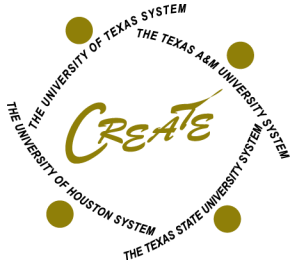
CREATE

PACE 2010

Performance Analysis for Colleges of Education

Texas Tech University



Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2010

Performance Analysis for Colleges of Education

Released September 2010

CREATE
Center for Research, Evaluation and Advancement of Teacher Education

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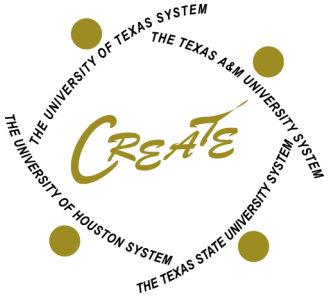

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PERFOMANCE ANALYSIS SYSTEM FOR COLLEGES OF EDUCATION (PACE)

Purpose and Objectives of PACE

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

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

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

PACE reports are intended to address the following objectives:

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

As an information system, the PACE reports are a work in progress and subject to continuous quality improvement. For Year 4, the core reports have been retained but refined. While these reports offer a structure for data that can assist all consortium members in establishing a school-centered planning focus, PACE data must be augmented with university program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. In this regard, PACE is offered as a common data platform that will hopefully encourage expanded "mining" efforts related to local university information systems in order to inform improved teacher preparation practices at the campus and regional level.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported institutional data prior to final analysis and interpretation. In efforts to refine the data, CREATE staff stand ready to assist in clarifying questions or issues regarding data quality. Further details on the procedures to follow to contact CREATE regarding data errors, questions, and further data requests can be found on the last page of this report.

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

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

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

B. Colleges of Education can and do influence continuous quality improvement of public school teaching and student learning through their core functions of:

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

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

D. The College of Education's long-term effects on public school teaching and student learning can best be assessed through:

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

E. Faculty involvement in planning, implementing and/or assessing educational interventions in the PZPI should be actively encouraged within every College of Education and faculty participation should be awarded paramount weight in the university's tenure and promotion criteria.

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. This proximal zone describes a "P-16" professional community in the immediate vicinity of each university, and provides each College of Education a professional laboratory setting 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, the PZPI offers the following advantages:

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

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

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

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

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

Data Sets Used in the PACE Report

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

Academic Excellence Indicator System (AEIS). This data is available from the TEA website (http://ritter.tea.state.tx.us/perfreport/aeis/) and includes data on students, staff, finances, accountability ratings, test scores, and non-test score information related to student achievement and drop outs. The data is available for every public school in Texas since 1993. Newly created schools are not included in the system until at least one year after they have opened.

Independent Colleges and Universities of Texas (ICUT). This data set, downloaded at http://www.icut.org/publications.html, provides institutional level data on a variety of variables for private universities including information on enrollment and degree awards.

Integrated Postsecondary Education Data System (IPEDS). This data set comes from data collected by The National Center for Education Statistics (NCES) on key variables from every institution of higher education that participates in the federal student financial aid programs. Data can be downloaded through the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter).

Proximal Zone of Professional Impact (PZPI). This data set contains a list of the K-12 public schools and districts within a 75-mile radius of each teacher preparation program associated with CREATE and was produced by CREATE.

Teacher Certification Data Set. This data set, provided by TEA, includes each Texas teaching certificate obtained by a qualified applicant as well as the date the individual received the teaching certificate. The data matches individuals to the program recommending certification and is available from FY1994 through the current year. These data do not distinguish between middle and high school certificates, but do differentiate elementary and secondary certificates. The data include the race/ethnicity, gender, and age of each individual. Finally, the Teacher Certification Data Set 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.

Teacher Assignment Data Set. This data set, provided by TEA, 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. The data matches each teacher to the district and school or schools in which he or she teaches. The data set is available from the mid-1980s to the current year. The Teacher Assignment Data Set for each academic year is made available in March of that academic year.

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. An interactive website (http://www.txhighereddata.org/Interactive/Accountability/) provides information related to four success goals of the Texas Higher Education Closing the Gaps plans within Texas: student participation, student success, excellence, and research. Mathematics, biological sciences, and physical science degree awards were downloaded from the THECB Prep Online site (http://www.txhighereddata.org/Interactive/PREP_New/).

How to Use and Apply the PACE Report

PACE is intended as a tool to assist universities, their Colleges of Education, and their leadership teams in analyzing teaching and learning trends within their institutions and within the public schools of the surrounding area. PACE offers a structure to monitor and gauge long-term professional improvement. The data included in this report are important, therefore, only to the degree that each university chooses to address them in a systematic and continuous manner, and organize mechanisms within their own institutions to apply these analyses for the on-going refinement of their own teacher preparation program, 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 your university. Extend and augment these data 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.
5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

How CREATE Can Assist

CREATE will continue to refine the PACE reports and data sets for annual distribution. However, **for member institutions that seriously pursue the recommended steps above**, CREATE will make every effort to deliver additional support and technical assistance to university/school leadership teams by:

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

I.
Educational Trends in My 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

Section A consists of descriptive reports regarding the characteristics of public and charter schools located within a 75-mile radius of the target university. The data sources and definitions used to generate the various reports are discussed below. The source data for each report can be found in the lower right-hand corner of each document.

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

This report provides a summary of enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and LEP students. 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. See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2005, Oct. 2004; and TEA Student Assessment Division).*
>
> ***Limited English Proficient (LEP)**:* These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. For more information see *Campus Group* and *TAKS/SDAA II/TAKS-I Participation* *(Source: PEIMS, Oct. 2005).*
>
> ***Special Education**:* This refers to the population served by programs for students with disabilities. *(Source: PEIMS, Oct. 2005, Oct. 2004, and TEA Student Assessment Division).*

A.2: Public School Enrollment by District in the Proximal Zone of Professional Impact.

This report shows the first page of a supplemental document (See Attachment 1 for a full inventory) giving an alphabetical listing of all districts and charter schools in the target university's PZPI. These data provide the number of schools by school level for each district (elementary, middle, high, and elementary/ secondary). **A**ggregated student enrollment data for each district within the PZPI by school level for selected student subpopulations are shown as well.

A.3: Public School Listing in the Zone of Professional Impact.

This report is the first page of a supplemental document (See Attachment 2 for a full inventory) listing all public schools (including charter schools) by district within the university's PZPI. The listing includes the district name, campus code and name, school type (elementary, middle, high, and elementary/secondary) and size of school. The campus accountability rating has also been provided using the following system:

A=Academically Acceptable
L= Academically Unacceptable

R=Recognized
E= Exemplary

In rare occasions, a campus may not have an accountability rating. The campus may include no students enrolled higher than kindergarten, have insufficient data due to small numbers, was designated a Juvenile Justice Alternative Program, or was impacted by Hurricane Ike. The following system is used:

1=Not Rated
2=Not Rated
X=Not Rated

Requirements for each rating system can be found in the 2009 Accountability Manual on the TEA website (http://www.tea.state.tx.us/perfreport/account/2009/manual/ch04.pdf) or (http://ritter.tea.state.tx.us/perfreport/account/2009/masking.html.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2008-2009

Texas Tech University

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

Level	Number of Schools	Number of Students										
		African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	101	3,392	8.9	21,464	56.1	12,913	33.7	417	1.1	99	0.3	38,285
MS	46	1,240	8.1	8,159	53.2	5,712	37.3	161	1.1	51	0.3	15,323
HS	67	1,620	8.2	9,929	50.0	7,977	40.2	245	1.2	70	0.4	19,841
EL/SEC	31	169	3.3	2,503	48.2	2,459	47.4	8	0.2	54	1.0	5,193
Total	**245**	**6,421**	**8.2**	**42,055**	**53.5**	**29,061**	**37.0**	**831**	**1.1**	**274**	**0.3**	**78,642**

Level	Number of Schools	Students in Special Categories							
		Eco Disadvantaged		Special Education		Bilingual		LEP	
		N	%	N	%	N	%	N	%
ELEM	101	25,693	67.1	3,630	9.5	2,545	6.6	2,716	7.1
MS	46	8,958	58.5	1,933	12.6	415	2.7	472	3.1
HS	67	9,553	48.1	2,595	13.1	330	1.7	425	2.1
EL/SEC	31	3,008	57.9	571	11.0	316	6.1	347	6.7
Total	**245**	**47,212**	**60.0**	**8,729**	**11.1**	**3,606**	**4.6**	**3,960**	**5.0**

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

2008-2009

Texas Tech University

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

District Name	School Level	EL	MS	HS	El/Sec	Total	Afro-Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABERNATHY ISD	ELEM	1	0	0	0	1	4	226	151	0	1	382	245	33	13	14	166
	HS	0	0	1	0	1	5	103	103	1	1	213	86	34	0	4	78
	MS	0	1	0	0	1	6	79	83	0	0	168	87	23	2	2	52
	Total	1	1	1	0	3	15	408	337	1	2	763	418	90	15	20	296
AMHERST ISD	EL/SEC	0	0	0	1	1	9	114	31	0	0	154	131	22	27	27	75
	HS	0	0	1	0	1	1	3	1	0	0	5	5	1	0	0	5
	Total	0	0	1	1	2	10	117	32	0	0	159	136	23	27	27	80
ANTON ISD	ELEM	1	0	0	0	1	4	90	58	0	0	152	124	10	1	1	56
	HS	0	0	2	0	2	9	62	69	0	2	142	81	24	2	2	55
	Total	1	0	2	0	3	13	152	127	0	2	294	205	34	3	3	111
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	1	37	135	0	15	188	61	11	4	4	47
	Total	0	0	0	1	1	1	37	135	0	15	188	61	11	4	4	47
BROWNFIELD ISD	ELEM	2	0	0	0	2	55	696	209	3	0	963	768	79	82	89	483
	HS	0	0	1	0	1	22	293	140	2	0	457	225	69	16	18	275
	MS	0	1	0	0	1	17	244	72	0	0	333	235	39	7	11	150
	Total	2	1	1	0	4	94	1,233	421	5	0	1,753	1,228	187	105	118	908
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	2	74	47	0	1	124	84	11	9	9	22
	Total	0	0	0	1	1	2	74	47	0	1	124	84	11	9	9	22
CROSBYTON CISD	EL/SEC	0	0	0	1	1	0	4	1	0	0	5	0	5	1	1	1
	ELEM	1	0	0	0	1	11	144	63	0	1	219	154	7	1	1	99
	HS	0	0	1	0	1	4	70	31	3	1	109	62	23	3	3	56
	MS	0	1	0	0	1	1	55	20	0	0	76	52	8	0	0	46
	Total	1	1	1	1	4	16	273	115	3	2	409	268	43	5	5	202
DAWSON ISD	EL/SEC	0	0	0	1	1	4	94	51	0	0	149	72	17	10	11	73
	Total	0	0	0	1	1	4	94	51	0	0	149	72	17	10	11	73
DENVER CITY ISD	ELEM	1	0	0	0	1	8	601	249	2	1	861	478	62	218	222	432
	HS	0	0	1	0	1	3	253	130	3	2	391	192	35	26	26	220
	MS	0	1	0	0	1	3	191	86	0	1	281	146	20	16	16	93
	Total	1	1	1	0	3	14	1,045	465	5	4	1,533	816	117	260	264	745
DIMMITT ISD	ELEM	1	0	0	0	1	9	445	66	0	1	521	445	28	141	145	325

Public School Listings in the Proximal Zone of Professional Impact

2008-2009

Texas Tech University

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
ABERNATHY ISD	95901001	ABERNATHY H S	HS	213	R
ABERNATHY ISD	95901041	ABERNATHY J H	MS	168	E
ABERNATHY ISD	95901101	ABERNATHY EL	EL	382	R
AMHERST ISD	140901002	P E P	HS	5	1
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	154	A
ANTON ISD	110901001	ANTON H S	HS	137	A
ANTON ISD	110901002	ANTON P E P	HS	5	1
ANTON ISD	110901101	ANTON EL	EL	152	R
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	188	E
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	457	A
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	333	L
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	405	A
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	558	A
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	124	A
CROSBYTON CISD	54901001	CROSBYTON H S	HS	109	A
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	MS	76	A
CROSBYTON CISD	54901101	CROSBYTON EL	EL	219	R
CROSBYTON CISD	54901200	SP ED CO-OP	MULTI	5	X
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	149	R
DENVER CITY ISD	251901001	DENVER CITY H S	HS	391	R
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	MS	281	A
DENVER CITY ISD	251901101	KELLEY/DODSON EL	EL	861	R
DIMMITT ISD	35901001	DIMMITT H S	HS	275	A
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	346	A
DIMMITT ISD	35901102	RICHARDSON EL	EL	521	R
FLOYDADA ISD	77901001	FLOYDADA H S	HS	237	R
FLOYDADA ISD	77901004	FLOYDADA ISD DAEP	HS	5	X

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

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

Section B describes the trends within the PZPI for student enrollment and student achievement from 2006 to 2009. All of the data in this section come from the AEIS data files which can be downloaded at http://ritter.tea.state.tx.us/perfreport/aeis.

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 2006 to 2009. The data are presented by school level and includes information by student racial/ethnic categories as well as other student subpopulations. The analysis provides the change in the number of students within the PZPI and the percentage change in student enrollment over the same time period. Data are depicted graphically by ethnicity and by students in special categories.

B.2: Student Achievement Trends in the Proximal Zone of Professional Impact.
B.2.a: and B.2.b: Percentage Passing Mathematics TAKS and Percentage Passing English Language Arts/Reading TAKS. These analyses provide trend data on the percentage of students passing the Mathematics and English Language Arts/ Reading Texas Assessment of Knowledge and Skills (TAKS) at all grade levels from 2006 to 2009. The pass rates on TAKS for schools within the PZPI are compared to schools that are not in the PZPI. Within each school group, the percent of students passing the exam each year are provided, as well as the change in pass rates over time. The analyses supply information by student racial/ethnic subpopulations and for economically disadvantaged students.

B.2.c: Variability of TAKS Achievement Rates by Ethnicity. Figures 1 through 6 provide information about the percentage of subpopulations of students at each school level passing ALL TAKS for Mathematics and English Language Arts/Reading from 2006 to 2009. English Language Arts/Reading has been shortened to Reading in this set of reports. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

B.2.d and B.2.e: 30 Highest and Lowest Achieving Schools in Mathematics and Reading by Level. This section includes a list of the 30 highest- and lowest-performing schools in the PZPI on the TAKS Mathematics and TAKS English Language Arts/Reading examinations, by level (high school, middle school, elementary school). English Language Arts/Reading has been shortened to Reading in this set of reports. Please note that the AEIS data base incorporates intermediate schools into the elementary school listings.

The first six reports show results for mathematics. The tables list the district and campus names, the respective campus code, the campus enrollment, the percentage of all students passing the Mathematics TAKS at the campus, the percentage of all students passing the Reading TAKS at the campus, the percentage of economically disadvantaged students enrolled at the campus, and the percentage of minority students (African American, Hispanic, or Native American) enrolled at the campus.

The rankings for the highest performing schools on Mathematics TAKS show the highest ranking school first and then show scores in descending order. The rankings for the lowest performing schools on Mathematics TAKS show the lowest performing school first and then show scores in ascending order.

The last six analyses show results for English Language Arts/Reading TAKS. The tables list the district and campus names, the respective campus code, the campus enrollment, the percentage of all students passing the Reading TAKS at the campus, the percentage of all students passing the Mathematics TAKS at the campus, the percentage of student enrollment who are economically disadvantaged and the percentage of economically disadvantaged students enrolled at the campus, and the percentage of minority students (African American, Hispanic, or Native American) enrolled at the campus.

The highest performing schools for Reading are listed first and then ranked in descending order. The rankings for lowest performing schools for Reading list the lowest performing school first and then show rankings in ascending order.

Student Enrollment Trends in Proximal Zone of Professional Impact

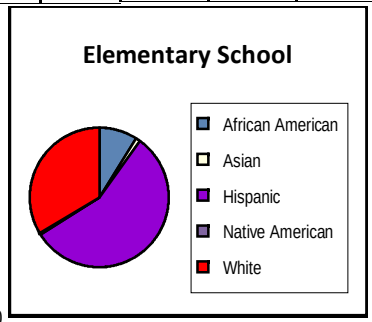
Fiscal Year 2006-2009

Texas Tech University

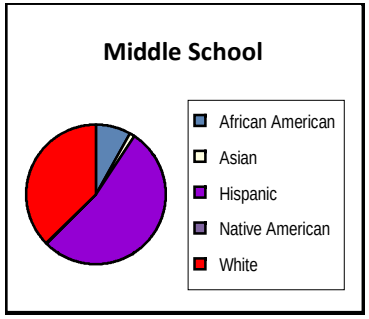
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	Net Change	Pct Change
All	38,241	37,520	37,320	38,285	15,625	14,777	14,966	15,323	19,143	20,851	20,547	19,841	5,295	5,142	5,298	5,193	78,304	78,290	78,131	78,642	338	0.4
African American	3,368	3,287	3,238	3,392	1,398	1,252	1,207	1,240	1,551	1,723	1,723	1,620	215	182	215	169	6,532	6,444	6,383	6,421	-111	-1.7
Hispanic	20,960	20,787	20,888	21,464	7,908	7,693	7,874	8,159	9,263	10,197	10,102	9,929	2,429	2,401	2,513	2,503	40,560	41,078	41,377	42,055	1,495	3.7
White	13,402	12,908	12,662	12,913	6,132	5,640	5,675	5,712	8,110	8,667	8,446	7,977	2,588	2,491	2,499	2,459	30,232	29,706	29,282	29,061	-1,171	-3.9
Asian	414	428	419	417	129	143	156	161	163	200	208	245	12	11	9	8	718	782	792	831	113	15.7
Native American	97	110	113	99	58	49	54	51	56	64	68	70	51	57	62	54	262	280	297	274	12	4.6
Economically Disadvantaged	25,344	25,236	24,750	25,693	8,931	8,663	8,649	8,958	8,854	9,928	9,566	9,553	3,091	2,949	2,990	3,008	46,220	46,776	45,955	47,212	992	2.1
Special Education	4,585	4,153	3,781	3,630	2,427	2,315	2,138	1,933	2,746	2,831	2,742	2,595	725	657	674	571	10,483	9,956	9,335	8,729	-1,754	-16.7
Bilingual	2,367	2,291	2,433	2,545	361	376	370	415	384	401	387	330	348	326	318	316	3,460	3,394	3,508	3,606	146	4.2
LEP	2,667	2,536	2,650	2,716	474	451	457	472	500	512	502	425	388	364	362	347	4,029	3,863	3,971	3,960	-69	-1.7

Ethnic Comparisons by Level 2009

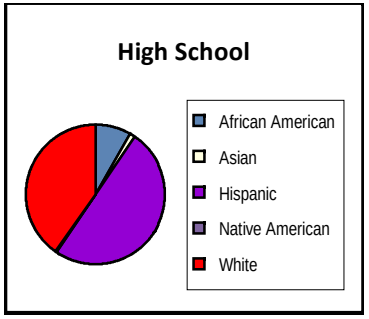
Ethnicity	Elementary School	%
Native American	99	0.3
Asian	417	1.1
White	12,913	33.7
Hispanic	21,464	56.1
African American	3,392	8.9
All	38,285	100.0



Middle School	%
51	0.3
161	1.1
5,712	37.3
8,159	53.2
1,240	8.1
15,323	100.0

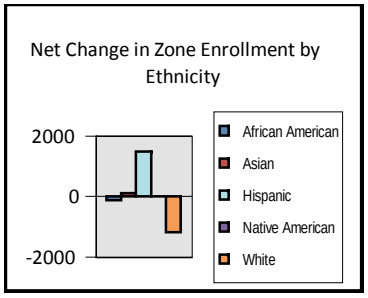


High School	%
70	0.4
245	1.2
7,977	40.2
9,929	50.0
1,620	8.2
19,841	100.0

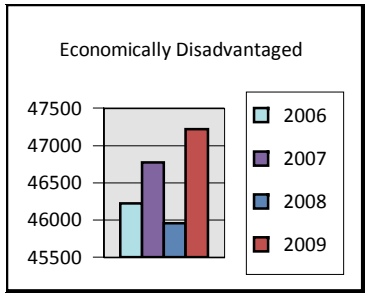


Other Trends and Distributions

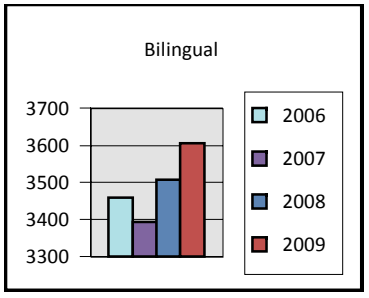
Ethnicity	Net Change 2006-2009
Native American	12
Asian	113
White	-1,171
Hispanic	1,495
African American	-111
All	338



Eco. Disadvantaged	
Year	Amount
2006	46,220
2007	46,776
2008	45,955
2009	47,212
3-Yr. Change	2



Bilingual	
Year	Amount
2006	3,460
2007	3,394
2008	3,508
2009	3,606
3-Yr. Change	4



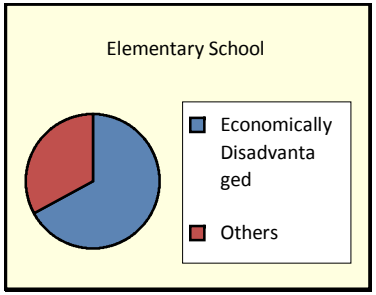
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

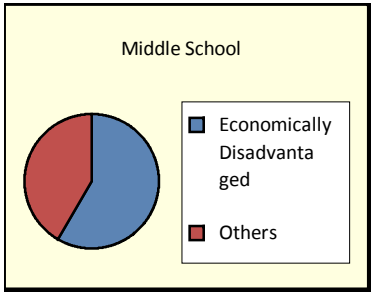
2009

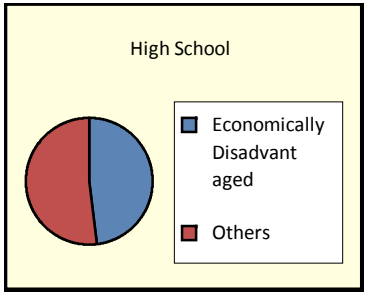
Texas Tech University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Econ. Disadv.	25,693	67.1	8,958	58.5	9,553	48.1
Others	12,592	32.9	6,365	41.5	10,288	51.9
Total	38,285	100.0	15,323	100.0	19,841	100.0

