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PACE 2017

*Performance Analysis for
Colleges of Education*

Texas
Tech
University

CREATE

CENTER FOR RESEARCH, EVALUATION,
& ADVANCEMENT OF TEACHER EDUCATION

UNIVERSITY of **HOUSTON** | COLLEGE OF EDUCATION

PACE 2017

*Performance Analysis for
Colleges of Education*

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PZPI, CREATE
- Section B: TAPR, AY 2013-2016,
TEA; PZPI, CREATE
- Section C: IPEDS, Fall 2016
Teacher certification file FY 2015-2016, TEA;
THECB Accountability System, Interactive AY 2015-2016
- Section D: Teacher certification file, FY 2015-2016, TEA;
Teacher assignment and employment files, AY 2016-2017, TEA;
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PZPI, CREATE
- Section E: Teacher certification file, FY 2015-2016, TEA;
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PERFORMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

ABOUT CREATE

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE) is a research and development consortium of 58 universities within The University of Houston System, The Texas A&M University System, The Texas State University System, and The University of Texas System, as well as other public and private institutions across the State. CREATE's primary stakeholders are the 5 million children who attend Texas public schools. We offer valuable evidence-based resources to university-based teacher preparation programs and public school districts. We actively promote, sponsor, and disseminate quality research on educator preparation, educator retention and K-12 student achievement. Our priorities are focused on research with the greatest potential to make a difference to educator preparation practice and ultimately, student outcomes.

PACE and its Future

This year is the first year that the printed books will not be disseminated. Instead, each university will be able to run and print copies of their PACE book from the createtx.org website using a unique log in and password. During Phase I, we sought to improve the functionality of the data by moving it from a database to a data warehouse. This process was more complicated than first outlined, and we have spent this year removing the redundancy from the data and reviewing and reconstructing all of the tables and scripts. Although this was a setback, we are still planning for Phase II in which the data will be more interactive and visual. This offering will be by subscription and will allow consortium members more flexibility in accessing detailed information about students in their programs through a web-based platform. We hope PACE continues to be a useful tool for improving policy, practice, and ultimately the capacity of our educators to enhance learning for all students in Texas.

Since its inception, as a consortium of universities devoted to on-going analysis and continuous quality improvement of university-based teacher preparation, CREATE has sought to develop planning and information systems that can assist universities in professional analysis of their teacher preparation initiatives, particularly as these practices relate to long-term teacher influence and effect.

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

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

PACE reports are intended to address the following objectives:

1. Present a system which describes and charts a Proximal Zone of Professional Impact (PZPI) for each 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 teacher production, teacher supply in relation to regional demand, and teacher retention patterns.
4. Furnish a structured format that will enable university and public school leaders to engage in systematic analysis of production, academic performance, and staffing patterns in their immediate vicinity.

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

As an information system, the PACE reports are subject to continuous quality improvement. In Year 11, the core reports on university and teacher production, professional impact trends, and benchmarking have been retained. Modifications will continue to be made to the State of Texas Assessments of Academic Readiness (STAAR) accountability reports until the accountability system is fully implemented.

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 2017 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 64.

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

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

1. Colleges of Education are an integral component of a system of public education and, as such, have a professional obligation to contribute to the continuous quality improvement of public school teaching and K-12 academic performance.
2. Colleges of Education can and do influence continuous quality improvement of public school teaching and K-12 academic performance through their core functions of:
 - educator preparation
 - research and development
 - service to the profession
3. To optimize professional influence, Colleges of Education leaders must regularly assess the status of public school teaching and student academic performance, and based upon identified needs, work with their public school partners to develop and implement program interventions that support measured improvement over time.
4. The College of Education's long-term effects on public school teaching and K-12 academic performance can best be assessed through:
 - on-going analysis of the College's teacher production, placement and retention trends
 - faculty and graduate student research and development activities
 - faculty and staff service to the local profession as implemented in a Proximal Zone of Professional Impact (PZPI)
5. Faculty and public school collaboration in planning, implementing and/or assessing educational interventions in the PZPI should be actively encouraged within every College of Education.

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

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

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

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

1. It establishes parameters of a professional community that are consistently defined across the CREATE consortium, enabling long-term program benchmarking and institutional comparisons.
2. It presents a useful frame of reference for Colleges of Education to utilize in assessing teaching and learning trends over time in the geographic area nearest their institution.
3. It provides Colleges of Education a field laboratory for research and development activities related to planned instructional interventions.
4. It affords a structure for long-term regional networking and professional partnerships among public and higher education institutions in the zone.
5. It provides geographic boundaries that correlate to the university’s primary admission centers.

Data Sets Used in the PACE Report

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

Integrated Postsecondary Education Data System (IPEDS). The independent colleges and university production data was downloaded from The National Center for Education Statistics (NCES) through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).

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

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

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

Texas Academic Performance Reports (TAPR). Extensive information about student academic performance is detailed and combined with staff and financial data for every public school and district in Texas. STAAR performance reports are available from 2012-2013 through 2016-2017 from the TEA website <https://tea.texas.gov/perfreport/tapr/index.html>).

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. Information about university production was downloaded from the interactive data site at <http://www.txhigheredaccountability.org/AcctPublic/InteractiveReport/ManageReports> and from THECB Prep Online site at 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 in conjunction with school district partners.
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 and deliver additional support and technical assistance to university/school leadership teams by:

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

Consortium institutions will continue to be able to purchase the customized data for a fee. Information about ordering the customized data set is found on page 64 and on the CREATE website at www.createtx.org.

I.
Educational Trends in
University's Proximal Zone of
Professional Impact

A.

