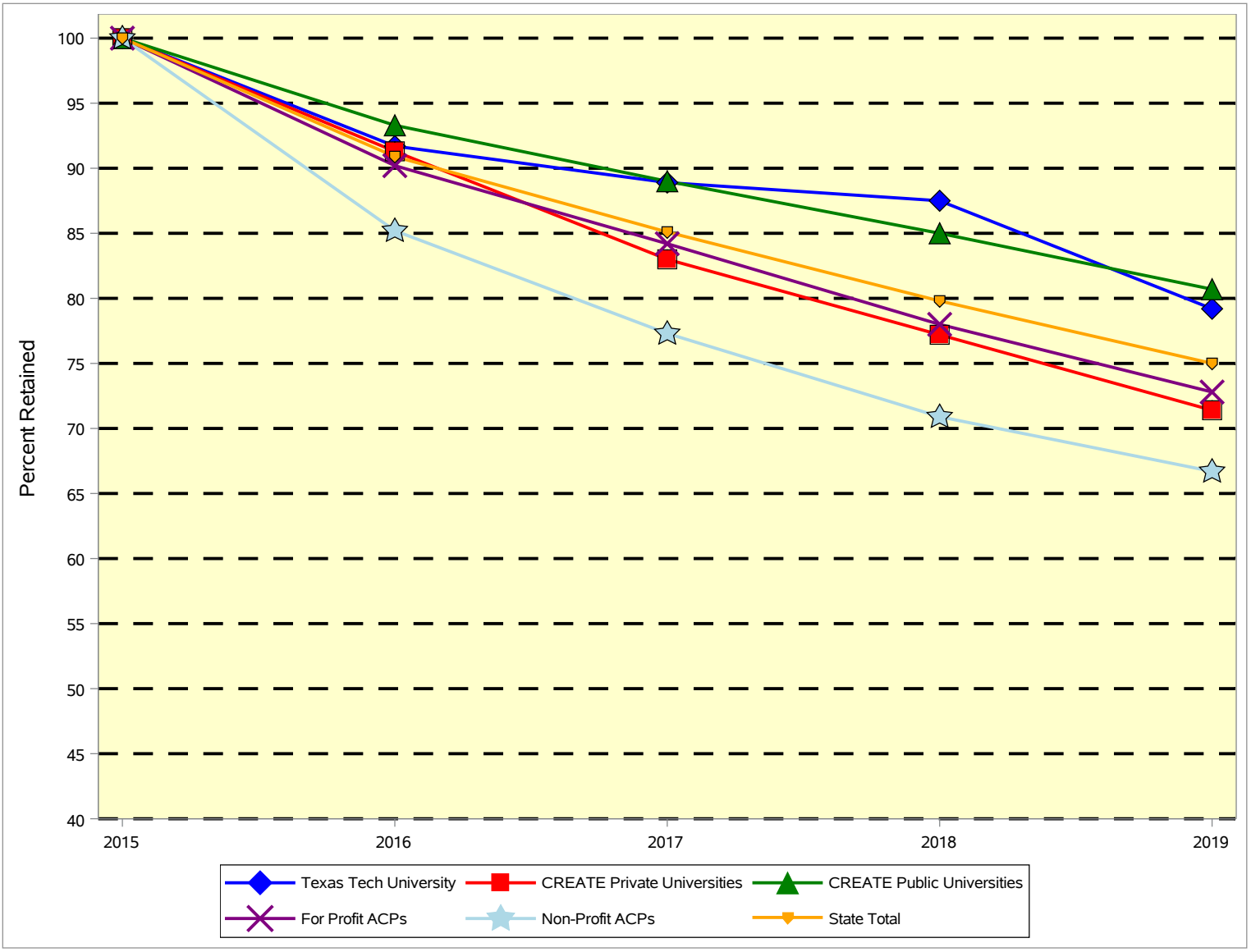
# Comparison of Teacher Retention Trends