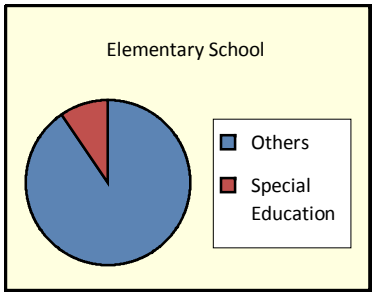


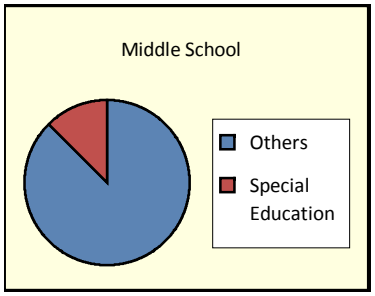


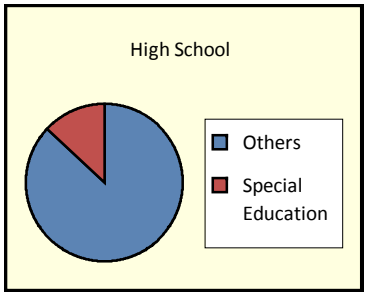


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	34,655	90.5	13,390	87.4	17,246	86.9
Special Education	3,630	9.5	1,933	12.6	2,595	13.1
Total	38,285	100.0	15,323	100.0	19,841	100.0







Student Achievement Trends in the Proximal Zone of Professional Impact
Percentage Passing Mathematics TAKS

2006-2009
Texas Tech University

School Level	All Students					African American Students					Hispanic Students				
	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change
Districts in University's PZPI															
Elem	86.6	86.5	86.7	87.1	0.5	77.4	72.8	77.6	77.7	0.3	82.3	82.6	82.6	83.0	0.7
Middle	74.7	77.5	84.4	83.4	8.7	50.6	58.6	68.0	66.4	15.8	69.1	71.1	78.9	78.1	9.0
High	63.9	68.6	68.9	72.7	8.8	36.1	46.7	48.2	50.8	14.7	53.6	57.6	58.4	63.3	9.7
El/Sec	79.0	80.0	80.1	81.0	2.0	72.9	47.1	37.3	54.6	-18.3	67.9	71.8	71.9	71.4	3.5
Total	77.5	79.5	81.0	82.3	4.8	60.2	62.1	66.4	68.2	8.0	71.3	73.4	75.2	76.6	5.3
Other School Districts in State															
Elem	84.7	85.6	87.1	87.9	3.2	75.3	76.4	78.5	80.0	4.7	80.8	82.4	84.6	85.5	4.7
Middle	73.4	76.5	83.3	84.0	10.6	59.2	63.9	72.8	74.0	14.8	65.7	70.2	78.6	79.7	14.0
High	64.6	67.6	69.2	73.1	8.5	47.1	51.3	54.1	59.5	12.4	53.9	57.8	60.3	65.9	12.0
El/Sec	64.4	66.1	70.7	72.6	8.2	48.0	50.1	55.6	61.1	13.1	59.2	61.5	66.9	69.1	9.9
Total	76.4	78.4	81.1	82.8	6.4	63.2	66.0	69.8	72.5	9.3	70.9	73.6	77.1	79.2	8.3

School Level	White Students					Asian Students					Native American Students				
	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change
Districts in University's PZPI															
Elem	94.9	94.9	94.5	95.3	0.4	95.8	99.1	99.1	98.4	2.6	40.0	83.0	100.0	83.0	-
Middle	87.6	89.3	94.6	93.4	5.8	94.3	96.4	98.5	96.2	1.9	-	60.0	72.1	92.4	43.0
High	80.7	84.4	84.4	87.4	6.7	74.8	94.4	94.8	89.5	14.7	72.4	92.5	85.4	88.9	-
El/Sec	89.6	89.3	90.4	90.7	1.1	-	-	-	-	-	-	-	-	-	16.5
Total	88.7	90.3	91.2	92.3	3.6	90.2	97.2	97.7	94.8	4.6	67.6	83.2	82.1	89.5	21.9
Other School Districts in State															
Elem	92.7	92.9	93.5	93.8	1.1	96.2	96.5	97.1	97.5	1.3	80.7	83.5	86.2	84.9	4.2
Middle	85.2	87.0	91.8	92.1	6.9	92.3	93.5	96.2	96.4	4.1	78.7	80.9	86.9	87.8	9.1
High	79.0	81.6	82.4	84.5	5.5	87.5	89.2	90.7	92.2	4.7	72.7	72.3	75.2	77.7	5.0
El/Sec	75.8	77.2	80.3	81.7	5.9	93.2	94.6	92.8	93.3	0.1	58.7	53.9	63.7	72.5	13.8
Total	86.5	87.8	89.5	90.4	0.0	92.7	93.7	95.0	95.7	3.0	75.2	75.6	79.8	81.6	6.4

School Level	Economically Disadvantaged Students									
	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change
Districts in University's PZPI						**Other School Districts in State**				
Elem	82.3	81.8	82.2	82.7	0.4	79.4	80.7	82.8	83.7	4.3
Middle	66.8	69.5	77.5	76.0	9.2	63.6	68.0	76.4	77.6	14.0
High	53.1	55.5	56.1	61.6	8.5	51.2	55.2	57.6	63.3	12.1
El/Sec	73.1	73.8	74.7	74.2	1.1	58.1	59.9	65.3	67.7	9.6
Total	72.2	73.2	75.2	76.5	4.3	69.5	72.1	75.5	77.6	8.1

Student Achievement Trends in the Proximal Zone of Professional Impact
Percentage Passing English Language Arts/Reading TAKS

2006-2009
Texas Tech University

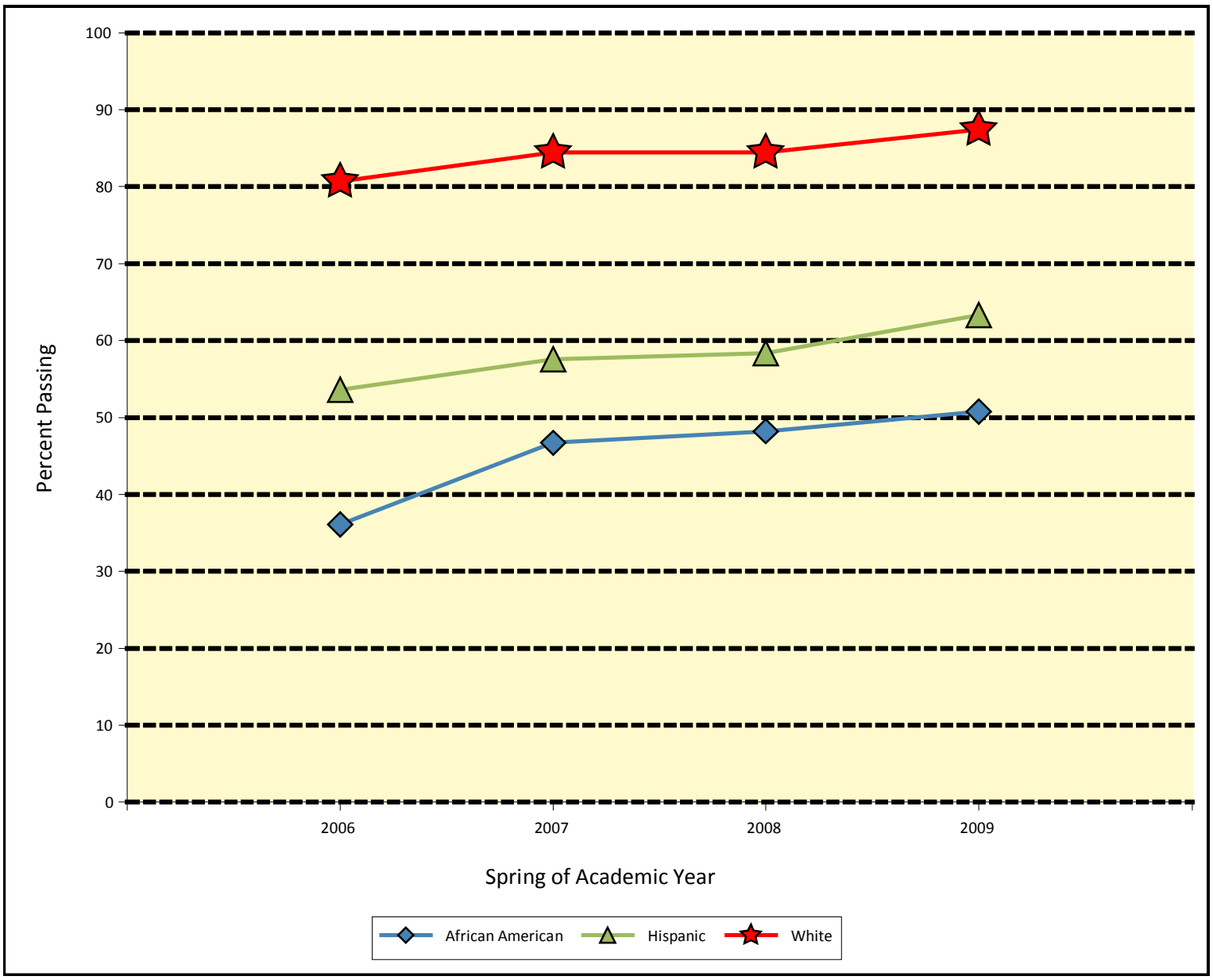
School Level	All Students					African American Students					Hispanic Students				
	2006	2007	2008	2009	Change	2006	2007	2008	2006	Change	2006	2007	2008	2009	Change
Districts in University's PZPI															
Elem	89.6	90.2	91.5	90.5	0.9	84.2	84.2	87.5	85.4	1.2	85.9	87.1	88.3	86.8	0.9
Middle	85.7	90.1	93.8	92.4	6.7	72.7	82.5	88.8	88.0	15.3	81.8	86.6	91.5	89.3	7.5
High	88.2	87.9	89.4	91.6	3.4	76.5	78.7	78.0	85.9	9.4	84.1	83.5	85.6	88.0	3.9
El/Sec	89.8	90.2	91.7	92.1	2.3	93.3	82.6	69.8	82.6	-10.7	83.6	84.1	86.3	86.7	3.1
Total	88.5	89.6	91.4	91.2	2.7	79.8	82.2	84.7	86.1	6.3	84.5	85.9	88.1	87.6	3.1
Other School Districts in State															
Elem	89.0	89.4	90.6	90.5	1.5	84.2	84.7	86.0	85.9	1.7	85.2	86.0	87.6	87.6	2.4
Middle	84.6	88.7	92.5	91.9	7.3	78.6	84.0	89.8	89.4	10.8	78.1	84.1	89.3	88.3	10.2
High	87.1	87.0	88.7	90.9	3.8	82.6	82.2	84.4	87.9	5.3	81.1	81.2	83.9	87.0	5.9
El/Sec	83.2	84.1	86.9	88.0	4.8	74.8	74.2	78.7	82.8	8.0	78.4	79.5	84.3	84.6	6.2
Total	87.5	88.5	90.4	90.9	3.4	82.3	83.6	86.2	87.2	4.9	82.6	84.4	87.0	87.6	5.0

School Level	White Students					Asian Students					Native American Students				
	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change
Districts in University's PZPI															
Elem	96.2	96.0	96.9	96.9	0.7	95.9	98.5	99.1	100.0	4.1	60.0	100.0	100.0	89.2	-
Middle	94.1	96.0	97.7	97.5	3.4	89.0	96.0	96.4	99.3	10.3	-	90.0	100.0	100.0	29.2
High	94.7	94.4	95.7	96.8	2.1	90.9	92.6	92.4	94.6	3.7	90.0	100.0	100.0	94.0	-
El/Sec	96.0	96.5	97.6	97.4	1.4	-	-	-	-	-	-	-	-	-	4.0
Total	95.3	95.6	96.8	97.0	1.7	93.3	96.3	96.5	97.9	4.6	85.6	97.6	100.0	94.9	9.3
Other School Districts in State															
Elem	95.8	95.7	96.4	96.2	0.4	95.4	96.1	96.9	97.1	1.7	88.1	90.5	91.6	89.0	0.9
Middle	93.2	95.1	96.9	96.9	3.7	94.1	96.1	97.5	97.4	3.3	88.7	92.8	95.3	95.8	7.1
High	94.0	94.2	95.1	96.2	2.2	93.5	93.2	94.6	95.5	2.0	91.3	92.2	91.9	94.5	3.2
El/Sec	91.0	92.0	93.2	93.6	2.6	95.8	97.0	94.8	96.2	0.4	89.1	84.5	89.0	89.4	0.3
Total	94.6	95.0	96.0	96.3	1.7	94.6	95.2	96.4	96.7	2.1	90.0	91.8	92.7	93.8	3.8

School Level	Economically Disadvantaged Students									
	2006	2007	2008	2009	Change	2006	2007	2008	2009	Change
Districts in University's PZPI						**Other School Districts in State**				
Elem	85.7	86.4	88.2	86.7	1.0	84.7	85.3	86.7	86.7	2.0
Middle	80.3	85.7	90.7	88.8	8.5	77.3	83.1	88.5	87.6	10.3
High	83.5	81.4	83.1	87.0	3.5	80.3	80.2	82.8	86.1	5.8
El/Sec	86.1	85.2	87.5	87.5	1.4	78.6	79.8	83.1	84.5	5.9
Total	84.2	85.1	87.6	87.2	3.0	82.1	83.6	86.2	86.7	4.6

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2006-2009
High School Mathematics[1]
Texas Tech University

Figure 1:

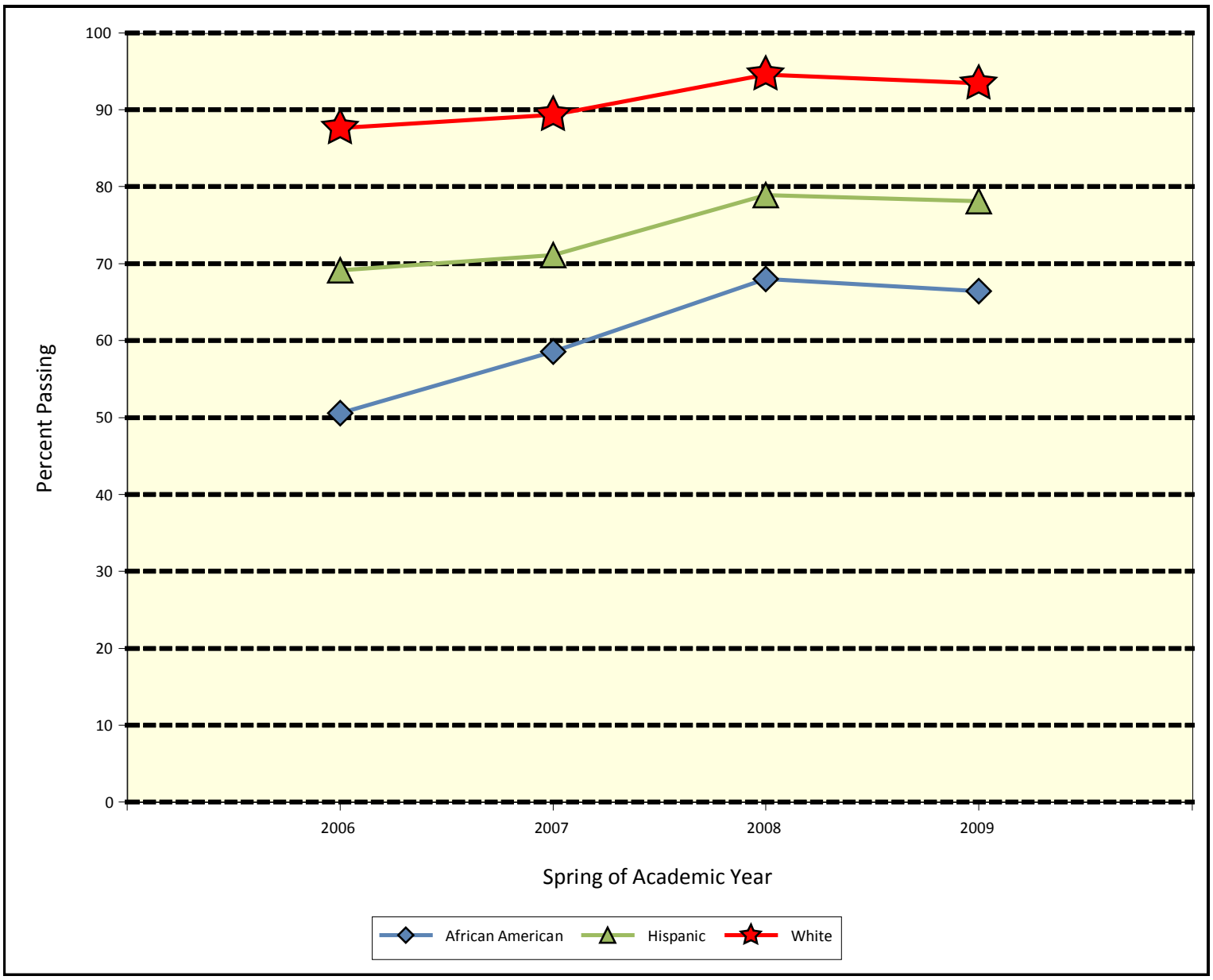


	2006	2007	2008	2009	3-Yr Change
African American	36.1	46.7	48.2	50.8	14.7
Hispanic	53.6	57.6	58.4	63.3	9.7
White	80.7	84.4	84.4	87.4	6.7

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2006-2009
Middle School Mathematics[1]
Texas Tech University

Figure 2:

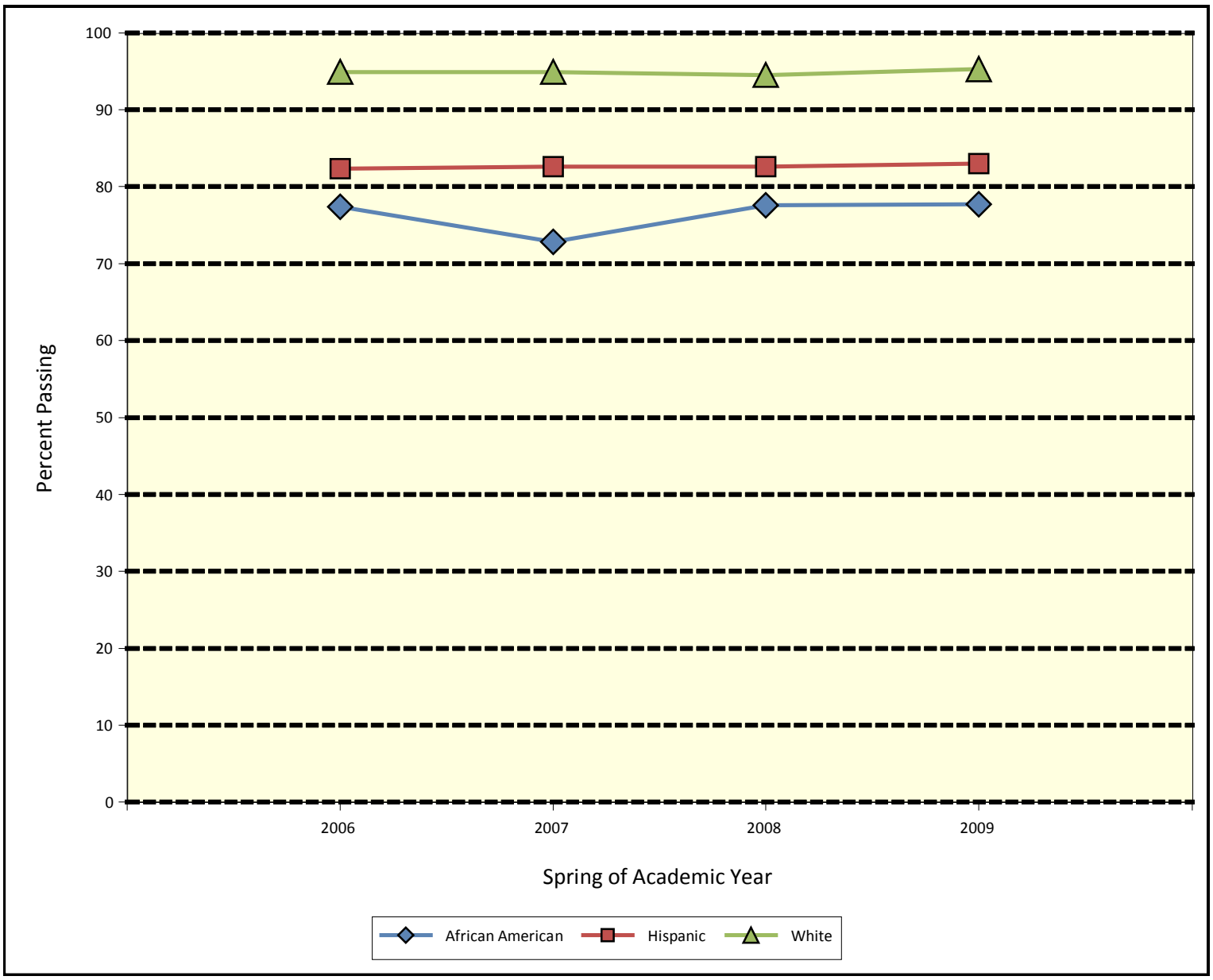


	2006	2007	2008	2009	3-Year Change
African American	50.6	58.6	68.0	66.4	15.8
Hispanic	69.1	71.1	78.9	78.1	9.0
White	87.6	89.3	94.6	93.4	5.8

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2006-2009
Elementary School Mathematics[1]
Texas Tech University

Figure 3:

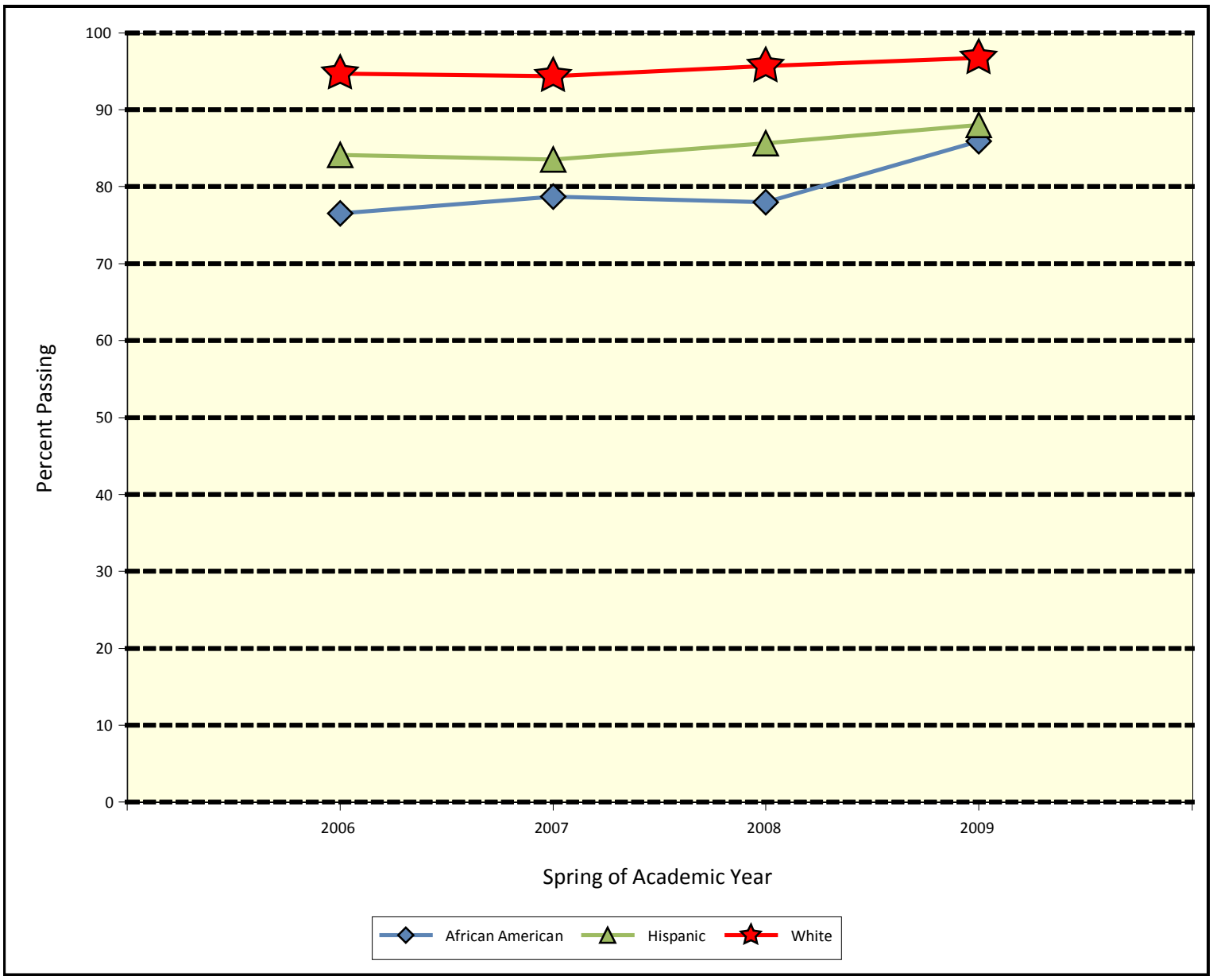


	2006	2007	2008	2009	3-Year Change
African American	77.4	72.8	77.6	77.7	0.3
Hispanic	82.3	82.6	82.6	83.0	0.7
White	94.9	94.9	94.5	95.3	0.4

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2006-2009
High School Language Arts/Reading [1]
Texas Tech University

Figure 4:

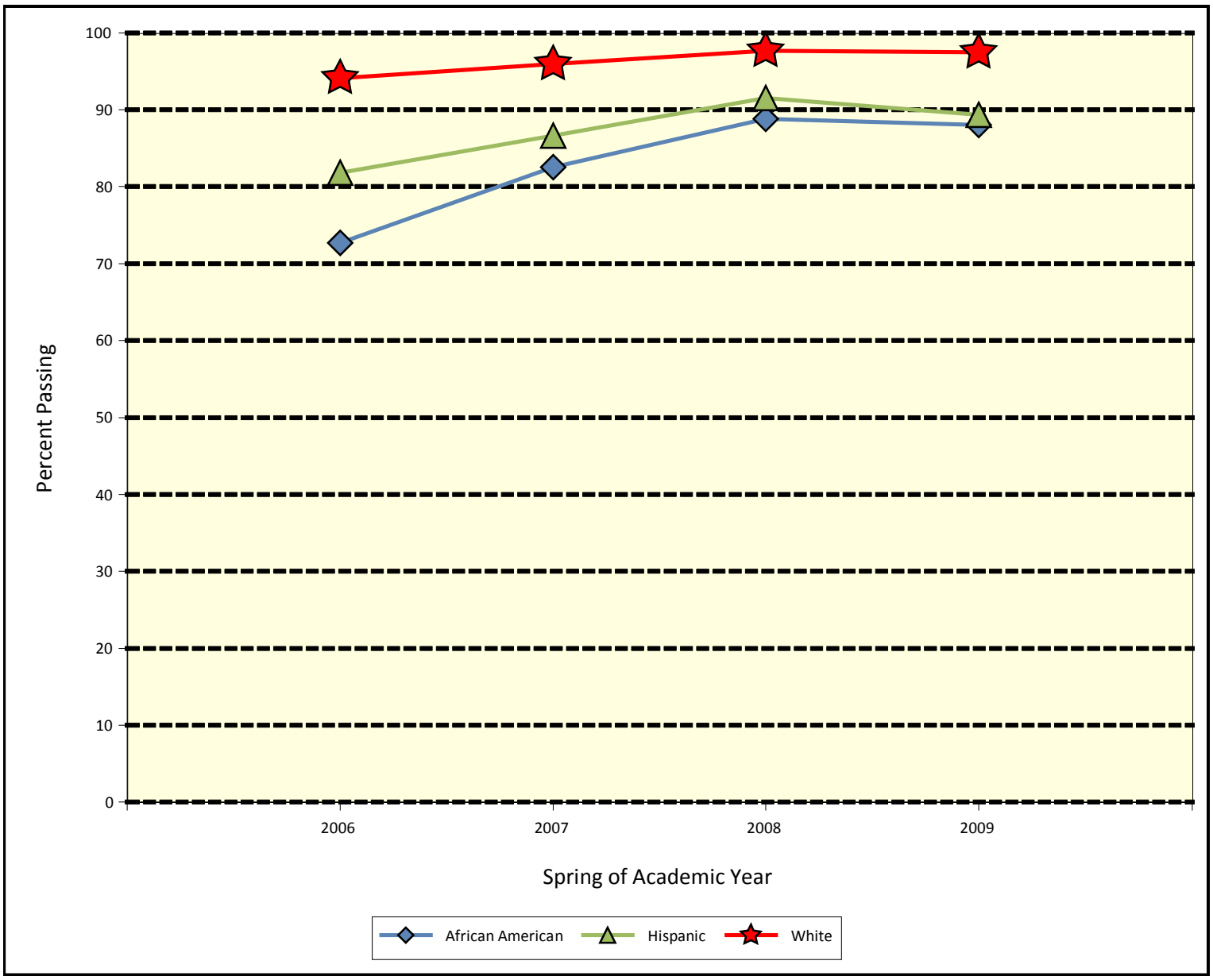


	2006	2007	2008	2009	3-Year Change
African American	76.5	78.7	78.0	85.9	9.4
Hispanic	84.1	83.5	85.6	88.0	3.9
White	94.7	94.4	95.7	96.8	2.1

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2006-2009
Middle School Language Arts/Reading [1]
Texas Tech University

Figure 5:

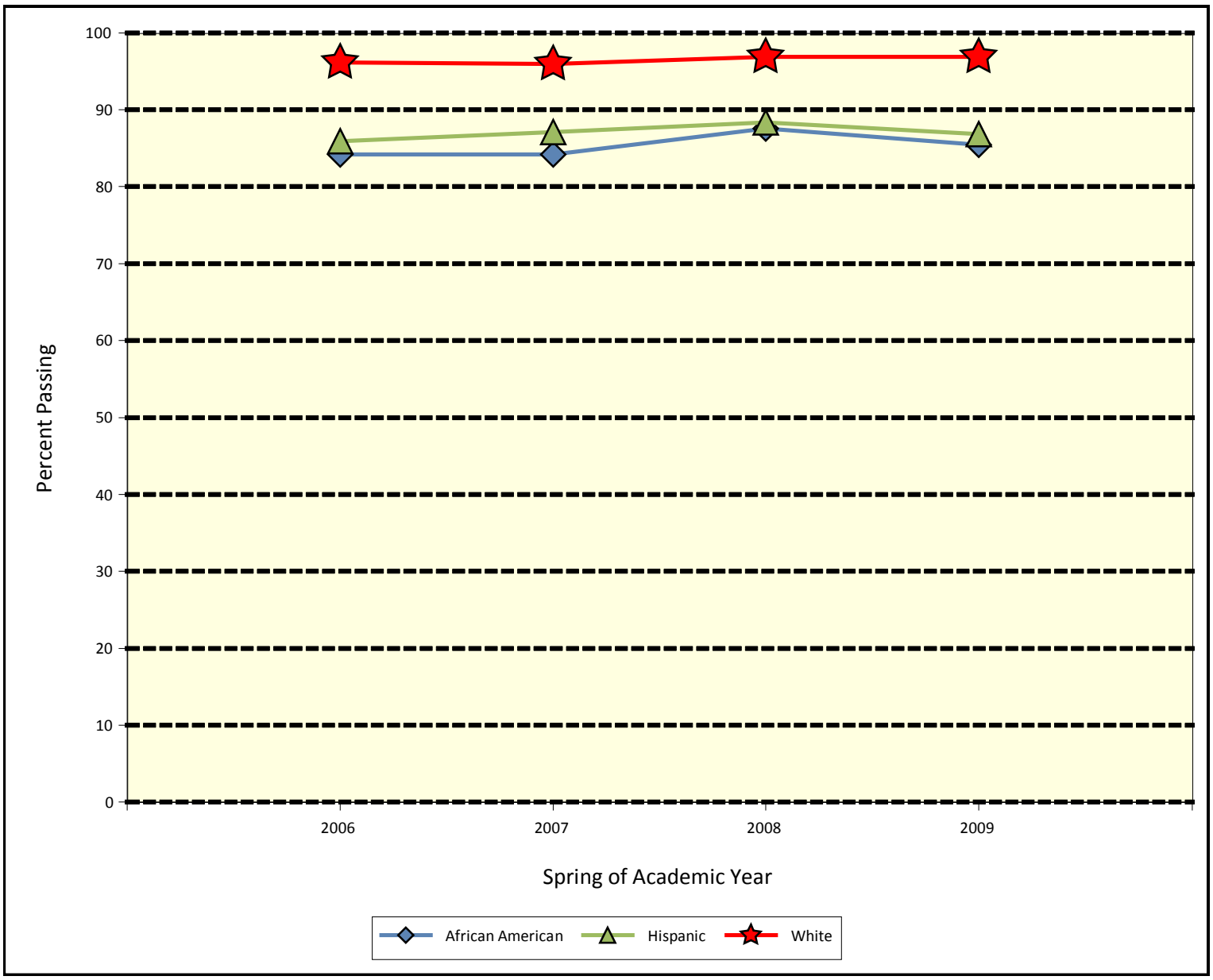


	2006	2007	2008	2009	3-Year Change
African American	72.7	82.5	88.8	88.0	15.3
Hispanic	81.8	86.6	91.5	89.3	7.5
White	94.1	96.0	97.7	97.5	3.4

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2006-2009
Elementary School Language Arts/Reading[1]
Texas Tech University

Figure 6:



	2006	2007	2008	2009	3-Year Change
African American	84.2	84.2	87.5	85.4	1.2
Hispanic	85.9	87.1	88.3	86.8	0.9
White	96.2	96.0	96.9	96.9	0.7

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving *High Schools* in *Mathematics*

2009

Table 1: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907001	SUNDOWN H S	157	96.0	99.0	24.2	44.6
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	726	91.0	99.0	38.3	30.4
PLAINS ISD	251902001	PLAINS H S	133	90.0	99.0	51.9	63.2
SHALLOWATER ISD	152909001	SHALLOWATER H S	423	90.0	98.0	31.0	30.7
ABERNATHY ISD	95901001	ABERNATHY H S	213	89.0	99.0	40.4	51.6
NEW DEAL ISD	152902001	NEW DEAL H S	196	87.0	98.0	53.1	46.9
WHITEFACE CISD	40902001	WHITEFACE H S	155	87.0	97.0	65.2	32.3
FRENSHIP ISD	152907001	FRENSHIP H S	1,647	87.0	96.0	24.7	34.6
RALLS ISD	54903001	RALLS H S	149	87.0	93.0	67.8	75.2
ANTON ISD	110901001	ANTON H S	137	87.0	92.0	55.5	50.4
SUDAN ISD	140908001	SUDAN H S	134	86.0	97.0	47.0	47.0
SMYER ISD	110906001	SMYER H S	158	84.0	96.0	43.0	38.6
IDALOU ISD	152910001	IDALOU H S	276	83.0	97.0	30.8	43.1
ROOSEVELT ISD	152908001	ROOSEVELT H S	314	83.0	93.0	54.8	52.9
PETERSBURG ISD	95904001	PETERSBURG H S	124	82.0	94.0	64.5	68.5
HALE CENTER ISD	95903001	HALE CENTER H S	149	81.0	98.0	61.7	76.5
DENVER CITY ISD	251901001	DENVER CITY H S	391	81.0	94.0	49.1	66.8
FLOYDADA ISD	77901001	FLOYDADA H S	237	80.0	94.0	51.1	70.9
MORTON ISD	40901001	MORTON H S	113	78.0	86.0	79.6	80.5
MULESHOE ISD	9901001	MULESHOE H S	337	77.0	84.0	65.0	76.0
TAHOKA ISD	153904001	TAHOKA H S	179	76.0	95.0	49.7	62.6
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	119	76.0	92.0	49.6	55.5
DIMMITT ISD	35901001	DIMMITT H S	275	76.0	87.0	68.0	75.6
SLATON ISD	152903001	SLATON H S	330	75.0	98.0	60.3	61.5
LUBBOCK ISD	152901020	CORONADO H S	2,162	75.0	94.0	28.8	39.4
LEVELLAND ISD	110902001	LEVELLAND H S	759	74.0	91.0	49.5	62.6
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	77	74.0	91.0	59.7	64.9
OLTON ISD	140905002	OLTON H S	181	72.0	93.0	68.0	77.3
CROSBYTON CISD	54901001	CROSBYTON H S	109	72.0	89.0	56.9	71.6
POST ISD	85902001	POST H S	242	70.0	92.0	43.0	53.7
		AVERAGE	353.4	81.5	94.2	51.1	56.8

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *High Schools* in *Mathematics*

2009

Table 2: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUDAN ISD	140908002	P E P ALTER	10	0.0	20.0	90.0	90.0
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	259	33.0	72.0	67.6	92.7
LUBBOCK ISD	152901021	ESTACADO H S	831	43.0	82.0	85.9	96.5
LEVELLAND ISD	110902003	ACE HS	50	44.0	73.0	54.0	70.0
FRENSHIP ISD	152907002	REESE EDUCATIONAL CTR	104	45.0	85.0	55.8	59.6
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	77	50.0	90.0	58.4	80.5
BROWNFIELD ISD	223901001	BROWNFIELD H S	457	56.0	85.0	49.2	69.4
LORENZO ISD	54902001	LORENZO H S	123	56.0	90.0	82.1	80.5
LAMESA ISD	58906001	LAMESA H S	442	61.0	90.0	53.2	74.2
HART ISD	35902001	HART JR-SR H S	121	63.0	86.0	80.2	96.7
TULIA ISD	219903001	TULIA H S	274	64.0	85.0	58.8	62.0
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	400	65.0	92.0	61.8	67.8
KRESS ISD	219905001	KRESS H S	100	67.0	85.0	64.0	67.0
PLAINVIEW ISD	95905001	PLAINVIEW HIGH SCHOOL	1,406	67.0	92.0	53.1	76.0
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	171	69.0	88.0	51.5	70.2
LUBBOCK ISD	152901023	MONTEREY H S	2,080	69.0	91.0	40.4	55.0
LUBBOCK ISD	152901022	LUBBOCK H S	2,049	70.0	90.0	51.0	73.6
POST ISD	85902001	POST H S	242	70.0	92.0	43.0	53.7
CROSBYTON CISD	54901001	CROSBYTON H S	109	72.0	89.0	56.9	71.6
OLTON ISD	140905002	OLTON H S	181	72.0	93.0	68.0	77.3
LEVELLAND ISD	110902001	LEVELLAND H S	759	74.0	91.0	49.5	62.6
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	77	74.0	91.0	59.7	64.9
LUBBOCK ISD	152901020	CORONADO H S	2,162	75.0	94.0	28.8	39.4
SLATON ISD	152903001	SLATON H S	330	75.0	98.0	60.3	61.5
DIMMITT ISD	35901001	DIMMITT H S	275	76.0	87.0	68.0	75.6
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	119	76.0	92.0	49.6	55.5
TAHOKA ISD	153904001	TAHOKA H S	179	76.0	95.0	49.7	62.6
MULESHOE ISD	9901001	MULESHOE H S	337	77.0	84.0	65.0	76.0
MORTON ISD	40901001	MORTON H S	113	78.0	86.0	79.6	80.5
FLOYDADA ISD	77901001	FLOYDADA H S	237	80.0	94.0	51.1	70.9
		AVERAGE	469.1	63.2	86.1	59.5	71.1

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving *Middle Schools* in *Mathematics*

2009

Table 3: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907041	SUNDOWN J H	131	97.0	97.0	31.3	52.7
PLAINS ISD	251902041	PLAINS MIDDLE	118	97.0	95.0	66.1	66.9
FRENSHIP ISD	152907041	FRENSHIP MIDDLE SCHOOL	799	96.0	99.0	18.8	24.9
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	129	95.0	100.0	57.4	62.0
LUBBOCK ISD	152901066	IRONS M S	696	95.0	98.0	15.9	25.3
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	281	95.0	97.0	52.0	69.4
SHALLOWATER ISD	152909041	SHALLOWATER MIDDLE	408	94.0	98.0	38.0	36.3
LUBBOCK ISD	152901024	SCHOOL FOR YOUNG WOMEN LEADERS	122	94.0	97.0	65.6	62.3
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	171	94.0	93.0	77.8	77.2
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOOL	384	92.0	99.0	64.8	79.9
ABERNATHY ISD	95901041	ABERNATHY J H	168	92.0	92.0	51.8	50.6
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	780	91.0	97.0	43.7	36.4
LUBBOCK ISD	152901065	HUTCHINSON M S	772	90.0	98.0	45.9	56.7
LUBBOCK ISD	152901064	EVANS M S	810	90.0	96.0	30.4	36.3
TULIA ISD	219903041	TULIA J H	213	90.0	96.0	63.8	61.0
MULESHOE ISD	9901041	WATSON J H	319	90.0	87.0	81.2	79.3
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	752	89.0	96.0	48.7	54.0
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	412	89.0	82.0	63.3	73.1
TAHOKA ISD	153904041	TAHOKA MIDDLE	124	85.0	94.0	54.8	58.1
POST ISD	85902041	POST MIDDLE	159	85.0	93.0	60.4	55.3
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	76	85.0	79.0	68.4	73.7
IDALOU ISD	152910041	IDALOU MIDDLE	299	84.0	95.0	40.5	47.5
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	223	84.0	95.0	57.8	53.4
SLATON ISD	152903042	SLATON J H	272	84.0	92.0	72.4	74.3
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	296	84.0	91.0	72.3	66.2
RALLS ISD	54903041	RALLS MIDDLE	109	84.0	85.0	76.1	78.9
OLTON ISD	140905041	OLTON J H	181	83.0	92.0	72.9	75.7
LUBBOCK ISD	152901067	MACKENZIE M S	573	82.0	92.0	58.1	58.6
LAMESA ISD	58906041	LAMESA MIDDLE	402	81.0	92.0	66.9	80.3
LUBBOCK ISD	152901069	SMYLIE WILSON M S	510	78.0	96.0	72.7	68.8
		AVERAGE	356.3	89.0	93.8	56.3	59.8

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *Middle Schools* in *Mathematics*

2009

Table 4: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901060	ALDERSON M S	361	56.0	84.0	95.0	97.8
LUBBOCK ISD	152901063	DUNBAR M S	429	60.0	87.0	91.8	92.3
SEAGRAVES ISD	83901041	SEAGRAVES J H	112	65.0	81.0	55.4	83.0
LUBBOCK ISD	152901068	SLATON M S	615	66.0	88.0	72.8	80.7
DIMMITT ISD	35901041	DIMMITT MIDDLE	346	69.0	85.0	81.8	86.1
MORTON ISD	40901041	MORTON J H	92	71.0	86.0	71.7	81.5
LUBBOCK ISD	152901061	ATKINS M S	481	71.0	87.0	83.8	84.4
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	333	71.0	91.0	70.6	78.4
LUBBOCK ISD	152901062	CAVAZOS M S	563	75.0	84.0	89.7	95.2
ROOSEVELT ISD	152908041	ROOSEVELT J H	238	75.0	94.0	69.3	51.7
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	411	77.0	83.0	65.9	75.7
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CENTER	403	77.0	91.0	70.7	79.9
O'DONNELL ISD	153903041	O'DONNELL J H	68	77.0	95.0	61.8	57.4
FLOYDADA ISD	77901041	FLOYDADA J H	175	78.0	81.0	68.6	77.7
LUBBOCK ISD	152901069	SMYLIE WILSON M S	510	78.0	96.0	72.7	68.8
LAMESA ISD	58906041	LAMESA MIDDLE	402	81.0	92.0	66.9	80.3
LUBBOCK ISD	152901067	MACKENZIE M S	573	82.0	92.0	58.1	58.6
OLTON ISD	140905041	OLTON J H	181	83.0	92.0	72.9	75.7
RALLS ISD	54903041	RALLS MIDDLE	109	84.0	85.0	76.1	78.9
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	296	84.0	91.0	72.3	66.2
SLATON ISD	152903042	SLATON J H	272	84.0	92.0	72.4	74.3
IDALOU ISD	152910041	IDALOU MIDDLE	299	84.0	95.0	40.5	47.5
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	223	84.0	95.0	57.8	53.4
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	76	85.0	79.0	68.4	73.7
POST ISD	85902041	POST MIDDLE	159	85.0	93.0	60.4	55.3
TAHOKA ISD	153904041	TAHOKA MIDDLE	124	85.0	94.0	54.8	58.1
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	412	89.0	82.0	63.3	73.1
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	752	89.0	96.0	48.7	54.0
MULESHOE ISD	9901041	WATSON J H	319	90.0	87.0	81.2	79.3
LUBBOCK ISD	152901064	EVANS M S	810	90.0	96.0	30.4	36.3
		AVERAGE	338.1	78.2	89.1	68.2	71.8

