C R E A T E

PACE 2020

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 2020

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 center focused on public and independent university-based educator preparation programs across the state of Texas. 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.

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:

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 institution, within which to consider long-term program interventions and measure effectiveness of university teacher preparation programs.
2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based teacher preparation programs.
3. Provide information that will enable university and public-school leaders to track long-term trends related to teacher production, teacher supply in relation to regional demand, and teacher retention patterns.
4. Furnish a structured format that will enable university and public-school leaders to engage in systematic analysis of teacher production, and EC-12 academic performance, and staffing patterns in their immediate vicinity.

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

As an information system, the PACE reports are subject to continuous quality improvement. In Year 14, the core descriptive reports on public school characteristics and public-school educational trend reports have been retained. The State of Texas Assessments of Academic Readiness (STAAR) accountability reports have been updated and track trends in STAAR performance at the high school, middle school and elementary school levels. University and teacher production, professional impact trends, and benchmarking have been updated.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2020 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 64.

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

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

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

2. Colleges of Education can and do influence continuous quality improvement of public school teaching and K-12 academic performance through their core functions of:
    - educator preparation
    - research and development
    - service to the profession

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

4. The College of Education's long-term effects on public school teaching and K-12 academic performance can best be assessed through:
    - on-going analysis of the College's teacher production, placement and retention trends
    - faculty and graduate student research and development activities
    - faculty and staff service to the local profession as implemented in a Proximal Zone of Professional Impact (PZPI)

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

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

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

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

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

1. It establishes parameters of a professional community that are consistently defined across the universities in the State, 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 instructional interventions and/or public school collaborations.

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

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

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

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

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

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

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

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

Texas Academic Performance Reports (TAPR). Extensive information about student academic performance is detailed and combined with staff and financial data for every public school and district in Texas. STAAR performance reports are available from 2012-2013 through 2018-2019 from the TEA website https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports

Texas Higher Education Accountability System. The Texas Higher Education Coordinating Board (THECB) provides data on higher education progress towards achieving 60 x 30 goals. Public university enrollment data was downloaded from the interactive portal at http://www.txhigheredaccountability.org/AcctPublic/InteractiveReport/AddReport.

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.

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 2018-2019 Texas Academic Performance Report* (TAPR), page 29 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/glossary.pdf.

***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, 2020. 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) §29.002 - 29.027 found at http://www.statutes.legis.state.tx.us/Docs/ED/pdf/ED.29.pdf

Bilingual: This refers to the number of current LEP or ELL students receiving either Bilingual Education (BE) or ESL program services. Refer to the definition of LEP below. (*Source:* TEA, 2020, 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#B).

***Limited English Proficient (LEP) or English Language Learner (ELL)*:** These are students who are in the process of acquiring English and have another language as their first native language or have been identified as limited English proficient (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, 2020. *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 2018-2019 Texas Academic Performance Report* (TAPR), page 6 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/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 2018-2019 Texas Academic Performance Report* (TAPR), page 14 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/glossary.pdf and Texas Education Code §29.081, *Compensatory and Accelerated Instruction* found at https://statutes.capitol.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 2018-2019 STAAR accountability ratings. The overall design of the accountability system evaluates performance in each of three domains: student achievement,school progress, closing the gaps. Districts and campuses receive an overall rating, as well as a rating for each domain. The campus accountability ratings are as follows:

•A, B, C, or D: Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability [AEA]) that meet the performance target for the letter grade.

•F: Assigned for overall performance and for performance in each domain to districts and campuses (including AEAs) that do not meet the performance target to earn at least a D.

•X-Not Rated: Assigned to districts and campuses that—under certain, specific circumstances—do not receive a rating.

•Y-Data Integrity Issues: Assigned to districts and campuses with incomplete data.

For a detailed explanation of the 2018-2019 accountability system, see the *2019 Accountability Manual*, available at https://tea.texas.gov/sites/default/files/Adopted%202019%20Accountability%20Manual_final.pdf. The *Master Reference for Data Elements Used in the Accountability System* for 2018-2019 may be found at https://rptsvr1.tea.texas.gov/perfreport/account/2019/download/acctref.html.

Summary of Public School Enrollment in Proximal Zone of Professional Impact
2018-2019
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	94	2,847	7.2	23,721	60.4	11,332	28.8	519	1.3	867	2.2	39,286
MS	39	1,154	6.7	10,227	59.5	5,207	30.3	220	1.3	373	2.2	17,181
HS	50	1,470	7.0	11,955	57.2	6,749	32.3	292	1.4	433	2.1	20,899
EL/SEC	34	232	3.1	3,923	52.9	3,125	42.1	17	0.2	121	1.6	7,418
Total	**217**	**5,703**	**6.7**	**49,826**	**58.8**	**26,413**	**31.2**	**1,048**	**1.2**	**1,794**	**2.1**	**84,784**

		Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%
ELEM	94	27,048	68.8	3,946	10.0	3,260	8.3	3,045	7.8	17,561	44.7
MS	39	10,932	63.6	1,900	11.1	882	5.1	899	5.2	8,852	51.5
HS	50	12,079	57.8	2,247	10.8	575	2.8	593	2.8	9,906	47.4
EL/SEC	34	4,390	59.2	673	9.1	571	7.7	582	7.8	3,065	41.3
Total	**217**	**54,449**	**64.2**	**8,766**	**10.3**	**5,288**	**6.2**	**5,119**	**6.0**	**39,384**	**46.5**

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

Public School Enrollment by District in the Proximal Zone of Professional Impact
2018-2019
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	6	200	139	1	6	352	194	21	6	7	155
	HS	0	0	1	0	1	1	126	106	0	5	238	101	17	3	3	60
	MS	0	1	0	0	1	2	97	87	0	2	188	100	17	5	5	93
AMHERST ISD	EL/SEC	0	0	0	1	1	6	126	9	0	1	142	116	16	68	69	97
ANTON ISD	EL/SEC	0	0	0	1	1	7	140	43	0	7	197	163	27	11	12	115
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	1	33	175	0	5	214	52	18	2	2	58
BROWNFIELD ISD	ELEM	3	0	0	0	3	27	643	194	2	13	879	751	72	93	94	440
	HS	0	0	2	0	2	20	369	84	0	12	485	359	47	14	14	252
	MS	0	1	0	0	1	12	279	61	3	6	361	283	30	26	26	255
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	0	72	53	0	0	125	89	9	6	6	60
CROSBYTON CISD	EL/SEC	0	0	0	1	1	5	137	46	0	0	188	145	22	1	1	120
	ELEM	2	0	0	0	2	8	136	30	0	2	176	157	27	2	2	43
DAWSON ISD	EL/SEC	0	0	0	1	1	0	73	31	0	4	108	69	7	10	10	57
DIMMITT ISD	ELEM	1	0	0	0	1	11	569	48	7	3	638	526	49	152	166	378
	HS	0	0	1	0	1	4	293	38	1	1	337	220	28	46	48	224
	MS	0	1	0	0	1	7	226	19	1	2	255	196	15	38	49	197
FLOYDADA ISD	EL/SEC	0	0	0	1	1	1	10	0	0	0	11	11	3	0	0	11
	ELEM	1	0	0	0	1	14	359	52	0	3	428	355	32	41	46	232
	HS	0	0	2	0	2	9	137	37	0	3	186	135	22	9	9	97
	MS	0	1	0	0	1	3	93	16	0	1	113	95	9	10	10	82
FRENSHIP ISD	EL/SEC	0	0	0	1	1	1	41	26	2	2	72	44	7	3	3	55
	ELEM	8	0	0	0	8	207	2,218	2,120	142	162	4,849	2,296	442	328	320	1,615
	HS	0	0	1	0	1	86	1,078	1,337	86	96	2,683	886	208	45	41	906
	MS	0	3	0	0	3	80	1,061	1,053	55	74	2,323	1,023	234	79	74	929
HALE CENTER ISD	ELEM	1	0	0	0	1	9	202	77	0	4	292	213	20	29	29	119
	HS	0	0	1	0	1	2	119	48	0	4	173	107	20	5	5	108
	MS	0	1	0	0	1	1	131	42	2	6	182	133	15	15	15	132
HART ISD	EL/SEC	0	0	0	1	1	4	199	9	0	1	213	189	20	32	32	110
IDALOU ISD	ELEM	1	0	0	0	1	1	181	214	1	4	401	172	28	11	12	137

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

Public School Listings in the Proximal Zone of Professional Impact
2018-2019
Texas Tech University

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Ratings
ABERNATHY ISD	95901001	ABERNATHY H S	HS	238	A
ABERNATHY ISD	95901041	ABERNATHY MIDDLE	MS	188	C
ABERNATHY ISD	95901101	ABERNATHY EL	EL	352	B
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	142	B
ANTON ISD	110901001	ANTON SCHOOL	MULTI	197	B
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	214	A
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	HS	27	C
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	458	B
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	361	C
BROWNFIELD ISD	223901103	BRIGHT BEGINNINGS ACADEMIC CENTER	EL	151	C
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	230	D
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	498	D
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	125	B
CROSBYTON CISD	54901101	CROSBYTON EL	EL	167	D
CROSBYTON CISD	54901200	SP ED CO-OP	EL	9	X
CROSBYTON CISD	54901001	CROSBYTON SECONDARY	MULTI	188	B
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	108	C
DIMMITT ISD	35901001	DIMMITT H S	HS	337	B
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	255	C
DIMMITT ISD	35901102	RICHARDSON EL	EL	638	C
FLOYDADA ISD	77901001	FLOYDADA H S	HS	183	A
FLOYDADA ISD	77901004	FLOYDADA ISD DAEP	HS	3	X
FLOYDADA ISD	77901041	FLOYDADA J H	MS	113	B
FLOYDADA ISD	77901101	A B DUNCAN EL	EL	428	D
FLOYDADA ISD	77901003	P A C	MULTI	11	X
FRENSHIP ISD	152907001	FRENSHIP H S	HS	2,683	A
FRENSHIP ISD	152907041	FRENSHIP MIDDLE	MS	747	B

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). State of Texas Assessments of Academic Readiness (STAAR®) assessment and accountability systems 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. STAAR® testing is based on state curriculum standards in core subjects. The focus of this section is on the results of the performance examinations where the PACE reports are continually updated to accommodate yearly changes. The 2019 Accountability Manual can be found at https://tea.texas.gov/sites/default/files/Adopted%202019%20Accountability%20Manual_final.pdf.

The STAAR data are compiled for academic years 2016-2017 through 2018-2019. Data compiled for elementary and middle 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. For high schools, the following data for End of Course (EOC) examinations are represented: English I, English II, Algebra I, Biology, and U.S History.
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 2016 to fall 2019. 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 2016-2017 through 2018-2019. 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 2016-2017 through

2018-2019. 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.4: Student Academic Performance in the Proximal Zone of Professional Impact: Elementary School STAAR Performance Summary. 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 table lists the district and campus names, the campus enrollment, the percent of students who are economically disadvantaged at the campus, 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 2019 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.

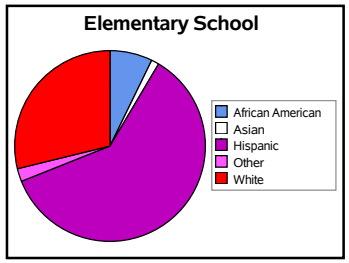
Student Enrollment Trends in Proximal Zone of Professional Impact
Fiscal Year 2016 - 2019

Texas Tech University

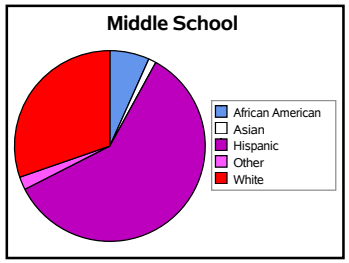
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	Net Change	Pct Change
All	41,521	40,747	40,088	39,286	16,491	16,710	16,444	17,181	20,303	20,585	20,793	20,899	7,283	7,308	7,529	7,418	85,598	85,350	84,854	84,784	-814	-1
African American	3,018	2,884	2,850	2,847	1,158	1,126	1,116	1,154	1,407	1,447	1,439	1,470	265	242	232	232	5,848	5,699	5,637	5,703	-145	-2.5
Hispanic	25,147	24,623	24,290	23,721	9,524	9,868	9,728	10,227	11,363	11,591	11,849	11,955	3,999	3,952	4,000	3,923	50,033	50,034	49,867	49,826	-207	-0.4
White	11,997	11,865	11,558	11,332	5,293	5,215	5,082	5,207	6,868	6,832	6,786	6,749	2,911	2,994	3,174	3,125	27,069	26,906	26,600	26,413	-656	-2.4
Asian	493	490	514	519	191	195	216	220	281	295	305	292	17	16	16	17	982	996	1,051	1,048	66	6.7
Other[1]	866	885	876	867	325	306	302	373	384	420	414	433	91	104	107	121	1,666	1,715	1,699	1,794	128	7.7
Economically Disadvantaged	27,813	27,690	26,506	27,048	9,895	10,240	9,976	10,932	10,607	10,620	10,747	12,079	4,439	4,434	4,568	4,390	52,754	52,984	51,797	54,449	1,695	3.2
Special Education	3,557	3,608	3,743	3,946	1,825	1,821	1,739	1,900	2,123	2,108	2,189	2,247	577	610	648	673	8,082	8,147	8,319	8,766	684	8.5
Bilingual	3,267	3,248	3,217	3,260	612	687	687	882	467	510	526	575	524	518	545	571	4,870	4,963	4,975	5,288	418	8.6
LEP	3,052	3,011	3,004	3,045	636	713	713	899	486	534	545	593	537	534	556	582	4,711	4,792	4,818	5,119	408	8.7

Ethnic Comparisons by Level 2019

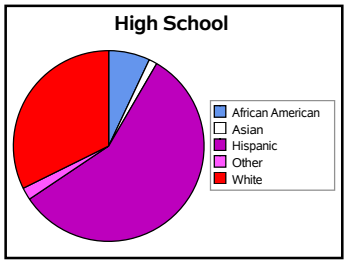
Ethnicity	Elementary School	%
Other[1]	867	2.2
Asian	519	1.3
White	11,332	28.8
Hispanic	23,721	60.4
African American	2,847	7.2
All	39,286	100.0



Middle School	%
373	2.2
220	1.3
5,207	30.3
10,227	59.5
1,154	6.7
17,181	100.0

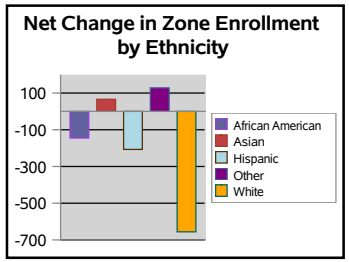


High School	%
433	2.1
292	1.4
6,749	32.3
11,955	57.2
1,470	7.0
20,899	100.0

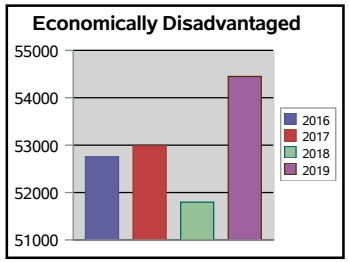


Other Trends and Distributions

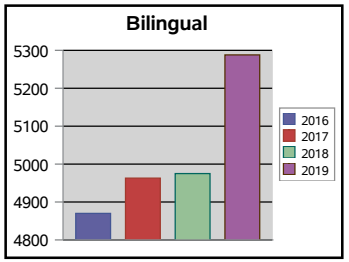
Ethnicity	Net Change 2016 - 2019
Other[1]	128
Asian	66
White	-656
Hispanic	-207
African American	-145
All	-814



Eco. Disadvantaged	
Year	Amount
2016	52,754
2017	52,984
2018	51,797
2019	54,449
3-Yr. Change	3%



Bilingual	
Year	Amount
2016	4,870
2017	4,963
2018	4,975
2019	5,288
3-Yr. Change	9%



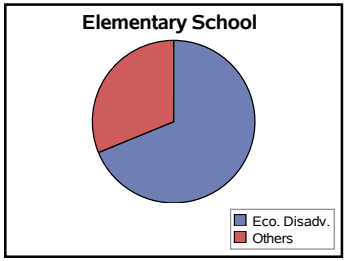
[1]Other includes Native American, Pacific Islander & Two or more races.

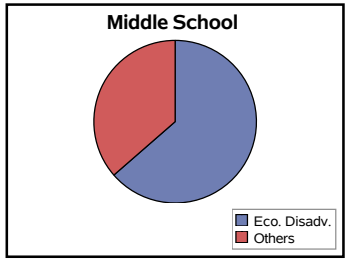
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)
Fiscal Year 2019

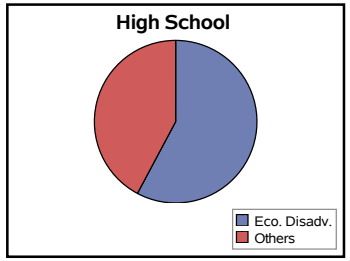
Texas Tech University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	27,048	68.8	10,932	63.6	12,079	57.8
Others	12,238	31.2	6,249	36.4	8,820	42.2
Total	39,286	100.0	17,181	100.0	20,899	100.0

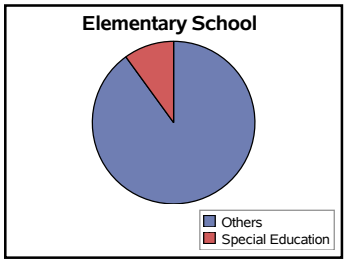


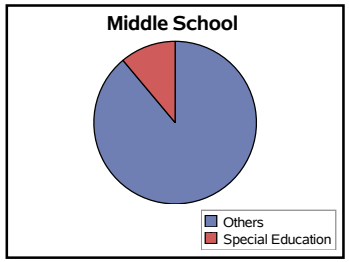


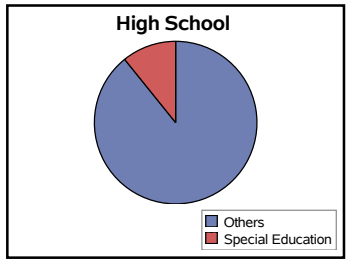


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	35,340	90.0	15,281	88.9	18,652	89.2
Special Education	3,946	10.0	1,900	11.1	2,247	10.8
Total	39,286	100.0	17,181	100.0	20,899	100.0







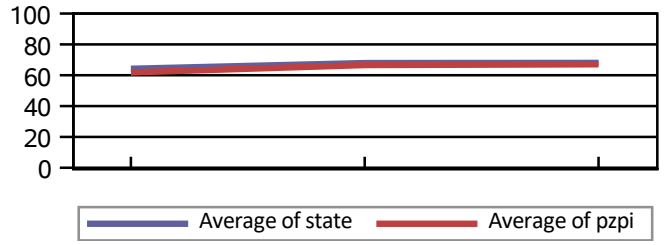
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance Summary[1]

High Schools

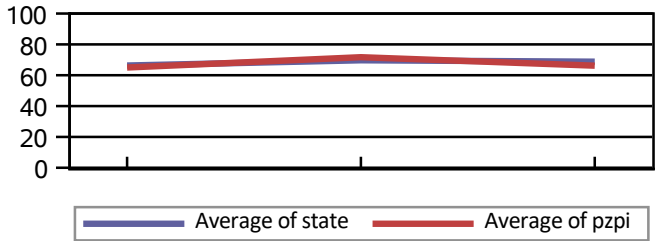
Texas Tech University

English I



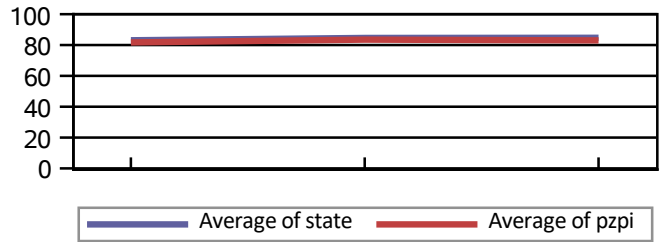
	2017	2018	2019
PZPI	61.8	66.6	67.1
State	64.2	67.9	68.0

English II



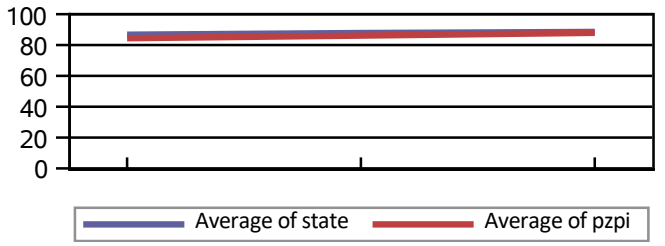
	2017	2018	2019
PZPI	65.0	71.7	66.2
State	66.3	69.7	68.8

Algebra I



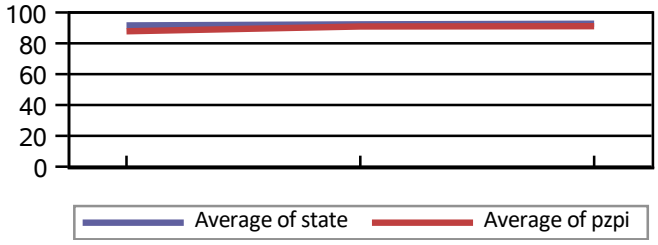
	2017	2018	2019
PZPI	81.7	83.5	83.0
State	83.1	84.6	84.7

