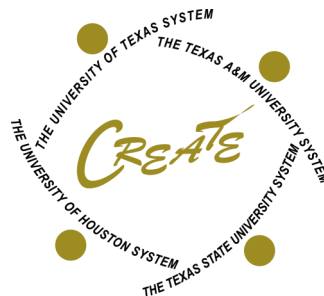


CREATE

PACE 2011

Performance Analysis for
Colleges of Education

Texas Tech University



Center for Research, Evaluation and Advancement
of Teacher Education

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PACE 2011

Performance Analysis for Colleges of Education

**YEAR 5
Released September 2011**

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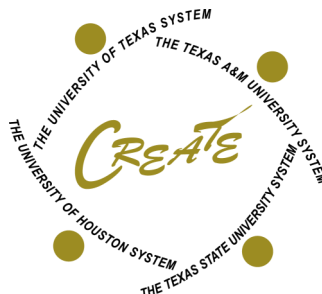


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PERFORMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

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 public school leaders to track long-term trends related to public schools in their immediate area.
4. Provide information that will enable university and public 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 5, 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 answering questions or clarifying issues regarding data quality. A summary of changes made to the 2011 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 61.



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.



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

To facilitate consistent long-term assessment of institutional impact, and afford comparative analysis, CREATE has established a Proximal Zone of Professional Impact (PZPI) for CREATE institutions. The Proximal Zone of Professional Impact is comprised of the university and all school districts and campuses within a seventy-five mile radius of the university. This proximal zone describes a “P-16” professional community in the immediate vicinity of each university, and provides each College of Education a professional 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, produced by CREATE, contains a list of the K-12 public schools and districts within a 75-mile radius of each university in the CREATE consortium offering teacher preparation.

Teacher Assignment Data Set. This data set, 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.

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.

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 the data in the PACE reports with university data bases and programmatic information available only at your institution.
3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.
4. Plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects based on these planned interventions.
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
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. The description of the source data for the 2011 PACE reports can be found in the Table of Contents on page iv.

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) showing public school enrollment in the PZPI in different ways. First, an alphabetical listing of all district and charter schools in the target university's PZPI breaks out enrollment by school level (elementary, middle, high, and elementary/secondary). Then districts' student enrollment by ethnicity by school level and for selected student subpopulations is represented.

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

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

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

Requirements for each rating system can be found in the 2011 Accountability Manual on the TEA website (<http://www.tea.state.tx.us/perfreport/account/2011/manual/ch04.pdf>) or (<http://ritter.tea.state.tx.us/perfreport/account/2011/masking.html>).

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2009-2010

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	3,506	9.1	22,062	57.1	12,537	32.4	451	1.2	103	0.3	38,659
MS	48	1,230	7.9	8,496	54.3	5,688	36.4	177	1.1	51	0.3	15,642
HS	67	1,596	8.1	10,054	50.7	7,859	39.7	241	1.2	67	0.3	19,817
EL/SEC	31	174	3.3	2,576	48.5	2,496	47.0	9	0.2	53	1.0	5,308
Total	247	6,506	8.2	43,188	54.4	28,580	36.0	878	1.1	274	0.3	79,426

Level	Number of Schools	Students in Special Categories							
		Eco Disadvantaged		Special Education		Bilingual		LEP	
		N	%	N	%	N	%	N	%
ELEM	101	26,865	69.5	3,619	9.4	2,587	6.7	2,723	7.0
MS	48	9,500	60.7	1,875	12.0	424	2.7	482	3.1
HS	67	9,917	50.0	2,484	12.5	331	1.7	384	1.9
EL/SEC	31	3,175	59.8	598	11.3	314	5.9	349	6.6
Total	247	49,457	62.3	8,576	10.8	3,656	4.6	3,938	5.0

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

2009-2010
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	5	254	160	0	1	420	251	32	16	16	166
	HS	0	0	2	0	2	1	100	111	1	0	213	85	34	2	5	65
	MS	0	1	0	0	1	6	87	82	0	0	175	98	20	2	2	60
	Total	1	1	2	0	4	12	441	353	1	1	808	434	86	20	23	291
AMHERST ISD	EL/SEC	0	0	0	1	1	10	128	37	0	0	175	142	26	20	20	72
	HS	0	0	1	0	1	0	5	0	0	0	5	3	1	1	1	5
	Total	0	0	1	1	2	10	133	37	0	0	180	145	27	21	21	77
ANTON ISD	ELEM	1	0	0	0	1	5	94	49	0	0	148	124	16	2	2	60
	HS	0	0	2	0	2	8	59	53	0	2	122	77	22	0	0	45
	Total	1	0	2	0	3	13	153	102	0	2	270	201	38	2	2	105
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	1	41	166	0	12	220	68	10	3	3	42
	Total	0	0	0	1	1	1	41	166	0	12	220	68	10	3	3	42
BROWNFIELD ISD	ELEM	2	0	0	0	2	56	693	197	5	1	952	798	56	91	96	447
	HS	0	0	1	0	1	21	285	120	2	2	430	235	62	17	23	219
	MS	0	1	0	0	1	23	264	75	2	0	364	260	35	9	11	159
	Total	2	1	1	0	4	100	1,242	392	9	3	1,746	1,293	153	117	130	825
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	2	64	54	0	0	120	85	12	7	7	28
	Total	0	0	0	1	1	2	64	54	0	0	120	85	12	7	7	28
CROSBYTON CISD	EL/SEC	0	0	0	1	1	0	3	1	0	0	4	0	4	0	0	1
	ELEM	1	0	0	0	1	8	135	65	0	0	208	156	13	4	4	91
	HS	0	0	1	0	1	6	72	36	0	1	115	78	23	1	1	60
	MS	0	1	0	0	1	3	61	22	0	1	87	71	3	0	0	36
	Total	1	1	1	1	4	17	271	124	0	2	414	305	43	5	5	188
DAWSON ISD	EL/SEC	0	0	0	1	1	2	99	66	0	0	167	86	10	13	14	76
	Total	0	0	0	1	1	2	99	66	0	0	167	86	10	13	14	76
DENVER CITY ISD	ELEM	1	0	0	0	1	5	604	219	3	1	832	549	57	208	209	523
	HS	0	0	1	0	1	4	251	120	2	2	379	203	27	21	21	199
	MS	0	1	0	0	1	1	208	77	0	1	287	172	24	17	17	98
	Total	1	1	1	0	3	10	1,063	416	5	4	1,498	924	108	246	247	820
DIMMITT ISD	ELEM	1	0	0	0	1	13	461	78	0	1	553	504	27	143	147	325

Public School Listings in the Proximal Zone of Professional Impact

2009-2010

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	95901003	ABERNATHY DAEP	HS	8	X
ABERNATHY ISD	95901001	ABERNATHY H S	HS	205	R
ABERNATHY ISD	95901041	ABERNATHY J H	MS	175	R
ABERNATHY ISD	95901101	ABERNATHY EL	EL	420	R
AMHERST ISD	140901002	P E P	HS	5	1
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	175	A
ANTON ISD	110901001	ANTON H S	HS	121	A
ANTON ISD	110901002	ANTON P E P	HS	1	1
ANTON ISD	110901101	ANTON EL	EL	148	A
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	220	E
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	430	A
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	364	A
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	409	A
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	543	A
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	120	A
CROSBYTON CISD	54901001	CROSBYTON H S	HS	115	A
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	MS	87	A
CROSBYTON CISD	54901101	CROSBYTON EL	EL	208	R
CROSBYTON CISD	54901200	SP ED CO-OP	MULTI	4	X
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	167	R
DENVER CITY ISD	251901001	DENVER CITY H S	HS	379	R
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	MS	287	R
DENVER CITY ISD	251901101	KELLEY/DODSON EL	EL	832	E
DIMMITT ISD	35901001	DIMMITT H S	HS	271	A
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	369	A
DIMMITT ISD	35901102	RICHARDSON EL	EL	553	A
FLOYDADA ISD	77901001	FLOYDADA H S	HS	239	R

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 2007 to 2010. 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 2007 to 2010. 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 2007 to 2010. 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 Language Arts/Reading from 2007 to 2010. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

“Percent Passing” is calculated by dividing the number of students achieving passing on the respective TAKS subject by the number of students tested in the subject.

“Percent Commended” is calculated by dividing the number of students achieving commended performance on the respective TAKS subject by the number of students tested in the TAKS subject.

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 Language Arts/Reading examinations, by level (high school, middle school, elementary school). 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 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

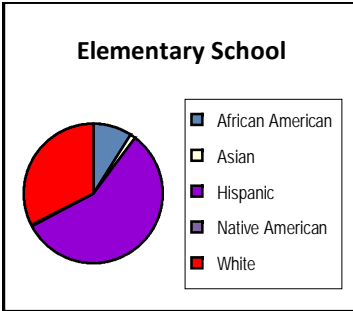
Fiscal Year 2007-2010

Texas Tech University

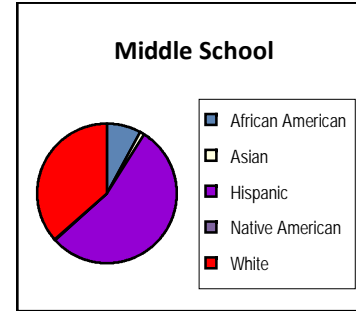
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total				Net Change	Pct Change
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010		
All	37,520	37,320	38,285	38,659	14,777	14,966	15,323	15,642	20,851	20,547	19,841	19,817	5,142	5,298	5,193	5,308	78,290	78,131	78,642	79,426	1,136	1.5
African American	3,287	3,238	3,392	3,506	1,252	1,207	1,240	1,230	1,723	1,723	1,620	1,596	182	215	169	174	6,444	6,383	6,421	6,506	62	1.0
Hispanic	20,787	20,888	21,464	22,062	7,693	7,874	8,159	8,496	10,197	10,102	9,929	10,054	2,401	2,513	2,503	2,576	41,078	41,377	42,055	43,188	2,110	5.1
White	12,908	12,662	12,913	12,537	5,640	5,675	5,712	5,688	8,667	8,446	7,977	7,859	2,491	2,499	2,459	2,496	29,706	29,282	29,061	28,580	-1,126	-3.8
Asian	428	419	417	451	143	156	161	177	200	208	245	241	11	9	8	9	782	792	831	878	96	12.3
Native American	110	113	99	103	49	54	51	51	64	68	70	67	57	62	54	53	280	297	274	274	-6	-2.1
Economically Disadvantaged	25,236	24,750	25,693	26,865	8,663	8,649	8,958	9,500	9,928	9,566	9,553	9,917	2,949	2,990	3,008	3,175	46,776	45,955	47,212	49,457	2,681	5.7
Special Education	4,153	3,781	3,630	3,619	2,315	2,138	1,933	1,875	2,831	2,742	2,595	2,484	657	674	571	598	9,956	9,335	8,729	8,576	-1,380	-13.9
Bilingual	2,291	2,433	2,545	2,587	376	370	415	424	401	387	330	331	326	318	316	314	3,394	3,508	3,606	3,656	262	7.7
LEP	2,536	2,650	2,716	2,723	451	457	472	482	512	502	425	384	364	362	347	349	3,863	3,971	3,960	3,938	75	1.9

Ethnic Comparisons by Level 2010

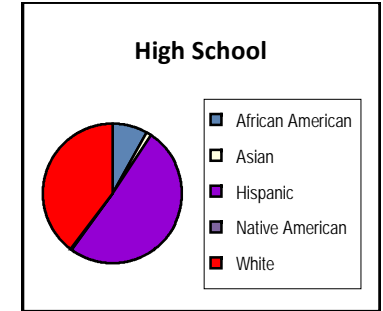
Ethnicity	Elementary School	%
Native American	103	0.3
Asian	451	1.2
White	12,537	32.4
Hispanic	22,062	57.1
African American	3,506	9.1
All	38,659	100.0



Middle School	%
51	0.3
177	1.1
5,688	36.4
8,496	54.3
1,230	7.9
15,642	100.0

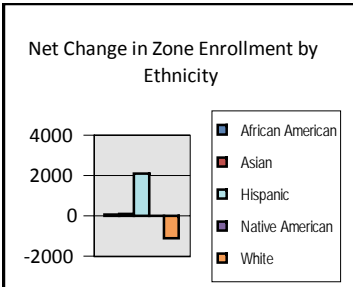


High School	%
67	0.3
241	1.2
7,859	39.7
10,054	50.7
1,596	8.1
19,817	100.0

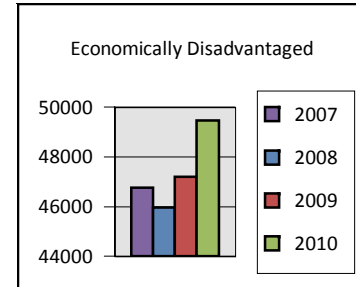


Other Trends and Distributions

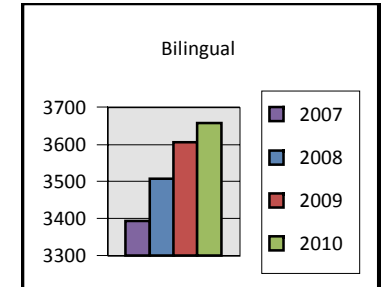
Ethnicity	Net Change 2007-2010
Native American	-6
Asian	96
White	-1,126
Hispanic	2,110
African American	62
All	1,136



Year	Eco. Disadvantaged Amount
2007	46,776
2008	45,955
2009	47,212
2010	49,457
3-Yr. Change	6



Year	Bilingual Amount
2007	3,394
2008	3,508
2009	3,606
2010	3,656
3-Yr. Change	8

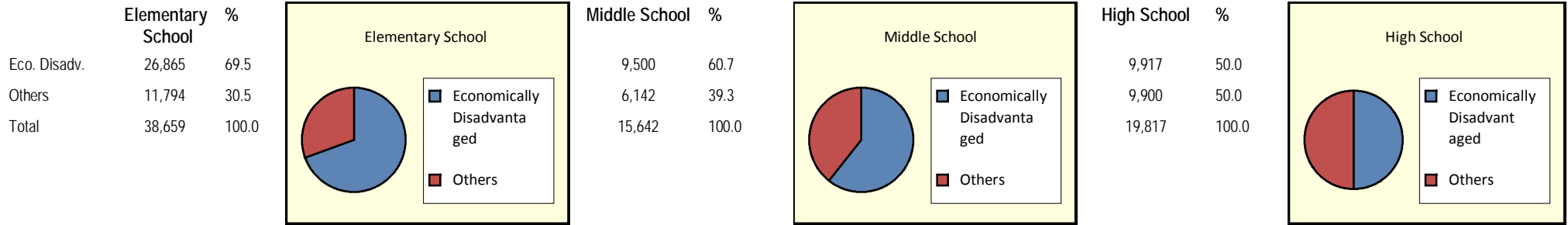


Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

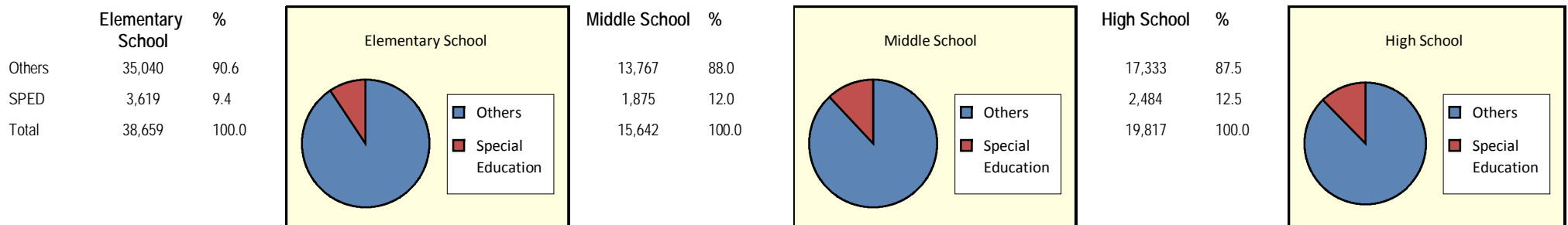
2010

Texas Tech University

Economically Disadvantaged



Special Education



Student Achievement Trends in the Proximal Zone of Professional Impact

Percentage Passing Mathematics TAKS

2007-2010
Texas Tech University

School Level	All Students					African American Students					Hispanic Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						Districts in University's PZPI					Districts in University's PZPI				
Elem	86.5	86.7	87.1	86.7	0.2	72.8	77.6	77.7	77.4	4.6	82.6	82.6	83.0	83.5	0.9
Middle	77.5	84.4	83.4	82.6	5.1	58.6	68.0	66.4	66.6	8.0	71.1	78.9	78.1	77.4	6.3
High	68.6	68.9	72.7	76.0	7.4	46.7	48.2	50.8	60.0	13.3	57.6	58.4	63.3	67.8	10.2
El/Sec	80.0	80.1	81.0	80.8	0.8	47.1	37.3	54.6	58.3	11.2	71.8	71.9	71.4	73.6	1.8
Total	79.5	81.0	82.3	82.8	3.3	62.1	66.4	68.2	70.3	8.2	73.4	75.2	76.6	78.0	4.6
Other School Districts in State						Other School Districts in State					Other School Districts in State				
Elem	85.6	87.1	87.9	88.5	2.9	76.4	78.5	80.0	81.5	5.1	82.4	84.6	85.5	86.5	4.1
Middle	76.5	83.3	84.0	84.6	8.1	63.9	72.8	74.0	75.1	11.2	70.2	78.6	79.7	81.0	10.8
High	67.6	69.2	73.1	78.0	10.4	51.3	54.1	59.5	66.7	15.4	57.8	60.3	65.9	72.7	14.9
El/Sec	66.1	70.7	72.6	76.2	10.1	50.1	55.6	61.1	65.6	15.5	61.5	66.9	69.1	73.5	12.0
Total	78.4	81.1	82.8	84.6	6.2	66.0	69.8	72.5	75.6	9.6	73.6	77.1	79.2	81.7	8.1

School Level	White Students					Asian Students					Native American Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						Districts in University's PZPI					Districts in University's PZPI				
Elem	94.9	94.5	95.3	93.7	-1.2	99.1	99.1	98.4	98.4	-0.7	83.0	100.0	83.0	91.5	-
Middle	89.3	94.6	93.4	92.5	3.2	96.4	98.5	96.2	99.2	2.8	60.0	72.1	92.4	64.8	8.5
High	84.4	84.4	87.4	89.4	5.0	94.4	94.8	89.5	91.0	-3.4	92.5	85.4	88.9	93.0	4.8
El/Sec	89.3	90.4	90.7	89.2	-0.1	-	-	-	-	-	-	-	-	-	0.5
Total	90.3	91.2	92.3	91.9	1.6	97.2	97.7	94.8	96.4	-0.8	83.2	82.1	89.5	84.1	0.9
Other School Districts in State						Other School Districts in State					Other School Districts in State				
Elem	92.9	93.5	93.8	93.8	0.9	96.5	97.1	97.5	97.7	1.2	83.5	86.2	84.9	86.2	2.7
Middle	87.0	91.8	92.1	91.8	4.8	93.5	96.2	96.4	96.8	3.3	80.9	86.9	87.8	86.9	6.0
High	81.6	82.4	84.5	87.4	5.8	89.2	90.7	92.2	93.8	4.6	72.3	75.2	77.7	83.7	11.4
El/Sec	77.2	80.3	81.7	83.1	5.9	94.6	92.8	93.3	94.8	0.2	53.9	63.7	72.5	80.6	26.7
Total	87.8	89.5	90.4	91.2	3.4	93.7	95.0	95.7	96.4	2.7	75.6	79.8	81.6	85.0	9.4

School Level	Economically Disadvantaged Students									
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						Other School Districts in State				
Elem	81.8	82.2	82.7	83.0	1.2	80.7	82.8	83.7	84.9	4.2
Middle	69.5	77.5	76.0	75.8	6.3	68.0	76.4	77.6	78.8	10.8
High	55.5	56.1	61.6	66.1	10.6	55.2	57.6	63.3	70.2	15.0
El/Sec	73.8	74.7	74.2	75.3	1.5	59.9	65.3	67.7	71.9	12.0
Total	73.2	75.2	76.5	77.6	4.4	72.1	75.5	77.6	80.0	7.9

