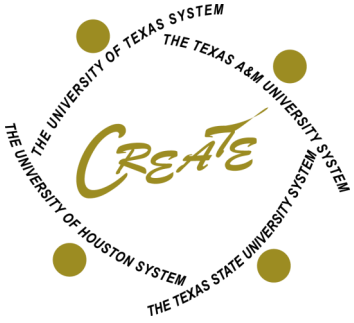
CREATE

PACE 2013

Performance Analysis for Colleges of Education

Texas Tech University



Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2013

Performance Analysis for Colleges of Education

YEAR 7
Released October 2013

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Center for Research, Evaluation and Advancement of Teacher Education

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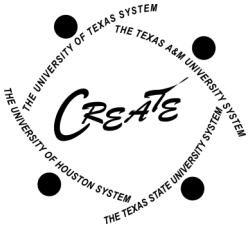

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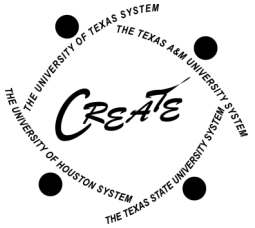

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V. Source Data for 2012 PACE Reports

Section A: AEIS 2011-2012, TEA;
PZPI, CREATE

Section B: AEIS 2011-2012, TEA;
PZPI, CREATE

Section C: IPEDS Fall 2012; ICUT Fall 2011;
Teacher certification file 2011-2012, TEA;
THECB Accountability System, Prep Online, 2011-2012

Section D: Teacher certification file, 2011-2012, TEA;
Teacher assignment and employment files, 2012-2013, TEA;
AEIS 2011-2012, TEA;
PZPI, CREATE

Section E: Teacher certification file, 2011-2012, TEA;
Teacher employment file, 2012-2013, TEA

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.

Performance Analysis for Colleges of Education (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 production, achievement and staffing patterns in their immediate vicinity.

As an information system, the PACE reports are subject to continuous quality improvement. For Year 7, the core reports have been retained; report modifications will continue to be minor until the State of Texas Assessments of Academic Readiness (STAAR) accountability system for school districts is completely functional.

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

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2013 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 and public school collaboration in planning, implementing and/or assessing educational interventions in the PZPI should be actively encouraged within every College of Education.

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

To facilitate consistent long-term assessment of institutional impact, and afford comparative analysis, CREATE has established a Proximal Zone of Professional Impact (PZPI) for CREATE institutions. The Proximal Zone of Professional Impact is comprised of the university and all school districts and campuses within a seventy-five mile radius of the university. This proximal zone describes a "P-16" professional community in the immediate vicinity of each university, and provides each College of Education a professional 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 dropouts. 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. It is hoped that the PACE reports will be used as planning tools that universities will use to create institutional mechanisms for the on-going refinement of their teacher preparation programs, as well as other educational programs. Based on this intended use, we recommend the following actions associated with the PACE reports:

1. Organize and empower a teacher preparation leadership team which includes both university and public school partners (a standing work committee) to analyze and interpret these data as well as recommend organizational improvements based on the needs identified.
2. Verify and validate the state data sets to be certain that they are relatively consistent with comparable data reported by the university. Extend and augment the data in the PACE reports with university data bases and programmatic information available only at your institution.
3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.
4. Plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects based on these planned interventions.
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. 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

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

A description of the source data for the 2013 PACE reports can be found in the Table of Contents on page iv. The reports in Section A provide information about the characteristics of public and charter schools located within a 75-mile radius of the target university. The definitions used to generate the various reports in section A are discussed below. The data sources for each report can be found in the lower right-hand corner of each document.

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

This report provides a summary of student enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and 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. 2011, Oct. 2010; and TEA Student Assessment Division).*

***Special Education**:* This refers to the population served by programs for students with disabilities. *(Source: TEA, 2013.* TEA, 2013. Subchapter AA. Commissioner's Rules Concerning Special Education Services (http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html*).*

Bilingual: This referes to a state-approved bilingual education program where students who have a home language other than English, and who are identified as an English language learner participate in dual-language instruction in language arts, mathematics, science, and social studies both in their home language and in English. (See 19 TAC §89.1210(b) http://www.tea.state.tx.us/index4.aspx?id=2147506740).

***Limited English Proficient (LEP)**:* These are students identified as limited English proficient by a district's Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. The terms English language learner and limited English proficient student are used interchangeably (TEC, 29.052). Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. (Source: TEA, 2013. Commissioner's Rules Concerning State Plan for Educating English Language Learners. Chapter 89: Adaptations for Special Populations, Subchapter BB found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html).

***At-Risk*:** These are students identified as being at risk of dropping out of school using state-criteria only. (See TEC §29.081, Compensatory and Accelerated Instruction). A description of the at-risk criteria can be found at: (http://www.tea.state.tx.us/index2.aspx?id=2147509857).

A.2: Public School Enrollment by District in the Proximal Zone of Professional Impact.
This report is the first page of a supplemental document (See Attachment 1 for a full inventory) showing public school enrollment in the PZPI in different configurations. All districts and charter schools in the target university's PZPI are listed in the first column. Then, the next six columns show the number of campuses by school level (elementary, middle, high, and elementary/ secondary). The middle section (columns eight through thirteen) disaggregate student enrollment by ethnicity. The last five columns disaggregate the district's enrollment of selected student subpopulations by campus level.

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 districts and campuses (including charter schools) within the university's PZPI. The listing includes the district name, campus code and campus name, school type (elementary, middle, high, and elementary/secondary) and school size. No accountability ratings were released for the 2011-2012 school year due to the transition to the STAAR accountability system.

Over the summer, the Texas Education Agency released the 2013 state accountability ratings for districts, charters, and campuses. The 2013 ratings are based on a revised system that uses various indicators to provide greater detail on the performance of a district or charter and each individual campus throughout the state. The performance index framework includes four areas:

- **Student Achievement** - Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. *(All Students)*
- **Student Progress** - Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student group. *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*
- **Closing Performance Gaps** - Emphasizes improving academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. *(All Economically Disadvantaged Students; Student Groups by Race/Ethnicity)*
- **Postsecondary Readiness** - Includes measures of high school completion, and beginning in 2014, State of Texas Assessments of Academic Readiness (STAAR®) performance at the postsecondary readiness standard.

To view the 2013 state accountability ratings for districts, charters and campuses, visit the Texas Education Agency web site at http://ritter.tea.state.tx.us/perfreport/account/2013/index.html.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2011-2012

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	98	2,974	7.4	23,958	59.8	12,006	30.0	416	1.0	129	0.3	40,085
MS	45	1,118	6.8	9,451	57.5	5,398	32.9	175	1.1	60	0.4	16,429
HS	57	1,310	6.8	10,321	53.8	6,949	36.2	230	1.2	86	0.4	19,180
EL/SEC	35	130	2.4	2,524	46.5	2,673	49.2	11	0.2	20	0.4	5,431
Total	**235**	**5,532**	**6.8**	**46,254**	**57.0**	**27,026**	**33.3**	**832**	**1.0**	**295**	**0.4**	**81,125**

Level	Number of Schools	Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
		N	%	N	%	N	%	N	%	N	%
ELEM	98	27,517	68.6	3,586	8.9	2,894	7.2	2,871	7.2	14,402	35.9
MS	45	10,180	62.0	1,883	11.5	404	2.5	459	2.8	6,049	36.8
HS	57	9,713	50.6	2,175	11.3	350	1.8	393	2.0	8,222	42.9
EL/SEC	35	3,171	58.4	533	9.8	260	4.8	268	4.9	1,844	34.0
Total	**235**	**50,581**	**62.3**	**8,177**	**10.1**	**3,908**	**4.8**	**3,991**	**4.9**	**30,517**	**37.6**

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

2011-2012

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	EL/SEC	0	0	0	1	1	0	2	1	0	0	3	2	2	0	0	3
	ELEM	1	0	0	0	1	4	251	135	0	2	396	246	29	12	10	164
	HS	0	0	1	0	1	7	96	101	0	0	206	93	16	0	0	74
	MS	0	1	0	0	1	2	83	68	1	1	158	85	23	4	5	66
	Total	1	1	1	1	4	13	432	305	1	3	763	426	70	16	15	307
AMHERST ISD	EL/SEC	0	0	0	1	1	9	111	25	0	0	146	119	28	26	28	88
	HS	0	0	1	0	1	0	3	0	0	0	3	3	0	0	0	3
	Total	0	0	1	1	2	9	114	25	0	0	149	122	28	26	28	91
ANTON ISD	EL/SEC	0	0	0	1	1	4	81	36	0	0	121	74	13	3	3	55
	ELEM	1	0	0	0	1	6	89	22	0	0	124	96	14	4	4	58
	Total	1	0	0	1	2	10	170	58	0	0	245	170	27	7	7	113
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	0	36	155	0	2	211	55	9	3	3	27
	Total	0	0	0	1	1	0	36	155	0	2	211	55	9	3	3	27
BROWNFIELD ISD	ELEM	3	0	0	0	3	27	743	181	2	6	969	742	66	87	92	373
	HS	0	0	2	0	2	13	301	100	1	2	419	249	47	9	11	126
	MS	0	1	0	0	1	23	279	68	1	2	377	284	35	13	15	111
	Total	3	1	2	0	6	63	1,323	349	4	10	1,765	1,275	148	109	118	610
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	0	75	49	0	0	125	92	18	8	8	35
	Total	0	0	0	1	1	0	75	49	0	0	125	92	18	8	8	35
CROSBYTON CISD	ELEM	1	0	0	0	1	10	145	53	0	0	210	159	15	2	2	47
	HS	0	0	2	0	2	4	70	32	0	1	108	79	15	0	0	53
	MS	0	1	0	0	1	1	58	29	0	1	90	59	4	0	0	24
	Total	1	1	2	0	4	15	273	114	0	2	408	297	34	2	2	124
DAWSON ISD	EL/SEC	0	0	0	1	1	0	89	58	0	0	147	74	10	5	6	45
	Total	0	0	0	1	1	0	89	58	0	0	147	74	10	5	6	45
DENVER CITY ISD	ELEM	1	0	0	0	1	5	631	167	4	3	820	461	47	222	223	424
	HS	0	0	1	0	1	3	284	101	0	1	391	176	24	24	24	207
	MS	0	1	0	0	1	1	278	89	0	1	372	211	22	26	28	129
	Total	1	1	1	0	3	9	1,193	357	4	5	1,583	848	93	272	275	760
DIMMITT ISD	ELEM	1	0	0	0	1	9	446	69	1	0	525	487	36	140	155	326

Public School Listings in the Proximal Zone of Professional Impact

2011-2012

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	No Accountability Ratings 2011-12
ABERNATHY ISD	95901001	ABERNATHY H S	HS	206	
ABERNATHY ISD	95901041	ABERNATHY J H	MS	158	
ABERNATHY ISD	95901101	ABERNATHY EL	EL	396	
ABERNATHY ISD	95901003	ABERNATHY DAEP	MULTI	3	
AMHERST ISD	140901002	P E P	HS	3	
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	146	
ANTON ISD	110901101	ANTON EL	EL	124	
ANTON ISD	110901001	ANTON H S	MULTI	121	
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	211	
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	HS	19	
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	400	
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	377	
BROWNFIELD ISD	223901103	BRIGHT BEGINNINGS ACADEMIC CENTER	EL	159	
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	286	
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	524	
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	125	
CROSBYTON CISD	54901001	CROSBYTON H S	HS	107	
CROSBYTON CISD	54901200	SP ED CO-OP	HS	1	
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	MS	90	
CROSBYTON CISD	54901101	CROSBYTON EL	EL	210	
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	147	
DENVER CITY ISD	251901001	DENVER CITY H S	HS	391	
DENVER CITY ISD	251901041	WILLIAM G GRAVITT J H	MS	372	
DENVER CITY ISD	251901101	KELLEY/DODSON EL	EL	820	
DIMMITT ISD	35901001	DIMMITT H S	HS	304	
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	343	
DIMMITT ISD	35901102	RICHARDSON EL	EL	525	

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 2009 to 2012. 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 2009 to 2012. The data are disaggregated by school level and include information about student racial/ethnic categories and other special student subpopulations (e.g. economically disadvantaged, students in bilingual programs, and special education). The analysis shows the change in the number and percentage of students enrolled within the PZPI over the same time period. Data are depicted graphically by ethnicity and for 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) from 2009-2012. Only TAKS scores for 10th and 11 grades can be reported this year as no STAAR results were available for elementary and middle grades. The pass rates on TAKS for schools within the PZPI are compared to schools that are not in the PZPI. Within each school level, 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 and 4 depict the percentage of subpopulations of students in high school passing ALL TAKS for Mathematics and Language Arts/Reading from 2009 to 2012. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis. The data were calculated using the following definitions:

> "Percent Passing" was 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" was 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.

TAKS is no longer administered so there was no data to report in 2011-2012 for elementary and middle schools (Figures 2,3,5,6). STAAR results for those grades were unavailable.

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, but the PACE data separates them.

The first six reports show results for mathematics. This year, only high school TAKS scores are reported. TAKS is no longer administered so there were no data to report in 2011-2012 for elementary and middle schools; therefore, TAKS scores from 2011 are reported for them.

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. There is the possibility that if the number of schools in the PZPI is small that some schools would end up on both lists.

The last six analyses show results for Language Arts/Reading TAKS. As with mathematics, only high school TAKS scores are reported. TAKS is no longer administered so there were no data to report in 2011-2012 for elementary and middle schools; therefore, TAKS scores from 2011 are reported for them.

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 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. There is the possibility that if the number of schools in the PZPI is small that some schools would end up on both lists.

2013 ACCOUNTABILITY

The new test, STAAR, was given in spring 2012, but no ratings were assigned that year. Results from spring of 2013 were recently released. See page 8 of this book for further information. To view the 2013 state accountability ratings for districts, charters and campuses, visit the Texas Education Agency web site at http://ritter.tea.state.tx.us/perfreport/account/2013/index.html.

Student Enrollment Trends in Proximal Zone of Professional Impact

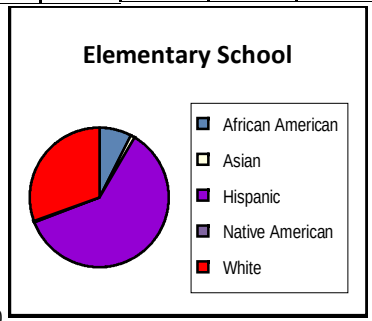
Fiscal Year 2009-2012

Texas Tech University

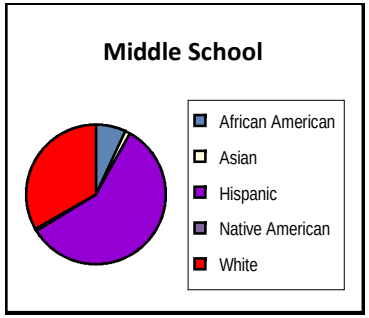
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	Net Change	Pct Change
All	38,606	39,521	39,772	40,085	15,798	16,041	16,394	16,429	19,295	19,310	19,329	19,180	4,943	5,099	5,327	5,431	78,642	79,971	80,822	81,125	2,483	3.2
African American	3,417	3,552	2,947	2,974	1,251	1,232	1,097	1,118	1,595	1,571	1,388	1,310	158	171	112	130	6,421	6,526	5,544	5,532	-889	-13.8
Hispanic	21,702	22,424	23,646	23,958	8,465	8,781	9,355	9,451	9,687	9,799	10,284	10,321	2,201	2,306	2,488	2,524	42,055	43,310	45,773	46,254	4,199	10.0
White	12,971	12,969	12,073	12,006	5,865	5,795	5,480	5,398	7,707	7,639	7,102	6,949	2,518	2,560	2,619	2,673	29,061	28,963	27,274	27,026	-2,035	-7.0
Asian	417	468	408	416	160	176	164	175	243	238	205	230	11	13	6	11	831	895	783	832	1	0.1
Native American	99	108	135	129	57	57	72	60	63	63	79	86	55	49	23	20	274	277	309	295	21	7.7
Economically Disadvantaged	25,954	27,235	27,296	27,517	9,242	9,773	9,983	10,180	9,206	9,555	9,697	9,713	2,810	3,003	3,175	3,171	47,212	49,566	50,151	50,581	3,369	7.1
Special Education	3,652	3,683	3,706	3,586	2,029	1,978	1,834	1,883	2,529	2,431	2,399	2,175	519	525	505	533	8,729	8,617	8,444	8,177	-552	-6.3
Bilingual	2,582	2,640	2,763	2,894	426	439	432	404	332	327	337	350	266	265	320	260	3,606	3,671	3,852	3,908	302	8.4
LEP	2,770	2,794	2,849	2,871	482	496	482	459	431	384	389	393	277	280	313	268	3,960	3,954	4,033	3,991	31	0.8

Ethnic Comparisons by Level 2012

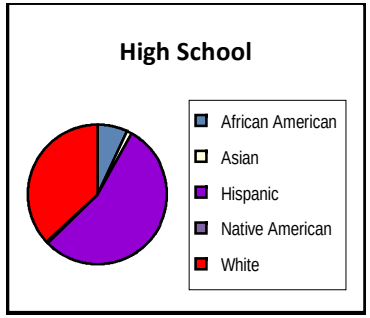
Ethnicity	Elementary School	%
Native American	129	0.3
Asian	416	1.0
White	12,006	30.0
Hispanic	23,958	59.8
African American	2,974	7.4
All	40,085	100.0



Middle School	%
60	0.4
175	1.1
5,398	32.9
9,451	57.5
1,118	6.8
16,429	100.0

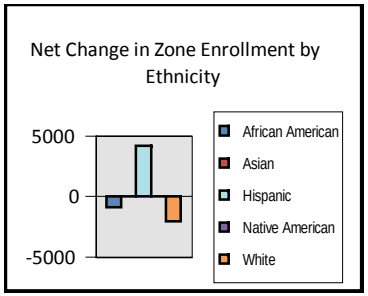


High School	%
86	0.4
230	1.2
6,949	36.2
10,321	53.8
1,310	6.8
19,180	100.0

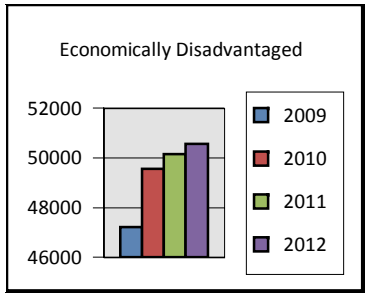


Other Trends and Distributions

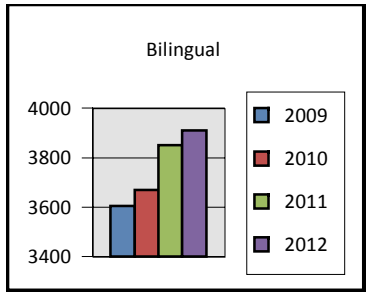
Ethnicity	Net Change 2009-2012
Native American	21
Asian	1
White	-2,035
Hispanic	4,199
African American	-889
All	2,483



Eco. Disadvantaged	
Year	Amount
2009	47,212
2010	49,566
2011	50,151
2012	50,581
3-Yr. Change	7



Bilingual	
Year	Amount
2009	3,606
2010	3,671
2011	3,852
2012	3,908
3-Yr. Change	8



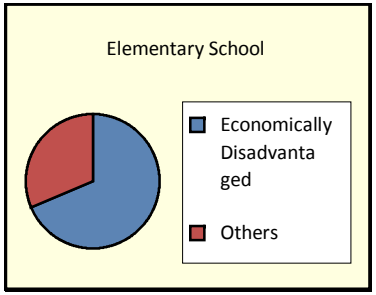
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

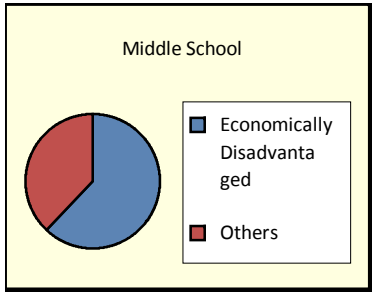
2012

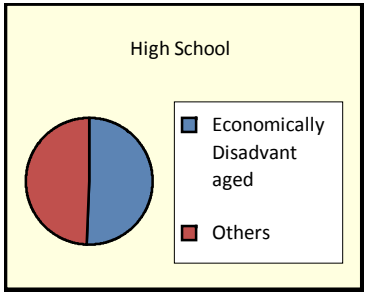
Texas Tech University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	27,517	68.6	10,180	62.0	9,713	50.6
Others	12,568	31.4	6,249	38.0	9,467	49.4
Total	40,085	100.0	16,429	100.0	19,180	100.0

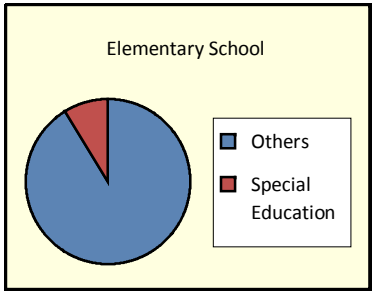


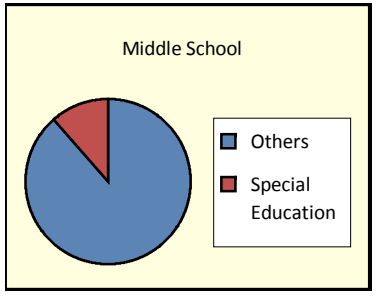


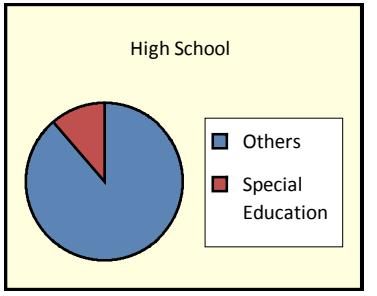


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	36,499	91.1	14,546	88.5	17,005	88.7
SPED	3,586	8.9	1,883	11.5	2,175	11.3
Total	40,085	100.0	16,429	100.0	19,180	100.0