Biology



	2017	2018	2019
PZPI	84.4	86.1	87.9
State	86.7	87.8	88.5

US History



	2017	2018	2019
PZPI	87.8	90.9	91.1
State	91.6	92.3	92.7

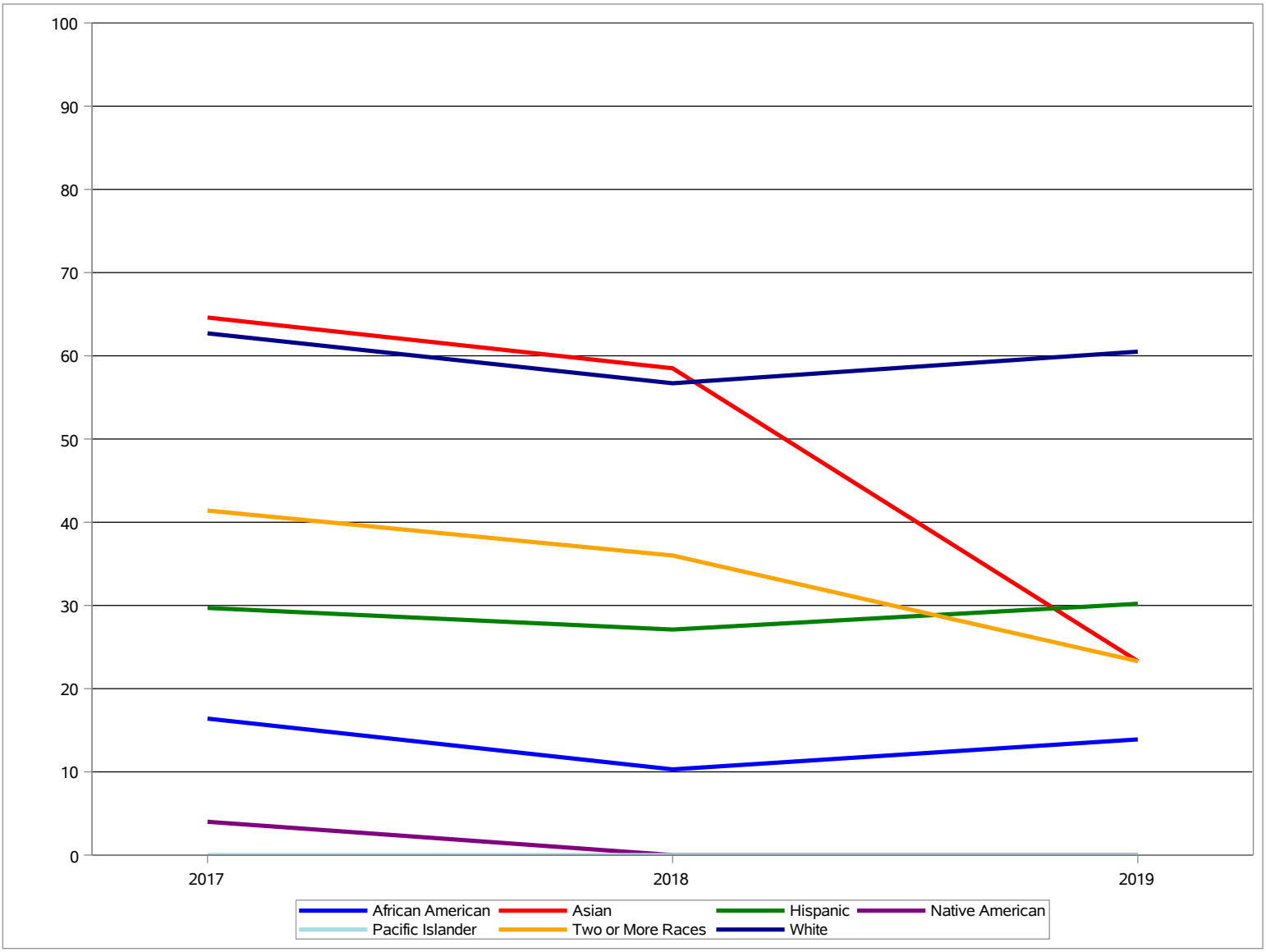
[1]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated by the state as high schools.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: English I

High Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	605	16.4	526	10.3	512	13.9
Hispanic	4329	29.7	4095	27.1	3801	30.2
White	2098	62.7	1818	56.7	1482	60.5
Asian	79	64.6	41	58.5	30	23.3
Native American	25	4.0	18	0.0	10	0.0
Pacific Islander	4	0.0	2	0.0	3	0.0
Two or More Races	111	41.4	89	36.0	86	23.3

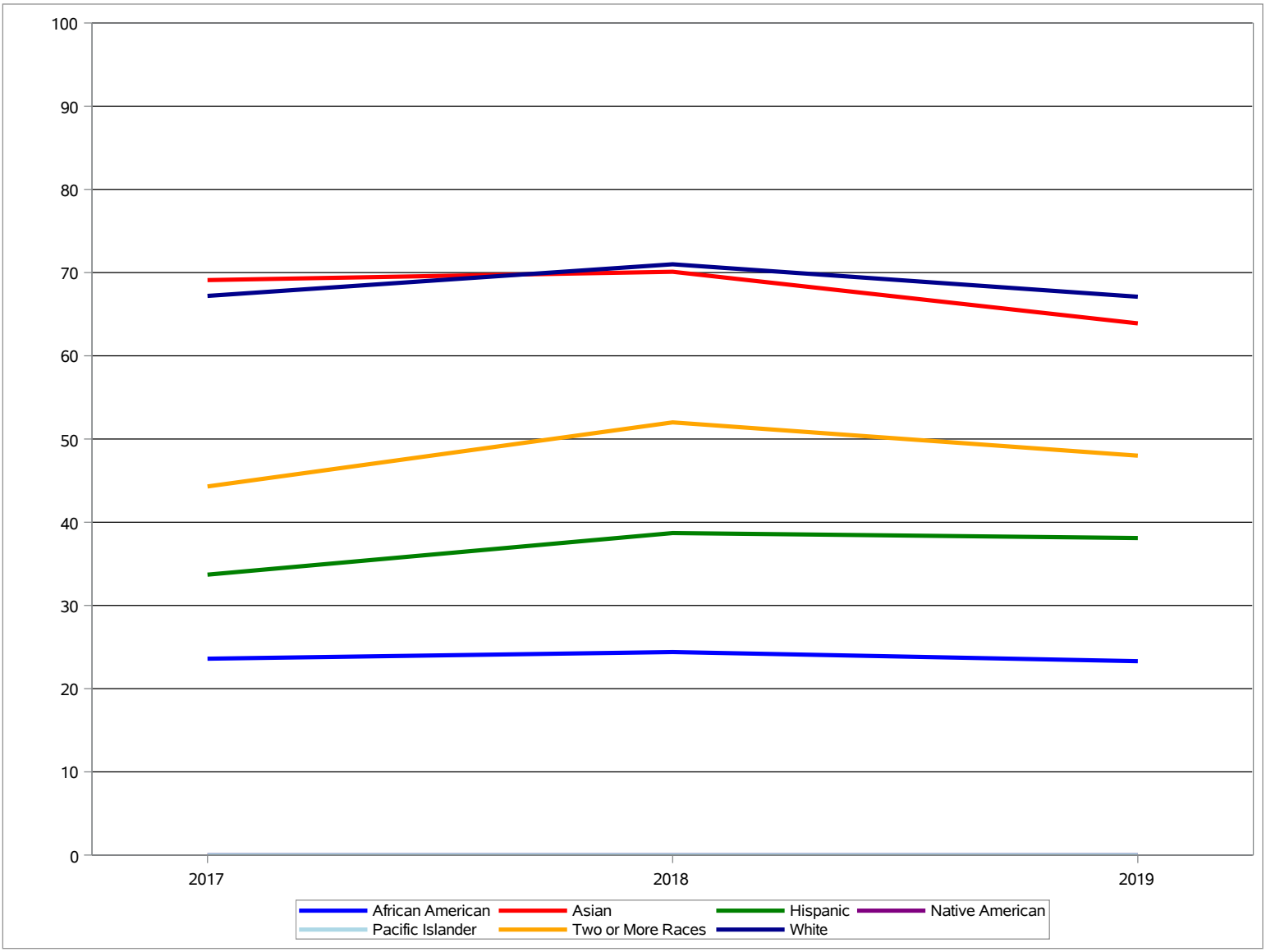
[1]Number and percent of assessments meeting or exceeding grade level standard.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: English II

High Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	533	23.6	541	24.4	494	23.3
Hispanic	3869	33.7	3867	38.7	3923	38.1
White	1986	67.2	1946	71.0	1997	67.1
Asian	81	69.1	87	70.1	72	63.9
Native American	24	0.0	20	0.0	17	0.0
Pacific Islander	7	0.0	4	0.0	1	0.0
Two or More Races	106	44.3	100	52.0	100	48.0

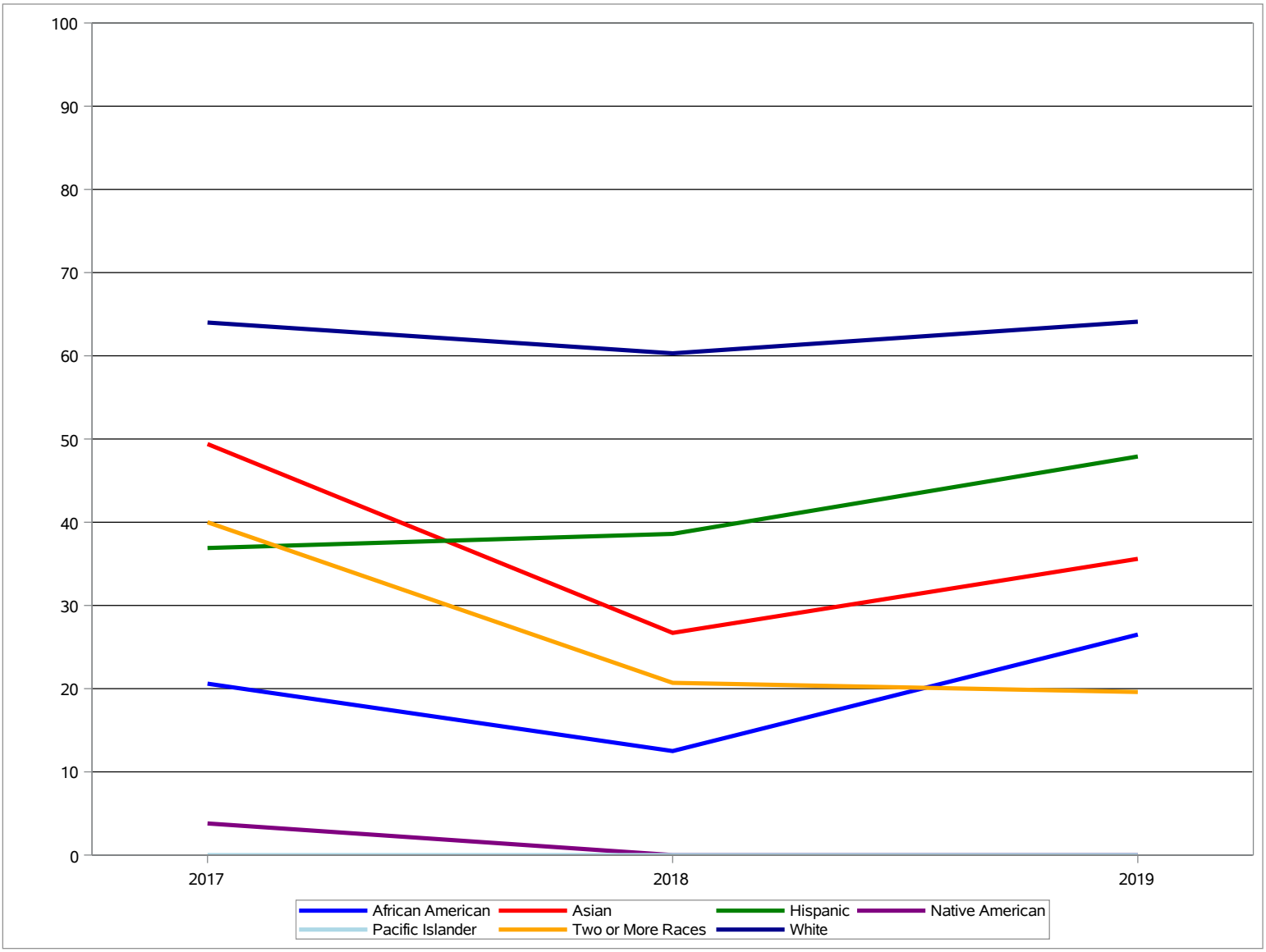
[1]Number and percent of assessments meeting or exceeding grade level standard.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Algebra I

High Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	538	20.6	423	12.5	471	26.5
Hispanic	3836	36.9	3590	38.6	3498	47.9
White	2053	64.0	1760	60.3	1608	64.1
Asian	79	49.4	45	26.7	45	35.6
Native American	26	3.8	13	0.0	15	0.0
Pacific Islander	4	0.0	1	0.0	4	0.0
Two or More Races	115	40.0	82	20.7	92	19.6

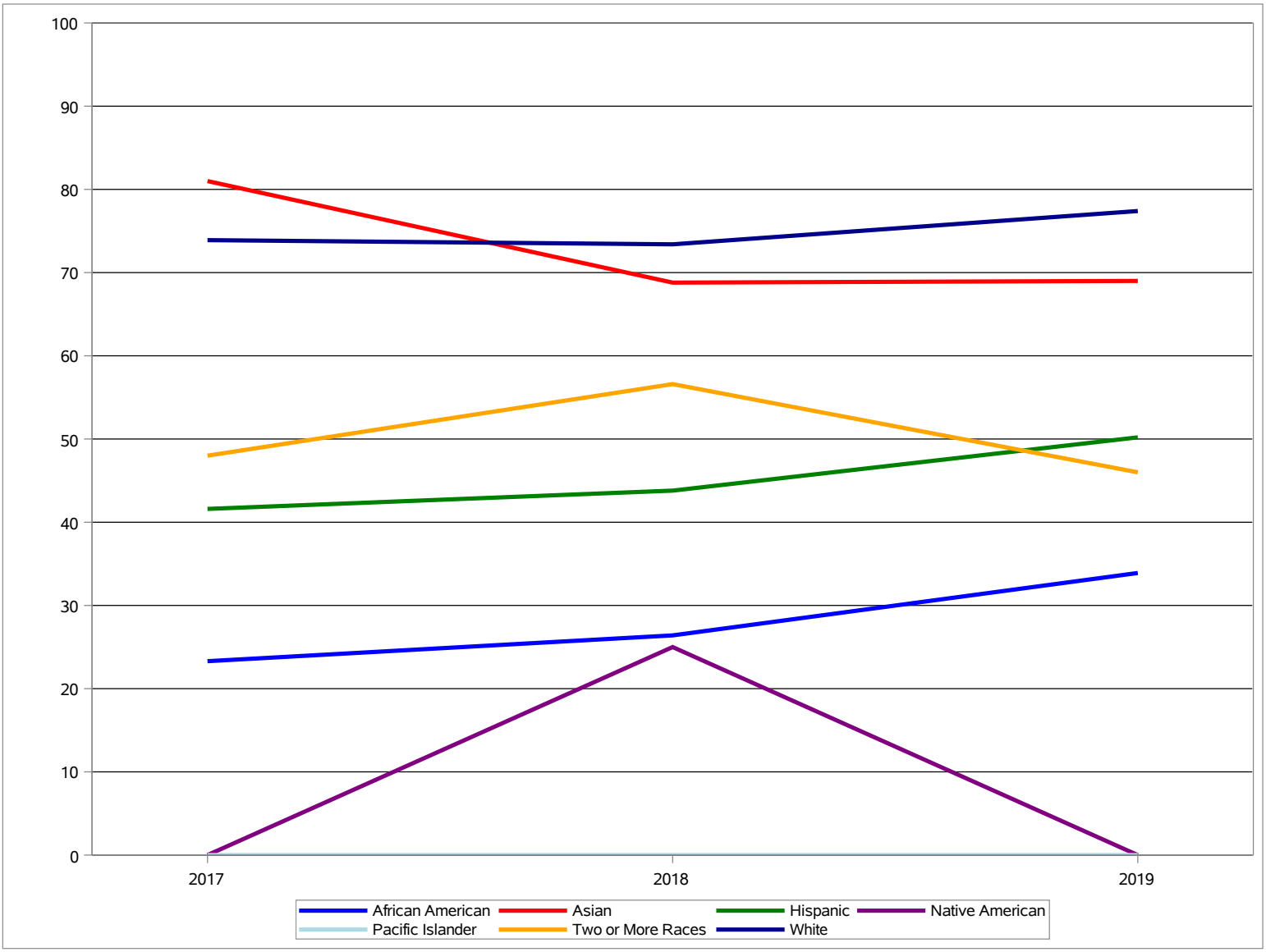
[1]Number and percent of assessments meeting or exceeding grade level standard.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Biology

High Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	486	23.3	436	26.4	437	33.9
Hispanic	3579	41.6	3576	43.8	3466	50.2
White	2003	73.9	2036	73.4	1932	77.4
Asian	79	81.0	77	68.8	71	69.0
Native American	23	0.0	20	25.0	11	0.0
Pacific Islander	4	0.0	4	0.0	3	0.0
Two or More Races	100	48.0	99	56.6	113	46.0

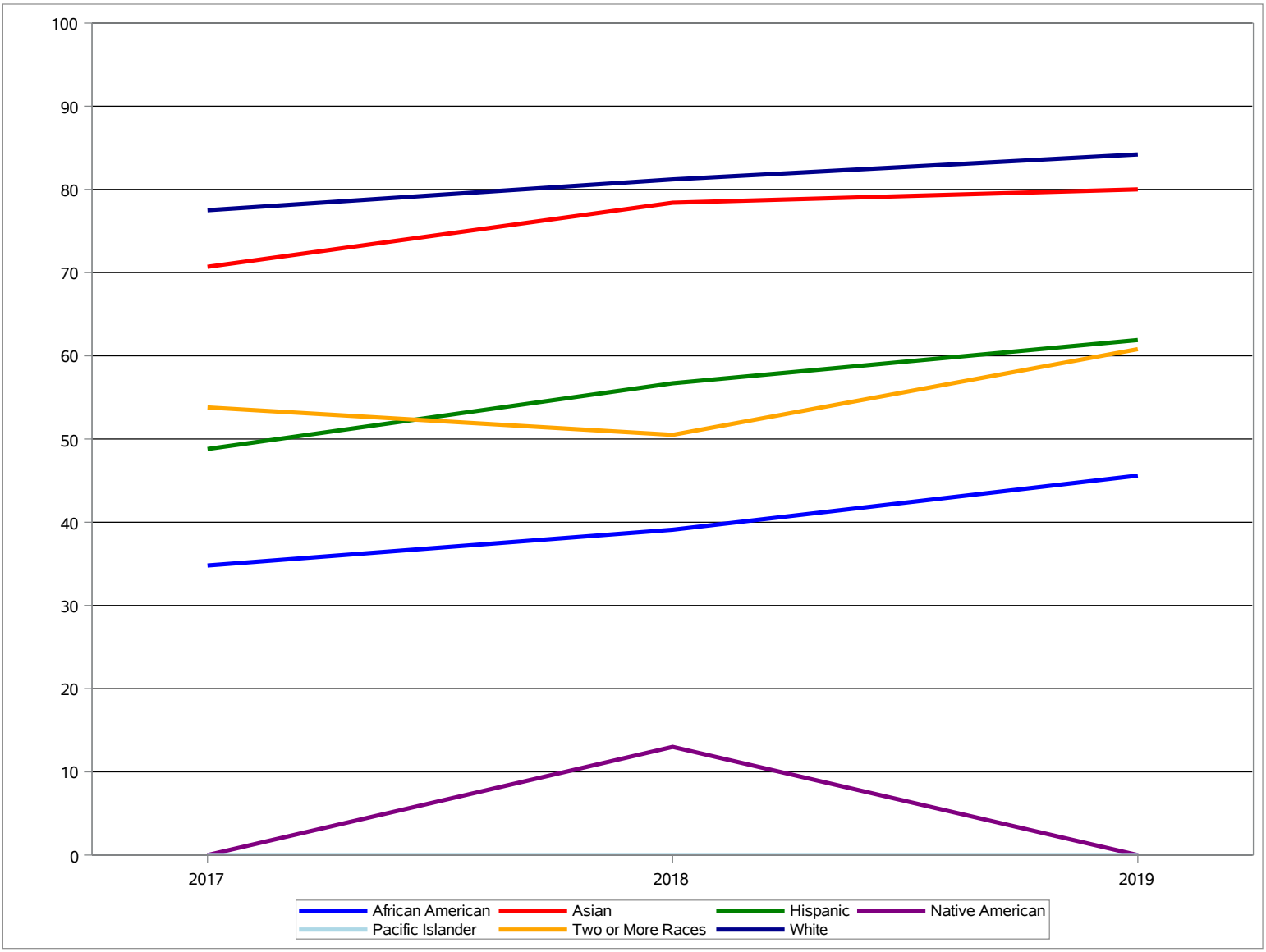
[1]Number and percent of assessments meeting or exceeding grade level standard.

Student Academic Performance in the Proximal Zone of Professional Impact

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

High Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	396	34.8	447	39.1	377	45.6
Hispanic	3389	48.8	3165	56.7	3282	61.9
White	1880	77.5	1881	81.2	1853	84.2
Asian	75	70.7	88	78.4	80	80.0
Native American	18	0.0	23	13.0	13	0.0
Pacific Islander	3	0.0	7	0.0	3	0.0
Two or More Races	93	53.8	99	50.5	79	60.8

[1]Number and percent of assessments meeting or exceeding grade level standard.