Descriptive Reports on the Characteristics
of Public Schools in the Proximal Zone
of Professional Impact

SECTION A:

Descriptive Reports on the Characteristics of Public Schools in the Proximal Zone of Professional Impact

The reports in Section A provide information about the characteristics of public and charter schools located within a 75-mile radius of the target university. The definitions used to generate the various reports in Section A are discussed below. Please see Section V in the Table of Contents for a complete listing of the original data sources and the year(s) of data used to complete Section A reports.

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

This report provides a summary of student enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and limited English proficient (LEP)/English language learners (ELL)/ students, and students who are at risk for dropping out of school. Percentages of students in special categories will NOT add up to 100% because different denominators are used to calculate level percentages. The definitions of the subpopulations are described below:

Economically Disadvantaged: Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. (*Source:* TEA, *Glossary for the 2015-2016 Texas Academic Performance Report (TAPR)*, page 10) found at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Special Education: This refers to the population served by programs for students with disabilities. (*Source:* TEA, 2015, Subchapter AA. Commissioner's Rules Concerning Special Education Services found at <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>; also see Texas Education Code (TEC) §29.001 - 29.020 found at <http://www.statutes.legis.state.tx.us/Docs/ED/pdf/ED.29.pdf>.

Bilingual: This refers to the number of current LEP or ELL students receiving either Bilingual Education (BE) or ESL program services. Refer to the definition of LEP below. (*Source:* TEA, 2015, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners found at <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>; also see the Texas Education Code (TEC) §29.051-29.064-Bilingual Education and ESL Programs found at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B>).

Limited English Proficient (LEP) or English Language Learner (ELL): These are students who are in the process of acquiring English and have another language as their first native language or have been identified as limited English proficient by a district's Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. The terms English language learner and limited English proficient student are used interchangeably (TEC, 29.052). Not all pupils identified as LEP (or ELL) receive bilingual or English as a second language instruction, although most do. (*Source:* TEA, 2015. Commissioner's Rules Concerning State Plan for Educating English Language Learners. Chapter 89: Adaptations for Special Populations, Subchapter BB found at <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>); also see TEA, *Glossary for*

the 2015-2016 Texas Academic Performance Report (TAPR), page 11 found at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/glossary.pdf>.

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). (Source: PEIMS, Oct. 2016). *Glossary for the 2015-2016 Texas Academic Performance Report (TAPR)*, page 4 found at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html> and <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.081>

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

This report is the first page of a supplemental document (See Attachment 1 for a full inventory) showing public school enrollment in the PZPI in different configurations. All districts and charter schools in the target university's PZPI are listed in the first column. 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 and school level. The last five columns disaggregate the district's enrollment of selected student subpopulations by school level.

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

This report is the first page of a supplemental document (See Attachment 2 for a full inventory) listing all districts and campuses (including charter schools) within the university's PZPI. The listing includes the district name, campus code and campus name, school type (elementary, middle, high, and elementary/secondary), school size, and 2015-2016 STAAR accountability ratings. The campus accountability rating uses the following system:

M = Met Standard
A = Met alternative standard
I =Improvement required
X = Not rated
Z = Not rated-Data Integrity Issues

For a detailed explanation of the 2015-2016 accountability system, see the 2016 Accountability Manual, available at <http://tea.texas.gov/2016accountabilitymanual.aspx>. The *Master Reference for Data Elements Used in the Accountability System* for 2015-2016 may be found at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/download/acctref.html>.

Summary of Public School Enrollment in Proximal Zone of Professional Impact 2015-2016 Texas Tech University

District Types in the PZPI	N	%
Traditional Districts	60	98.4
Charter Schools	1	1.6
Total	61	100.0

		Number of Students										
		African American		Hispanic		White		Asian		Other ¹		
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%	Total
ELEM	93	3,003	7.3	24,862	60.5	11,898	28.9	492	1.2	864	2.1	41,119
MS	41	1,173	6.9	9,811	58.1	5,392	31.9	192	1.1	327	1.9	16,895
HS	56	1,401	6.9	11,361	55.9	6,894	33.9	282	1.4	385	1.9	20,323
EL/SEC	33	271	3.7	3,999	55.1	2,885	39.7	16	0.2	90	1.2	7,261
Total	223	5,848	6.8	50,033	58.5	27,069	31.6	982	1.1	1,666	1.9	85,598

		Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk <small>(for dropping out)</small>	
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%
ELEM	93	27,531	67.0	3,504	8.5	3,231	7.9	3,015	7.3	18,860	45.9
MS	41	10,179	60.2	1,878	11.1	648	3.8	673	4.0	8,363	49.5
HS	56	10,607	52.2	2,120	10.4	466	2.3	485	2.4	9,113	44.8
EL/SEC	33	4,437	61.1	580	8.0	525	7.2	538	7.4	3,126	43.1
Total	223	52,754	61.6	8,082	9.4	4,870	5.7	4,711	5.5	39,462	46.1