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving *Elementary Schools* in *Mathematics*

2009

Table 5: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
FRENSHIP ISD	152907104	CRESTVIEW EL	816	99.0	98.0	14.8	24.3
LUBBOCK ISD	152901164	HAYNES EL	305	99.0	98.0	34.1	39.3
SUNDOWN ISD	110907101	SUNDOWN EL	340	99.0	98.0	38.5	51.8
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHOOL	542	99.0	96.0	22.7	20.5
PLAINVIEW ISD	95905103	EDGEMERE ELEMENTARY SCHOOL	451	99.0	95.0	78.0	81.2
FRENSHIP ISD	152907103	NORTH RIDGE EL	777	98.0	99.0	32.9	45.9
LUBBOCK ISD	152901179	SMITH EL	600	98.0	98.0	16.2	27.0
LUBBOCK ISD	152901188	WILLIAMS EL	379	97.0	99.0	44.6	50.4
SLATON ISD	152903103	WEST WARD EL	506	97.0	99.0	77.9	70.0
HALE CENTER ISD	95903102	AKIN EL	285	97.0	97.0	79.3	77.5
LUBBOCK ISD	152901166	HONEY EL	493	97.0	97.0	15.4	27.2
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEMENTARY S	704	97.0	97.0	54.3	40.5
LUBBOCK-COOPER ISD	152906103	LUBBOCK-COOPER NORTH ELEMENTARY S	693	96.0	100.0	54.0	41.4
FRENSHIP ISD	152907107	BENNETT EL	876	96.0	99.0	40.6	32.0
FRENSHIP ISD	152907105	WESTWIND EL	664	96.0	98.0	59.5	58.9
LUBBOCK ISD	152901173	MURFEE EL	376	96.0	97.0	10.9	14.4
LUBBOCK ISD	152901161	GUADALUPE EL	173	96.0	90.0	90.8	92.5
PLAINS ISD	251902101	PLAINS EL	194	96.0	86.0	67.5	53.1
KRESS ISD	219905101	KRESS EL	104	95.0	95.0	71.2	63.5
POST ISD	85902101	POST EL	399	95.0	91.0	72.2	54.1
LUBBOCK ISD	152901187	WHITESIDE EL	604	94.0	97.0	20.9	22.2
PLAINVIEW ISD	95905105	HIGHLAND ELEMENTARY SCHOOL	404	94.0	91.0	83.2	88.4
LUBBOCK ISD	152901168	JACKSON EL	170	94.0	84.0	93.5	97.1
LUBBOCK ISD	152901183	WATERS EL	598	93.0	95.0	46.5	45.2
PLAINVIEW ISD	95905108	LA MESA ELEMENTARY SCHOOL	454	93.0	94.0	64.5	65.2
PLAINVIEW ISD	95905102	COLLEGE HILL ELEMENTARY SCHOOL	359	93.0	91.0	76.9	76.9
LUBBOCK ISD	152901169	MCWHORTER EL	368	93.0	89.0	93.8	96.2
SUDAN ISD	140908101	SUDAN EL	227	92.0	98.0	70.5	57.3
NEW DEAL ISD	152902101	NEW DEAL EL	291	92.0	95.0	67.4	52.6
LUBBOCK ISD	152901162	HARDWICK EL	381	92.0	94.0	53.3	58.8
		AVERAGE	451.1	95.7	95.2	54.9	54.2

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *Elementary Schools* in *Mathematics*

2009

Texas Tech University

Table 6:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	405	62.0	73.0	85.2	78.3
BROWNFIELD ISD	223901102	OAK GROVE EL	558	62.0	73.0	75.8	78.3
LORENZO ISD	54902102	LORENZO EL	173	63.0	87.0	80.3	83.2
LUBBOCK ISD	152901165	HODGES EL	522	64.0	78.0	92.1	94.6
HART ISD	35902101	HART ELEMENTARY	174	64.0	86.0	86.2	94.3
LUBBOCK ISD	152901158	BOZEMAN EL	320	66.0	70.0	95.9	97.5
LAMESA ISD	58906103	NORTH EL	474	66.0	78.0	75.3	80.8
LAMESA ISD	58906105	SOUTH EL	615	66.0	78.0	72.5	81.6
MORTON ISD	40901102	MORTON EL	242	68.0	73.0	85.1	78.1
LUBBOCK ISD	152901175	PARKWAY EL	352	68.0	79.0	97.7	97.7
LUBBOCK ISD	152901153	ARNETT EL	159	69.0	85.0	93.1	89.9
DIMMITT ISD	35901102	RICHARDSON EL	521	72.0	82.0	85.4	87.3
LUBBOCK ISD	152901160	DUPRE EL	226	74.0	72.0	92.5	94.2
SLATON ISD	152903101	AUSTIN EL	202	75.0	80.0	78.2	75.7
LUBBOCK ISD	152901191	WRIGHT EL	188	79.0	73.0	87.2	85.6
LUBBOCK ISD	152901176	PARSONS EL	315	79.0	85.0	66.3	64.4
SMYER ISD	110906101	SMYER EL	203	79.0	85.0	60.6	40.9
CROSBYTON CISD	54901101	CROSBYTON EL	219	79.0	86.0	70.3	71.2
LUBBOCK ISD	152901177	RAMIREZ CHARTER SCHOOL	349	79.0	88.0	77.4	83.7
LUBBOCK ISD	152901155	BAYLESS EL	523	80.0	85.0	90.6	87.0
O'DONNELL ISD	153903101	O'DONNELL EL	180	81.0	83.0	73.9	72.8
LUBBOCK ISD	152901174	OVERTON EL	300	81.0	86.0	79.3	72.3
LUBBOCK ISD	152901159	BROWN EL	460	81.0	89.0	88.9	90.7
LUBBOCK ISD	152901184	WESTER EL	390	81.0	91.0	76.2	70.8
RALLS ISD	54903102	RALLS EL	272	82.0	78.0	84.6	78.7
PLAINVIEW ISD	95905109	THUNDERBIRD ELEMENTARY SCHOOL	461	82.0	85.0	91.1	92.4
ABERNATHY ISD	95901101	ABERNATHY EL	382	82.0	86.0	64.1	60.5
FLOYDADA ISD	77901101	A B DUNCAN ELEMENTARY	453	83.0	83.0	74.4	78.6
ANTON ISD	110901101	ANTON EL	152	83.0	85.0	81.6	61.8
LUBBOCK ISD	152901163	HARWELL EL	388	83.0	89.0	85.3	97.7
		AVERAGE	339.3	74.4	81.7	81.6	80.7

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving *High Schools* in *Reading*

2009

Table 1: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907001	SUNDOWN H S	157	99.0	96.0	24.2	44.6
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	726	99.0	91.0	38.3	30.4
PLAINS ISD	251902001	PLAINS H S	133	99.0	90.0	51.9	63.2
ABERNATHY ISD	95901001	ABERNATHY H S	213	99.0	89.0	40.4	51.6
SHALLOWATER ISD	152909001	SHALLOWATER H S	423	98.0	90.0	31.0	30.7
NEW DEAL ISD	152902001	NEW DEAL H S	196	98.0	87.0	53.1	46.9
HALE CENTER ISD	95903001	HALE CENTER H S	149	98.0	81.0	61.7	76.5
SLATON ISD	152903001	SLATON H S	330	98.0	75.0	60.3	61.5
WHITEFACE CISD	40902001	WHITEFACE H S	155	97.0	87.0	65.2	32.3
SUDAN ISD	140908001	SUDAN H S	134	97.0	86.0	47.0	47.0
IDALOU ISD	152910001	IDALOU H S	276	97.0	83.0	30.8	43.1
FRENSHIP ISD	152907001	FRENSHIP H S	1,647	96.0	87.0	24.7	34.6
SMYER ISD	110906001	SMYER H S	158	96.0	84.0	43.0	38.6
TAHOKA ISD	153904001	TAHOKA H S	179	95.0	76.0	49.7	62.6
PETERSBURG ISD	95904001	PETERSBURG H S	124	94.0	82.0	64.5	68.5
DENVER CITY ISD	251901001	DENVER CITY H S	391	94.0	81.0	49.1	66.8
FLOYDADA ISD	77901001	FLOYDADA H S	237	94.0	80.0	51.1	70.9
LUBBOCK ISD	152901020	CORONADO H S	2,162	94.0	75.0	28.8	39.4
RALLS ISD	54903001	RALLS H S	149	93.0	87.0	67.8	75.2
ROOSEVELT ISD	152908001	ROOSEVELT H S	314	93.0	83.0	54.8	52.9
OLTON ISD	140905002	OLTON H S	181	93.0	72.0	68.0	77.3
ANTON ISD	110901001	ANTON H S	137	92.0	87.0	55.5	50.4
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	119	92.0	76.0	49.6	55.5
POST ISD	85902001	POST H S	242	92.0	70.0	43.0	53.7
PLAINVIEW ISD	95905001	PLAINVIEW HIGH SCHOOL	1,406	92.0	67.0	53.1	76.0
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	400	92.0	65.0	61.8	67.8
LEVELLAND ISD	110902001	LEVELLAND H S	759	91.0	74.0	49.5	62.6
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	77	91.0	74.0	59.7	64.9
LUBBOCK ISD	152901023	MONTEREY H S	2,080	91.0	69.0	40.4	55.0
LUBBOCK ISD	152901022	LUBBOCK H S	2,049	90.0	70.0	51.0	73.6
		AVERAGE	523.4	94.8	80.5	49.0	55.8

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *High Schools* in *Reading*

2009

Table 2: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SUDAN ISD	140908002	P E P ALTER	10	20.0	0.0	90.0	90.0
MULESHOE ISD	9901002	P E P	20	67.0		80.0	80.0
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	259	72.0	33.0	67.6	92.7
LEVELLAND ISD	110902003	ACE HS	50	73.0	44.0	54.0	70.0
LUBBOCK ISD	152901021	ESTACADO H S	831	82.0	43.0	85.9	96.5
MULESHOE ISD	9901001	MULESHOE H S	337	84.0	77.0	65.0	76.0
FRENSHIP ISD	152907002	REESE EDUCATIONAL CTR	104	85.0	45.0	55.8	59.6
BROWNFIELD ISD	223901001	BROWNFIELD H S	457	85.0	56.0	49.2	69.4
TULIA ISD	219903001	TULIA H S	274	85.0	64.0	58.8	62.0
KRESS ISD	219905001	KRESS H S	100	85.0	67.0	64.0	67.0
HART ISD	35902001	HART JR-SR H S	121	86.0	63.0	80.2	96.7
MORTON ISD	40901001	MORTON H S	113	86.0	78.0	79.6	80.5
DIMMITT ISD	35901001	DIMMITT H S	275	87.0	76.0	68.0	75.6
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	171	88.0	69.0	51.5	70.2
CROSBYTON CISD	54901001	CROSBYTON H S	109	89.0	72.0	56.9	71.6
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	77	90.0	50.0	58.4	80.5
LORENZO ISD	54902001	LORENZO H S	123	90.0	56.0	82.1	80.5
LAMESA ISD	58906001	LAMESA H S	442	90.0	61.0	53.2	74.2
LUBBOCK ISD	152901022	LUBBOCK H S	2,049	90.0	70.0	51.0	73.6
LUBBOCK ISD	152901023	MONTEREY H S	2,080	91.0	69.0	40.4	55.0
LEVELLAND ISD	110902001	LEVELLAND H S	759	91.0	74.0	49.5	62.6
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	77	91.0	74.0	59.7	64.9
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	400	92.0	65.0	61.8	67.8
PLAINVIEW ISD	95905001	PLAINVIEW HIGH SCHOOL	1,406	92.0	67.0	53.1	76.0
POST ISD	85902001	POST H S	242	92.0	70.0	43.0	53.7
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	119	92.0	76.0	49.6	55.5
ANTON ISD	110901001	ANTON H S	137	92.0	87.0	55.5	50.4
OLTON ISD	140905002	OLTON H S	181	93.0	72.0	68.0	77.3
ROOSEVELT ISD	152908001	ROOSEVELT H S	314	93.0	83.0	54.8	52.9
RALLS ISD	54903001	RALLS H S	149	93.0	87.0	67.8	75.2
		AVERAGE	392.9	84.9	63.7	61.8	71.9

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving *Middle Schools* in *Reading*

2009

Table 3: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	129	100.0	95.0	57.4	62.0
FRENSHIP ISD	152907041	FRENSHIP MIDDLE SCHOOL	799	99.0	96.0	18.8	24.9
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOOL	384	99.0	92.0	64.8	79.9
LUBBOCK ISD	152901066	IRONS M S	696	98.0	95.0	15.9	25.3
SHALLOWATER ISD	152909041	SHALLOWATER MIDDLE	408	98.0	94.0	38.0	36.3
LUBBOCK ISD	152901065	HUTCHINSON M S	772	98.0	90.0	45.9	56.7
SUNDOWN ISD	110907041	SUNDOWN J H	131	97.0	97.0	31.3	52.7
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	281	97.0	95.0	52.0	69.4
LUBBOCK ISD	152901024	SCHOOL FOR YOUNG WOMEN LEADERS	122	97.0	94.0	65.6	62.3
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	780	97.0	91.0	43.7	36.4
LUBBOCK ISD	152901064	EVANS M S	810	96.0	90.0	30.4	36.3
TULIA ISD	219903041	TULIA J H	213	96.0	90.0	63.8	61.0
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	752	96.0	89.0	48.7	54.0
LUBBOCK ISD	152901069	SMYLIE WILSON M S	510	96.0	78.0	72.7	68.8
PLAINS ISD	251902041	PLAINS MIDDLE	118	95.0	97.0	66.1	66.9
IDALOU ISD	152910041	IDALOU MIDDLE	299	95.0	84.0	40.5	47.5
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	223	95.0	84.0	57.8	53.4
O'DONNELL ISD	153903041	O'DONNELL J H	68	95.0	77.0	61.8	57.4
TAHOKA ISD	153904041	TAHOKA MIDDLE	124	94.0	85.0	54.8	58.1
ROOSEVELT ISD	152908041	ROOSEVELT J H	238	94.0	75.0	69.3	51.7
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	171	93.0	94.0	77.8	77.2
POST ISD	85902041	POST MIDDLE	159	93.0	85.0	60.4	55.3
ABERNATHY ISD	95901041	ABERNATHY J H	168	92.0	92.0	51.8	50.6
SLATON ISD	152903042	SLATON J H	272	92.0	84.0	72.4	74.3
OLTON ISD	140905041	OLTON J H	181	92.0	83.0	72.9	75.7
LUBBOCK ISD	152901067	MACKENZIE M S	573	92.0	82.0	58.1	58.6
LAMESA ISD	58906041	LAMESA MIDDLE	402	92.0	81.0	66.9	80.3
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	296	91.0	84.0	72.3	66.2
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CENTER	403	91.0	77.0	70.7	79.9
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	333	91.0	71.0	70.6	78.4
		AVERAGE	360.5	95.0	87.4	55.8	58.6

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *Middle Schools* in *Reading*

2009

Texas Tech University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	76	79.0	85.0	68.4	73.7
SEAGRAVES ISD	83901041	SEAGRAVES J H	112	81.0	65.0	55.4	83.0
FLOYDADA ISD	77901041	FLOYDADA J H	175	81.0	78.0	68.6	77.7
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	412	82.0	89.0	63.3	73.1
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	411	83.0	77.0	65.9	75.7
LUBBOCK ISD	152901060	ALDERSON M S	361	84.0	56.0	95.0	97.8
LUBBOCK ISD	152901062	CAVAZOS M S	563	84.0	75.0	89.7	95.2
DIMMITT ISD	35901041	DIMMITT MIDDLE	346	85.0	69.0	81.8	86.1
RALLS ISD	54903041	RALLS MIDDLE	109	85.0	84.0	76.1	78.9
MORTON ISD	40901041	MORTON J H	92	86.0	71.0	71.7	81.5
LUBBOCK ISD	152901063	DUNBAR M S	429	87.0	60.0	91.8	92.3
LUBBOCK ISD	152901061	ATKINS M S	481	87.0	71.0	83.8	84.4
MULESHOE ISD	9901041	WATSON J H	319	87.0	90.0	81.2	79.3
LUBBOCK ISD	152901068	SLATON M S	615	88.0	66.0	72.8	80.7
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	333	91.0	71.0	70.6	78.4
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CENTER	403	91.0	77.0	70.7	79.9
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	296	91.0	84.0	72.3	66.2
LAMESA ISD	58906041	LAMESA MIDDLE	402	92.0	81.0	66.9	80.3
LUBBOCK ISD	152901067	MACKENZIE M S	573	92.0	82.0	58.1	58.6
OLTON ISD	140905041	OLTON J H	181	92.0	83.0	72.9	75.7
SLATON ISD	152903042	SLATON J H	272	92.0	84.0	72.4	74.3
ABERNATHY ISD	95901041	ABERNATHY J H	168	92.0	92.0	51.8	50.6
POST ISD	85902041	POST MIDDLE	159	93.0	85.0	60.4	55.3
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	171	93.0	94.0	77.8	77.2
ROOSEVELT ISD	152908041	ROOSEVELT J H	238	94.0	75.0	69.3	51.7
TAHOKA ISD	153904041	TAHOKA MIDDLE	124	94.0	85.0	54.8	58.1
O'DONNELL ISD	153903041	O'DONNELL J H	68	95.0	77.0	61.8	57.4
IDALOU ISD	152910041	IDALOU MIDDLE	299	95.0	84.0	40.5	47.5
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	223	95.0	84.0	57.8	53.4
PLAINS ISD	251902041	PLAINS MIDDLE	118	95.0	97.0	66.1	66.9
		AVERAGE	284.3	88.9	79.0	69.7	73.0

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving *Elementary Schools* in *Reading*

2009

Table 5: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LUBBOCK-COOPER ISD	152906103	LUBBOCK-COOPER NORTH ELEMENTARY S	693	100.0	96.0	54.0	41.4
FRENSHIP ISD	152907103	NORTH RIDGE EL	777	99.0	98.0	32.9	45.9
LUBBOCK ISD	152901188	WILLIAMS EL	379	99.0	97.0	44.6	50.4
SLATON ISD	152903103	WEST WARD EL	506	99.0	97.0	77.9	70.0
FRENSHIP ISD	152907107	BENNETT EL	876	99.0	96.0	40.6	32.0
FRENSHIP ISD	152907104	CRESTVIEW EL	816	98.0	99.0	14.8	24.3
LUBBOCK ISD	152901164	HAYNES EL	305	98.0	99.0	34.1	39.3
SUNDOWN ISD	110907101	SUNDOWN EL	340	98.0	99.0	38.5	51.8
LUBBOCK ISD	152901179	SMITH EL	600	98.0	98.0	16.2	27.0
FRENSHIP ISD	152907105	WESTWIND EL	664	98.0	96.0	59.5	58.9
SUDAN ISD	140908101	SUDAN EL	227	98.0	92.0	70.5	57.3
HALE CENTER ISD	95903102	AKIN EL	285	97.0	97.0	79.3	77.5
LUBBOCK ISD	152901166	HONEY EL	493	97.0	97.0	15.4	27.2
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEMENTARY S	704	97.0	97.0	54.3	40.5
LUBBOCK ISD	152901173	MURFEE EL	376	97.0	96.0	10.9	14.4
LUBBOCK ISD	152901187	WHITESIDE EL	604	97.0	94.0	20.9	22.2
LUBBOCK ISD	152901189	WILSON EL	439	97.0	91.0	28.2	42.4
LEVELLAND ISD	110902101	CACTUS EL	331	97.0	88.0	65.6	71.6
LEVELLAND ISD	110902106	LEVELLAND ACADEMIC BEGINNING CENTE	486	97.0	88.0	68.7	74.1
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHOOL	542	96.0	99.0	22.7	20.5
LUBBOCK ISD	152901167	ILES EL	283	96.0	90.0	90.5	96.5
PLAINVIEW ISD	95905103	EDGEMERE ELEMENTARY SCHOOL	451	95.0	99.0	78.0	81.2
KRESS ISD	219905101	KRESS EL	104	95.0	95.0	71.2	63.5
LUBBOCK ISD	152901183	WATERS EL	598	95.0	93.0	46.5	45.2
NEW DEAL ISD	152902101	NEW DEAL EL	291	95.0	92.0	67.4	52.6
PLAINVIEW ISD	95905108	LA MESA ELEMENTARY SCHOOL	454	94.0	93.0	64.5	65.2
LUBBOCK ISD	152901162	HARDWICK EL	381	94.0	92.0	53.3	58.8
LUBBOCK ISD	152901157	BOWIE EL	241	94.0	91.0	57.3	50.2
IDALOU ISD	152910101	IDALOU EL	368	94.0	90.0	48.6	51.1
SHALLOWATER ISD	152909101	SHALLOWATER EL	267	94.0	89.0	52.4	37.8
		AVERAGE	462.7	96.7	94.6	49.3	49.7

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *Elementary Schools* in *Reading*