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

### 2015 - 2019

### Middle School

### Texas Tech University




| Entity/ Organization | Number Teachers[3] | Percent Retained in Spring of Academic Year 2015 | 2016 | 2017 | 2018 | 2019 | Attrition Rate |
|---|---|---|---|---|---|---|---|
| Texas Tech University | 72 | 100.0 | 91.7 | 88.9 | 87.5 | 79.2 | 20.8 |
| CREATE Public Universities | 1522 | 100.0 | 93.3 | 89.0 | 85.0 | 80.7 | 19.3 |
| CREATE Private Universities | 206 | 100.0 | 91.3 | 83.0 | 77.2 | 71.4 | 28.6 |
| For Profit ACPs | 2419 | 100.0 | 90.2 | 84.2 | 78.0 | 72.8 | 27.2 |
| Non-Profit ACPs | 642 | 100.0 | 85.2 | 77.3 | 70.9 | 66.7 | 33.3 |
| State Total | 5444 | 100.0 | 90.9 | 85.1 | 79.8 | 75.0 | 25.0 |

[1]Includes teachers obtaining a standard or probationary certificate in 2013-2014, becoming employed in 2014-2015 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

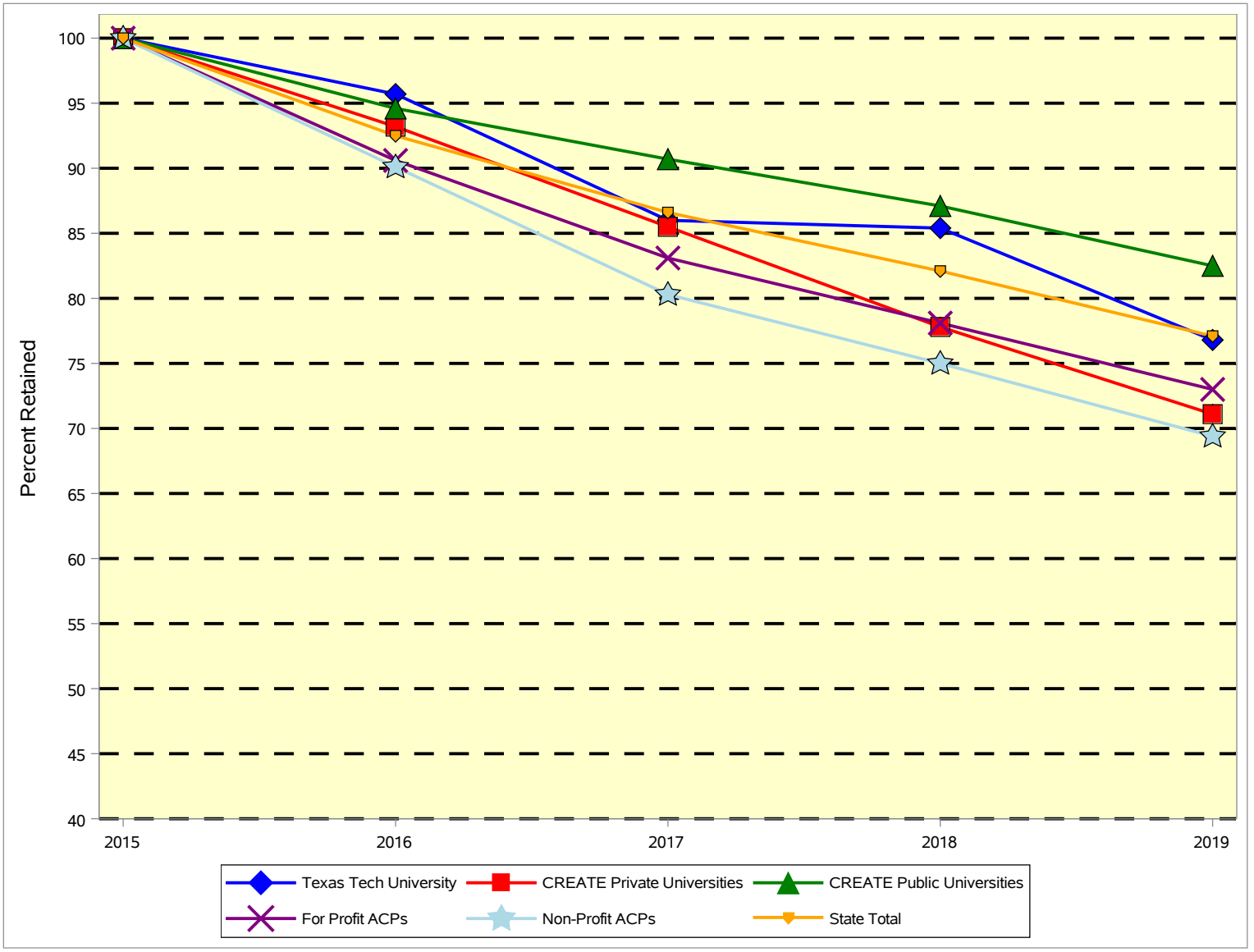
# Comparison of Teacher Retention Trends