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

**Public School Enrollment by District in the Proximal Zone of Professional Impact
2015-2016
Texas Tech University**

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

District Name	School Level	EL	MS	HS	EL/Sec	Total	Afro-Amer	His-panic	White	Asian	Other ¹	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABERNATHY ISD	ELEM	1	0	0	0	1	2	229	134	0	4	369	229	34	11	11	190
	HS	0	0	1	0	1	1	107	104	1	3	216	87	21	5	5	91
	MS	0	2	0	0	2	2	111	76	0	5	194	112	16	5	5	85
AMHERST ISD	EL/SEC	0	0	0	1	1	8	129	13	0	1	151	127	21	55	56	113
	HS	0	0	1	0	1	0	3	0	0	0	3	3	0	1	1	3
ANTON ISD	EL/SEC	0	0	0	1	1	14	174	48	0	6	242	193	19	12	12	112
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	2	46	186	0	9	243	54	16	1	1	55
BROWNFIELD ISD	ELEM	3	0	0	0	3	21	724	202	4	12	963	763	67	110	111	396
	HS	0	0	2	0	2	31	378	90	2	6	507	349	49	28	28	301
	MS	0	1	0	0	1	12	297	82	1	6	398	297	31	20	21	261
COTTON CENTER ISD	EL/SEC	0	0	0	1	1	0	66	39	1	0	106	92	11	2	2	20
CROSBYTON CISD	EL/SEC	0	0	0	1	1	10	129	52	0	0	191	128	18	0	0	49
	ELEM	2	0	0	0	2	10	147	39	0	0	196	160	18	4	4	73
DAWSON ISD	EL/SEC	0	0	0	1	1	0	91	83	0	2	176	87	11	11	11	66
DIMMITT ISD	ELEM	1	0	0	0	1	7	473	54	6	2	542	494	31	138	147	323
	HS	0	0	1	0	1	5	261	40	0	2	308	263	23	21	21	65
	MS	0	1	0	0	1	6	301	46	0	0	353	314	27	60	69	202
FLOYDADA ISD	ELEM	1	0	0	0	1	20	382	64	0	5	471	342	29	42	46	314
	HS	0	0	3	0	3	9	157	49	0	0	215	105	26	16	16	121
	MS	0	1	0	0	1	3	83	16	0	0	102	69	14	4	4	60
FRENSHIP ISD	ELEM	7	0	0	0	7	157	1,905	2,192	136	155	4,545	2,249	374	261	252	1,440
	HS	0	0	2	0	2	111	951	1,337	74	80	2,553	861	178	29	30	884
	MS	0	3	0	0	3	75	794	1,060	47	76	2,052	850	167	57	54	736
HALE CENTER ISD	ELEM	1	0	0	0	1	2	178	67	1	8	256	195	17	30	30	141
	HS	0	0	1	0	1	6	129	45	0	4	184	135	11	3	3	104
	MS	0	1	0	0	1	3	130	45	1	3	182	135	26	8	8	109
HART ISD	EL/SEC	0	0	0	1	1	5	240	9	0	2	256	230	18	22	22	150
IDALOU ISD	ELEM	1	0	0	0	1	1	180	230	0	8	419	178	26	14	14	117
	HS	0	0	2	0	2	1	107	174	0	0	282	85	33	2	2	66

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

**Public School Listings in the Proximal Zone of Professional Impact
2015-2016
Texas Tech University**

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability
					Ratings
ABERNATHY ISD	95901001	ABERNATHY H S	HS	216	M
ABERNATHY ISD	95901003	ABERNATHY DAEP	MS	2	X
ABERNATHY ISD	95901041	ABERNATHY J H	MS	192	M
ABERNATHY ISD	95901101	ABERNATHY EL	EL	369	M
AMHERST ISD	140901002	P E P	HS	3	Z
AMHERST ISD	140901001	AMHERST SCHOOL	MULTI	151	M
ANTON ISD	110901001	ANTON SCHOOL	MULTI	242	M
BORDEN COUNTY ISD	17901001	BORDEN COUNTY SCHOOL	MULTI	243	M
BROWNFIELD ISD	223901005	BROWNFIELD EDUCATION CENTER	HS	22	A
BROWNFIELD ISD	223901001	BROWNFIELD H S	HS	485	M
BROWNFIELD ISD	223901041	BROWNFIELD MIDDLE	MS	398	M
BROWNFIELD ISD	223901103	BRIGHT BEGINNINGS ACADEMIC CENTER	EL	158	I
BROWNFIELD ISD	223901101	COLONIAL HEIGHTS EL	EL	267	I
BROWNFIELD ISD	223901102	OAK GROVE EL	EL	538	I
COTTON CENTER ISD	95902001	COTTON CENTER SCHOOL	MULTI	106	M
CROSBYTON CISD	54901101	CROSBYTON EL	EL	194	M
CROSBYTON CISD	54901200	SP ED CO-OP	EL	2	Z
CROSBYTON CISD	54901001	CROSBYTON SECONDARY	MULTI	191	M
DAWSON ISD	58902001	DAWSON SCHOOL	MULTI	176	M
DIMMITT ISD	35901001	DIMMITT H S	HS	308	M
DIMMITT ISD	35901041	DIMMITT MIDDLE	MS	353	M
DIMMITT ISD	35901102	RICHARDSON EL	EL	542	M
FLOYDADA ISD	77901001	FLOYDADA H S	HS	208	M
FLOYDADA ISD	77901004	FLOYDADA ISD DAEP	HS	1	X
FLOYDADA ISD	77901003	P A C	HS	6	X
FLOYDADA ISD	77901041	FLOYDADA J H	MS	102	M
FLOYDADA ISD	77901101	A B DUNCAN EL	EL	471	M

B.

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

SECTION B:

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

Section B describes student enrollment and academic trends within the PZPI. The PACE reports in this section are continually updated to accommodate changes in the State of Texas Assessments of Academic Readiness (STAAR®) examinations. There will be yearly changes to the rating criteria and targets of the performance standards (i.e., cut scores STAAR tests increase each year) until the performance index framework is fully implemented in 2022. Performance standard for 2015-2016 is Level II Satisfactory Standard. The Accountability Manual can be found at tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539609586&libID=51539609586. The technical guide explaining the accountability system can be found at <http://ritter.tea.state.tx.us/perfreport/account/2015/manual/manual.pdf>.