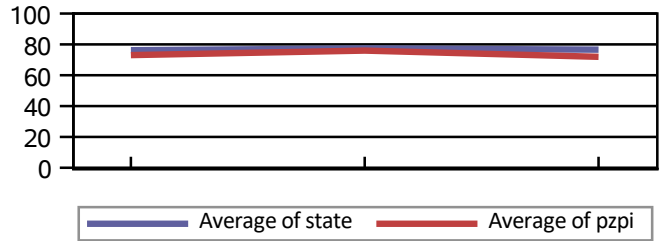
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance Summary[1]

Middle Schools

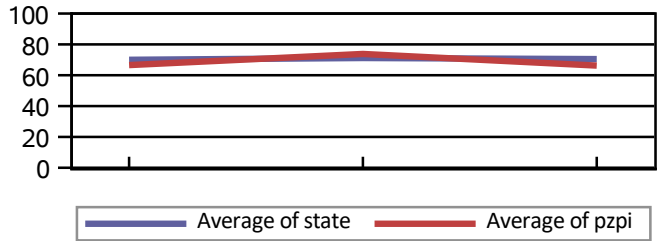
Texas Tech University

Reading



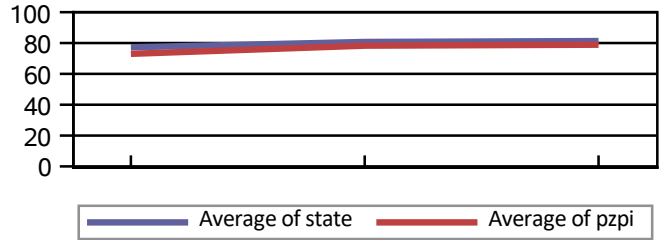
	2017	2018	2019
PZPI	73.0	76.0	71.9
State	76.2	77.4	76.6

Writing



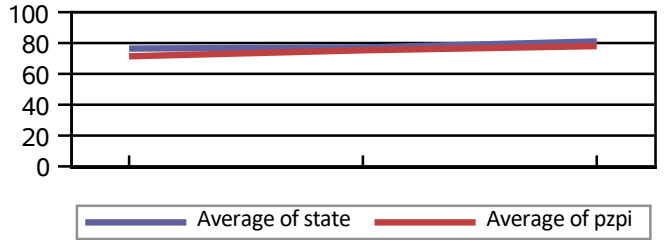
	2017	2018	2019
PZPI	66.6	73.8	66.2
State	70.0	71.2	70.5

Mathematics



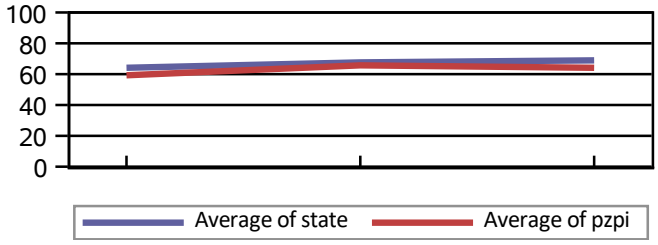
	2017	2018	2019
PZPI	73.0	78.3	78.9
State	77.2	80.7	81.3

Science



	2017	2018	2019
PZPI	71.4	75.3	78.0
State	76.4	77.1	81.0

Social Studies



	2017	2018	2019
PZPI	59.3	65.7	64.1
State	64.1	67.6	68.9

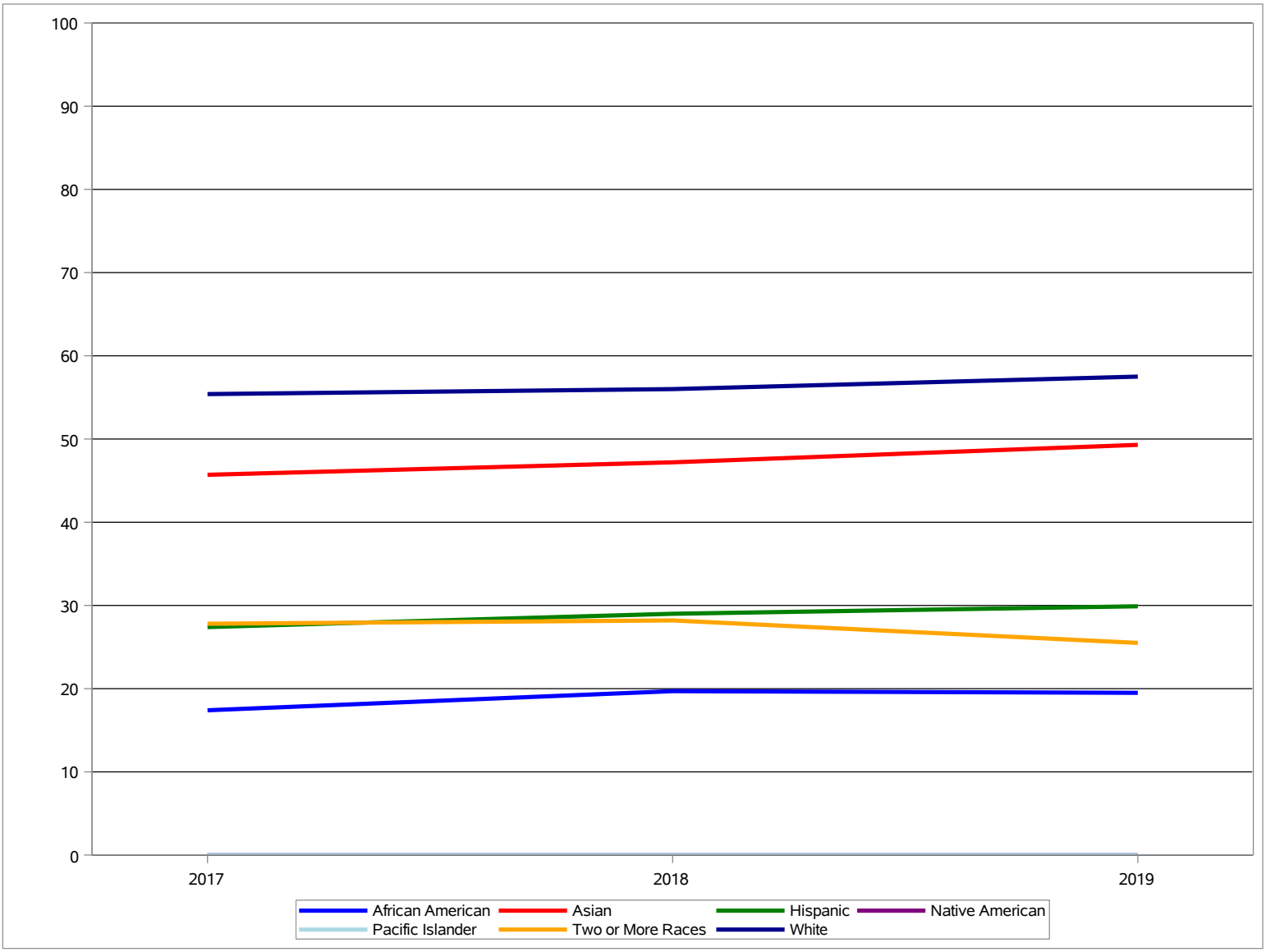
[1]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated as middle schools.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	1209	17.4	1203	19.7	1239	19.5
Hispanic	10747	27.4	10675	29.0	11112	29.9
White	5798	55.4	5694	56.0	5824	57.5
Asian	199	45.7	212	47.2	217	49.3
Native American	46	0.0	50	0.0	65	0.0
Pacific Islander	5	0.0	8	0.0	6	0.0
Two or More Races	270	27.8	273	28.2	321	25.5

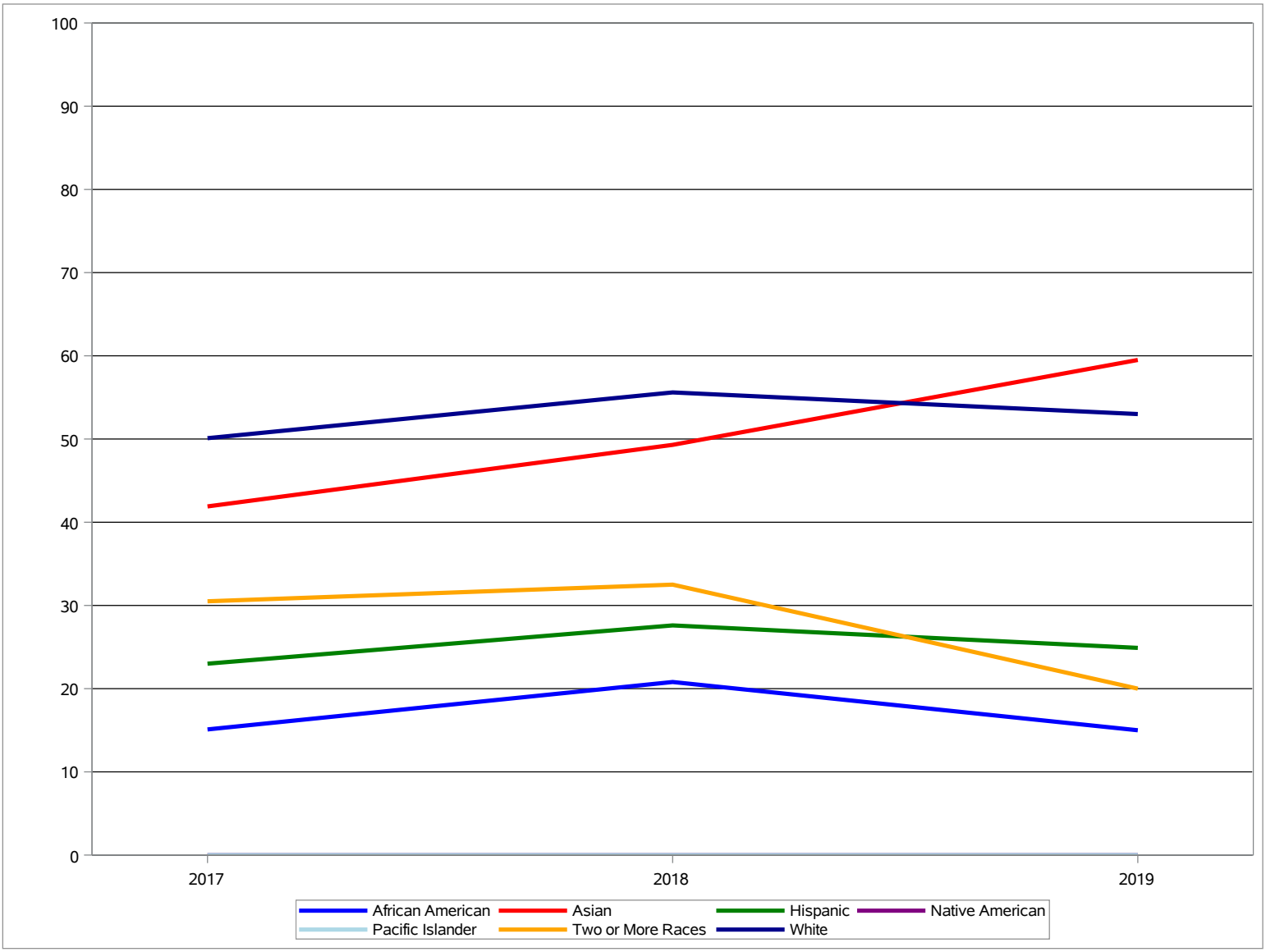
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	403	15.1	408	20.8	393	15.0
Hispanic	3571	23.0	3679	27.6	3482	24.9
White	1929	50.1	1862	55.6	1946	53.0
Asian	62	41.9	75	49.3	74	59.5
Native American	15	0.0	15	0.0	21	0.0
Pacific Islander	2	0.0	1	0.0	2	0.0
Two or More Races	105	30.5	83	32.5	100	20.0

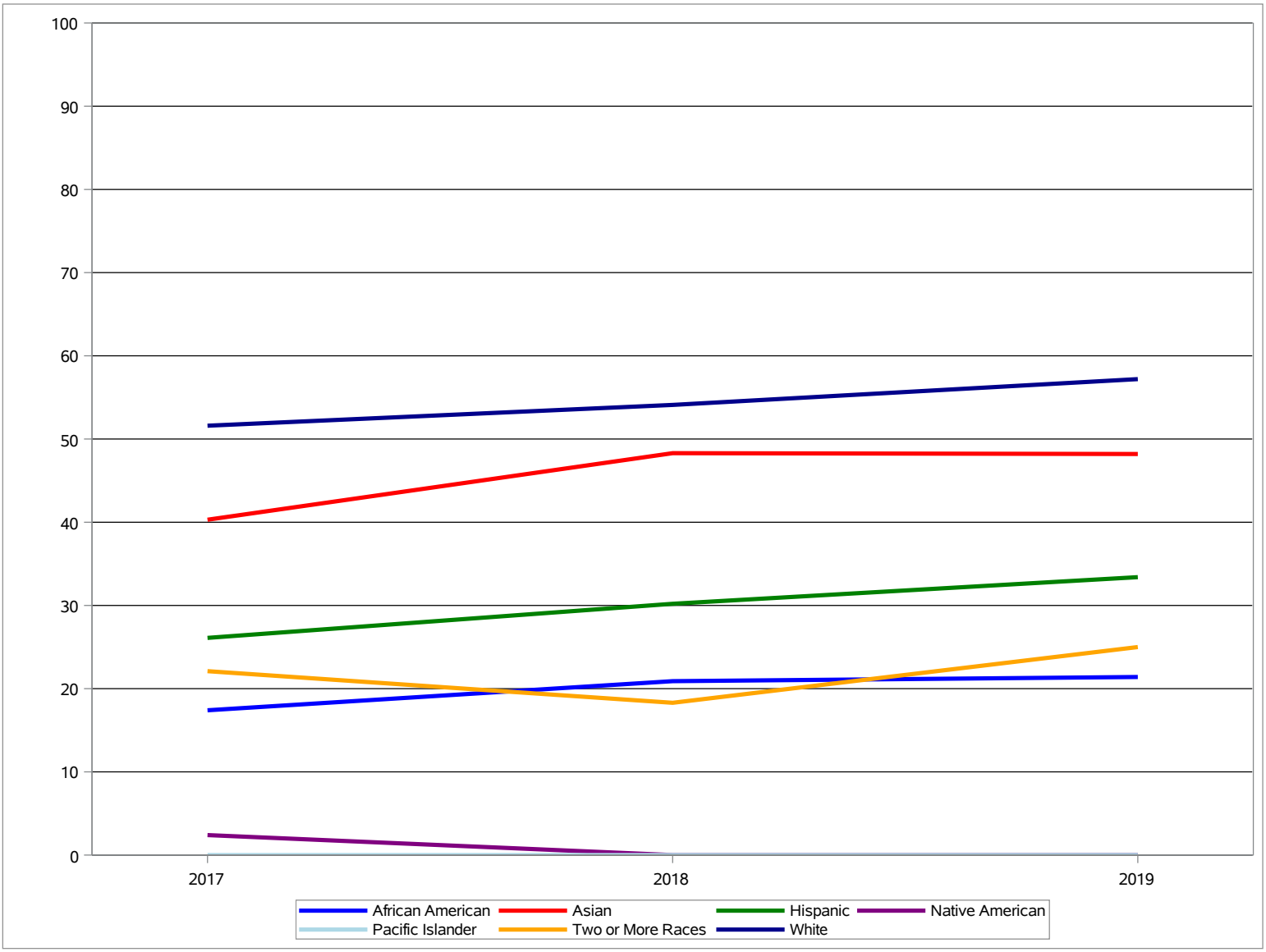
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	1150	17.4	1141	20.9	1166	21.4
Hispanic	10343	26.1	10239	30.2	10602	33.4
White	5236	51.6	5145	54.1	5294	57.2
Asian	159	40.3	172	48.3	170	48.2
Native American	42	2.4	50	0.0	62	0.0
Pacific Islander	5	0.0	8	0.0	5	0.0
Two or More Races	244	22.1	240	18.3	300	25.0

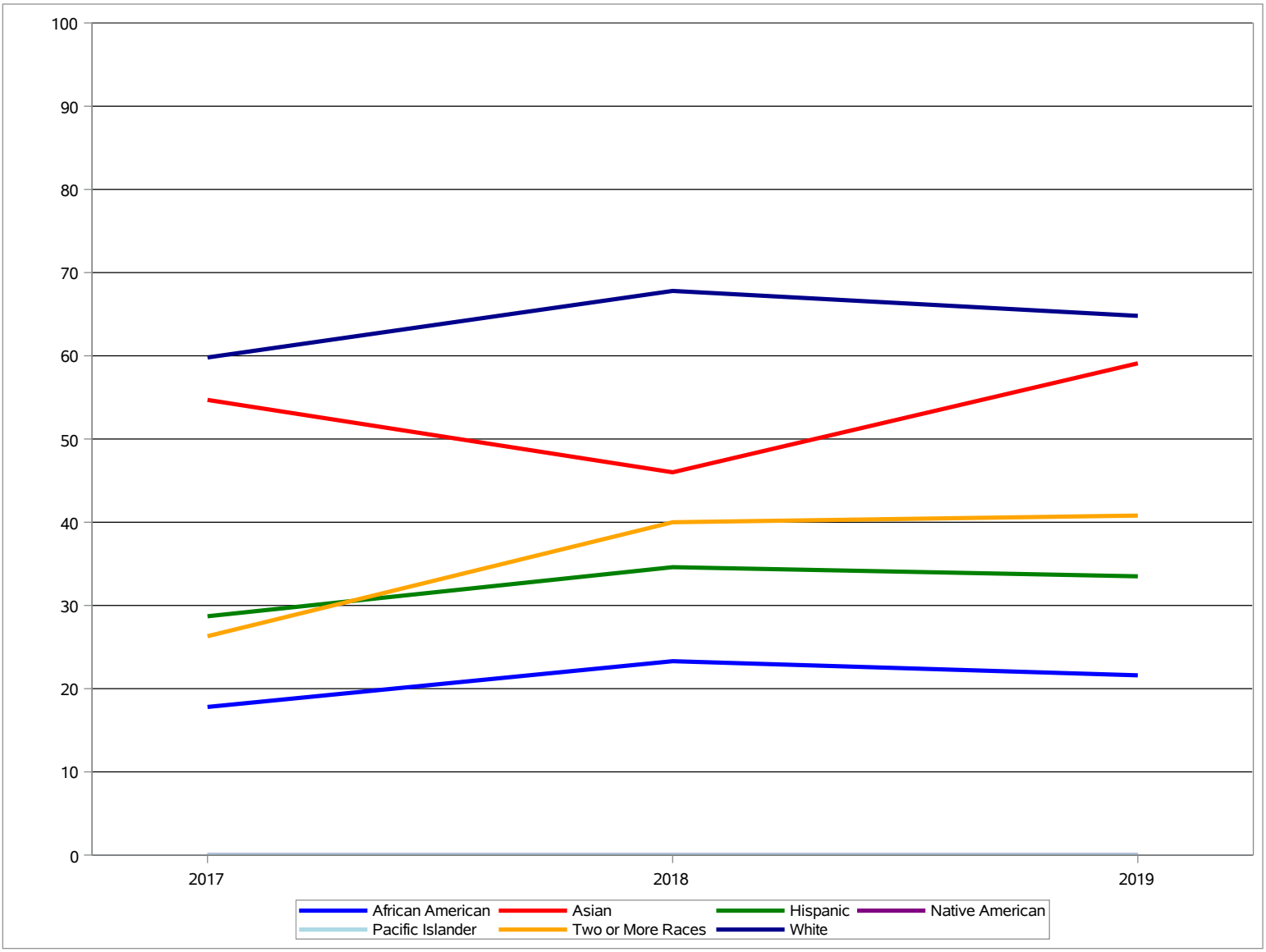
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	381	17.8	408	23.3	394	21.6
Hispanic	3490	28.7	3511	34.6	3659	33.5
White	2011	59.8	1903	67.8	1843	64.8
Asian	64	54.7	63	46.0	66	59.1
Native American	18	0.0	14	0.0	18	0.0
Pacific Islander	2	0.0	2	0.0	2	0.0
Two or More Races	80	26.3	100	40.0	98	40.8

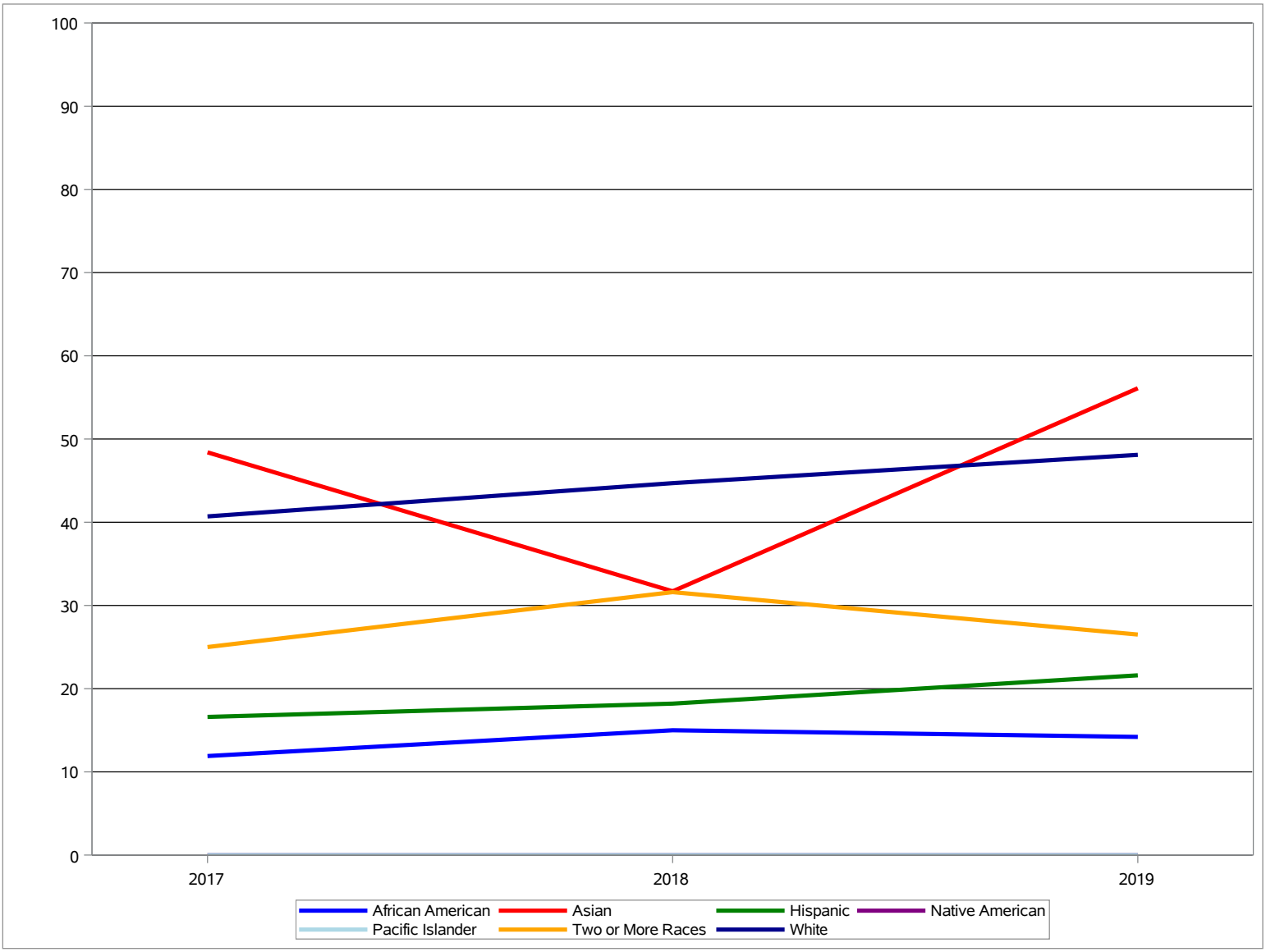
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Middle Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	379	11.9	407	15.0	393	14.2
Hispanic	3479	16.6	3508	18.2	3655	21.6
White	2002	40.7	1900	44.7	1841	48.1
Asian	64	48.4	63	31.7	66	56.1
Native American	18	0.0	14	0.0	19	0.0
Pacific Islander	2	0.0	2	0.0	2	0.0
Two or More Races	80	25.0	98	31.6	98	26.5

[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR social studies test is administered in grade 8.