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

### 2015 - 2019

### Elementary School

### Texas Tech University




| Entity/ Organization | Number Teachers[3] | Percent Retained in Spring of Academic Year 2015 | 2016 | 2017 | 2018 | 2019 | Attrition Rate |
|---|---|---|---|---|---|---|---|
| Texas Tech University | 164 | 100.0 | 95.7 | 86.0 | 85.4 | 76.8 | 23.2 |
| CREATE Public Universities | 4114 | 100.0 | 94.6 | 90.7 | 87.1 | 82.5 | 17.5 |
| CREATE Private Universities | 454 | 100.0 | 93.2 | 85.5 | 77.8 | 71.1 | 28.9 |
| For Profit ACPs | 2701 | 100.0 | 90.6 | 83.1 | 78.1 | 73.0 | 27.0 |
| Non-Profit ACPs | 1156 | 100.0 | 90.1 | 80.3 | 75.0 | 69.4 | 30.6 |
| State Total | 9672 | 100.0 | 92.5 | 86.6 | 82.1 | 77.1 | 22.9 |

[1]Includes teachers obtaining a standard or probationary certificate in 2013-2014, becoming employed in 2014-2015 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.



Source Data
Teacher Certification and Assignment Files, TEA

# III.
# University Benchmarks to Guide Improvement

# E.
# University Comparison Reports

# SECTION E:
## University Comparison Reports

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

Comparison universities were systematically selected for each university by choosing the two closest universities in proximity to the target university. The data associated with each university represent that university's Proximal Zone of Professional Impact (PZPI). 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.

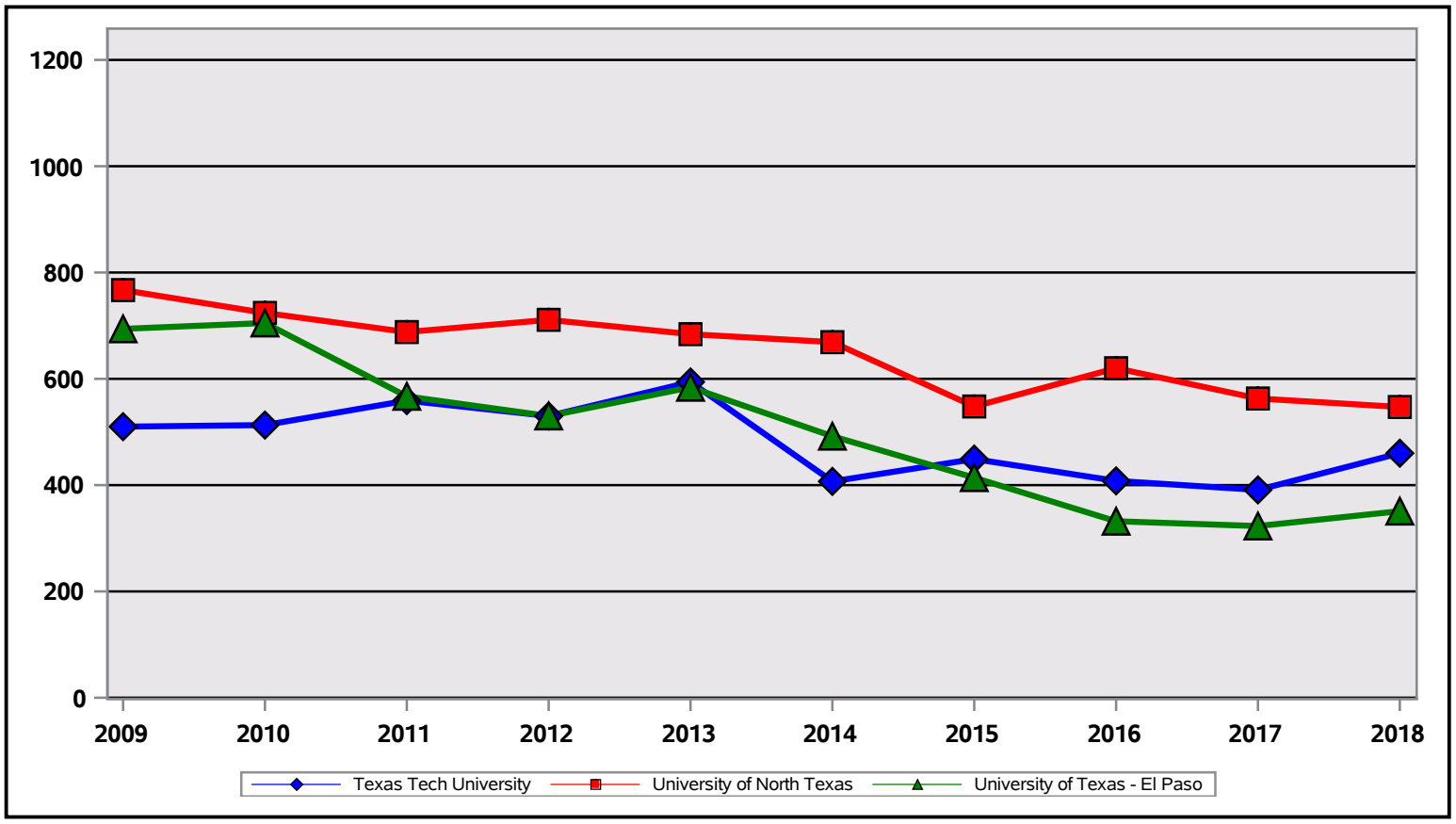
**E.2: Five-Year Teacher Production of Consortium Universities.**
This report shows the five-year teacher production of all CREATE consortium institutions from 2014-2018. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number 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 2013-2014, had no prior teaching experience, became employed in a Texas public school in 2014-2015, and were still teaching in the spring of each academic year. The column labeled *Attrition Rate* is calculated by subtracting the 2019 retention rate from 100%.