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

2009-2012
Texas Tech University

School Level	All Students					African American Students					Hispanic Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	87.0	86.9	87.3	-	-	77.6	77.5	74.0	-	-	82.8	83.6	84.7	-	-
Middle	83.1	82.2	80.6	-	-	65.9	65.7	65.5	-	-	77.7	76.9	75.4	-	-
High	72.6	75.9	74.9	77.9	5.3	50.6	59.7	55.4	60.7	10.1	63.3	67.6	67.7	72.2	8.9
El/Sec	81.5	81.8	83.0	85.4	3.9	67.5	74.5	74.3	-	-	71.0	74.3	75.3	79.9	8.9
Total	82.3	82.9	82.7	79.5	-2.8	68.2	70.4	67.5	60.7	-7.5	76.6	78.0	78.4	73.6	-3.0
Other School Districts in State															
Elem	87.9	88.5	89.3	-	-	80.0	81.4	82.5	-	-	85.5	86.4	87.8	-	-
Middle	83.9	84.5	84.6	-	-	73.8	75.0	75.4	-	-	79.6	80.9	81.4	-	-
High	73.1	78.0	78.2	82.2	9.1	59.5	66.6	66.9	73.2	13.7	65.9	72.7	73.6	79.0	13.1
El/Sec	74.6	78.6	80.2	79.0	4.4	62.7	68.5	71.2	68.6	5.9	72.5	77.5	79.3	79.0	6.5
Total	82.8	84.6	85.1	82.0	-0.8	72.5	75.6	76.3	73.0	0.5	79.2	81.7	82.7	79.0	-0.2

School Level	White Students					Asian Students					Native American Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	95.2	93.8	94.6	-	-	98.4	98.5	99.0	-	-	-	-	100.0	-	-
Middle	93.3	92.3	91.3	-	-	96.2	99.2	100.0	-	-	83.0	91.5	79.3	-	-
High	87.4	89.5	87.6	88.1	0.7	89.5	91.0	92.1	92.9	3.4	92.4	64.8	56.9	25.0	-67.4
El/Sec	90.4	89.7	91.4	90.0	-0.4	-	-	-	-	-	88.9	93.0	-	-	-
Total	92.3	92.0	91.8	88.6	-3.7	94.8	96.4	97.3	92.9	-1.9	89.5	84.1	69.3	25.0	-64.5
Other School Districts in State															
Elem	93.8	93.8	93.9	-	-	97.5	97.7	97.9	-	-	85.7	86.5	87.2	-	-
Middle	92.1	91.8	91.6	-	-	96.5	96.8	97.0	-	-	87.6	86.7	86.1	-	-
High	84.6	87.4	87.0	88.6	4.0	92.1	93.8	93.8	94.2	2.1	77.7	83.9	79.9	83.0	5.3
El/Sec	82.1	83.6	84.0	82.9	0.8	96.0	96.7	97.0	93.8	-2.2	68.6	79.6	79.3	88.6	20.0
Total	90.4	91.2	91.1	88.2	-2.2	95.7	96.4	96.5	94.2	-1.5	81.6	85.1	83.1	83.2	1.6

School Level	Economically Disadvantaged Students									
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
	Districts in University's PZPI					**Other School Districts in State**				
Elem	82.5	83.0	83.5	-	-	83.7	84.8	86.1	-	-
Middle	75.8	75.3	73.4	-	-	77.5	78.6	79.1	-	-
High	61.2	65.9	64.5	69.0	7.8	63.3	70.2	70.8	76.4	13.1
El/Sec	75.9	76.0	77.9	80.1	4.2	70.1	74.8	76.6	75.8	5.7
Total	76.5	77.6	77.4	71.6	-4.9	77.6	80.0	80.9	76.4	-1.2

NO STAAR RESULTS ARE AVAILABLE ON THE 2011-12 AEIS REPORTS, AND ONLY TAKS SCORES FOR 10TH AND 11TH GRADES CAN BE REPORTED.

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

2009-2012
Texas Tech University

School Level	All Students					African American Students					Hispanic Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2009	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	90.4	89.6	88.0	-	-	85.5	84.0	78.8	-	-	86.7	85.9	84.6	-	-
Middle	92.3	87.9	86.7	-	-	87.8	80.3	80.8	-	-	89.1	83.7	82.3	-	-
High	91.6	91.4	91.0	92.8	1.2	85.8	87.6	85.4	87.4	1.6	88.1	88.3	88.2	91.3	3.2
El/Sec	93.0	91.8	91.2	95.4	2.4	83.3	86.2	89.8	-	-	87.9	87.1	86.4	94.1	6.2
Total	91.2	89.8	88.7	93.4	2.2	86.1	84.2	81.0	87.4	1.3	87.6	86.1	85.0	91.8	4.2
Other School Districts in State															
Elem	90.5	89.8	89.4	-	-	85.9	85.4	84.9	-	-	87.6	86.9	86.8	-	-
Middle	91.8	89.0	88.5	-	-	89.4	86.0	84.8	-	-	88.2	84.9	84.8	-	-
High	90.9	91.9	91.1	92.0	1.1	88.0	89.0	87.9	89.0	1.0	87.0	89.1	88.2	90.1	3.1
El/Sec	89.0	88.8	88.6	91.7	2.7	83.2	83.4	83.0	89.5	6.3	86.5	86.9	87.2	91.3	4.8
Total	90.9	90.2	89.6	92.0	1.1	87.2	86.5	85.7	89.0	1.8	87.6	87.0	86.8	90.1	2.5

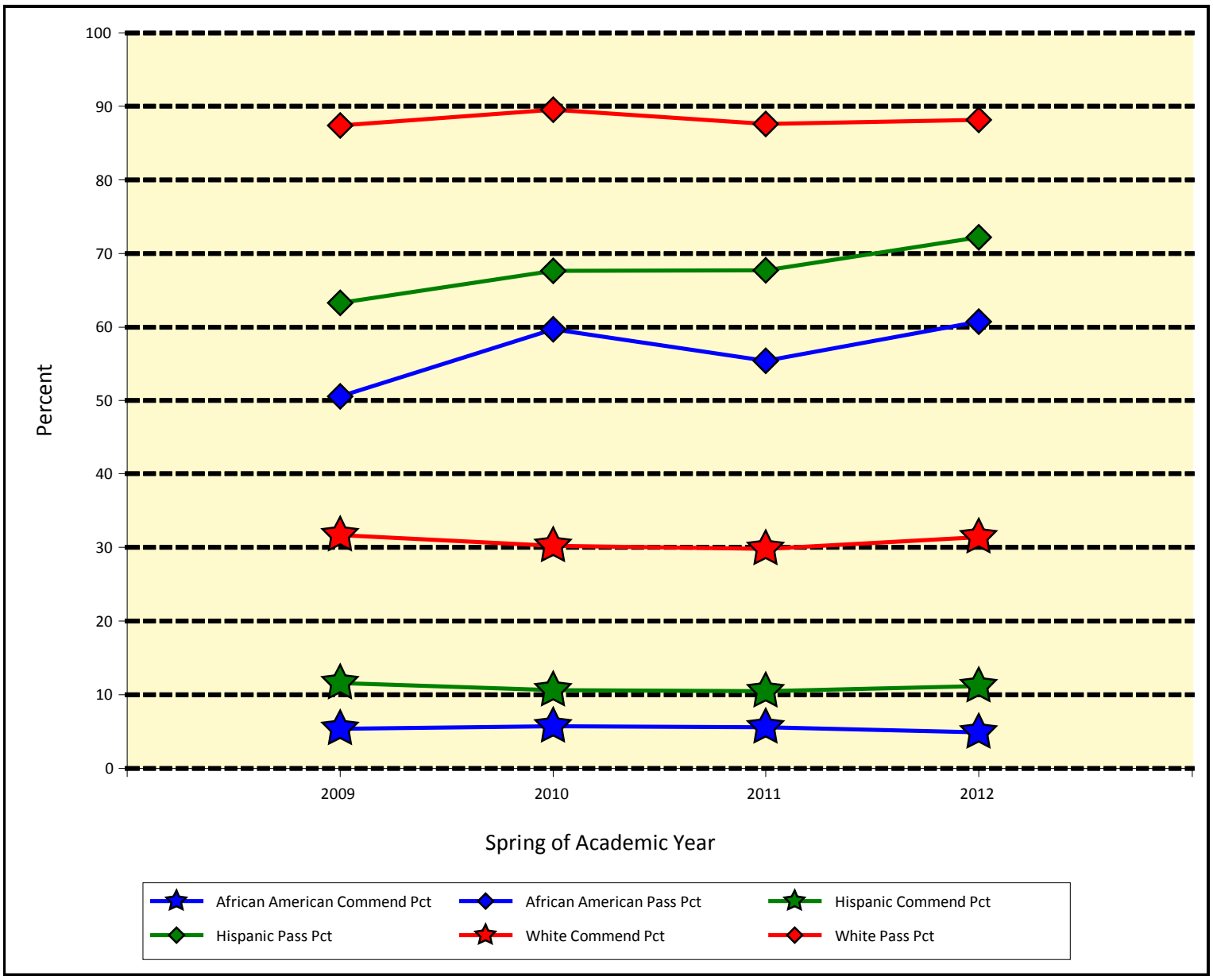
School Level	White Students					Asian Students					Native American Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	96.9	96.4	95.5	-	-	100.0	98.3	99.1	-	-	-	-	100.0	-	-
Middle	97.5	95.0	94.7	-	-	99.3	99.1	100.0	-	-	86.3	91.5	79.3	-	-
High	96.8	96.5	96.1	96.6	-0.2	94.6	91.3	93.0	90.8	-3.8	100.0	100.0	89.5	80.0	-20.0
El/Sec	97.6	96.3	96.1	96.5	-1.1	-	-	-	-	-	96.4	100.0	-	-	-
Total	97.0	96.1	95.6	96.5	-0.5	97.9	96.4	97.6	90.8	-7.1	94.9	98.4	87.6	80.0	-14.9
Other School Districts in State															
Elem	96.2	95.5	94.9	-	-	97.1	97.0	96.6	-	-	89.5	93.4	86.9	-	-
Middle	96.9	95.0	94.4	-	-	97.4	96.6	96.4	-	-	95.7	93.3	90.6	-	-
High	96.2	96.2	95.7	95.6	-0.6	95.5	95.8	95.4	94.8	-0.7	94.5	94.6	92.4	93.3	-1.2
El/Sec	93.8	92.7	92.1	93.7	-0.1	98.1	97.3	97.3	96.1	-2.0	87.8	87.2	86.1	100.0	12.2
Total	96.3	95.5	94.9	95.5	-0.8	96.7	96.6	96.2	94.8	-1.9	93.8	93.8	90.7	93.6	-0.2

School Level	Economically Disadvantaged Students									
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
	Districts in University's PZPI					**Other School Districts in State**				
Elem	86.6	86.0	83.9	-	-	86.7	86.1	85.8	-	-
Middle	88.6	82.8	81.0	-	-	87.6	84.1	83.6	-	-
High	86.9	87.4	86.5	89.5	2.6	86.1	88.1	87.0	88.6	2.5
El/Sec	89.7	88.5	87.3	93.2	3.5	85.7	85.8	85.8	90.0	4.3
Total	87.2	85.8	84.0	90.4	3.2	86.7	86.1	85.6	88.7	2.0

NO STAAR RESULTS ARE AVAILABLE ON THE 2011-12 AEIS REPORTS, AND ONLY TAKS SCORES FOR 10TH AND 11TH GRADES CAN BE REPORTED.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2009-2012
High School Mathematics[1]
Texas Tech University

Figure 1:



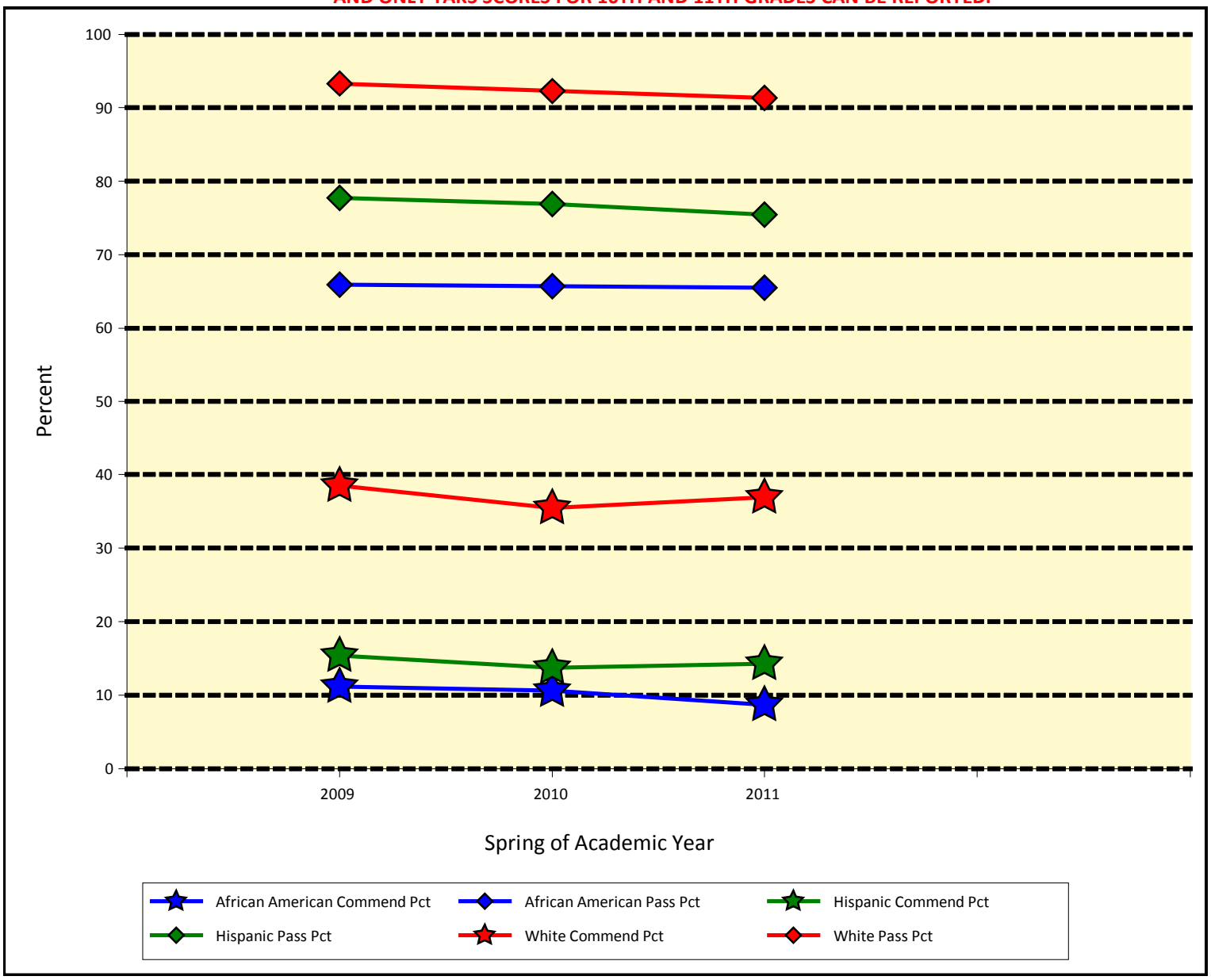
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	50.6	5.4	59.7	5.7	55.4	5.6	60.7	4.9	10.1	-0.5
Hispanic	63.3	11.6	67.6	10.6	67.7	10.5	72.2	11.2	8.9	-0.4
White	87.4	31.7	89.5	30.2	87.6	29.8	88.1	31.4	0.7	-0.3

[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
2009-2012
Middle School Mathematics[1]
Texas Tech University

Figure 2:

NO STAAR RESULTS ARE AVAILABLE ON THE 2011-12 AEIS REPORTS, AND ONLY TAKS SCORES FOR 10TH AND 11TH GRADES CAN BE REPORTED.



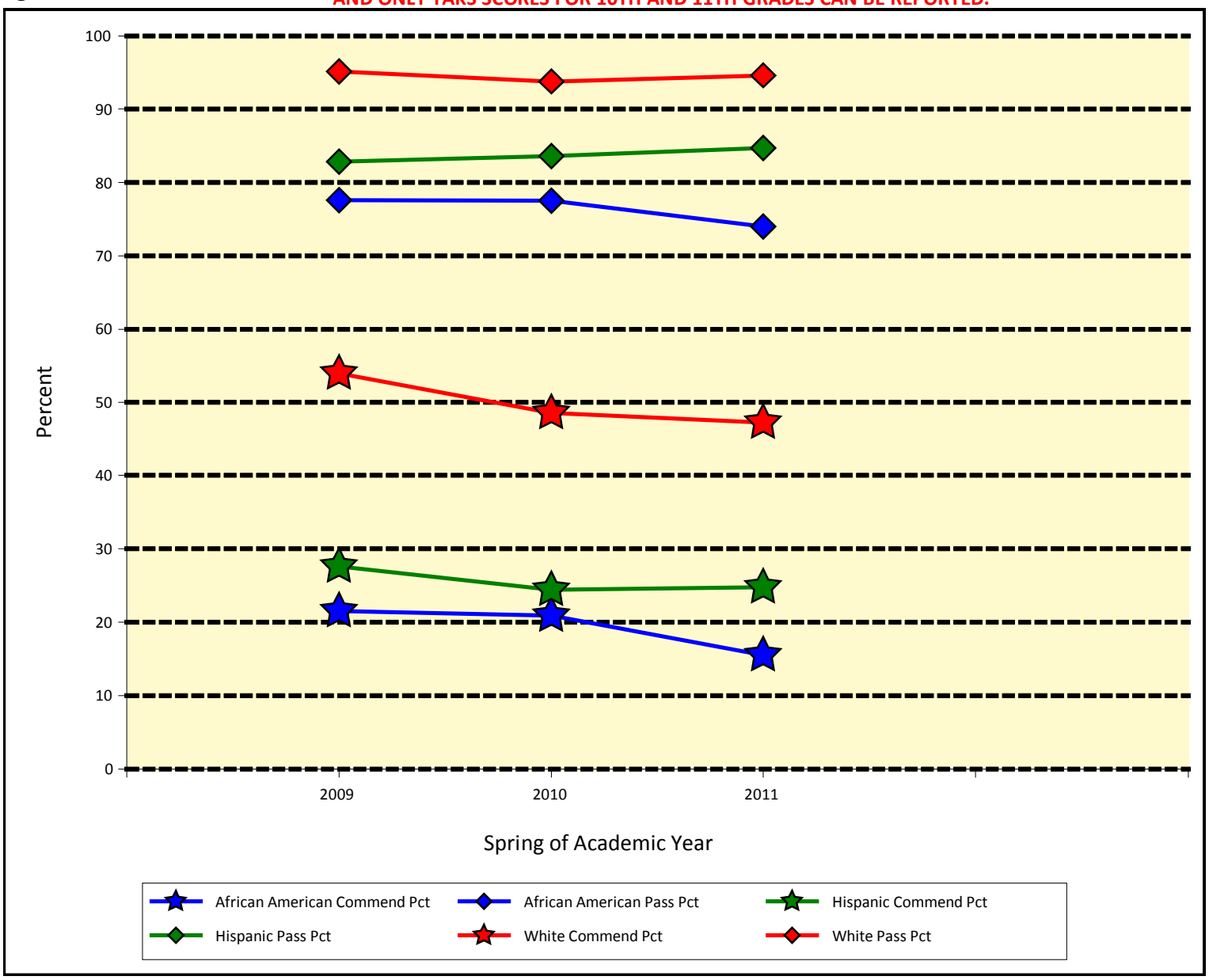
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	65.9	11.2	65.7	10.6	65.5	8.7	-	-	-	-
Hispanic	77.7	15.4	76.9	13.7	75.4	14.3	-	-	-	-
White	93.3	38.5	92.3	35.5	91.3	36.9	-	-	-	-

[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
2009-2012
Elementary School Mathematics[1]
Texas Tech University

Figure 3:

NO STAAR RESULTS ARE AVAILABLE ON THE 2011-12 AEIS REPORTS, AND ONLY TAKS SCORES FOR 10TH AND 11TH GRADES CAN BE REPORTED.