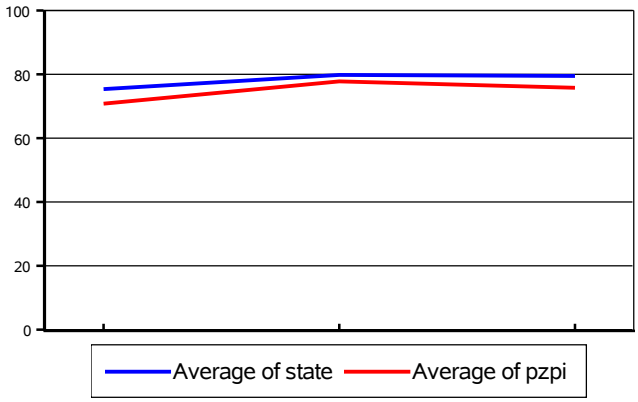
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance Summary[1]

Elementary Schools

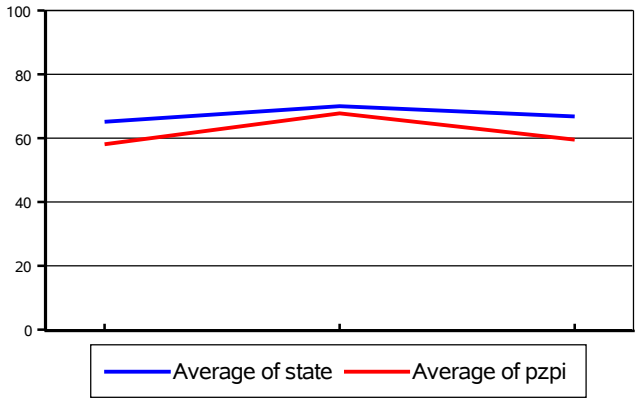
Texas Tech University

Reading



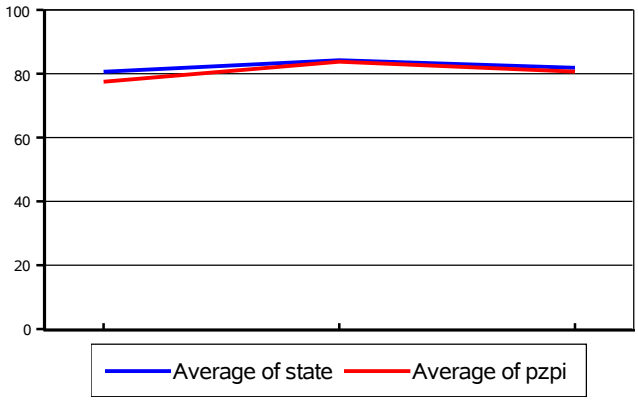
	2017	2018	2019
PZPI	70.8	77.8	75.8
State	75.4	79.8	79.5

Writing



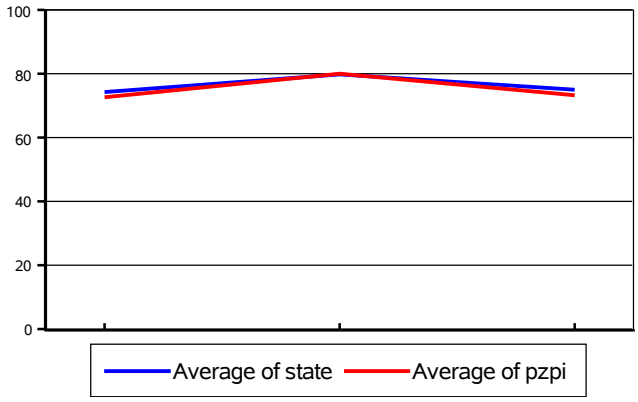
	2017	2018	2019
PZPI	58.1	67.8	59.5
State	65.1	70.0	66.8

Mathematics



	2017	2018	2019
PZPI	77.5	83.8	80.6
State	80.6	84.2	81.9

Science



	2017	2018	2019
PZPI	72.6	80.0	73.3
State	74.3	79.8	75.0

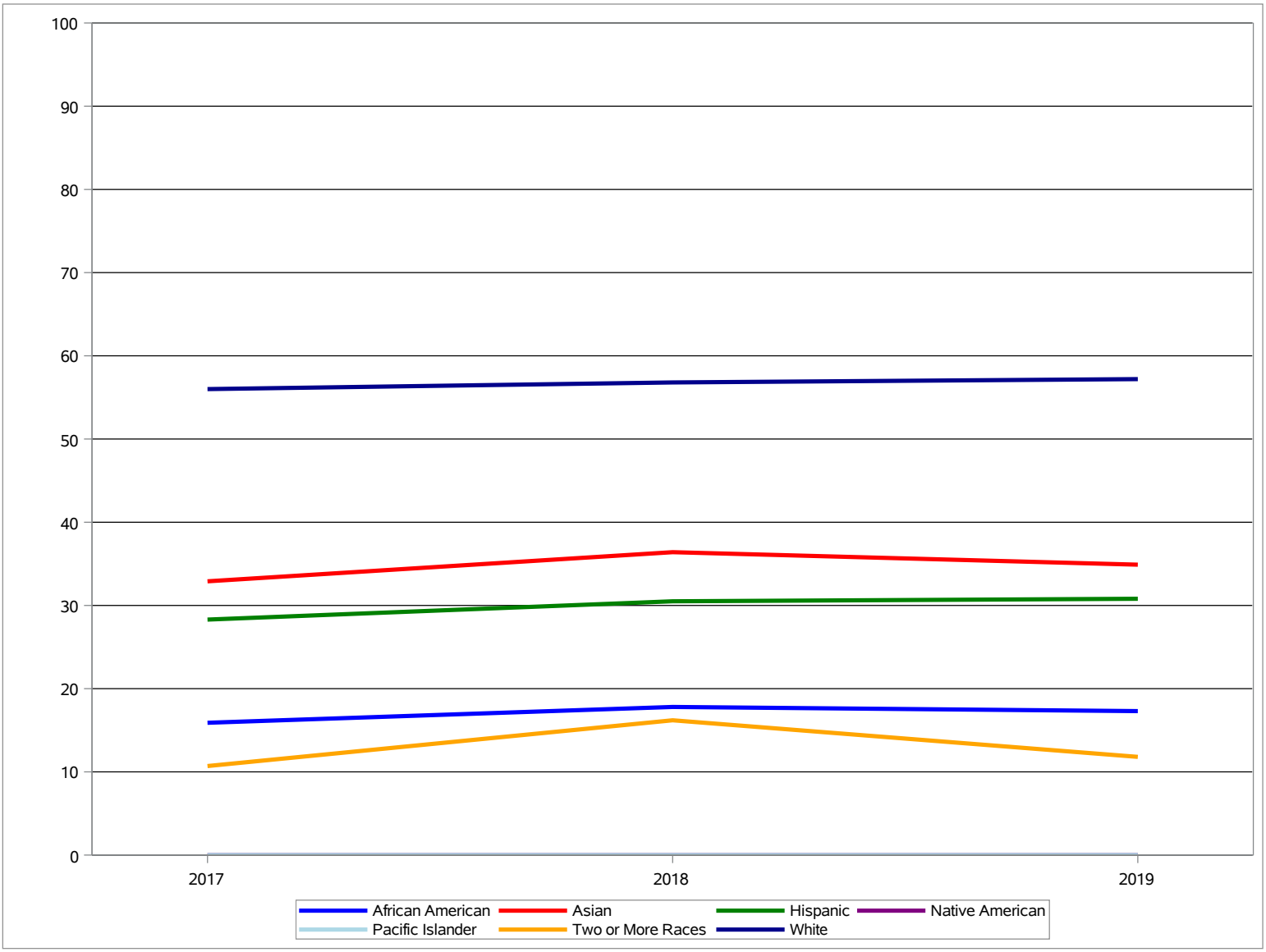
[1]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated by the state as elementary.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	1305	15.9	1319	17.8	1267	17.3
Hispanic	11276	28.3	11614	30.5	11323	30.8
White	6021	56.0	5971	56.8	5837	57.2
Asian	234	32.9	239	36.4	232	34.9
Native American	61	0.0	48	0.0	41	0.0
Pacific Islander	9	0.0	11	0.0	10	0.0
Two or More Races	346	10.7	377	16.2	357	11.8

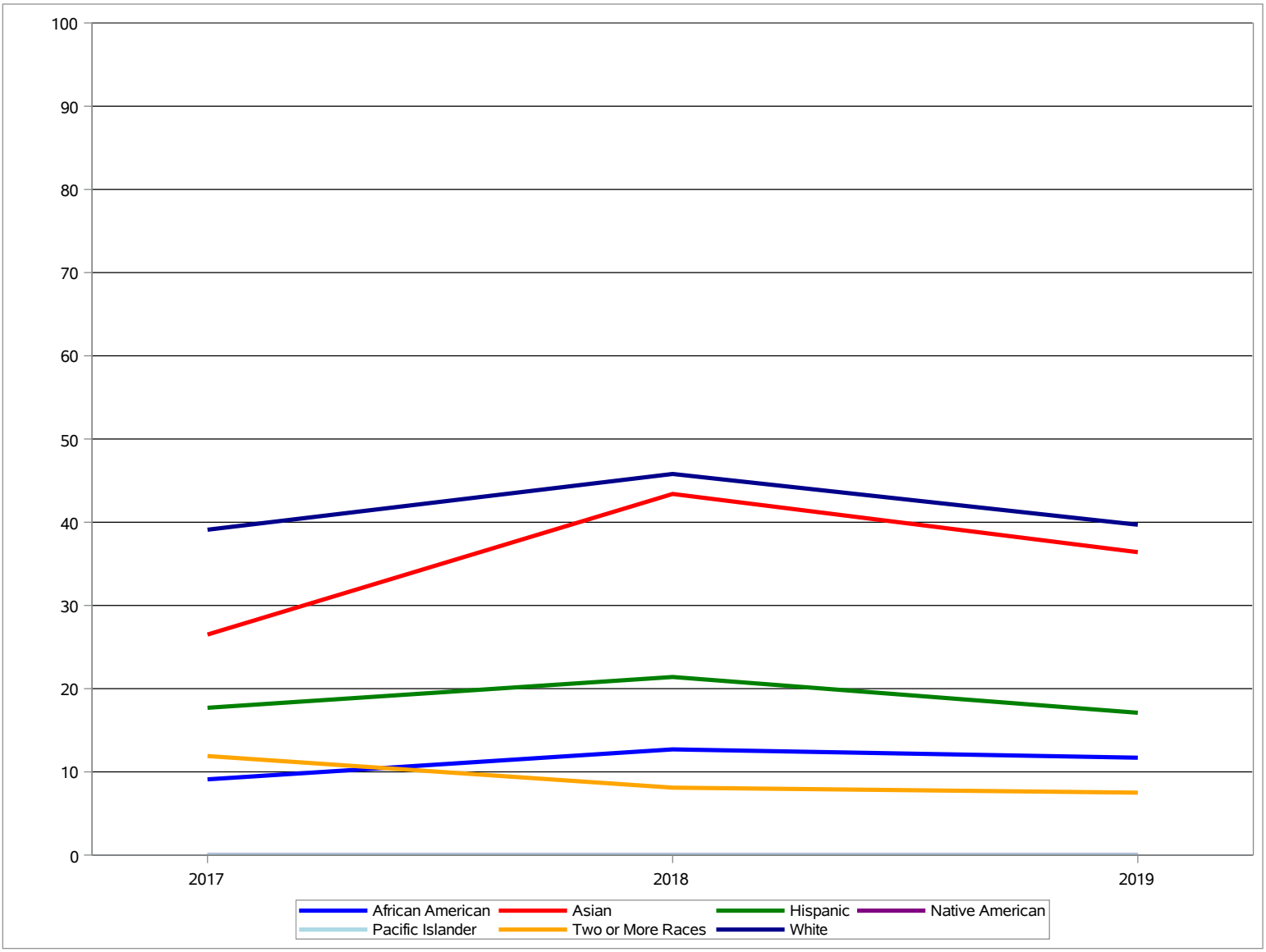
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	470	9.1	425	12.7	445	11.7
Hispanic	3949	17.7	3817	21.4	3815	17.1
White	2070	39.1	1969	45.8	1929	39.7
Asian	68	26.5	99	43.4	77	36.4
Native American	24	0.0	8	0.0	19	0.0
Pacific Islander	4	0.0	4	0.0	4	0.0
Two or More Races	126	11.9	111	8.1	120	7.5

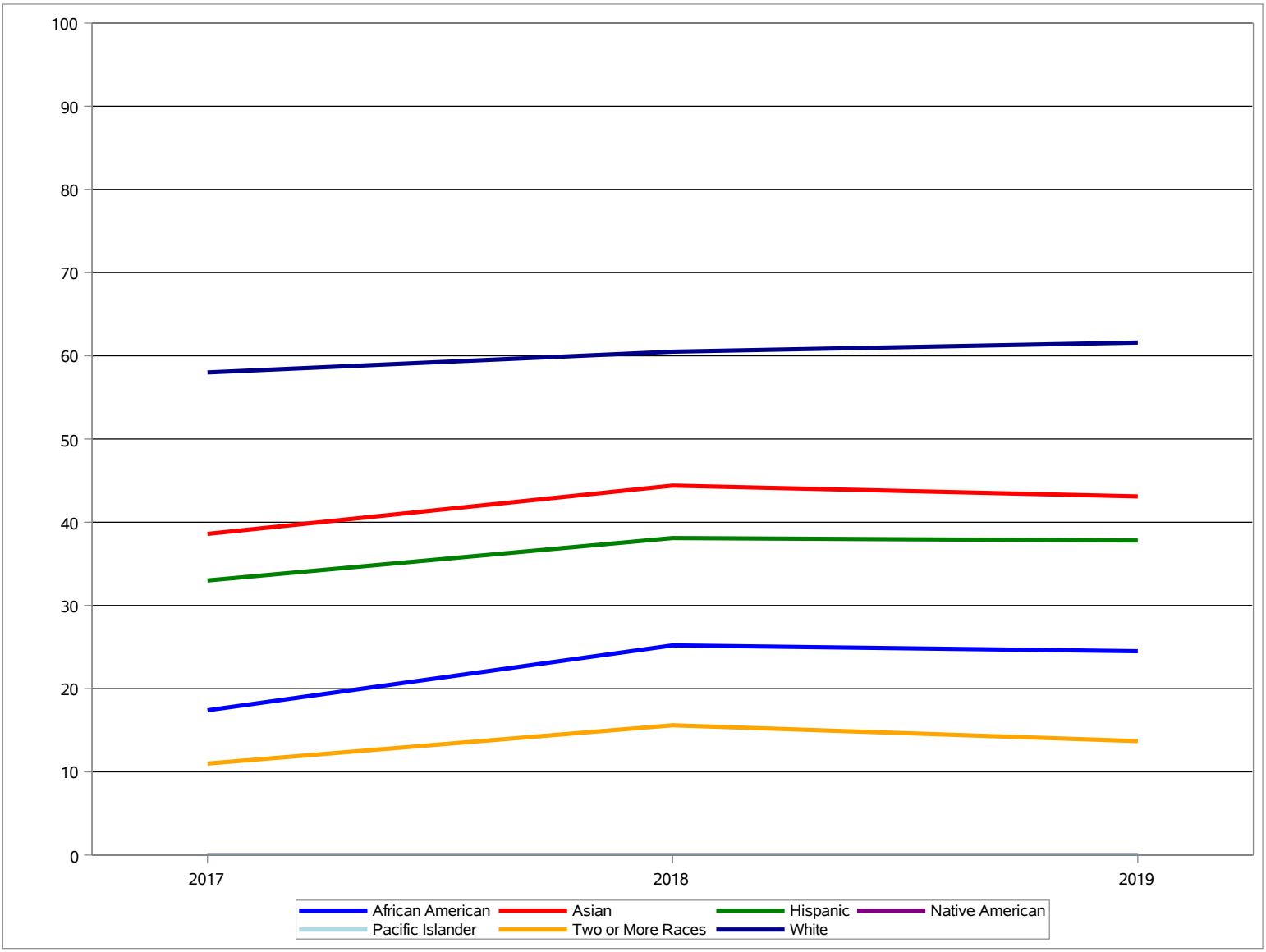
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	1306	17.4	1318	25.2	1266	24.5
Hispanic	11413	33.0	11738	38.1	11494	37.8
White	6021	58.0	5971	60.5	5832	61.6
Asian	236	38.6	239	44.4	232	43.1
Native American	61	0.0	48	0.0	41	0.0
Pacific Islander	9	0.0	11	0.0	10	0.0
Two or More Races	346	11.0	377	15.6	358	13.7

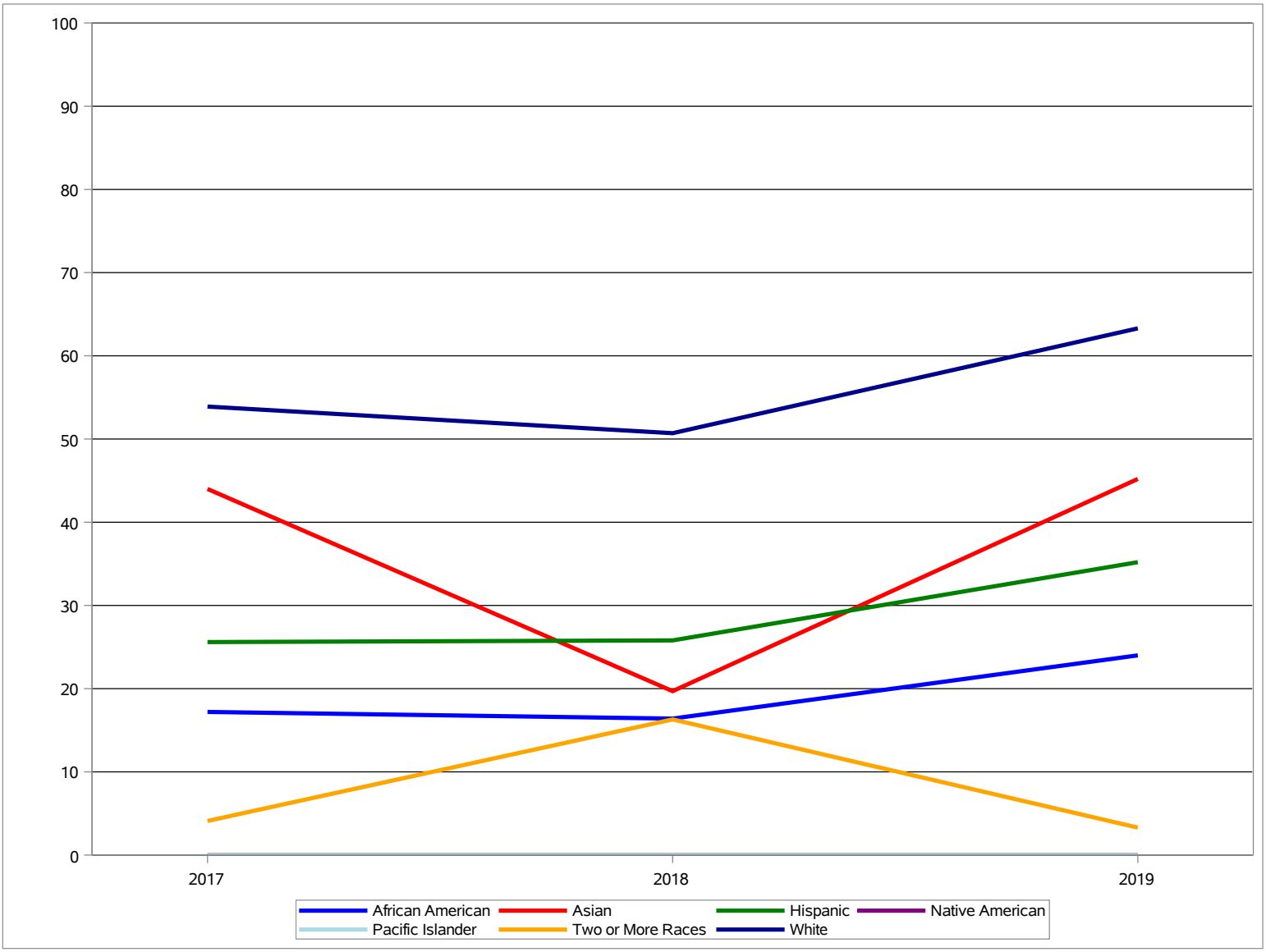
[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

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

Elementary Schools

Texas Tech University



	2017		2018		2019	
	N	Meets Grade Level	N	Meets Grade Level	N	Meets Grade Level
African American	401	17.2	450	16.4	421	24.0
Hispanic	3467	25.6	3951	25.8	3857	35.2
White	1960	53.9	2058	50.7	1919	63.3
Asian	75	44.0	66	19.7	93	45.2
Native American	25	0.0	21	0.0	9	0.0
Pacific Islander	2	0.0	3	0.0	3	0.0
Two or More Races	97	4.1	129	16.3	120	3.3

[1]Number and percent of assessments meeting or exceeding grade level standard.
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing High Schools Ranked by STAAR Algebra Performance[1]
2019
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
KRESS ISD	KRESS H S	104	65	61	17	100	35	17	76	24	13	100	31	22	64	9	19	79	5
IDALOU ISD	IDALOU H S	294	23	40	83	99	55	88	94	36	79	96	61	94	87	16	83	84	14
FLOYDADA ISD	FLOYDADA H S	183	72	80	47	96	77	55	82	5	51	90	33	59	69	3	62	73	6
LAMESA ISD	LAMESA H S	476	69	84	112	95	37	53	92	21	144	86	10	162	62	2	158	67	2
ABERNATHY ISD	ABERNATHY H S	238	42	55	33	94	39	54	93	30	58	93	43	70	73	11	64	73	5
PLAINVIEW ISD	PLAINVIEW H S	1,466	70	82	364	94	41	438	88	16	472	94	33	581	70	5	469	65	3
POST ISD	POST H S	212	57	68	48	94	44	56	93	18	40	98	70	82	65	4	85	78	7
SUNDOWN ISD	SUNDOWN H S	191	31	56	52	94	44	53	96	26	53	96	60	51	90	35	44	93	16
TAHOKA ISD	TAHOKA H S	159	69	70	41	93	27	36	100	19	44	86	20	61	67	0	56	66	4
LUBBOCK-COOPER ISD	LUBBOCK-COOPER HIGH SCHOOL	1,643	29	42	400	91	42	433	96	33	446	96	53	557	83	17	473	80	10
LEVELLAND ISD	LEVELLAND H S	753	61	73	178	90	33	202	89	15	197	91	34	237	71	5	225	71	5
NEW DEAL ISD	NEW DEAL H S	229	57	48	52	90	25	69	97	20	54	96	22	80	85	4	63	79	3
SHALLOWATER ISD	SHALLOWATER H S	442	36	34	89	90	49	101	98	36	123	95	51	132	76	6	133	82	12
FRENSHIP ISD	FRENSHIP H S	2,683	33	50	574	88	6	719	95	32	613	95	45	824	79	0	736	76	14
BROWNFIELD ISD	BROWNFIELD H S	458	73	84	138	87	33	136	82	11	131	84	15	192	52	3	176	53	1
SUDAN ISD	SUDAN H S	148	43	55	30	87	57	30	93	17	29	93	41	34	76	12	32	81	0
HALE CENTER ISD	HALE CENTER H S	173	62	72	55	85	25	57	95	14	39	95	59	61	59	5	56	80	0
OLTON ISD	OLTON H S	191	76	80	52	85	2	50	92	16	60	92	13	58	69	5	71	75	6
DIMMITT ISD	DIMMITT H S	337	65	89	83	83	35	111	92	10	86	84	21	141	72	2	111	68	2
MULESHOE ISD	MULESHOE H S	349	83	88	94	83	31	87	83	9	83	89	35	126	58	5	119	55	2
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	109	65	73	35	83	26	17	94	18	19	95	63	37	68	3	23	70	4
SLATON ISD	SLATON H S	386	73	72	107	81	33	130	88	8	93	90	20	154	51	5	136	65	4
LOCKNEY ISD	LOCKNEY H S	124	81	82	37	78	14	39	90	3	28	96	21	58	52	0	46	43	2
RALLS ISD	RALLS H S	131	80	79	36	78	19	36	86	11	25	88	16	41	63	7	28	64	0
PLAINS ISD	PLAINS H S	123	57	64	40	75	20	40	93	10	27	89	33	43	77	9	33	85	12