# Comparison of Teacher Production
## 2009 - 2018
## Texas Tech University

| Academic Year | Preparation Programs | | | Total |
|---|---|---|---|---|
| | Texas Tech University | University of Texas - El Paso | University of North Texas | |
| 10-Year Total | 4,821 | 4,992 | 6,521 | 16,334 |
| 2009 | 510 | 694 | 767 | 1,971 |
| 2010 | 513 | 705 | 724 | 1,942 |
| 2011 | 559 | 567 | 688 | 1,814 |
| 2012 | 530 | 530 | 711 | 1,771 |
| 2013 | 594 | 584 | 684 | 1,862 |
| 2014 | 407 | 492 | 669 | 1,568 |
| 2015 | 449 | 414 | 548 | 1,411 |
| 2016 | 408 | 332 | 620 | 1,360 |
| 2017 | 391 | 323 | 563 | 1,277 |
| 2018 | 460 | 351 | 547 | 1,358 |
| 10-Year Avg | 482.1 | 499.2 | 652.1 | 1,633.4 |



# Five-Year Teacher Production of Consortium Universities
## 2014 - 2018

| | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | 5-Year Average |
|---|---|---|---|---|---|---|
| **Quintile 1 (500+)** | | | | | | |
| Texas State University | 742.0 | 661.0 | 639.0 | 694.0 | 657.0 | 678.60 |
| University of North Texas | 669.0 | 548.0 | 620.0 | 563.0 | 547.0 | 589.40 |
| Texas A&M University | 605.0 | 560.0 | 545.0 | 580.0 | 609.0 | 579.80 |
| **Quintile 2 (300-499)** | | | | | | |
| Sam Houston State University | 557.0 | 492.0 | 455.0 | 442.0 | 389.0 | 467.00 |
| University of Texas - Rio Grande Valley | 518.0 | 535.0 | 441.0 | 378.0 | 417.0 | 457.80 |
| Texas Tech University | 407.0 | 449.0 | 408.0 | 391.0 | 460.0 | 423.00 |
| Texas A&M University - Commerce | 459.0 | 466.0 | 402.0 | 408.0 | 370.0 | 421.00 |
| Stephen F. Austin State University | 456.0 | 429.0 | 367.0 | 379.0 | 392.0 | 404.60 |
| University of Texas - San Antonio | 451.0 | 415.0 | 358.0 | 371.0 | 327.0 | 384.40 |
| University of Texas - El Paso | 492.0 | 414.0 | 332.0 | 323.0 | 351.0 | 382.40 |
| University of Texas - Austin | 400.0 | 333.0 | 395.0 | 342.0 | 331.0 | 360.20 |
| University of Houston | 406.0 | 346.0 | 349.0 | 342.0 | 289.0 | 346.40 |
| University of Texas - Arlington | 353.0 | 353.0 | 287.0 | 267.0 | 341.0 | 320.20 |
| **Quintile 3 (200-299)** | | | | | | |
| West Texas A&M University | 349.0 | 382.0 | 299.0 | 240.0 | 214.0 | 296.80 |
| Texas Woman's University | 273.0 | 286.0 | 293.0 | 267.0 | 233.0 | 270.40 |
| Tarleton State University | 279.0 | 247.0 | 261.0 | 243.0 | 264.0 | 258.80 |
| Texas A&M University - San Antonio | 201.0 | 234.0 | 216.0 | 207.0 | 181.0 | 207.80 |
| University of Houston - Downtown | 236.0 | 206.0 | 187.0 | 205.0 | 188.0 | 204.40 |
| University of Houston - Clear Lake | 248.0 | 238.0 | 193.0 | 167.0 | 157.0 | 200.60 |
| **Quintile 4 (100-199)** | | | | | | |
| Texas A&M University - Corpus Christi | 234.0 | 195.0 | 166.0 | 175.0 | 154.0 | 184.80 |
| Texas A&M University - Kingsville | 146.0 | 151.0 | 110.0 | 172.0 | 129.0 | 141.60 |
| Southern Methodist University | 40.0 | 161.0 | 181.0 | 175.0 | 139.0 | 139.20 |
| Baylor University | 148.0 | 124.0 | 121.0 | 132.0 | 140.0 | 133.00 |