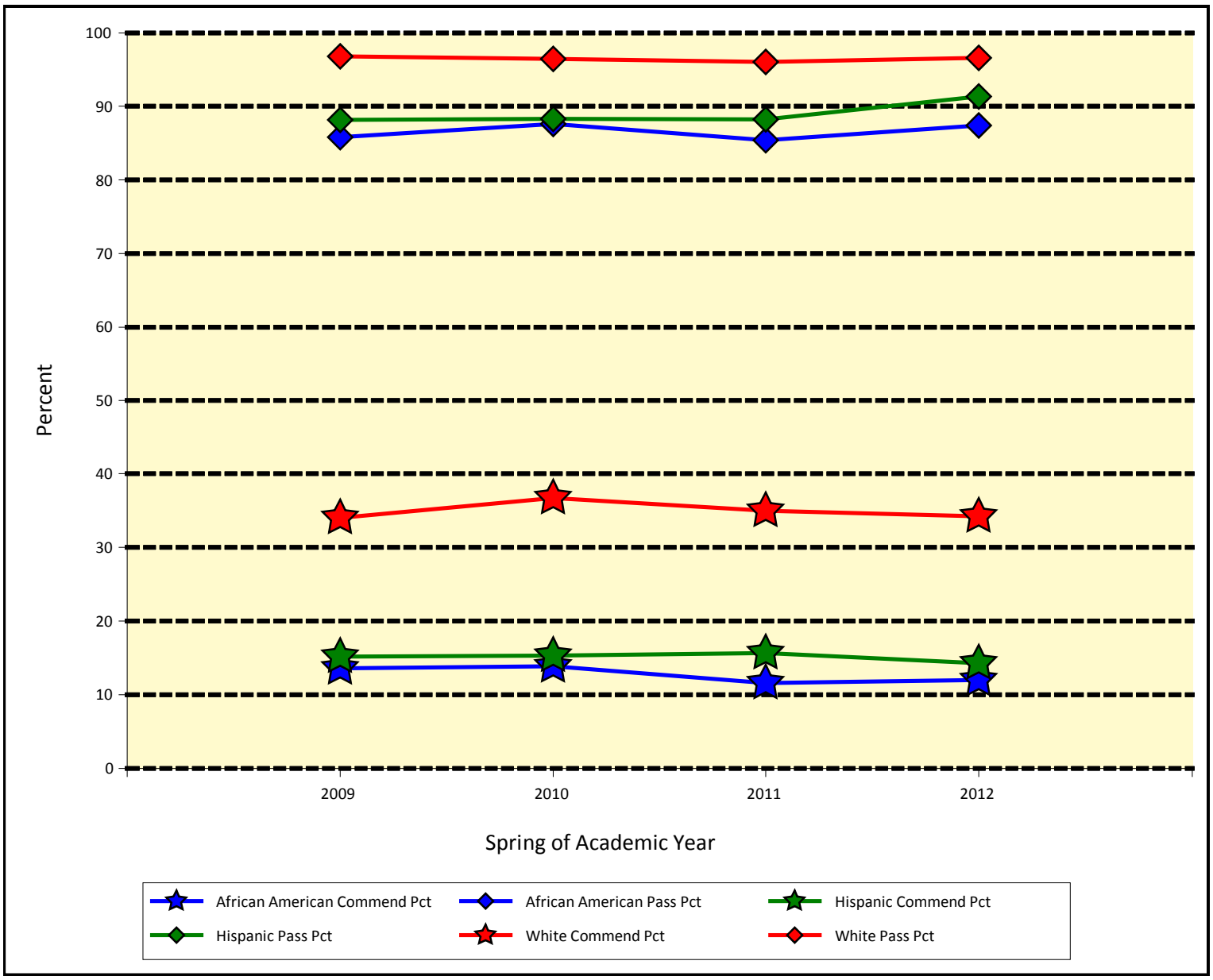


	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	77.6	21.5	77.5	20.9	74.0	15.5	-	-	-	-
Hispanic	82.8	27.6	83.6	24.4	84.7	24.8	-	-	-	-
White	95.2	54.0	93.8	48.6	94.6	47.3	-	-	-	-

[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
2009-2012
High School Language Arts/Reading [1]
Texas Tech University

Figure 4:



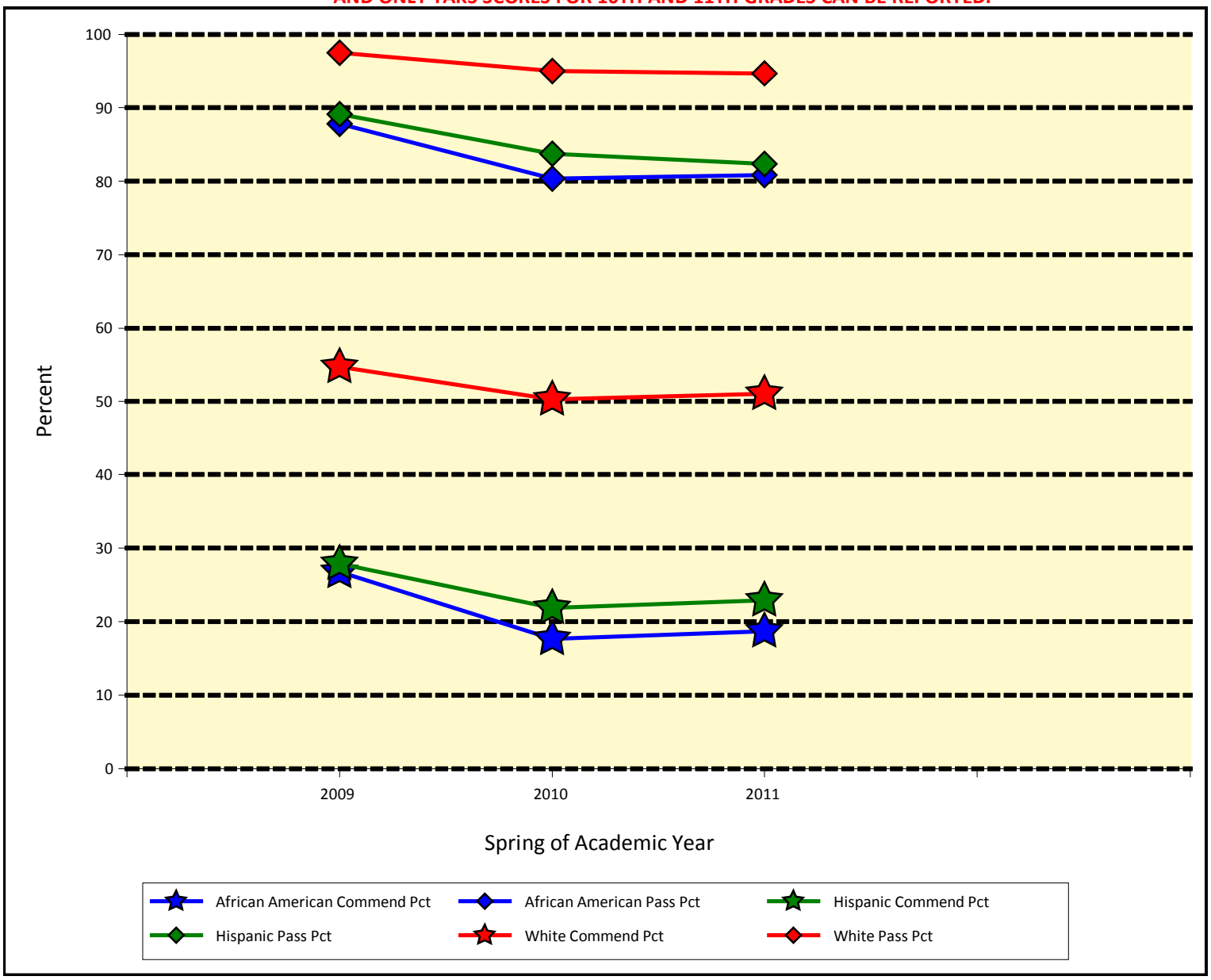
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	85.8	13.6	87.6	13.9	85.4	11.6	87.4	12.0	1.6	-1.6
Hispanic	88.1	15.2	88.3	15.3	88.2	15.7	91.3	14.3	3.2	-0.9
White	96.8	34.0	96.5	36.7	96.1	35.0	96.6	34.2	-0.2	0.2

[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
2009-2012
Middle School Language Arts/Reading[1]
Texas Tech University

Figure 5:

NO STAAR RESULTS ARE AVAILABLE ON THE 2011-12 AEIS REPORTS, AND ONLY TAKS SCORES FOR 10TH AND 11TH GRADES CAN BE REPORTED.



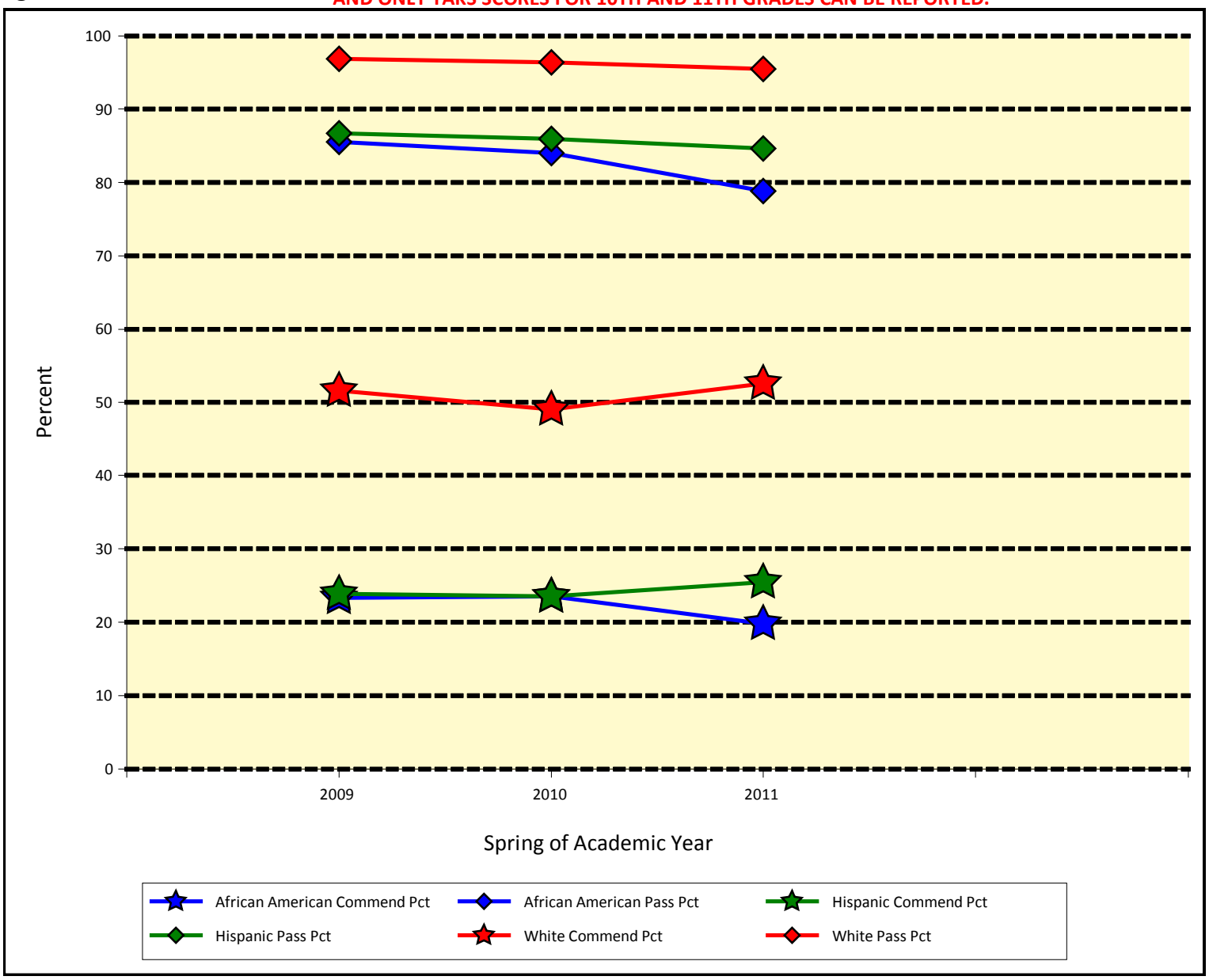
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	87.8	26.8	80.3	17.7	80.8	18.7	-	-	-	-
Hispanic	89.1	27.9	83.7	21.9	82.3	22.9	-	-	-	-
White	97.5	54.7	95.0	50.3	94.7	51.1	-	-	-	-

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2009-2012
Elementary School Language Arts/Reading [1]
Texas Tech University

Figure 6:

NO STAAR RESULTS ARE AVAILABLE ON THE 2011-12 AEIS REPORTS, AND ONLY TAKS SCORES FOR 10TH AND 11TH GRADES CAN BE REPORTED.



	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	85.5	23.3	84.0	23.5	78.8	19.8	-	-	-	-
Hispanic	86.7	23.9	85.9	23.5	84.6	25.5	-	-	-	-
White	96.9	51.6	96.4	49.1	95.5	52.6	-	-	-	-

[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*

2012

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	159	**100.0**	100.0	34.6	57.2
IDALOU ISD	152910001	IDALOU H S	309	**93.0**	96.0	31.7	44.0
ROOSEVELT ISD	152908001	ROOSEVELT H S	300	**93.0**	96.0	63.0	52.3
TULIA ISD	219903001	TULIA H S	251	**92.0**	94.0	60.6	62.5
PLAINS ISD	251902001	PLAINS H S	127	**91.0**	98.0	66.9	66.9
SUDAN ISD	140908001	SUDAN H S	172	**90.0**	96.0	52.3	49.4
SHALLOWATER ISD	152909001	SHALLOWATER H S	423	**89.0**	100.0	24.8	32.9
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	948	**89.0**	97.0	33.3	38.9
FLOYDADA ISD	77901001	FLOYDADA H S	217	**89.0**	95.0	60.8	79.7
NEW DEAL ISD	152902001	NEW DEAL H S	210	**86.0**	97.0	54.3	56.2
FRENSHIP ISD	152907001	FRENSHIP H S	1,885	**86.0**	96.0	27.7	42.7
MULESHOE ISD	9901001	MULESHOE H S	337	**85.0**	94.0	76.0	77.7
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	376	**85.0**	90.0	58.8	65.7
ABERNATHY ISD	95901001	ABERNATHY H S	206	**84.0**	96.0	45.1	51.0
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	158	**84.0**	95.0	47.5	66.5
SMYER ISD	110906001	SMYER H S	155	**81.0**	100.0	47.1	53.5
TAHOKA ISD	153904001	TAHOKA H S	171	**81.0**	93.0	56.7	59.6
PLAINVIEW ISD	95905001	PLAINVIEW H S	1,345	**81.0**	90.0	50.9	78.3
LUBBOCK ISD	152901022	LUBBOCK H S	2,028	**80.0**	93.0	49.7	72.1
OLTON ISD	140905002	OLTON H S	208	**79.0**	93.0	58.7	76.4
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	100	**79.0**	87.0	59.0	61.0
DENVER CITY ISD	251901001	DENVER CITY H S	391	**77.0**	96.0	45.0	74.2
POST ISD	85902001	POST H S	212	**77.0**	94.0	49.5	60.4
HART ISD	35902001	HART JR-SR H S	115	**76.0**	95.0	80.0	98.3
LEVELLAND ISD	110902001	LEVELLAND H S	724	**76.0**	91.0	52.8	64.8
SLATON ISD	152903001	SLATON H S	314	**75.0**	99.0	66.2	69.4
DIMMITT ISD	35901001	DIMMITT H S	304	**75.0**	93.0	78.0	84.5
HALE CENTER ISD	95903001	HALE CENTER H S	178	**73.0**	95.0	62.4	72.5
MORTON ISD	40901001	MORTON H S	97	**73.0**	93.0	84.5	84.5
LUBBOCK ISD	152901020	CORONADO H S	2,155	**72.0**	92.0	38.8	50.8
		AVERAGE	485.8	**83.0**	94.8	53.9	63.5

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Texas Tech University

Table 2:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
MORTON ISD	40901002	P E P	11	**0.0**	80.0	100.0	81.8
LAMESA ISD	58906004	LAMESA SUCCESS ACADEMY	21	**14.0**	43.0	61.9	90.5
SHALLOWATER ISD	152909004	WOODWARD ACADEMY	19	**33.0**	100.0	78.9	42.1
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	19	**43.0**	86.0	52.6	68.4
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	102	**48.0**	83.0	80.4	96.1
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	72	**53.0**	89.0	80.6	91.7
RALLS ISD	54903001	RALLS H S	128	**57.0**	94.0	64.8	72.7
SEAGRAVES ISD	83901001	SEAGRAVES H S	127	**59.0**	90.0	59.1	85.0
BROWNFIELD ISD	223901001	BROWNFIELD H S	400	**63.0**	87.0	59.8	76.5
CROSBYTON CISD	54901001	CROSBYTON H S	107	**63.0**	92.0	73.8	70.1
LORENZO ISD	54902001	LORENZO H S	103	**67.0**	79.0	87.4	81.6
LUBBOCK ISD	152901021	ESTACADO H S	733	**67.0**	85.0	86.4	95.6
LAMESA ISD	58906001	LAMESA H S	414	**67.0**	91.0	59.4	81.2
KRESS ISD	219905001	KRESS H S	100	**68.0**	76.0	59.0	76.0
LUBBOCK ISD	152901023	MONTEREY H S	2,014	**71.0**	92.0	51.5	64.2
LUBBOCK ISD	152901020	CORONADO H S	2,155	**72.0**	92.0	38.8	50.8
MORTON ISD	40901001	MORTON H S	97	**73.0**	93.0	84.5	84.5
HALE CENTER ISD	95903001	HALE CENTER H S	178	**73.0**	95.0	62.4	72.5
DIMMITT ISD	35901001	DIMMITT H S	304	**75.0**	93.0	78.0	84.5
SLATON ISD	152903001	SLATON H S	314	**75.0**	99.0	66.2	69.4
LEVELLAND ISD	110902001	LEVELLAND H S	724	**76.0**	91.0	52.8	64.8
HART ISD	35902001	HART JR-SR H S	115	**76.0**	95.0	80.0	98.3
POST ISD	85902001	POST H S	212	**77.0**	94.0	49.5	60.4
DENVER CITY ISD	251901001	DENVER CITY H S	391	**77.0**	96.0	45.0	74.2
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	100	**79.0**	87.0	59.0	61.0
OLTON ISD	140905002	OLTON H S	208	**79.0**	93.0	58.7	76.4
LUBBOCK ISD	152901022	LUBBOCK H S	2,028	**80.0**	93.0	49.7	72.1
PLAINVIEW ISD	95905001	PLAINVIEW H S	1,345	**81.0**	90.0	50.9	78.3
TAHOKA ISD	153904001	TAHOKA H S	171	**81.0**	93.0	56.7	59.6
SMYER ISD	110906001	SMYER H S	155	**81.0**	100.0	47.1	53.5
		AVERAGE	428.9	**64.3**	89.0	64.5	74.5

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 3:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907041	SUNDOWN J H	135	**97.0**	98.0	28.9	45.2
PLAINS ISD	251902041	PLAINS MIDDLE	140	**97.0**	97.0	66.4	64.3
LUBBOCK ISD	152901024	SCHOOL FOR YOUNG WOMEN LEADERS	227	**96.0**	99.0	58.6	68.3
FRENSHIP ISD	152907041	FRENSHIP MIDDLE SCHOOL	883	**96.0**	97.0	22.2	34.8
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	423	**96.0**	87.0	69.0	74.0
TAHOKA ISD	153904041	TAHOKA MIDDLE	143	**95.0**	91.0	60.1	63.6
SHALLOWATER ISD	152909041	SHALLOWATER MIDDLE	440	**94.0**	96.0	33.9	32.3
LUBBOCK ISD	152901066	IRONS M S	699	**92.0**	97.0	18.6	31.0
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	813	**92.0**	96.0	48.3	60.0
LUBBOCK ISD	152901065	HUTCHINSON M S	881	**92.0**	95.0	44.5	64.7
TULIA ISD	219903041	TULIA J H	205	**91.0**	91.0	76.1	64.4
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	298	**91.0**	90.0	58.4	76.5
LUBBOCK ISD	152901064	EVANS M S	772	**89.0**	93.0	35.1	40.2
MULESHOE ISD	9901041	WATSON J H	315	**89.0**	85.0	81.0	79.0
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOOL	391	**88.0**	95.0	67.3	80.6
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	879	**87.0**	90.0	41.5	38.7
ABERNATHY ISD	95901041	ABERNATHY J H	173	**83.0**	87.0	54.9	54.3
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	227	**82.0**	94.0	60.4	56.4
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	209	**82.0**	89.0	69.9	73.2
IDALOU ISD	152910041	IDALOU MIDDLE	280	**82.0**	85.0	46.1	43.2
ROOSEVELT ISD	152908041	ROOSEVELT J H	261	**81.0**	85.0	75.9	55.6
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	87	**79.0**	85.0	75.9	66.7
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	133	**79.0**	77.0	69.2	75.9
OLTON ISD	140905041	OLTON J H	144	**78.0**	81.0	76.4	81.9
POST ISD	85902041	POST MIDDLE	163	**77.0**	86.0	66.9	68.7
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	426	**77.0**	81.0	68.8	82.2
RALLS ISD	54903041	RALLS MIDDLE	117	**77.0**	79.0	73.5	73.5
FLOYDADA ISD	77901041	FLOYDADA J H	191	**77.0**	77.0	71.7	83.2
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	377	**74.0**	79.0	78.5	80.9
LUBBOCK ISD	152901067	MACKENZIE M S	562	**73.0**	83.0	62.1	65.8
		AVERAGE	366.5	**86.1**	88.8	58.7	62.6

STAAR reports are not available for the 2012-2013 school year. TAKS is no longer administered to middle school students; therefore, TAKS scores from PACE 2012 are reported.