[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]
2019
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
LAMESA ISD	LAMESA SUCCESS ACADEMY	32	84	97	8	0	0	9	22	0	10	60	0	16	6	0	12	50	0
LUBBOCK ISD	MATTHEWS LEARNING CENTER	105	98	86	24	42	0	25	68	0	36	75	8	42	50	0	56	41	0
LUBBOCK ISD	CORONADO H S	2,137	61	69	518	63	7	503	81	12	581	92	46	760	53	0	721	60	3
SNYDER ISD	SNYDER H S	715	58	66	195	63	14	208	82	13	160	89	34	338	55	4	248	52	2
TULIA ISD	TULIA H S	302	70	71	115	63	8	78	78	9	75	89	17	113	57	3	98	57	7
LORENZO ISD	LORENZO H S	132	76	90	26	65	15	21	81	0	14	86	7	30	63	0	26	69	0
SMYER ISD	SMYER H S	207	53	53	43	67	16	32	97	19	47	91	32	56	63	0	43	70	5
LUBBOCK ISD	MONTEREY H S	2,131	68	75	516	70	4	665	81	10	557	84	31	822	62	0	675	56	5
ROOSEVELT ISD	ROOSEVELT H S	300	70	60	92	71	14	92	91	22	55	95	40	119	63	7	90	73	1
LITTLEFIELD ISD	LITTLEFIELD H S	372	71	81	118	73	14	114	90	15	84	88	32	161	61	7	150	51	1
LUBBOCK ISD	LUBBOCK H S	1,920	59	73	451	73	4	552	85	30	503	93	56	944	76	0	556	66	12
LUBBOCK ISD	ESTACADO H S	754	92	98	211	74	12	268	82	6	163	75	17	381	50	0	306	52	0
PLAINS ISD	PLAINS H S	123	57	64	40	75	20	40	93	10	27	89	33	43	77	9	33	85	12
LOCKNEY ISD	LOCKNEY H S	124	81	82	37	78	14	39	90	3	28	96	21	58	52	0	46	43	2
RALLS ISD	RALLS H S	131	80	79	36	78	19	36	86	11	25	88	16	41	63	7	28	64	0
SLATON ISD	SLATON H S	386	73	72	107	81	33	130	88	8	93	90	20	154	51	5	136	65	4
DIMMITT ISD	DIMMITT H S	337	65	89	83	83	35	111	92	10	86	84	21	141	72	2	111	68	2
MULESHOE ISD	MULESHOE H S	349	83	88	94	83	31	87	83	9	83	89	35	126	58	5	119	55	2
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	109	65	73	35	83	26	17	94	18	19	95	63	37	68	3	23	70	4
HALE CENTER ISD	HALE CENTER H S	173	62	72	55	85	25	57	95	14	39	95	59	61	59	5	56	80	0
OLTON ISD	OLTON H S	191	76	80	52	85	2	50	92	16	60	92	13	58	69	5	71	75	6
BROWNFIELD ISD	BROWNFIELD H S	458	73	84	138	87	33	136	82	11	131	84	15	192	52	3	176	53	1
SUDAN ISD	SUDAN H S	148	43	55	30	87	57	30	93	17	29	93	41	34	76	12	32	81	0
FRENSHIP ISD	FRENSHIP H S	2,683	33	50	574	88	6	719	95	32	613	95	45	824	79	0	736	76	14
LEVELLAND ISD	LEVELLAND H S	753	61	73	178	90	33	202	89	15	197	91	34	237	71	5	225	71	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 Highest Performing Middle Schools Ranked by STAAR Reading Performance[1]
2019
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
SHALLOWATER ISD	SHALLOWATER MIDDLE	535	42	32	376	94	45	342	98	37	119	85	41	138	94	43	138	81	30
LUBBOCK ISD	HUTCHINSON MIDDLE	866	40	67	831	91	47	709	92	27	268	85	38	270	93	45	270	87	39
SUNDOWN ISD	SUNDOWN J H	134	36	64	131	89	37	131	98	40	41	95	32	47	89	21	47	87	19
OLTON ISD	OLTON J H	128	80	77	124	85	23	124	84	16	47	68	15	42	74	24	42	60	10
FRENSHIP ISD	HERITAGE MIDDLE	765	36	51	745	84	34	651	86	22	242	83	28	230	93	43	229	84	28
LUBBOCK-COOPER ISD	LUBBOCK-COOPER MIDDLE	619	36	46	598	84	27	567	90	23	188	81	34	196	87	26	196	77	26
IDALOU ISD	IDALOU MIDDLE	318	34	41	228	83	28	228	94	27	75	79	19	81	89	46	81	65	15
FRENSHIP ISD	FRENSHIP MIDDLE	747	37	46	710	82	28	630	84	19	216	77	25	220	87	30	219	83	29
LUBBOCK-COOPER ISD	LUBBOCK-COOPER BUSH MIDDLE	914	30	43	861	82	31	807	88	24	263	88	29	278	93	36	278	86	40
LUBBOCK ISD	EVANS MIDDLE	882	51	64	844	81	25	717	83	14	279	76	16	261	84	27	261	70	13
LUBBOCK ISD	IRONS MIDDLE	608	40	52	594	81	24	527	86	11	201	74	13	204	83	22	204	71	25
FRENSHIP ISD	TERRA VISTA MIDDLE	811	58	66	760	80	27	701	83	17	251	80	24	241	86	27	241	73	21
HALE CENTER ISD	CARR MIDDLE	182	73	77	119	78	13	119	73	5	44	80	9	39	74	3	39	51	5
ABERNATHY ISD	ABERNATHY MIDDLE	188	53	54	176	76	19	162	75	10	57	65	9	62	81	29	62	65	19
SLATON ISD	SLATON J H	300	83	76	283	75	16	264	85	5	89	71	11	105	78	14	105	54	10
ROOSEVELT ISD	ROOSEVELT J H	270	75	67	240	74	16	241	82	12	76	71	11	74	73	9	74	66	15
NEW DEAL ISD	NEW DEAL MIDDLE	258	65	56	174	72	20	174	80	7	55	76	16	62	68	13	62	55	6
PLAINVIEW ISD	ESTACADO MIDDLE	639	77	88	623	71	17	572	81	8	188	66	11	173	75	17	173	58	16
LEVELLAND ISD	LEVELLAND MIDDLE	589	69	78	555	71	12	532	79	8	175	68	10	180	79	21	180	64	8
LITTLEFIELD ISD	LITTLEFIELD J H	302	73	78	286	71	15	286	79	13	105	68	13	88	91	16	88	69	11
LOCKNEY ISD	LOCKNEY J H	116	75	76	109	70	14	108	84	10	34	47	3	40	88	15	40	55	5
MULESHOE ISD	WATSON J H	340	86	81	319	70	11	319	78	10	103	50	6	107	76	6	107	50	11
FLOYDADA ISD	FLOYDADA J H	113	84	86	102	69	7	102	86	20	54	46	6	47	74	13	47	60	4
TULIA ISD	TULIA J H	245	80	75	232	69	15	220	73	11	75	51	1	84	80	18	83	61	14
LUBBOCK ISD	ATKINS MIDDLE	611	88	90	572	63	9	548	72	3	187	52	2	188	81	11	189	61	7

[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]
2019
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	583	97	98	543	44	3	492	65	5	163	33	1	158	51	7	158	25	4
LUBBOCK ISD	SLATON MIDDLE	527	93	94	474	45	4	452	68	4	159	25	1	158	54	3	158	38	4
RALLS ISD	RALLS MIDDLE	119	81	71	110	50	8	110	72	5	37	38	3	29	76	14	29	55	7
LUBBOCK ISD	SMYLIE WILSON MIDDLE	516	89	85	470	52	8	451	62	4	144	39	3	162	72	9	161	51	9
LAMESA ISD	LAMESA MIDDLE	467	80	89	427	55	10	427	59	7	143	44	3	119	55	12	117	32	3
BROWNFIELD ISD	BROWNFIELD MIDDLE	361	78	83	334	56	15	335	79	14	123	44	5	98	55	5	98	40	6
TAHOKA ISD	TAHOKA MIDDLE	159	65	68	146	56	12	138	81	7	37	59	0	49	57	18	49	37	6
PLAINVIEW ISD	CORONADO MIDDLE	642	75	84	606	59	14	563	68	7	200	53	8	187	71	22	186	52	10
LUBBOCK ISD	CAVAZOS MIDDLE	541	99	97	496	60	9	476	73	10	150	45	1	170	67	5	170	40	8
POST ISD	POST MIDDLE	164	67	68	156	60	12	156	63	1	45	64	0	43	74	5	43	58	9
DIMMITT ISD	DIMMITT MIDDLE	255	77	93	236	61	13	216	72	7	69	48	6	80	68	3	80	55	5
LUBBOCK ISD	MACKENZIE MIDDLE	655	78	79	624	62	10	578	69	3	172	59	5	220	75	13	220	68	19
LUBBOCK ISD	ATKINS MIDDLE	611	88	90	572	63	9	548	72	3	187	52	2	188	81	11	189	61	7
PLAINS ISD	PLAINS MIDDLE	124	70	63	115	63	18	115	73	5	34	68	9	40	80	3	40	63	25
SNYDER ISD	SNYDER J H	588	71	70	559	63	16	537	62	9	197	54	8	191	54	8	194	53	14
FLOYDADA ISD	FLOYDADA J H	113	84	86	102	69	7	102	86	20	54	46	6	47	74	13	47	60	4
TULIA ISD	TULIA J H	245	80	75	232	69	15	220	73	11	75	51	1	84	80	18	83	61	14
LOCKNEY ISD	LOCKNEY J H	116	75	76	109	70	14	108	84	10	34	47	3	40	88	15	40	55	5
MULESHOE ISD	WATSON J H	340	86	81	319	70	11	319	78	10	103	50	6	107	76	6	107	50	11
PLAINVIEW ISD	ESTACADO MIDDLE	639	77	88	623	71	17	572	81	8	188	66	11	173	75	17	173	58	16
LEVELLAND ISD	LEVELLAND MIDDLE	589	69	78	555	71	12	532	79	8	175	68	10	180	79	21	180	64	8
LITTLEFIELD ISD	LITTLEFIELD J H	302	73	78	286	71	15	286	79	13	105	68	13	88	91	16	88	69	11
NEW DEAL ISD	NEW DEAL MIDDLE	258	65	56	174	72	20	174	80	7	55	76	16	62	68	13	62	55	6
ROOSEVELT ISD	ROOSEVELT J H	270	75	67	240	74	16	241	82	12	76	71	11	74	73	9	74	66	15
SLATON ISD	SLATON J H	300	83	76	283	75	16	264	85	5	89	71	11	105	78	14	105	54	10

[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]
2019
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	300	83	99	64	97	41	64	97	38	22	86	36	15	100	7
FRENSHIP ISD	CRESTVIEW EL	570	25	40	287	96	46	287	92	45	85	89	22	111	96	55
SUNDOWN ISD	SUNDOWN EL	263	41	61	123	93	21	123	98	42	50	84	12	39	95	28
FRENSHIP ISD	BENNETT EL	667	37	43	300	92	40	300	90	42	90	81	6	113	96	48
LUBBOCK ISD	SMITH EL	659	41	50	274	92	47	274	92	44	88	84	11	94	91	37
LUBBOCK ISD	RAMIREZ EL	491	57	81	187	91	32	187	91	37	64	72	11	63	78	29
LUBBOCK ISD	WILSON EL	559	23	39	241	91	47	240	86	46	80	83	16	79	91	48
FRENSHIP ISD	OAK RIDGE EL	602	36	52	273	90	31	273	92	46	86	87	16	100	88	53
IDALOU ISD	IDALOU EL	401	43	47	166	89	30	166	91	39	83	87	14	0	0	0
LUBBOCK ISD	ROBERTS EL	621	77	79	298	89	28	298	95	42	90	70	11	103	71	10
LUBBOCK ISD	HONEY EL	411	45	50	167	87	35	167	90	42	58	83	17	55	91	42
FRENSHIP ISD	LEGACY EL	496	54	60	229	87	32	229	91	34	82	63	5	70	84	34
LUBBOCK-COOPER ISD	LUBBOCK-COOPER WEST EL	744	25	36	368	87	37	368	92	51	117	79	13	114	88	31
LUBBOCK-COOPER ISD	LUBBOCK-COOPER SOUTH EL	698	43	46	326	86	40	326	92	40	94	73	10	120	82	27
LUBBOCK ISD	MILLER EL	667	39	45	298	86	38	298	90	44	106	66	10	84	89	36
FRENSHIP ISD	UPLAND HEIGHTS EL	694	36	45	302	86	33	302	87	41	100	72	9	108	85	38
TAHOKA ISD	TAHOKA EL	301	73	66	115	85	26	115	84	21	44	64	5	37	76	14
LUBBOCK ISD	HARDWICK EL	413	79	72	177	84	27	177	92	25	60	65	10	62	90	23
SHALLOWATER ISD	SHALLOWATER INT	373	42	39	244	84	32	244	86	25	125	67	9	0	0	0
LUBBOCK ISD	WHITESIDE EL	558	47	54	280	84	29	280	95	41	87	80	9	94	89	29
LUBBOCK ISD	BOWIE EL	222	78	75	100	83	22	100	79	27	29	55	3	37	76	30
LUBBOCK ISD	HARWELL EL	477	90	98	198	82	8	198	81	8	68	62	3	56	79	21
OLTON ISD	HP WEBB EL	267	72	77	133	82	22	133	84	23	58	64	0	32	72	38
LITTLEFIELD ISD	LITTLEFIELD EL	303	74	79	281	82	20	281	85	26	88	63	7	95	66	8
LUBBOCK-COOPER ISD	LUBBOCK-COOPER CENTRAL EL	673	26	37	302	82	33	302	88	39	112	71	9	90	87	30

[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]
2019
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
TULIA ISD	W V SWINBURN EL	258	84	76	237	48	8	239	56	12	79	34	0	74	51	9
LUBBOCK ISD	ERVIN EL	449	98	97	172	53	8	172	78	14	62	35	0	64	70	13
BROWNFIELD ISD	OAK GROVE EL	498	83	85	361	55	13	361	57	16	126	36	2	124	70	24
LUBBOCK ISD	BEAN EL	512	97	98	208	57	5	208	63	13	68	41	1	66	52	6
LAMESA ISD	NORTH EL	397	75	87	373	57	10	373	68	19	118	47	1	130	53	5
PLAINS ISD	PLAINS EL	228	69	70	97	58	6	97	63	5	31	39	0	37	41	0
RALLS ISD	RALLS EL	265	84	79	112	59	6	112	65	9	35	23	3	40	30	5
LUBBOCK ISD	JACKSON EL	203	96	96	94	60	14	94	76	16	32	22	3	37	57	5
LUBBOCK ISD	STEWART EL	455	91	79	199	62	18	199	66	21	81	46	5	62	68	21
LUBBOCK ISD	ALDERSON EL	506	99	98	196	63	6	196	71	17	56	36	0	83	63	11
FLOYDADA ISD	A B DUNCAN EL	428	83	88	159	64	8	159	74	20	58	52	0	57	72	16
LUBBOCK ISD	BAYLESS EL	587	93	90	253	64	12	253	77	18	89	38	0	71	92	18
MULESHOE ISD	MARY DESHAZO EL	319	88	88	297	64	11	297	60	17	108	40	1	102	65	11
LUBBOCK ISD	MCWHORTER EL	591	94	96	262	64	8	262	65	13	88	48	1	82	66	9
PLAINVIEW ISD	HILLCREST EL	413	89	89	197	65	17	198	70	17	71	55	4	63	56	25
LUBBOCK ISD	HODGES EL	333	96	95	142	65	6	142	79	18	49	57	4	48	71	8
PLAINVIEW ISD	EDGEMERE EL	432	81	88	202	66	15	201	76	27	72	50	1	58	72	21
SNYDER ISD	SNYDER INT	407	69	71	386	66	15	386	77	30	187	44	2	194	69	21
LUBBOCK ISD	BROWN EL	348	96	90	157	67	6	157	76	19	51	33	0	57	65	9
DIMMITT ISD	RICHARDSON EL	638	82	92	272	67	18	272	76	18	95	40	2	85	71	18
LUBBOCK ISD	WHEELOCK EL	387	91	87	171	67	12	171	85	23	53	42	0	60	73	12
LUBBOCK ISD	OVERTON EL	338	91	81	148	68	13	148	72	20	54	35	4	52	87	21
LUBBOCK ISD	PARSONS EL	455	81	82	184	68	16	184	82	22	64	48	2	63	76	14
PLAINVIEW ISD	THUNDERBIRD EL	446	86	93	213	68	14	212	82	18	64	56	3	73	55	14
CROSBYTON CISD	CROSBYTON EL	167	89	84	68	69	18	68	78	13	28	64	4	23	39	0

[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 2009 through FY 2019 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 2019 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2018 and August 31, 2019. 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: 2019-2018/2018 x 100%. The formula used to calculate the five-year change was: 2019-2014/2014 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2009 through FY 2019 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 2010-2019). 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.

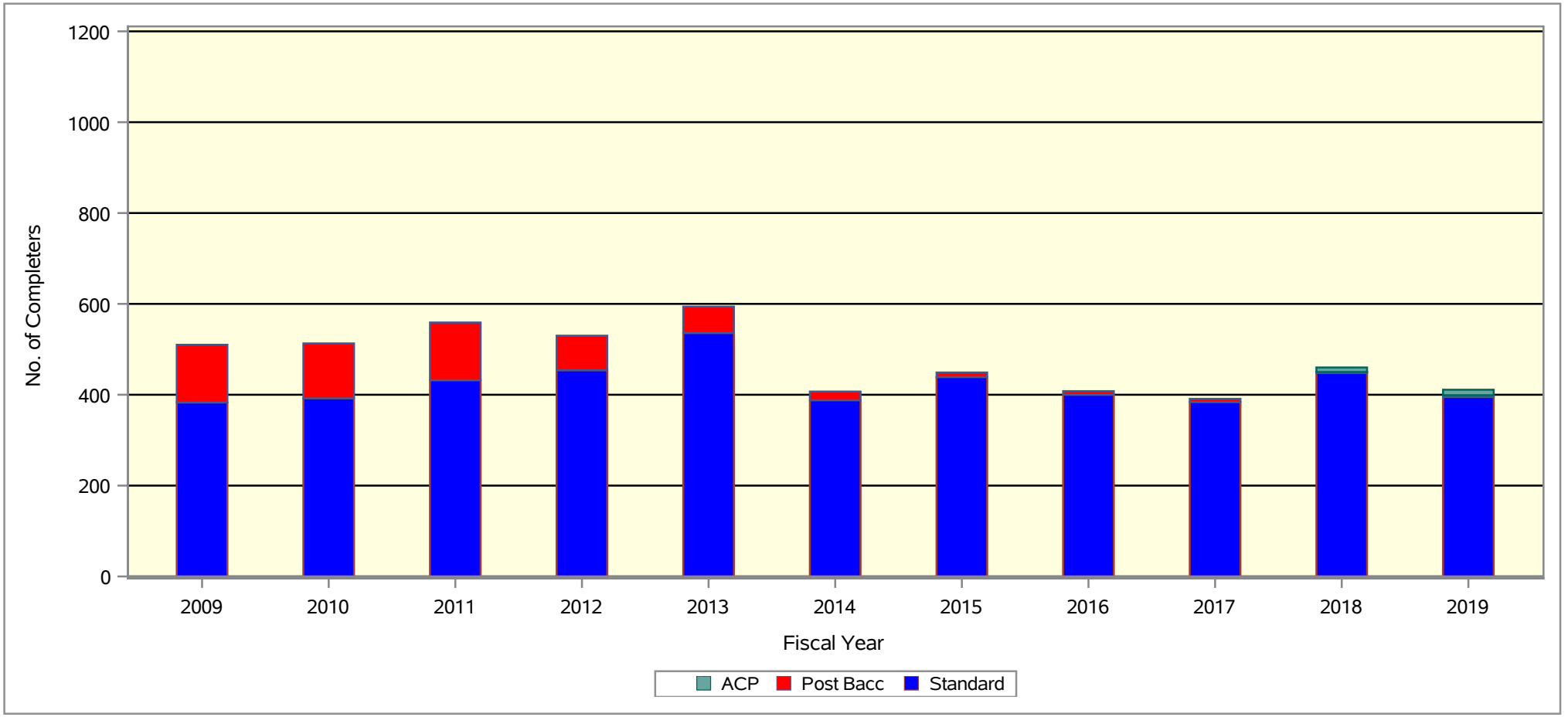
C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.
This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer. The listing shows the unduplicated number of individuals obtaining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

Five-Year University Production Trends
FY 2015 - 2019
Texas Tech University

University Production	2015	2016	2017	2018	2019	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total[1,4]	**34,843**	**35,546**	**36,225**	**36,634**	**37,845**	**8.6%**
Undergraduate	28,546	29,162	29,909	30,663	31,896	11.7%
Masters	3,180	3,251	3,126	2,938	2,908	-8.6%
Degrees Awarded (End of fiscal year)						
Total[2]	**7,351**	**7,402**	**7,452**	**8,435**	**8,482**	**15.4%**
Baccalaureate Degrees	5,332	5,247	5,513	6,302	6,440	20.8%
Mathematics	49	53	51	99	110	124.5%
Biological Science	229	197	266	233	277	21.0%
Physical Science	69	79	89	119	127	84.1%
Masters	1,475	1,638	1,548	1,629	1,567	6.2%
Teachers Produced by Pathway (End of fiscal year)						
Total[3]	**449**	**408**	**391**	**460**	**411**	**-8.5%**
ACP Certified	0	0	0	10	12	0.0%
Post-Baccaleaureate Certified	10	8	7	2	4	-60.0%
Traditional Undergraduate Certified	439	400	384	448	395	-10.0%

[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.