| University of Texas - Tyler | 156.0 | 117.0 | 116.0 | 131.0 | 138.0 | 131.60 |
| Angelo State University | 165.0 | 138.0 | 119.0 | 116.0 | 101.0 | 127.80 |
| University of Texas - Permian Basin | 100.0 | 115.0 | 124.0 | 167.0 | 133.0 | 127.80 |
| University of Texas - Dallas | 142.0 | 120.0 | 115.0 | 108.0 | 111.0 | 119.20 |
| Lamar University | 135.0 | 132.0 | 132.0 | 95.0 | 86.0 | 116.00 |
| University of Houston - Victoria | 113.0 | 111.0 | 100.0 | 107.0 | 86.0 | 103.40 |
| Texas A&M International University | 116.0 | 105.0 | 90.0 | 105.0 | 93.0 | 101.80 |

# Five-Year Teacher Production of Consortium Universities
## 2014 - 2018

| | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | 5-Year Average |
|---|---|---|---|---|---|---|
| **Quintile 5 (below 99)** | | | | | | |
| Texas Christian University | 94.0 | 104.0 | 96.0 | 94.0 | 96.0 | 96.80 |
| Midwestern State University | 98.0 | 92.0 | 71.0 | 71.0 | 70.0 | 80.40 |
| University of Mary Hardin-Baylor | 87.0 | 71.0 | 75.0 | 92.0 | 69.0 | 78.80 |
| Texas A&M University - Texarkana | 102.0 | 95.0 | 67.0 | 68.0 | 51.0 | 76.60 |
| University of North Texas - Dallas | 36.0 | 76.0 | 61.0 | 77.0 | 59.0 | 61.80 |
| Wayland Baptist University | 64.0 | 64.0 | 55.0 | 46.0 | 53.0 | 56.40 |
| Prairie View A&M University | 74.0 | 56.0 | 49.0 | 45.0 | 44.0 | 53.60 |
| Texas Wesleyan University | 57.0 | 49.0 | 38.0 | 60.0 | 62.0 | 53.20 |
| Abilene Christian University | 60.0 | 66.0 | 41.0 | 54.0 | 43.0 | 52.80 |
| Houston Baptist University | 60.0 | 54.0 | 61.0 | 33.0 | 47.0 | 51.00 |
| University of the Incarnate Word | 54.0 | 51.0 | 43.0 | 49.0 | 40.0 | 47.40 |
| Texas A&M University - Central Texas | 43.0 | 40.0 | 34.0 | 68.0 | 48.0 | 46.60 |
| Sul Ross State University - Rio Grande | 57.0 | 38.0 | 34.0 | 56.0 | 35.0 | 44.00 |
| McMurry University | 43.0 | 40.0 | 44.0 | 34.0 | 34.0 | 39.00 |
| East Texas Baptist University | 46.0 | 33.0 | 30.0 | 37.0 | 44.0 | 38.00 |
| Concordia University | 49.0 | 45.0 | 45.0 | 30.0 | 20.0 | 37.80 |
| Hardin-Simmons University | 51.0 | 29.0 | 39.0 | 36.0 | 26.0 | 36.20 |
| Texas Southern University | 42.0 | 35.0 | 38.0 | 33.0 | 31.0 | 35.80 |
| Texas Lutheran University | 25.0 | 38.0 | 45.0 | 27.0 | 23.0 | 31.60 |
| Howard Payne University | 26.0 | 37.0 | 28.0 | 31.0 | 24.0 | 29.20 |
| St. Edward's University | 40.0 | 32.0 | 25.0 | 26.0 | 20.0 | 28.60 |
| Trinity University | 33.0 | 31.0 | 34.0 | 17.0 | 24.0 | 27.80 |
| University of St. Thomas | 28.0 | 22.0 | 32.0 | 29.0 | 23.0 | 26.80 |
| St. Mary's University | 25.0 | 32.0 | 23.0 | 24.0 | 13.0 | 23.40 |
| Sul Ross State University - Alpine | 28.0 | 34.0 | 22.0 | 12.0 | 18.0 | 22.80 |
| Schreiner University | 17.0 | 25.0 | 22.0 | 18.0 | 19.0 | 20.20 |
| Our Lady of the Lake University | 24.0 | 17.0 | 8.0 | 29.0 | 8.0 | 17.20 |
| Austin College | 15.0 | 20.0 | 15.0 | 14.0 | 11.0 | 15.00 |
| Southwestern University | 15.0 | 10.0 | 14.0 | 16.0 | 18.0 | 14.60 |
| Rice University | 9.0 | 8.0 | 3.0 | 7.0 | 3.0 | 6.00 |