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901060	ALDERSON M S	307	**52.0**	67.0	92.5	96.4
MORTON ISD	40901041	MORTON J H	95	**58.0**	72.0	88.4	83.2
LUBBOCK ISD	152901068	SLATON M S	673	**59.0**	75.0	78.9	88.7
LUBBOCK ISD	152901061	ATKINS M S	504	**61.0**	81.0	85.9	91.5
SEAGRAVES ISD	83901041	SEAGRAVES J H	110	**65.0**	74.0	70.0	80.0
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CEN	429	**69.0**	77.0	74.1	82.1
DIMMITT ISD	35901041	DIMMITT MIDDLE	371	**69.0**	84.0	81.1	88.1
LAMESA ISD	58906041	LAMESA MIDDLE	399	**70.0**	85.0	72.2	81.0
LUBBOCK ISD	152901069	SMYLIE WILSON M S	533	**71.0**	81.0	77.1	76.4
LUBBOCK ISD	152901062	CAVAZOS M S	629	**72.0**	77.0	88.2	96.0
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	321	**72.0**	85.0	73.5	69.5
LUBBOCK ISD	152901063	DUNBAR M S	371	**72.0**	85.0	92.2	96.5
SLATON ISD	152903042	SLATON J H	268	**73.0**	81.0	79.5	72.8
LUBBOCK ISD	152901067	MACKENZIE M S	562	**73.0**	83.0	62.1	65.8
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	377	**74.0**	79.0	78.5	80.9
FLOYDADA ISD	77901041	FLOYDADA J H	191	**77.0**	77.0	71.7	83.2
RALLS ISD	54903041	RALLS MIDDLE	117	**77.0**	79.0	73.5	73.5
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	426	**77.0**	81.0	68.8	82.2
POST ISD	85902041	POST MIDDLE	163	**77.0**	86.0	66.9	68.7
OLTON ISD	140905041	OLTON J H	144	**78.0**	81.0	76.4	81.9
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	133	**79.0**	77.0	69.2	75.9
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	87	**79.0**	85.0	75.9	66.7
ROOSEVELT ISD	152908041	ROOSEVELT J H	261	**81.0**	85.0	75.9	55.6
IDALOU ISD	152910041	IDALOU MIDDLE	280	**82.0**	85.0	46.1	43.2
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	209	**82.0**	89.0	69.9	73.2
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	227	**82.0**	94.0	60.4	56.4
ABERNATHY ISD	95901041	ABERNATHY J H	173	**83.0**	87.0	54.9	54.3
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	879	**87.0**	90.0	41.5	38.7
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOOL	391	**88.0**	95.0	67.3	80.6
MULESHOE ISD	9901041	WATSON J H	315	**89.0**	85.0	81.0	79.0
		AVERAGE	331.5	**74.3**	82.1	73.1	75.4

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Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 5:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907101	SUNDOWN EL	361	**99.0**	99.0	40.4	57.6
FRENSHIP ISD	152907104	CRESTVIEW EL	482	**99.0**	98.0	22.6	29.9
FRENSHIP ISD	152907108	OAK RIDGE EL	546	**98.0**	99.0	15.6	35.2
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHO	752	**98.0**	99.0	19.9	25.0
LUBBOCK ISD	152901166	HONEY EL	452	**98.0**	98.0	16.6	30.1
FRENSHIP ISD	152907103	NORTH RIDGE EL	794	**97.0**	98.0	34.9	50.4
FRENSHIP ISD	152907107	BENNETT EL	779	**97.0**	96.0	39.0	35.7
IDALOU ISD	152910101	IDALOU EL	382	**97.0**	95.0	45.3	44.2
PLAINVIEW ISD	95905106	HILLCREST ELEMENTARY SCHOOL	461	**97.0**	90.0	89.2	87.0
LUBBOCK ISD	152901189	WILSON EL	503	**96.0**	94.0	25.2	43.5
ROOSEVELT ISD	152908101	ROOSEVELT EL	529	**95.0**	98.0	76.4	57.5
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEME	685	**95.0**	96.0	53.0	43.5
FRENSHIP ISD	152907105	WESTWIND EL	708	**95.0**	95.0	62.0	63.7
PLAINVIEW ISD	95905103	EDGEMERE ELEMENTARY SCHOOL	459	**95.0**	95.0	81.3	79.1
SLATON ISD	152903103	WEST WARD EL	492	**95.0**	94.0	79.3	77.6
LEVELLAND ISD	110902105	SOUTH EL	333	**95.0**	91.0	78.1	74.8
LUBBOCK ISD	152901173	MURFEE EL	355	**94.0**	98.0	6.5	18.0
LUBBOCK ISD	152901179	SMITH EL	680	**94.0**	95.0	31.8	41.3
SHALLOWATER ISD	152909101	SHALLOWATER EL	304	**94.0**	92.0	49.3	35.2
SHALLOWATER ISD	152909102	SHALLOWATER INT	307	**94.0**	92.0	42.3	35.5
MULESHOE ISD	9901103	DILLMAN EL	478	**94.0**	90.0	87.9	83.5
MULESHOE ISD	9901101	MARY DESHAZO EL	350	**94.0**	90.0	87.4	83.1
PLAINS ISD	251902101	PLAINS EL	219	**94.0**	78.0	69.9	58.4
WHITEFACE CISD	40902101	WHITEFACE EL	138	**93.0**	95.0	41.3	47.1
LUBBOCK-COOPER ISD	152906103	LUBBOCK-COOPER NORTH ELEMENTARY S	805	**93.0**	94.0	50.8	47.2
LUBBOCK ISD	152901164	HAYNES EL	288	**93.0**	93.0	45.8	47.9
PLAINVIEW ISD	95905102	COLLEGE HILL ELEMENTARY SCHOOL	368	**93.0**	86.0	79.3	76.6
PLAINVIEW ISD	95905105	HIGHLAND ELEMENTARY SCHOOL	449	**93.0**	86.0	83.3	90.2
LUBBOCK ISD	152901187	WHITESIDE EL	569	**92.0**	96.0	28.5	32.7
LUBBOCK ISD	152901178	RUSH EL	423	**91.0**	93.0	62.4	52.5
		AVERAGE	481.7	**95.1**	93.8	51.5	52.8

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Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 6:

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
HART ISD	35902101	HART ELEMENTARY	182	**58.0**	58.0	90.7	97.3
LUBBOCK ISD	152901165	HODGES EL	533	**63.0**	69.0	90.2	96.8
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	290	**64.0**	71.0	80.7	83.1
BROWNFIELD ISD	223901102	OAK GROVE EL	534	**64.0**	71.0	84.5	80.7
LUBBOCK ISD	152901175	PARKWAY EL	470	**68.0**	66.0	97.9	98.1
LUBBOCK ISD	152901156	BEAN EL	516	**68.0**	77.0	95.9	98.4
LORENZO ISD	54902102	LORENZO EL	197	**71.0**	78.0	87.3	81.2
LUBBOCK ISD	152901190	WOLFFARTH EL	327	**72.0**	79.0	94.2	92.0
LUBBOCK ISD	152901174	OVERTON EL	371	**73.0**	77.0	84.6	78.7
MORTON ISD	40901102	MORTON EL	248	**74.0**	78.0	91.9	85.5
LUBBOCK ISD	152901158	BOZEMAN EL	370	**76.0**	73.0	93.5	97.8
LAMESA ISD	58906103	NORTH EL	448	**76.0**	80.0	78.8	83.5
LAMESA ISD	58906105	SOUTH EL	590	**76.0**	80.0	83.1	85.8
LUBBOCK ISD	152901180	STEWART EL	369	**76.0**	85.0	74.5	71.5
LUBBOCK ISD	152901159	BROWN EL	473	**77.0**	78.0	90.7	91.8
LUBBOCK ISD	152901184	WESTER EL	442	**77.0**	91.0	77.1	73.1
LUBBOCK ISD	152901160	DUPRE EL	324	**78.0**	74.0	93.8	93.5
SMYER ISD	110906101	SMYER EL	209	**79.0**	77.0	69.4	58.9
LUBBOCK ISD	152901182	TUBBS EL	241	**79.0**	88.0	87.1	96.7
SLATON ISD	152903101	AUSTIN EL	192	**80.0**	81.0	79.7	75.5
LUBBOCK ISD	152901155	BAYLESS EL	652	**80.0**	82.0	90.0	91.0
ANTON ISD	110901101	ANTON EL	137	**81.0**	76.0	87.6	78.1
LUBBOCK ISD	152901185	WHEATLEY EL	347	**81.0**	83.0	93.7	99.1
PLAINVIEW ISD	95905108	LA MESA ELEMENTARY SCHOOL	496	**82.0**	83.0	70.8	70.0
LUBBOCK ISD	152901193	ROY W ROBERTS EL	620	**82.0**	95.0	65.8	72.6
LUBBOCK ISD	152901168	JACKSON EL	339	**83.0**	80.0	96.8	97.6
CROSBYTON CISD	54901101	CROSBYTON EL	198	**84.0**	83.0	78.3	74.7
SPRINGLAKE-EARTH ISD	140907101	SPRINGLAKE-EARTH ELEM/MIDDLE SCHO	274	**84.0**	84.0	71.2	66.8
LUBBOCK ISD	152901167	ILES EL	276	**84.0**	92.0	89.9	95.7
LUBBOCK ISD	152901161	GUADALUPE EL	202	**84.0**	93.0	91.1	96.0
		AVERAGE	362.2	**75.8**	79.4	85.4	85.4

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Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Table 1: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907001	SUNDOWN H S	159	**100.0**	100.0	34.6	57.2
SHALLOWATER ISD	152909001	SHALLOWATER H S	423	**100.0**	89.0	24.8	32.9
SMYER ISD	110906001	SMYER H S	155	**100.0**	81.0	47.1	53.5
SHALLOWATER ISD	152909004	WOODWARD ACADEMY	19	**100.0**	33.0	78.9	42.1
SLATON ISD	152903001	SLATON H S	314	**99.0**	75.0	66.2	69.4
PLAINS ISD	251902001	PLAINS H S	127	**98.0**	91.0	66.9	66.9
LUBBOCK-COOPER ISD	152906001	LUBBOCK-COOPER HIGH SCHOOL	948	**97.0**	89.0	33.3	38.9
NEW DEAL ISD	152902001	NEW DEAL H S	210	**97.0**	86.0	54.3	56.2
IDALOU ISD	152910001	IDALOU H S	309	**96.0**	93.0	31.7	44.0
ROOSEVELT ISD	152908001	ROOSEVELT H S	300	**96.0**	93.0	63.0	52.3
SUDAN ISD	140908001	SUDAN H S	172	**96.0**	90.0	52.3	49.4
FRENSHIP ISD	152907001	FRENSHIP H S	1,885	**96.0**	86.0	27.7	42.7
ABERNATHY ISD	95901001	ABERNATHY H S	206	**96.0**	84.0	45.1	51.0
DENVER CITY ISD	251901001	DENVER CITY H S	391	**96.0**	77.0	45.0	74.2
FLOYDADA ISD	77901001	FLOYDADA H S	217	**95.0**	89.0	60.8	79.7
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	158	**95.0**	84.0	47.5	66.5
HART ISD	35902001	HART JR-SR H S	115	**95.0**	76.0	80.0	98.3
HALE CENTER ISD	95903001	HALE CENTER H S	178	**95.0**	73.0	62.4	72.5
TULIA ISD	219903001	TULIA H S	251	**94.0**	92.0	60.6	62.5
MULESHOE ISD	9901001	MULESHOE H S	337	**94.0**	85.0	76.0	77.7
POST ISD	85902001	POST H S	212	**94.0**	77.0	49.5	60.4
RALLS ISD	54903001	RALLS H S	128	**94.0**	57.0	64.8	72.7
TAHOKA ISD	153904001	TAHOKA H S	171	**93.0**	81.0	56.7	59.6
LUBBOCK ISD	152901022	LUBBOCK H S	2,028	**93.0**	80.0	49.7	72.1
OLTON ISD	140905002	OLTON H S	208	**93.0**	79.0	58.7	76.4
DIMMITT ISD	35901001	DIMMITT H S	304	**93.0**	75.0	78.0	84.5
MORTON ISD	40901001	MORTON H S	97	**93.0**	73.0	84.5	84.5
LUBBOCK ISD	152901020	CORONADO H S	2,155	**92.0**	72.0	38.8	50.8
LUBBOCK ISD	152901023	MONTEREY H S	2,014	**92.0**	71.0	51.5	64.2
CROSBYTON CISD	54901001	CROSBYTON H S	107	**92.0**	63.0	73.8	70.1
		AVERAGE	476.6	**95.5**	79.8	55.5	62.8

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Table 2: **Texas Tech University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LAMESA ISD	58906004	LAMESA SUCCESS ACADEMY	21	**43.0**	14.0	61.9	90.5
KRESS ISD	219905001	KRESS H S	100	**76.0**	68.0	59.0	76.0
LORENZO ISD	54902001	LORENZO H S	103	**79.0**	67.0	87.4	81.6
MORTON ISD	40901002	P E P	11	**80.0**	0.0	100.0	81.8
LUBBOCK ISD	152901011	MATTHEWS LRN CTR/NEW DIRECTIONS	102	**83.0**	48.0	80.4	96.1
LUBBOCK ISD	152901021	ESTACADO H S	733	**85.0**	67.0	86.4	95.6
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	19	**86.0**	43.0	52.6	68.4
BROWNFIELD ISD	223901001	BROWNFIELD H S	400	**87.0**	63.0	59.8	76.5
SPRINGLAKE-EARTH ISD	140907001	SPRINGLAKE-EARTH HS	100	**87.0**	79.0	59.0	61.0
PLAINVIEW ISD	95905002	HOUSTON SCHOOL	72	**89.0**	53.0	80.6	91.7
SEAGRAVES ISD	83901001	SEAGRAVES H S	127	**90.0**	59.0	59.1	85.0
PLAINVIEW ISD	95905001	PLAINVIEW H S	1,345	**90.0**	81.0	50.9	78.3
LITTLEFIELD ISD	140904001	LITTLEFIELD H S	376	**90.0**	85.0	58.8	65.7
LAMESA ISD	58906001	LAMESA H S	414	**91.0**	67.0	59.4	81.2
LEVELLAND ISD	110902001	LEVELLAND H S	724	**91.0**	76.0	52.8	64.8
CROSBYTON CISD	54901001	CROSBYTON H S	107	**92.0**	63.0	73.8	70.1
LUBBOCK ISD	152901023	MONTEREY H S	2,014	**92.0**	71.0	51.5	64.2
LUBBOCK ISD	152901020	CORONADO H S	2,155	**92.0**	72.0	38.8	50.8
MORTON ISD	40901001	MORTON H S	97	**93.0**	73.0	84.5	84.5
DIMMITT ISD	35901001	DIMMITT H S	304	**93.0**	75.0	78.0	84.5
OLTON ISD	140905002	OLTON H S	208	**93.0**	79.0	58.7	76.4
LUBBOCK ISD	152901022	LUBBOCK H S	2,028	**93.0**	80.0	49.7	72.1
TAHOKA ISD	153904001	TAHOKA H S	171	**93.0**	81.0	56.7	59.6
RALLS ISD	54903001	RALLS H S	128	**94.0**	57.0	64.8	72.7
POST ISD	85902001	POST H S	212	**94.0**	77.0	49.5	60.4
MULESHOE ISD	9901001	MULESHOE H S	337	**94.0**	85.0	76.0	77.7
TULIA ISD	219903001	TULIA H S	251	**94.0**	92.0	60.6	62.5
HALE CENTER ISD	95903001	HALE CENTER H S	178	**95.0**	73.0	62.4	72.5
HART ISD	35902001	HART JR-SR H S	115	**95.0**	76.0	80.0	98.3
LOCKNEY ISD	77902001	LOCKNEY HIGH SCHOOL	158	**95.0**	84.0	47.5	66.5
		AVERAGE	437.0	**88.3**	66.9	64.7	75.6

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

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	227	**99.0**	96.0	58.6	68.3
SUNDOWN ISD	110907041	SUNDOWN J H	135	**98.0**	97.0	28.9	45.2
PLAINS ISD	251902041	PLAINS MIDDLE	140	**97.0**	97.0	66.4	64.3
FRENSHIP ISD	152907041	FRENSHIP MIDDLE SCHOOL	883	**97.0**	96.0	22.2	34.8
LUBBOCK ISD	152901066	IRONS M S	699	**97.0**	92.0	18.6	31.0
SHALLOWATER ISD	152909041	SHALLOWATER MIDDLE	440	**96.0**	94.0	33.9	32.3
FRENSHIP ISD	152907042	TERRA VISTA MIDDLE SCHOOL	813	**96.0**	92.0	48.3	60.0
LUBBOCK ISD	152901065	HUTCHINSON M S	881	**95.0**	92.0	44.5	64.7
PLAINVIEW ISD	95905042	ESTACADO JUNIOR HIGH SCHOO	391	**95.0**	88.0	67.3	80.6
NEW DEAL ISD	152902041	NEW DEAL MIDDLE	227	**94.0**	82.0	60.4	56.4
LUBBOCK ISD	152901064	EVANS M S	772	**93.0**	89.0	35.1	40.2
TAHOKA ISD	153904041	TAHOKA MIDDLE	143	**91.0**	95.0	60.1	63.6
TULIA ISD	219903041	TULIA J H	205	**91.0**	91.0	76.1	64.4
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	298	**90.0**	91.0	58.4	76.5
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	879	**90.0**	87.0	41.5	38.7
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	209	**89.0**	82.0	69.9	73.2
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	423	**87.0**	96.0	69.0	74.0
ABERNATHY ISD	95901041	ABERNATHY J H	173	**87.0**	83.0	54.9	54.3
POST ISD	85902041	POST MIDDLE	163	**86.0**	77.0	66.9	68.7
MULESHOE ISD	9901041	WATSON J H	315	**85.0**	89.0	81.0	79.0
IDALOU ISD	152910041	IDALOU MIDDLE	280	**85.0**	82.0	46.1	43.2
ROOSEVELT ISD	152908041	ROOSEVELT J H	261	**85.0**	81.0	75.9	55.6
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	87	**85.0**	79.0	75.9	66.7
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	321	**85.0**	72.0	73.5	69.5
LUBBOCK ISD	152901063	DUNBAR M S	371	**85.0**	72.0	92.2	96.5
LAMESA ISD	58906041	LAMESA MIDDLE	399	**85.0**	70.0	72.2	81.0
DIMMITT ISD	35901041	DIMMITT MIDDLE	371	**84.0**	69.0	81.1	88.1
LUBBOCK ISD	152901067	MACKENZIE M S	562	**83.0**	73.0	62.1	65.8
OLTON ISD	140905041	OLTON J H	144	**81.0**	78.0	76.4	81.9
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	426	**81.0**	77.0	68.8	82.2
		AVERAGE	387.9	**89.7**	85.3	59.5	63.4

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Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LUBBOCK ISD	152901060	ALDERSON M S	307	67.0	52.0	92.5	96.4
MORTON ISD	40901041	MORTON J H	95	72.0	58.0	88.4	83.2
SEAGRAVES ISD	83901041	SEAGRAVES J H	110	74.0	65.0	70.0	80.0
LUBBOCK ISD	152901068	SLATON M S	673	75.0	59.0	78.9	88.7
PLAINVIEW ISD	95905101	ASH 6TH GRADE LEARNING CENT	429	77.0	69.0	74.1	82.1
LUBBOCK ISD	152901062	CAVAZOS M S	629	77.0	72.0	88.2	96.0
FLOYDADA ISD	77901041	FLOYDADA J H	191	77.0	77.0	71.7	83.2
LOCKNEY ISD	77902041	LOCKNEY JR HIGH	133	77.0	79.0	69.2	75.9
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	377	79.0	74.0	78.5	80.9
RALLS ISD	54903041	RALLS MIDDLE	117	79.0	77.0	73.5	73.5
LUBBOCK ISD	152901061	ATKINS M S	504	81.0	61.0	85.9	91.5
LUBBOCK ISD	152901069	SMYLIE WILSON M S	533	81.0	71.0	77.1	76.4
SLATON ISD	152903042	SLATON J H	268	81.0	73.0	79.5	72.8
PLAINVIEW ISD	95905041	CORONADO JUNIOR HIGH SCHOOL	426	81.0	77.0	68.8	82.2
OLTON ISD	140905041	OLTON J H	144	81.0	78.0	76.4	81.9
LUBBOCK ISD	152901067	MACKENZIE M S	562	83.0	73.0	62.1	65.8
DIMMITT ISD	35901041	DIMMITT MIDDLE	371	84.0	69.0	81.1	88.1
LAMESA ISD	58906041	LAMESA MIDDLE	399	85.0	70.0	72.2	81.0
LITTLEFIELD ISD	140904041	LITTLEFIELD J H	321	85.0	72.0	73.5	69.5
LUBBOCK ISD	152901063	DUNBAR M S	371	85.0	72.0	92.2	96.5
CROSBYTON CISD	54901041	CROSBYTON MIDDLE	87	85.0	79.0	75.9	66.7
ROOSEVELT ISD	152908041	ROOSEVELT J H	261	85.0	81.0	75.9	55.6
IDALOU ISD	152910041	IDALOU MIDDLE	280	85.0	82.0	46.1	43.2
MULESHOE ISD	9901041	WATSON J H	315	85.0	89.0	81.0	79.0
POST ISD	85902041	POST MIDDLE	163	86.0	77.0	66.9	68.7
ABERNATHY ISD	95901041	ABERNATHY J H	173	87.0	83.0	54.9	54.3
LEVELLAND ISD	110902042	LEVELLAND MIDDLE	423	87.0	96.0	69.0	74.0
HALE CENTER ISD	95903103	CARR MIDDLE SCHOOL	209	89.0	82.0	69.9	73.2
LUBBOCK-COOPER ISD	152906041	LUBBOCK-COOPER JUNIOR HIGH SCHOOL	879	90.0	87.0	41.5	38.7
DENVER CITY ISD	251901041	WILLIAM G GRAVITT JR HIGH	298	90.0	91.0	58.4	76.5
		AVERAGE	334.9	81.7	74.8	73.1	75.8

STAAR reports are not available for the 2012-2013 school year. TAKS is no longer administered to middle school students; therefore, TAKS scores from PACE 2012 are reported.