The STAAR data are compiled for all three levels for academic years 2013-2014 to 2015-2016. For high schools the following EOC examinations are represented: English I (combined reading and writing score in 2013-2014 and 2014-2015); English II (combined reading and writing score in 2013-2014 and 2014-2015); algebra I; biology; and U.S history.

The STAAR data compiled for middle and elementary schools include annual assessments for: grades 3–8 reading and mathematics; grades 4 and 7 writing; grades 5 and 8 science; and grade 8 social studies.

The definitions used to generate the data in the various reports in Section B are discussed below. Please see Section V in the Table of Contents for a complete listing of the original data sources and the year(s) of data used to complete this section.

B.1: Student Enrollment Trends in the Proximal Zone of Professional Impact.

This two-page analysis describes the trends in student enrollment within the PZPI from fall 2013 to fall 2016. The enrollment data are disaggregated by school level and student racial/ethnic categories. Other charts describe trends and distributions for other special student subpopulations (e.g. economically disadvantaged, students in bilingual programs, and special education).

B.2: Student Academic Performance in the Proximal Zone of Professional Impact: High School STAAR Performance Summary.

This report compares STAAR Performance of high school students in the PZPI with the State of Texas high school STAAR performance in English I, English II, algebra I, biology, and U.S. history for academic years 2013-2014 through 2015-2016.

B.2.1- B.2.5: High School STAAR Performance by Ethnicity in English I, English II, Algebra I, Biology, and U.S. History: This series compares three years of high school end of course STAAR performance in core academic subjects by ethnicity. For each core subject in the series, the number of students taking the exam and the percent passing at the 2016 standard or above are represented. Numbers less than 10 are not represented.

B.3: Student Academic Performance in the Proximal Zone of Professional Impact: Middle School STAAR Performance Summary.

These charts compare STAAR Performance of middle school students in the PZPI with the State of Texas middle school STAAR performance in reading, writing, mathematics, science and social studies in academic years 2013-2016. The data for each core subject are aggregated by level and grade using the 2016 standard or above for campuses designated by the state as middle level.

B.3.1- B.3.5: Middle School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies: This series of analyses compares three years of middle school STAAR performance in core academic subjects by ethnicity. The number of students taking the exam and the percent passing at the 2016 standard and above are represented. Numbers less than 10 are not represented.

**B.4: Student Academic Performance in the Proximal Zone of Professional Impact:
Elementary School STAAR Performance Summary.**

This report compares three years of STAAR Performance of elementary school students in the PZPI with state elementary school STAAR performance in reading, writing, mathematics, and science. The data are aggregated by subject and grades using the 2016 standard and above for campuses designated by the state as elementary.

B.4.1- B.4.4: Elementary School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, and science. This series of analyses compare three years of elementary school STAAR performance in STAAR-tested academic subjects and grades disaggregated by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented. Numbers less than 10 are not represented.

B.5: Highest and Lowest Performing Schools by Level.

The last set of reports in this section lists the 25 highest and lowest performing high, middle, and elementary schools. Although the six reports show the results of different subjects, the format of the table is the same. Each lists the district and campus names, the campus enrollment, the percent of students who are economically disadvantaged, the percent of minority students at the campus, the subject, the number of students taking the STAAR test in a subject, the percent of students who passed at the 2016 standard, and the percent of those students who passed at the advanced level.

B.5.1 and B.5.2: 25 Highest and Lowest Performing High Schools Ranked by STAAR Algebra I Performance: These two reports list the 25 highest- and lowest-performing high schools in the PZPI on the following STAAR-tested subjects: Algebra I, Biology, U.S. History, English I, and English II.

B.5.3 and B.5.4: 25 Highest and Lowest Performing Middle Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing middle schools in the PZPI on the following STAAR-tested subjects: Reading, Mathematics, Writing, Science, and Social Studies. Writing, Science and Social Studies are not given every year.

B.5.5 and B.5.6: 25 Highest and Lowest Performing Elementary Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing elementary schools in the PZPI on the following STAAR-tested subjects: Reading, Mathematics, Writing, and Science. Writing and Science are not given every year.

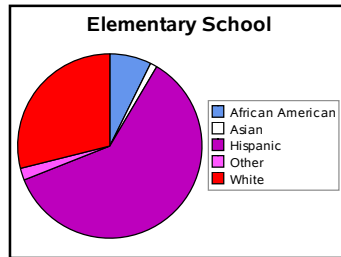
Student Enrollment Trends in Proximal Zone of Professional Impact

Fiscal Year 2013 - 2016

Texas Tech University																						
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total				Net Change	Pct Change
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016		
All	41,484	41,414	41,203	41,119	16,879	16,878	16,805	16,895	19,296	19,456	19,922	20,323	6,383	6,914	6,909	7,261	84,042	84,662	84,839	85,598	1,556	1.9
African American	3,051	3,041	3,059	3,003	1,163	1,177	1,190	1,173	1,302	1,268	1,369	1,401	250	340	276	271	5,766	5,826	5,894	5,848	82	1.4
Hispanic	24,814	24,948	24,786	24,862	9,684	9,733	9,700	9,811	10,411	10,596	10,924	11,361	3,249	3,614	3,677	3,999	48,158	48,891	49,087	50,033	1,875	3.9
White	12,416	12,175	12,028	11,898	5,532	5,463	5,403	5,392	6,973	6,954	6,987	6,894	2,770	2,835	2,850	2,885	27,691	27,427	27,268	27,069	-622	-2.2
Asian	438	446	481	492	191	195	192	192	244	261	263	282	10	11	10	16	883	913	946	982	99	11.2
Other ¹	765	804	849	864	309	310	320	327	366	377	379	385	104	114	96	90	1,544	1,605	1,644	1,666	122	7.9
Economically Disadvantaged	28,500	28,379	27,830	27,531	10,356	10,447	10,086	10,179	9,626	9,908	9,792	10,607	3,906	4,224	4,086	4,437	52,388	52,958	51,794	52,754	366	0.7
Special Education	3,568	3,480	3,391	3,504	1,892	1,889	1,885	1,878	2,134	2,032	2,095	2,120	593	609	620	580	8,187	8,010	7,991	8,082	-105	-1.3
Bilingual	3,097	3,134	3,201	3,231	478	550	592	648	328	352	403	466	276	391	477	525	4,179	4,427	4,673	4,870	691	16.5
LEP	2,964	2,910	2,963	3,015	516	581	625	673	378	395	440	485	288	420	502	538	4,146	4,306	4,530	4,711	565	13.6