Student Achievement Trends in the Proximal Zone of Professional Impact

Percentage Passing English Language Arts/Reading TAKS

2007-2010
Texas Tech University

School Level	All Students					African American Students					Hispanic Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2007	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						Districts in University's PZPI					Districts in University's PZPI				
Elem	90.2	91.5	90.5	89.5	-0.7	84.2	87.5	85.4	84.0	-0.2	87.1	88.3	86.8	85.9	-1.2
Middle	90.1	93.8	92.4	88.1	-2.0	82.5	88.8	88.0	80.5	-2.0	86.6	91.5	89.3	83.9	-2.7
High	87.9	89.4	91.6	91.4	3.5	78.7	78.0	85.9	87.5	8.8	83.5	85.6	88.0	88.3	4.8
El/Sec	90.2	91.7	92.1	90.4	0.2	82.6	69.8	82.6	82.4	-0.2	84.1	86.3	86.7	85.6	1.5
Total	89.6	91.4	91.2	89.8	0.2	82.2	84.7	86.1	84.2	2.0	85.9	88.1	87.6	86.0	0.1
Other School Districts in State						Other School Districts in State					Other School Districts in State				
Elem	89.4	90.6	90.5	89.8	0.4	84.7	86.0	85.9	85.5	0.8	86.0	87.6	87.6	87.0	1.0
Middle	88.7	92.5	91.9	89.1	0.4	84.0	89.8	89.4	86.0	2.0	84.1	89.3	88.3	85.0	0.9
High	87.0	88.7	90.9	91.9	4.9	82.2	84.4	87.9	89.1	6.9	81.2	83.9	87.0	89.1	7.9
El/Sec	84.1	86.9	88.0	87.1	3.0	74.2	78.7	82.8	80.0	5.8	79.5	84.3	84.6	84.2	4.7
Total	88.5	90.4	90.9	90.2	1.7	83.6	86.2	87.2	86.5	2.9	84.4	87.0	87.6	87.0	2.6

School Level	White Students					Asian Students					Native American Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						Districts in University's PZPI					Districts in University's PZPI				
Elem	96.0	96.9	96.9	96.3	0.3	98.5	99.1	100.0	98.2	-0.3	100.0	100.0	89.2	91.5	-
Middle	96.0	97.7	97.5	95.2	-0.8	96.0	96.4	99.3	99.1	3.1	90.0	100.0	100.0	100.0	-8.5
High	94.4	95.7	96.8	96.5	2.1	92.6	92.4	94.6	91.3	-1.3	100.0	100.0	94.0	100.0	10.0
El/Sec	96.5	97.6	97.4	95.6	-0.9	-	-	-	-	-	-	-	-	-	0.0
Total	95.6	96.8	97.0	96.1	0.5	96.3	96.5	97.9	96.3	0.0	97.6	100.0	94.9	98.4	0.8
Other School Districts in State						Other School Districts in State					Other School Districts in State				
Elem	95.7	96.4	96.2	95.4	-0.3	96.1	96.9	97.1	96.8	0.7	90.5	91.6	89.0	91.4	0.9
Middle	95.1	96.9	96.9	95.0	-0.1	96.1	97.5	97.4	96.5	0.4	92.8	95.3	95.8	93.3	0.5
High	94.2	95.1	96.2	96.1	1.9	93.2	94.6	95.5	95.8	2.6	92.2	91.9	94.5	94.3	2.1
El/Sec	92.0	93.2	93.6	92.3	0.3	97.0	94.8	96.2	95.5	-1.5	84.5	89.0	89.4	86.8	2.3
Total	95.0	96.0	96.3	95.5	0.5	95.2	96.4	96.7	96.4	1.2	91.8	92.7	93.8	93.2	1.4

School Level	Economically Disadvantaged Students									
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						Other School Districts in State				
Elem	86.4	88.2	86.7	85.9	-0.5	85.3	86.7	86.7	86.1	0.8
Middle	85.7	90.7	88.8	83.1	-2.6	83.1	88.5	87.6	84.1	1.0
High	81.4	83.1	87.0	87.5	6.1	80.2	82.8	86.1	88.1	7.9
El/Sec	85.2	87.5	87.5	86.7	1.5	79.8	83.1	84.5	83.8	4.0
Total	85.1	87.6	87.2	85.7	0.6	83.6	86.2	86.7	86.1	2.5

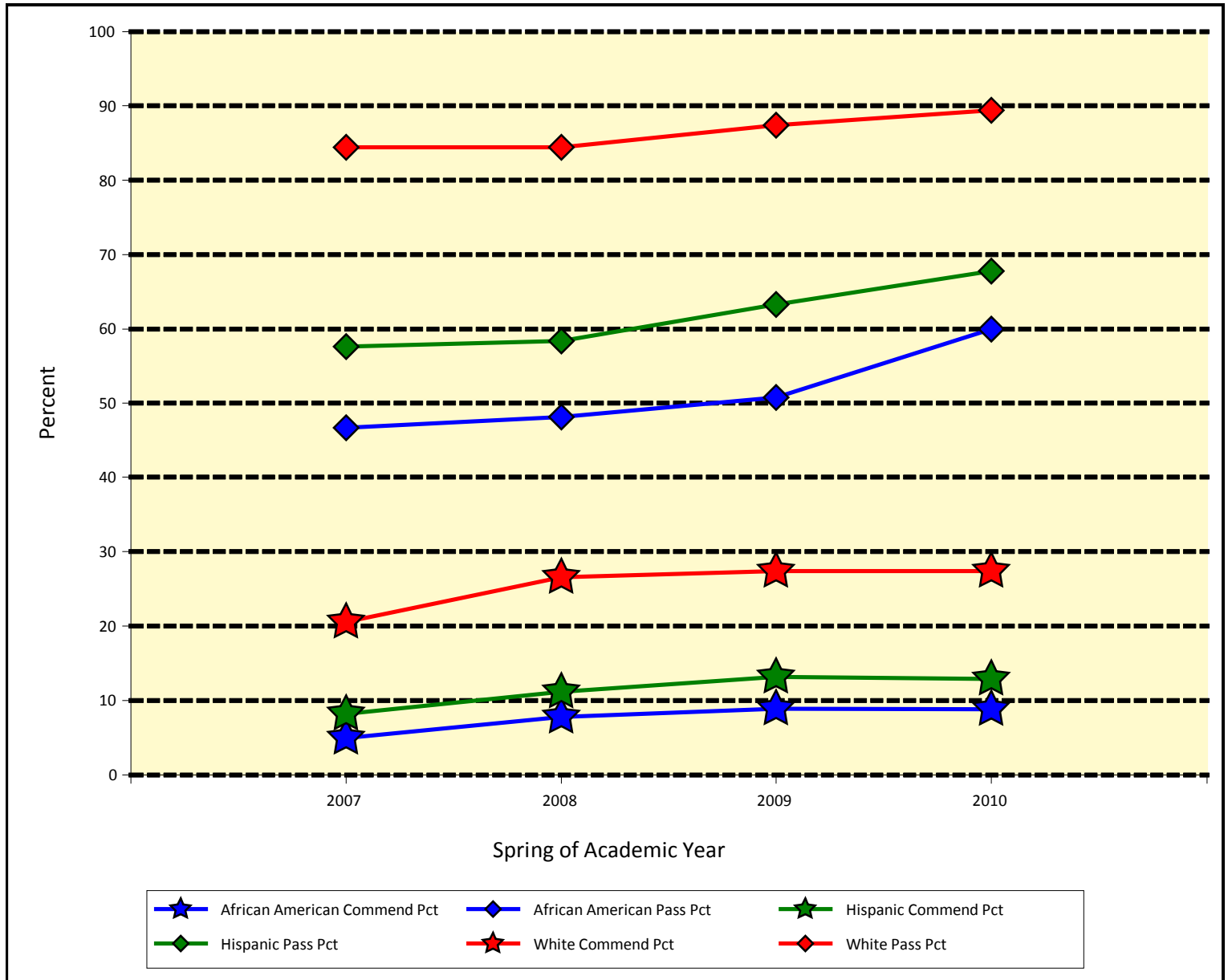
Student Achievement Trends in the Proximal Zone of Professional Impact

Variability of TAKS Achievement Rates by Ethnicity

2007-2010

High School Mathematics¹
Texas Tech University

Figure 1:



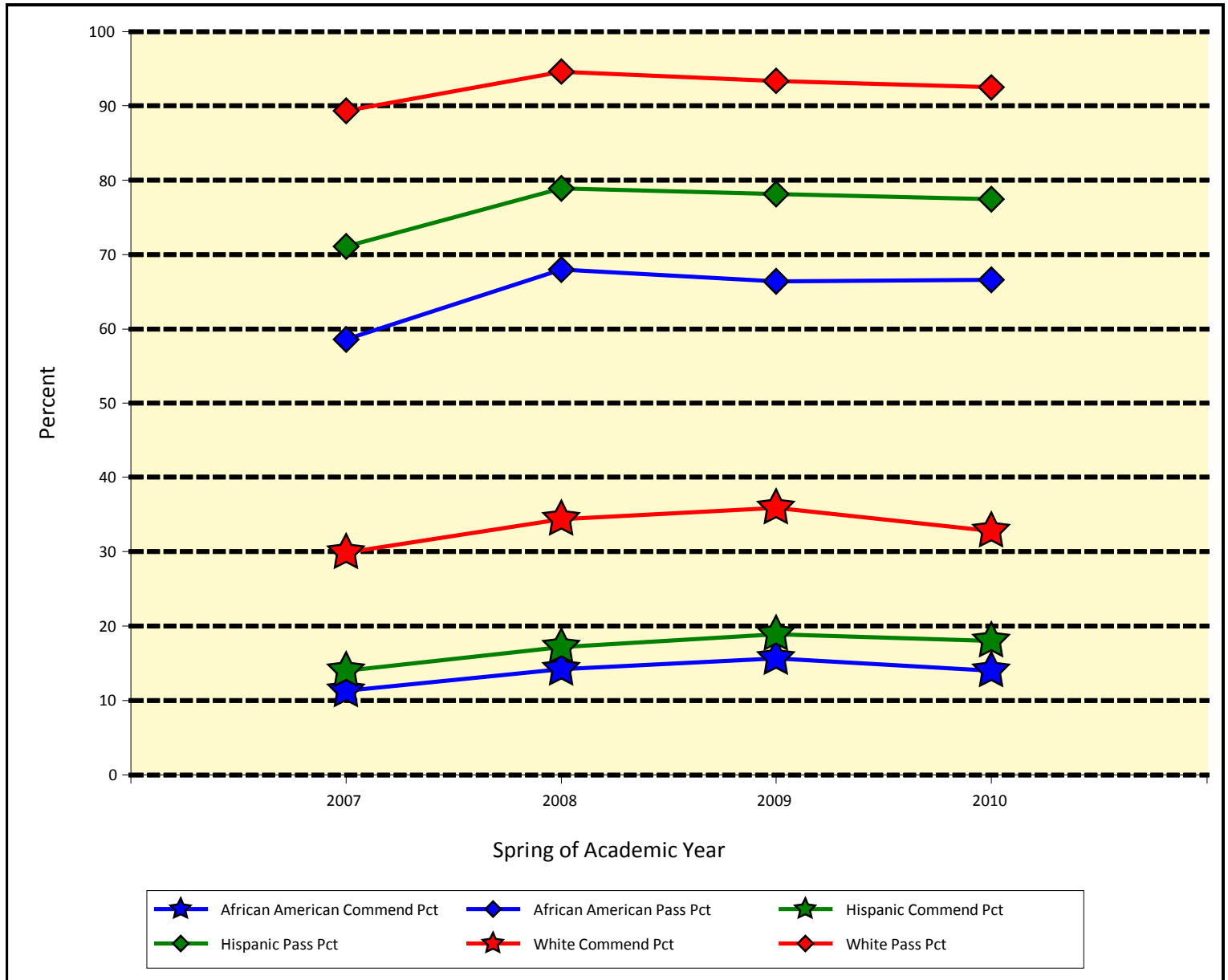
	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	46.7	5.0	48.2	7.8	50.8	8.9	60.0	8.8	13.3	3.8
Hispanic	57.6	8.2	58.4	11.2	63.3	13.2	67.8	12.9	10.2	4.7
White	84.4	20.6	84.4	26.6	87.4	27.4	89.4	27.4	5.0	6.8

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 2007-2010

Middle School Mathematics¹
Texas Tech University

Figure 2:



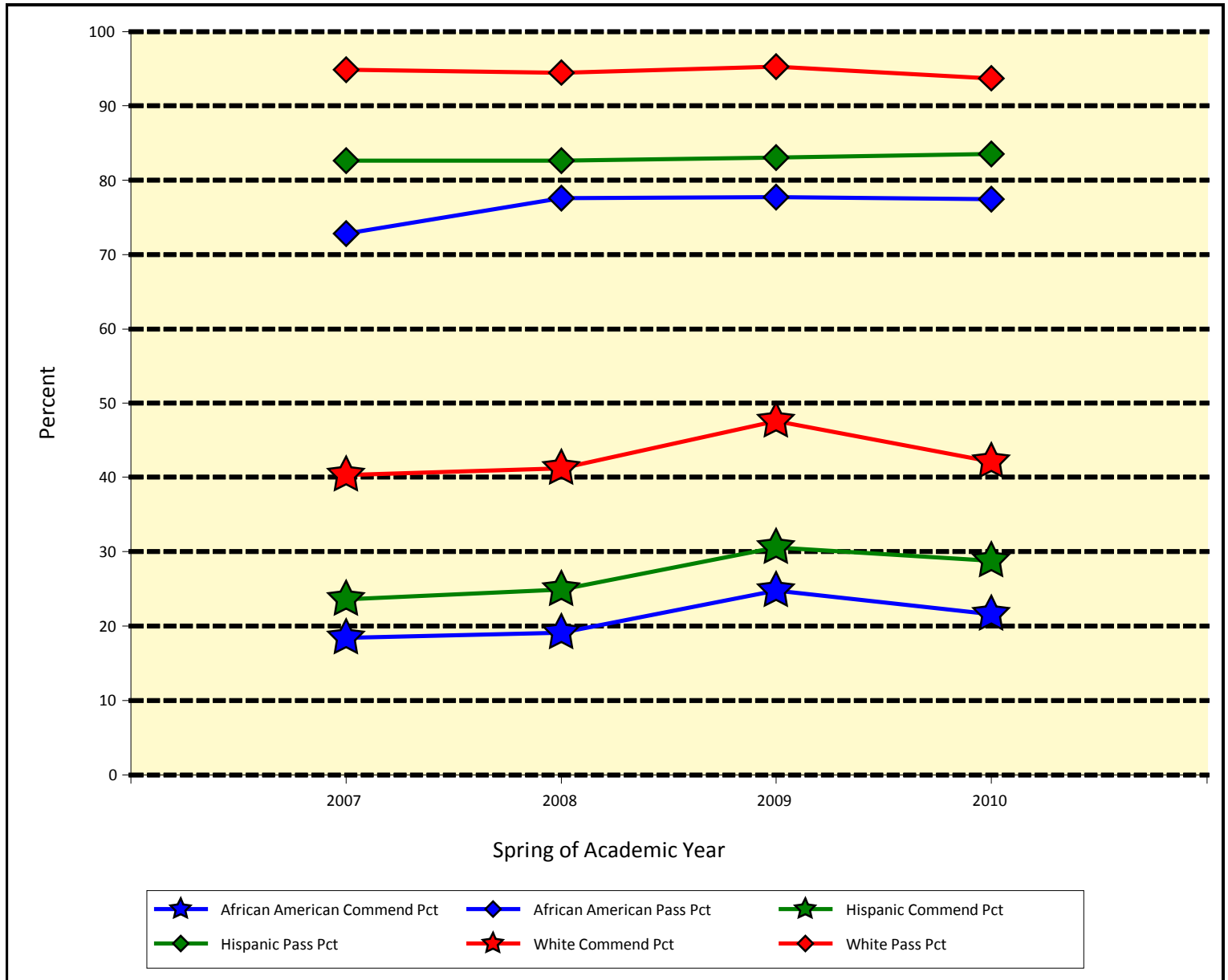
	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	58.6	11.3	68.0	14.2	66.4	15.7	66.6	14.0	8.0	2.7
Hispanic	71.1	14.0	78.9	17.2	78.1	18.9	77.4	18.0	6.3	4.0
White	89.3	29.9	94.6	34.4	93.4	35.9	92.5	32.8	3.2	2.9

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 2007-2010

Elementary School Mathematics¹
Texas Tech University

Figure 3:



	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	72.8	18.4	77.6	19.1	77.7	24.8	77.4	21.6	4.6	3.2
Hispanic	82.6	23.6	82.6	24.9	83.0	30.6	83.5	28.8	0.9	5.2
White	94.9	40.3	94.5	41.2	95.3	47.6	93.7	42.1	-1.2	1.8

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

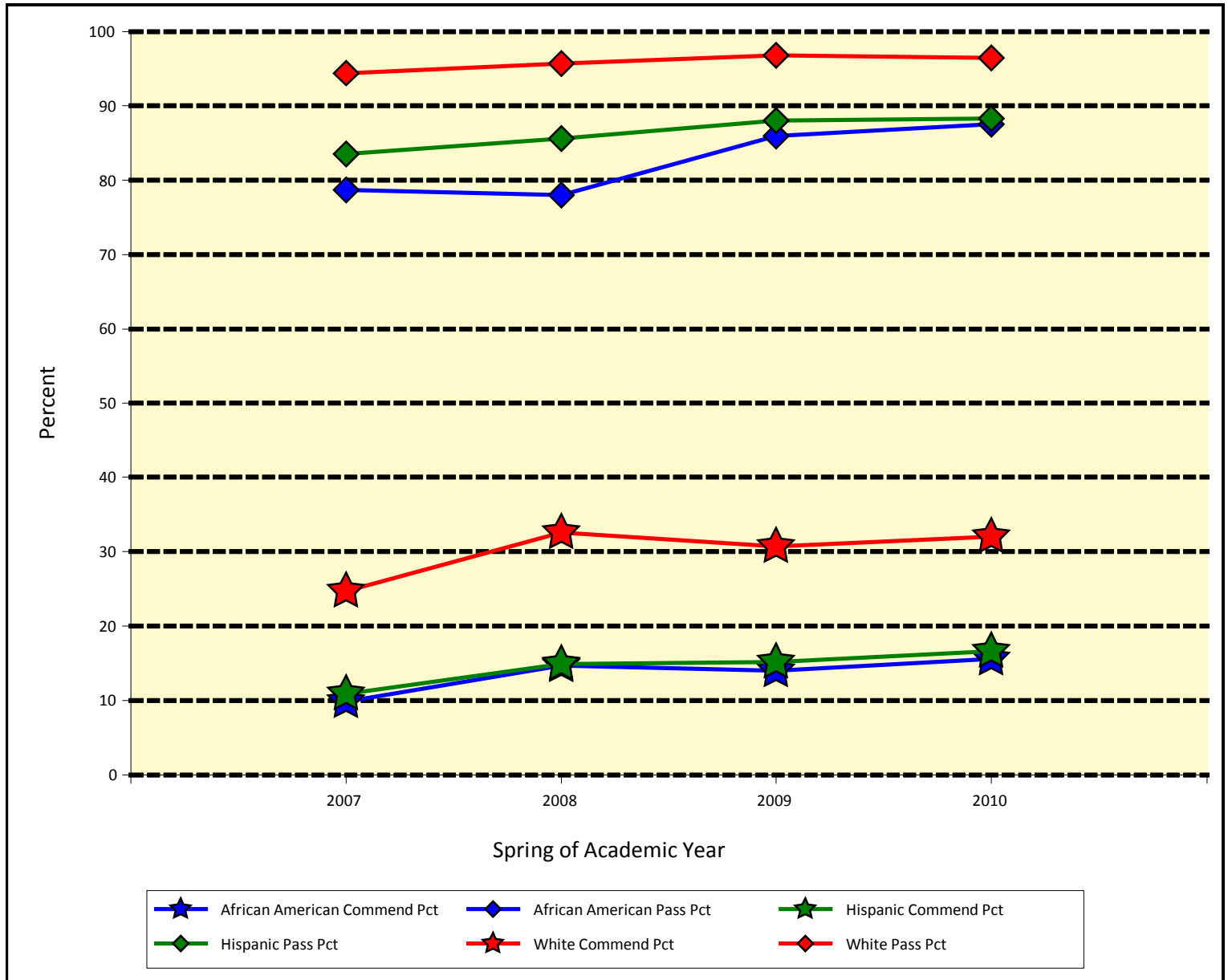
Student Achievement Trends in the Proximal Zone of Professional Impact