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 5:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SUNDOWN ISD	110907101	SUNDOWN EL	361	**99.0**	99.0	40.4	57.6
FRENSHIP ISD	152907108	OAK RIDGE EL	546	**99.0**	98.0	15.6	35.2
LUBBOCK-COOPER ISD	152906104	LUBBOCK-COOPER WEST EL SCHOOL	752	**99.0**	98.0	19.9	25.0
FRENSHIP ISD	152907104	CRESTVIEW EL	482	**98.0**	99.0	22.6	29.9
LUBBOCK ISD	152901166	HONEY EL	452	**98.0**	98.0	16.6	30.1
FRENSHIP ISD	152907103	NORTH RIDGE EL	794	**98.0**	97.0	34.9	50.4
ROOSEVELT ISD	152908101	ROOSEVELT EL	529	**98.0**	95.0	76.4	57.5
LUBBOCK ISD	152901173	MURFEE EL	355	**98.0**	94.0	6.5	18.0
LUBBOCK ISD	152901188	WILLIAMS EL	396	**97.0**	90.0	54.3	61.9
FRENSHIP ISD	152907107	BENNETT EL	779	**96.0**	97.0	39.0	35.7
LUBBOCK-COOPER ISD	152906101	LUBBOCK-COOPER SOUTH ELEME	685	**96.0**	95.0	53.0	43.5
LUBBOCK ISD	152901187	WHITESIDE EL	569	**96.0**	92.0	28.5	32.7
IDALOU ISD	152910101	IDALOU EL	382	**95.0**	97.0	45.3	44.2
FRENSHIP ISD	152907105	WESTWIND EL	708	**95.0**	95.0	62.0	63.7
PLAINVIEW ISD	95905103	EDGEMERE ELEMENTARY SCHOOL	459	**95.0**	95.0	81.3	79.1
LUBBOCK ISD	152901179	SMITH EL	680	**95.0**	94.0	31.8	41.3
WHITEFACE CISD	40902101	WHITEFACE EL	138	**95.0**	93.0	41.3	47.1
LUBBOCK ISD	152901193	ROY W ROBERTS EL	620	**95.0**	82.0	65.8	72.6
LUBBOCK ISD	152901189	WILSON EL	503	**94.0**	96.0	25.2	43.5
SLATON ISD	152903103	WEST WARD EL	492	**94.0**	95.0	79.3	77.6
LUBBOCK-COOPER ISD	152906103	LUBBOCK-COOPER NORTH ELEMENTARY S	805	**94.0**	93.0	50.8	47.2
KRESS ISD	219905101	KRESS EL	122	**94.0**	88.0	77.0	63.9
LUBBOCK ISD	152901164	HAYNES EL	288	**93.0**	93.0	45.8	47.9
LUBBOCK ISD	152901178	RUSH EL	423	**93.0**	91.0	62.4	52.5
FRENSHIP ISD	152907106	WILLOW BEND ELEMENTARY	578	**93.0**	89.0	76.8	60.2
LUBBOCK ISD	152901161	GUADALUPE EL	202	**93.0**	84.0	91.1	96.0
SHALLOWATER ISD	152909101	SHALLOWATER EL	304	**92.0**	94.0	49.3	35.2
SHALLOWATER ISD	152909102	SHALLOWATER INT	307	**92.0**	94.0	42.3	35.5
DENVER CITY ISD	251901101	KELLEY/DODSON EL	844	**92.0**	91.0	58.6	75.9
TULIA ISD	219903101	TULIA HIGHLAND EL	331	**92.0**	89.0	86.1	68.9
		AVERAGE	496.2	**95.3**	93.5	49.3	51.0

STAAR reports are not available for the 2012-2013 school year. TAKS is no longer administered to elementary school students; therefore, TAKS scores from PACE 2012 are reported.

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Texas Tech University

Table 6:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
HART ISD	35902101	HART ELEMENTARY	182	**58.0**	58.0	90.7	97.3
LUBBOCK ISD	152901175	PARKWAY EL	470	**66.0**	68.0	97.9	98.1
LUBBOCK ISD	152901165	HODGES EL	533	**69.0**	63.0	90.2	96.8
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	290	**71.0**	64.0	80.7	83.1
BROWNFIELD ISD	223901102	OAK GROVE EL	534	**71.0**	64.0	84.5	80.7
LUBBOCK ISD	152901158	BOZEMAN EL	370	**73.0**	76.0	93.5	97.8
LUBBOCK ISD	152901160	DUPRE EL	324	**74.0**	78.0	93.8	93.5
PLAINVIEW ISD	95905109	THUNDERBIRD ELEMENTARY SC	468	**75.0**	86.0	91.0	94.0
DIMMITT ISD	35901102	RICHARDSON EL	532	**75.0**	90.0	94.5	88.0
ANTON ISD	110901101	ANTON EL	137	**76.0**	81.0	87.6	78.1
LUBBOCK ISD	152901156	BEAN EL	516	**77.0**	68.0	95.9	98.4
LUBBOCK ISD	152901174	OVERTON EL	371	**77.0**	73.0	84.6	78.7
SMYER ISD	110906101	SMYER EL	209	**77.0**	79.0	69.4	58.9
LORENZO ISD	54902102	LORENZO EL	197	**78.0**	71.0	87.3	81.2
MORTON ISD	40901102	MORTON EL	248	**78.0**	74.0	91.9	85.5
LUBBOCK ISD	152901159	BROWN EL	473	**78.0**	77.0	90.7	91.8
PLAINS ISD	251902101	PLAINS EL	219	**78.0**	94.0	69.9	58.4
LUBBOCK ISD	152901190	WOLFFARTH EL	327	**79.0**	72.0	94.2	92.0
LUBBOCK ISD	152901153	ARNETT EL	121	**79.0**	90.0	94.2	93.4
LAMESA ISD	58906103	NORTH EL	448	**80.0**	76.0	78.8	83.5
LAMESA ISD	58906105	SOUTH EL	590	**80.0**	76.0	83.1	85.8
LUBBOCK ISD	152901168	JACKSON EL	339	**80.0**	83.0	96.8	97.6
RALLS ISD	54903102	RALLS EL	308	**80.0**	86.0	85.4	78.9
SLATON ISD	152903101	AUSTIN EL	192	**81.0**	80.0	79.7	75.5
LUBBOCK ISD	152901155	BAYLESS EL	652	**82.0**	80.0	90.0	91.0
LUBBOCK ISD	152901163	HARWELL EL	490	**82.0**	86.0	88.0	98.4
LUBBOCK ISD	152901185	WHEATLEY EL	347	**83.0**	81.0	93.7	99.1
PLAINVIEW ISD	95905108	LA MESA ELEMENTARY SCHOOL	496	**83.0**	82.0	70.8	70.0
CROSBYTON CISD	54901101	CROSBYTON EL	198	**83.0**	84.0	78.3	74.7
SPRINGLAKE-EARTH ISD	140907101	SPRINGLAKE-EARTH ELEM/MIDDLE SCHO	274	**84.0**	84.0	71.2	66.8
		AVERAGE	361.8	**76.9**	77.5	86.6	85.6

STAAR reports are not available for the 2012-2013 school year. TAKS is no longer administered to elementary school students; therefore, TAKS scores from PACE 2012 are reported.

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2008-2012) describing university enrollment, degrees awarded and the number of teachers produced. 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 FY2002 through FY2012 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. For example, the 2012 production counts include university completers from all university pathways who obtained certification from September 1, 2011 through August 31, 2012.

It is important to note that certification cohorts are not graduation cohorts. A program typically graduates more individuals than those who actually obtain certification in that year. Individuals often graduate and obtain certification in a subsequent academic year.

The formula used to calculate the one-year change as a percent is: 2012-2011/2011 x 100%. To calculate the five-year percent change, the following formula was used: 2012-2007/2007 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced by race/ethnicity from FY2002 through FY2012. The race/ethnicity of the individual is self-reported.

C4: Initial Certification Production by Level.
This analysis shows initial standard certificate production disaggregated by level over a ten-year period (2003-2012). During any certification year, the number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 5-year average certificate production is calculated.

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

C.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

2008-2012

Texas Tech University

University Production	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1,4]	**28,260**	**28,422**	**30,097**	**32,149**	**32,398**	**14.6%**
Undergraduate	23,021	23,107	24,311	26,008	26,448	14.9%
Masters	2,494	2,604	2,769	3,113	2,855	14.5%
Degrees Awarded (Spring of academic year)						
Total [2]	**6,328**	**5,902**	**6,151**	**6,378**	**7,023**	**11.0%**
Baccalaureate Degrees	4,777	4,460	4,476	4,605	4,941	3.4%
Mathematics	40	33	24	27	51	27.5%
Biological Science	217	181	173	178	188	-13.4%
Physical Science	42	43	47	54	59	40.5%
Masters	1,093	1,034	1,222	1,300	1,605	46.8%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**570**	**491**	**497**	**539**	**508**	**-10.9%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	156	127	121	127	77	-50.6%
Traditional Undergraduate Certified	414	364	376	412	431	4.1%

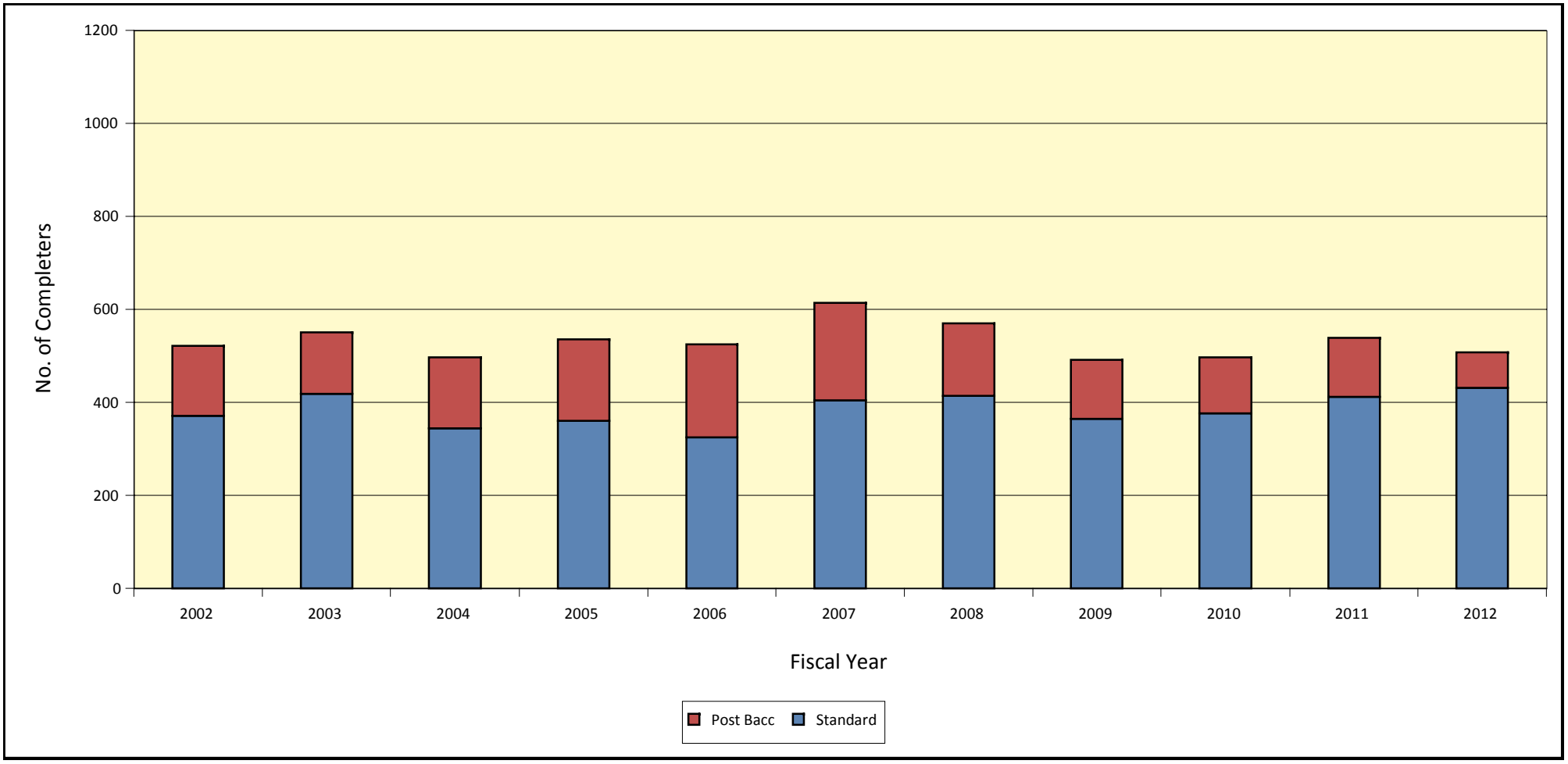
[1] Total enrollment also includes doctoral and professional level degree-seeking students.
[2] Total degrees awarded also includes doctoral level degrees.
[3] Program numbers may not add up to Total because of missing data.
[4] Enrollment for private universities is projected from early fall estimates from IPEDs.

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

Teacher Production Trends for University Completers[1]

FY 2002-2012 [2]

Texas Tech University



Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012		2011-2012	2007-2012
522	551	497	535	525	614	570	491	497	539	508	**5,849**	-5.8%	-17.3%

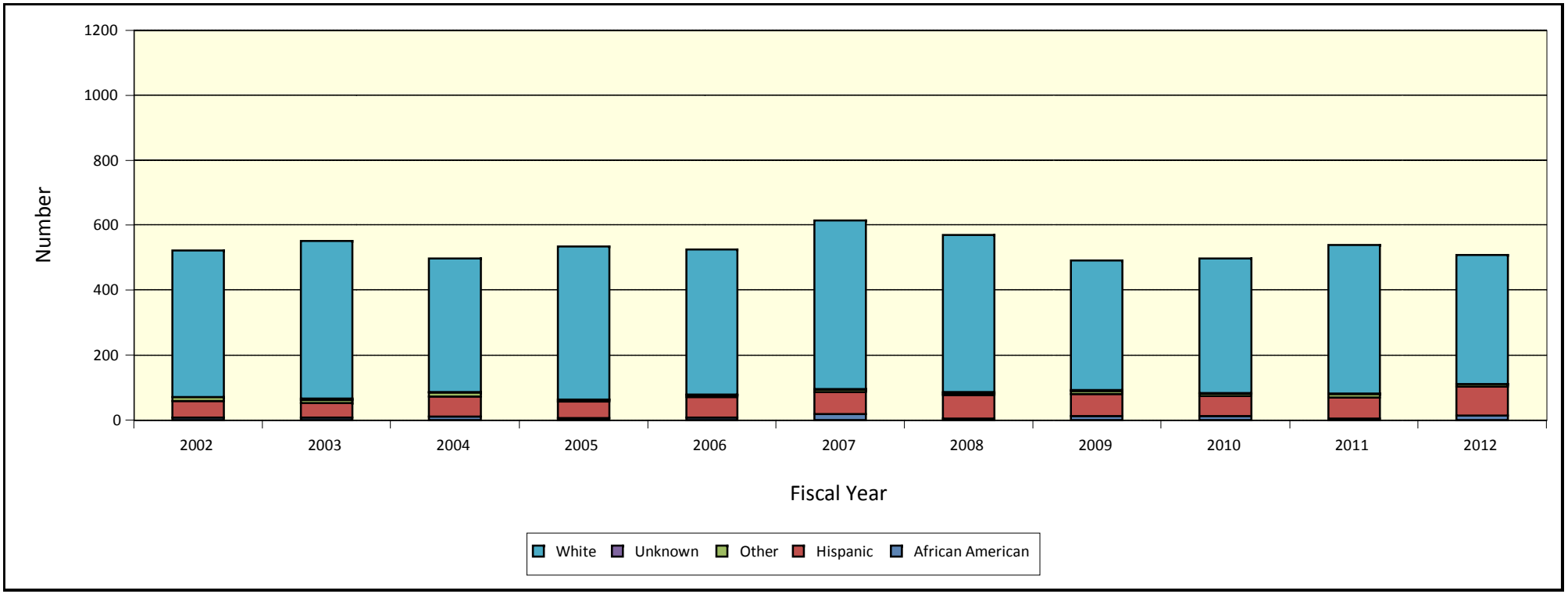
1 Number of university completers is the unduplicated number of individuals obtaining certification through the university.
2 Certificate year equals fiscal year (September 1 - August 31).

Source Data
Teacher Certification Data, TEA

Teacher Production by Race/Ethnicity [1]

FY 2002-2012 [2]

Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2009-2012	2007-2012
African American	7	8	11	6	8	18	4	13	13	5	14	1	-4
Hispanic	51	44	61	51	63	68	73	67	61	65	89	22	21
Other	13	9	12	6	6	8	5	10	8	10	8	-2	0
Unknown	0	5	3	0	2	2	4	2	1	2	0	0	0
White	451	485	410	472	446	518	484	399	414	457	397	-2	-121
TOTAL	**522**	**551**	**497**	**535**	**525**	**614**	**570**	**491**	**497**	**539**	**508**		

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

Initial Certification Production by Level [1]
FY 2003-2012 [2]
Texas Tech University

Certificate	Fiscal Year 2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	5-Year Average 2008-2012
ELEMENTARY (EC-4 and EC-6)											
Bilingual Spanish	0	0	4	2	0	0	2	0	0		0.4
Bilingual Other [3]	0	0	0	0	0	0	0	0	0		0.0
ESL Generalist	0	0	1	1	0	0	16	1	0		3.4
ESL Other [4]	0	0	0	0	0	0	0	0	0		0.0
Generalist	150	209	237	227	286	259	225	208	217	239	229.6
Other [5]	95	8	0	0	0	0	0	0	0		0.0
Subtotal	**245**	**217**	**242**	**230**	**286**	**259**	**241**	**211**	**217**	**239**	**233.4**
MIDDLE SCHOOL (4-8)											
Bilingual Generalist	0	0	0	0	0	0	0	0	0		0.0
ESL Generalist	0	0	0	0	0	0	0	0	0		0.0
ESL Other [6]	0	0	0	0	0	0	0	0	0		0.0
Generalist	0	0	0	0	0	0	0	0	0		0.0
ELA/Reading	1	10	4	7	11	11	5	0	6	3	5.0
ELA/Reading/Social Studies	13	9	28	25	31	22	17	23	20	17	19.8
Mathematics	16	25	21	23	10	3	4	6	14	9	7.2
Mathematics/Science	0	0	0	2	33	20	14	14	27	23	19.6
Science	0	2	3	8	2	4	2	5	4	3	3.6
Social Studies	4	8	11	5	4	4	1	5	13	9	6.4
Subtotal	**34**	**54**	**67**	**70**	**91**	**64**	**43**	**53**	**84**	**64**	**61.6**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technology Applications [7]	0	0	2	9	10	40	31	34	40	30	35.0
Chemistry	0	1	0	0	1	1	2	1	1	3	1.6
Computer Science	2	3	0	0	0	0	0	0	0	0	0.0
Dance	3	2	1	0	4	3	3	2	5	1	2.8
ELA/Reading	11	38	34	33	33	34	35	39	35	24	33.4
History	32	18	30	26	35	35	22	32	27	35	30.2
Journalism	1	1	1	3	2	2	1	0	3	0	1.2
Life Sciences	0	6	7	6	7	5	5	5	3	4	4.4
Mathematics	18	21	31	30	15	20	18	23	19	18	19.6
Physical Science	1	1	1	0	0	0	0	0	0	0	0.0
Physical Sc/Math/Engineering	0	0	0	0	1	0	0	0	0	0	0.0
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	0	1	0	1	0	2	0.8
Science	13	12	8	11	10	8	10	13	7	9	9.4
Secondary French	1	1	3	2	0	1	1	0	0	0	0.4
Secondary German	0	0	2	2	1	0	0	1	1	0	0.4
Secondary Latin	0	2	0	1	0	0	0	0	0	0	0.0
Secondary Spanish	11	14	13	16	11	10	7	7	2	0	5.2
Social Studies	11	8	7	12	6	4	6	5	10	9	6.8
Speech	6	7	3	2	10	4	5	0	1	3	2.6
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**110**	**135**	**143**	**153**	**146**	**168**	**146**	**163**	**154**	**138**	**153.8**
ALL LEVEL (EC-12 and PK-12)											
American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	0	0	0	0	0	0	0.0
Fine Arts [8]	42	30	41	40	43	73	56	39	51	36	51.0
Health and Phy Education	21	47	36	65	77	45	43	46	33	41	41.6
LOTE - French	0	0	0	0	0	0	0	0	2	1	0.6
LOTE - German	0	0	0	0	0	0	0	0	0	1	0.2
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	0	0	0	0	0	0	0	4	12	4	4.0
Special Education [9]	20	14	25	20	31	22	32	34	24	20	26.4
Technology Applications	0	0	0	4	5	2	2	3	4	2	2.6
Subtotal	**83**	**91**	**102**	**129**	**156**	**142**	**133**	**126**	**126**	**105**	**238.6**
SUPPLEMENTALS											
Bilingual	0	0	0	1	7	8	4	5	8	10	7.0
ESL	1	1	2	5	9	5	9	32	44	44	26.8
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education [9]	1	0	1	0	1	0	0	0	1	0	0.2
Subtotal	**2**	**1**	**3**	**6**	**17**	**13**	**13**	**37**	**53**	**54**	**34.0**

1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.
6 Includes all other 4-8 and 6-12 ESL certificates.
7 Includes certificates issued in agriculture science and technology, business education including secretarial, driver education, family/consumer science, health science technology education, home economics, hospitality, nutrition and food science, human development/family studies, marketing education, office education, technology education and trade industrial.
8 Includes certificates issued in art, music, theatre, and theatre arts.
9 Includes certificates issued in special education, deaf and hard of hearing and teacher of students with visual impairment.

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

FY 2002-2012 [2]

Texas Tech University

Production Entity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
Texas Tech University	**522**	**551**	**497**	**535**	**525**	**614**	**570**	**491**	**497**	**539**	**508**	**5,849**
Wayland Baptist University	73	111	117	116	143	120	114	145	121	98	88	**1,246**
Lubbock Christian University	69	74	86	107	99	69	74	85	81	83	65	**892**
TOTAL	**664**	**736**	**700**	**758**	**767**	**803**	**758**	**721**	**699**	**720**	**661**	**7,987**

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

D.
Professional Impact Trend Reports

SECTION D:
Professional Impact Trend Reports

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

D.1 a-c: Teacher Hiring in the Proximal Zone of Professional Impact. These three reports show school district hiring patterns in the PZPI by comparing the supply of new teacher FTEs provided by a preparation program to the total FTEs hired by subject area and school level. The category "Teachers Supplied" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI who obtained probationary or standard certification from the preparation program in FY2012 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 2012-2013. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI.