# Comparison of Longitudinal Certificate Production Trends[1]

## FY 2014 - 2018[2]

## Texas Tech University

| Certificate | Texas Tech University | | | | | University of Texas - El Paso | | | | | University of North Texas | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fiscal Year | | | | | Fiscal Year | | | | | Fiscal Year | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| ELEMENTARY (EC-4 and EC-6) | | | | | | | | | | | | | | | |
| Core Subjects | 0 | 0 | 113 | 259 | 324 | 0 | 0 | 41 | 112 | 132 | 0 | 3 | 83 | 218 | 266 |
| Bilingual Generalist | 0 | 0 | 0 | 0 | 0 | 60 | 54 | 28 | 7 | 0 | 42 | 23 | 10 | 1 | 0 |
| 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 | 131 | 96 | 65 | 5 | 0 |
| ESL Other[4] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Generalist | 196 | 268 | 138 | 11 | 0 | 139 | 131 | 69 | 11 | 0 | 138 | 111 | 116 | 22 | 0 |
| **Subtotal** | **196** | **268** | **251** | **270** | **324** | **199** | **185** | **138** | **130** | **132** | **311** | **233** | **274** | **246** | **266** |
| MIDDLE SCHOOL (4-8) | | | | | | | | | | | | | | | |
| Core Subjects | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 11 | 0 | 0 | 0 | 0 | 0 |
| Bilingual Generalist | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 1 | 0 | 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 | 33 | 28 | 17 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| ELA/Reading | 1 | 0 | 0 | 0 | 7 | 8 | 7 | 2 | 5 | 2 | 12 | 11 | 4 | 5 | 18 |
| ELA/Reading/Social Studies | 14 | 14 | 7 | 4 | 3 | 11 | 2 | 6 | 4 | 3 | 0 | 0 | 0 | 0 | 0 |
| Mathematics | 6 | 2 | 1 | 4 | 6 | 21 | 17 | 13 | 17 | 17 | 24 | 22 | 22 | 16 | 10 |
| Mathematics/Science | 11 | 9 | 9 | 7 | 7 | 16 | 6 | 5 | 11 | 5 | 0 | 0 | 0 | 0 | 0 |
| Science | 1 | 1 | 1 | 1 | 2 | 5 | 2 | 4 | 0 | 1 | 15 | 9 | 12 | 7 | 8 |
| Social Studies | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 7 | 7 | 10 | 12 | 10 |
| **Subtotal** | **36** | **26** | **18** | **16** | **25** | **100** | **67** | **53** | **57** | **40** | **58** | **49** | **48** | **40** | **46** |
| HIGH SCHOOL (6-12, 7-12 and 8-12) | | | | | | | | | | | | | | | |
| Career & Tech. Education[6] | 15 | 17 | 20 | 14 | 9 | 8 | 6 | 2 | 0 | 0 | 61 | 58 | 53 | 35 | 21 |
| Chemistry | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 2 | 3 | 3 |
| Computer Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| ELA/Reading | 16 | 7 | 9 | 11 | 11 | 33 | 29 | 15 | 19 | 24 | 46 | 37 | 42 | 36 | 33 |
| History | 20 | 24 | 6 | 7 | 6 | 2 | 4 | 3 | 0 | 5 | 33 | 28 | 38 | 29 | 17 |