2009

Table 6: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901158	BOZEMAN EL	320	70.0	66.0	95.9	97.5
LUBBOCK ISD	152901160	DUPRE EL	226	72.0	74.0	92.5	94.2
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	405	73.0	62.0	85.2	78.3
BROWNFIELD ISD	223901102	OAK GROVE EL	558	73.0	62.0	75.8	78.3
MORTON ISD	40901102	MORTON EL	242	73.0	68.0	85.1	78.1
LUBBOCK ISD	152901191	WRIGHT EL	188	73.0	79.0	87.2	85.6
LUBBOCK ISD	152901165	HODGES EL	522	78.0	64.0	92.1	94.6
LAMESA ISD	58906103	NORTH EL	474	78.0	66.0	75.3	80.8
LAMESA ISD	58906105	SOUTH EL	615	78.0	66.0	72.5	81.6
RALLS ISD	54903102	RALLS EL	272	78.0	82.0	84.6	78.7
LUBBOCK ISD	152901175	PARKWAY EL	352	79.0	68.0	97.7	97.7
SLATON ISD	152903101	AUSTIN EL	202	80.0	75.0	78.2	75.7
DIMMITT ISD	35901102	RICHARDSON EL	521	82.0	72.0	85.4	87.3
O'DONNELL ISD	153903101	O'DONNELL EL	180	83.0	81.0	73.9	72.8
FLOYDADA ISD	77901101	A B DUNCAN ELEMENTARY	453	83.0	83.0	74.4	78.6
LUBBOCK ISD	152901156	BEAN EL	432	84.0	84.0	96.1	97.5
LUBBOCK ISD	152901168	JACKSON EL	170	84.0	94.0	93.5	97.1
LUBBOCK ISD	152901153	ARNETT EL	159	85.0	69.0	93.1	89.9
LUBBOCK ISD	152901176	PARSONS EL	315	85.0	79.0	66.3	64.4
SMYER ISD	110906101	SMYER EL	203	85.0	79.0	60.6	40.9
LUBBOCK ISD	152901155	BAYLESS EL	523	85.0	80.0	90.6	87.0
PLAINVIEW ISD	95905109	THUNDERBIRD ELEMENTARY SCHOOL	461	85.0	82.0	91.1	92.4
ANTON ISD	110901101	ANTON EL	152	85.0	83.0	81.6	61.8
PLAINVIEW ISD	95905106	HILLCREST ELEMENTARY SCHOOL	468	85.0	86.0	85.3	86.8
HART ISD	35902101	HART ELEMENTARY	174	86.0	64.0	86.2	94.3
CROSBYTON CISD	54901101	CROSBYTON EL	219	86.0	79.0	70.3	71.2
LUBBOCK ISD	152901174	OVERTON EL	300	86.0	81.0	79.3	72.3
ABERNATHY ISD	95901101	ABERNATHY EL	382	86.0	82.0	64.1	60.5
OLTON ISD	140905102	WEBB EL	360	86.0	87.0	77.2	78.1
PLAINS ISD	251902101	PLAINS EL	194	86.0	96.0	67.5	53.1
		AVERAGE	334.7	81.1	76.4	82.0	80.2

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2005-2009) regarding university enrollment, degrees awarded and the number of teachers produced. An Undergraduate Teacher Production Ratio was calculated by dividing the number of traditional undergraduates obtaining certification by the total number of baccalaureate degrees awarded. The Teachers Produced section shows teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from 1999 through 2009 through all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a program during the complete academic year (fiscal year) from September 1st through August 31st. Thus, the 2009 production counts include all individuals from all university pathways who obtained standard or probationary certification from September 1, 2008 through August 31, 2009.

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. Certification data are based upon when the individual initially applies for certification. For example, a person can complete a program in AY 2003, yet decide not to obtain certification until AY 2006. Such an individual would be included in the 2006 certification cohort rather than the 2003 certification cohort. TEA generally uses the date of the initial application as the date of certification.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals obtaining certification by race/ethnicity for FY1999 through FY2009. See C.2 for further information about certification year. The race/ethnicity of the individual is self-reported.

C4: Initial Certification Production by Level.
This analysis shows initial standard certificate production broken down by level over a ten-year period (2000-2009). The number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 10-year and 5-year average certificate production is calculated. When possible a 5-year change is calculated. An asterisk (*) in the 5-year change column indicates the inability to calculate a 5-year change. The 5-year average for selected certificates is plotted in a table below the chart. See page 62 for a list of changes.

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.

Five-Year University Production Trends

2005-2009

Texas Tech University

University Production	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1]	**28,325**	**27,940**	**27,996**	**28,260**	**28,422**	**0.3%**
Undergraduate	23,329	22,943	22,851	23,021	23,107	-1.0%
Masters	2,310	2,211	2,394	2,494	2,604	12.7%
Degrees Awarded (Spring of academic year)						
Total [2]	**5,860**	**5,923**	**6,144**	**6,328**	**5,902**	**0.7%**
Bachelors (from Colleges of Arts & Sciences)	4,316	4,458	4,622	4,777	4,460	3.3%
Mathematics	50	45	29	40	33	-34.0%
Biological Science	173	204	214	217	181	4.6%
Physical Science	21	34	35	42	43	104.8%
Masters	1,142	1,052	1,093	1,093	1,034	-9.5%
Teachers Produced (End of fiscal year)						
Total [3]	**535**	**523**	**613**	**568**	**480**	**-10.3%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	175	201	210	156	124	-29.1%
Traditional Undergraduate Certified	360	322	403	412	356	-1.1%
Production Ratio						
Undergraduate Teacher Production [4]	8.3%	7.2%	8.7%	8.6%	8.0%	

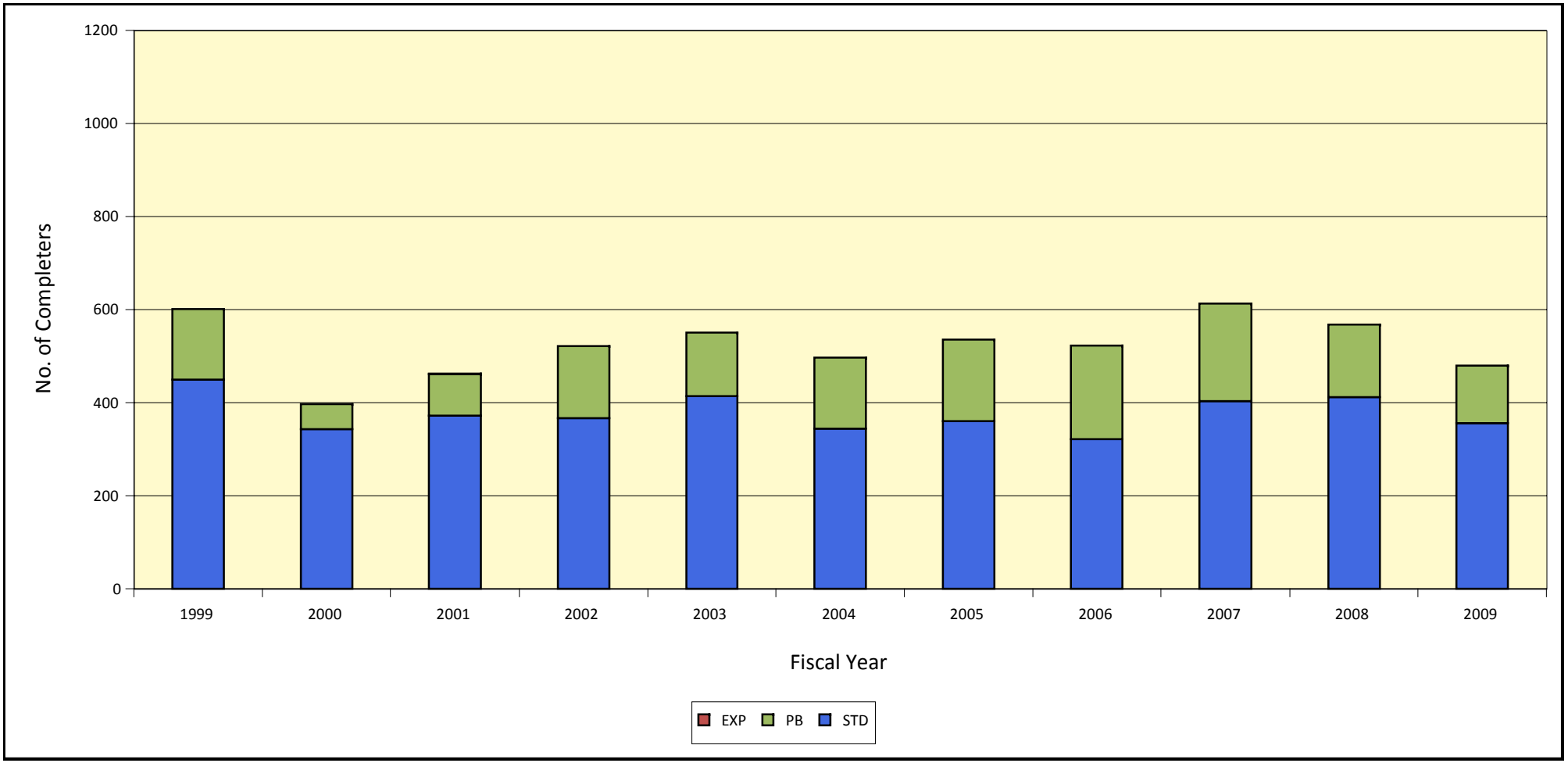
[1] Total enrollment also includes doctoral level students.
[2] Total degrees awarded also includes doctoral level degrees.
[3] Program numbers may not add up to Total because of missing data.
[4] Total number of traditional undergraduates certified divided by the total number of baccalaureate degrees awarded.

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

Teacher Production Trends for University Completers[1]

FY 1999-2009 [2]

Texas Tech University



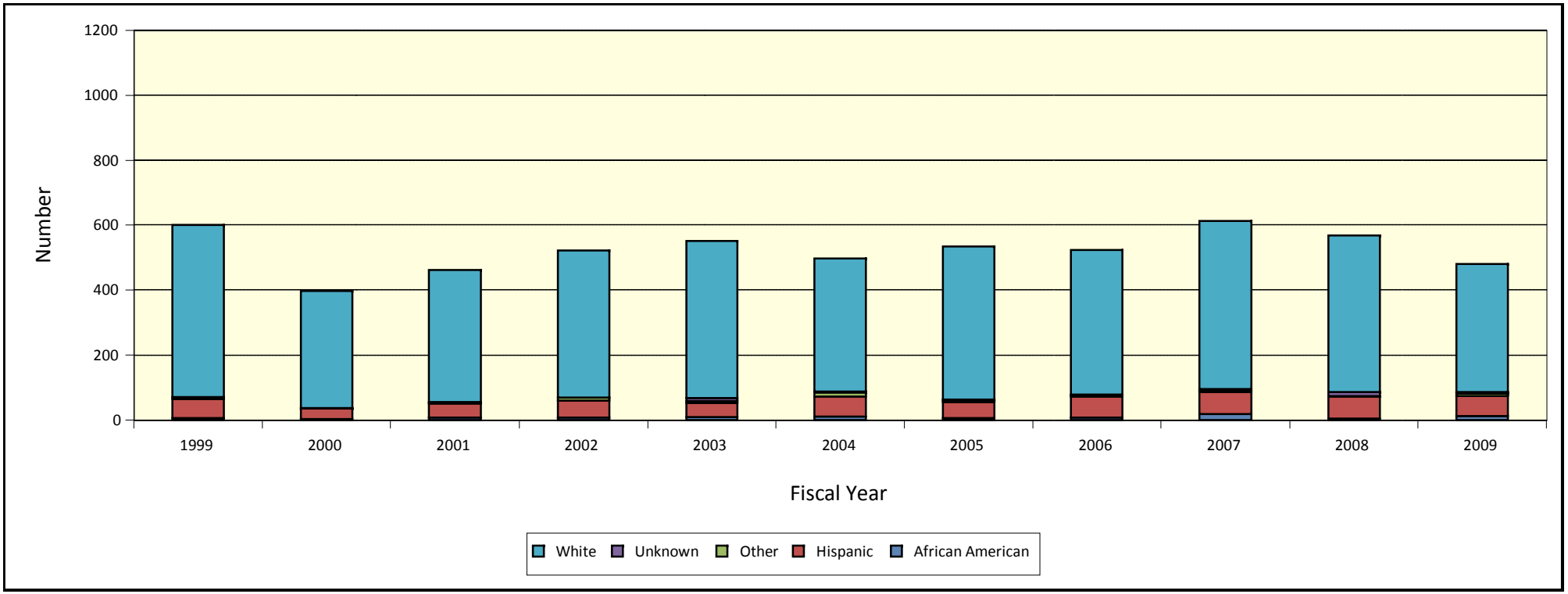
Fiscal Year											Total	1-Year Change	5-Year Change
1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		2008-2009	2004-2009
601	397	462	522	551	497	535	523	613	568	480	**5,749**	-15.5%	-3.4%

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

Teacher Production by Race/Ethnicity [1]

FY 1999-2009 [2]

Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2006-2009	2004-2009
African American	6	3	8	7	9	11	6	8	18	4	13	5	2
Hispanic	58	32	43	53	43	62	49	65	68	68	61	-4	-1
Other	7	2	5	9	7	12	5	3	4	2	8	5	-4
Unknown	0	0	0	0	9	3	3	3	6	13	5	2	2
White	530	360	406	453	483	409	472	444	517	481	393	-51	-16
TOTAL	**601**	**397**	**462**	**522**	**551**	**497**	**535**	**523**	**613**	**568**	**480**		

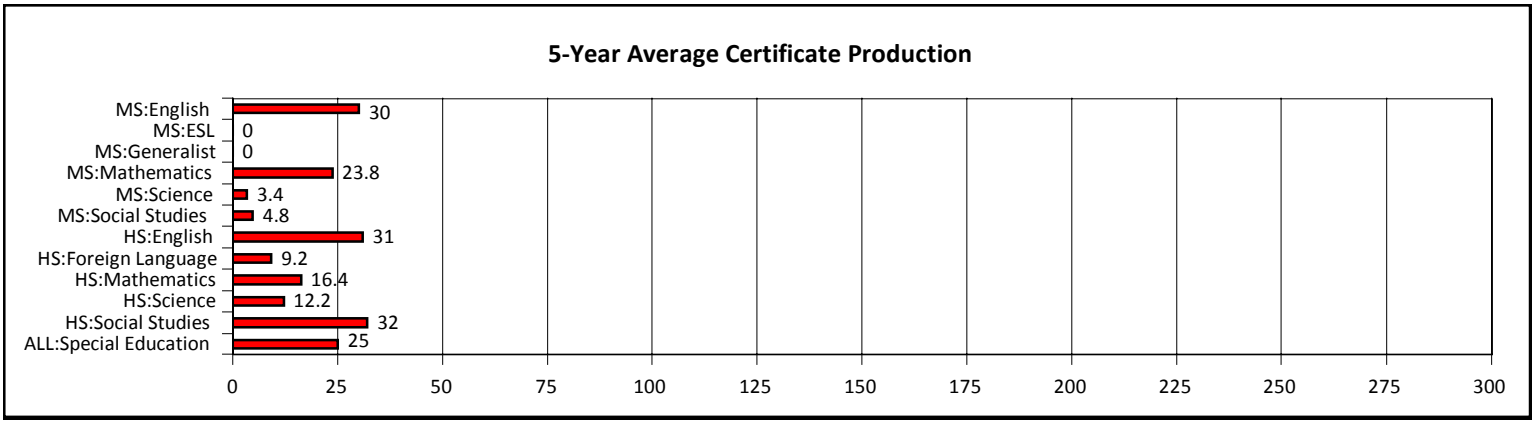
1 Race/ethnicity is self-reported.
2 Certification year equals fiscal year (September 1 - August 31).

Initial Certification Production by Level [1]

FY 2000-2009 [2]

Texas Tech University

Certificate	Fiscal Year										10-Year Average	5-Year Average	5-Year Change
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2000-2009	2005-2009	2004-2009
ELEMENTARY (EC-4 and EC-6)													
Bilingual Generalist	0	0	1	0	0	3	3	6	8	4	2.5	4.8	0.0%
ESL	0	0	0	0	0	1	1	0	0	15	1.7	3.4	0.0%
Generalist	0	0	0	148	201	235	220	280	256	221	156.1	242.4	10.0%
Special Education [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0%
SUBTOTAL	**0**	**0**	**1**	**148**	**201**	**239**	**224**	**286**	**264**	**240**	**160.3**	**250.6**	**19.4%**
MIDDLE SCHOOL (4-8)													
Bilingual Generalist	0	0	0	0	0	0	0	1	0	0	0.1	0.2	0.0%
English	0	0	0	14	19	31	31	38	29	21	18.3	30.0	10.5%
ESL [3]	0	0	0	0	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	0.0	0.0%
Mathematics	0	0	0	15	22	20	23	36	22	18	15.6	23.8	-18.2%
Science	0	0	0	0	2	3	7	2	3	2	1.9	3.4	0.0%
Social Studies	0	0	0	4	8	11	4	4	4	1	3.6	4.8	-87.5%
SUBTOTAL	**0**	**0**	**0**	**33**	**51**	**65**	**65**	**81**	**58**	**42**	**39.5**	**62.2**	**-17.6%**
HIGH SCHOOL (6-12 and 8-12)													
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0%
Business Education	0	1	0	0	0	0	0	0	0	0	0.1	0.0	-
Career & Tech Education [4]	12	12	13	36	23	20	23	15	0	0	15.4	11.6	-100.0%
English	30	27	43	43	40	32	31	30	29	33	33.8	31.0	-17.5%
ESL [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0%
Fine Arts	16	13	9	10	17	4	2	3	3	3	8.0	3.0	-82.4%
Foreign Language	4	16	14	9	13	8	19	9	5	5	10.2	9.2	-61.5%
Mathematics	22	17	17	14	13	22	21	12	16	11	16.5	16.4	-15.4%
PE/Health	25	27	25	24	13	10	1	0	0	0	12.5	2.2	-100.0%
Science	24	28	25	20	20	10	14	12	13	12	17.8	12.2	-40.0%
Social Studies	17	41	58	45	24	33	32	36	34	25	34.5	32.0	4.2%
Special Education [3]	0	0	1	0	0	0	0	0	0	0	0.1	0.0	0.0%
SUBTOTAL	**150**	**182**	**205**	**201**	**163**	**139**	**143**	**117**	**100**	**89**	**148.9**	**117.6**	**-45.4%**
ALL LEVEL (K-12)													
ESL [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0%
Fine Arts	20	31	19	41	29	40	40	40	68	54	38.2	48.4	86.2%
Foreign Language	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0%
PE/Health	8	9	12	15	34	30	49	71	45	39	31.2	46.8	14.7%
Special Education	1	3	1	4	14	27	19	31	19	29	14.8	25.0	107.1%
SUBTOTAL	**29**	**43**	**32**	**60**	**77**	**97**	**108**	**142**	**132**	**122**	**84.2**	**120.2**	**58.4%**
OTHER SUPPLEMENTALS													
Bilingual Generalist	2	4	1	0	0	0	0	0	0	0	0.7	0.0	0.0%
ESL	1	1	4	1	1	2	5	9	5	9	3.8	6.0	800.0%
Special Education	8	3	1	1	0	1	0	1	0	0	1.5	0.4	0.0%
SUBTOTAL	**11**	**8**	**6**	**2**	**1**	**3**	**5**	**10**	**5**	**9**	**6.0**	**6.4**	**800.0%**
TOTAL	**190**	**233**	**244**	**444**	**493**	**543**	**545**	**636**	**559**	**502**	**438.9**	**557.0**	**-7.6 %**



1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 For this analysis, endorsement and supplemental certificates are reported separately.
4 Career and technical education includes the following certificates: Ag sciences and technology, health science technology, marketing education, trade and industrial education.

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

FY 1999-2009 [2]

Texas Tech University

Production Entity	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Total
Texas Tech University	**601**	**397**	**462**	**522**	**551**	**497**	**535**	**523**	**613**	**568**	**480**	**5,749**
Wayland Baptist University	89	51	80	73	111	117	116	143	120	114	144	**1,158**
Lubbock Christian University	74	56	53	69	74	86	107	99	68	74	85	**845**
TOTAL	**764**	**504**	**595**	**664**	**736**	**700**	**758**	**765**	**801**	**756**	**709**	**7,752**

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

D.
Professional Impact Trend Reports

SECTION D:
Professional Impact Trend Reports

Section D includes information regarding employment and district hiring patterns, concentration of university completers in the PZPI, as well as teacher retention and attrition data.

D.1 a-c: Teacher Hiring in the Proximal Zone of Professional Impact.
This section consists of charts comparing school district hiring patterns to the supply of new teachers provided by a preparation program by subject area and school level in the PZPI. 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 the preceding year (FY2008) with no prior teaching experience. The category "District Hires" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) employed in the PZPI in AY 2008-2009. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI. The data capture teachers new to the PZPI as well as any teacher increase due to increased student enrollment. Newly-hired teacher FTEs could come from a number of sources including teacher preparation programs, the reserve pool of teachers, out-of-state transfers, or teachers transferring in from another zone in Texas.

D.2: Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact.
This analysis shows where the target university's newly certified teachers, those obtaining a standard certificate with no prior teaching experience, are employed.

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact.
Two charts provide information regarding the highest employing districts of the university's teachers. The first chart provides information regarding teachers newly-certified in 2008-2009 as well as those receiving a probationary certificate. The second chart shows all university-prepared teachers employed by a district from 1994-2008. See Attachment 3 to view full hiring pattern report.

D.4 a-c: Concentration of University Completers in the Proximal Zone of Professional Impact by Level.
This analysis provides information about the percentage of Full Time Equivalents (FTEs) employed in a school within the PZPI by level from the university preparation program since 1995. The first four columns provide the name of the district, campus code, campus name and percent of school students classified as economically disadvantaged respectively. The "# School FTEs" column shows the total number of FTEs for all teachers of record in the school. The "# Univ FTEs" column provides the total number of FTEs employed at that school that obtained certification from the target preparation program from 1995 through 2007. The "% Univ FTEs" column is the percentage of teacher FTEs at the school from the target preparation program.