D.2: Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact. This analysis shows the percentage of the university's newly-certified teachers (those obtaining a standard certificate with no prior teaching experience) who are employed within a seventy-five mile radius of the university.

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. Two charts provide information regarding the highest employing districts of the university's teachers. The first chart on the page provides information about teachers from all university pathways who received a standard certificate in 2011-2012. The second chart shows all target university-prepared teachers employed by a district from 1995-2013. See Attachment 3 to view the 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) certified through the university's preparation program since 1995 who are employed at a campus within the PZPI by level. The first four columns of each report provides 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" and the "% Univ FTEs" columns provides the total number and percent of FTEs employed at that campus who obtained certification from the target university's preparation program from 1995 through 2012.

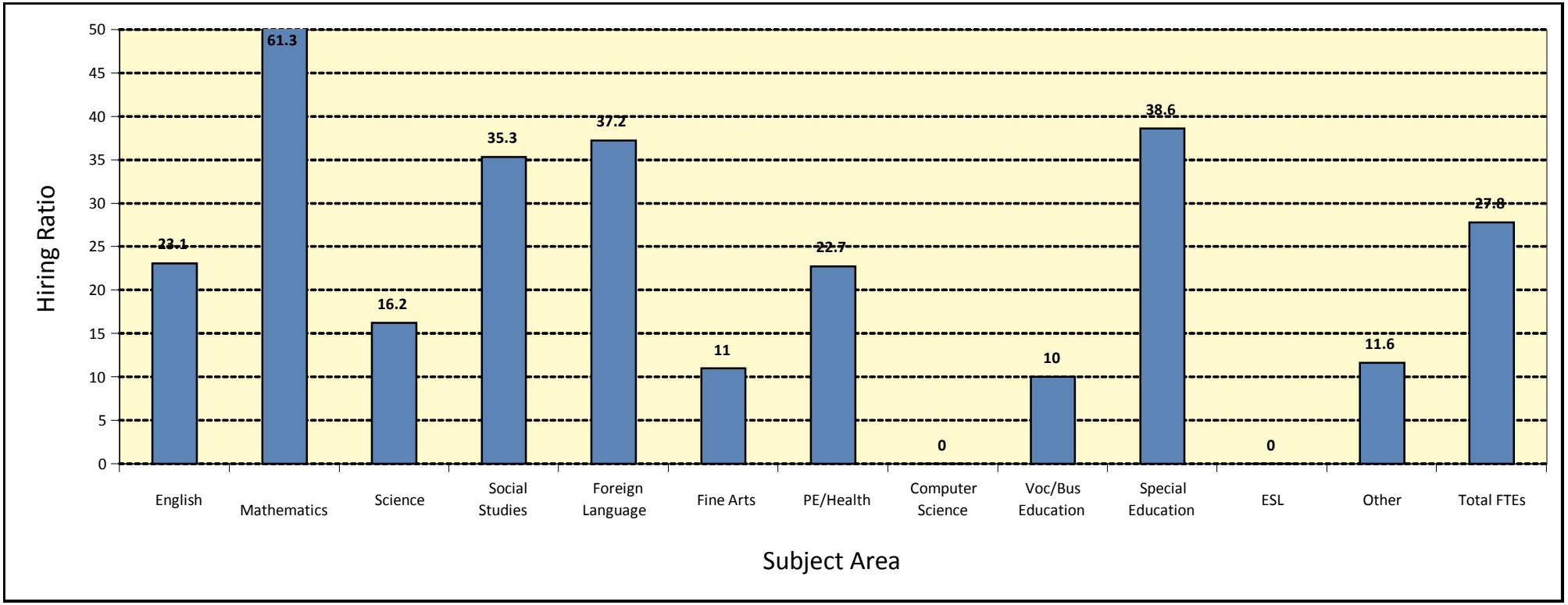
D.5: Comparison of Teacher Retention Trends. *D.5.a: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for individuals obtaining a standard or probationary certificate in 2007-2008 who became employed in a Texas public school in the 2008-2009 academic year with no prior teaching experience. The retention rate for spring 2009 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2008-2009 academic years. Retention has been broken down comparing the target university with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.b-d: Five-Year Retention of First-Year Teachers by School Level.* These analyses further augment the five-year retention trends by disaggregating five-year retention rates and attrition rates for selected groups by 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 2012-2013



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]	4.8	10.0	2.6	4.1	1.6	1.0	2.7	0.0	0.8	3.2	0.0	0.8	**31.7**
District Hires[2]	20.8	16.3	16.0	11.6	4.3	9.1	11.9	0.3	8.0	8.3	0.4	6.9	**114.0**
Hiring Ratio [3]	**23.1%**	**61.3%**	**16.2%**	**35.3%**	**37.2%**	**11.0%**	**22.7%**	**0.0%**	**10.0%**	**38.6%**	**0.0%**	**11.6%**	**27.8%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2012 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2012-2013.

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

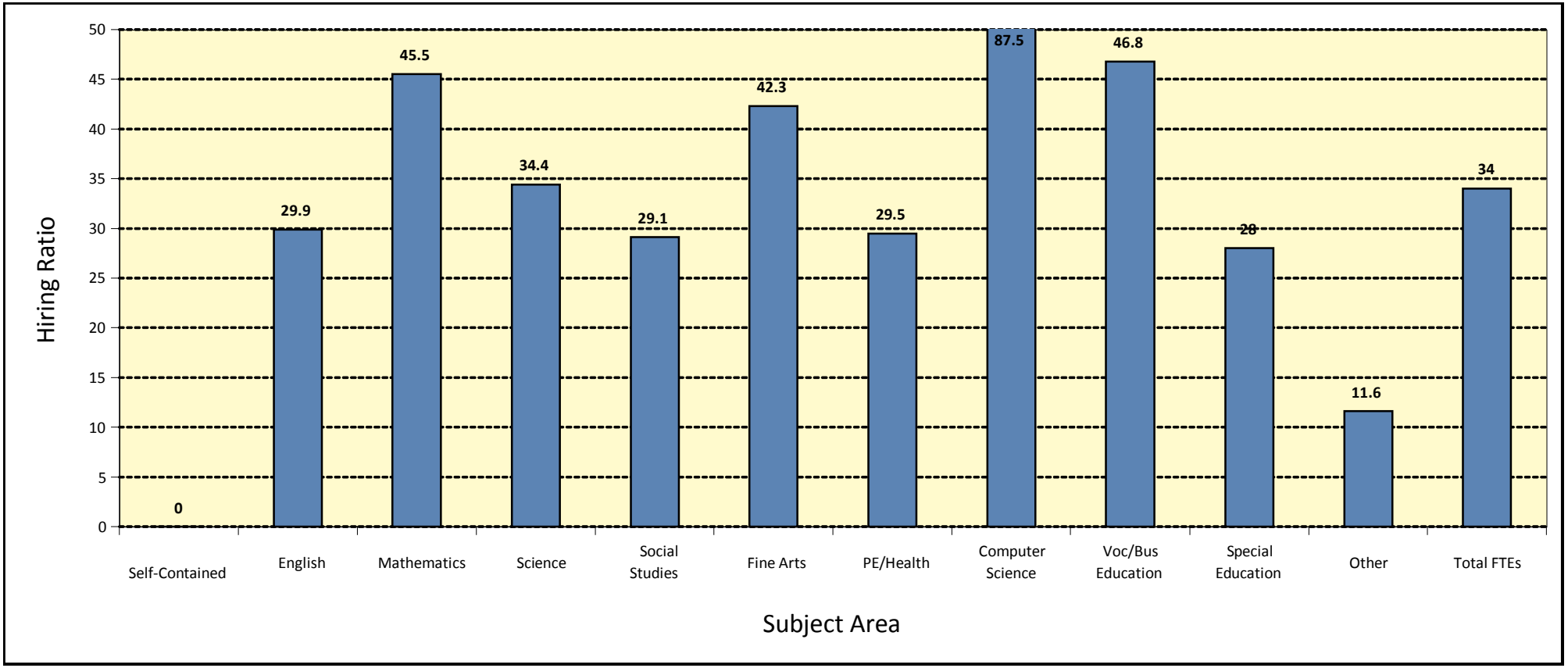
Source Data
Teacher Assignment and Certification Files, TEA

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2012-2013



Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	4.4	7.0	4.5	2.3	0.0	3.0	3.8	0.7	2.2	3.0	0.0	0.5	31.4
District Hires[2]	0.8	14.7	15.4	13.1	7.9	0.0	7.1	12.9	0.8	4.7	10.7	0.0	4.3	92.4
Hiring Ratio[3]	**0.0%**	**29.9%**	**45.5%**	**34.4%**	**29.1%**	**0.0%**	**42.3%**	**29.5%**	**87.5%**	**46.8%**	**28.0%**	**0.0%**	**11.6%**	**34.0%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2012 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2012-2013.

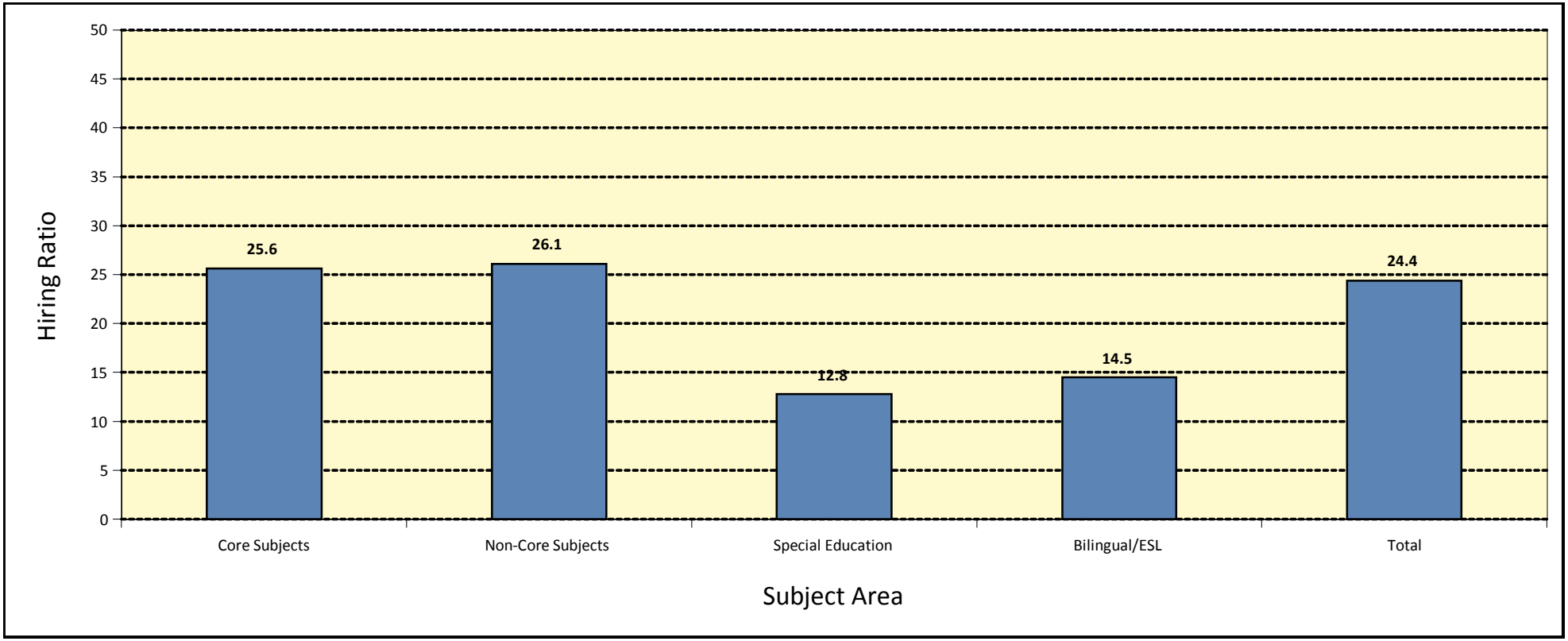
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2012-2013



Subject Area	Core Subjects[4]	Non-Core Subjects[5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	40.2	9.8	2.0	1.0	53.0
District Hires [2]	157.2	37.5	15.6	6.9	217.2
Hiring Ratio [3]	**25.6%**	**26.1%**	**12.8%**	**14.5%**	**24.4%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2012 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2012-2013.

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

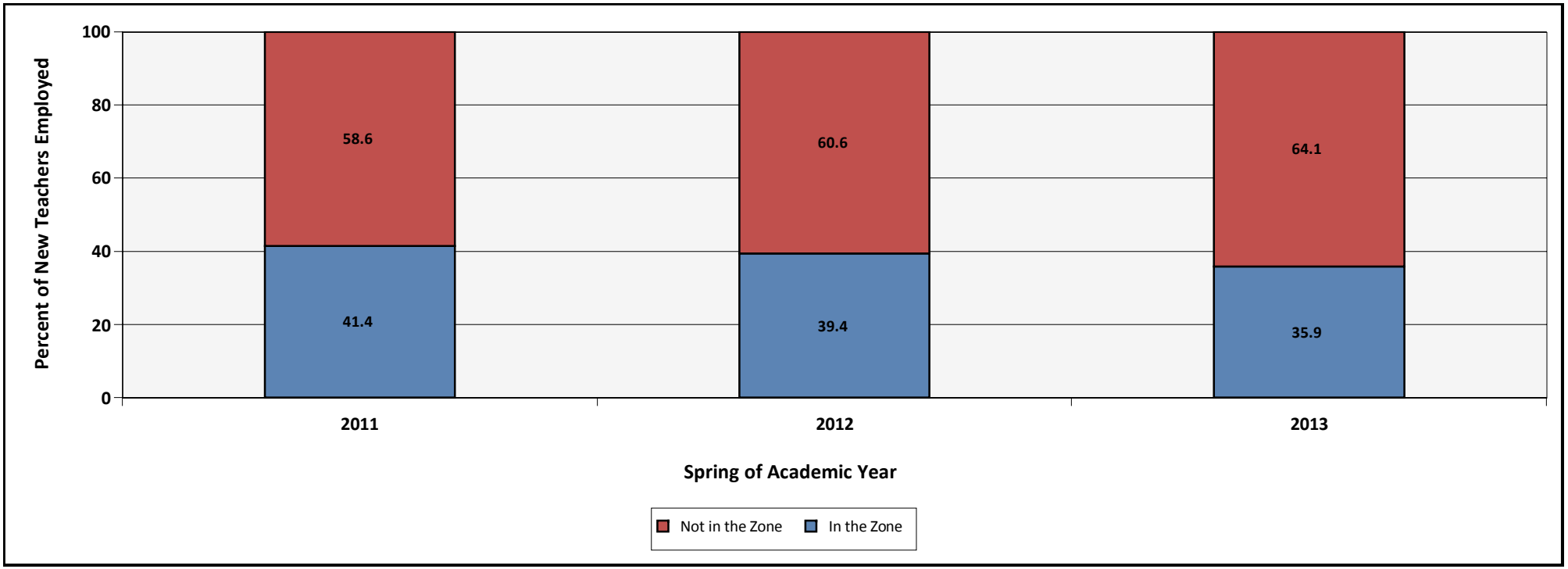
4 Core subjects are subjects that are TAKS tested.

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

2011-2013

Texas Tech University



	New Teachers Employed						
	2011		2012		2013		% Change
	Number	Percent	Number	Percent	Number	Percent	2011 to 2013
In the Zone	121	41.4	110	39.4	123	35.9	-5.5
Not in the Zone	171	58.6	169	60.6	220	64.1	5.5
Total	**292**	**100.0**	**279**	**100.0**	**343**	**100.0**	**0.0**

Source Data
Teacher Assignment and Certification Files
TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2012-2013
Texas Tech University

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

Teachers Newly-Certified[1] in FY 2011-2012

Employing District	University-Prepared Employed by District in 2012-2013	New Teachers Employed by District in 2012-2013	% University Newly-Certified Compared to New Teachers Employed
LOOP ISD	1	1	100.0
ANTON ISD	2	3	66.7
ROOSEVELT ISD	6	10	60.0
IDALOU ISD	1	2	50.0
MEADOW ISD	2	4	50.0
NAZARETH ISD	1	2	50.0
SMYER ISD	1	2	50.0
SHALLOWATER ISD	3	7	42.9
FRENSHIP ISD	11	28	39.3
MULESHOE ISD	3	9	33.3
LUBBOCK ISD	51	163	31.3
LUBBOCK-COOPER ISD	10	35	28.6
BROWNFIELD ISD	5	18	27.8
CROSBYTON CISD	1	4	25.0
LAMESA ISD	6	24	25.0

All Teachers Certified

Employing District	University-Prepared (1994-1995-2011-2012) Employed by District in 2012-2013	Total Teachers Employed by District in 2012-2013	Percent of Univ-Prepared Teachers in District
LUBBOCK ISD	752	1,934	38.9
NEW DEAL ISD	21	58	36.2
ROOSEVELT ISD	32	90	35.6
LUBBOCK-COOPER ISD	119	343	34.7
SOUTH PLAINS	3	9	33.3
MEADOW ISD	8	25	32.0
ANTON ISD	7	22	31.8
TAHOKA ISD	19	61	31.1
SMYER ISD	11	36	30.6
ABERNATHY ISD	20	70	28.6
RISE ACADEMY	4	14	28.6
FRENSHIP ISD	151	531	28.4
IDALOU ISD	21	74	28.4
CROSBYTON CISD	11	39	28.2
PATTON SPRINGS ISD	4	15	26.7

1. Includes standard certificates from all university pathways.

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

2011-2012

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
RALLS ISD	54903002	75.0	RECOVERY EDUCATION CAMPUS	1.0	1.0	**100.0**
LUBBOCK ISD	152901020	38.8	CORONADO H S	129.0	52.0	**40.3**
LUBBOCK ISD	152901022	49.7	LUBBOCK H S	125.6	50.4	**40.1**
ROOSEVELT ISD	152908001	63.0	ROOSEVELT H S	29.6	11.4	**38.4**
IDALOU ISD	152910001	31.7	IDALOU H S	27.8	10.1	**36.2**
CROSBYTON CISD	54901001	73.8	CROSBYTON H S	17.4	6.2	**35.5**
LUBBOCK ISD	152901023	51.5	MONTEREY H S	119.1	40.2	**33.8**
LUBBOCK ISD	152901011	80.4	MATTHEWS LRN CTR/NEW DIRECTIONS	15.6	4.5	**28.8**
TAHOKA ISD	153904001	56.7	TAHOKA H S	20.6	5.9	**28.6**
LUBBOCK ISD	152901021	86.4	ESTACADO H S	71.0	18.8	**26.5**
SOUTH PLAINS	152803001	88.9	SOUTH PLAINS ACADEMY	15.8	4.0	**25.3**
FRENSHIP ISD	152907001	27.7	FRENSHIP H S	135.8	33.9	**25.0**
LUBBOCK-COOPER ISD	152906001	33.3	LUBBOCK-COOPER HIGH SCHOOL	75.4	17.8	**23.7**
SHALLOWATER ISD	152909001	24.8	SHALLOWATER H S	42.7	10.1	**23.6**
HART ISD	35902001	80.0	HART JR-SR H S	12.8	3.0	**23.4**
RALLS ISD	54903001	64.8	RALLS H S	17.8	4.2	**23.3**
LITTLEFIELD ISD	140904001	58.8	LITTLEFIELD H S	30.7	7.1	**23.1**
NEW DEAL ISD	152902001	54.3	NEW DEAL H S	22.0	5.0	**22.6**
SLATON ISD	152903001	66.2	SLATON H S	41.3	9.3	**22.6**
ABERNATHY ISD	95901001	45.1	ABERNATHY H S	24.4	5.4	**22.2**
FLOYDADA ISD	77901001	60.8	FLOYDADA H S	24.5	5.4	**22.1**
LORENZO ISD	54902001	87.4	LORENZO H S	17.9	3.9	**21.9**
LOCKNEY ISD	77902001	47.5	LOCKNEY HIGH SCHOOL	18.9	4.0	**20.9**
LEVELLAND ISD	110902001	52.8	LEVELLAND H S	67.3	14.0	**20.8**
SPRINGLAKE-EARTH ISD	140907001	59.0	SPRINGLAKE-EARTH HS	14.2	2.7	**18.8**
PLAINVIEW ISD	95905002	80.6	HOUSTON SCHOOL	16.1	3.0	**18.6**
SEAGRAVES ISD	83901001	59.1	SEAGRAVES H S	20.3	3.7	**18.1**