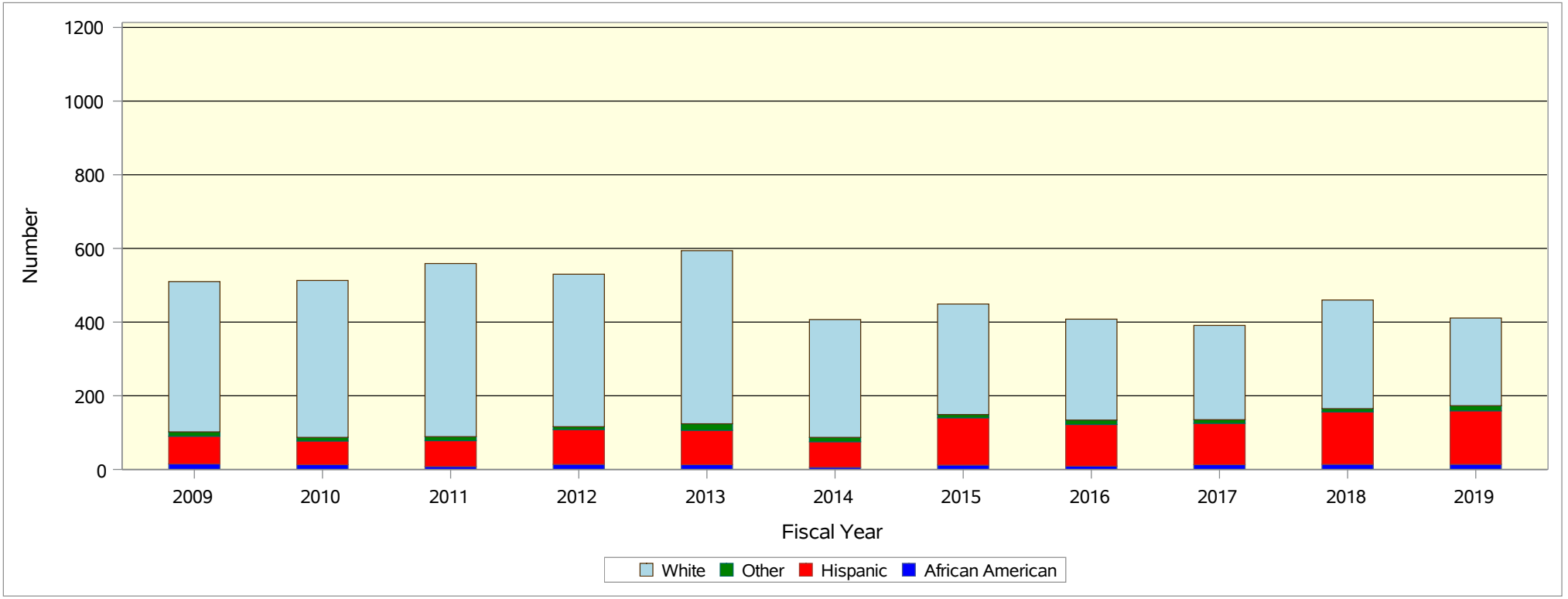
Teacher Production Trends for University Completers[1]
FY 2009 - 2019[2]
Texas Tech University



Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		2018-2019	2014-2019
510	513	559	530	594	407	449	408	391	460	411	**5,232**	**-10.7%**	**1.0%**

[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 2009 - 2019[2]
Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2016-2019	2014-2019
African American	15	13	8	14	13	6	12	9	13	14	14	5	8
Hispanic	75	64	70	94	93	69	128	113	112	142	145	32	76
Other	12	10	11	8	18	12	9	12	10	9	14	2	2
White	408	426	470	414	470	320	300	274	256	295	238	-36	-82
TOTAL	**510**	**513**	**559**	**530**	**594**	**407**	**449**	**408**	**391**	**460**	**411**		

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

Initial Certification Production by Level[1]
FY 2010 - 2019[2]
Texas Tech University

Certificate	Fiscal Year										5-Year Average
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2015-2019
ELEMENTARY (EC-4 and EC-6)											
Core Subjects	0	0	0	0	0	0	113	259	324	272	193.6
Bilingual Generalist	2	0	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	1	0	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	209	220	244	286	196	268	138	11	0	0	83.4
Subtotal	**212**	**220**	**244**	**286**	**196**	**268**	**251**	**270**	**324**	**272**	**277.0**
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	0	6	3	4	1	0	0	0	7	3	2.0
ELA/Reading/Social Studies	23	20	17	18	14	14	7	4	3	1	5.8
Mathematics	6	14	8	2	6	2	1	4	6	2	3.0
Mathematics/Science	14	27	23	22	11	9	9	7	7	9	8.2
Science	5	4	3	3	1	1	1	1	2	1	1.2
Social Studies	5	13	9	5	3	0	0	0	0	0	0.0
Subtotal	**53**	**84**	**63**	**54**	**36**	**26**	**18**	**16**	**25**	**16**	**20.2**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technical Education[6]	33	40	29	28	15	17	20	14	9	10	14.0
Chemistry	1	1	3	1	1	0	0	0	2	0	0.4
Computer Science	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	39	35	24	26	16	7	9	11	11	12	10.0
History	32	27	36	27	20	24	6	7	6	1	8.8
Journalism	0	3	0	1	1	0	0	0	0	0	0.0
Life Science	5	3	4	4	1	0	3	0	0	0	0.6
Mathematics	24	19	18	26	15	4	8	2	1	5	4.0
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physical Science	0	0	0	0	0	0	0	0	0	0	0.0
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	1	0	2	2	0	0	0	0	0	0	0.0
Science	12	7	9	12	5	1	6	3	1	1	2.4
Secondary French	0	0	0	0	0	0	0	0	0	0	0.0
Secondary German	1	1	0	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	2	0	0	0	0	0	0	0	0	0.0
Social Studies	5	10	9	2	2	1	0	0	2	1	0.8
Speech	0	1	3	1	0	0	0	0	0	0	0.0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**160**	**149**	**137**	**130**	**76**	**54**	**52**	**37**	**32**	**30**	**41.0**
ALL LEVEL (EC-12 and PK-12)											
Fine Arts[7]	41	56	39	70	48	60	42	35	40	54	46.2
Health And Phy Education	46	33	40	35	21	17	16	5	2	0	8.0
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - French	0	2	1	0	0	0	0	0	1	0	0.2
LOTE - German	0	0	1	0	0	1	0	0	0	0	0.2
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	4	12	4	4	3	1	1	0	0	1	0.6
Special Education[8]	76	58	69	86	51	75	66	55	71	61	65.6
Technology Applications	3	5	4	0	0	0	0	0	0	0	0.0
Subtotal	**170**	**166**	**158**	**195**	**123**	**154**	**125**	**95**	**114**	**116**	**120.8**
SUPPLEMENTALS											
Bilingual Education	6	9	13	8	4	24	32	30	45	39	34.0
ESL	32	44	46	78	43	65	96	112	110	115	99.6
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[8]	0	1	0	0	2	0	0	0	0	0	0.0
Subtotal	**38**	**54**	**59**	**86**	**49**	**89**	**128**	**142**	**155**	**154**	**133.6**

[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 2009 - 2019[2]
Texas Tech University

Production Entity	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Total
Texas Tech University	**510**	**513**	**559**	**530**	**594**	**407**	**449**	**408**	**391**	**460**	**411**	**5,232**
Wayland Baptist University	146	121	98	90	102	64	64	55	46	53	43	**882**
Lubbock Christian University	85	83	85	65	66	75	63	75	58	53	42	**750**
Region 17 Education Service Center	2	5	1	0	0	0	0	0	0	0	0	**8**
Frenship ISD	1	1	0	3	0	0	0	0	0	0	0	**5**
TOTAL	**744**	**723**	**743**	**688**	**762**	**546**	**576**	**538**	**495**	**566**	**496**	**6,877**

[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 2016 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 2018-2019 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 2019-2020. 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 2019-2020 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 2019-2020 who were newly-certified in 2018-2019. The second shows the same information for all teachers employed in the PZPI in 2019-2020 who were certified through the university between 1994-1995 and 2018-2019.

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 2018-2019.

D.5: Comparison of Teacher Retention Trends. The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in 2014-2015 who became employed in a Texas public school in 2015-2016. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2014-2015 who had no prior teaching experience. The retention rate for spring 2016 is Year 1 and is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2015-2016. The target university's retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total.

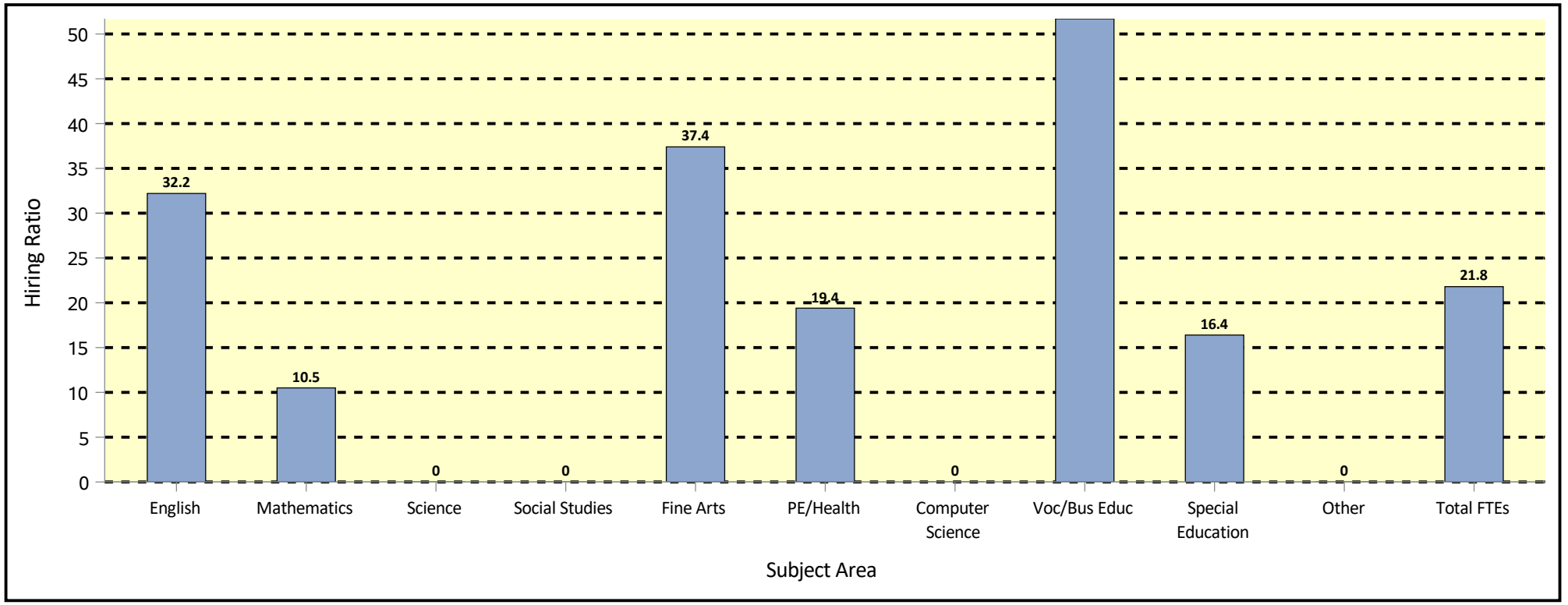
D.5.1-3: Five-Year Retention of First-Year Teachers by School Level. These reports further disaggregate the five-year retention and attrition rates of first-year teachers by high, middle, and elementary school level. Numbers less than 10 are not represented in the graphic.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2019-2020



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]	1.9	0.9	0.0	0.0	0.0	4.0	0.6	0.0	3.0	1.0	0.0	0.0	**11.4**
District Hires[2]	5.9	8.6	6.3	3.6	0.0	10.7	3.1	0.2	5.8	6.1	0.0	0.8	**52.2**
Hiring Ratio[3]	**32.2%**	**10.5%**	**0.0%**	**0.0%**	**0.0%**	**37.4%**	**19.4%**	**0.0%**	**51.7%**	**16.4%**	**0.0%**	**0.0%**	**21.8%**

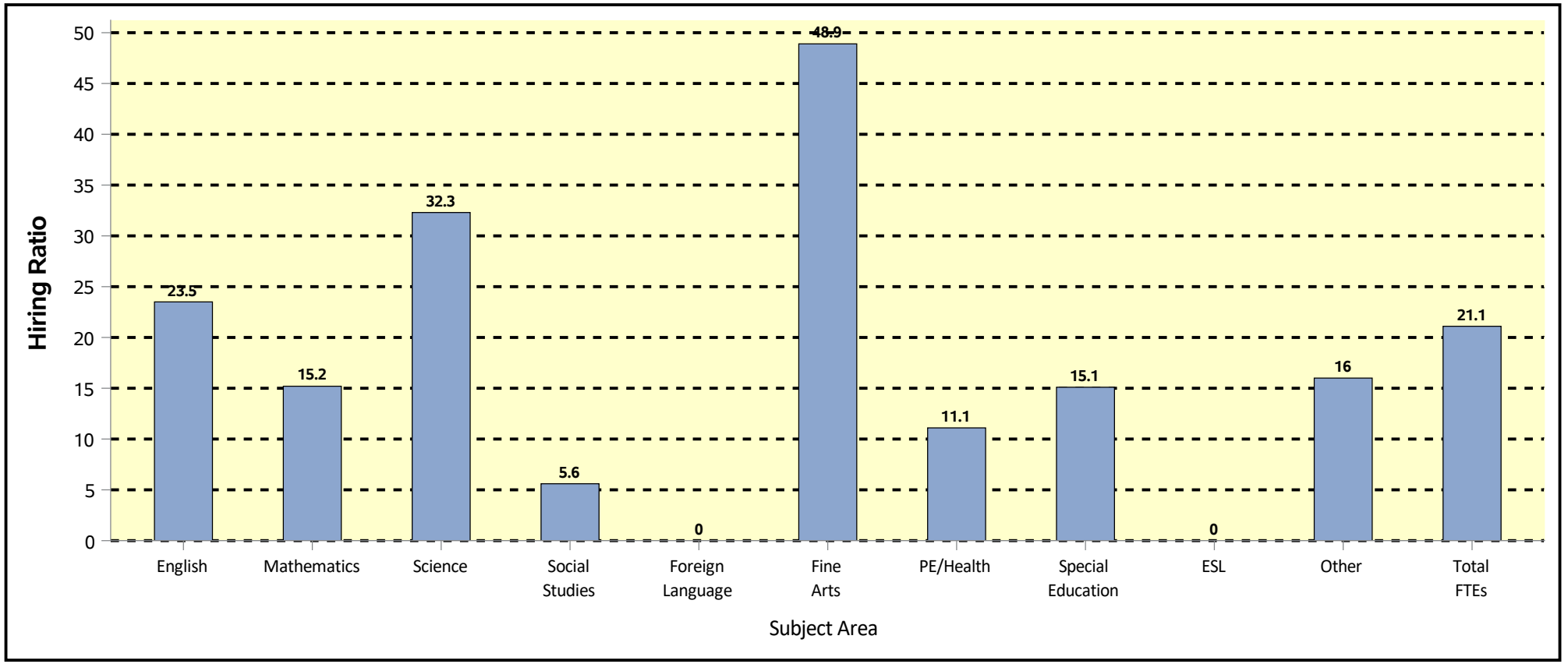
1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2019 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2019-2020
3 Newly-hired university FTEs divided by number of newly-hired 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 2019-2020



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	5.4	1.5	2.0	0.4	0.0	4.6	0.6	0.0	0.0	1.8	0.0	0.4	16.6
District Hires[2]	0.0	23.0	9.9	6.2	7.2	2.8	9.4	5.4	0.0	0.0	11.9	0.3	2.5	78.5
Hiring Ratio[3]	**0.0%**	**23.5%**	**15.2%**	**32.3%**	**5.6%**	**0.0%**	**48.9%**	**11.1%**	**0.0%**	**0.0%**	**15.1%**	**0.0%**	**16.0%**	**21.1%**

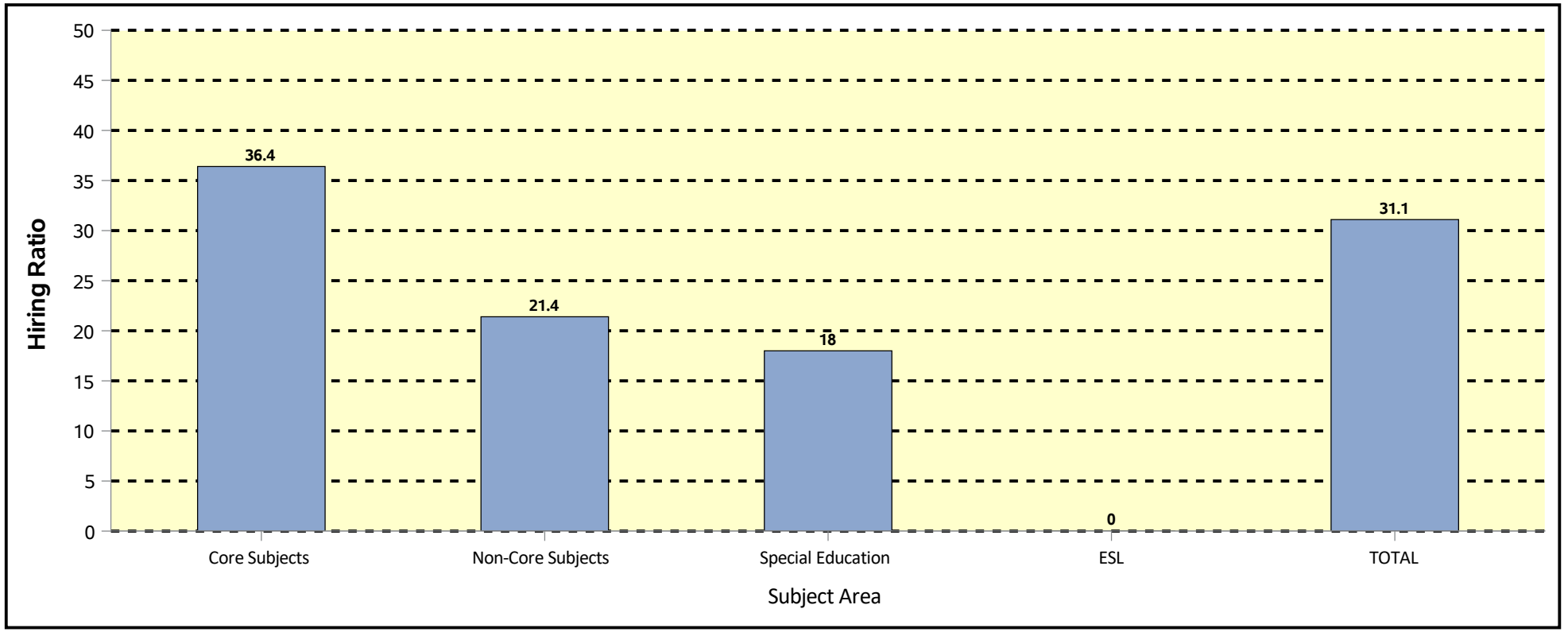
1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2019 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2019-2020
3 Newly-hired university FTEs divided by number of newly-hired 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 2019-2020

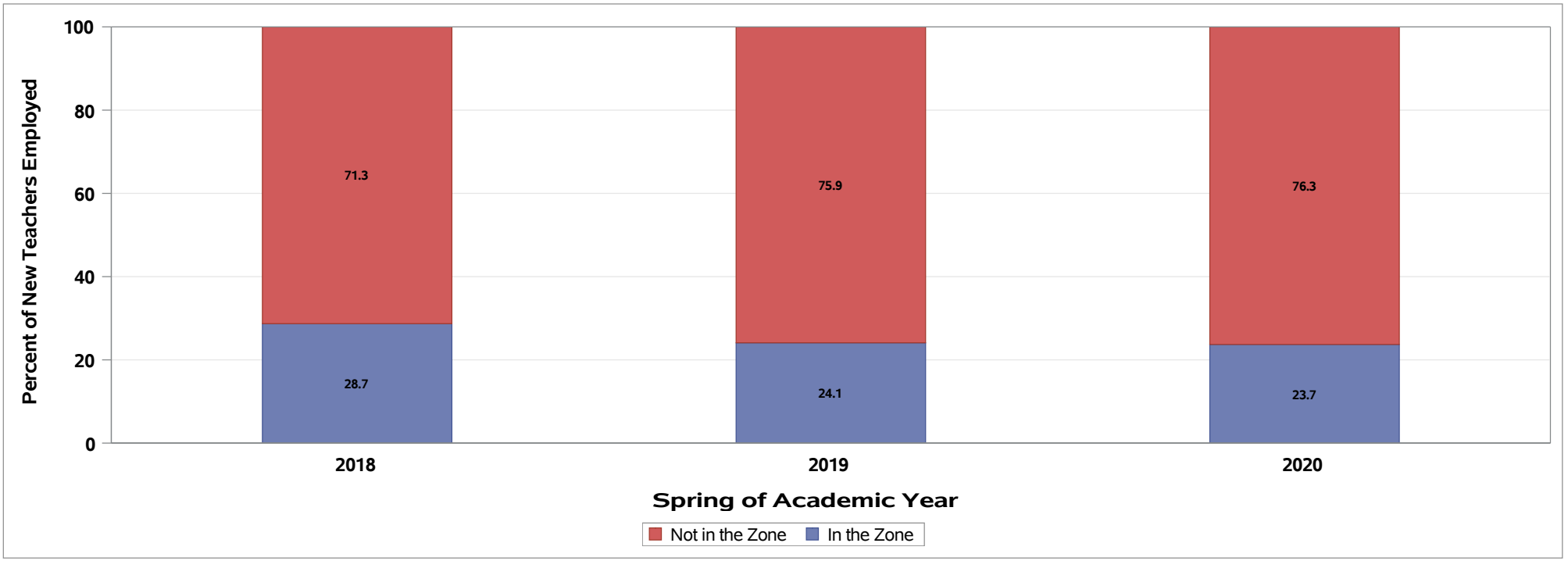


Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	36.8	7.8	2.0	0.0	**46.6**
District Hires [2]	101.1	36.5	11.1	1.0	**149.7**
Hiring Ratio [3]	**36.4%**	**21.4%**	**18.0%**	**0.0%**	**31.1%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2019 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2019-2020
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
2018 - 2020

Texas Tech University



	New Teachers Employed						
	2018		2019		2020		% Change
	Number	Percent	Number	Percent	Number	Percent	2018 to 2020
In the Zone	94	28.7	94	24.1	85	23.7	-5.0
Not in the Zone	233	71.3	296	75.9	274	76.3	5.0
Total	**327**	**100.0**	**390**	**100.0**	**359**	**100.0**	**0.0**

Source Data
Teacher Certification and Assignment Files, TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2019-2020
Texas Tech University

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

Teachers Newly-Certified[1] in FY 2018-2019

Employing District	University-Prepared Employed by District in 2019-2020	New Teachers Employed by District in 2019-2020	% University Newly-Certified Compared to New Teachers Employed
PETERSBURG ISD	1	1	100.0
RALLS ISD	1	1	100.0
SUDAN ISD	1	1	100.0
CROSBYTON CISD	2	3	66.7
ANTON ISD	1	2	50.0
ROOSEVELT ISD	5	10	50.0
SLATON ISD	5	10	50.0
TAHOKA ISD	1	2	50.0
SNYDER ISD	3	8	37.5
BROWNFIELD ISD	5	15	33.3
MULESHOE ISD	1	3	33.3
POST ISD	1	4	25.0
LUBBOCK ISD	37	149	24.8
LUBBOCK-COOPER ISD	7	31	22.6
LEVELLAND ISD	2	11	18.2

All Teachers Certified

Employing District	University-Prepared (1994-1995-2018-2019) Employed by District in 2019-2020	Total Teachers Employed by District in 2019-2020	Percent of Univ-Prepared Teachers in District
IDALOU ISD	31	59	52.5
CROSBYTON CISD	15	29	51.7
RISE ACADEMY	3	6	50.0
NEW DEAL ISD	24	49	49.0
SLATON ISD	45	100	45.0
SUNDOWN ISD	17	40	42.5
LUBBOCK ISD	683	1,625	42.0
LUBBOCK-COOPER ISD	165	416	39.7
ROOSEVELT ISD	30	79	38.0
ANTON ISD	6	16	37.5
KLONDIKE ISD	6	16	37.5
PATTON SPRINGS ISD	3	8	37.5
ROPES ISD	10	27	37.0
LOOP ISD	4	11	36.4
SOUTHLAND ISD	4	11	36.4