Variability of TAKS Achievement Rates by Ethnicity

2007-2010

High School Language Arts/Reading ¹
Texas Tech University

Figure 4:



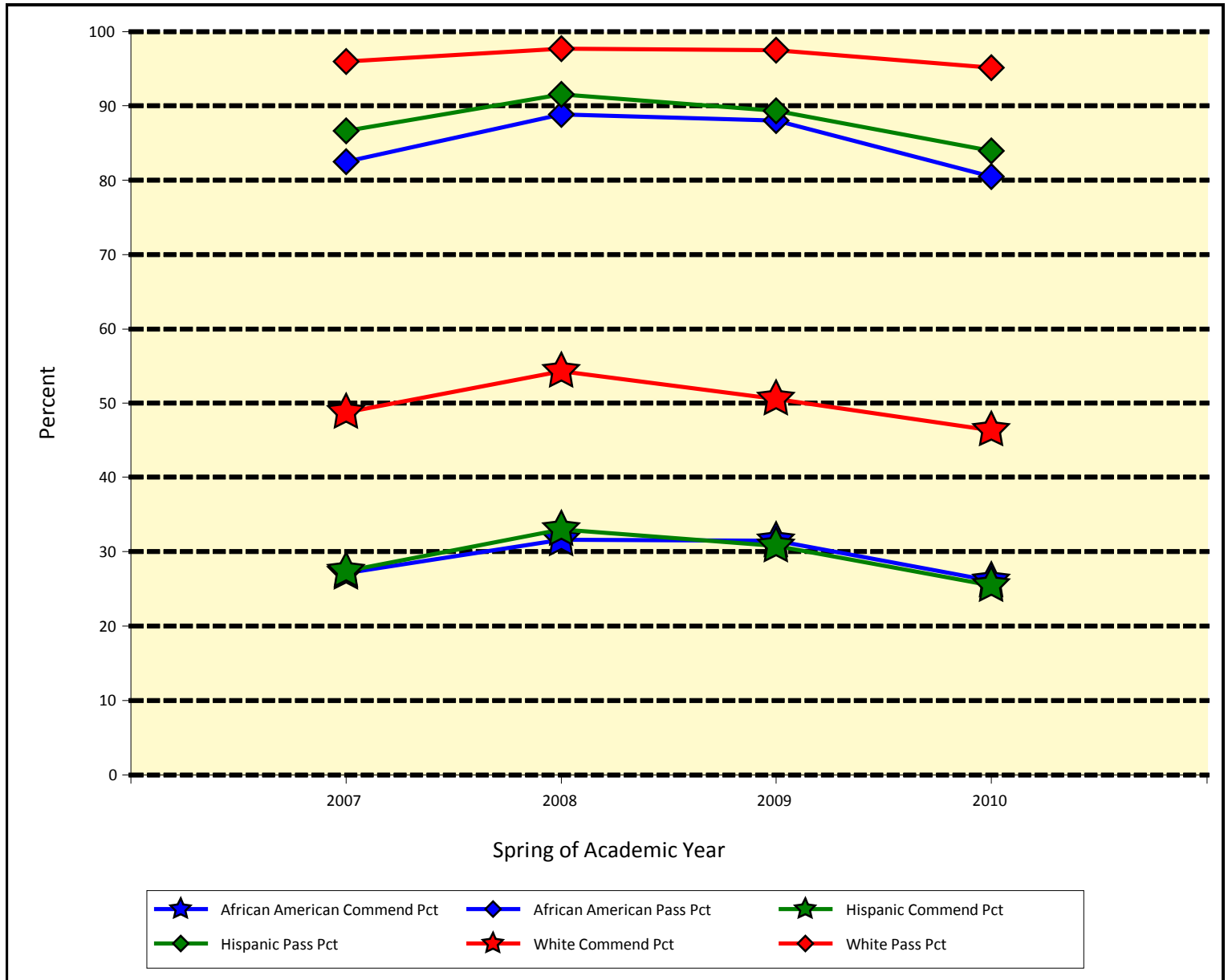
	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	78.7	9.9	78.0	14.7	85.9	14.0	87.5	15.6	8.8	5.7
Hispanic	83.5	10.9	85.6	14.9	88.0	15.2	88.3	16.6	4.8	5.7
White	94.4	24.7	95.7	32.6	96.8	30.7	96.5	32.0	2.1	7.3

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 2007-2010

Middle School Language Arts/Reading¹
Texas Tech University

Figure 5:



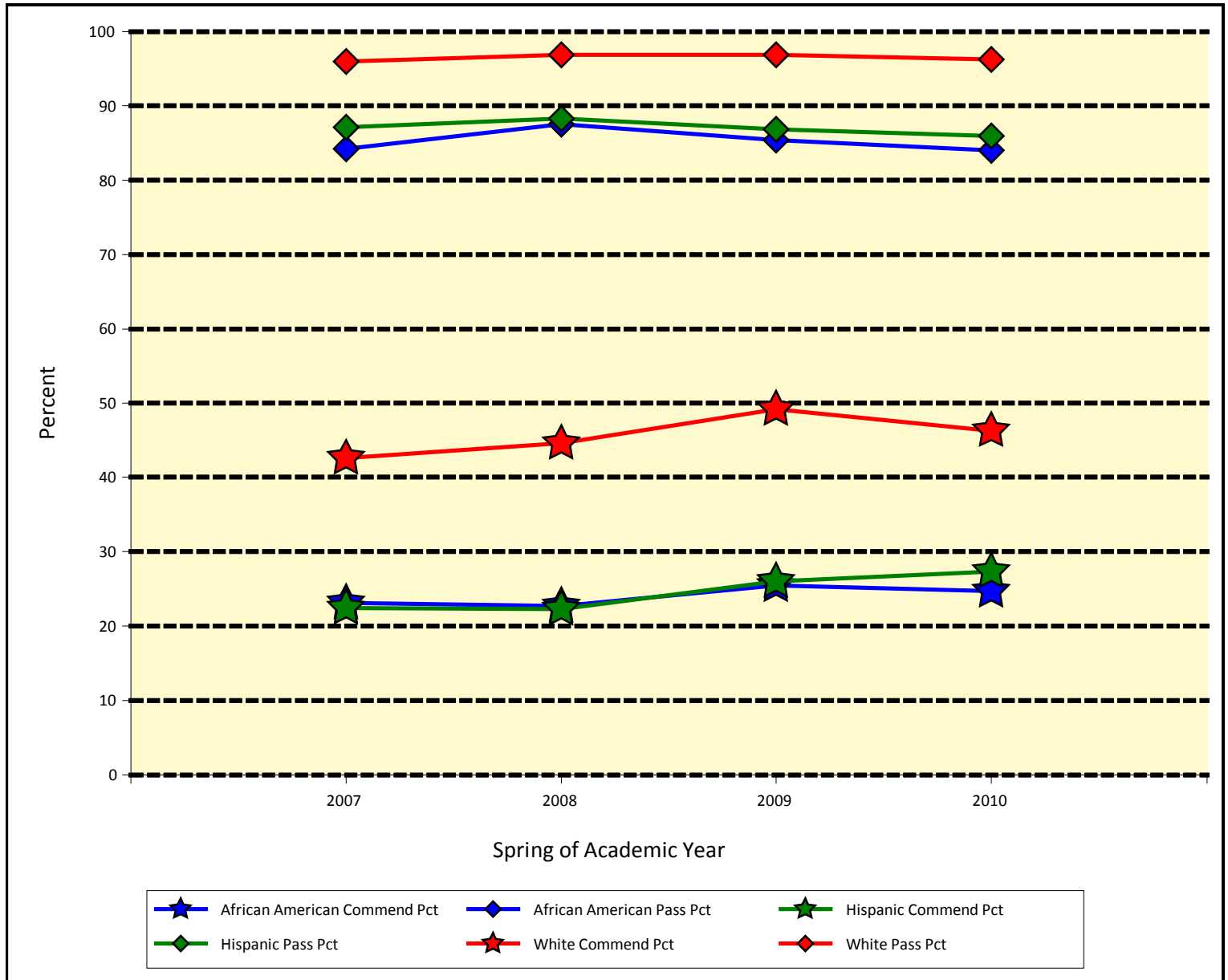
	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	82.5	27.1	88.8	31.6	88.0	31.5	80.5	26.1	-2.0	-1.0
Hispanic	86.6	27.4	91.5	33.0	89.3	30.8	83.9	25.5	-2.7	-1.9
White	96.0	48.8	97.7	54.3	97.5	50.6	95.2	46.4	-0.8	-2.4

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 2007-2010

Elementary School Language Arts/Reading ¹
Texas Tech University

Figure 6:



	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	84.2	23.1	87.5	22.7	85.4	25.5	84.0	24.7	-0.2	1.6
Hispanic	87.1	22.4	88.3	22.3	86.8	26.0	85.9	27.3	-1.2	4.9
White	96.0	42.6	96.9	44.6	96.9	49.2	96.3	46.3	0.3	3.7

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

2010

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	178	94.0	99.0	29.2	44.9
SHALLOWATER ISD	152909001	SHALLOWATER H S	421	92.0	99.0	30.6	32.1
PLAINS ISD	251902001	PLAINS H S	143	92.0	97.0	58.7	65.0
IDALOU ISD	152910001	IDALOU H S	275	91.0	95.0	27.3	39.3
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	809	90.0	96.0	40.4	31.5
WHITEFACE CISD	40902001	WHITEFACE H S	143	90.0	95.0	65.7	33.6
ABERNATHY ISD	95901001	ABERNATHY H S	205	87.0	97.0	40.0	46.3
FRENSHIP ISD	152907001	FRENSHIP H S	1,781	86.0	97.0	27.8	35.7
SUDAN ISD	140908001	SUDAN H S	150	85.0	98.0	46.0	45.3
ROOSEVELT ISD	152908001	ROOSEVELT H S	310	84.0	96.0	58.7	51.9
POST ISD	85902001	POST H S	220	84.0	89.0	43.6	52.3
DENVER CITY ISD	251901001	DENVER CITY H S	379	83.0	95.0	53.6	68.3
FLOYDADA ISD	77901001	FLOYDADA H S	239	83.0	91.0	54.4	70.7
NEW DEAL ISD	152902001	NEW DEAL H S	203	82.0	96.0	44.8	47.8
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	79	82.0	96.0	65.8	60.8
SMYER ISD	110906001	SMYER H S	164	82.0	96.0	44.5	43.3
DIMMITT ISD	35901001	DIMMITT H S	271	81.0	87.0	72.7	79.0
MULESHOE ISD	9901001	MULESHOE H S	331	80.0	90.0	77.9	79.5
PETERSBURG ISD	95904001	PETERSBURG H S	116	79.0	92.0	65.5	73.3
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	120	79.0	87.0	60.8	58.3
HALE CENTER ISD	95903001	HALE CENTER H S	160	78.0	94.0	69.4	74.4
LUBBOCK ISD	152901022	LUBBOCK H S	2,033	78.0	90.0	52.4	73.8
LEVELLAND ISD	110902003	ACE HS	48	78.0	85.0	68.8	89.6
SLATON ISD	152903001	SLATON H S	314	77.0	98.0	59.9	67.8
LUBBOCK ISD	152901020	CORONADO H S	2,137	77.0	93.0	29.7	41.1
LEVELLAND ISD	110902001	LEVELLAND H S	719	77.0	91.0	52.3	62.7
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	398	74.0	93.0	60.1	71.1
OLTON ISD	140905002	OLTON H S	177	74.0	90.0	63.8	74.0
CROSBYTON CISD	54901001	CROSBYTON H S	115	74.0	85.0	67.8	68.7
RALLS ISD	54903001	RALLS H S	143	73.0	93.0	72.0	69.2
AVERAGE			426.0	82.2	93.3	53.5	58.4

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving High Schools in Mathematics

2010

Texas Tech University

Table 2:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUDAN ISD	140908002	P E P ALTER	7	0.0	-1.0	71.4	85.7
SUNDOWN ISD	110907002	PEP ALTER SCHOOL	9	0.0	40.0	44.4	77.8
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	72	14.0	60.0	50.0	90.3
MULESHOE ISD	9901002	P E P	13	20.0	67.0	69.2	76.9
FRENSHIP ISD	152907002	REESE EDUCATIONAL CTR	99	35.0	85.0	67.7	60.6
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	234	38.0	65.0	66.7	86.3
SEAGRAVES ISD	83901002	CHOICES ALTERNATIVE HIGH SCHOOL	11	50.0	100.0	36.4	72.7
LUBBOCK ISD	152901021	ESTACADO H S	749	51.0	86.0	87.9	96.1
LORENZO ISD	54902001	LORENZO H S	118	61.0	86.0	83.1	78.0
LAMESA ISD	58906001	LAMESA H S	436	62.0	91.0	59.2	77.8
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	162	65.0	93.0	51.2	68.5
HART ISD	35902001	HART JR-SR H S	119	66.0	83.0	74.8	95.0
BROWNFIELD ISD	223901001	BROWNFIELD H S	430	66.0	88.0	54.7	72.1
KRESS ISD	219905001	KRESS H S	104	68.0	92.0	63.5	70.2
MORTON ISD	40901001	MORTON H S	104	71.0	84.0	83.7	80.8
TAHOKA ISD	153904001	TAHOKA H S	162	72.0	85.0	48.8	59.9
LUBBOCK ISD	152901023	MONTEREY H S	2,101	72.0	89.0	43.1	56.6
TULIA ISD	219903001	TULIA H S	267	72.0	92.0	58.1	66.3
ANTON ISD	110901001	ANTON H S	121	73.0	90.0	62.8	56.2
PLAINVIEW ISD	95905001	PLAINVIEW HIGH SCHOOL	1,406	73.0	92.0	58.0	77.5
RALLS ISD	54903001	RALLS H S	143	73.0	93.0	72.0	69.2
CROSBYTON CISD	54901001	CROSBYTON H S	115	74.0	85.0	67.8	68.7
OLTON ISD	140905002	OLTON H S	177	74.0	90.0	63.8	74.0
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	398	74.0	93.0	60.1	71.1
LEVELLAND ISD	110902001	LEVELLAND H S	719	77.0	91.0	52.3	62.7
LUBBOCK ISD	152901020	CORONADO H S	2,137	77.0	93.0	29.7	41.1
SLATON ISD	152903001	SLATON H S	314	77.0	98.0	59.9	67.8
LEVELLAND ISD	110902003	ACE HS	48	78.0	85.0	68.8	89.6
LUBBOCK ISD	152901022	LUBBOCK H S	2,033	78.0	90.0	52.4	73.8
HALE CENTER ISD	95903001	HALE CENTER H S	160	78.0	94.0	69.4	74.4
AVERAGE			432.3	59.6	82.6	61.0	73.3

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Middle Schools in Mathematics

2010

Table 3:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901024	SCHOOL FOR YOUNG WOMEN LEADERS	187	98.0	99.0	59.9	61.0
FRENSHIP ISD	152907041	FRENSHIP MIDDLE SCHOOL	844	97.0	98.0	22.0	26.5
SUNDOWN ISD	110907041	SUNDOWN J H	132	97.0	98.0	37.9	48.5
LUBBOCK ISD	152901066	IRONS M S	696	94.0	97.0	18.7	28.3
PLAINS ISD	251902041	PLAINS MIDDLE	121	94.0	96.0	65.3	66.1
TULIA ISD	219903041	TULIA J H	193	94.0	90.0	73.6	63.7
LUBBOCK ISD	152901065	HUTCHINSON M S	763	93.0	97.0	44.4	55.7
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOOL	402	93.0	97.0	64.7	76.4
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	824	92.0	93.0	43.3	35.7
MULESHOE ISD	9901041	WATSON J H	309	92.0	88.0	84.1	78.3
LUBBOCK ISD	152901064	EVANS M S	762	91.0	94.0	33.2	37.5
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	287	91.0	92.0	59.9	73.2
SHALLOWATER ISD	152909041	SHALLOWATER MIDDLE	426	90.0	96.0	36.4	33.1
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	757	90.0	92.0	51.0	54.3
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	430	90.0	83.0	71.6	70.7
TAHOKA ISD	153904041	TAHOKA MIDDLE	147	88.0	91.0	60.5	63.3
RALLS ISD	54903041	RALLS MIDDLE	106	88.0	81.0	74.5	79.2
ABERNATHY ISD	95901041	ABERNATHY J H	175	85.0	91.0	56.0	53.1
LUBBOCK ISD	152901067	MACKENZIE M S	545	85.0	88.0	58.7	59.1
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	191	83.0	91.0	75.9	74.9
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	224	83.0	91.0	58.9	52.7
IDALOU ISD	152910041	IDALOU MIDDLE	292	83.0	87.0	42.5	49.0
SLATON ISD	152903042	SLATON J H	261	82.0	86.0	78.5	73.6
LUBBOCK ISD	152901069	SMYLIE WILSON M S	545	78.0	85.0	75.4	71.6
ROOSEVELT ISD	152908041	ROOSEVELT J H	255	77.0	87.0	71.8	51.8
POST ISD	85902041	POST MIDDLE	171	77.0	85.0	63.2	63.2
OLTON ISD	140905041	OLTON J H	170	76.0	85.0	74.7	77.6
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	364	76.0	82.0	71.4	79.4
LUBBOCK ISD	152901062	CAVAZOS M S	634	76.0	79.0	89.1	95.9
O'DONNELL ISD	153903041	O'DONNELL J H	70	75.0	90.0	78.6	75.7
AVERAGE			376.1	86.9	90.3	59.9	61.0

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Middle Schools in Mathematics

2010

Table 4:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901063	DUNBAR M S	415	58.0	72.0	89.6	94.5
LUBBOCK ISD	152901060	ALDERSON M S	317	60.0	76.0	92.7	95.9
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	87	65.0	81.0	81.6	74.7
DIMMITT ISD	35901041	DIMMITT MIDDLE	369	67.0	81.0	85.6	87.3
LUBBOCK ISD	152901068	SLATON M S	629	67.0	81.0	74.7	85.2
LUBBOCK ISD	152901061	ATKINS M S	482	67.0	84.0	83.4	87.3
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CENTER	427	68.0	79.0	71.9	81.0
SEAGRAVES ISD	83901041	SEAGRAVES J H	113	71.0	77.0	69.0	82.3
FLOYDADA ISD	77901041	FLOYDADA J H	171	72.0	77.0	74.9	83.6
LAMESA ISD	58906041	LAMESA MIDDLE	409	74.0	85.0	77.0	80.2
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	299	74.0	85.0	71.9	65.6
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	129	74.0	88.0	60.5	66.7
MORTON ISD	40901041	MORTON J H	97	75.0	76.0	79.4	78.4
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	404	75.0	83.0	69.3	79.0
O'DONNELL ISD	153903041	O'DONNELL J H	70	75.0	90.0	78.6	75.7
LUBBOCK ISD	152901062	CAVAZOS M S	634	76.0	79.0	89.1	95.9
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	364	76.0	82.0	71.4	79.4
OLTON ISD	140905041	OLTON J H	170	76.0	85.0	74.7	77.6
POST ISD	85902041	POST MIDDLE	171	77.0	85.0	63.2	63.2
ROOSEVELT ISD	152908041	ROOSEVELT J H	255	77.0	87.0	71.8	51.8
LUBBOCK ISD	152901069	SMYLIE WILSON M S	545	78.0	85.0	75.4	71.6
SLATON ISD	152903042	SLATON J H	261	82.0	86.0	78.5	73.6
IDALOU ISD	152910041	IDALOU MIDDLE	292	83.0	87.0	42.5	49.0
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	191	83.0	91.0	75.9	74.9
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	224	83.0	91.0	58.9	52.7
LUBBOCK ISD	152901067	MACKENZIE M S	545	85.0	88.0	58.7	59.1
ABERNATHY ISD	95901041	ABERNATHY J H	175	85.0	91.0	56.0	53.1
RALLS ISD	54903041	RALLS MIDDLE	106	88.0	81.0	74.5	79.2
TAHOKA ISD	153904041	TAHOKA MIDDLE	147	88.0	91.0	60.5	63.3
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	430	90.0	83.0	71.6	70.7
AVERAGE			297.6	75.6	83.6	72.8	74.4