D.5: Comparison of Teacher Retention Trends.
D.5.a: Five-Year Retention of First-Year Teachers. This table and corresponding graphic displays the 5-year teacher retention rates for individuals obtaining a standard or probationary certificate in 2004-2005 who became employed in a Texas public school in the 2005-2006 academic year with no teaching experience prior to 2004-2005. The retention rate for 2006 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2005-2006 academic years. This data analysis shows retention of certification programs from CREATE and Non-CREATE providers.

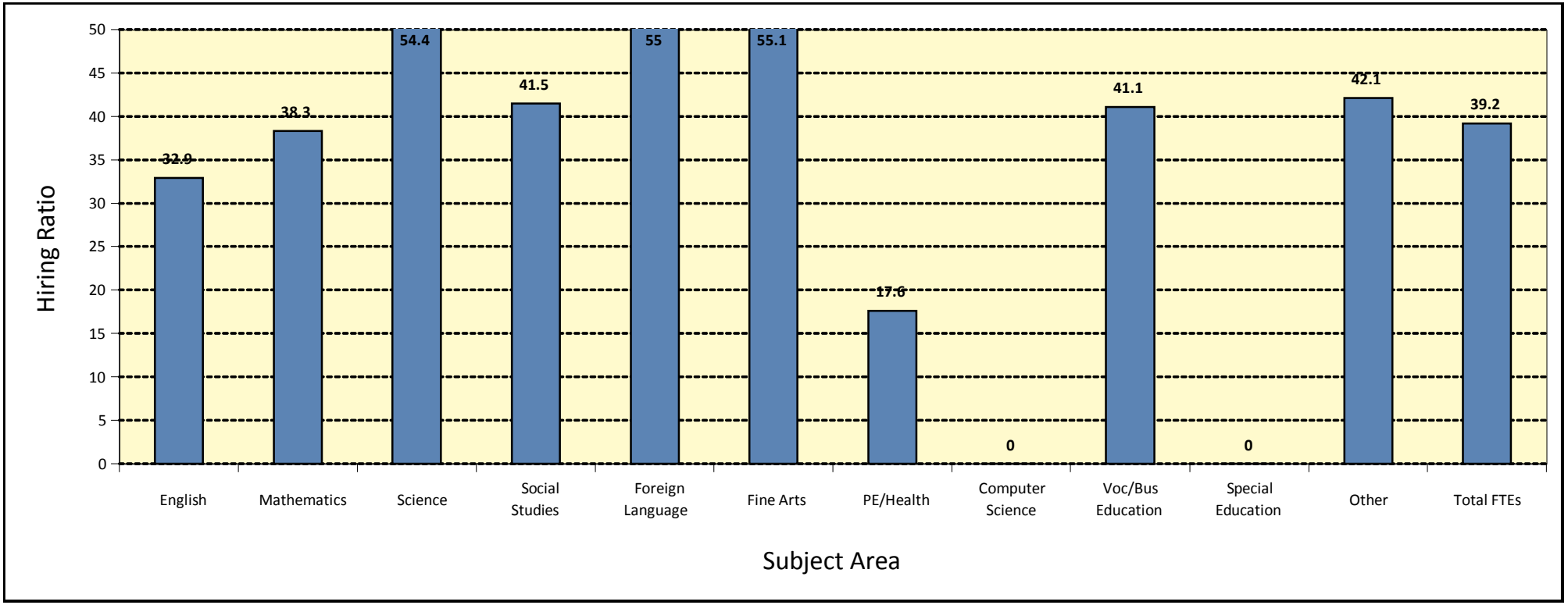
D.5.b-d: University-Prepared Teacher Retention Compared to Retention of Other Teacher Preparation Providers by Level. These analyses further augment the 5-year retention trends by showing retention rates and 5-year attrition rates by school level. Numbers less than 10 will not be graphically represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2008-2009



Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied [1]	2.5	1.8	3.7	3.9	2.2	3.8	0.6	0.0	2.3	0.0	0.0	0.8	**21.7**
District Hires[2]	7.6	4.7	6.8	9.4	4.0	6.9	3.4	1.5	5.6	3.5	0.0	1.9	**55.4**
Hiring Ratio [3]	**32.9%**	**38.3%**	**54.4%**	**41.5%**	**55.0%**	**55.1%**	**17.6%**	**0.0%**	**41.1%**	**0.0%**	**0.0%**	**42.1%**	**39.2%**

1 Includes number of newly-hired FTEs from university preparation program who obtained standard or probationary certification in FY 2008 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2008-2009.

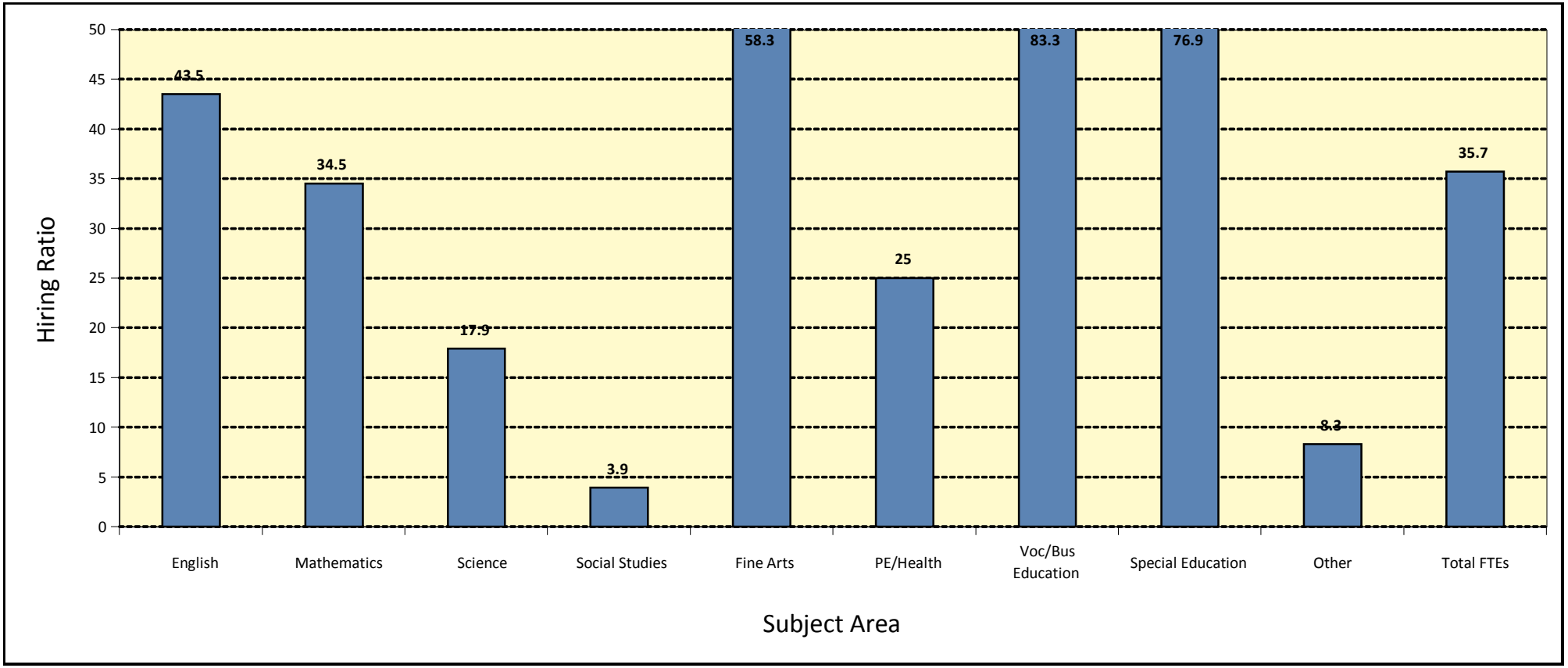
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2008-2009



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	5.7	4.0	1.2	0.3	0.0	2.1	0.9	0.0	2.0	4.0	0.0	0.3	20.5
District Hires[2]	0.0	13.1	11.6	6.7	7.7	0.0	3.6	3.6	0.0	2.4	5.2	0.0	3.6	57.5
Hiring Ratio[3]	**0.0%**	**43.5%**	**34.5%**	**17.9%**	**3.9%**	**0.0%**	**58.3%**	**25.0%**	**0.0%**	**83.3%**	**76.9%**	**0.0%**	**8.3%**	**35.7%**

1 Includes number of newly-hired FTEs from university preparation program who obtained standard or probationary certification in FY 2008 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2008-2009.

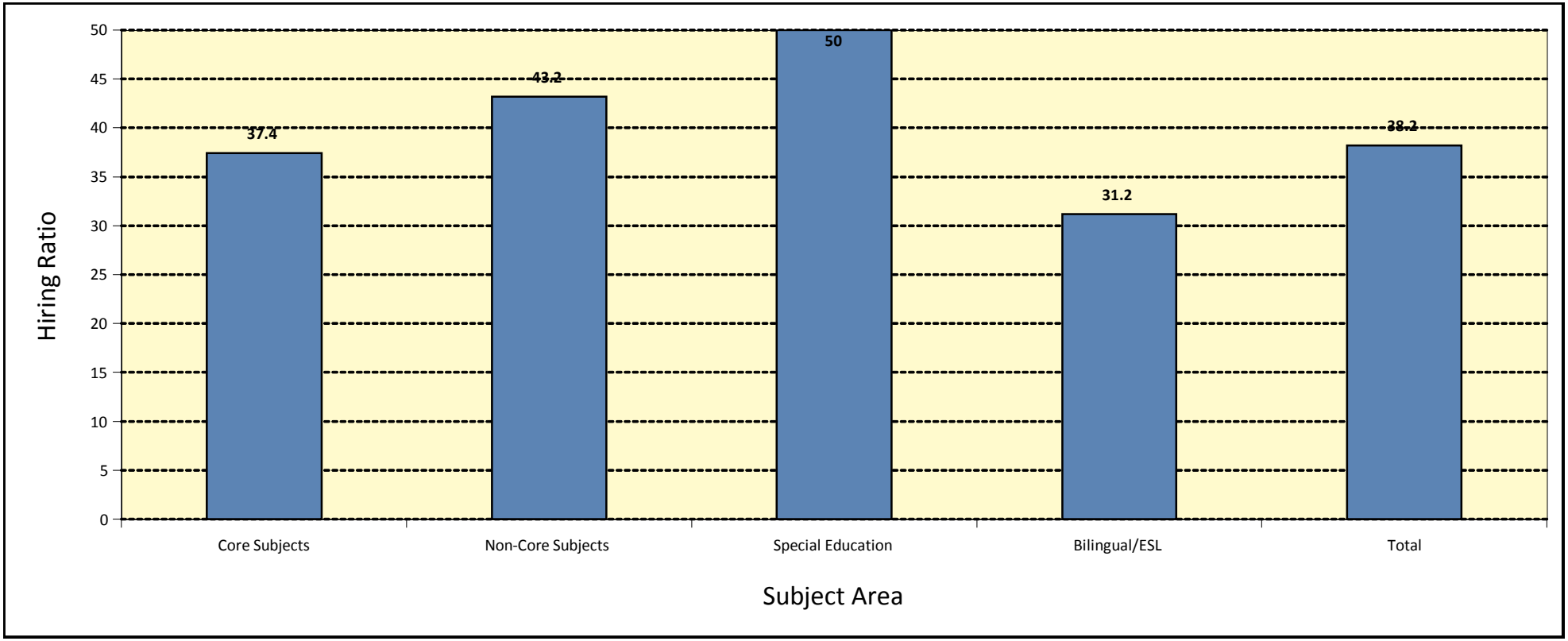
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2008-2009



Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	45.2	5.1	4.0	2.5	56.8
District Hires [2]	120.8	11.8	8.0	8.0	148.6
Hiring Ratio [3]	**37.4%**	**43.2%**	**50.0%**	**31.2%**	**38.2%**

1 Includes number of newly-hired FTEs from university preparation program who obtained standard or probationary certification in FY 2008 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2008-2009.

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

4 Core subjects are subjects that are TAKS tested.

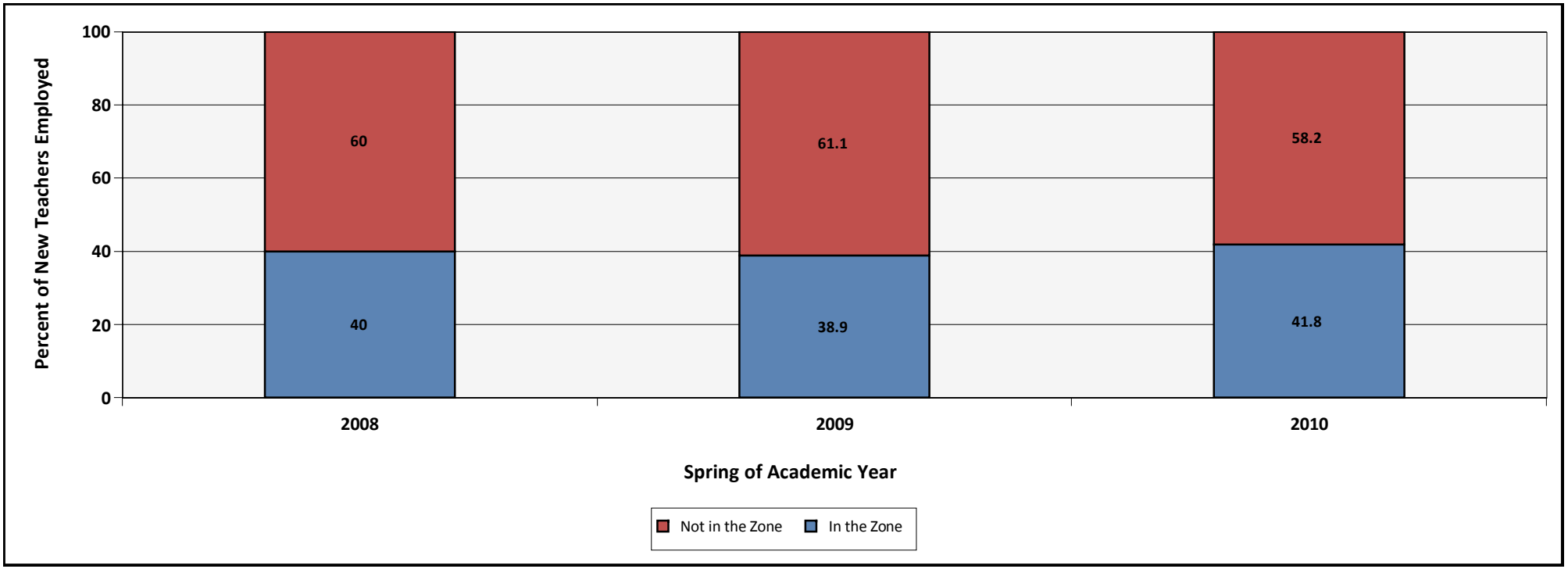
5 Non-core subjects are all subjects not TAKS tested.

Source Data
Teacher Assignment and Certification Files, TEA

Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact [1]

2008-2010

Texas Tech University



	New Teachers Employed						
	2008		2009		2010		% Change
	Number	Percent	Number	Percent	Number	Percent	2008 to 2010
In the Zone	187	40.0	135	38.9	122	41.8	1.8
Not in the Zone	281	60.0	212	61.1	170	58.2	-1.8
Total	**468**	**100.0**	**347**	**100.0**	**292**	**100.0**	**0.0**

1 Includes newly-hired teachers obtaining a standard certificate with no prior teaching experience.

District Hiring Patterns of University-Prepared Teachers in PZPI[1]
2009-2010
Texas Tech University

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

Teachers Newly-Certified in FY 2008-2009

Employing District	University-Prepared Employed by District in 2009-2010	New Teachers Employed by District in 2009-2010	% University Newly-Certified Compared to New Teachers Employed
LOOP ISD	1	1	100.0
SOUTHLAND ISD	4	6	66.7
AMHERST ISD	3	5	60.0
LOCKNEY ISD	3	6	50.0
MEADOW ISD	2	4	50.0
FRENSHIP ISD	13	31	41.9
CROSBYTON CISD	2	5	40.0
LUBBOCK ISD	62	163	38.0
NEW DEAL ISD	2	6	33.3
LORENZO ISD	1	4	25.0
SHALLOWATER ISD	1	4	25.0
LAMESA ISD	3	14	21.4
LITTLEFIELD ISD	1	5	20.0
HALE CENTER ISD	1	6	16.7
MULESHOE ISD	2	13	15.4

All Teachers Certified

Employing District	University-Prepared (1994-2009) Employed by District in 2009-2010	Total Teachers Employed by District in 2009-2010	Percent of Univ-Prepared Teachers in District
SOUTH PLAINS	3	5	60.0
LUBBOCK ISD	721	1,417	50.9
RISE ACADEMY	3	6	50.0
LUBBOCK-COOPER ISD	85	196	43.4
O'DONNELL ISD	9	21	42.9
LOOP ISD	5	12	41.7
SOUTHLAND ISD	6	15	40.0
CROSBYTON CISD	14	36	38.9
NEW DEAL ISD	20	54	37.0
TAHOKA ISD	19	52	36.5
ROPES ISD	9	25	36.0
DAWSON ISD	5	14	35.7
IDALOU ISD	18	51	35.3
SMYER ISD	7	20	35.0
FRENSHIP ISD	122	351	34.8

1 Includes all university pathways.

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

2008-2009

Texas Tech University

District Name	Campus Code	Campus Name	% School Econ Disadvantaged	# Sch FTEs [2]	# Univ FTEs [3]	% Univ FTEs [4]
RALLS ISD	54903002	RECOVERY EDUCATION CAMPUS	80.0	1.0	1.0	100.0
LAMESA ISD	58906004	LAMESA SUCCESS ACADEMY	44.4	2.8	1.0	36.2
LUBBOCK ISD	152901022	LUBBOCK H S	51.0	120.9	42.0	34.7
LUBBOCK ISD	152901020	CORONADO H S	28.8	119.6	38.2	32.0
RALLS ISD	54903001	RALLS H S	67.8	21.1	6.7	31.7
IDALOU ISD	152910001	IDALOU H S	30.8	26.4	7.6	28.9
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	67.6	19.9	5.5	27.6
TAHOKA ISD	153904001	TAHOKA H S	49.7	22.7	5.8	25.5
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	38.3	63.8	16.0	25.1
LORENZO ISD	54902001	LORENZO H S	82.1	20.1	5.0	24.9
LUBBOCK ISD	152901023	MONTEREY H S	40.4	133.3	33.2	24.9
HART ISD	35902001	HART JR-SR H S	80.2	12.7	3.0	23.7
LUBBOCK ISD	152901021	ESTACADO H S	85.9	79.2	18.7	23.6
CROSBYTON CISD	54901001	CROSBYTON H S	56.9	16.7	3.8	23.0
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	59.7	10.5	2.4	23.0
NEW DEAL ISD	152902001	NEW DEAL H S	53.1	20.3	4.4	21.7
ANTON ISD	110901001	ANTON H S	55.5	17.2	3.7	21.6
PETERSBURG ISD	95904001	PETERSBURG H S	64.5	14.1	3.0	21.2
FLOYDADA ISD	77901001	FLOYDADA H S	51.1	28.3	5.9	21.0
ROOSEVELT ISD	152908001	ROOSEVELT H S	54.8	30.9	6.1	19.8
PLAINS ISD	251902001	PLAINS H S	51.9	18.1	3.5	19.3
FRENSHIP ISD	152907001	FRENSHIP H S	24.7	128.4	24.4	19.0
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	58.4	16.3	3.0	18.4
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	49.6	14.6	2.7	18.3
SLATON ISD	152903001	SLATON H S	60.3	39.4	7.0	17.8
BROWNFIELD ISD	223901001	BROWNFIELD H S	49.2	41.2	7.2	17.5
WHITEFACE CISD	40902001	WHITEFACE H S	65.2	23.0	4.0	17.4

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

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

2008-2009

Texas Tech University

District Name	Campus Code	Campus Name	% School Econ Disadvantaged	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901024	SCHOOL FOR YOUNG WOMEN LEADERS	65.6	7.8	5.5	70.5
LUBBOCK ISD	152901061	ATKINS M S	83.8	34.8	17.7	50.7
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	68.4	9.4	4.2	44.3
TAHOKA ISD	153904041	TAHOKA MIDDLE	54.8	11.5	5.1	43.8
LUBBOCK ISD	152901065	HUTCHINSON M S	45.9	48.7	21.1	43.3
LUBBOCK ISD	152901062	CAVAZOS M S	89.7	45.4	18.6	41.0
LUBBOCK ISD	152901068	SLATON M S	72.8	47.4	18.0	37.9
LUBBOCK ISD	152901066	IRONS M S	15.9	46.5	17.0	36.5
LUBBOCK ISD	152901063	DUNBAR M S	91.8	38.8	13.7	35.4
LUBBOCK ISD	152901064	EVANS M S	30.4	56.1	19.3	34.5
LUBBOCK ISD	152901069	SMYLIE WILSON M S	72.7	43.7	14.5	33.3
LUBBOCK ISD	152901060	ALDERSON M S	95.0	34.5	10.4	30.1
ROOSEVELT ISD	152908041	ROOSEVELT J H	69.3	22.1	5.9	26.6
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	48.7	64.3	17.0	26.5
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	57.8	21.0	5.5	26.1
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	72.3	20.7	5.3	25.6
SUNDOWN ISD	110907041	SUNDOWN J H	31.3	15.6	3.9	25.2
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	43.7	50.6	12.7	25.1
PLAINS ISD	251902041	PLAINS MIDDLE	66.1	12.9	3.0	23.2
LUBBOCK ISD	152901067	MACKENZIE M S	58.1	39.8	9.2	23.0
SLATON ISD	152903042	SLATON J H	72.4	26.5	5.6	21.3
LAMESA ISD	58906041	LAMESA MIDDLE	66.9	34.1	7.1	20.7
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	63.3	29.2	6.0	20.6
ABERNATHY ISD	95901041	ABERNATHY J H	51.8	15.8	3.2	20.0
FLOYDADA ISD	77901041	FLOYDADA J H	68.6	21.5	4.2	19.8
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	70.6	29.9	5.8	19.4
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	57.4	11.3	2.2	19.2