[1] Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
2018-2019
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
RALLS ISD	54903002	100.0	RECOVERY EDUCATION CAMPUS	0.1	0.1	**107.8**
BROWNFIELD ISD	223901005	96.3	BROWNFIELD EDUCATION CENTER	2.5	2.0	**80.0**
LUBBOCK ISD	152901011	98.1	MATTHEWS LEARNING CENTER	13.5	6.1	**45.2**
LUBBOCK ISD	152901023	67.6	MONTEREY H S	134.0	51.6	**38.5**
HALE CENTER ISD	95903001	61.8	HALE CENTER H S	19.4	7.2	**36.9**
LUBBOCK ISD	152901022	59.3	LUBBOCK H S	120.0	42.2	**35.2**
NEW DEAL ISD	152902001	56.8	NEW DEAL H S	20.2	6.7	**33.3**
LUBBOCK ISD	152901020	61.5	CORONADO H S	132.7	41.5	**31.3**
LUBBOCK-COOPER ISD	152906001	28.5	LUBBOCK-COOPER HIGH SCHOOL	136.3	41.9	**30.7**
IDALOU ISD	152910001	23.5	IDALOU H S	31.1	9.5	**30.6**
ROOSEVELT ISD	152908001	70.0	ROOSEVELT H S	31.5	9.0	**28.6**
SLATON ISD	152903001	73.1	SLATON H S	37.2	10.4	**27.9**
PLAINS ISD	251902001	56.9	PLAINS H S	16.9	4.5	**26.7**
LUBBOCK ISD	152901015	75.0	LUBBOCK CO J J A E P	7.0	1.8	**25.4**
LUBBOCK-COOPER ISD	152906003	62.5	LUBBOCK-COOPER NEW HOPE ACADEMY	4.0	1.0	**25.0**
POST ISD	85902040	89.6	GARZA COUNTY REGIONAL JUVENILE CENTER	7.7	1.9	**24.6**
SLATON ISD	152903008	100.0	SLATON ISD DAEP	2.5	0.6	**23.9**
ABERNATHY ISD	95901001	42.4	ABERNATHY H S	26.1	6.2	**23.6**
KRESS ISD	219905001	65.4	KRESS H S	12.2	2.8	**23.3**
FRENSHIP ISD	152907001	33.0	FRENSHIP H S	181.6	41.8	**23.0**
BROWNFIELD ISD	223901001	72.7	BROWNFIELD H S	38.3	8.7	**22.8**
SUNDOWN ISD	110907001	30.9	SUNDOWN H S	20.8	4.4	**21.2**
LUBBOCK ISD	152901021	91.5	ESTACADO H S	72.9	15.0	**20.5**
POST ISD	85902001	57.1	POST H S	27.8	5.1	**18.2**
RALLS ISD	54903001	80.2	RALLS H S	19.6	3.5	**17.7**
LEVELLAND ISD	110902001	61.1	LEVELLAND H S	63.3	11.0	**17.4**
SMYER ISD	110906001	53.1	SMYER H S	22.4	3.9	**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 Middle Schools in the Proximal Zone of Professional Impact[1]
2018-2019
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SUNDOWN ISD	110907041	35.8	SUNDOWN J H	15.3	6.4	**41.9**
LUBBOCK ISD	152901066	40.0	IRONS MIDDLE	45.3	18.9	**41.7**
LUBBOCK ISD	152901065	40.3	HUTCHINSON MIDDLE	54.2	21.1	**38.9**
LUBBOCK ISD	152901062	98.9	CAVAZOS MIDDLE	46.1	17.9	**38.8**
SLATON ISD	152903042	83.3	SLATON J H	22.0	8.2	**37.3**
SHALLOWATER ISD	152909041	41.9	SHALLOWATER MIDDLE	40.1	14.1	**35.1**
LUBBOCK ISD	152901068	92.8	SLATON MIDDLE	42.9	15.0	**35.0**
LUBBOCK ISD	152901064	51.2	EVANS MIDDLE	56.6	18.8	**33.2**
LUBBOCK ISD	152901063	97.3	DUNBAR COLLEGE PREPARATORY ACADEMY	49.4	15.7	**31.8**
NEW DEAL ISD	152902041	65.1	NEW DEAL MIDDLE	15.7	4.9	**31.2**
FRENSHIP ISD	152907043	35.6	HERITAGE MIDDLE	47.2	14.7	**31.1**
LUBBOCK-COOPER ISD	152906042	29.6	LUBBOCK-COOPER BUSH MIDDLE	54.2	16.0	**29.5**
RALLS ISD	54903041	80.7	RALLS MIDDLE	10.4	3.0	**29.2**
FRENSHIP ISD	152907041	37.5	FRENSHIP MIDDLE	47.1	13.4	**28.4**
LUBBOCK ISD	152901061	88.1	ATKINS MIDDLE	47.0	13.1	**27.9**
IDALOU ISD	152910041	33.6	IDALOU MIDDLE	21.7	5.6	**25.7**
BROWNFIELD ISD	223901041	78.4	BROWNFIELD MIDDLE	28.0	6.1	**21.7**
FRENSHIP ISD	152907042	58.1	TERRA VISTA MIDDLE	52.6	11.3	**21.4**
LEVELLAND ISD	110902041	69.1	LEVELLAND MIDDLE	51.6	10.9	**21.1**
LUBBOCK-COOPER ISD	152906041	35.9	LUBBOCK-COOPER MIDDLE	48.1	10.0	**20.8**
LITTLEFIELD ISD	140904041	73.2	LITTLEFIELD J H	21.2	4.4	**20.5**
SNYDER ISD	208902041	71.4	SNYDER J H	41.1	8.3	**20.2**
TAHOKA ISD	153904041	65.4	TAHOKA MIDDLE	13.0	2.6	**19.9**
ABERNATHY ISD	95901041	53.2	ABERNATHY MIDDLE	14.4	2.8	**19.7**
LUBBOCK ISD	152901067	78.0	MACKENZIE MIDDLE	37.2	6.7	**18.0**
LUBBOCK ISD	152901069	89.3	SMYLIE WILSON MIDDLE	38.4	6.0	**15.6**
ROOSEVELT ISD	152908041	75.2	ROOSEVELT J H	21.2	3.0	**14.1**

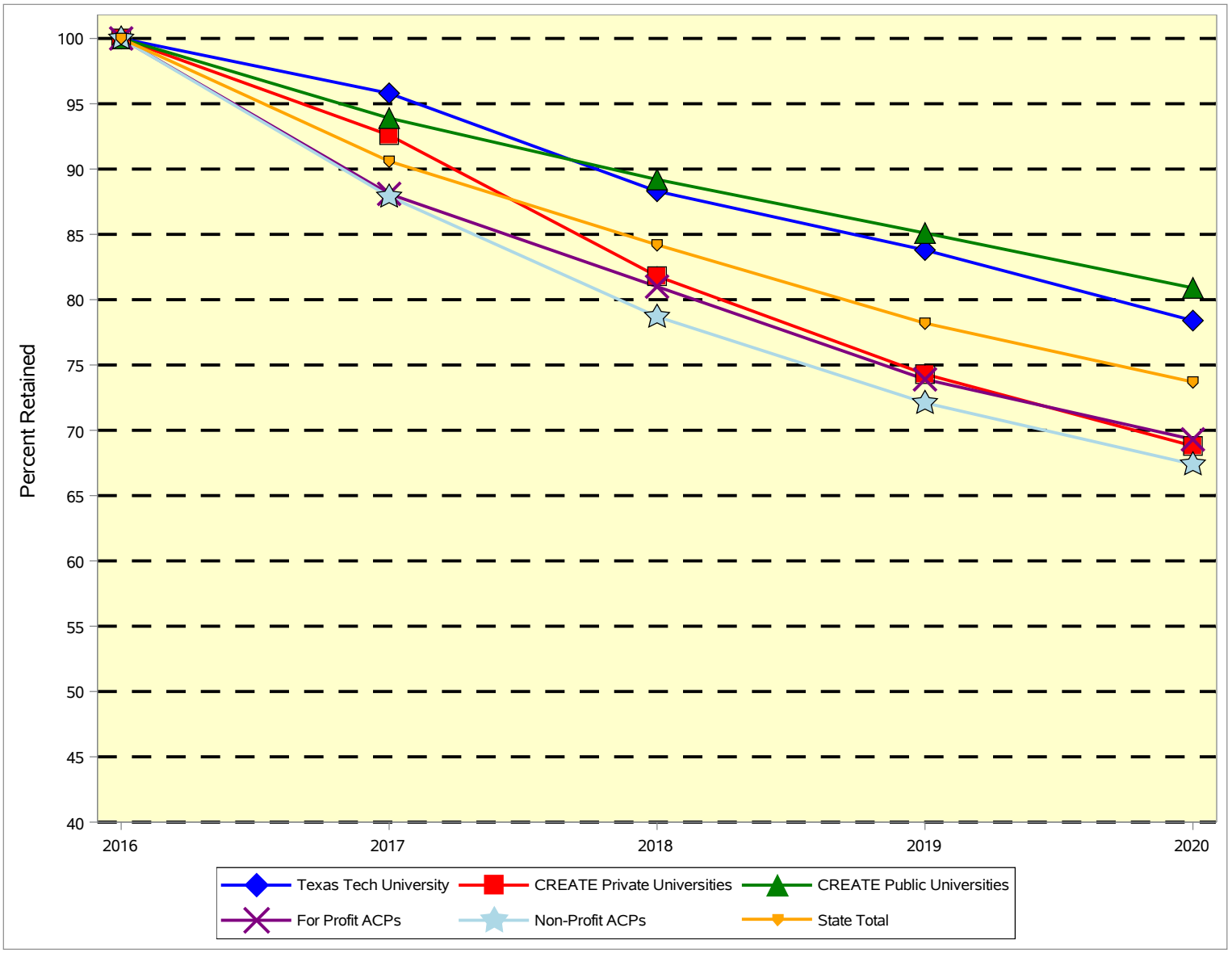
[1]Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2]Number of Full Time Equivalents (FTEs) employed by the campus.
[3]Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4]Percent of University FTEs employed by the campus.

Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
2018-2019
Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901188	78.3	WILLIAMS EL	26.1	17.0	**65.1**
LUBBOCK ISD	152901161	95.1	GUADALUPE EL	14.9	8.8	**59.4**
LUBBOCK ISD	152901193	77.3	ROBERTS EL	37.1	21.1	**56.8**
LUBBOCK ISD	152901157	77.9	BOWIE EL	16.0	9.0	**56.4**
LUBBOCK ISD	152901186	91.2	WHEELOCK EL	27.8	14.0	**50.4**
BROWNFIELD ISD	223901103	95.4	BRIGHT BEGINNINGS ACADEMIC CENTER	10.0	5.0	**50.0**
NEW DEAL ISD	152902101	69.8	NEW DEAL EL	22.6	11.2	**49.4**
SLATON ISD	152903101	75.7	STEPHEN F AUSTIN PRI	11.9	5.9	**49.3**
LUBBOCK ISD	152901194	98.6	ALDERSON EL	43.9	21.0	**47.8**
LUBBOCK ISD	152901195	39.4	MILLER EL	39.0	18.0	**46.2**
FRENSHIP ISD	152907111	36.5	UPLAND HEIGHTS EL	40.8	18.7	**45.8**
LUBBOCK-COOPER ISD	152906106	53.7	LUBBOCK-COOPER EAST EL	29.5	13.3	**45.1**
LUBBOCK ISD	152901163	89.7	HARWELL EL	33.1	14.8	**44.8**
SLATON ISD	152903103	82.4	CATHELENE THOMAS EL	32.0	14.2	**44.4**
LUBBOCK ISD	152901179	40.5	SMITH EL	41.1	18.1	**44.0**
LUBBOCK ISD	152901189	22.5	WILSON EL	34.1	15.0	**44.0**
LUBBOCK ISD	152901191	92.4	WRIGHT EL	15.9	6.9	**43.2**
LUBBOCK ISD	152901156	97.5	BEAN EL	40.0	16.9	**42.2**
ROOSEVELT ISD	152908101	79.8	ROOSEVELT EL	41.1	17.0	**41.4**
LUBBOCK ISD	152901183	66.9	WATERS EL	35.9	14.9	**41.4**
LUBBOCK ISD	152901187	47.1	WHITESIDE EL	34.1	14.1	**41.3**
LUBBOCK ISD	152901196	98.4	ERVIN EL	34.1	14.0	**41.1**
LUBBOCK ISD	152901159	96.3	BROWN EL	25.0	10.0	**40.0**
LUBBOCK ISD	152901178	76.5	RUSH EL	25.1	10.0	**39.8**
LUBBOCK ISD	152901190	96.2	WOLFFARTH EL	26.0	10.0	**38.5**
LUBBOCK-COOPER ISD	152906101	42.7	LUBBOCK-COOPER SOUTH EL	54.6	20.9	**38.2**
LAMESA ISD	58906105	77.7	SOUTH EL	31.5	12.0	**38.1**

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

Comparison of Teacher Retention Trends
Five-Year Retention of First-Year Teachers[1,2]
2016 - 2020
Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2016	2017	2018	2019	2020	Attrition Rate
Texas Tech University	334	100.0	95.8	88.3	83.8	78.4	21.6
CREATE Public Universities	6753	100.0	93.9	89.2	85.1	80.9	19.1
CREATE Private Universities	877	100.0	92.6	81.8	74.3	68.8	31.2
For Profit ACPs	8540	100.0	88.1	81.0	73.9	69.3	30.7
Non-Profit ACPs	2163	100.0	87.9	78.7	72.1	67.4	32.6
State Total	20456	100.0	90.6	84.2	78.2	73.7	26.3

[1]Includes teachers obtaining a standard or probationary certificate in 2014-2015, becoming employed in 2015-2016 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

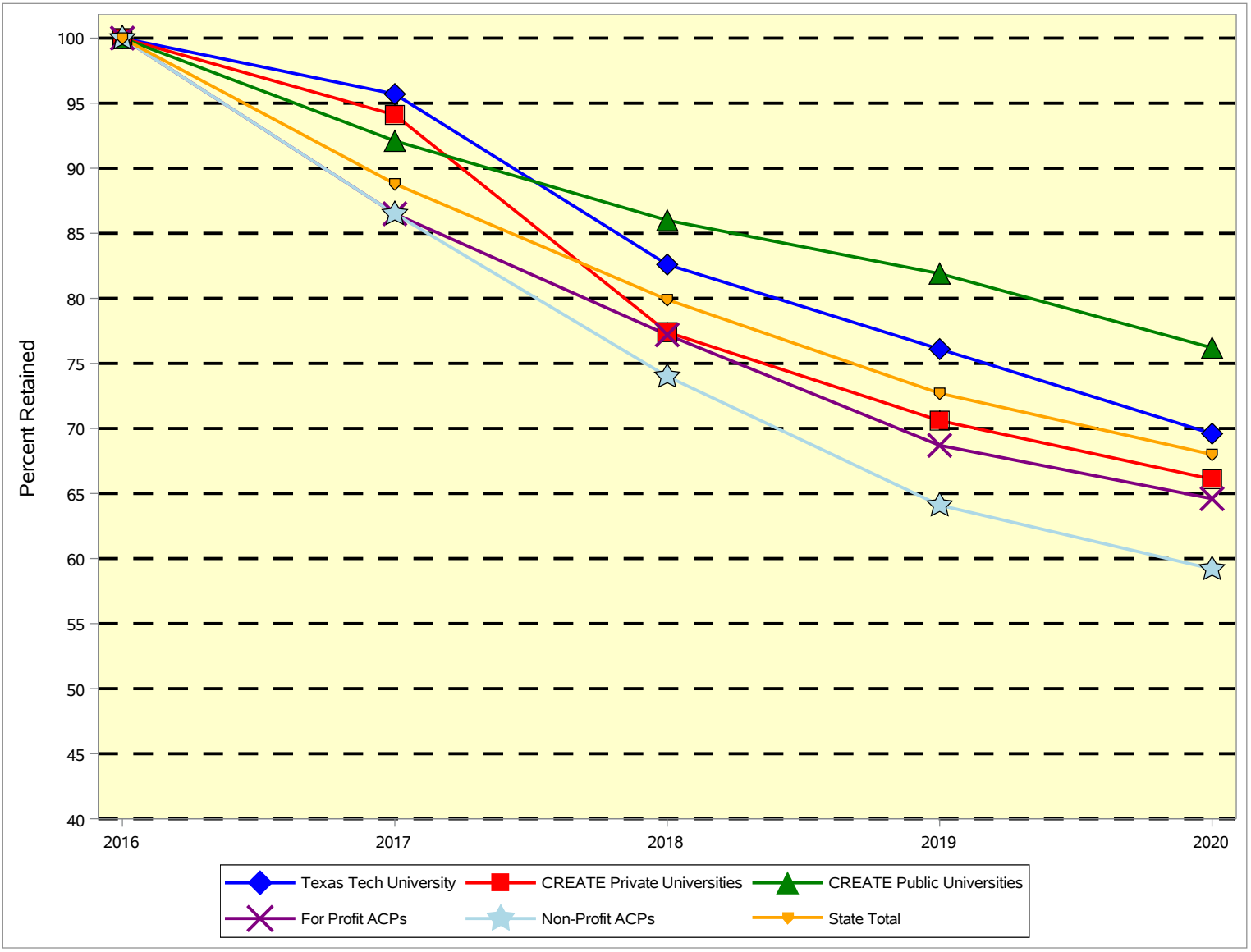
Comparison of Teacher Retention Trends

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

2016 - 2020

High School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2016	2017	2018	2019	2020	Attrition Rate
Texas Tech University	46	100.0	95.7	82.6	76.1	69.6	30.4
CREATE Public Universities	1395	100.0	92.1	86.0	81.9	76.2	23.8
CREATE Private Universities	221	100.0	94.1	77.4	70.6	66.1	33.9
For Profit ACPs	2721	100.0	86.5	77.2	68.7	64.6	35.4
Non-Profit ACPs	549	100.0	86.5	74.0	64.1	59.2	40.8
State Total	5311	100.0	88.8	79.9	72.7	68.0	32.0

[1]Includes teachers obtaining a standard or probationary certificate in 2014-2015, becoming employed in 2015-2016 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

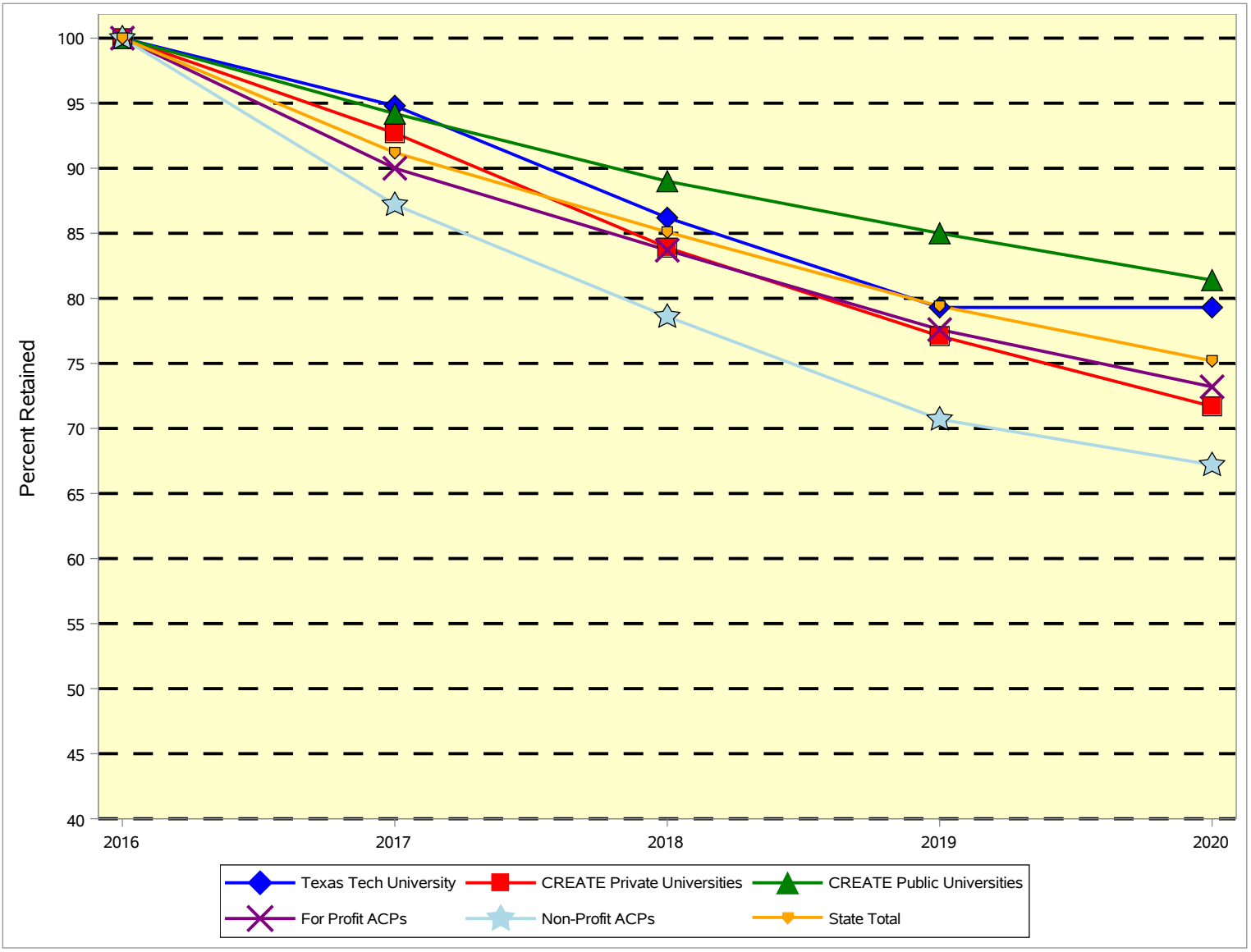
Comparison of Teacher Retention Trends

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

2016 - 2020

Middle School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2016	2017	2018	2019	2020	Attrition Rate
Texas Tech University	58	100.0	94.8	86.2	79.3	79.3	20.7
CREATE Public Universities	1376	100.0	94.2	89.0	85.0	81.4	18.6
CREATE Private Universities	205	100.0	92.7	83.9	77.1	71.7	28.3
For Profit ACPs	2386	100.0	90.0	83.7	77.6	73.2	26.8
Non-Profit ACPs	485	100.0	87.2	78.6	70.7	67.2	32.8
State Total	5026	100.0	91.2	85.1	79.4	75.2	24.8

[1]Includes teachers obtaining a standard or probationary certificate in 2014-2015, becoming employed in 2015-2016 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