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Elementary Schools in Mathematics

2010

Table 5:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907101	SUNDOWN EL	367	100.0	99.0	45.2	54.5
FRENSHIP ISD	152907104	CRESTVIEW EL	468	98.0	100.0	22.4	23.5
FRENSHIP ISD	152907103	NORTH RIDGE EL	782	98.0	98.0	33.9	47.3
LUBBOCK ISD	152901179	SMITH EL	581	97.0	98.0	17.7	30.5
PLAINS ISD	251902101	PLAINS EL	204	97.0	97.0	69.1	55.9
SLATON ISD	152903103	WEST WARD EL	513	97.0	96.0	84.2	71.7
LUBBOCK ISD	152901161	GUADALUPE EL	183	97.0	90.0	89.1	97.3
LUBBOCK ISD	152901166	HONEY EL	496	96.0	99.0	15.1	26.6
PLAINVIEW ISD	95905106	HILLCREST ELEMENTARY SCHOOL	467	96.0	93.0	88.4	87.6
FRENSHIP ISD	152907107	BENNETT EL	811	95.0	97.0	42.5	35.1
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHOOL	676	95.0	97.0	19.1	21.0
LUBBOCK ISD	152901183	WATERS EL	617	95.0	93.0	47.3	46.2
PLAINVIEW ISD	95905108	LA MESA ELEMENTARY SCHOOL	490	95.0	93.0	71.4	66.9
LUBBOCK ISD	152901187	WHITESIDE EL	580	94.0	98.0	25.5	28.3
LUBBOCK ISD	152901173	MURFEE EL	381	94.0	97.0	7.1	15.0
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEMENTARY S	684	94.0	97.0	56.1	41.5
PLAINVIEW ISD	95905102	COLLEGE HILL ELEMENTARY SCHOOL	360	94.0	92.0	78.3	77.8
LUBBOCK ISD	152901189	WILSON EL	479	93.0	97.0	25.7	40.3
FRENSHIP ISD	152907105	WESTWIND EL	669	93.0	94.0	63.4	60.5
POST ISD	85902101	POST EL	372	93.0	91.0	77.7	56.7
SHALLOWATER ISD	152909101	SHALLOWATER EL	257	93.0	91.0	51.4	34.2
SHALLOWATER ISD	152909102	SHALLOWATER INT	337	93.0	91.0	45.1	35.0
LUBBOCK ISD	152901167	ILES EL	281	92.0	96.0	91.1	95.4
LUBBOCK ISD	152901164	HAYNES EL	298	92.0	95.0	41.9	45.0
LUBBOCK-COOPER ISD	152906103	LUBBOCK-COOPER NORTH ELEMENTARY S	724	92.0	95.0	53.0	43.9
PLAINVIEW ISD	95905103	EDGEMERE ELEMENTARY SCHOOL	457	92.0	95.0	78.6	79.0
HALE CENTER ISD	95903102	AKIN EL	275	92.0	94.0	76.7	78.5
ABERNATHY ISD	95901101	ABERNATHY EL	420	92.0	89.0	59.8	61.9
LUBBOCK ISD	152901169	MCWHORTER EL	386	92.0	86.0	92.7	96.1
LUBBOCK ISD	152901182	TUBBS EL	255	92.0	85.0	91.0	94.5
AVERAGE			462.3	94.4	94.4	55.4	54.9

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Elementary Schools in Mathematics

2010

Table 6:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
LORENZO ISD	54902102	LORENZO EL	199	55.0	87.0	84.9	82.9
HART ISD	35902101	HART ELEMENTARY	181	60.0	73.0	87.8	94.5
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	409	63.0	72.0	86.1	82.2
BROWNFIELD ISD	223901102	OAK GROVE EL	543	63.0	72.0	82.1	77.2
LUBBOCK ISD	152901165	HODGES EL	541	68.0	75.0	93.5	94.6
LUBBOCK ISD	152901175	PARKWAY EL	371	69.0	70.0	97.0	98.9
LAMESA ISD	58906103	NORTH EL	464	72.0	81.0	77.2	80.4
LAMESA ISD	58906105	SOUTH EL	600	72.0	81.0	81.2	82.3
LUBBOCK ISD	152901185	WHEATLEY EL	280	72.0	84.0	92.9	98.6
LUBBOCK ISD	152901159	BROWN EL	472	74.0	81.0	90.3	88.8
LUBBOCK ISD	152901158	BOZEMAN EL	303	75.0	71.0	97.7	97.4
LUBBOCK ISD	152901191	WRIGHT EL	119	75.0	90.0	79.8	81.5
MORTON ISD	40901102	MORTON EL	260	76.0	75.0	90.4	80.4
DIMMITT ISD	35901102	RICHARDSON EL	553	77.0	75.0	91.1	85.9
ANTON ISD	110901101	ANTON EL	148	78.0	72.0	83.8	66.9
FLOYDADA ISD	77901101	A B DUNCAN ELEMENTARY	447	79.0	83.0	77.6	79.0
LUBBOCK ISD	152901174	VERTON EL	270	79.0	86.0	81.1	76.7
LUBBOCK ISD	152901184	WESTER EL	404	79.0	91.0	77.7	69.3
SMYER ISD	110906101	SMYER EL	205	80.0	84.0	69.8	44.4
LUBBOCK ISD	152901190	WOLFFARTH EL	318	80.0	86.0	94.3	95.0
LUBBOCK ISD	152901176	PARSONS EL	315	80.0	90.0	73.7	69.2
LUBBOCK ISD	152901160	DUPRE EL	260	81.0	82.0	95.0	91.2
SLATON ISD	152903101	AUSTIN EL	190	81.0	83.0	80.0	72.6
NEW DEAL ISD	152902101	NEW DEAL EL	301	81.0	90.0	66.4	49.2
LUBBOCK ISD	152901156	BEAN EL	403	82.0	82.0	94.5	97.5
RALLS ISD	54903102	RALLS EL	280	82.0	84.0	86.4	77.1
LUBBOCK ISD	152901193	ROY W ROBERTS EL	577	82.0	91.0	66.6	71.2
PLAINVIEW ISD	95905109	THUNDERBIRD ELEMENTARY SCHOOL	468	83.0	77.0	91.0	92.9
LUBBOCK ISD	152901186	WHEELock EL	353	83.0	85.0	89.0	81.0
CROSBYTON CISD	54901101	CROSBYTON EL	208	83.0	87.0	75.0	68.8
AVERAGE			348.1	75.5	81.3	84.5	80.9

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving High Schools in Reading

2010

Table 1:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SEAGRAVES ISD	83901002	CHOICES ALTERNATIVE HIGH SCHOOL	11	100.0	50.0	36.4	72.7
SUNDOWN ISD	110907001	SUNDOWN H S	178	99.0	94.0	29.2	44.9
SHALLOWATER ISD	152909001	SHALLOWATER H S	421	99.0	92.0	30.6	32.1
SUDAN ISD	140908001	SUDAN H S	150	98.0	85.0	46.0	45.3
SLATON ISD	152903001	SLATON H S	314	98.0	77.0	59.9	67.8
PLAINS ISD	251902001	PLAINS H S	143	97.0	92.0	58.7	65.0
ABERNATHY ISD	95901001	ABERNATHY H S	205	97.0	87.0	40.0	46.3
FRENSHIP ISD	152907001	FRENSHIP H S	1,781	97.0	86.0	27.8	35.7
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	809	96.0	90.0	40.4	31.5
ROOSEVELT ISD	152908001	ROOSEVELT H S	310	96.0	84.0	58.7	51.9
NEW DEAL ISD	152902001	NEW DEAL H S	203	96.0	82.0	44.8	47.8
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	79	96.0	82.0	65.8	60.8
SMYER ISD	110906001	SMYER H S	164	96.0	82.0	44.5	43.3
IDALOU ISD	152910001	IDALOU H S	275	95.0	91.0	27.3	39.3
WHITEFACE CISD	40902001	WHITEFACE H S	143	95.0	90.0	65.7	33.6
DENVER CITY ISD	251901001	DENVER CITY H S	379	95.0	83.0	53.6	68.3
HALE CENTER ISD	95903001	HALE CENTER H S	160	94.0	78.0	69.4	74.4
LUBBOCK ISD	152901020	CORONADO H S	2,137	93.0	77.0	29.7	41.1
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	398	93.0	74.0	60.1	71.1
RALLS ISD	54903001	RALLS H S	143	93.0	73.0	72.0	69.2
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	162	93.0	65.0	51.2	68.5
PETERSBURG ISD	95904001	PETERSBURG H S	116	92.0	79.0	65.5	73.3
PLAINVIEW ISD	95905001	PLAINVIEW HIGH SCHOOL	1,406	92.0	73.0	58.0	77.5
TULIA ISD	219903001	TULIA H S	267	92.0	72.0	58.1	66.3
KRESS ISD	219905001	KRESS H S	104	92.0	68.0	63.5	70.2
FLOYDADA ISD	77901001	FLOYDADA H S	239	91.0	83.0	54.4	70.7
LEVELLAND ISD	110902001	LEVELLAND H S	719	91.0	77.0	52.3	62.7
LAMESA ISD	58906001	LAMESA H S	436	91.0	62.0	59.2	77.8
MULESHOE ISD	9901001	MULESHOE H S	331	90.0	80.0	77.9	79.5
LUBBOCK ISD	152901022	LUBBOCK H S	2,033	90.0	78.0	52.4	73.8
AVERAGE			473.9	94.6	79.5	51.8	58.7

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving High Schools in Reading

2010

Table 2:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907002	PEP ALTER SCHOOL	9	40.0	0.0	44.4	77.8
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	72	60.0	14.0	50.0	90.3
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	234	65.0	38.0	66.7	86.3
MULESHOE ISD	9901002	P E P	13	67.0	20.0	69.2	76.9
HART ISD	35902001	HART JR-SR H S	119	83.0	66.0	74.8	95.0
MORTON ISD	40901001	MORTON H S	104	84.0	71.0	83.7	80.8
FRENSHIP ISD	152907002	REESE EDUCATIONAL CTR	99	85.0	35.0	67.7	60.6
TAHOKA ISD	153904001	TAHOKA H S	162	85.0	72.0	48.8	59.9
CROSBYTON CISD	54901001	CROSBYTON H S	115	85.0	74.0	67.8	68.7
LEVELLAND ISD	110902003	ACE HS	48	85.0	78.0	68.8	89.6
LUBBOCK ISD	152901021	ESTACADO H S	749	86.0	51.0	87.9	96.1
LORENZO ISD	54902001	LORENZO H S	118	86.0	61.0	83.1	78.0
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	120	87.0	79.0	60.8	58.3
DIMMITT ISD	35901001	DIMMITT H S	271	87.0	81.0	72.7	79.0
BROWNFIELD ISD	223901001	BROWNFIELD H S	430	88.0	66.0	54.7	72.1
LUBBOCK ISD	152901023	MONTEREY H S	2,101	89.0	72.0	43.1	56.6
POST ISD	85902001	POST H S	220	89.0	84.0	43.6	52.3
ANTON ISD	110901001	ANTON H S	121	90.0	73.0	62.8	56.2
OLTON ISD	140905002	OLTON H S	177	90.0	74.0	63.8	74.0
LUBBOCK ISD	152901022	LUBBOCK H S	2,033	90.0	78.0	52.4	73.8
MULESHOE ISD	9901001	MULESHOE H S	331	90.0	80.0	77.9	79.5
LAMESA ISD	58906001	LAMESA H S	436	91.0	62.0	59.2	77.8
LEVELLAND ISD	110902001	LEVELLAND H S	719	91.0	77.0	52.3	62.7
FLOYDADA ISD	77901001	FLOYDADA H S	239	91.0	83.0	54.4	70.7
KRESS ISD	219905001	KRESS H S	104	92.0	68.0	63.5	70.2
TULIA ISD	219903001	TULIA H S	267	92.0	72.0	58.1	66.3
PLAINVIEW ISD	95905001	PLAINVIEW HIGH SCHOOL	1,406	92.0	73.0	58.0	77.5
PETERSBURG ISD	95904001	PETERSBURG H S	116	92.0	79.0	65.5	73.3
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	162	93.0	65.0	51.2	68.5
RALLS ISD	54903001	RALLS H S	143	93.0	73.0	72.0	69.2
AVERAGE			374.6	84.6	64.0	62.6	73.3

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Middle Schools in Reading

2010

Texas Tech University

Table 3:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901024	SCHOOL FOR YOUNG WOMEN LEADERS	187	99.0	98.0	59.9	61.0
FRENSHIP ISD	152907041	FRENSHIP MIDDLE SCHOOL	844	98.0	97.0	22.0	26.5
SUNDOWN ISD	110907041	SUNDOWN J H	132	98.0	97.0	37.9	48.5
LUBBOCK ISD	152901066	IRONS M S	696	97.0	94.0	18.7	28.3
LUBBOCK ISD	152901065	HUTCHINSON M S	763	97.0	93.0	44.4	55.7
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOOL	402	97.0	93.0	64.7	76.4
PLAINS ISD	251902041	PLAINS MIDDLE	121	96.0	94.0	65.3	66.1
SHALLOWATER ISD	152909041	SHALLOWATER MIDDLE	426	96.0	90.0	36.4	33.1
LUBBOCK ISD	152901064	EVANS M S	762	94.0	91.0	33.2	37.5
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	824	93.0	92.0	43.3	35.7
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	287	92.0	91.0	59.9	73.2
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	757	92.0	90.0	51.0	54.3
TAHOKA ISD	153904041	TAHOKA MIDDLE	147	91.0	88.0	60.5	63.3
ABERNATHY ISD	95901041	ABERNATHY J H	175	91.0	85.0	56.0	53.1
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	191	91.0	83.0	75.9	74.9
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	224	91.0	83.0	58.9	52.7
TULIA ISD	219903041	TULIA J H	193	90.0	94.0	73.6	63.7
O'DONNELL ISD	153903041	O'DONNELL J H	70	90.0	75.0	78.6	75.7
MULESHOE ISD	9901041	WATSON J H	309	88.0	92.0	84.1	78.3
LUBBOCK ISD	152901067	MACKENZIE M S	545	88.0	85.0	58.7	59.1
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	129	88.0	74.0	60.5	66.7
IDALOU ISD	152910041	IDALOU MIDDLE	292	87.0	83.0	42.5	49.0
ROOSEVELT ISD	152908041	ROOSEVELT J H	255	87.0	77.0	71.8	51.8
SLATON ISD	152903042	SLATON J H	261	86.0	82.0	78.5	73.6
LUBBOCK ISD	152901069	SMYLIE WILSON M S	545	85.0	78.0	75.4	71.6
POST ISD	85902041	POST MIDDLE	171	85.0	77.0	63.2	63.2
OLTON ISD	140905041	OLTON J H	170	85.0	76.0	74.7	77.6
LAMESA ISD	58906041	LAMESA MIDDLE	409	85.0	74.0	77.0	80.2
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	299	85.0	74.0	71.9	65.6
LUBBOCK ISD	152901061	ATKINS M S	482	84.0	67.0	83.4	87.3
AVERAGE			368.9	90.9	85.6	59.4	60.1

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Middle Schools in Reading

2010

Texas Tech University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901063	DUNBAR M S	415	72.0	58.0	89.6	94.5
LUBBOCK ISD	152901060	ALDERSON M S	317	76.0	60.0	92.7	95.9
MORTON ISD	40901041	MORTON J H	97	76.0	75.0	79.4	78.4
SEAGRAVES ISD	83901041	SEAGRAVES J H	113	77.0	71.0	69.0	82.3
FLOYDADA ISD	77901041	FLOYDADA J H	171	77.0	72.0	74.9	83.6
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CENTER	427	79.0	68.0	71.9	81.0
LUBBOCK ISD	152901062	CAVAZOS M S	634	79.0	76.0	89.1	95.9
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	87	81.0	65.0	81.6	74.7
DIMMITT ISD	35901041	DIMMITT MIDDLE	369	81.0	67.0	85.6	87.3
LUBBOCK ISD	152901068	SLATON M S	629	81.0	67.0	74.7	85.2
RALLS ISD	54903041	RALLS MIDDLE	106	81.0	88.0	74.5	79.2
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	364	82.0	76.0	71.4	79.4
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	404	83.0	75.0	69.3	79.0
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	430	83.0	90.0	71.6	70.7
LUBBOCK ISD	152901061	ATKINS M S	482	84.0	67.0	83.4	87.3
LAMESA ISD	58906041	LAMESA MIDDLE	409	85.0	74.0	77.0	80.2
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	299	85.0	74.0	71.9	65.6
OLTON ISD	140905041	OLTON J H	170	85.0	76.0	74.7	77.6
POST ISD	85902041	POST MIDDLE	171	85.0	77.0	63.2	63.2
LUBBOCK ISD	152901069	SMYLIE WILSON M S	545	85.0	78.0	75.4	71.6
SLATON ISD	152903042	SLATON J H	261	86.0	82.0	78.5	73.6
ROOSEVELT ISD	152908041	ROOSEVELT J H	255	87.0	77.0	71.8	51.8
IDALOU ISD	152910041	IDALOU MIDDLE	292	87.0	83.0	42.5	49.0
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	129	88.0	74.0	60.5	66.7
LUBBOCK ISD	152901067	MACKENZIE M S	545	88.0	85.0	58.7	59.1
MULESHOE ISD	9901041	WATSON J H	309	88.0	92.0	84.1	78.3
O'DONNELL ISD	153903041	O'DONNELL J H	70	90.0	75.0	78.6	75.7
TULIA ISD	219903041	TULIA J H	193	90.0	94.0	73.6	63.7
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	191	91.0	83.0	75.9	74.9
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	224	91.0	83.0	58.9	52.7
AVERAGE			303.6	83.4	76.1	74.1	75.3

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving Elementary Schools in Reading

2010

Table 5:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
FRENSHIP ISD	152907104	CRESTVIEW EL	468	100.0	98.0	22.4	23.5
SUNDOWN ISD	110907101	SUNDOWN EL	367	99.0	100.0	45.2	54.5
LUBBOCK ISD	152901166	HONEY EL	496	99.0	96.0	15.1	26.6
FRENSHIP ISD	152907103	NORTH RIDGE EL	782	98.0	98.0	33.9	47.3
LUBBOCK ISD	152901179	SMITH EL	581	98.0	97.0	17.7	30.5
LUBBOCK ISD	152901187	WHITESIDE EL	580	98.0	94.0	25.5	28.3
PLAINS ISD	251902101	PLAINS EL	204	97.0	97.0	69.1	55.9
FRENSHIP ISD	152907107	BENNETT EL	811	97.0	95.0	42.5	35.1
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHOOL	676	97.0	95.0	19.1	21.0
LUBBOCK ISD	152901173	MURFEE EL	381	97.0	94.0	7.1	15.0
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEMENTARY S	684	97.0	94.0	56.1	41.5
LUBBOCK ISD	152901189	WILSON EL	479	97.0	93.0	25.7	40.3
SLATON ISD	152903103	WEST WARD EL	513	96.0	97.0	84.2	71.7
LUBBOCK ISD	152901167	ILES EL	281	96.0	92.0	91.1	95.4
FRENSHIP ISD	152907106	WILLOW BEND ELEMENTARY	561	96.0	91.0	77.0	56.1
LUBBOCK ISD	152901188	WILLIAMS EL	397	96.0	91.0	54.9	55.2
LUBBOCK ISD	152901164	HAYNES EL	298	95.0	92.0	41.9	45.0
LUBBOCK-COOPER ISD	152906103	LUBBOCK-COOPER NORTH ELEMENTARY S	724	95.0	92.0	53.0	43.9
PLAINVIEW ISD	95905103	EDGEMERE ELEMENTARY SCHOOL	457	95.0	92.0	78.6	79.0
KRESS ISD	219905101	KRESS EL	119	95.0	91.0	70.6	63.0
TULIA ISD	219903101	TULIA HIGHLAND EL	313	95.0	89.0	89.5	70.9
TULIA ISD	219903102	W V SWINBURN EL	252	95.0	89.0	81.0	61.5
WHITEFACE CISD	40902101	WHITEFACE EL	163	95.0	88.0	63.8	50.9
FRENSHIP ISD	152907105	WESTWIND EL	669	94.0	93.0	63.4	60.5
HALE CENTER ISD	95903102	AKIN EL	275	94.0	92.0	76.7	78.5
IDALOU ISD	152910101	IDALOU EL	388	94.0	87.0	49.5	47.7
LUBBOCK ISD	152901153	ARNETT EL	146	94.0	87.0	94.5	95.9
LUBBOCK ISD	152901192	CENTENNIAL EL	592	94.0	83.0	64.4	70.1
PLAINVIEW ISD	95905106	HILLCREST ELEMENTARY SCHOOL	467	93.0	96.0	88.4	87.6
LUBBOCK ISD	152901183	WATERS EL	617	93.0	95.0	47.3	46.2
AVERAGE			458.0	96.0	92.9	55.0	53.3