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

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

2011-2012

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
TAHOKA ISD	153904041	63.6	TAHOKA MIDDLE	11.8	6.2	**53.0**
LUBBOCK ISD	152901061	86.6	ATKINS MIDDLE	33.6	15.6	**46.4**
LUBBOCK ISD	152901063	93.1	DUNBAR COLLEGE PREPRATORY ACADEMY	53.7	24.6	**45.8**
LUBBOCK ISD	152901066	21.9	IRONS MIDDLE	43.3	18.8	**43.5**
LUBBOCK ISD	152901062	88.2	CAVAZOS MIDDLE	40.5	17.4	**43.0**
LUBBOCK ISD	152901065	48.5	HUTCHINSON MIDDLE	53.5	21.6	**40.3**
LUBBOCK ISD	152901064	37.1	EVANS MIDDLE	50.6	20.0	**39.5**
LUBBOCK ISD	152901069	78.8	SMYLIE WILSON MIDDLE	36.3	13.9	**38.3**
FRENSHIP ISD	152907043	34.5	HERITAGE MIDDLE	45.4	17.0	**37.5**
CROSBYTON CISD	54901041	65.6	CROSBYTON MIDDLE	7.6	2.8	**37.3**
LUBBOCK ISD	152901067	67.6	MACKENZIE MIDDLE	39.4	14.0	**35.4**
NEW DEAL ISD	152902041	65.3	NEW DEAL MIDDLE	17.0	5.9	**34.5**
LOCKNEY ISD	77902041	68.1	LOCKNEY JR HIGH	12.4	4.0	**32.6**
FRENSHIP ISD	152907042	41.8	TERRA VISTA MIDDLE SCHOOL	47.7	15.2	**31.9**
SUNDOWN ISD	110907041	32.7	SUNDOWN J H	13.9	4.1	**29.6**
BROWNFIELD ISD	223901041	75.3	BROWNFIELD MIDDLE	31.9	9.4	**29.4**
LEVELLAND ISD	110902041	67.3	LEVELLAND MIDDLE	51.2	15.0	**29.3**
LUBBOCK-COOPER ISD	152906041	42.3	LUBBOCK-COOPER MIDDLE SCHOOL	35.8	10.4	**29.1**
LITTLEFIELD ISD	140904041	74.6	LITTLEFIELD J H	20.1	5.7	**28.4**
LUBBOCK-COOPER ISD	152906042	29.4	LUBBOCK-COOPER BUSH MIDDLE	31.0	8.7	**27.9**
LAMESA ISD	58906041	81.2	LAMESA MIDDLE	29.5	7.6	**25.9**
SLATON ISD	152903042	82.6	SLATON J H	23.8	6.0	**25.4**
LUBBOCK ISD	152901068	85.9	SLATON MIDDLE	44.2	11.2	**25.3**
FRENSHIP ISD	152907041	30.9	FRENSHIP MIDDLE SCHOOL	52.1	12.3	**23.6**
ABERNATHY ISD	95901041	53.8	ABERNATHY J H	15.6	3.6	**23.0**
RALLS ISD	54903041	82.6	RALLS MIDDLE	10.0	2.2	**22.3**
LEVELLAND ISD	110902042	72.3	LEVELLAND INT	29.5	6.0	**20.3**

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

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

2011-2012

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
LUBBOCK ISD	152901159	93.9	BROWN EL	29.0	16.0	**55.2**
LUBBOCK ISD	152901155	92.2	BAYLESS EL	41.4	21.9	**52.8**
LUBBOCK ISD	152901163	91.7	HARWELL EL	31.9	16.0	**50.1**
LUBBOCK ISD	152901191	88.8	WRIGHT EL	18.0	9.0	**50.0**
LUBBOCK ISD	152901177	76.4	RAMIREZ CHARTER SCHOOL	33.0	16.0	**48.5**
LUBBOCK ISD	152901176	76.9	PARSONS EL	26.5	12.8	**48.3**
NEW DEAL ISD	152902101	60.7	NEW DEAL EL	19.0	9.2	**48.2**
LUBBOCK ISD	152901192	67.3	CENTENNIAL EL	36.0	17.0	**47.2**
LUBBOCK-COOPER ISD	152906104	17.3	LUBBOCK-COOPER WEST EL SCHOOL	42.1	19.6	**46.4**
LUBBOCK ISD	152901193	67.8	ROY W ROBERTS EL	38.0	17.0	**44.7**
LUBBOCK ISD	152901184	80.4	WESTER EL	26.8	12.0	**44.7**
LUBBOCK ISD	152901188	57.1	WILLIAMS EL	27.0	12.0	**44.4**
LUBBOCK-COOPER ISD	152906105	44.9	LUBBOCK-COOPER CENTRAL EL	31.0	13.5	**43.5**
LUBBOCK ISD	152901160	95.0	DUPRE EL	21.1	9.0	**42.7**
LUBBOCK ISD	152901168	95.5	JACKSON EL	18.8	8.0	**42.7**
LUBBOCK ISD	152901165	93.1	HODGES EL	33.3	13.8	**41.4**
LUBBOCK ISD	152901161	93.8	GUADALUPE EL	15.9	6.5	**40.9**
LUBBOCK ISD	152901169	91.4	MCWHORTER EL	35.0	14.0	**40.0**
RALLS ISD	54903102	83.6	RALLS EL	20.0	8.0	**40.0**
LUBBOCK ISD	152901190	95.2	WOLFFARTH EL	31.0	12.0	**38.7**
LUBBOCK ISD	152901185	94.9	WHEATLEY EL	22.4	8.6	**38.4**
LUBBOCK ISD	152901179	33.1	SMITH EL	41.9	16.0	**38.2**
LUBBOCK ISD	152901156	93.1	BEAN EL	35.5	13.5	**38.0**
LUBBOCK ISD	152901164	50.0	HAYNES EL	18.6	7.0	**37.6**
O'DONNELL ISD	153903101	85.6	O'DONNELL EL	16.1	6.0	**37.3**
LUBBOCK ISD	152901162	66.7	HARDWICK EL	26.9	10.0	**37.2**
ANTON ISD	110901101	77.4	ANTON EL	8.5	3.1	**36.9**

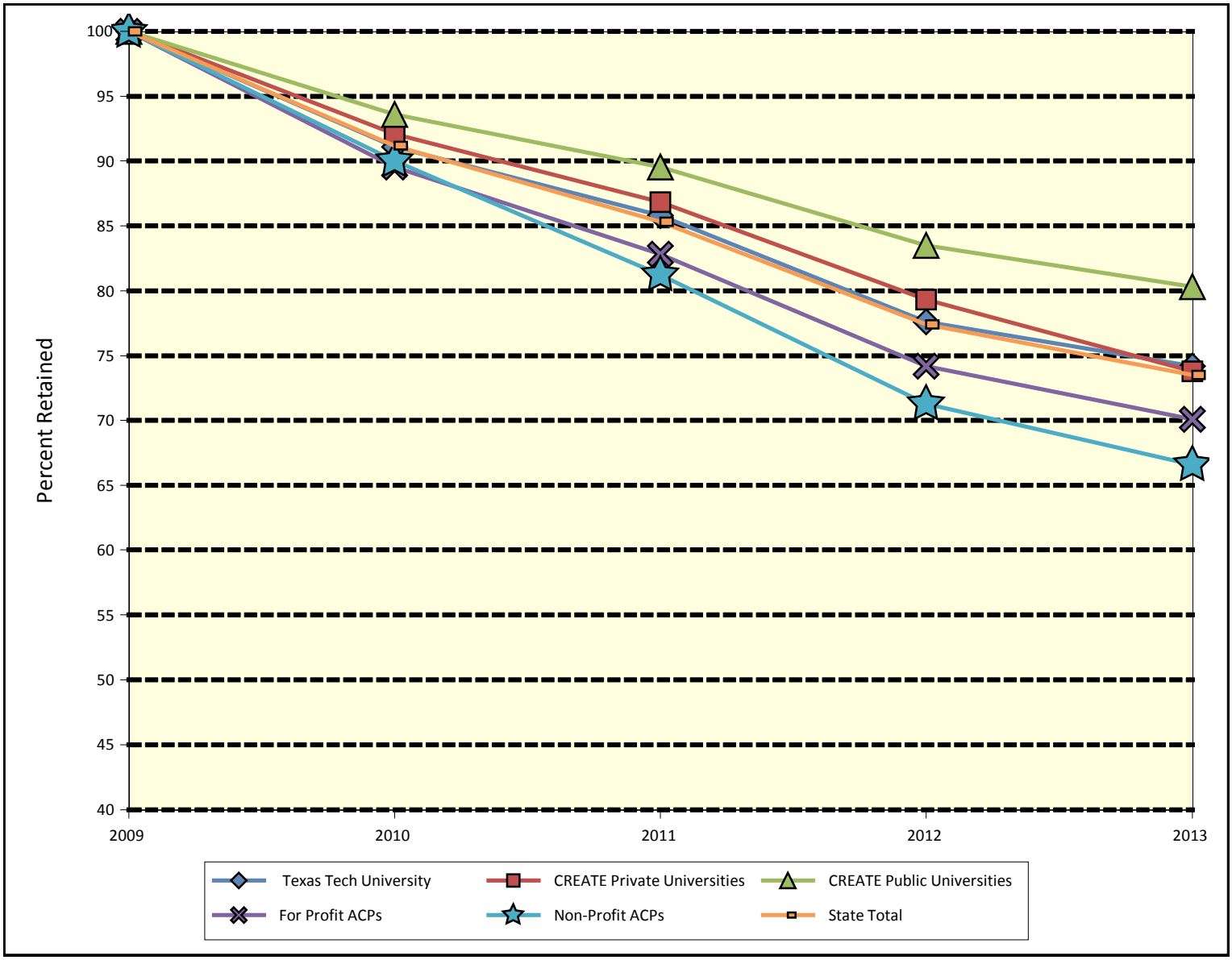
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

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

2009-2013

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Texas Tech University	380	100.0	91.1	85.8	77.6	74.2	25.8
CREATE Public Universities	7695	100.0	93.6	89.5	83.5	80.3	19.7
CREATE Private Universities	619	100.0	92.1	86.8	79.3	73.8	26.2
For Profit ACPs	6481	100.0	89.5	82.8	74.2	70.1	29.9
Non-Profit ACPs	3715	100.0	90.0	81.2	71.3	66.6	33.4
State Total	19756	100.0	91.2	85.3	77.4	73.5	26.5

1 Includes teachers obtaining a standard or probationary certificate in 2007-2008 with no prior teaching experience.

2 Texas data only tracks public school employment.

3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

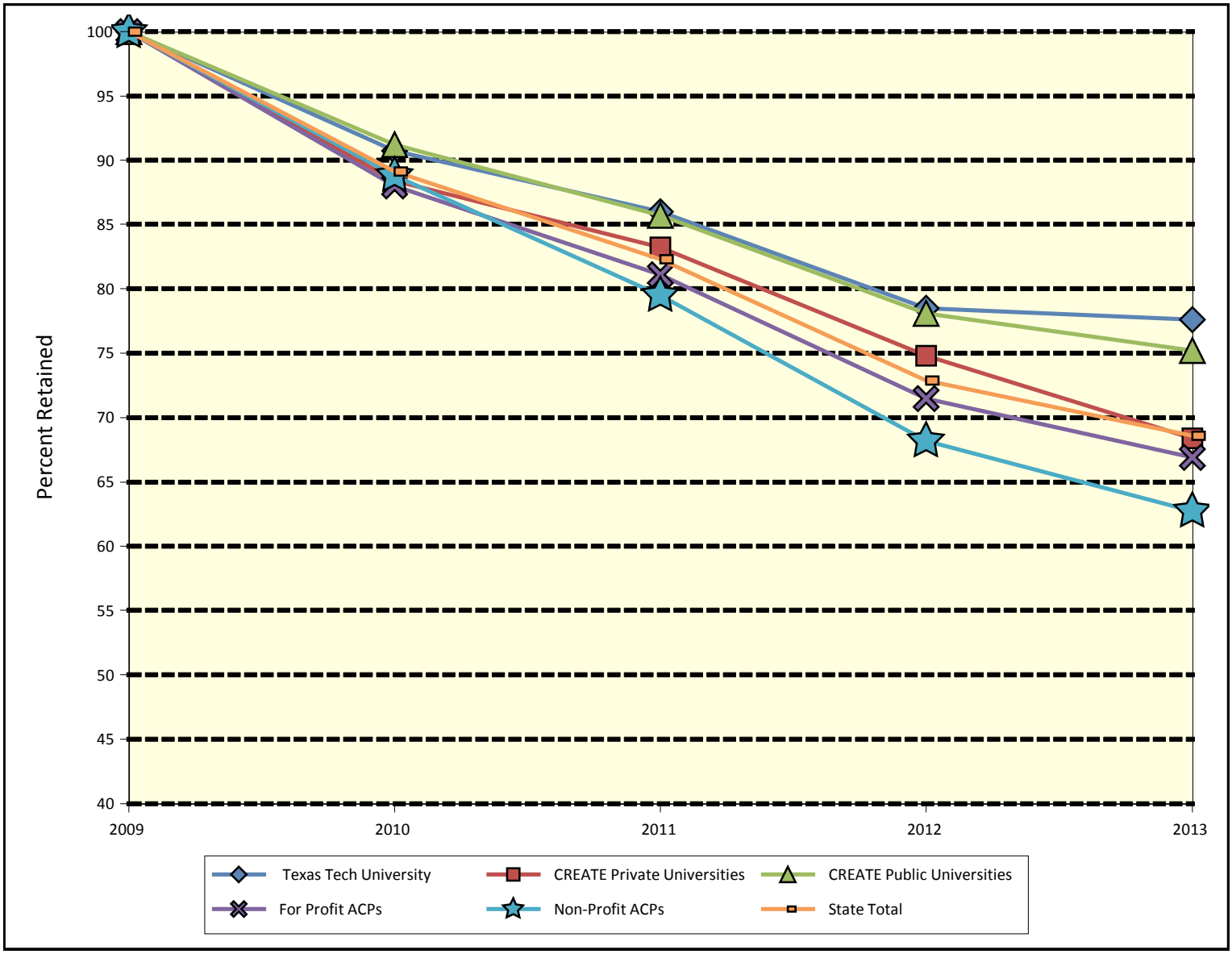
Comparison of Teacher Retention Trends

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

2009-2013

High School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Texas Tech University	107	100.0	90.7	86.0	78.5	77.6	22.4
CREATE Public Universities	1668	100.0	91.2	85.7	78.1	75.2	24.8
CREATE Private Universities	155	100.0	88.4	83.2	74.8	68.4	31.6
For Profit ACPs	2213	100.0	88.0	81.1	71.5	66.9	33.1
Non-Profit ACPs	1118	100.0	88.8	79.5	68.2	62.7	37.3
State Total	5389	100.0	89.1	82.3	72.9	68.6	31.4

1 Includes teachers obtaining a standard or probationary certificate in 2007-2008 with no prior teaching experience.

2 Texas data only tracks public school employment.

3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

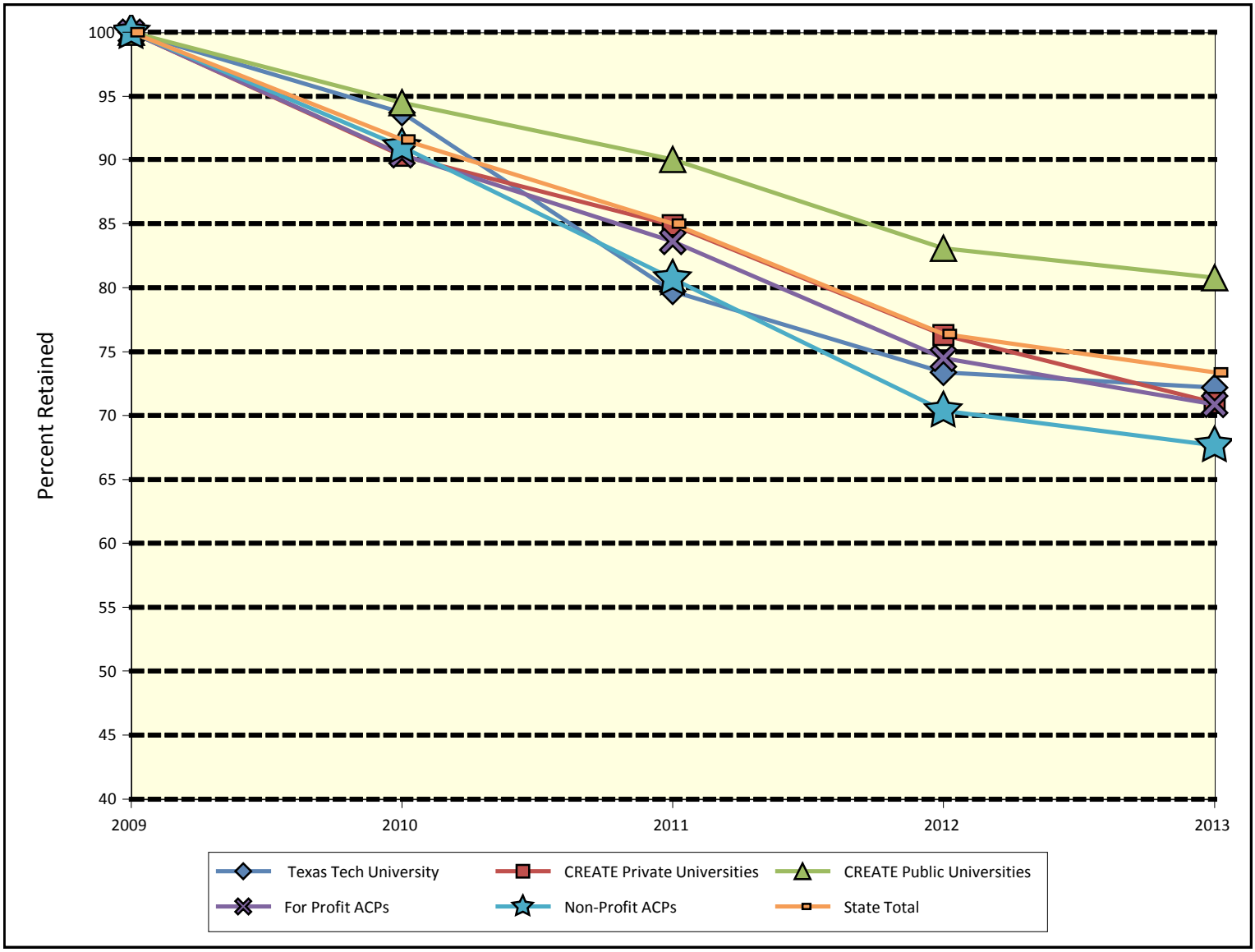
Comparison of Teacher Retention Trends

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

2009-2013

Middle School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Texas Tech University	79	100.0	93.7	79.7	73.4	72.2	27.8
CREATE Public Universities	1470	100.0	94.5	90.0	83.1	80.8	19.2
CREATE Private Universities	93	100.0	90.3	84.9	76.3	71.0	29.0
For Profit ACPs	1954	100.0	90.4	83.6	74.5	70.9	29.1
Non-Profit ACPs	965	100.0	91.0	80.7	70.4	67.7	32.3
State Total	4755	100.0	91.6	85.0	76.4	73.4	26.6

1 Includes teachers obtaining a standard or probationary certificate in 2007-2008 with no prior teaching experience.
2 Texas data only tracks public school employment.
3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

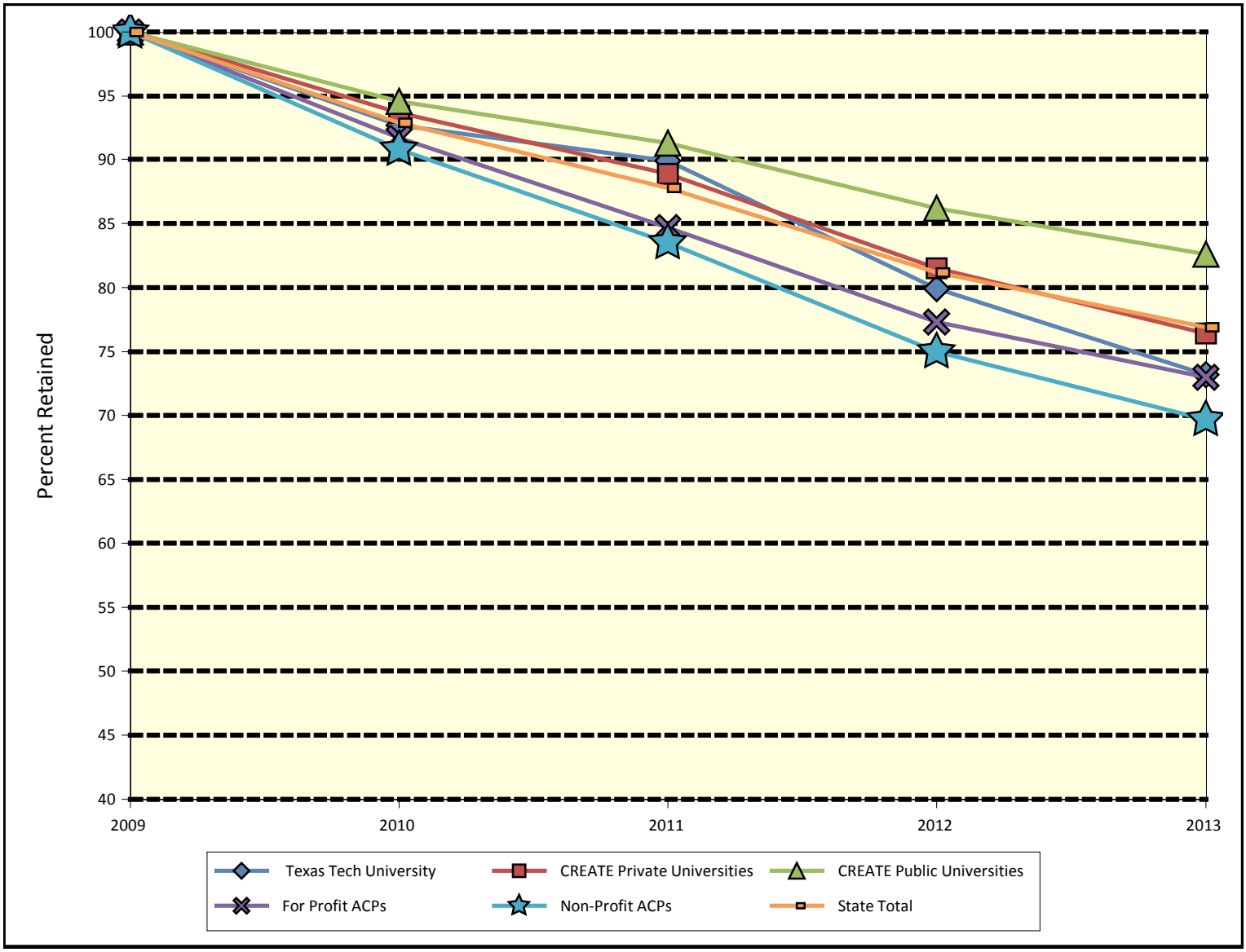
Comparison of Teacher Retention Trends

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

2009-2013

Elementary School

Texas Tech University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Texas Tech University	179	100.0	92.7	89.9	79.9	73.2	26.8
CREATE Public Universities	4332	100.0	94.6	91.3	86.2	82.6	17.4
CREATE Private Universities	351	100.0	93.7	88.9	81.5	76.4	23.6
For Profit ACPs	2072	100.0	91.7	84.7	77.3	73.0	27.0
Non-Profit ACPs	1502	100.0	90.8	83.5	75.0	69.7	30.3
State Total	8944	100.0	92.9	87.8	81.2	76.9	23.1

1 Includes teachers obtaining a standard or probationary certificate in 2007-2008 with no prior teaching experience.
2 Texas data only tracks public school employment.
3 Numbers less than 10 are not represented on this figure.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

Section E contains comparison information among universities regarding teacher and certificate production, 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, a panel, consisting of CREATE staff, used professional judgment to determine the comparison universities.