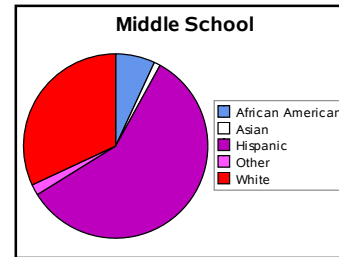
Ethnic Comparisons by Level 2016

Ethnicity	Elementary School	%
Other ¹	864	2.1
Asian	492	1.2
White	11,898	28.9
Hispanic	24,862	60.5
African American	3,003	7.3
All	41,119	100.0



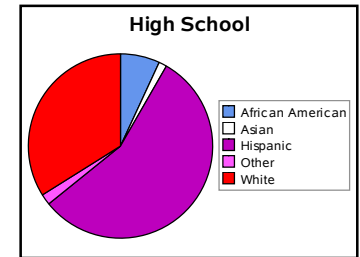
Middle School

Ethnicity	Count	%
Other ¹	327	1.9
Asian	192	1.1
White	5,392	31.9
Hispanic	9,811	58.1
African American	1,173	6.9
All	16,895	100.0



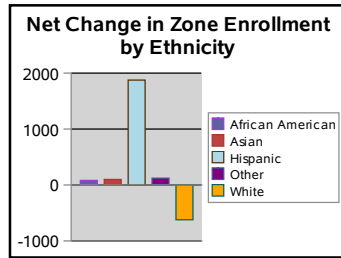
High School

Ethnicity	Count	%
Other ¹	385	1.9
Asian	282	1.4
White	6,894	33.9
Hispanic	11,361	55.9
African American	1,401	6.9
All	20,323	100.0



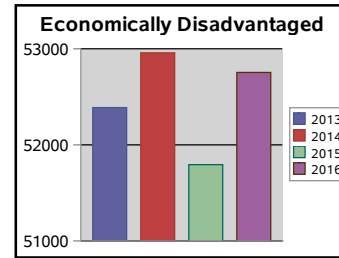
Other Trends and Distributions

Ethnicity	Net Change 2013 - 2016
Other ¹	122
Asian	99
White	-622
Hispanic	1,875
African American	82
All	1,556



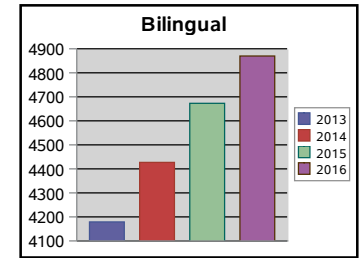
Eco. Disadvantaged

Year	Amount
2013	52,388
2014	52,958
2015	51,794
2016	52,754
3-Yr. Change	1%



Bilingual

Year	Amount
2013	4,179
2014	4,427
2015	4,673
2016	4,870
3-Yr. Change	17%



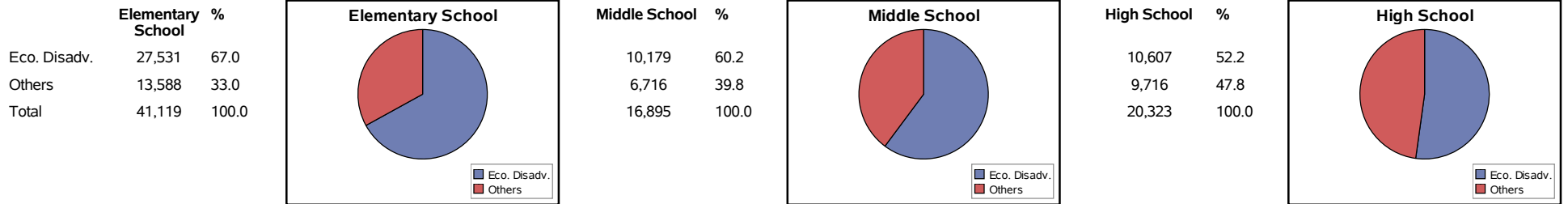
¹Other includes Native American, Pacific Islander & Two or more races.