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Elementary Schools in Reading

2010

Table 6:

Texas Tech University

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901175	PARKWAY EL	371	70.0	69.0	97.0	98.9
LUBBOCK ISD	152901158	BOZEMAN EL	303	71.0	75.0	97.7	97.4
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	409	72.0	63.0	86.1	82.2
BROWNFIELD ISD	223901102	OAK GROVE EL	543	72.0	63.0	82.1	77.2
ANTON ISD	110901101	ANTON EL	148	72.0	78.0	83.8	66.9
HART ISD	35902101	HART ELEMENTARY	181	73.0	60.0	87.8	94.5
LUBBOCK ISD	152901168	JACKSON EL	185	74.0	87.0	95.7	98.4
LUBBOCK ISD	152901165	HODGES EL	541	75.0	68.0	93.5	94.6
MORTON ISD	40901102	MORTON EL	260	75.0	76.0	90.4	80.4
DIMMITT ISD	35901102	RICHARDSON EL	553	75.0	77.0	91.1	85.9
PLAINVIEW ISD	95905109	THUNDERBIRD ELEMENTARY SCHOOL	468	77.0	83.0	91.0	92.9
LAMESA ISD	58906103	NORTH EL	464	81.0	72.0	77.2	80.4
LAMESA ISD	58906105	SOUTH EL	600	81.0	72.0	81.2	82.3
LUBBOCK ISD	152901159	BROWN EL	472	81.0	74.0	90.3	88.8
O'DONNELL ISD	153903101	O'DONNELL EL	189	81.0	85.0	76.2	73.0
LUBBOCK ISD	152901160	DUPRE EL	260	82.0	81.0	95.0	91.2
LUBBOCK ISD	152901156	BEAN EL	403	82.0	82.0	94.5	97.5
FLOYDADA ISD	77901101	A B DUNCAN ELEMENTARY	447	83.0	79.0	77.6	79.0
SLATON ISD	152903101	AUSTIN EL	190	83.0	81.0	80.0	72.6
PETERSBURG ISD	95904101	PETERSBURG EL	163	83.0	88.0	80.4	79.8
LUBBOCK ISD	152901185	WHEATLEY EL	280	84.0	72.0	92.9	98.6
SMYER ISD	110906101	SMYER EL	205	84.0	80.0	69.8	44.4
RALLS ISD	54903102	RALLS EL	280	84.0	82.0	86.4	77.1
LUBBOCK ISD	152901186	WHEELock EL	353	85.0	83.0	89.0	81.0
PLAINVIEW ISD	95905107	LAKESIDE 5TH GRADE LEARNING CENTE	458	85.0	84.0	75.8	81.2
LUBBOCK ISD	152901182	TUBBS EL	255	85.0	92.0	91.0	94.5
PLAINVIEW ISD	95905105	HIGHLAND ELEMENTARY SCHOOL	407	85.0	92.0	84.0	88.5
LUBBOCK ISD	152901174	OVERTON EL	270	86.0	79.0	81.1	76.7
LUBBOCK ISD	152901190	WOLFFARTH EL	318	86.0	80.0	94.3	95.0
LUBBOCK ISD	152901169	MCWHORTER EL	386	86.0	92.0	92.7	96.1
AVERAGE			345.4	79.8	78.3	86.9	84.9

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 (FY2006-2010) describing 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 by Pathway 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 FY2000 through FY2010 for 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 2010 production counts include all individuals from all university pathways who obtained standard or probationary certification from September 1, 2009 through August 31, 2010.

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.

The formula used to calculate the one-year change as a percent is: $2010-2009/2009 \times 100\%$. To calculate the five-year percent change, data from years: 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010 was used in the formula: $2010-2005/2005 \times 100\%$.

C.3: Teacher Production by Race/Ethnicity.

This analysis provides the number and percentages of individuals obtaining certification by race/ethnicity for FY2000 through FY2010. 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 (2001-2010). The number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 5-year average certificate production is calculated and 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. See page 61 for a list of changes made to this report from last year.

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
2006-2010
Texas Tech University

University Production						
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total ¹	27,940	27,996	28,260	28,422	30,097	7.7 %
Undergraduate	22,943	22,851	23,021	23,107	24,311	6.0 %
Masters	2,211	2,394	2,494	2,604	2,769	25.2 %
Degrees Awarded (Spring of academic year)						
Total ²	5,923	6,144	6,328	5,902	6,151	3.8 %
Baccalaureate Degrees	4,458	4,622	4,777	4,460	4,476	0.4 %
Mathematics	45	29	40	33	24	-46.7 %
Biological Science	204	214	217	181	173	-15.2 %
Physical Science	34	35	42	43	47	38.2 %
Masters	1,052	1,093	1,093	1,034	1,222	16.2 %
Teachers Produced by Pathway (End of fiscal year)						
Total ³	524	613	569	490	491	-6.3 %
ACP Certified	0	0	0	0	0	0.0 %
Post-Baccalaureate Certified	200	210	156	126	120	-40.0 %
Traditional Undergraduate Certified	324	403	413	364	371	14.5 %
Production Ratio						
Undergraduate Teacher Production ⁴	7.3 %	8.7 %	8.6 %	8.2 %	8.3 %	

¹ Total enrollment also includes doctoral level students.

² Total degrees awarded also includes doctoral level degrees.

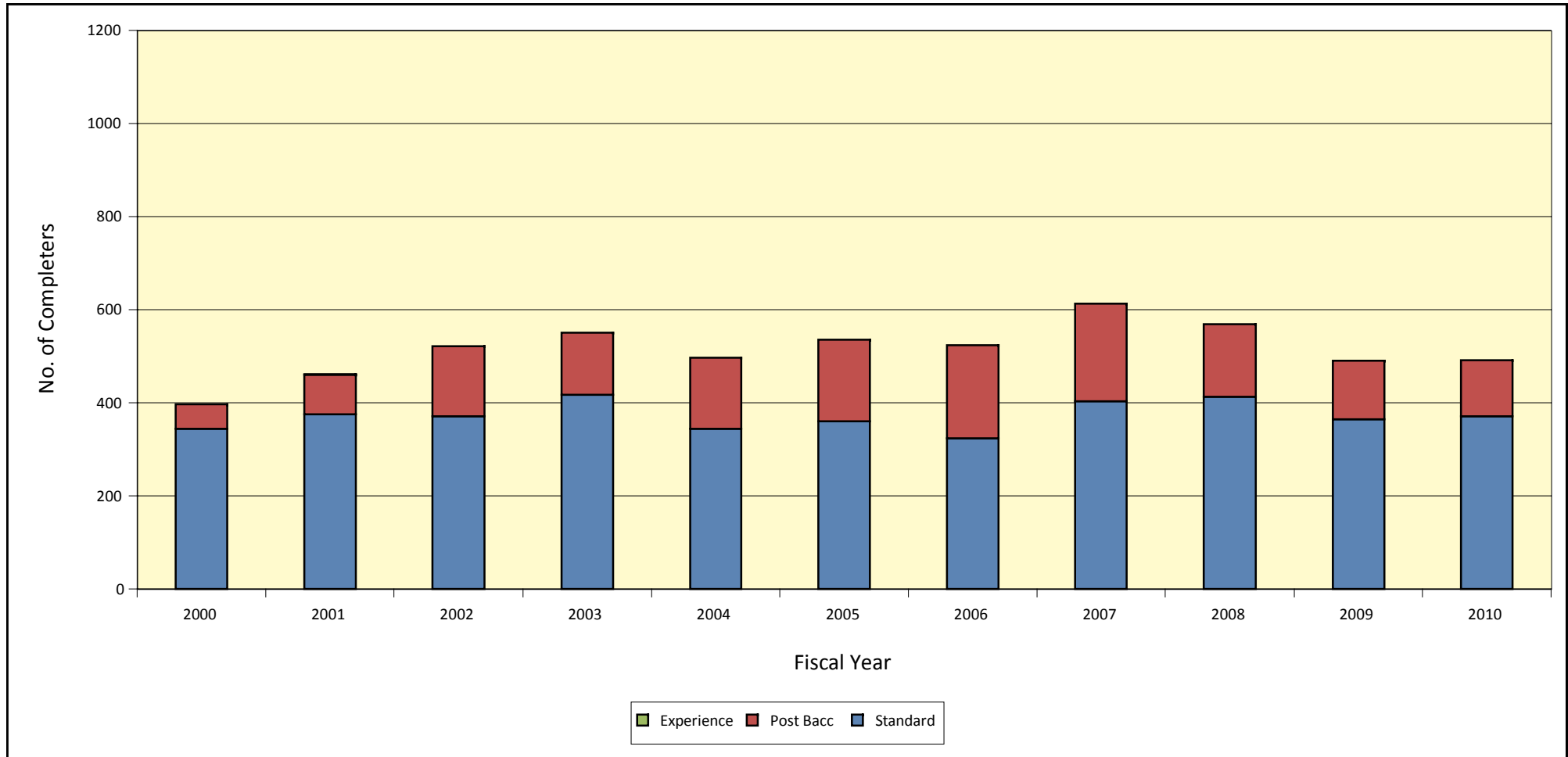
³ Program numbers may not add up to Total because of missing data.

⁴ Total number of traditional undergraduates certified divided by the total number of baccalaureate degrees awarded.

Teacher Production Trends for University Completers¹

FY 2000-2010²

Texas Tech University



Total Teachers Produced by Fiscal Year											Total	1-Year Change 2009-2010	5-Year Change 2005-2010
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010			
397	461	522	550	497	535	524	613	569	490	491	5,649	0.2%	-8.2%

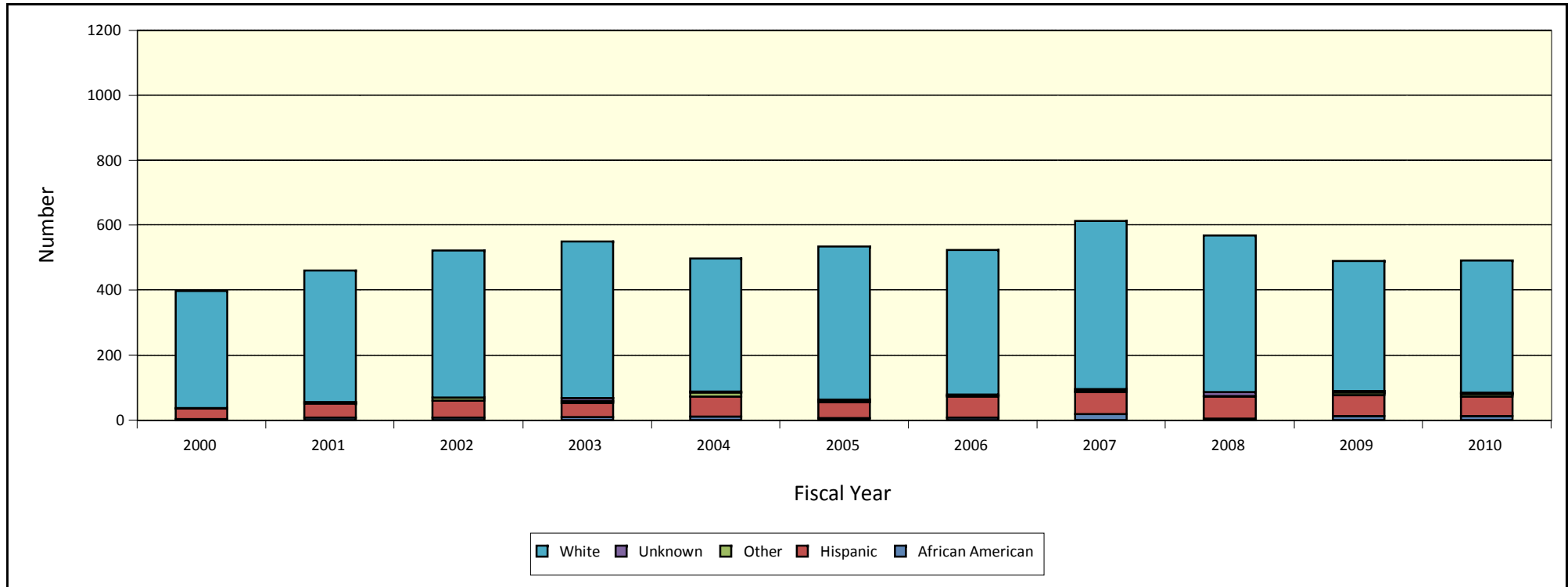
¹ Number of university completers is the unduplicated number of individuals obtaining standard or probational certification.

² Certificate year equals fiscal year (September 1 - August 31).

Teacher Production by Race/Ethnicity¹

FY 2000-2010²

Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2007-2010	2005-2010
African American	3	8	7	9	11	6	8	18	4	13	13	-5	7
Hispanic	32	43	53	43	62	49	65	68	68	64	60	-8	11
Other	2	5	9	7	12	5	3	4	2	8	7	3	2
Unknown	0	0	0	9	3	3	3	6	13	5	4	-2	1
White	360	405	453	482	409	472	445	517	482	400	407	-110	-65
TOTAL	397	461	522	550	497	535	524	613	569	490	491		

¹ Race/ethnicity is self-reported.

² Certification year equals fiscal year (September 1 - August 31).

Initial Certification Production by Level ¹

FY 2001-2010 ²

Texas Tech University

Certificate	Fiscal Year										5-Year	5-Year
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Average	Change
											2006-2010	2005-2010
ALL LEVEL (K-12)												
ESL ³	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Fine Arts	31	19	41	29	40	40	40	68	55	36	47.8	-10.0%
Foreign Language	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
PE/Health	9	12	15	34	30	49	71	45	41	46	50.4	53.3%
Special Education	3	1	3	14	27	19	31	19	29	33	26.2	22.2%
SUBTOTAL	43	32	59	77	97	108	142	132	125	115	124.4	18.6%
ELEMENTARY (EC-4 and EC-6)												
Bilingual Generalist	0	1	0	0	3	3	6	8	4	5	5.2	66.7%
ESL	0	0	0	0	1	1	0	0	16	1	3.6	0.0%
Generalist	0	0	148	201	235	221	280	256	224	206	237.4	-12.3%
Special Education ³	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
SUBTOTAL	0	1	148	201	239	225	286	264	244	212	246.2	-11.3%
HIGH SCHOOL (6-12 and 8-12)												
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Business Education	1	0	0	0	0	0	0	0	0	0	0.0	-
Career & Tech Education ⁴	12	13	36	23	20	23	15	0	0	0	7.6	-100.0%
English	27	43	43	40	32	31	30	29	34	35	31.8	9.4%
ESL ³	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Fine Arts	13	9	10	17	4	2	3	3	3	2	2.6	-50.0%
Foreign Language	16	14	9	13	8	19	9	5	5	8	9.2	0.0%
Mathematics	17	17	14	13	22	21	12	16	11	18	15.6	-18.2%
PE/Health	27	25	24	13	10	1	0	0	0	0	0.2	-100.0%
Science	28	25	20	20	10	14	12	13	12	19	14.0	90.0%
Social Studies	41	58	45	24	33	32	36	34	27	34	32.6	3.0%
Special Education ³	0	1	0	0	0	0	0	0	0	0	0.0	0.0%
SUBTOTAL	182	205	201	163	139	143	117	100	92	116	113.6	-16.5%
MIDDLE SCHOOL (4-8)												
Bilingual Generalist	0	0	0	0	0	0	1	0	0	0	0.2	0.0%
English	0	0	14	19	31	31	38	29	22	23	28.6	-25.8%
ESL ³	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%
Mathematics	0	0	15	22	20	23	36	22	18	19	23.6	-5.0%
Science	0	0	0	2	3	7	2	3	2	5	3.8	66.7%
Social Studies	0	0	4	8	11	4	4	4	1	5	3.6	-54.5%
SUBTOTAL	0	0	33	51	65	65	81	58	43	52	59.8	-20.0%
OTHER SUPPLEMENTALS												
Bilingual Generalist	4	1	0	0	0	0	0	0	0	2	0.4	0.0%
ESL	1	4	1	1	2	5	9	5	9	32	12.0	1500.0%
Special Education	3	1	1	0	1	0	1	0	0	0	0.2	-100.0%
SUBTOTAL	8	6	2	1	3	5	10	5	9	34	12.6	1033.3%
TOTAL	233	244	443	493	543	546	636	559	513	529	556.6	-3.1%

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 Impact¹
FY 2000-2010²
Texas Tech University

Production Entity	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Texas Tech University	397	461	522	550	497	535	524	613	569	490	491	5,649
Wayland Baptist University	51	80	73	111	117	116	143	120	114	145	120	1,190
Lubbock Christian University	56	53	69	74	86	107	99	69	74	85	81	853
TOTAL	504	594	664	735	700	758	766	802	757	720	692	7,692

1 Number of university completers is the unduplicated number of individuals obtaining standard or probational 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 FY2010 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 2010-2011. 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 with a standard certificate in 2009-2010 from all university pathways. The second chart shows all target university-prepared teachers employed by a district from 1994-2010. See Attachment 3 to view full hiring pattern report.

D.4 a-c: Percentage of University Completers in the Proximal Zone of Professional Impact by Level.

This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) employed at a campus within the PZPI by level from the university preparation program since 1995. The first four columns provide the name of the district, campus code, percent of school students classified as economically disadvantaged, and campus name, respectively. The “# School FTEs” column shows the total number of FTEs for all teachers of record working at the campus. The “# Univ FTEs” column provides the total number of FTEs employed at that campus who obtained certification from the target university’s preparation program from 1995 through 2010. The “% Univ FTEs” column is the percentage of teacher FTEs at the campus in AY2010-2011 from the target university’s 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 and attrition rates for individuals obtaining a standard or probationary certificate in 2005-2006 who became employed in a Texas public school in the 2006-2007 academic year with no prior teaching experience. The retention rate for FY 2007 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2006-2007 academic years. Retention has been broken down comparing the target university with CREATE public and private universities and profit and nonprofit ACPs.