| Journalism | 1 | 0 | 0 | 0 | 0 | 2 | 5 | 3 | 1 | 3 | 2 | 4 | 1 | 2 | 0 |
| Life Science | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 9 | 16 | 14 | 16 | 19 |
| Mathematics | 15 | 4 | 8 | 2 | 1 | 16 | 20 | 23 | 16 | 26 | 27 | 31 | 16 | 24 | 18 |
| 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 | 1 | 1 | 3 | 0 | 3 |
| Physics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physics/Mathematics | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 3 | 1 | 1 | 3 | 0 | 1 | 3 |
| Science | 5 | 1 | 6 | 3 | 1 | 16 | 19 | 19 | 17 | 11 | 2 | 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 | 1 | 0 | 0 | 2 | 27 | 17 | 14 | 15 | 18 | 21 | 22 | 25 | 19 | 17 |
| Speech | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 1 | 0 | 4 | 2 | 3 | 0 | 3 |
| Technology Applications | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Subtotal** | **76** | **54** | **52** | **37** | **32** | **109** | **104** | **81** | **72** | **88** | **209** | **208** | **200** | **168** | **140** |
| ALL LEVEL (EC-12 and PK-12) | | | | | | | | | | | | | | | |
| Fine Arts[7] | 48 | 60 | 42 | 35 | 40 | 33 | 23 | 25 | 31 | 40 | 97 | 83 | 106 | 102 | 98 |
| Health And Phy Education | 21 | 17 | 16 | 5 | 2 | 22 | 29 | 33 | 17 | 25 | 27 | 17 | 21 | 13 | 8 |
| 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 | 1 | 3 | 0 | 0 | 1 | 1 | 1 | 2 | 1 | 2 | 1 |
| LOTE - German | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LOTE - Latin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LOTE - Spanish | 3 | 1 | 1 | 0 | 0 | 7 | 7 | 8 | 3 | 7 | 11 | 7 | 8 | 9 | 6 |
| Special Education[8] | 51 | 75 | 66 | 55 | 71 | 73 | 62 | 49 | 43 | 38 | 71 | 53 | 68 | 50 | 59 |
| Technology Applications | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Subtotal** | **123** | **154** | **125** | **95** | **114** | **138** | **122** | **116** | **95** | **111** | **207** | **162** | **204** | **176** | **172** |
| SUPPLEMENTALS | | | | | | | | | | | | | | | |
| Bilingual Education | 4 | 24 | 32 | 30 | 45 | 22 | 14 | 19 | 50 | 42 | 2 | 4 | 15 | 24 | 23 |
| ESL | 43 | 65 | 96 | 112 | 110 | 0 | 1 | 0 | 2 | 0 | 70 | 71 | 142 | 179 | 202 |
| Gifted/Talented | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Education[8] | 29 | 21 | 29 | 18 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Subtotal** | **76** | **110** | **157** | **160** | **175** | **22** | **15** | **19** | **52** | **42** | **72** | **75** | **157** | **203** | **225** |

[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.