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

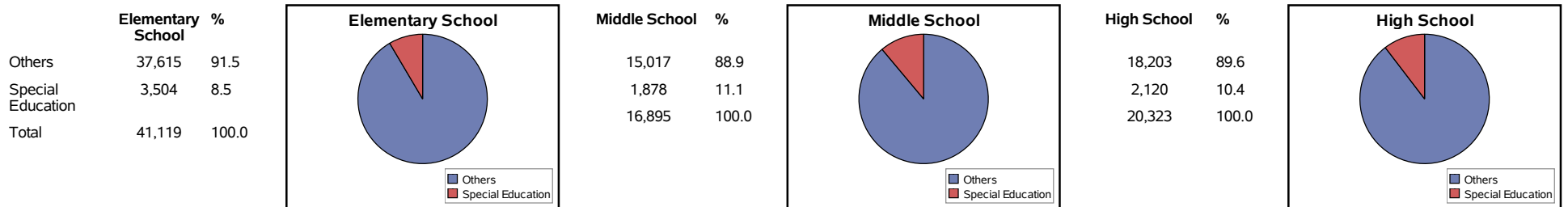
Fall 2016

Texas Tech University

Economically Disadvantaged



Special Education



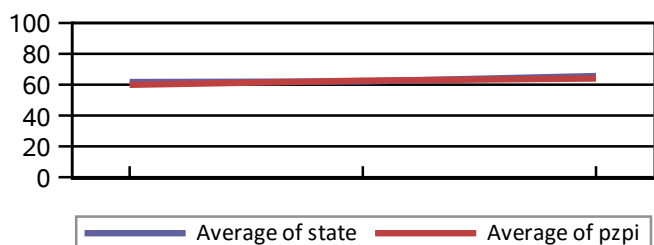
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ Summary

High Schools

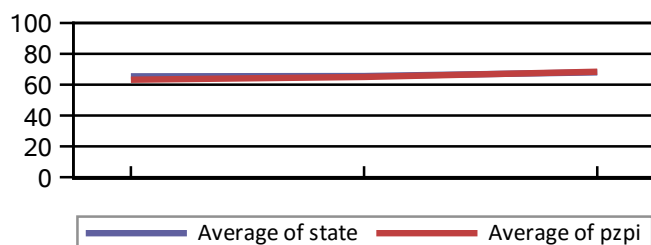
Texas Tech University

English I



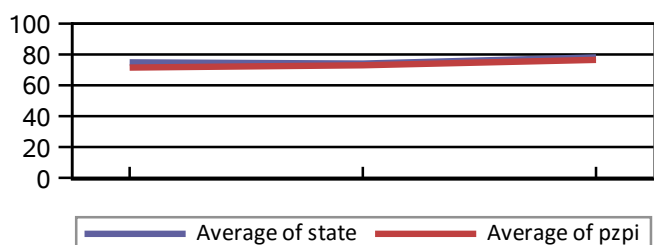
	2014	2015	2016
PZPI	59.9	62.6	64.0
State	61.7	62.1	65.6

English II



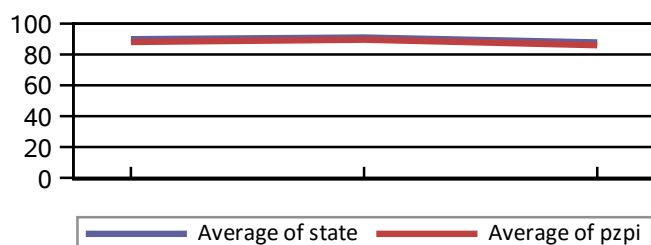
	2014	2015	2016
PZPI	63.2	65.0	68.4
State	65.4	65.6	68.0

Algebra I



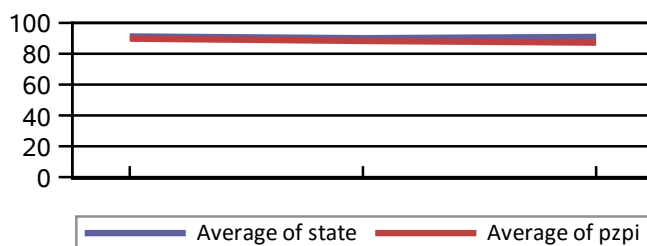
	2014	2015	2016
PZPI	71.5	73.0	76.5
State	74.9	74.1	78.1

Biology



	2014	2015	2016
PZPI	88.1	89.6	86.0
State	89.9	91.0	87.8

US History



	2014	2015	2016
PZPI	89.8	88.3	87.2
State	91.2	90.1	90.9

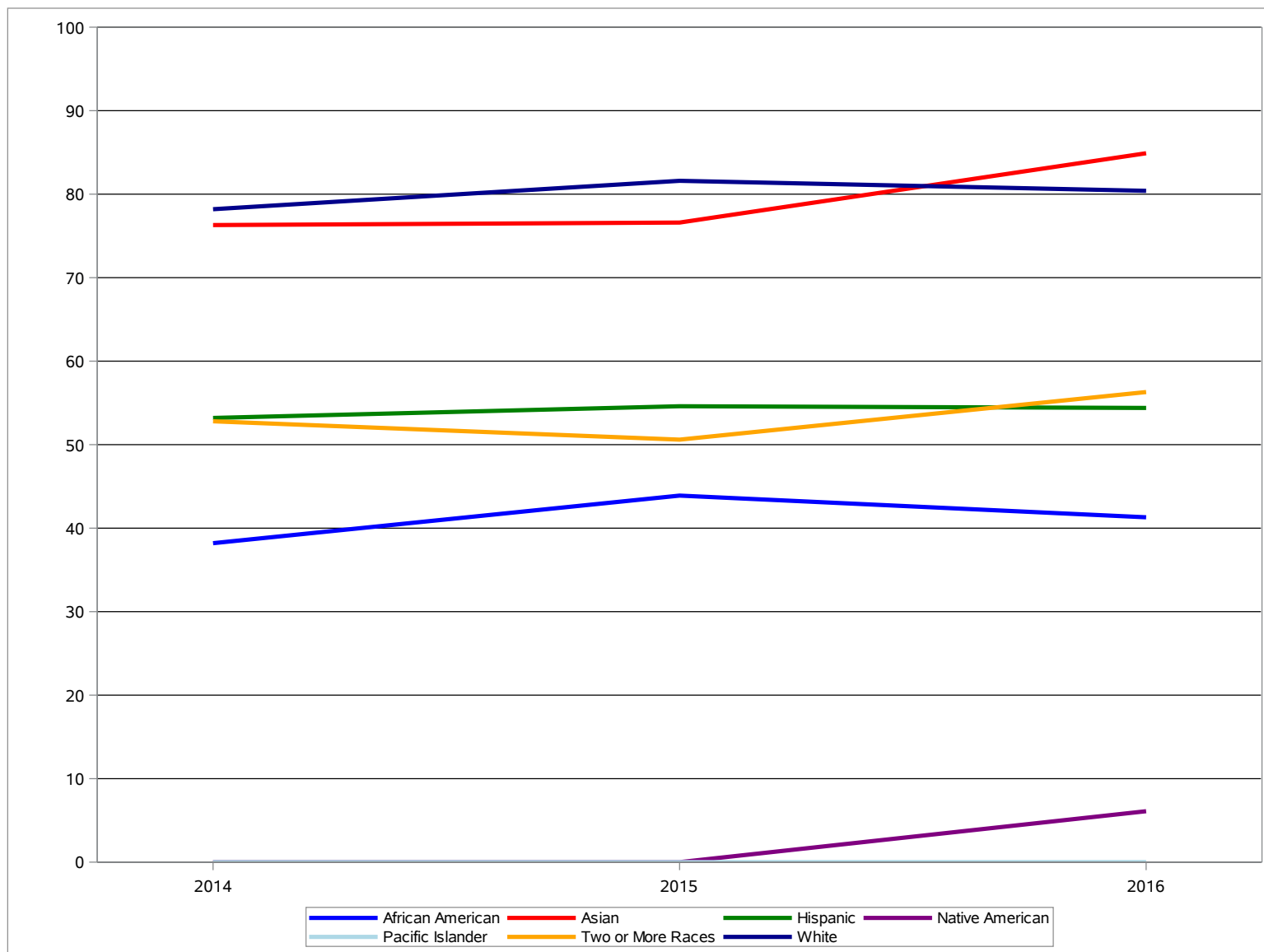
¹Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: English I