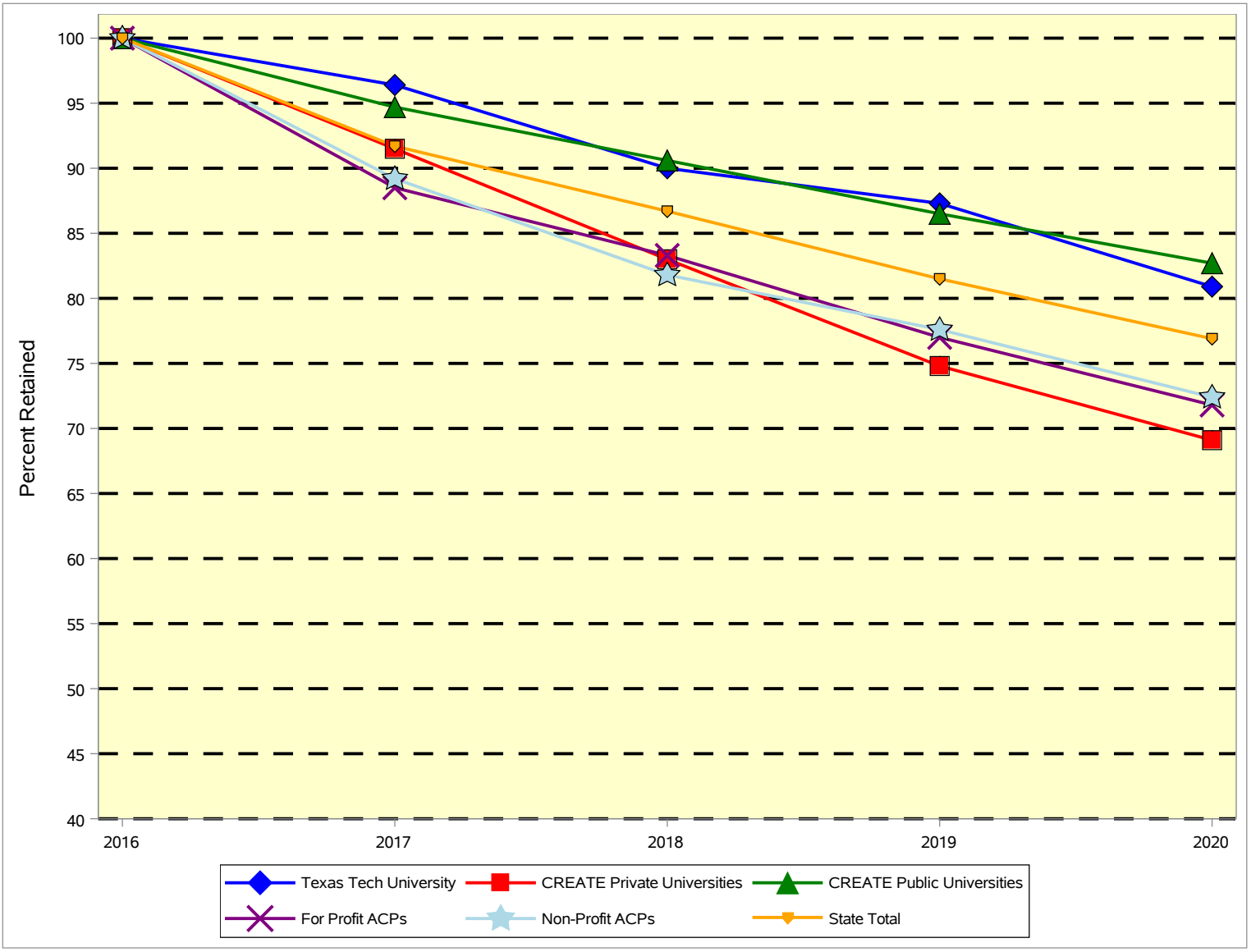
Comparison of Teacher Retention Trends

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

2016 - 2020

Elementary School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2016	2017	2018	2019	2020	Attrition Rate
Texas Tech University	220	100.0	96.4	90.0	87.3	80.9	19.1
CREATE Public Universities	3799	100.0	94.7	90.6	86.5	82.7	17.3
CREATE Private Universities	424	100.0	91.5	83.0	74.8	69.1	30.9
For Profit ACPs	2984	100.0	88.5	83.3	77.0	71.8	28.2
Non-Profit ACPs	1033	100.0	89.2	81.8	77.6	72.4	27.6
State Total	9287	100.0	91.7	86.7	81.5	76.9	23.1

[1]Includes teachers obtaining a standard or probationary certificate in 2014-2015, becoming employed in 2015-2016 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

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

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

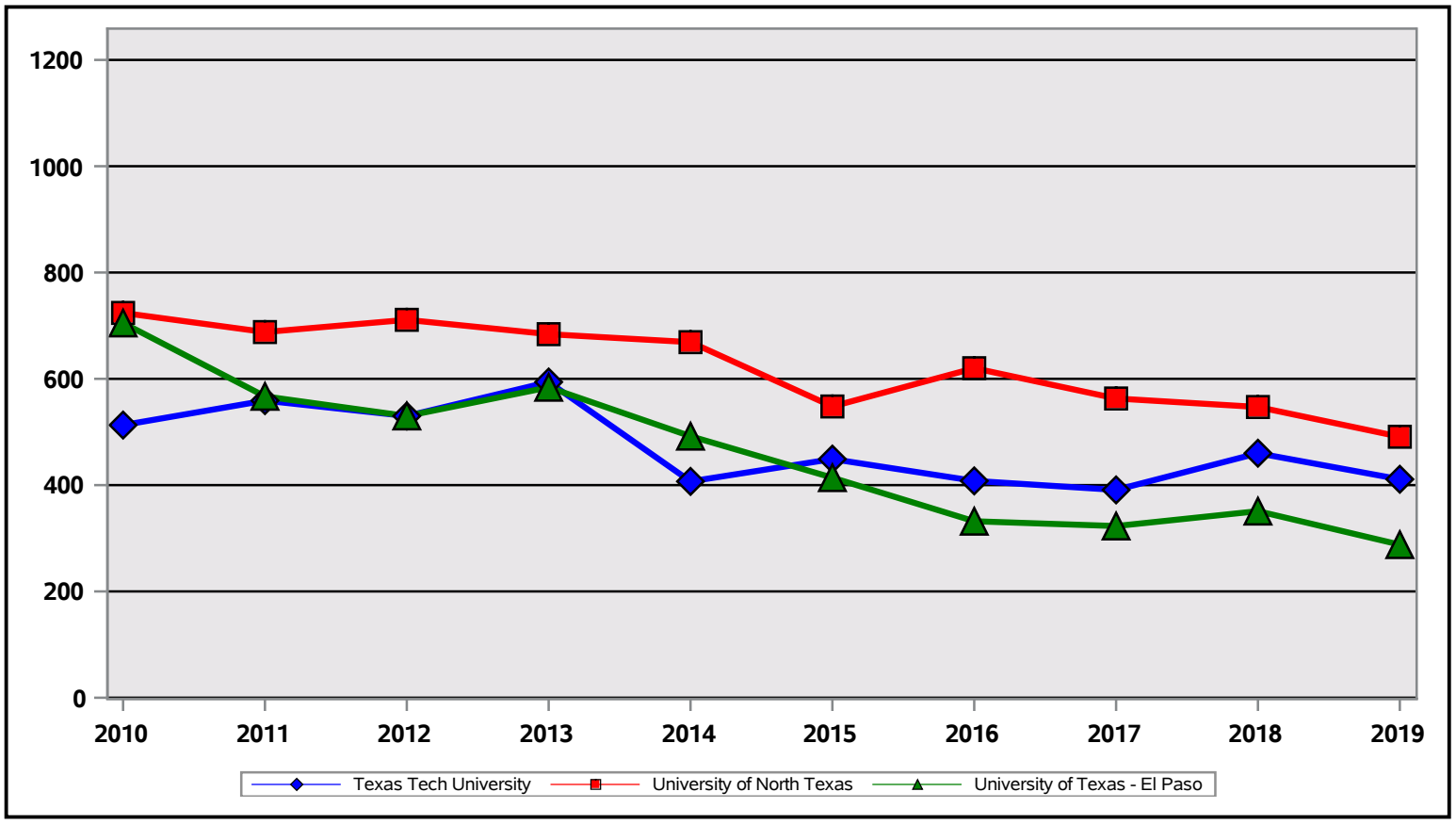
E.2: Five-Year Teacher Production of Consortium Universities.
This report shows the five-year teacher production of all CREATE consortium institutions from 2015-2019. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, 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 2014-2015, had no prior teaching experience, became employed in a Texas public school in 2015-2016, and were still teaching in the spring of each academic year. The column labeled *Attrition Rate* is calculated by subtracting the 2020 retention rate from 100%.

Comparison of Teacher Production
2010 - 2019
Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	4,722	4,586	6,245	15,553
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
2019	411	288	491	1,190
10-Year Avg	472.2	458.6	624.5	1,555.3



Five-Year Teacher Production of Consortium Universities
2015 - 2019

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	5-Year Average
Quintile 1 (500+)						
Texas State University	661.0	639.0	694.0	657.0	663.0	662.80
Texas A&M University	560.0	545.0	580.0	609.0	598.0	578.40
University of North Texas	548.0	620.0	563.0	547.0	491.0	553.80
Quintile 2 (300-499)						
Sam Houston State University	492.0	455.0	442.0	389.0	414.0	438.40
University of Texas - Rio Grande Valley	535.0	441.0	378.0	417.0	380.0	430.20
Texas Tech University	449.0	408.0	391.0	460.0	411.0	423.80
Texas A&M University - Commerce	466.0	402.0	408.0	370.0	301.0	389.40
Stephen F. Austin State University	429.0	367.0	379.0	392.0	377.0	388.80
University of Texas - San Antonio	415.0	358.0	371.0	327.0	287.0	351.60
University of Texas - El Paso	414.0	332.0	323.0	351.0	288.0	341.60
University of Texas - Austin	333.0	395.0	342.0	331.0	273.0	334.80
University of Houston	346.0	349.0	342.0	289.0	329.0	331.00
University of Texas - Arlington	353.0	287.0	267.0	341.0	318.0	313.20
Quintile 3 (200-299)						
West Texas A&M University	382.0	299.0	240.0	214.0	196.0	266.20
Tarleton State University	247.0	261.0	243.0	264.0	246.0	252.20
Texas Woman's University	286.0	293.0	267.0	233.0	155.0	246.80
Texas A&M University - San Antonio	234.0	216.0	207.0	181.0	187.0	205.00
Quintile 4 (100-199)						
University of Houston - Downtown	206.0	187.0	205.0	188.0	206.0	198.40
University of Houston - Clear Lake	238.0	193.0	167.0	157.0	141.0	179.20
Texas A&M University - Corpus Christi	195.0	166.0	175.0	154.0	130.0	164.00
Southern Methodist University	161.0	181.0	175.0	139.0	114.0	154.00
Texas A&M University - Kingsville	151.0	110.0	172.0	129.0	125.0	137.40
University of Texas - Permian Basin	115.0	124.0	167.0	133.0	140.0	135.80
Baylor University	124.0	121.0	132.0	140.0	140.0	131.40
University of Texas - Tyler	117.0	116.0	131.0	138.0	101.0	120.60
Angelo State University	138.0	119.0	116.0	101.0	109.0	116.60
University of Texas - Dallas	120.0	115.0	108.0	111.0	107.0	112.20
Lamar University	132.0	132.0	95.0	86.0	83.0	105.60

Five-Year Teacher Production of Consortium Universities
2015 - 2019

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	5-Year Average
Quintile 5 (below 99)						
Texas Christian University	104.0	96.0	94.0	96.0	104.0	98.80
University of Mary Hardin-Baylor	71.0	75.0	92.0	69.0	88.0	79.00
Midwestern State University	92.0	71.0	71.0	70.0	51.0	71.00
University of North Texas - Dallas	76.0	61.0	77.0	59.0	76.0	69.80
Texas A&M University - Texarkana	95.0	67.0	68.0	51.0	61.0	68.40
Texas Wesleyan University	49.0	38.0	60.0	62.0	70.0	55.80
Wayland Baptist University	64.0	55.0	46.0	53.0	43.0	52.20
Abilene Christian University	66.0	41.0	54.0	43.0	54.0	51.60
Houston Baptist University	54.0	61.0	33.0	47.0	53.0	49.60
Prairie View A&M University	56.0	49.0	45.0	44.0	44.0	47.60
Texas A&M University - Central Texas	40.0	34.0	68.0	48.0	41.0	46.20
University of the Incarnate Word	51.0	43.0	49.0	40.0	30.0	42.60
Sul Ross State University - Rio Grande	38.0	34.0	56.0	35.0	35.0	39.60
Hardin-Simmons University	29.0	39.0	36.0	26.0	46.0	35.20
McMurry University	40.0	44.0	34.0	34.0	22.0	34.80
East Texas Baptist University	33.0	30.0	37.0	44.0	28.0	34.40
Texas Southern University	35.0	38.0	33.0	31.0	26.0	32.60
Texas Lutheran University	38.0	45.0	27.0	23.0	27.0	32.00
Concordia University	45.0	45.0	30.0	20.0	18.0	31.60
Howard Payne University	37.0	28.0	31.0	24.0	31.0	30.20
University of St. Thomas	22.0	32.0	29.0	23.0	28.0	26.80
St. Edward's University	32.0	25.0	26.0	20.0	25.0	25.60
Trinity University	31.0	34.0	17.0	24.0	18.0	24.80
St. Mary's University	32.0	23.0	24.0	13.0	15.0	21.40
Sul Ross State University - Alpine	34.0	22.0	12.0	18.0	19.0	21.00
Schreiner University	25.0	22.0	18.0	19.0	16.0	20.00
Austin College	20.0	15.0	14.0	11.0	21.0	16.20
Our Lady of the Lake University	17.0	8.0	29.0	8.0	10.0	14.40
Southwestern University	10.0	14.0	16.0	18.0	13.0	14.20
Rice University	8.0	3.0	7.0	3.0	4.0	5.00

Comparison of Longitudinal Certificate Production Trends[1]

FY 2015 - 2019[2]

Texas Tech University

Certificate	Texas Tech University					University of Texas - El Paso					University of North Texas				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
ELEMENTARY (EC-4 and EC-6)															
Core Subjects	0	113	259	324	272	0	41	112	132	131	3	83	218	266	216
Bilingual Generalist	0	0	0	0	0	54	28	7	0	0	23	10	1	0	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	96	65	5	0	0
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	268	138	11	0	0	131	69	11	0	0	111	116	22	0	0
Subtotal	**268**	**251**	**270**	**324**	**272**	**185**	**138**	**130**	**132**	**131**	**233**	**274**	**246**	**266**	**216**
MIDDLE SCHOOL (4-8)															
Core Subjects	0	0	0	0	0	0	4	6	11	10	0	0	0	0	0
Bilingual Generalist	0	0	0	0	0	4	1	0	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	28	17	14	0	0	0	0	0	0	0
ELA/Reading	0	0	0	7	3	7	2	5	2	4	11	4	5	18	8
ELA/Reading/Social Studies	14	7	4	3	1	2	6	4	3	1	0	0	0	0	0
Mathematics	2	1	4	6	2	17	13	17	17	10	22	22	16	10	23
Mathematics/Science	9	9	7	7	9	6	5	11	5	0	0	0	0	0	0
Science	1	1	1	2	1	2	4	0	1	0	9	12	7	8	3
Social Studies	0	0	0	0	0	1	1	0	1	0	7	10	12	10	9
Subtotal	**26**	**18**	**16**	**25**	**16**	**67**	**53**	**57**	**40**	**25**	**49**	**48**	**40**	**46**	**43**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Tech. Education[6]	17	20	14	9	10	6	2	0	0	0	58	53	35	21	10
Chemistry	0	0	0	2	0	0	0	0	0	0	3	2	3	3	2
Computer Science	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0
ELA/Reading	7	9	11	11	12	29	15	19	24	16	37	42	36	33	41
History	24	6	7	6	1	4	3	0	5	3	28	38	29	17	28
Journalism	0	0	0	0	0	5	3	1	3	0	4	1	2	0	3
Life Science	0	3	0	0	0	1	0	0	0	1	16	14	16	19	15
Mathematics	4	8	2	1	5	20	23	16	26	17	31	16	24	18	19
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	3	0	3	3
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	0	0	0	0	0	1	0	3	1	1	3	0	1	3	1
Science	1	6	3	1	1	19	19	17	11	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	1	0	0	2	1	17	14	15	18	18	22	25	19	17	6
Speech	0	0	0	0	0	2	2	1	0	3	2	3	0	3	1
Technology Applications	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Subtotal	**54**	**52**	**37**	**32**	**30**	**104**	**81**	**72**	**88**	**70**	**208**	**200**	**168**	**140**	**131**
ALL LEVEL (EC-12 and PK-12)															
Fine Arts[7]	60	42	35	40	54	23	25	31	40	32	83	106	102	98	101
Health And Phy Education	17	16	5	2	0	29	33	17	25	20	17	21	13	8	7
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - French	0	0	0	1	0	0	0	1	1	0	2	1	2	1	0
LOTE - German	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	1	1	0	0	1	7	8	3	7	1	7	8	9	6	7
Special Education[8]	75	66	55	71	61	62	49	43	38	33	53	68	50	59	41
Technology Applications	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
Subtotal	**154**	**125**	**95**	**114**	**116**	**122**	**116**	**95**	**111**	**86**	**162**	**204**	**176**	**172**	**157**
SUPPLEMENTALS															
Bilingual Education	24	32	30	45	39	14	19	50	42	36	4	15	24	23	14
ESL	65	96	112	110	115	1	0	2	0	2	71	142	179	202	198
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[8]	21	29	18	20	21	0	0	0	0	0	0	0	0	0	0
Subtotal	**110**	**157**	**160**	**175**	**175**	**15**	**19**	**52**	**42**	**38**	**75**	**157**	**203**	**225**	**212**

[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.

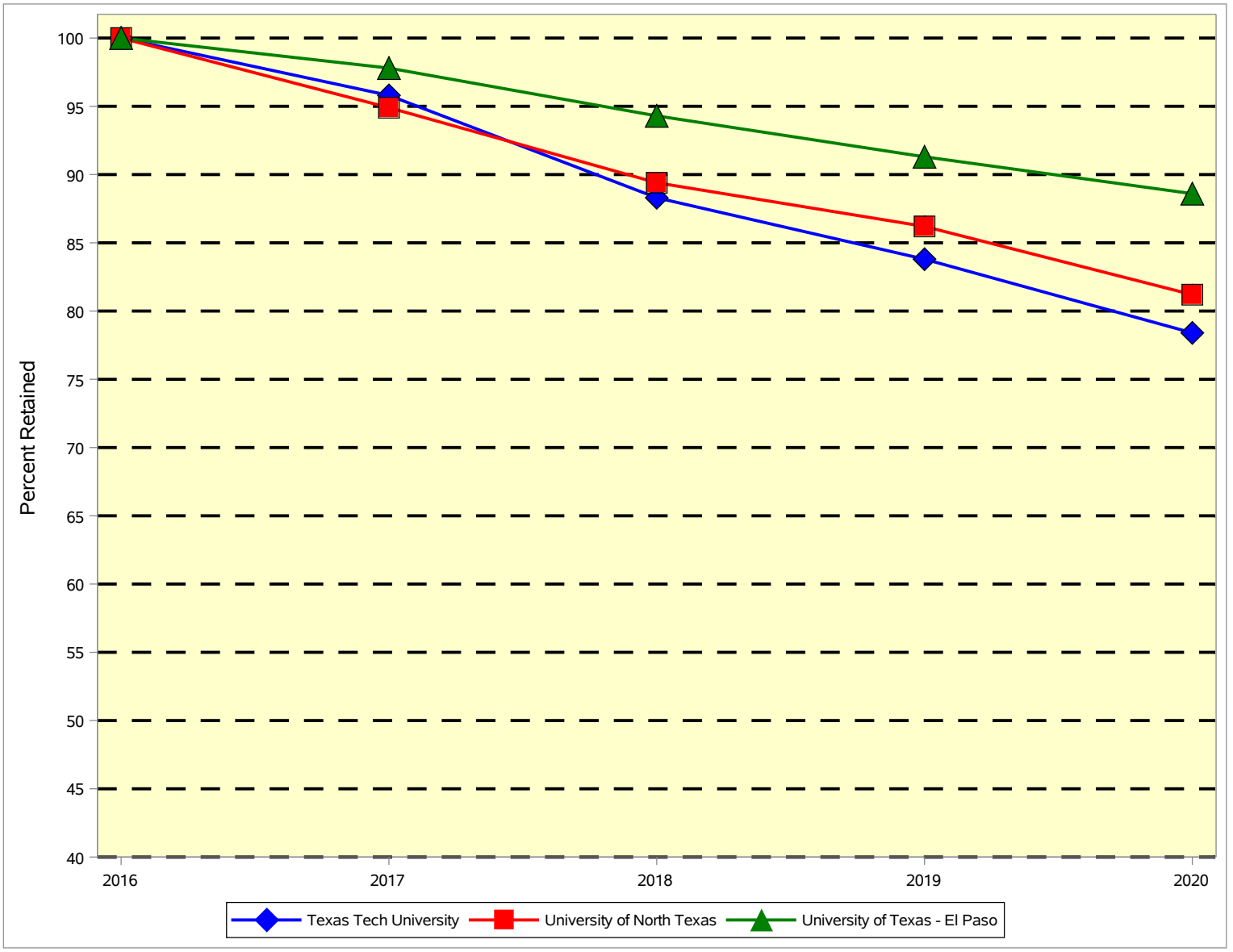
[5]Includes all other 4-8 and 6-12 ESL certificates.

[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]
2016 - 2020
Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year 2016	2017	2018	2019	2020	Attrition Rate
Texas Tech University	334	100.0	95.8	88.3	83.8	78.4	21.6
University of Texas - El Paso	229	100.0	97.8	94.3	91.3	88.6	11.4
University of North Texas	414	100.0	94.9	89.4	86.2	81.2	18.8

[1]Includes teachers obtaining a standard or probationary certificate in 2014-2015, becoming employed in 2015-2016 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 2020 PACE Reports

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

B.2-B.4 (Pages 16, 22, 28)
Footnotes in the table were removed.
Footnote 1 was deleted.
Footnote 2 renumbered as footnote 1 and added after Summary in the title.

B.2.1-B.2-5 (Pages 17-21)
All column headings in the table were changed to read: "Meets Grade Level" and all footnotes were removed.
Footnote 1 was deleted.
Footnote 2 was renumbered as footnote 1 and added after Performance in the title.

B.3.1-B.3.5 (Page 23-27) and B.4.1-B.4.4 (page 29-32)
All column headings in the table were changed to read: "Meets Grade Level" and all footnotes were removed.
Footnote 2 was deleted.
Footnote 3 renumbered to footnote 1 and added after "STAAR Performance" in title.
Footnote 1 was renumbered as footnote 2.

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