E.1: Comparison of Teacher Production.
The table and accompanying graph in this report compares teacher production over a ten-year time period between the target university and two comparison universities. A ten-year average is computed.

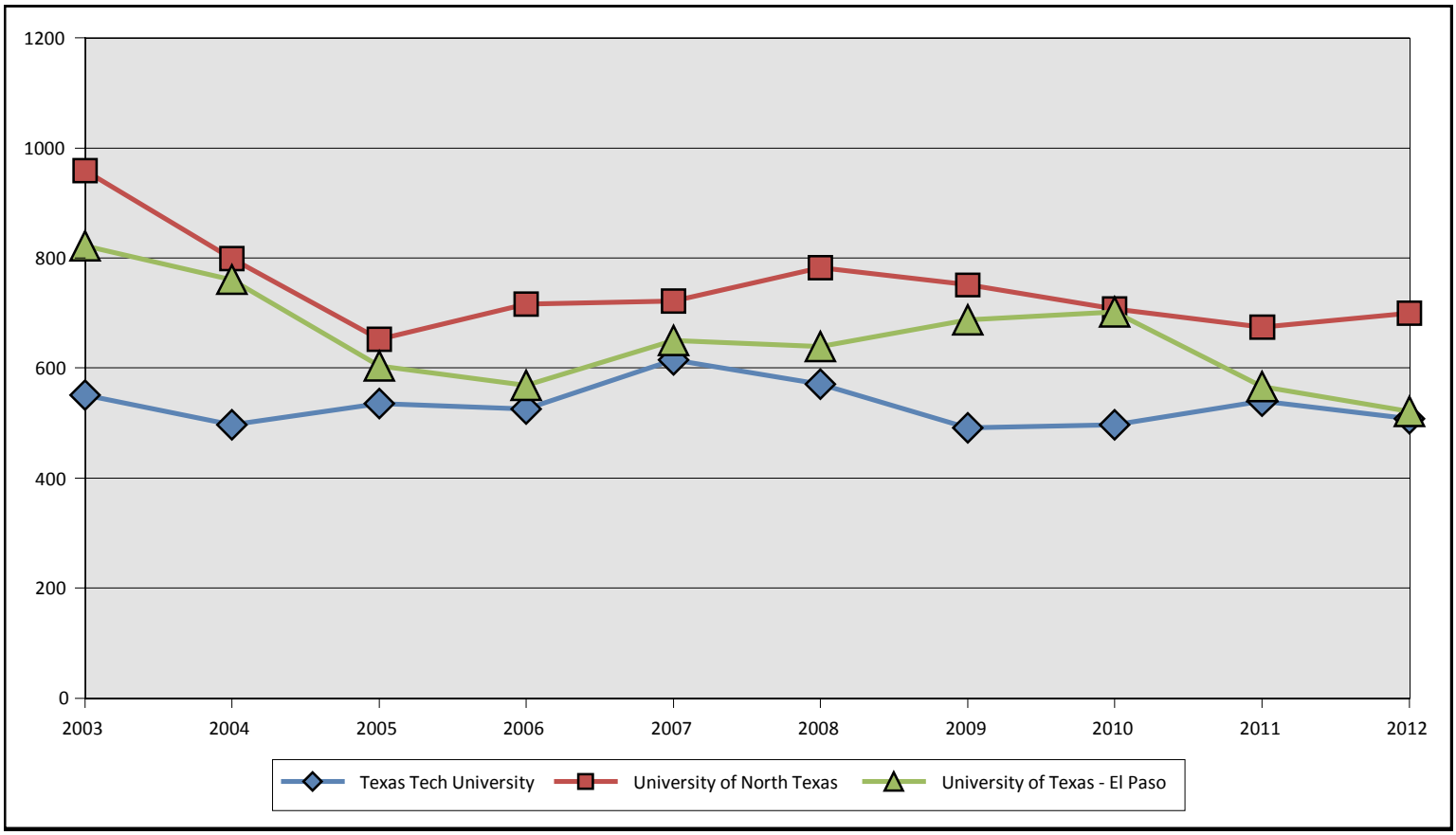
E.2: Five-Year Teacher Production of Consortium Universities.
This report lists the five-year teacher production all CREATE consortium institutions from 2008-2012 by quintiles.

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 teachers who obtained a standard certificate in FY 2008, and became employed in a Texas public school in AY 2008-2009 with no prior teaching experience. The data in this comparison does not include individuals who have a probationary certificate and should not be compared to data found in report D.5.a on page 51. The column labeled *Attrition Rate* is calculated by subtracting the 2012 retention rate from 100%.

Comparison of Teacher Production
2003-2012
Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	5,327	6,517	7,461	19,305
2003	551	822	959	2,332
2004	497	761	799	2,057
2005	535	603	652	1,790
2006	525	568	716	1,809
2007	614	649	721	1,984
2008	570	639	783	1,992
2009	491	687	751	1,929
2010	497	701	707	1,905
2011	539	566	674	1,779
2012	508	521	699	1,728
10-Year Avg	532.7	651.7	746.1	1,930.5



Five-Year Teacher Production of Consortium Universities
2008-2012

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Year Average
Quintile 1 (500+)						
Texas State University-San Marcos	884.0	913.0	924.0	750.0	787.0	851.60
University of North Texas	783.0	751.0	707.0	674.0	699.0	722.80
Texas A&M University	770.0	676.0	652.0	637.0	604.0	667.80
Texas A&M University - Commerce	710.0	689.0	624.0	627.0	566.0	643.20
University of Texas - El Paso	639.0	687.0	701.0	566.0	521.0	622.80
Texas Tech University	570.0	491.0	497.0	539.0	508.0	521.00
Sam Houston State University	497.0	539.0	529.0	534.0	497.0	519.20
Quintile 2 (300-499)						
Stephen F. Austin State University	452.0	445.0	476.0	533.0	484.0	478.00
University of Texas - San Antonio	565.0	468.0	433.0	455.0	440.0	472.20
University of Texas - Pan American	558.0	508.0	382.0	302.0	290.0	408.00
University of Texas - Austin	418.0	398.0	372.0	401.0	374.0	392.60
West Texas A&M University	360.0	353.0	385.0	378.0	290.0	353.20
University of Houston	338.0	386.0	346.0	313.0	324.0	341.40
University of Texas - Arlington	328.0	354.0	341.0	324.0	341.0	337.60
Texas Woman's University	323.0	365.0	371.0	334.0	277.0	334.00
Tarleton State University	397.0	318.0	300.0	317.0	293.0	325.00
Quintile 3 (200-299)						
Texas A&M University - Corpus Christi	306.0	277.0	293.0	234.0	267.0	275.40
University of Texas - Brownsville	299.0	262.0	247.0	232.0	193.0	246.60
Texas A&M University - Kingsville	269.0	252.0	272.0	246.0	164.0	240.60
University of Houston - Clear Lake	242.0	210.0	217.0	231.0	246.0	229.20
Texas A&M International University	293.0	291.0	250.0	144.0	71.0	209.80
University of Houston - Downtown	173.0	203.0	218.0	207.0	222.0	204.60
Quintile 4 (100-199)						
University of Texas - Tyler	171.0	199.0	229.0	173.0	153.0	185.00
University of Texas - Dallas	175.0	179.0	168.0	152.0	158.0	166.40
Angelo State University	180.0	166.0	158.0	148.0	149.0	160.20
University of Houston - Victoria	162.0	161.0	204.0	139.0	120.0	157.20
Lamar University	202.0	154.0	152.0	143.0	122.0	154.60
Baylor University	141.0	167.0	149.0	142.0	133.0	146.40
Texas A&M University - Texarkana	133.0	133.0	130.0	132.0	142.0	134.00
Midwestern State University	125.0	113.0	144.0	127.0	138.0	129.40
Lamar State College - Orange	195.0	153.0	116.0	105.0	69.0	127.60
University of Texas - Permian Basin	112.0	136.0	132.0	122.0	98.0	120.00
Texas Christian University	129.0	125.0	114.0	100.0	114.0	116.40

Five-Year Teacher Production of Consortium Universities
2008-2012

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Year Average
Quintile 5 (below 99)						
Prairie View A&M University	153.0	88.0	85.0	63.0	39.0	85.60
Abilene Christian University	111.0	100.0	95.0	47.0	71.0	84.80
University of Mary Hardin-Baylor	75.0	79.0	86.0	100.0	72.0	82.40
Sul Ross State University - Rio Grande	91.0	105.0	72.0	53.0	37.0	71.60
McMurry University	60.0	75.0	83.0	49.0	62.0	65.80
Hardin-Simmons University	80.0	58.0	58.0	44.0	60.0	60.00
University of the Incarnate Word	63.0	78.0	66.0	46.0	37.0	58.00
Our Lady of the Lake University	69.0	75.0	48.0	30.0	19.0	48.20
East Texas Baptist University	55.0	45.0	43.0	45.0	47.0	47.00
Texas Southern University	65.0	58.0	38.0	47.0	26.0	46.80
Sul Ross State University - Alpine	57.0	45.0	39.0	36.0	32.0	41.80
Howard Payne University	36.0	39.0	43.0	30.0	35.0	36.60
Texas Lutheran University	49.0	36.0	27.0	44.0	26.0	36.40
St. Edward's University	41.0	29.0	44.0	33.0	35.0	36.40
St. Mary's University	34.0	35.0	27.0	27.0	33.0	31.20
Texas A&M University - San Antonio				23.0	116.0	27.80
University of St. Thomas	27.0	27.0	24.0	30.0	16.0	24.80
Schreiner University	39.0	22.0	17.0	23.0	19.0	24.00
Austin College	17.0	22.0	22.0	17.0	18.0	19.20
Southwestern University	12.0	13.0	10.0	6.0	14.0	11.00

Comparison of Longitudinal Certificate Production Trends[1]
FY 2008-2012[2]
Texas Tech University

Certificate	Texas Tech University					University of Texas - El Paso					University of North Texas				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
ELEMENTARY (EC-4 and EC-6)															
Bilingual Spanish	0	0	2	0	0	136	135	139	106	67	28	38	40	39	31
Bilingual Other [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	0	16	1	0	0	0	0	0	0	0	32	33	45	84	119
ESL Other [4]	0	0	0	0	0	0	0	0	0	0	4	6	5	1	0
Generalist	259	225	208	217	239	143	141	147	122	124	305	298	264	205	170
Other [5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**259**	**241**	**211**	**217**	**239**	**279**	**276**	**286**	**228**	**191**	**369**	**375**	**354**	**329**	**320**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	26	23	24	9	9	2	3	3	0	1
ESL Generalist	0	0	0	0	0	0	0	0	0	0	4	6	5	1	0
ESL Other [6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	0	0	0	0	0	109	97	71	47	59	61	56	50	22	3
ELA/Reading	11	5	0	6	3	11	15	8	15	22	0	0	0	8	18
ELA/Reading/Social Studies	22	17	23	20	17	3	11	6	14	9	0	0	0	0	0
Mathematics	3	4	6	14	9	11	13	21	20	26	0	0	4	15	19
Mathematics/Science	20	14	14	27	23	19	25	13	20	21	0	0	0	0	0
Science	4	2	5	4	3	5	10	5	5	3	0	0	0	7	12
Social Studies	4	1	5	13	9	0	2	2	1	0	0	0	0	5	6
Subtotal	**64**	**43**	**53**	**84**	**64**	**184**	**196**	**150**	**131**	**149**	**67**	**65**	**62**	**58**	**59**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technology Applications	40	31	34	40	30	22	21	16	13	9	69	47	57	58	43
Chemistry	1	2	1	1	3	0	0	0	0	0	1	3	4	3	2
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dance	3	3	2	5	1	3	4	4	2	2	1	2	4	2	2
ELA/Reading	34	35	39	35	24	36	54	43	36	26	51	38	41	30	48
History	35	22	32	27	35	5	7	3	1	0	32	27	24	28	37
Journalism	2	1	0	3	0	2	4	6	1	0	6	2	5	4	5
Life Sciences	5	5	5	3	4	1	3	2	0	1	20	12	11	8	10
Mathematics	20	18	23	19	18	38	41	40	31	35	16	9	31	24	31
Physical Science	0	0	0	0	0	0	0	1	1	0	4	3	0	1	0
Physical Sc/Math/Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	1	0	1	0	2	0	1	1	0	3	1	1	1	1	2
Science	8	10	13	7	9	26	27	25	25	26	1	2	1	2	3
Secondary French	1	1	0	0	0	2	4	5	0	0	4	1	1	4	0
Secondary German	0	0	1	1	0	0	0	0	1	0	0	3	1	1	0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0
Secondary Spanish	10	7	7	2	0	13	21	16	5	0	9	7	13	9	0
Social Studies	4	6	5	10	9	32	32	50	32	31	21	22	19	21	27
Speech	4	5	0	1	3	4	4	6	5	0	6	3	7	3	1
Technology Applications	0	0	0	0	0	0	0	0	0	0	3	2	0	0	0
Subtotal	**168**	**146**	**163**	**154**	**138**	**184**	**223**	**218**	**153**	**133**	**247**	**185**	**220**	**199**	**211**
ALL LEVEL (EC-12 and PK-12)															
American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts [8]	73	56	39	51	36	44	32	46	34	24	99	111	82	88	84
Health and Phy Education	45	43	46	33	41	28	28	25	32	22	36	34	29	27	26
LOTE - French	0	0	0	2	1	0	0	0	2	2	0	0	0	0	1
LOTE - German	0	0	0	0	1	0	0	0	0	1	0	0	0	0	2
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	0	0	4	12	4	0	0	1	7	8	0	0	0	0	10
Special Education [9]	22	32	34	24	20	64	51	53	46	50	66	75	72	71	69
Technology Applications	2	2	3	4	2	0	0	0	0	0	0	0	0	2	0
Subtotal	**142**	**133**	**126**	**126**	**105**	**136**	**111**	**125**	**121**	**107**	**201**	**220**	**183**	**188**	**192**
SUPPLEMENTALS															
Bilingual	8	4	5	8	10	1	4	3	11	7	0	0	0	0	0
ESL	5	9	32	44	44	2	2	2	2	1	0	0	4	24	46
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Special Education [9]	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**13**	**13**	**37**	**53**	**54**	**3**	**6**	**5**	**13**	**8**	**0**	**1**	**4**	**24**	**46**

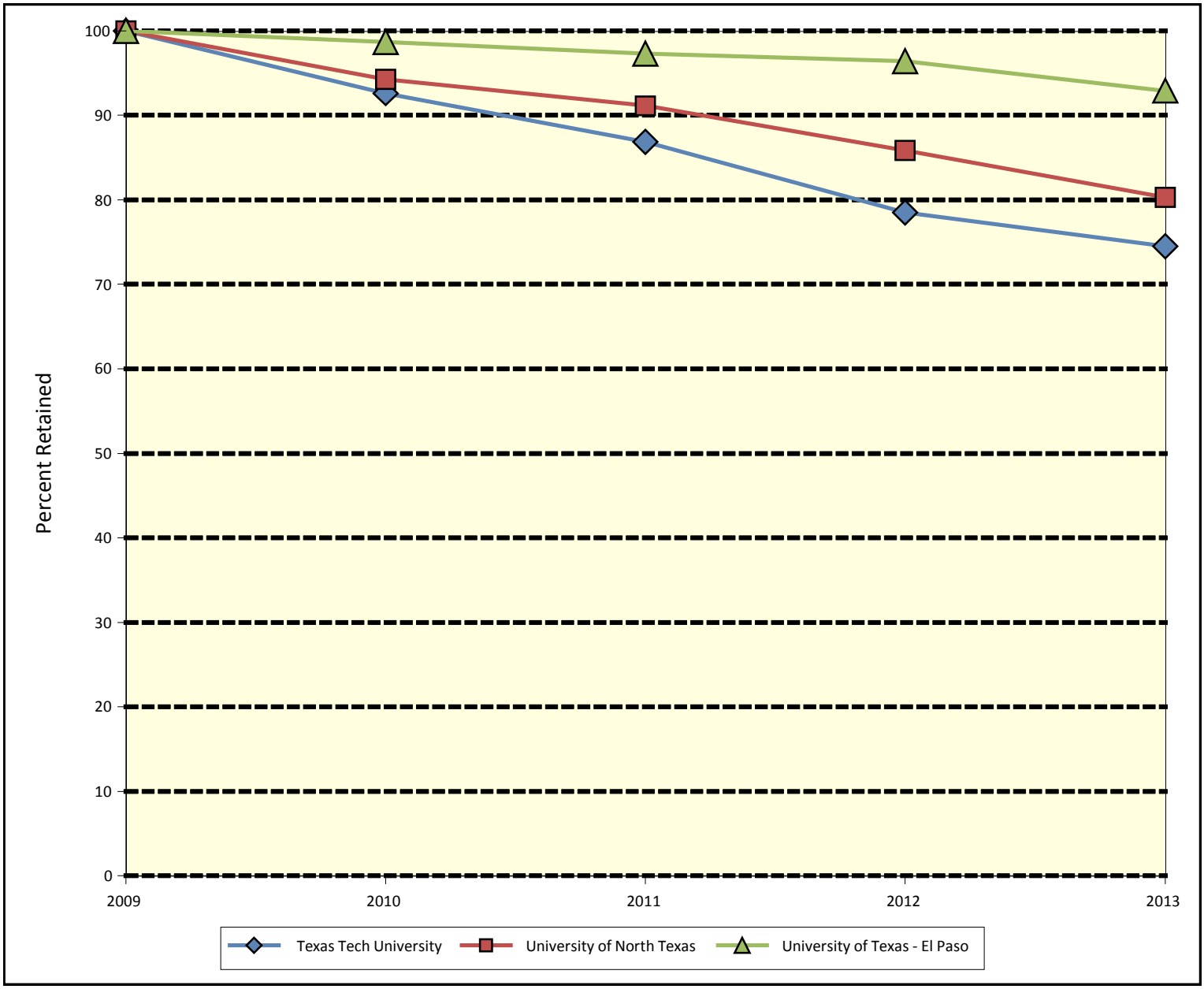
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.
6 Includes all other 4-8 and 6-12 ESL certificates.
7 Includes certificates issued in agriculture science and technology, business education including secretarial, driver education, family/consumer science, health science technology education, home economics, hospitality, nutrition and food science, human development/family studies, marketing education, office education, technology education and trade industrial.
8 Includes certificates issued in art, music, theatre, and theatre arts.
9 Includes certificates issued in special education, deaf and hard of hearing and teacher of students with visual impairment.

Teacher Retention Comparison

Five-Year Retention Rates for the Certification Cohort of 2008[1]

2009-2013

Texas Tech University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2009	2010	2011	2012	2013	
Texas Tech University	100.0	92.6	86.8	78.5	74.5	25.5
University of Texas - El Paso	100.0	98.7	97.3	96.4	92.9	7.1
University of North Texas	100.0	94.3	91.1	85.8	80.3	19.7

[1] Includes only teachers obtaining certification in FY 2008, becoming employed in AY 2009 with no teaching experience prior to 2009.

Performance Analysis for Colleges of Education

Changes made to the 2013 PACE Reports

Section A: Descriptive Reports on the Characteristics of Public Schools in the Proximal Zone of Professional Impact.

A.1: Definitions were added for the following: bilingual education and at-risk student population (page 7).

A.3: Information was added about the revised accountability ratings including an explanation of the indicators and a link to the 2013 accountability ratings (page 8).

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

B.2.a, B.2.b and B.2.c: TAKS has been retired and replaced by STAAR. STAAR results were not released for 2012. Only TAKS scores for grades 10-12 were released in 2012 and can be reported (pages 16-17; 18-20; 21-23).

B.2.d: TAKS has been retired and replaced by STAAR. STAAR results were not released for 2012. All data for middle and elementary highest and lowest achieving schools in mathematics and English language arts/reading is reproduced from TAKS scores found in PACE 2012 (pages 26-29; 32-35).

Data Corrections and Data Requests

The 2013 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 the additional support and technical assistance outlined on page 6 of this report.

All inquiries regarding PACE should be forwarded to:

Sherri Lowrey
CREATE Associate Director of Research
936-273-7661
slowrey@createtx.org

All inquiries and data requests regarding customized reports should be forwarded to:

Mona S. Wineburg
CREATE Executive Director
936-273-7661
mwineburg@createtx.org

Mona S. Wineburg
Executive Director
mwineburg@createtx.org

Jeanette Narvaez
Director of Operations & Research Dissemination
jnarvaez@createtx.org

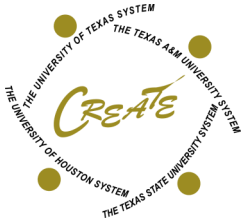
Sherri Lowrey
Associate Director of Research
slowrey@createtx.org

John Beck
Higher Education Research Liaison
jbeck@createtx.org

Robert Cox
Higher Education Research Liaison
rcox@createtx.org

Paula Hart
Administrative Assistant
phart@createtx.org

Nancy Olson
Administrative Secretary
nolson@createtx.org



Center for Research, Evaluation & Advancement of Teacher Education
3232 College Park Drive, Suite 303
The Woodlands, TX 77384
www.createtx.org