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

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

2008-2009

Texas Tech University

District Name	Campus Code	Campus Name	% School Econ Disadvantaged	# Sch FTEs [2]	# Univ FTEs [3]	% Univ FTEs [4]
LUBBOCK ISD	152901177	RAMIREZ CHARTER SCHOOL	77.4	27.9	18.0	64.6
LUBBOCK ISD	152901172	MARTIN EARLY CHILDHOOD CTR	93.6	15.0	9.0	60.0
LUBBOCK ISD	152901193	ROY W ROBERTS EL	67.3	29.5	15.0	50.8
LUBBOCK ISD	152901154	BALLENGER EARLY CHILDHOOD CTR	97.0	18.0	9.0	50.0
LUBBOCK ISD	152901191	WRIGHT EL	87.2	16.4	8.0	48.8
LUBBOCK ISD	152901153	ARNETT EL	93.1	15.5	7.5	48.4
LUBBOCK ISD	152901181	STUBBS EARLY CHILDHOOD CTR	92.3	19.0	9.0	47.4
LUBBOCK ISD	152901158	BOZEMAN EL	95.9	27.0	12.0	44.4
LUBBOCK ISD	152901159	BROWN EL	88.9	31.5	14.0	44.4
LUBBOCK ISD	152901188	WILLIAMS EL	44.6	25.0	11.0	44.0
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHOOL	22.7	41.3	17.9	43.4
LUBBOCK ISD	152901192	CENTENNIAL EL	64.3	27.5	11.0	40.0
LUBBOCK ISD	152901170	MAEDGEN EL	70.4	23.8	9.5	39.9
LUBBOCK ISD	152901184	WESTER EL	76.2	27.7	11.0	39.6
FRENSHIP ISD	152907106	WILLOW BEND ELEMENTARY	74.6	39.0	15.0	38.5
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEMENTARY S	54.3	52.9	20.0	37.8
LUBBOCK ISD	152901182	TUBBS EL	89.6	22.5	8.5	37.8
LUBBOCK ISD	152901171	MAHON EARLY CHILDHOOD CTR	95.1	16.0	6.0	37.5
POST ISD	85902101	POST EL	72.2	34.9	13.0	37.3
LUBBOCK ISD	152901155	BAYLESS EL	90.6	33.7	12.4	36.9
LUBBOCK ISD	152901175	PARKWAY EL	97.7	30.0	11.0	36.7
LUBBOCK ISD	152901168	JACKSON EL	93.5	17.3	6.3	36.5
LUBBOCK ISD	152901179	SMITH EL	16.2	39.8	14.0	35.2
LUBBOCK ISD	152901163	HARWELL EL	85.3	28.5	10.0	35.1
NEW DEAL ISD	152902101	NEW DEAL EL	67.4	23.3	8.1	34.8
LUBBOCK ISD	152901185	WHEATLEY EL	90.9	22.3	7.5	33.7
LAMESA ISD	58906105	SOUTH EL	72.5	46.0	15.5	33.6

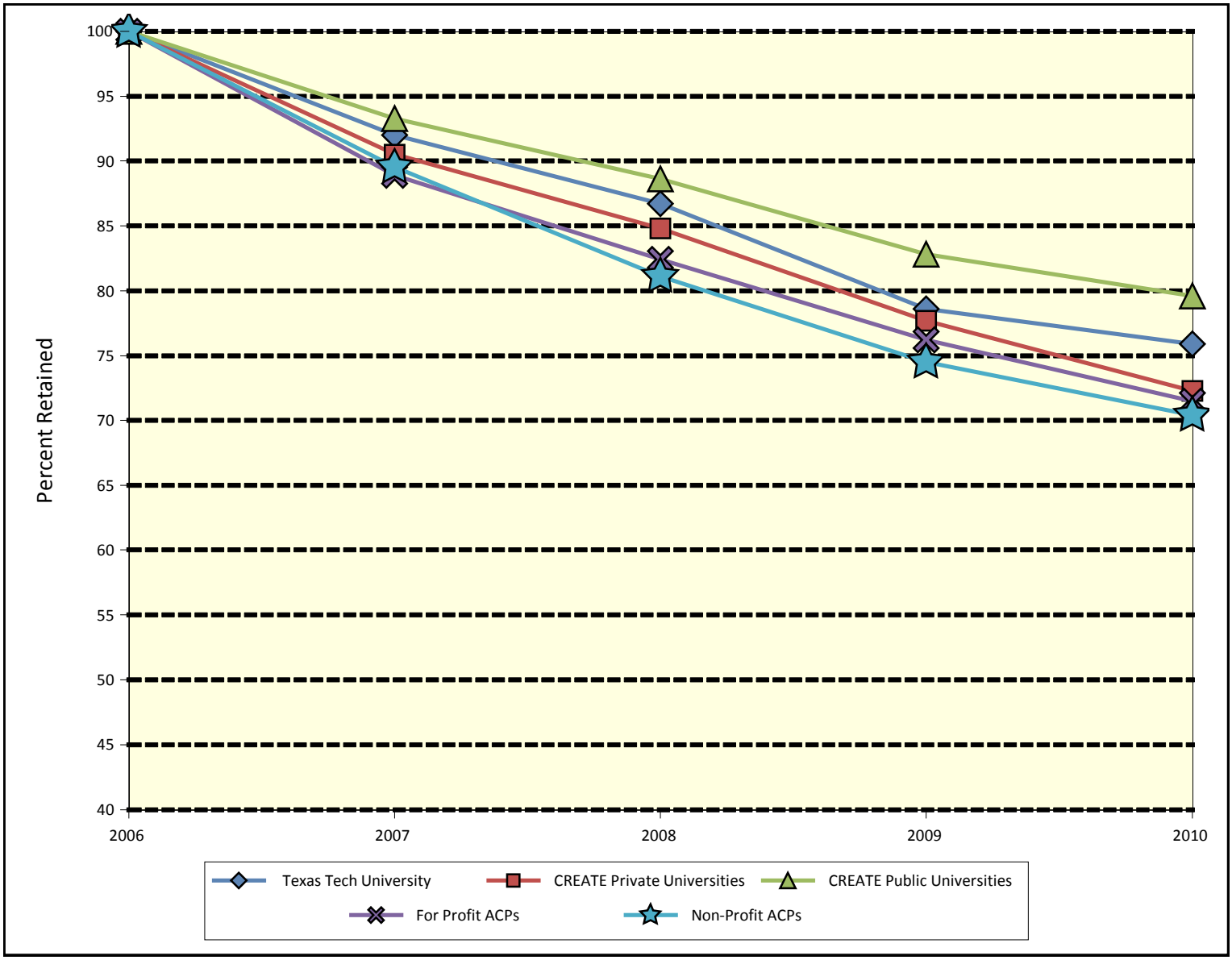
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the school.
[3] Number of Full Time Equivalents (FTEs) employed by the school from the university.
[4] Percent of University FTEs employed by the school.

Comparison of Teacher Retention Trends

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

2006-2010

Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year					Attrition Rate
		2006	2007	2008	2009	2010	
Texas Tech University	323	100.0	92.0	86.7	78.6	75.9	24.1
CREATE Public Universities	7594	100.0	93.3	88.6	82.8	79.6	20.4
CREATE Private Universities	462	100.0	90.5	84.8	77.7	72.3	27.7
For Profit ACPs	3296	100.0	88.9	82.4	76.2	71.5	28.5
Non-Profit ACPs	4481	100.0	89.5	81.1	74.5	70.4	29.6
Total	17007	100.0	91.2	85.0	79.0	75.1	24.9

[1] Includes teachers obtaining a standard or probationary certificate in 2004-2005 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

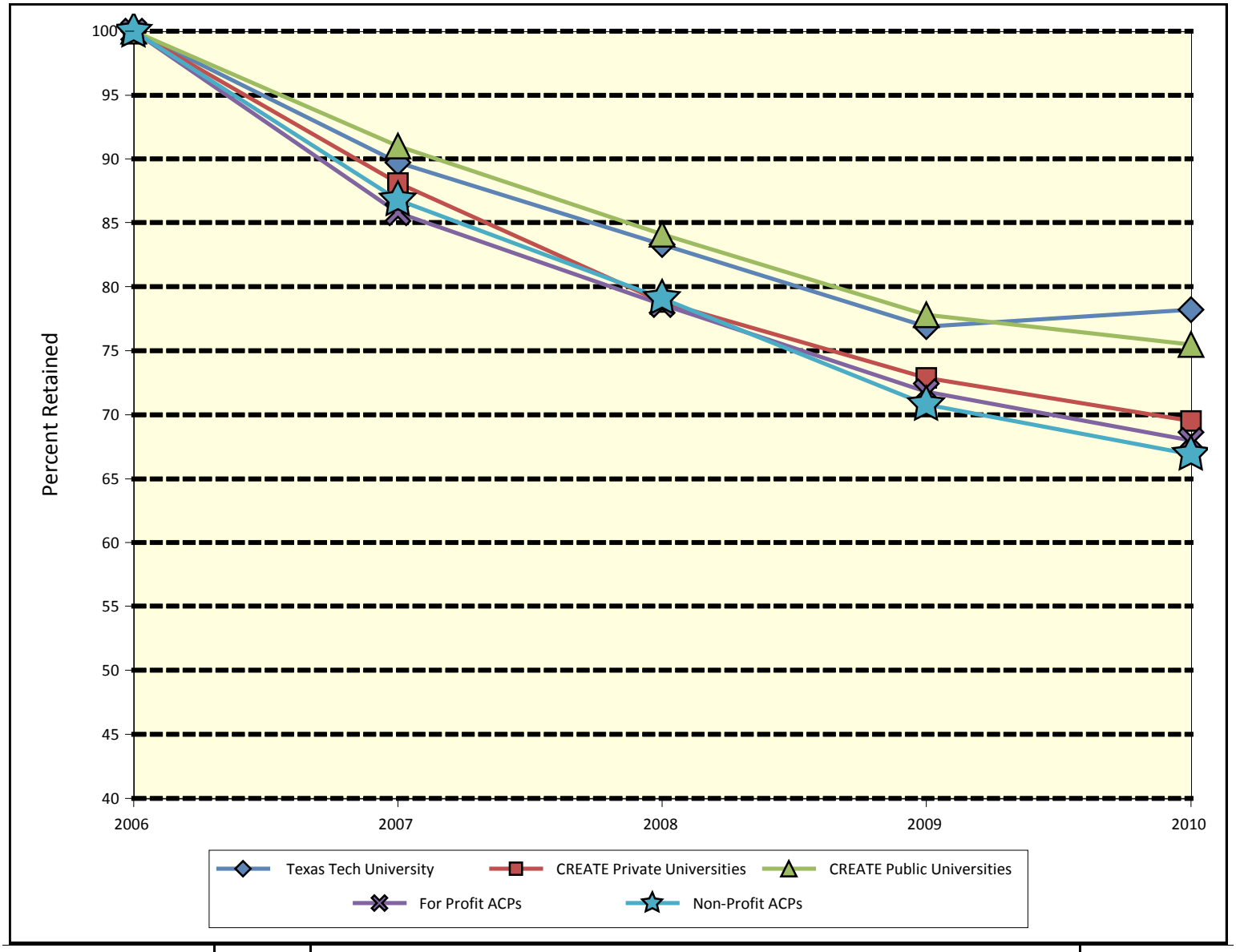
Comparison of Teacher Retention Trends

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

2006-2010

High School

Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year					Attrition Rate
		2006	2007	2008	2009	2010	
Texas Tech University	78	100.0	89.7	83.3	76.9	78.2	21.8
CREATE Public Universities	1650	100.0	91.0	84.1	77.8	75.5	24.5
CREATE Private Universities	118	100.0	88.1	78.8	72.9	69.5	30.5
For Profit ACPs	997	100.0	85.8	78.6	71.8	68.0	32.0
Non-Profit ACPs	1101	100.0	86.8	79.1	70.8	66.9	33.1
Total	4124	100.0	88.1	81.0	74.1	70.9	29.1

[1] Includes teachers obtaining a standard or probationary certificate in 2004-2005 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

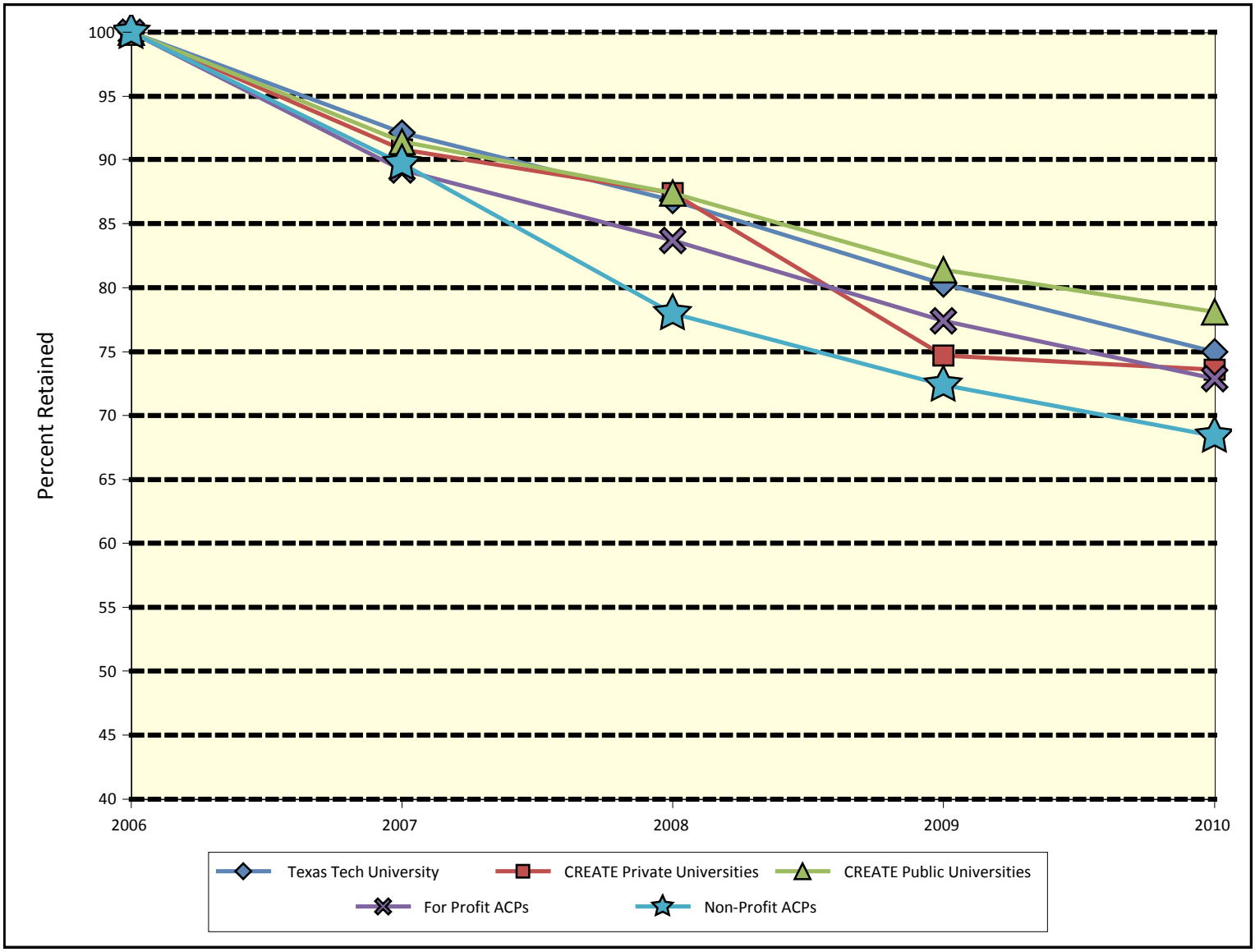
Comparison of Teacher Retention Trends

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

2006-2010

Middle School

Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year					Attrition Rate
		2006	2007	2008	2009	2010	
Texas Tech University	76	100.0	92.1	86.8	80.3	75.0	25.0
CREATE Public Universities	1611	100.0	91.4	87.4	81.4	78.1	21.9
CREATE Private Universities	87	100.0	90.8	87.4	74.7	73.6	26.4
For Profit ACPs	1011	100.0	89.2	83.7	77.4	72.9	27.1
Non-Profit ACPs	1131	100.0	89.7	78.0	72.4	68.4	31.6
Total	4037	100.0	90.3	83.4	77.5	73.7	26.3

[1] Includes teachers obtaining a standard or probationary certificate in 2004-2005 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

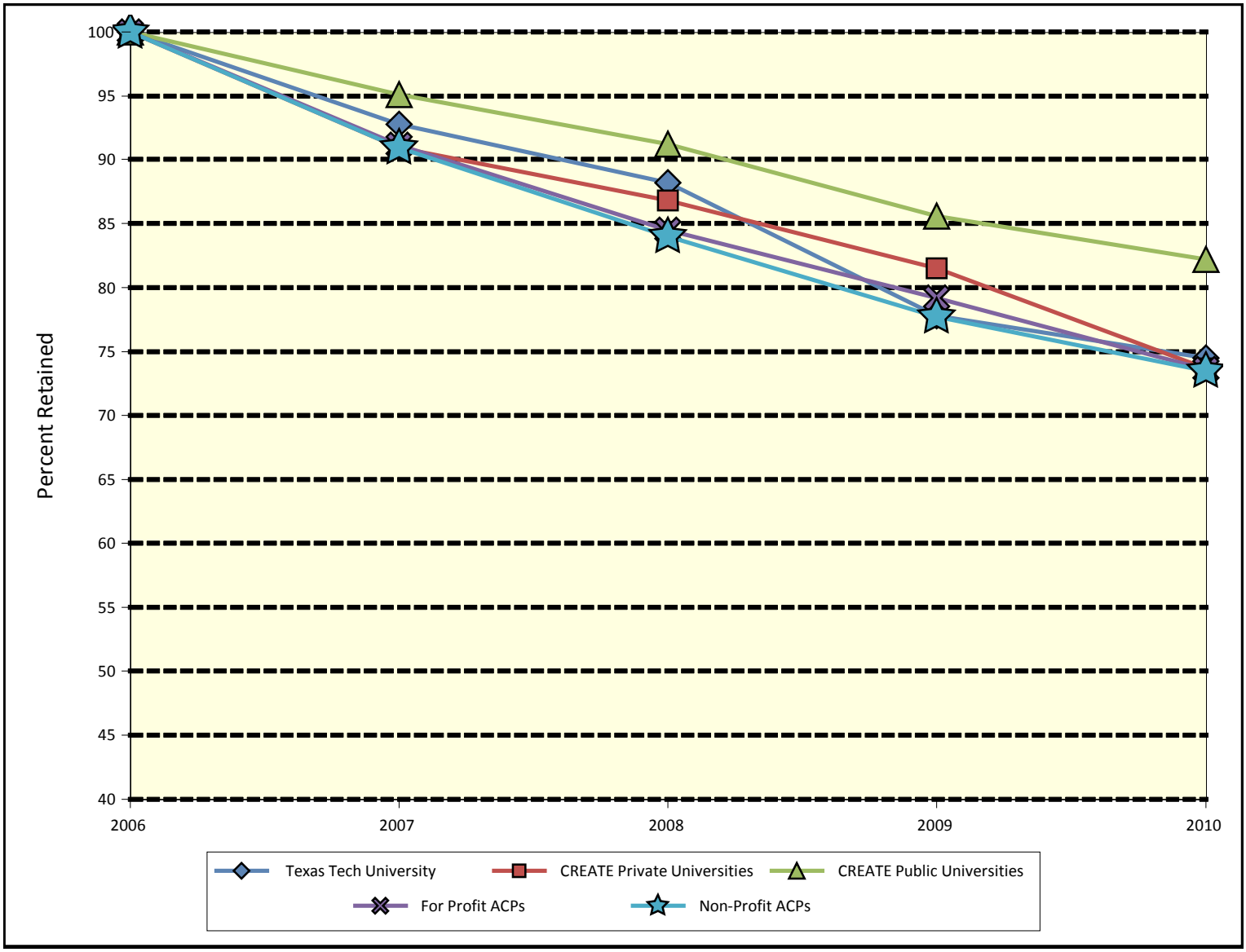
Comparison of Teacher Retention Trends

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

2006-2010

Elementary School

Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year					Attrition Rate
		2006	2007	2008	2009	2010	
Texas Tech University	153	100.0	92.8	88.2	77.8	74.5	25.5
CREATE Public Universities	4136	100.0	95.1	91.2	85.6	82.2	17.8
CREATE Private Universities	243	100.0	90.9	86.8	81.5	73.7	26.3
For Profit ACPs	1205	100.0	91.1	84.5	79.2	73.6	26.4
Non-Profit ACPs	2090	100.0	90.9	84.0	77.7	73.5	26.5
Total	8360	100.0	93.3	88.0	82.4	78.2	21.8

[1] Includes teachers obtaining a standard or probationary certificate in 2004-2005 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

Section E contains comparison information among universities regarding teacher and certificate production, employment of newly-certified teachers, and teacher retention.

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

E.1: Comparison of Teacher Production in Nearby Geographic Area.
This analysis describes teacher production over a 10-year time period between the target university and the comparisons. The 10-year total production data is graphically represented.

E.2: Five-Year Production Ratios of Consortium Universities.
This report compares the ratio of teacher production to baccalaureate degrees awarded of all CREATE consortium members from 2004-2008 divided into quintiles.