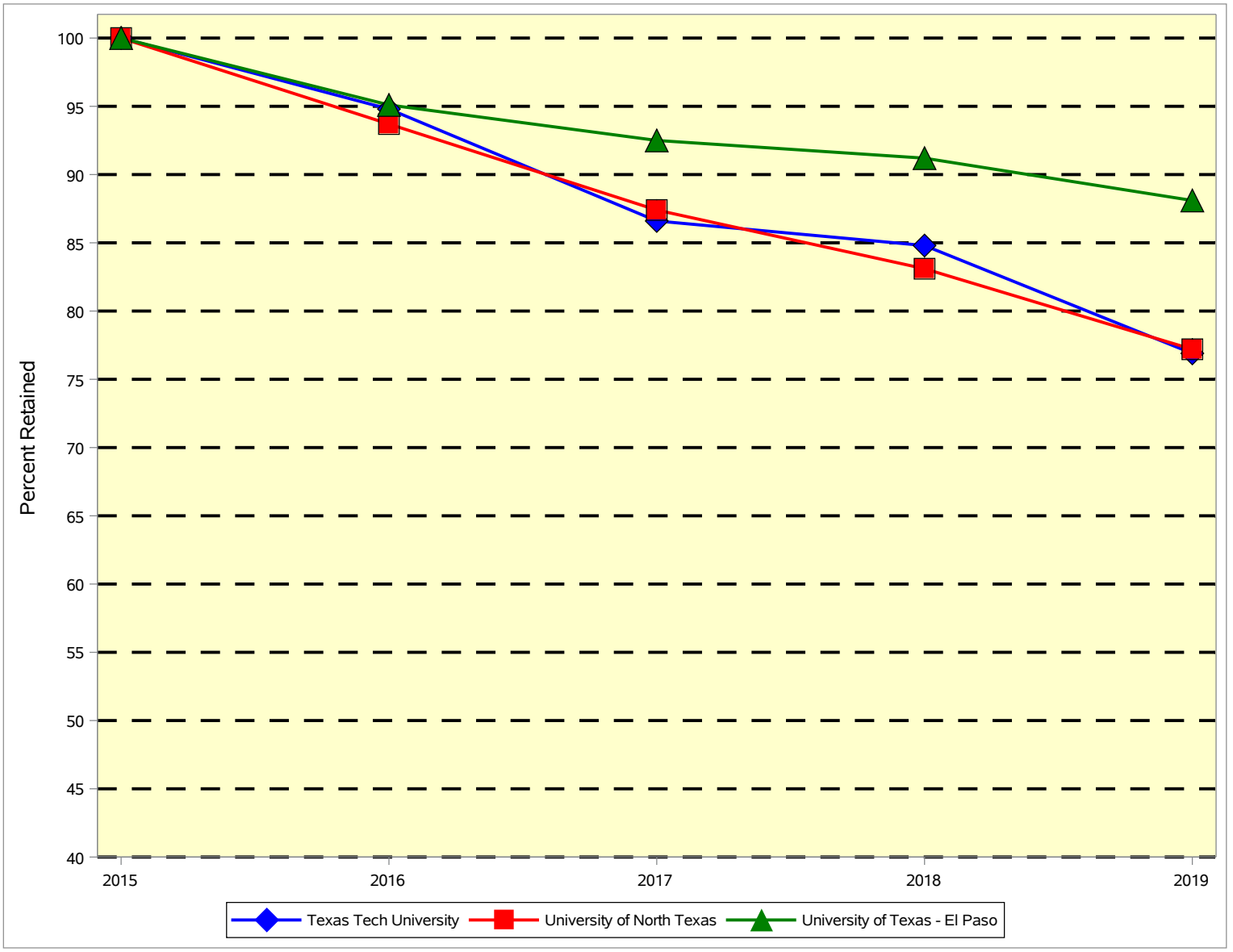
[5]Includes all other 4-8 and 6-12 ESL certificates.

[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]
## 2015 - 2019
## Texas Tech University




| Entity/ Organization | Number Teachers[3] | Percent Retained in Spring of Academic Year 2015 | 2016 | 2017 | 2018 | 2019 | Attrition Rate |
|---|---|---|---|---|---|---|---|
| Texas Tech University | 290 | 100.0 | 94.8 | 86.6 | 84.8 | 76.9 | 23.1 |
| University of Texas - El Paso | 226 | 100.0 | 95.1 | 92.5 | 91.2 | 88.1 | 11.9 |
| University of North Texas | 478 | 100.0 | 93.7 | 87.4 | 83.1 | 77.2 | 22.8 |

[1]Includes teachers obtaining a standard or probationary certificate in 2013-2014, becoming employed in 2014-2015 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

## PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

### Changes Made to the 2019 PACE Reports

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

B.2 -B.4.4: Footnote changes. The 2016 STAAR data standard was calculated as percent of assessments that meet or exceed Phase 1, Level II Satisfactory. The 2017 and 2018 STAAR data standard has been changed to report only on assessments that meet and exceed grade level standard.

### Data Corrections and Data Requests

The 2019 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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