High Schools

Texas Tech University



	2014 ²		2015 ²		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	526	38.2	442	43.9	530	41.3
Hispanic	3935	53.2	3246	54.6	3769	54.4
White	2001	78.2	1725	81.6	1976	80.4
Asian	76	76.3	64	76.6	73	84.9
Native American	27	0.0	19	0.0	33	6.1
Pacific Islander	7	0.0	2	0.0	5	0.0
Two or More Races	89	52.8	79	50.6	96	56.3

¹Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

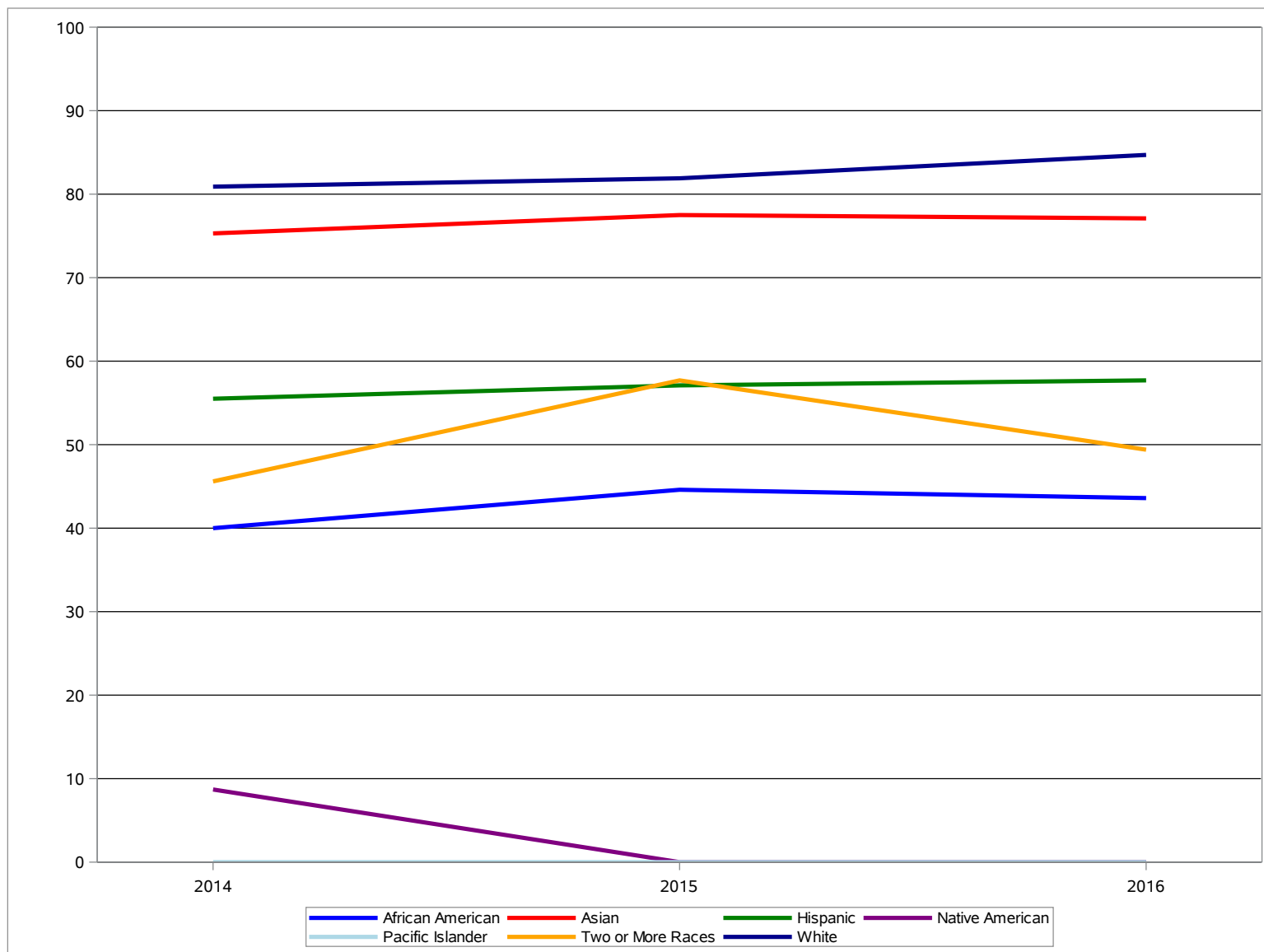
²2014 and 2015 includes combined scores for English I Reading and English I Writing.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: English II