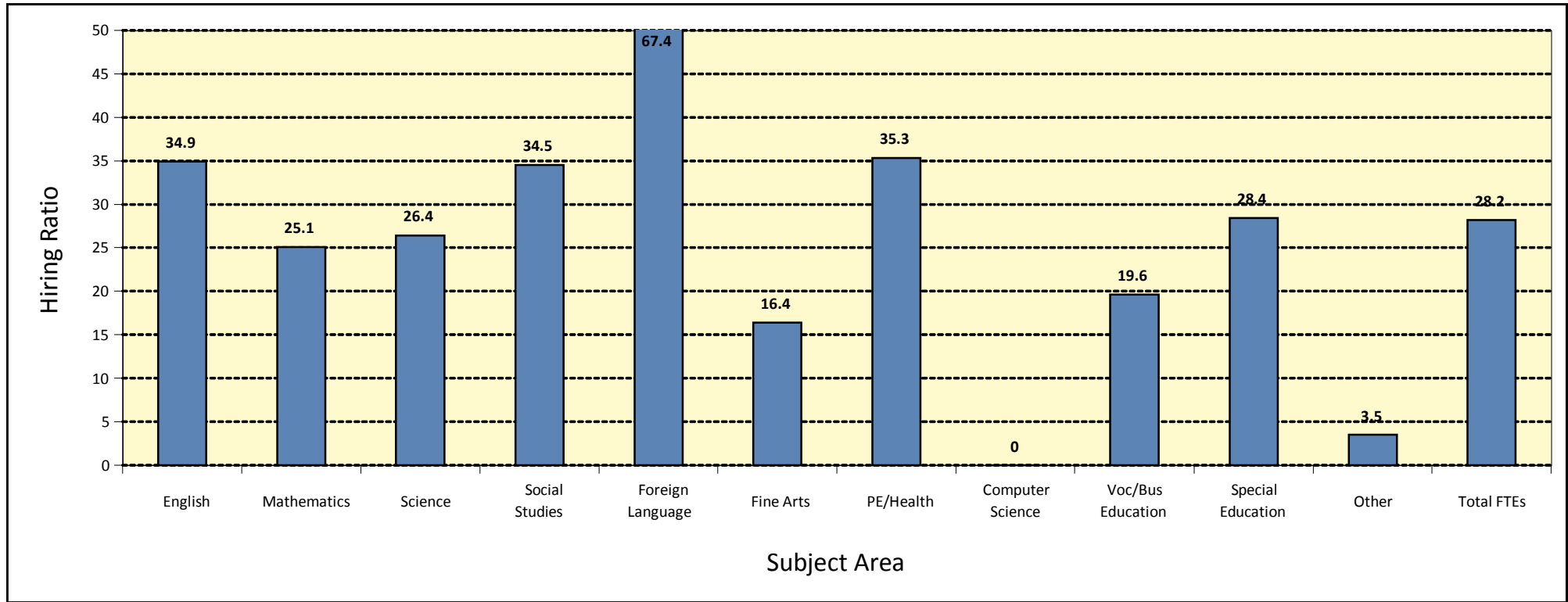
D.5.b-d: University-Prepared Teacher Retention Compared to Retention of Other Teacher Preparation Providers by Level. These analyses further augment the 5-year retention trends by showing retention rates and 5-year attrition rates for high, middle, and elementary school level. Numbers less than 10 are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

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2010-2011



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	7.3	4.9	5.6	5.9	2.9	1.0	4.7	0.0	3.5	2.3	0.0	0.2	38.2
District Hires ²	20.9	19.5	21.2	17.1	4.3	6.1	13.3	0.6	17.9	8.1	0.0	5.7	135.4
Hiring Ratio ³	34.9%	25.1%	26.4%	34.5%	67.4%	16.4%	35.3%	0.0%	19.6%	28.4%	0.0%	3.5%	28.2%

¹ Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2010 with no prior teaching experience.

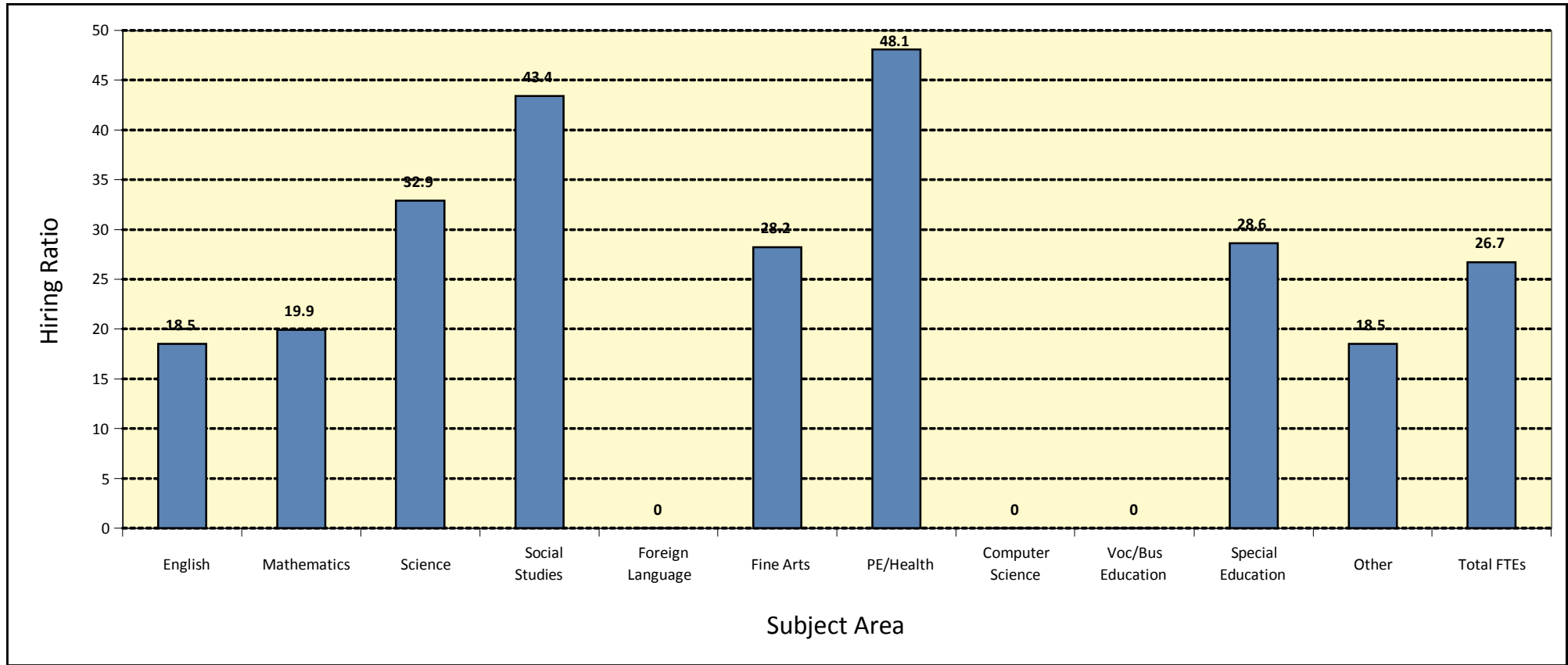
² The number of newly-hired teacher FTEs in the PZPI in AY 2010-2011.

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 2010-2011



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	3.5	2.7	2.5	3.3	0.0	2.0	3.9	0.0	0.0	1.0	0.0	1.0	19.9
District Hires ²	0.0	18.9	13.6	7.6	7.6	0.9	7.1	8.1	1.0	0.9	3.5	0.0	5.4	74.6
Hiring Ratio ³	0.0%	18.5%	19.9%	32.9%	43.4%	0.0%	28.2%	48.1%	0.0%	0.0%	28.6%	0.0%	18.5%	26.7%

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2010 with no prior teaching experience.

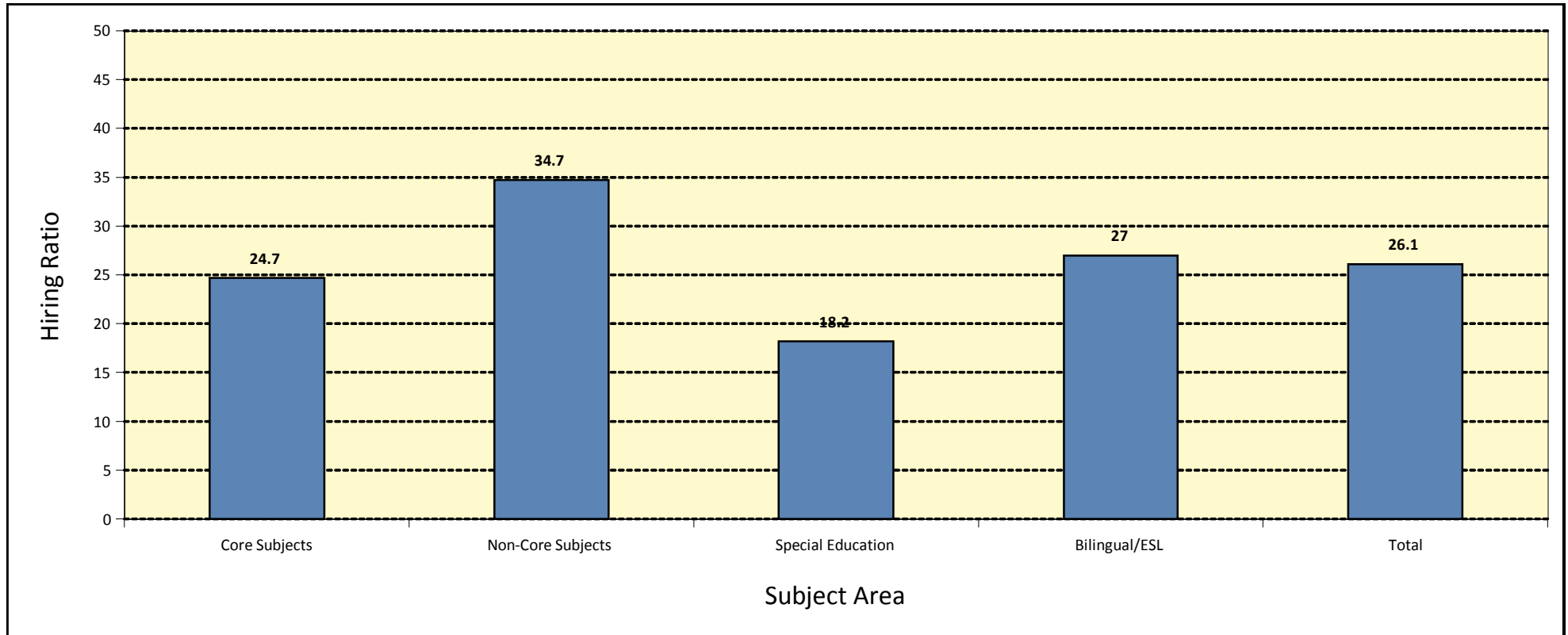
2 The number of newly-hired teacher FTEs in the PZPI in AY 2010-2011.

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 2010-2011



Subject Area	Core Subjects ⁴	Non-Core Subjects ⁵	Special Education	Bilingual/ESL	Total FTEs
Teachers Supplied ¹	26.9	10.1	2.4	1.0	40.4
District Hires ²	108.7	29.1	13.2	3.7	154.6
Hiring Ratio ³	24.7%	34.7%	18.2%	27.0%	26.1%

¹ Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2010 with no prior teaching experience.

² The number of newly-hired teacher FTEs in the PZPI in AY 2010-2011.

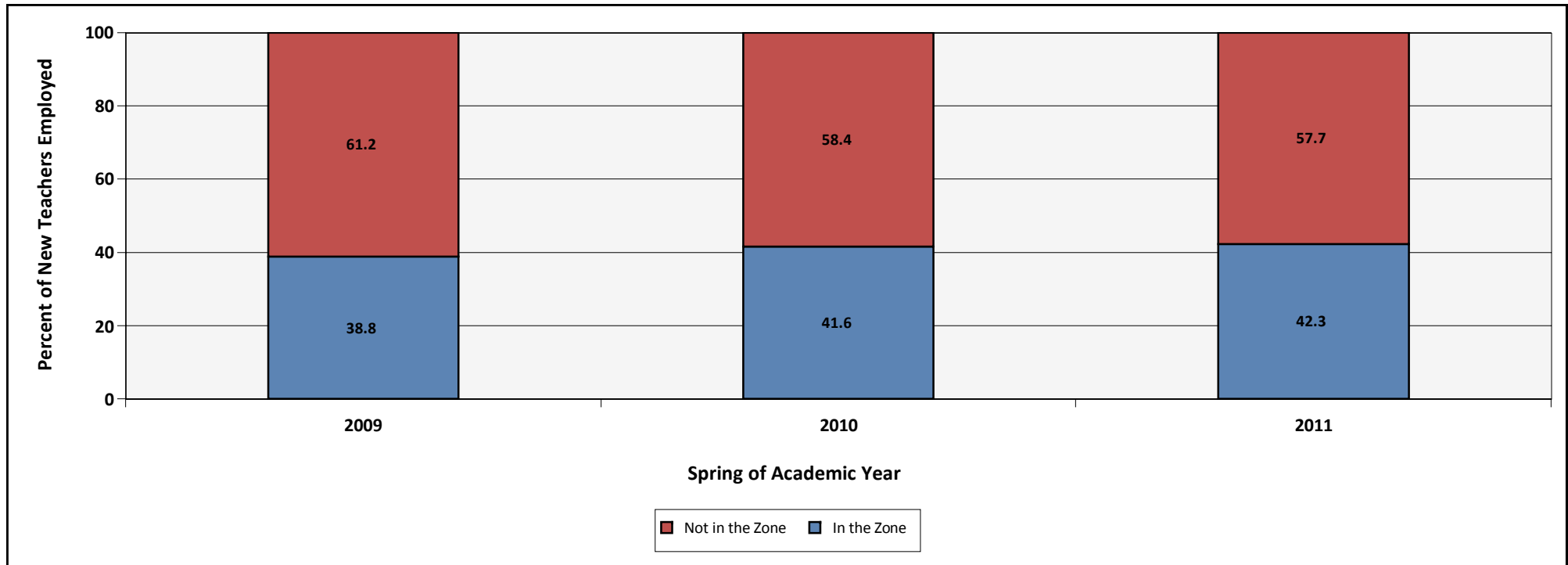
³ Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

⁴ Core subjects are subjects that are TAKS tested.

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

Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact 2009-2011

Texas Tech University



	New Teachers Employed						
	2009		2010		2011		% Change
	Number	Percent	Number	Percent	Number	Percent	2009 to 2011
In the Zone	156	38.8	122	41.6	120	42.3	3.5
Not in the Zone	246	61.2	171	58.4	164	57.7	-3.5
Total	402	100.0	293	100.0	284	100.0	0.0

District Hiring Patterns of University-Prepared Teachers in PZPI¹ 2010-2011

Texas Tech University

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

Teachers Newly-Certified in FY 2009-2010

Employing District	University-Prepared Employed by District in 2010-2011	New Teachers Employed by District in 2010-2011	% University Newly- Certified Compared to New Teachers Employed
KLONDIKE ISD	1	1	100.0
SEAGRAVES ISD	3	5	60.0
SOUTH PLAINS	2	4	50.0
WILSON ISD	2	4	50.0
LUBBOCK ISD	52	129	40.3
TAHOKA ISD	2	5	40.0
ABERNATHY ISD	1	3	33.3
FLOYDADA ISD	1	3	33.3
IDALOU ISD	1	3	33.3
NEW DEAL ISD	1	3	33.3
PLAINS ISD	1	3	33.3
ROPES ISD	1	3	33.3
SHALLOWATER ISD	1	3	33.3
PETERSBURG ISD	2	7	28.6
LUBBOCK-COOPER ISD	7	27	25.9

All Teachers Certified

Employing District	University-Prepared (1995- 2010) Employed by District in 2010-2011	Total Teachers Employed by District in 2010-2011	Percent of Univ-Prepared Teachers in District
SOUTH PLAINS	5	13	38.5
LUBBOCK ISD	731	1,958	37.3
CROSBYTON CISD	14	41	34.1
TAHOKA ISD	21	62	33.9
NEW DEAL ISD	21	63	33.3
AMHERST ISD	6	19	31.6
DAWSON ISD	6	19	31.6
SOUTHLAND ISD	6	19	31.6
ROPES ISD	11	36	30.6
LUBBOCK-COOPER ISD	95	311	30.5
RALLS ISD	15	51	29.4
WILSON ISD	5	17	29.4
MEADOW ISD	7	24	29.2
IDALOU ISD	22	77	28.6
ABERNATHY ISD	20	72	27.8

1. Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact¹

2009-2010

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Sch FTEs ²	# Univ FTEs ³	% Univ FTEs ⁴
RALLS ISD	54903002	25.0	RECOVERY EDUCATION CAMPUS	1.0	1.0	100.0
LAMESA ISD	58906004	60.0	LAMESA SUCCESS ACADEMY	1.3	1.0	77.8
LUBBOCK ISD	152901020	29.7	CORONADO H S	128.0	48.9	38.2
LUBBOCK ISD	152901022	52.4	LUBBOCK H S	123.9	46.4	37.5
LUBBOCK ISD	152901011	66.7	MATTHEWS LRN CTR/NEW DIRECTIONS	20.7	7.3	35.2
IDALOU ISD	152910001	27.3	IDALOU H S	29.3	10.2	35.0
CROSBYTON CISD	54901001	67.8	CROSBYTON H S	17.4	6.0	34.7
HART ISD	35902001	74.8	HART JR-SR H S	15.5	5.1	33.1
LUBBOCK ISD	152901023	43.1	MONTEREY H S	124.0	40.1	32.4
RALLS ISD	54903001	72.0	RALLS H S	19.7	6.4	32.4
SOUTH PLAINS	152803001	86.7	SOUTH PLAINS ACADEMY	10.3	2.9	28.4
ROOSEVELT ISD	152908001	58.7	ROOSEVELT H S	30.9	8.5	27.6
LUBBOCK ISD	152901021	87.9	ESTACADO H S	76.3	19.1	25.0
LORENZO ISD	54902001	83.1	LORENZO H S	20.9	5.0	23.9
O'DONNELL ISD	153903001	65.8	O'DONNELL HIGH SCHOOL	10.8	2.5	23.3
FRENSHIP ISD	152907001	27.8	FRENSHIP H S	133.4	31.0	23.2
LUBBOCK-COOPER ISD	152906001	40.4	LUBBOCK-COOPER HIGH SCHOOL	68.9	15.9	23.1
TAHOKA ISD	153904001	48.8	TAHOKA H S	21.8	5.0	23.1
SHALLOWATER ISD	152909001	30.6	SHALLOWATER H S	40.5	9.2	22.6
LITTLEFIELD ISD	140904001	60.1	LITTLEFIELD H S	28.8	6.4	22.1
SLATON ISD	152903001	59.9	SLATON H S	39.8	8.5	21.4
OLTON ISD	140905002	63.8	OLTON H S	23.5	5.0	21.2
ANTON ISD	110901001	62.8	ANTON H S	17.1	3.6	20.9
NEW DEAL ISD	152902001	44.8	NEW DEAL H S	21.4	4.5	20.9
LOCKNEY ISD	77902001	51.2	LOCKNEY HIGH SCHOOL	20.4	4.2	20.4
PLAINVIEW ISD	95905002	50.0	HOUSTON SCHOOL	16.0	3.0	18.8
LEVELLAND ISD	110902001	52.3	LEVELLAND H S	75.7	14.0	18.5

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.



Percentage of University Completers in Middle Schools in the Proximal Zone of Professional Impact¹

2009-2010

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Sch FTEs ²	# Univ FTEs ³	% Univ FTEs ⁴
OLTON ISD	140905005	75.0	OLTON D A E P	1.0	1.0	100.0
LUBBOCK ISD	152901024	59.9	SCHOOL FOR YOUNG WOMEN LEADERS	14.2	8.0	56.5
LUBBOCK ISD	152901061	83.4	ATKINS M S	35.0	18.3	52.3
LUBBOCK ISD	152901062	89.1	CAVAZOS M S	43.3	19.1	44.1
TAHOKA ISD	153904041	60.5	TAHOKA MIDDLE	13.1	5.6	42.9
LUBBOCK ISD	152901066	18.7	IRONS M S	45.3	18.4	40.6
LUBBOCK ISD	152901060	92.7	ALDERSON M S	34.3	13.7	39.9
LUBBOCK ISD	152901069	75.4	SMYLIE WILSON M S	38.6	14.5	37.4
LUBBOCK ISD	152901064	33.2	EVANS M S	50.3	18.7	37.1
LUBBOCK ISD	152901063	89.6	DUNBAR M S	37.0	13.4	36.1
LUBBOCK ISD	152901068	74.7	SLATON M S	47.3	16.4	34.7
SUNDOWN ISD	110907041	37.9	SUNDOWN J H	15.6	5.2	33.0
FRENSHIP ISD	152907042	51.0	TERRA VISTA MIDDLE SCHOOL	66.6	21.6	32.5
LUBBOCK ISD	152901065	44.4	HUTCHINSON M S	50.8	16.0	31.5
CROSBYTON CISD	54901041	81.6	CROSBYTON MIDDLE	9.1	2.8	30.8
SEAGRAVES ISD	83901041	69.0	SEAGRAVES J H	12.6	3.7	29.1
LUBBOCK ISD	152901067	58.7	MACKENZIE M S	36.4	10.2	28.1
LOCKNEY ISD	77902041	60.5	LOCKNEY JR HIGH	12.2	3.3	27.2
IDALOU ISD	152910041	42.5	IDALOU MIDDLE	21.4	5.8	26.9
FLOYDADA ISD	77901041	74.9	FLOYDADA J H	20.6	5.5	26.6
PLAINS ISD	251902041	65.3	PLAINS MIDDLE	12.2	3.0	24.5
LAMESA ISD	58906041	77.0	LAMESA MIDDLE	33.0	8.0	24.2
LUBBOCK-COOPER ISD	152906041	43.3	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	53.4	12.0	22.4
RALLS ISD	54903041	74.5	RALLS MIDDLE	10.2	2.2	21.8
BROWNFIELD ISD	223901041	71.4	BROWNFIELD MIDDLE	32.4	7.0	21.6
NEW DEAL ISD	152902041	58.9	NEW DEAL MIDDLE	20.1	4.3	21.6
SLATON ISD	152903042	78.5	SLATON J H	24.3	5.0	20.5

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.



Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact¹

2009-2010

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Sch FTEs ²	# Univ FTEs ³	% Univ FTEs ⁴
LUBBOCK ISD	152901181	92.5	STUBBS EARLY CHILDHOOD CTR	20.6	12.6	61.2
LUBBOCK ISD	152901172	87.4	MARTIN EARLY CHILDHOOD CTR	19.9	11.9	60.1
LUBBOCK ISD	152901154	89.4	BALLENGER EARLY CHILDHOOD CTR	18.8	10.8	57.5
LUBBOCK ISD	152901153	94.5	ARNETT EL	14.6	7.6	52.0
LUBBOCK ISD	152901155	89.8	BAYLESS EL	35.7	18.5	51.8
LUBBOCK ISD	152901177	78.1	RAMIREZ CHARTER SCHOOL	29.0	15.0	51.7
LUBBOCK ISD	152901188	54.9	WILLIAMS EL	25.0	12.0	48.0
LUBBOCK ISD	152901184	77.7	WESTER EL	27.8	13.0	46.7
LUBBOCK ISD	152901191	79.8	WRIGHT EL	15.0	7.0	46.7
LUBBOCK-COOPER ISD	152906104	19.1	LUBBOCK-COOPER WEST EL SCHOOL	47.2	22.0	46.6
LUBBOCK ISD	152901193	66.6	ROY W ROBERTS EL	34.5	16.0	46.4
POST ISD	85902101	77.7	POST EL	35.0	16.0	45.7
LUBBOCK ISD	152901192	64.4	CENTENNIAL EL	31.0	14.0	45.2
NEW DEAL ISD	152902101	66.4	NEW DEAL EL	23.2	10.1	43.7
LUBBOCK ISD	152901185	92.9	WHEATLEY EL	22.9	9.6	42.0
LUBBOCK ISD	152901171	85.4	MAHON EARLY CHILDHOOD CTR	17.0	7.0	41.2
CROSBYTON CISD	54901101	75.0	CROSBYTON EL	17.6	7.0	39.8
LUBBOCK ISD	152901159	90.3	BROWN EL	32.9	13.0	39.5
LUBBOCK ISD	152901158	97.7	BOZEMAN EL	25.4	9.9	39.1
LUBBOCK ISD	152901182	91.0	TUBBS EL	20.1	7.5	37.6
LUBBOCK-COOPER ISD	152906101	56.1	LUBBOCK-COOPER SOUTH ELEMENTARY S	56.2	21.0	37.4
LUBBOCK ISD	152901168	95.7	JACKSON EL	17.5	6.5	37.2
LUBBOCK ISD	152901160	95.0	DUPRE EL	20.2	7.5	37.1
LUBBOCK ISD	152901162	59.9	HARDWICK EL	24.4	9.0	36.9
LUBBOCK ISD	152901176	73.7	PARSONS EL	22.3	8.0	35.9
LUBBOCK ISD	152901170	73.0	MAEDGEN EL	24.0	8.5	35.5
LUBBOCK ISD	152901175	97.0	PARKWAY EL	29.7	10.5	35.3

¹ Listing includes both charter and public schools. Only the first 25 campuses are listed.

² Number of Full Time Equivalents (FTEs) employed by the school.

³ Number of Full Time Equivalents (FTEs) employed by the school from the university.

⁴ Percent of University FTEs employed by the school.

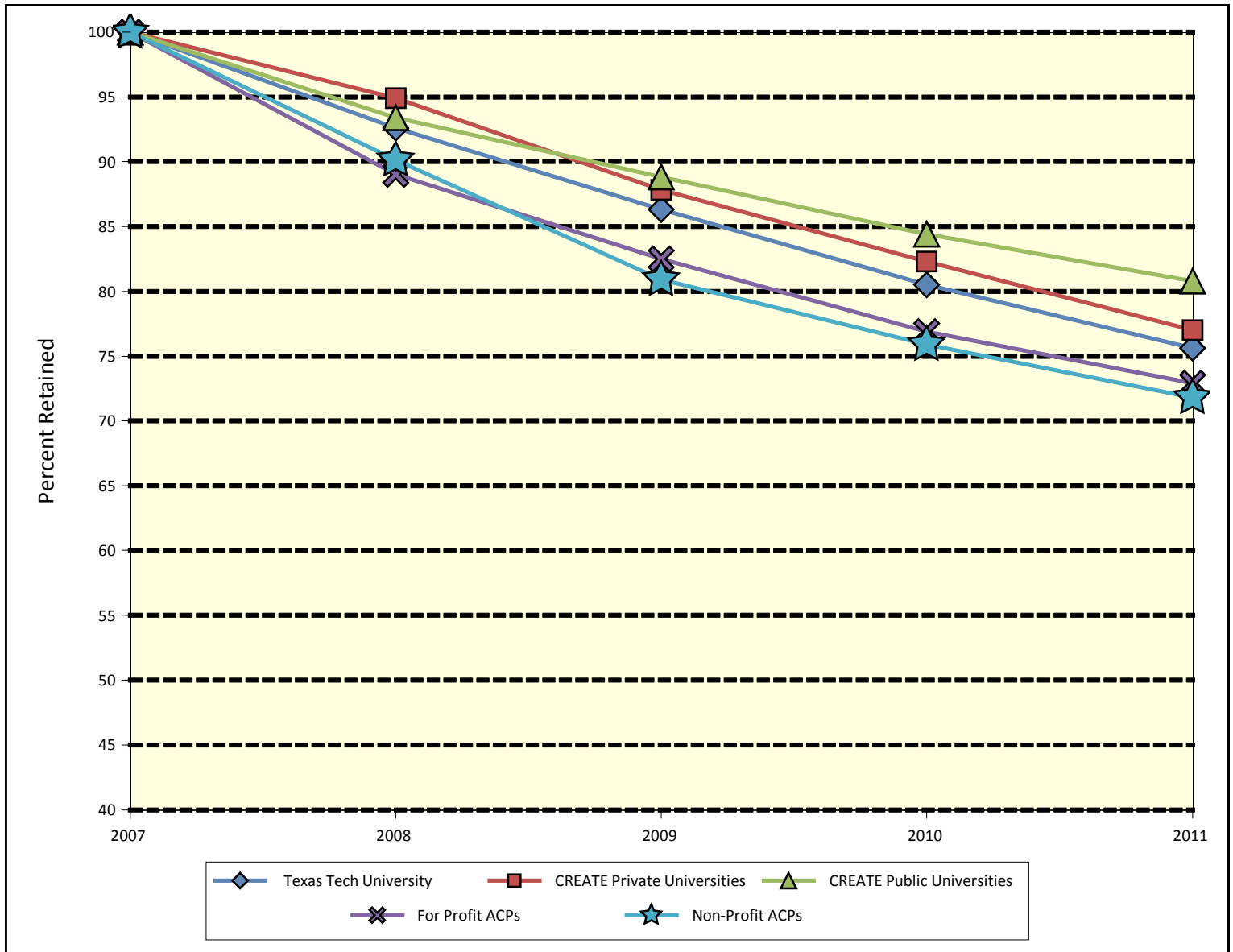


Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers^{1,2}

2007-2011

Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Texas Tech University	365	100.0	92.6	86.3	80.5	75.6	24.4
CREATE Public Universities	8429	100.0	93.4	88.8	84.4	80.8	19.2
CREATE Private Universities	474	100.0	94.9	87.8	82.3	77.0	23.0
For Profit ACPs	4705	100.0	89.0	82.5	76.9	72.9	27.1
Non-Profit ACPs	4304	100.0	90.1	80.9	75.9	71.8	28.2
Total	18909	100.0	91.6	85.3	80.4	76.5	23.5

¹ Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.

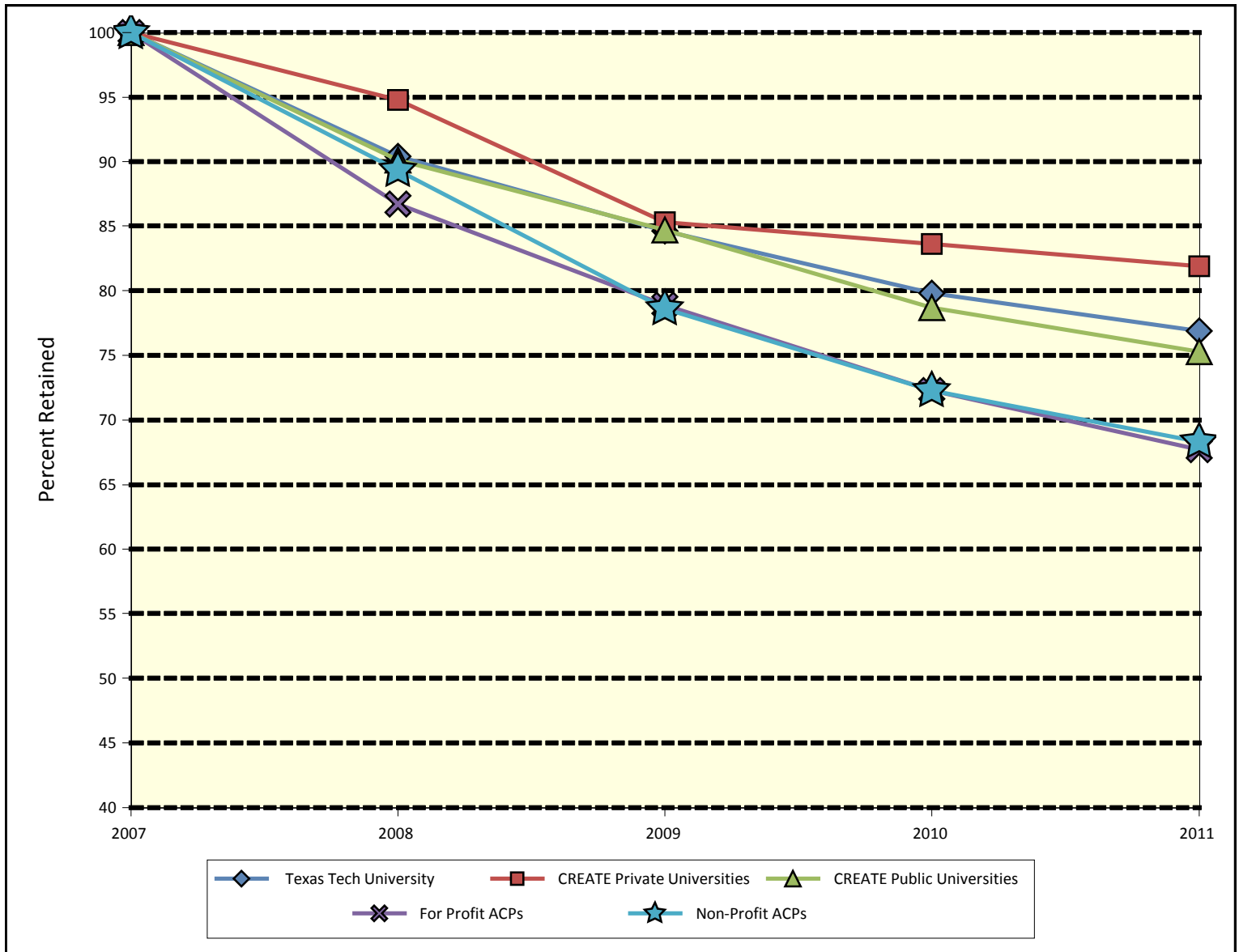
² Texas data only tracks public school employment.

Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers by School Level ^{1,2}

2007-2011

High School
Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Texas Tech University	104	100.0	90.4	84.6	79.8	76.9	23.1
CREATE Public Universities	1856	100.0	90.1	84.7	78.7	75.3	24.7
CREATE Private Universities	116	100.0	94.8	85.3	83.6	81.9	18.1
For Profit ACPs	1565	100.0	86.7	78.9	72.3	67.7	32.3
Non-Profit ACPs	1097	100.0	89.3	78.6	72.3	68.3	31.7
Total	4849	100.0	89.2	81.5	75.2	71.4	28.6

¹ Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.

² Texas data only tracks public school employment.

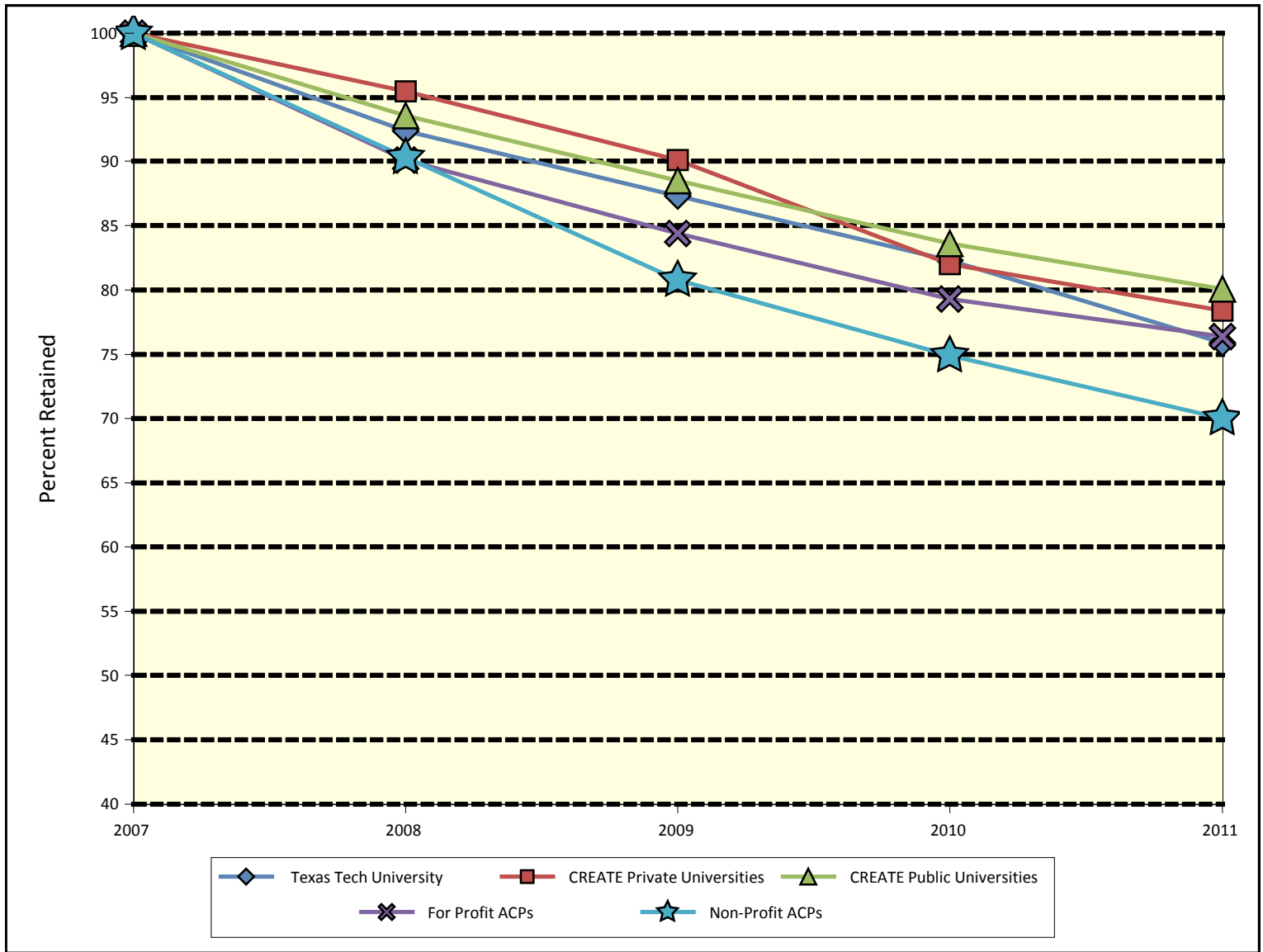
Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers by School Level ^{1,2}

2007-2011

Middle School

Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Texas Tech University	79	100.0	92.4	87.3	82.3	75.9	24.1
CREATE Public Universities	1652	100.0	93.6	88.5	83.6	80.1	19.9
CREATE Private Universities	111	100.0	95.5	90.1	82.0	78.4	21.6
For Profit ACPs	1384	100.0	90.1	84.4	79.3	76.4	23.6
Non-Profit ACPs	1159	100.0	90.3	80.8	74.9	70.0	30.0
Total	4516	100.0	91.6	85.2	79.8	76.1	23.9

¹ Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.

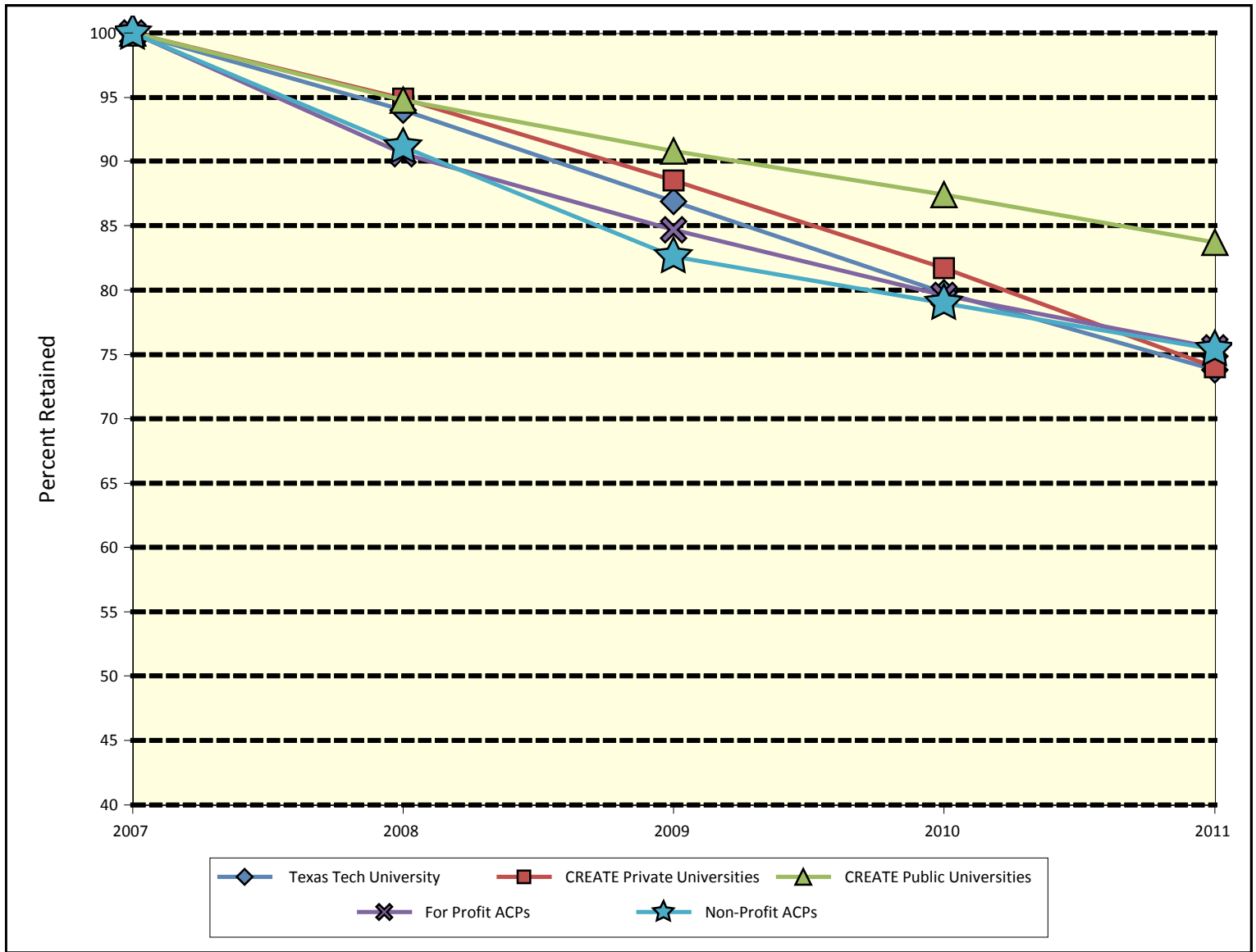
² Texas data only tracks public school employment.