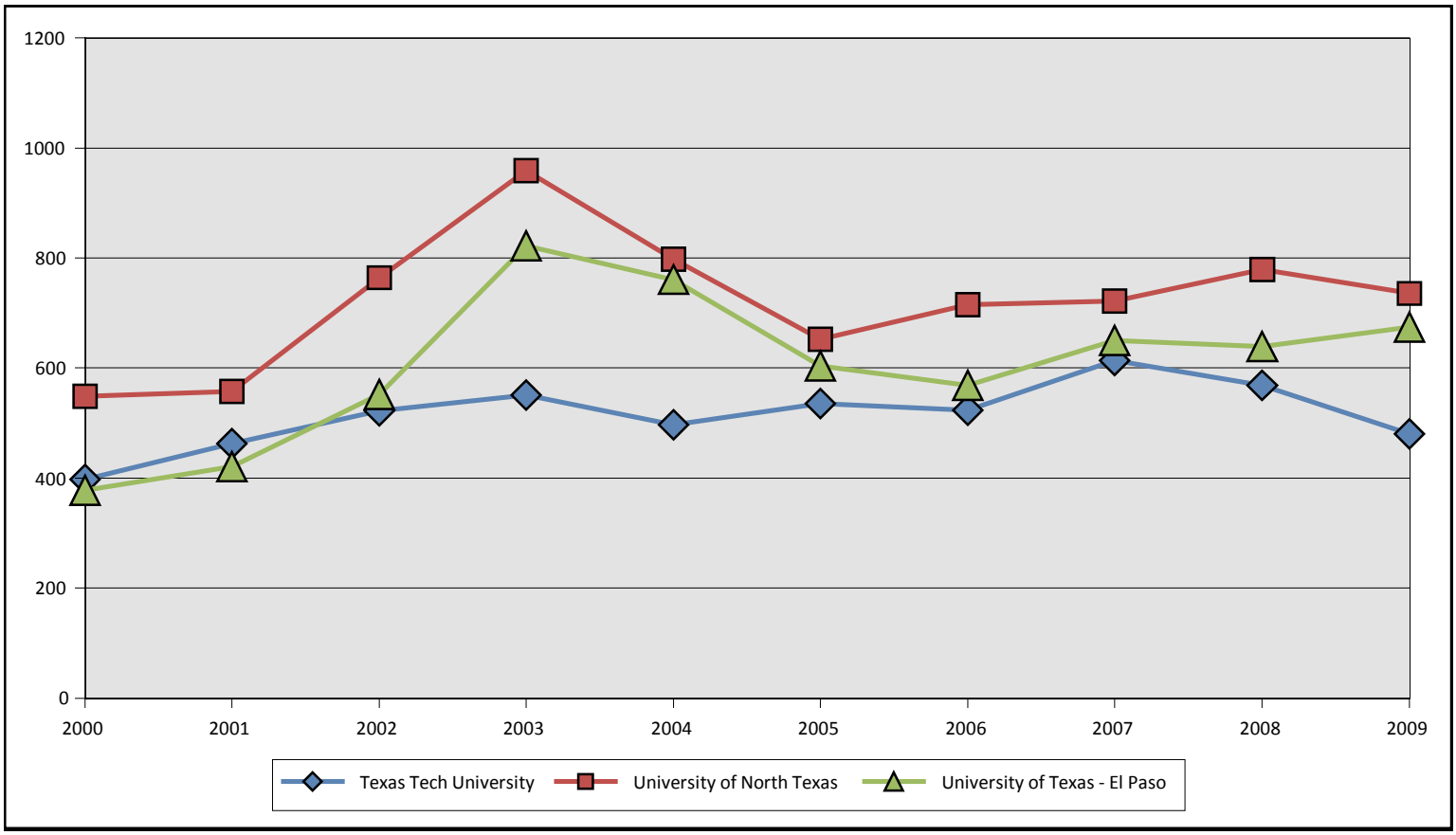
E.3: Comparison of Longitudinal Certificate Production Trends in Nearby Geographic Area.
The data for this comparison come from individual university data found in C.4.

E.4: Comparison of Newly-Certified Teacher Employment in Nearby Geographic Area.
The data for this comparison come from individual university data found in D.2. The data associated with each university represent that university's Proximal Zone of Professional Impact.

E.5: Teacher Retention Comparison in Nearby Geographic Area.
The data for this comparison does not come from individual university data found in D.5.a. This data represent the 5-year teacher retention rates for the individuals in the 2004-2005 certification cohort who became employed in a Texas public school in the 2005-06 academic year and had no teaching experience prior to 2005. The attrition rate is calculated by subtracting the 2010 retention rate from 100%.

Comparison of Teacher Production in Nearby Geographic Area
2000-2009
Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	5,148	6,065	7,228	18,441
2000	397	378	548	1,323
2001	462	420	557	1,439
2002	522	552	764	1,838
2003	551	822	959	2,332
2004	497	761	798	2,056
2005	535	603	652	1,790
2006	523	568	715	1,806
2007	613	649	721	1,983
2008	568	638	779	1,985
2009	480	674	735	1,889
10-Year Avg	514.8	606.5	722.8	1,844.1



Five-Year Production Ratios of Consortium Universities

Percentage of Total Teacher Production Compared to Baccalaureate Degrees Awarded[1]

2005-2009

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	5-Year Trend
Quintile 1						
Sul Ross State University - Rio Grande	53.3	68.1	64.6	64.5	60.7	↑
Texas A&M University - Commerce	63.4	60.9	51.3	55.0	57.1	↓
Texas A&M International University	52.5	49.8	40.3	41.6	40.0	↓
Texas A&M University - Texarkana	35.9	40.1	44.9	37.3	38.2	↑
McMurry University	29.4	31.5	28.7	23.9	32.7	↑
University of Houston - Victoria	39.6	54.7	51.0	41.5	32.4	↓
West Texas A&M University	38.3	36.5	35.9	29.5	28.8	↓
University of Texas - Brownsville	31.3	31.3	30.3	33.2	26.1	↓
Stephen F. Austin State University	24.8	28.6	28.4	24.9	25.2	↑
Quintile 2						
University of Texas - Permian Basin	34.3	30.5	32.3	21.6	23.7	↓
Sul Ross State University - Alpine	32.9	44.4	30.3	25.9	23.6	↓
University of Texas - El Paso	30.8	27.0	27.1	23.2	22.5	↓
Texas Woman's University	24.0	25.8	23.3	21.8	22.4	↓
Texas A&M University - Kingsville	27.8	30.4	26.4	28.6	22.0	↓
Angelo State University	27.4	24.7	23.7	22.7	20.6	↓
Howard Payne University	25.4	28.8	20.2	16.6	19.4	↓
Texas A&M University - Corpus Christi	26.9	25.7	24.5	22.8	19.2	↓
Quintile 3						
Tarleton State University	28.9	28.0	22.9	23.0	18.9	↓
University of Texas - Pan American	35.4	26.5	23.3	23.0	18.7	↓
University of Houston - Clear Lake	19.7	21.0	20.4	20.1	17.5	↓
Texas State University-San Marcos	26.5	23.0	18.5	17.6	17.3	↓
Sam Houston State University	17.5	19.5	18.1	18.2	17.2	↓
University of Texas - Tyler	22.3	16.4	17.2	17.1	15.9	↓
University of Mary Hardin-Baylor	26.2	18.9	22.8	14.6	15.8	↓
Hardin-Simmons University	21.3	17.9	23.1	20.9	15.3	↓
Lamar University	21.9	25.9	19.0	16.5	12.5	↓

[1] Total number of teachers prepared through all university pathways divided by total number of baccalaureate degrees awarded.

Five-Year Production Ratios of Consortium Universities

Percentage of Total Teacher Production Compared to Baccalaureate Degrees Awarded[1]

2005-2009

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	5-Year Trend
Quintile 4						
University of North Texas	15.0	15.7	14.8	14.5	12.5	↓
University of Texas - San Antonio	18.5	19.5	16.3	15.7	12.1	↓
Abilene Christian University	14.0	14.8	11.6	15.2	11.8	↓
Texas Tech University	12.4	11.7	13.3	11.9	10.8	↓
Prairie View A&M University	19.4	19.1	17.3	19.4	10.2	↓
University of the Incarnate Word	5.7	6.0	8.1	9.3	9.6	↑
University of Houston - Downtown	11.0	7.8	8.9	8.4	9.1	↓
University of Texas - Arlington	9.5	10.6	9.6	8.3	8.8	↓
Quintile 5						
Texas A&M University	9.6	10.7	9.9	9.4	8.1	↓
University of Houston	9.5	8.2	7.6	7.1	7.9	↓
University of Texas - Dallas	10.3	10.7	8.9	7.6	7.7	↓
University of St. Thomas	17.5	16.2	9.4	8.6	7.5	↓
Baylor University	7.3	6.8	7.0	6.6	6.7	↓
Austin College	9.0	8.3	9.2	6.1	6.6	↓
University of Texas - Austin	5.2	5.1	5.2	4.9	4.6	↓
St. Edward's University	6.2	3.7	3.5	4.9	3.0	↓

[1] Total number of teachers prepared through all university pathways divided by total number of baccalaureate degrees awarded.

Comparison of Longitudinal Certificate Production Trends in Nearby Geographic Area [1]

FY 2005-2009 [2]

Texas Tech University

Certificate	Texas Tech University					University of Texas - El Paso					University of North Texas				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	3	3	6	8	4	122	98	109	117	126	9	20	24	27	38
ESL	1	1	0	0	15	0	0	0	0	0	4	13	23	32	33
Generalist	235	220	280	256	221	149	130	167	128	127	198	265	278	303	294
Special Education [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**239**	**224**	**286**	**264**	**240**	**271**	**228**	**276**	**245**	**253**	**211**	**298**	**325**	**362**	**365**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	1	0	0	26	22	22	22	18	1	1	3	2	3
English	31	31	38	29	21	20	15	12	13	24	0	0	0	0	0
ESL [3]	0	0	0	0	0	0	0	0	0	0	1	2	0	4	6
Generalist	0	0	0	0	0	61	61	86	80	84	46	61	45	61	54
Mathematics	20	23	36	22	18	13	23	20	28	36	0	0	0	0	0
Science	3	7	2	3	2	5	2	0	1	5	0	0	0	0	0
Social Studies	11	4	4	4	1	4	5	1	0	2	0	0	0	0	0
SUBTOTAL	**65**	**65**	**81**	**58**	**42**	**129**	**128**	**141**	**144**	**169**	**48**	**64**	**48**	**67**	**63**
HIGH SCHOOL (6-12 and 8-12)															
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Career & Tech Ed [4]	20	23	15	0	0	9	5	13	3	4	31	23	22	22	9
English	32	31	30	29	33	24	28	32	30	45	36	37	37	48	37
ESL [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts	4	2	3	3	3	2	5	1	0	2	6	8	3	1	2
Foreign Language	8	19	9	5	5	18	19	17	12	22	17	18	20	13	11
Mathematics	22	21	12	16	11	18	17	22	27	30	17	14	10	12	8
PE/Health	10	1	0	0	0	2	0	0	2	0	7	12	15	12	9
Science	10	14	12	13	12	13	11	10	18	22	7	11	15	17	19
Social Studies	33	32	36	34	25	15	11	27	27	35	43	48	47	50	43
Special Education [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**139**	**143**	**117**	**100**	**89**	**105**	**105**	**126**	**121**	**160**	**171**	**184**	**181**	**175**	**138**
ALL LEVEL (K-12)															
ESL [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts	40	40	40	68	54	14	27	23	36	27	93	83	85	97	107
Foreign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PE/Health	30	49	71	45	39	32	21	33	28	25	40	35	28	34	30
Special Education	27	19	31	19	29	42	51	41	51	35	66	52	67	51	64
SUBTOTAL	**97**	**108**	**142**	**132**	**122**	**88**	**99**	**97**	**115**	**87**	**199**	**170**	**180**	**182**	**201**
OTHER SUPPLEMENTALS															
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	2	5	9	5	9	1	0	0	0	0	0	0	0	0	0
Special Education	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**3**	**5**	**10**	**5**	**9**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**543**	**545**	**636**	**559**	**502**	**594**	**560**	**640**	**625**	**669**	**629**	**716**	**734**	**786**	**767**

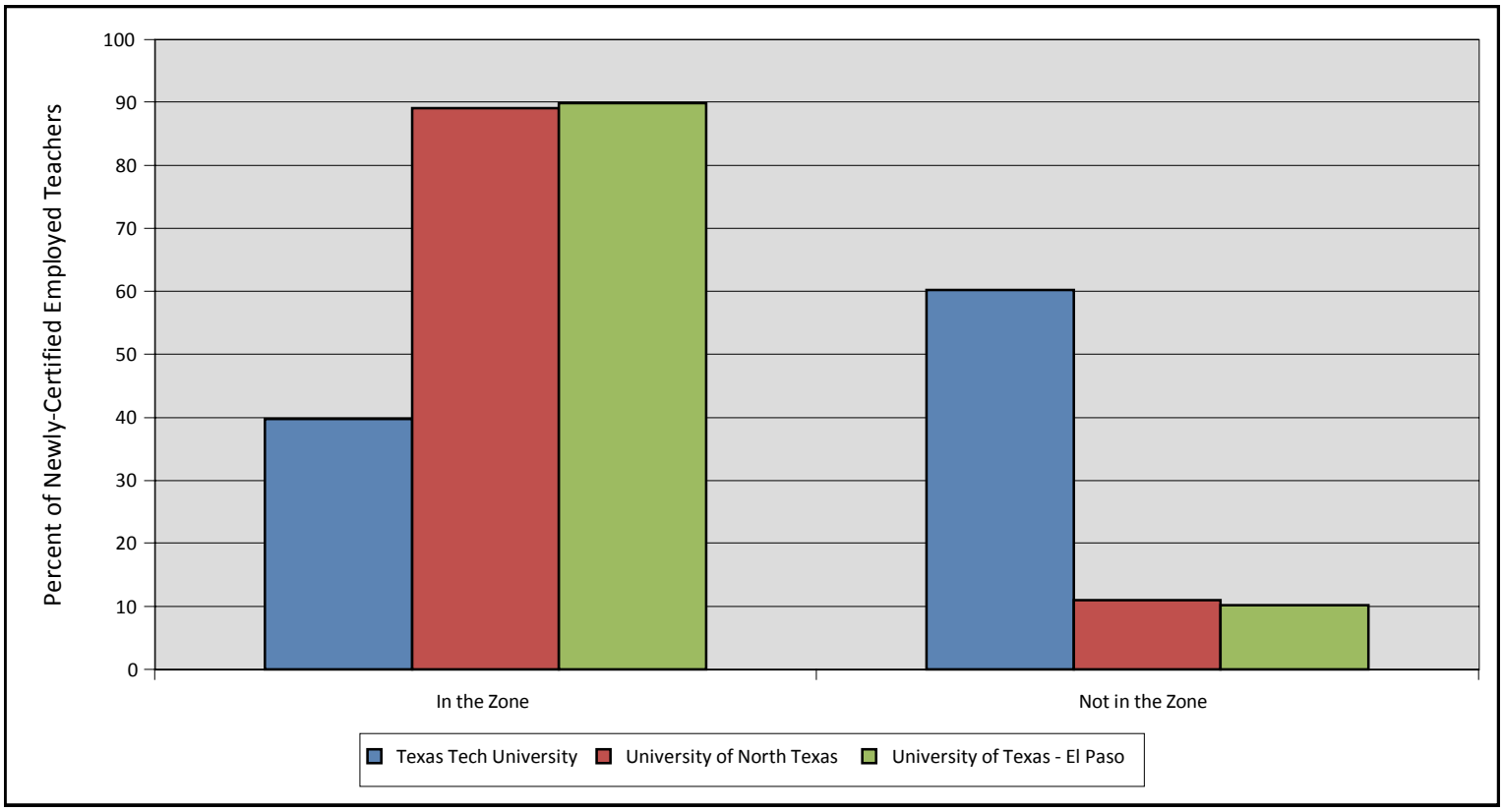
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 For this analysis, endorsement and supplemental certificates are reported separately.
4 Career and technical education includes the following certificates: Ag sciences and technology, health science technology, marketing education, trade and industrial education.

Comparison of Newly-Certified Teacher Employment in Nearby Geographic Area

2008-2010

Texas Tech University

		Texas Tech University		University of Texas - El Paso		University of North Texas	
Newly-Certified Teachers Employed	Year	N	%	N	%	N	%
In the Zone	2008	187	40	427	91	492	87.4
	2009	135	38.9	279	88.9	401	90.7
	2010	16	45.7	121	87.7	57	90.5
	Average	112.7	39.8	275.7	89.8	316.7	89
Not in the Zone	2008	281	60	42	9	71	12.6
	2009	212	61.1	35	11.1	41	9.3
	2010	19	54.3	17	12.3	6	9.5
	Average	170.7	60.2	31.3	10.2	39.3	11

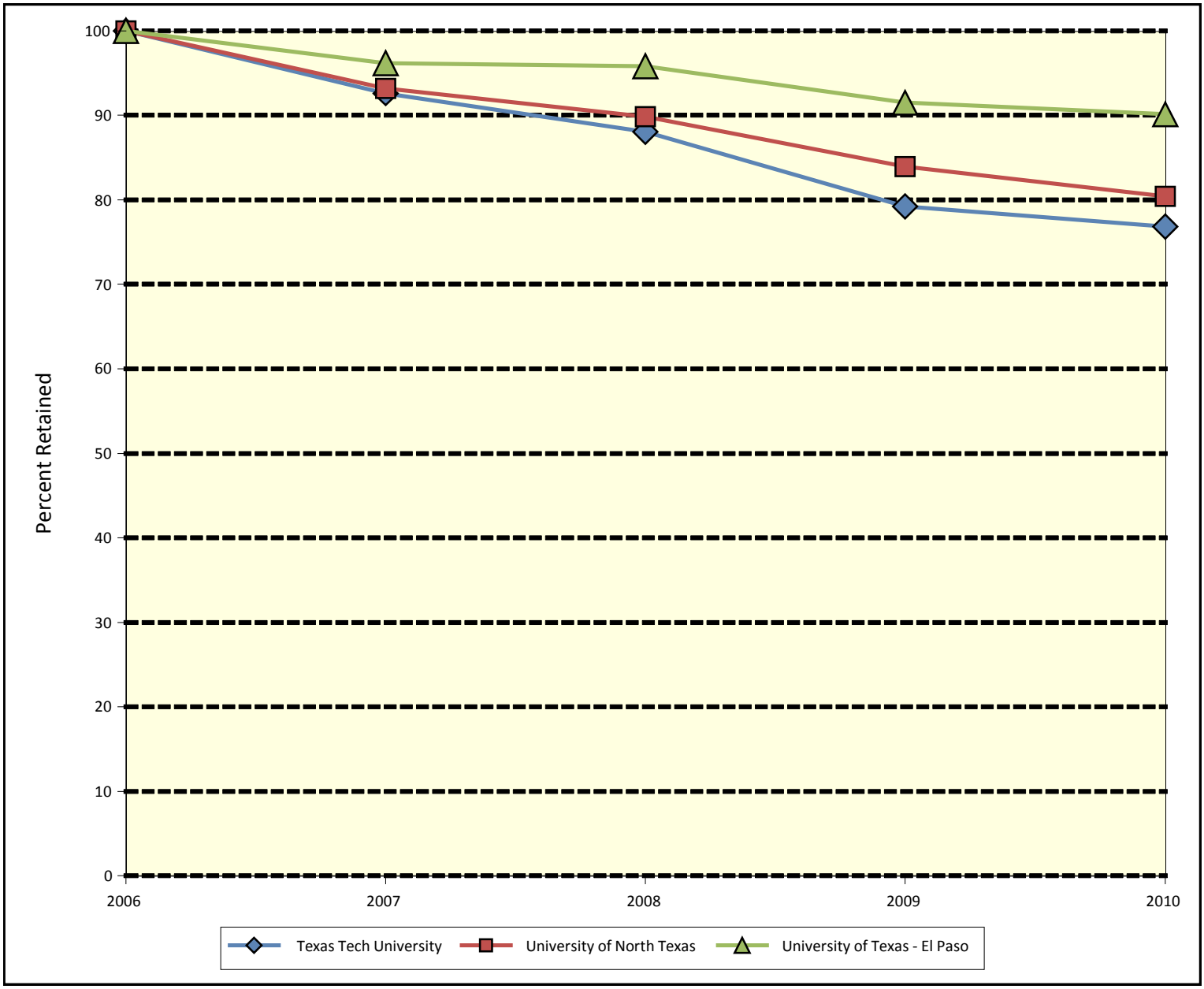


Teacher Retention Comparison in Nearby Geographic Area

Five-Year Retention Rates for the Certification Cohort of 2005 [1]

2006-2010

Texas Tech University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2006	2007	2008	2009	2010	
Texas Tech University	100.0	92.6	88.0	79.2	76.8	23.2
University of Texas - El Paso	100.0	96.2	95.8	91.5	90.1	9.9
University of North Texas	100.0	93.2	89.8	83.9	80.4	19.6

[1] Includes only teachers obtaining certification in FY 2005, becoming employed in AY 2006 with no teaching experience prior to 2006.

Performance Analysis System for Colleges of Education (PACE)

Changes made to the 2010 Reports

C.1-Five-Year University Production Trends: The "Total Teacher Production Ratio" was omitted. Time periods were inserted into the University Production categories to give readers an understanding of when the data were generated. "Enrollment" reflects data collected in the fall of the academic year; "Degrees Awarded" reflects data collected in spring of academic year; and "Teachers Produced" reflects data collected in the previous fiscal year.

C.2 Teacher Production Trends: This chart was changed from counting unduplicated initial standard certification to counting unduplicated teacher production from all pathways. The 2009 production counts include all individuals from all university pathways who obtained standard or probationary certification from September 1, 2008 through August 31, 2009.

C.3 Other Producers in the Zone: This chart was resequenced and can be found as C.5. The target university was bolded.

C.4 Initial Certificate Production by Level: Several elementary certification fields were combined or added. A new ESL (combined ESL EC-4 and ESL EC-6) was added. The Generalists combines the new EC-6 certificates with the EC-4 certificates which are being phased out.

C.5 –"Teacher Production by Race/Ethnicity" was moved to C.3

D.1a-c "Teacher Supply and Demand in the PZPI" was retitled to "Teacher Hiring in the Proximal Zone of Professional Impact" and redesigned. See D.1 for data changes.

D.5a-d "Comparison of Teacher Retention Trends" no longer tracks a certification cohort rather follows the trends of newly-hired teachers with no previous teaching experience. The comparison entities have been expanded to include CREATE consortium public and private universities and non-profit and for-profit alternative certification programs.

Information Regarding Data Correction and Data Requests

The 2010 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university's particular need, CREATE offers additional support and technical assistance outlined on page 6 of this report.

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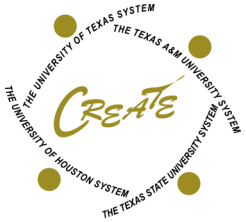

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