Comparison of Teacher Retention Trends

Five-Year Retention of First-Year Teachers by School Level ^{1,2}

2007-2011

Elementary School
Texas Tech University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Texas Tech University	168	100.0	94.0	86.9	79.8	73.8	26.2
CREATE Public Universities	4731	100.0	94.8	90.8	87.4	83.7	16.3
CREATE Private Universities	235	100.0	94.9	88.5	81.7	74.0	26.0
For Profit ACPs	1622	100.0	90.6	84.7	79.6	75.5	24.5
Non-Profit ACPs	1887	100.0	91.1	82.6	79.0	75.4	24.6
Total	9006	100.0	93.2	87.8	83.9	80.0	20.0

¹ Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.

² Texas data only tracks public school employment.

III.
University Benchmarks to
Guide Improvement

E.
University Comparison Reports

SECTION E:

University Comparison Reports

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

Comparison universities were systematically selected for 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 2006-2010 by quintiles.

E.3: Comparison of Longitudinal Certificate Production Trends.

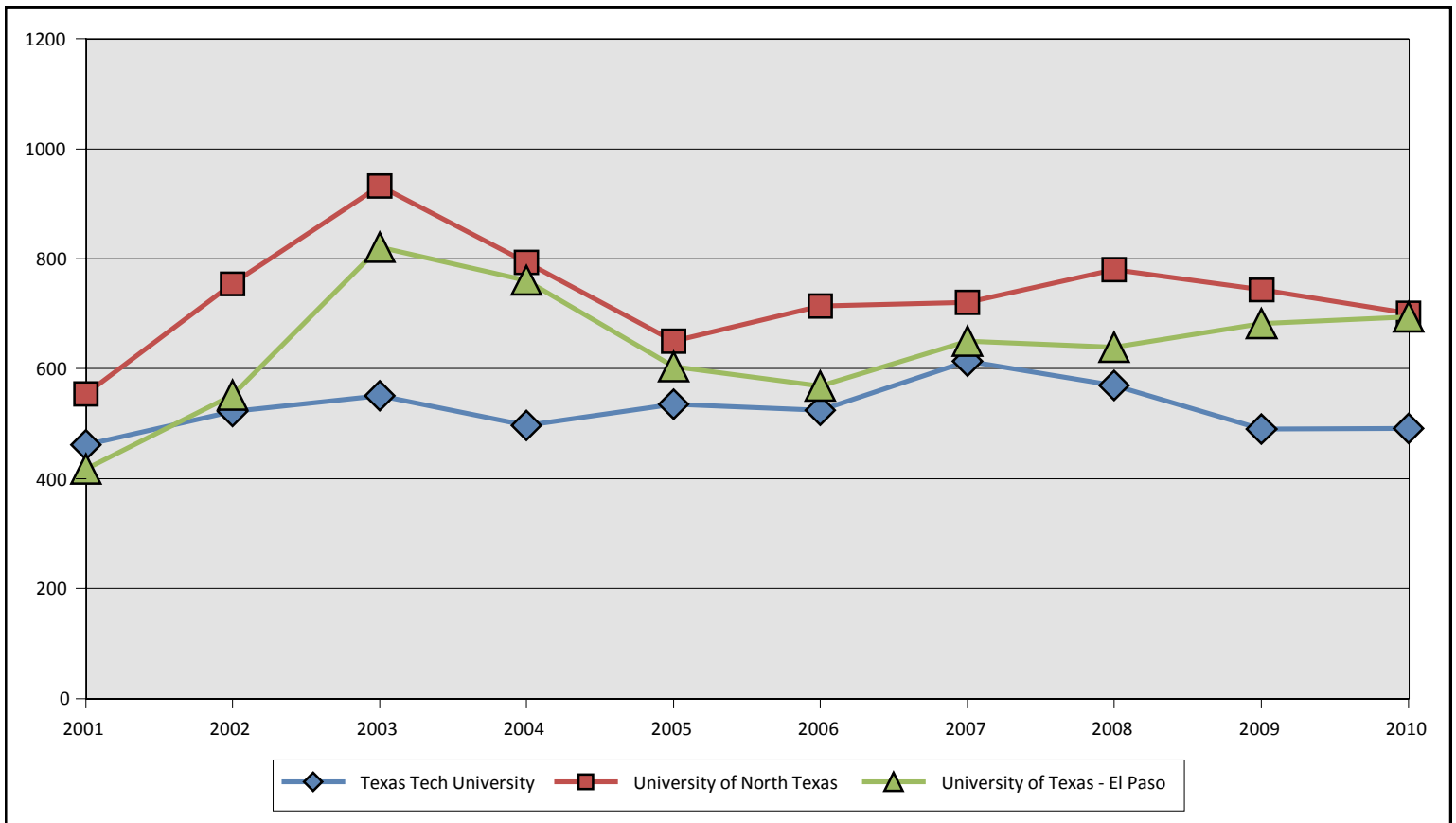
The data for this comparison come from individual university data found in C.4.

E.4: Teacher Retention Comparison.

The data for this comparison includes only teachers who obtained a standard certificate in FY2005-2006 who became employed in a Texas public school in AY2006-2007 with no prior teaching experience. The data in this comparison does not include individuals who have obtained a probationary certificate and should not be compared to data found in report D.5.a. The attrition rate is calculated by subtracting the 2010 retention rate from 100%.

Comparison of Teacher Production 2001-2010 Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	5,252	6,386	7,340	18,978
2001	461	417	554	1,432
2002	522	552	754	1,828
2003	550	821	932	2,303
2004	497	761	794	2,052
2005	535	603	650	1,788
2006	524	568	713	1,805
2007	613	649	720	1,982
2008	569	639	780	1,988
2009	490	682	743	1,915
2010	491	694	700	1,885
10-Year Avg	525.2	638.6	734.0	1,897.8



Five-Year Production Ratios of Consortium Universities

Percentage of Total Teacher Production Compared to Baccalaureate Degrees Awarded¹

2006-2010

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5-Year Trend
Quintile 1						
Texas A&M University - Commerce	60.8	51.3	55.0	57.3	54.0	↓
Sul Ross State University - Rio Grande	68.1	64.6	64.5	60.7	42.9	↓
Texas A&M University - Texarkana	40.1	44.9	37.6	38.4	39.6	↓
University of Houston - Victoria	54.7	51.0	41.5	32.7	39.6	↓
Texas A&M University - Kingsville	30.4	26.6	28.6	22.4	39.0	↑
McMurry University	31.5	28.7	23.9	33.2	35.3	↑
West Texas A&M University	36.7	35.9	29.7	29.1	31.4	↓
Texas A&M International University	49.4	40.3	41.6	40.3	31.1	↓
University of Texas - Permian Basin	30.5	32.3	21.4	23.7	25.5	↓
Quintile 2						
Stephen F. Austin State University	28.4	28.4	24.9	25.4	25.2	↓
University of Texas - Brownsville	31.3	30.0	33.2	26.5	23.2	↓
University of Texas - El Paso	27.0	27.1	23.2	22.7	22.9	↓
Sul Ross State University - Alpine	44.4	30.3	25.9	23.6	22.2	↓
Texas A&M University - Corpus Christi	25.7	24.5	22.8	19.3	21.9	↓
Tarleton State University	28.0	22.9	23.0	18.9	21.3	↓
Texas Woman's University	25.8	23.3	21.9	22.8	20.6	↓
University of Houston - Clear Lake	21.0	20.4	20.2	17.4	19.3	↓
Angelo State University	24.7	23.7	22.9	21.0	19.1	↓
Quintile 3						
Howard Payne University	28.8	20.2	16.6	19.4	18.4	↓
University of Texas - Tyler	16.4	17.2	17.0	16.0	18.2	↑
University of Mary Hardin-Baylor	18.9	22.8	14.8	15.8	17.9	↓
Texas State University-San Marcos	23.0	18.5	17.6	17.4	17.2	↓
Hardin-Simmons University	17.9	23.1	20.9	15.3	16.5	↓
Sam Houston State University	19.5	18.1	18.2	17.3	16.1	↓
University of Texas - Pan American	26.5	23.3	23.0	18.8	14.5	↓
Lamar University	25.9	19.1	16.5	12.6	12.1	↓

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 Awarded¹

2006-2010

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5-Year Trend
Quintile 4						
Texas Lutheran University	22.8	15.7	18.8	14.4	11.7	↓
University of North Texas	15.6	14.8	14.6	12.6	11.6	↓
Abilene Christian University	14.8	11.6	15.2	11.8	11.6	↓
Texas Tech University	11.8	13.3	11.9	11.0	11.0	↓
University of Texas - San Antonio	19.5	16.3	15.6	12.2	10.9	↓
Prairie View A&M University	19.2	17.3	19.4	10.2	9.7	↓
University of Houston - Downtown	7.7	8.8	8.3	9.2	9.2	↑
University of St. Thomas	16.2	9.4	8.6	7.8	8.2	↓
University of Texas - Arlington	10.6	9.6	8.4	8.8	8.1	↓
Quintile 5						
Texas A&M University	10.7	9.9	9.5	8.1	7.7	↓
Austin College	8.3	9.2	6.1	6.6	7.3	↓
University of Houston	8.2	7.6	7.1	7.9	7.2	↓
University of Texas - Dallas	10.7	9.0	7.5	7.7	7.0	↓
University of the Incarnate Word	6.0	8.1	9.3	9.7	6.6	↑
Baylor University	6.8	7.0	6.6	6.8	5.5	↓
St. Edward's University	3.7	3.5	4.9	3.0	4.3	↑
University of Texas - Austin	5.1	5.2	4.9	4.6	4.2	↓

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

Comparison of Longitudinal Certificate Production Trends¹

FY 2006-2010²

Texas Tech University

Certificate	Texas Tech University					University of Texas - El Paso					University of North Texas				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	3	6	8	4	5	98	108	117	127	130	19	24	27	36	38
ESL	1	0	0	16	1	0	0	0	0	0	13	23	32	33	45
Generalist	221	280	256	224	206	130	168	128	128	144	265	278	304	296	260
Special Education ³	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	225	286	264	244	212	228	276	245	255	274	297	325	363	365	343
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	1	0	0	0	22	22	22	19	25	1	3	2	3	3
English	31	38	29	22	23	15	12	13	24	12	0	0	0	0	0
ESL ³	0	0	0	0	0	0	0	0	0	0	2	0	4	6	5
Generalist	0	0	0	0	0	61	86	81	85	61	61	45	61	55	50
Mathematics	23	36	22	18	19	23	20	28	36	33	0	0	0	0	4
Science	7	2	3	2	5	2	0	1	5	5	0	0	0	0	0
Social Studies	4	4	4	1	5	5	1	0	2	1	0	0	0	0	0
SUBTOTAL	65	81	58	43	52	128	141	145	171	137	64	48	67	64	62
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	23	15	0	0	0	5	13	3	4	4	23	22	22	9	13
English	31	30	29	34	35	28	32	30	46	45	37	37	48	37	42
ESL ³	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts	2	3	3	3	2	5	1	0	2	4	8	3	1	2	3
Foreign Language	19	9	5	5	8	19	17	12	22	19	18	20	13	11	14
Mathematics	21	12	16	11	18	17	22	27	30	34	14	10	12	8	30
PE/Health	1	0	0	0	0	0	0	2	0	0	12	15	12	9	3
Science	14	12	13	12	19	11	10	18	22	20	11	15	17	19	13
Social Studies	32	36	34	27	34	11	27	27	36	49	48	47	50	46	41
Special Education ³	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	143	117	100	92	116	105	126	121	162	175	184	181	175	141	159
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	68	55	36	27	23	36	27	45	83	85	98	109	79
Foreign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PE/Health	49	71	45	41	46	21	33	28	25	25	35	28	34	32	29
Special Education	19	31	19	29	33	51	41	51	37	45	52	67	51	64	63
SUBTOTAL	108	142	132	125	115	99	97	115	89	115	170	180	183	205	171
OTHER SUPPLEMENTALS															
Bilingual Generalist	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
ESL	5	9	5	9	32	0	0	0	0	2	0	0	0	0	4
Special Education	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	5	10	5	9	34	0	0	0	0	2	0	0	0	0	4
Total	546	636	559	513	529	560	640	626	677	703	715	734	788	775	739

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.

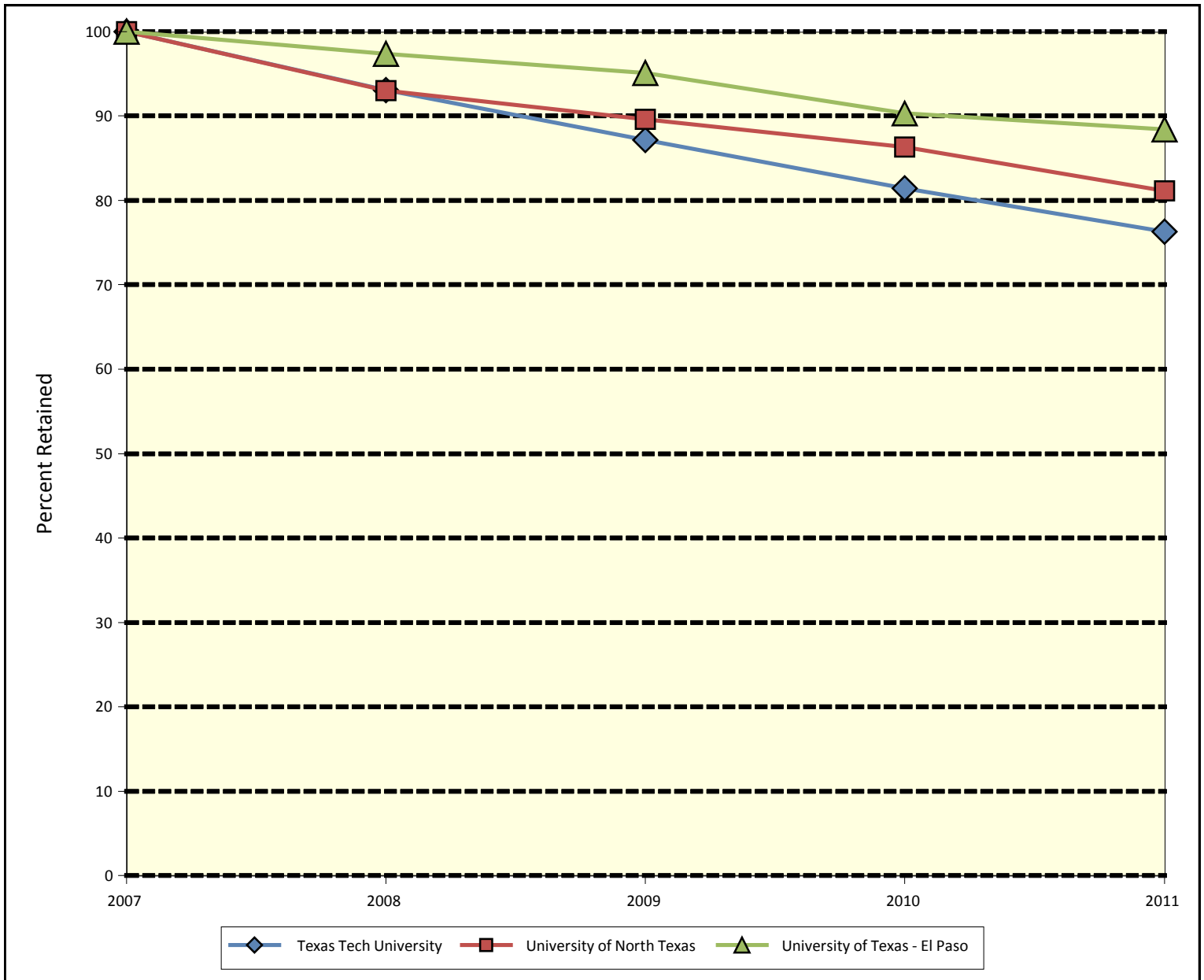
⁴ Career and technical education includes the following certificates: Ag sciences and technology, health science technology, marketing education, trade and industrial education.

Teacher Retention Comparison

Five-Year Retention Rates for the Certification Cohort of 2006¹

2007-2011

Texas Tech University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2007	2008	2009	2010	2011	
Texas Tech University	100.0	93.1	87.1	81.4	76.3	23.7
University of Texas - El Paso	100.0	97.4	95.1	90.3	88.4	11.6
University of North Texas	100.0	93.0	89.6	86.3	81.1	18.9

¹ Includes only teachers obtaining standard certification in FY 2006, becoming employed in AY 2007 with no teaching experience prior to 2007.

Performance Analysis System for Colleges of Education

Changes made to the 2011 PACE Reports

B.2.c: Student Achievement Trends in the Proximal Zone of Professional Impact:

Variability of TAKS Achievement Rates by Ethnicity. The percent of students commended on TAKS was added to the high, middle, and elementary school mathematics and language arts/reading graphs. Percent commended was calculated using the state definition (See B.2.c on page 12).

B.2.c: Student Achievement Trends in the Proximal Zone of Professional Impact: 30 Highest and Lowest Achieving Schools by Level in Mathematics and Language Arts/Reading. Respective columns for mathematics and language arts/reading were bolded.

C.1: Five-Year University Production Trends. “Degrees Awarded, Bachelors (from Colleges of Arts & Sciences)” was changed to “Baccalaureate Degrees.” “Teachers Produced” was changed to “Teachers Produced by Pathway.”

C.2: Teacher Production Trends. The legend was standardized and the phrase “Total Teachers Produced by” was added to Fiscal Year in the data table.

C.4: Initial Certificate Production by Level. The “10-Year Average” column and the “5-Year Certificate Production” chart were omitted from the report. The graph was eliminated.

D.3: District Hiring Patterns of University-Prepared Teachers in PZPI. Footnote 1 was changed from “Includes all university pathways” to “Includes standard certificates from all university pathways.”

D.4.a-c: Percentage of University Completers (by Level) in the Proximal Zone of Professional Impact. The title was changed from “Concentration of University Completers (Insert Level) in the Proximal Zone of Professional Impact. The “% of School Econ Disadvantaged” column was moved between Campus Code and Campus Name. The “% Univ FTEs” column was bolded.

D.5a-d: Comparison of Teacher Retention Trends. Retention was added to “Spring of Academic Year” in the data table.

E.3: Comparison of Longitudinal Certificate Production Trends. “In Nearby Geographic Area” was omitted from the PACE 2010 report title.

E.4: Comparison of Newly-Certified Teacher Employment in Nearby Geographic Area. The entire report was omitted from PACE 2011.

E.5: Teacher Retention Comparison. “In Nearby Geographic Area” was omitted from the 2010 PACE report title and the report became the new **E.4**.

Data Corrections and Data Requests

The 2011 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. All inquiries regarding PACE, including data corrections and data requests, should be forwarded to:

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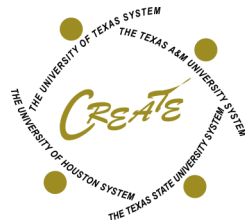
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