High Schools

Texas Tech University



	2014 ²		2015 ²		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	407	40.0	352	44.6	436	43.6
Hispanic	3062	55.5	2873	57.1	3427	57.7
White	1763	80.9	1705	81.9	1934	84.7
Asian	73	75.3	71	77.5	70	77.1
Native American	23	8.7	20	0.0	20	0.0
Pacific Islander	1	0.0	8	0.0	3	0.0
Two or More Races	68	45.6	78	57.7	79	49.4

¹Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

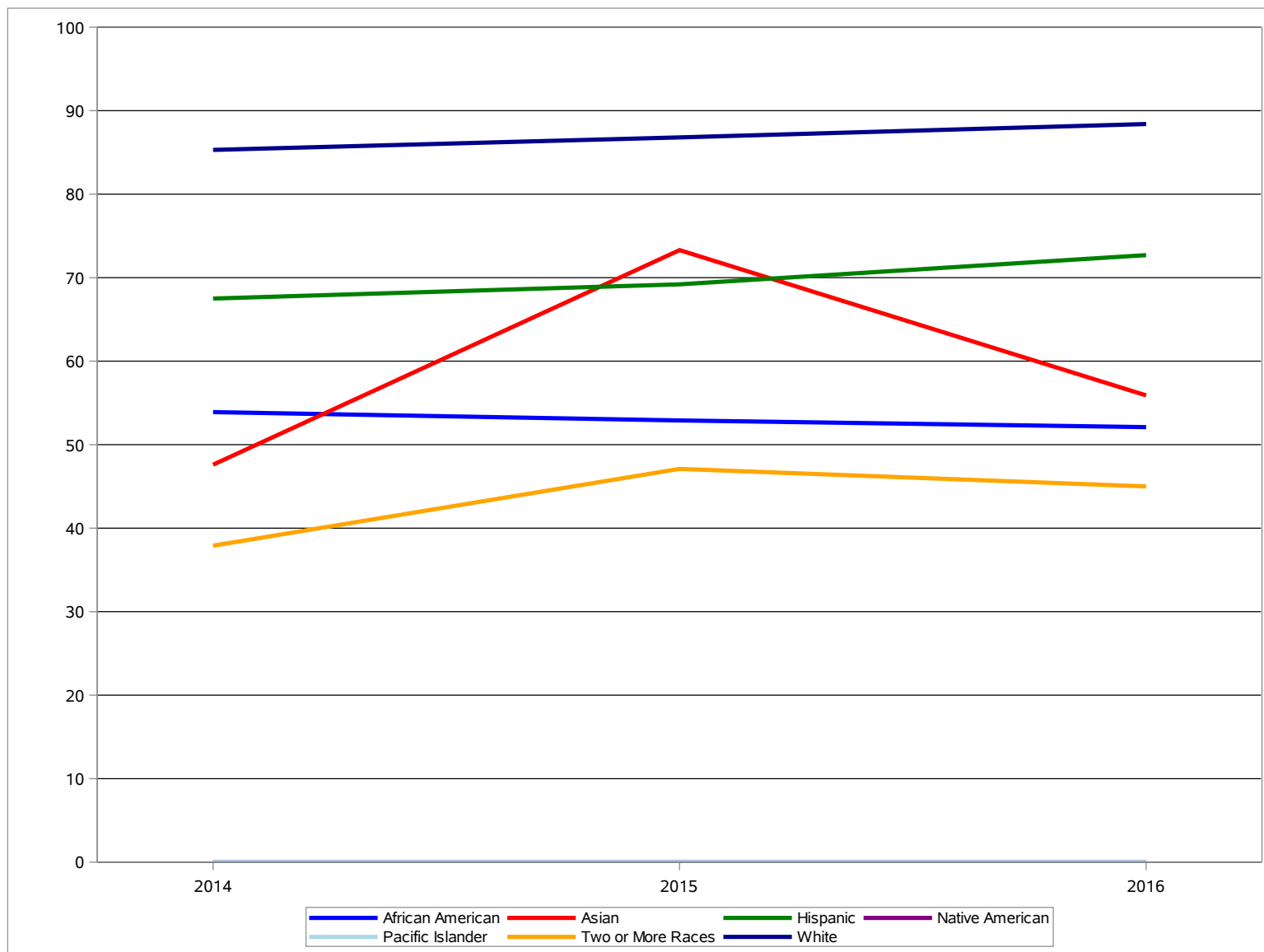
²2014 and 2015 includes combined scores for English II Reading and English II Writing.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Algebra I

High Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	388	53.9	357	52.9	463	52.1
Hispanic	2834	67.5	2805	69.2	3572	72.7
White	1333	85.3	1276	86.8	1941	88.4
Asian	21	47.6	15	73.3	68	55.9
Native American	15	0.0	17	0.0	29	0.0
Pacific Islander	6	0.0	1	0.0	3	0.0
Two or More Races	58	37.9	68	47.1	80	45.0

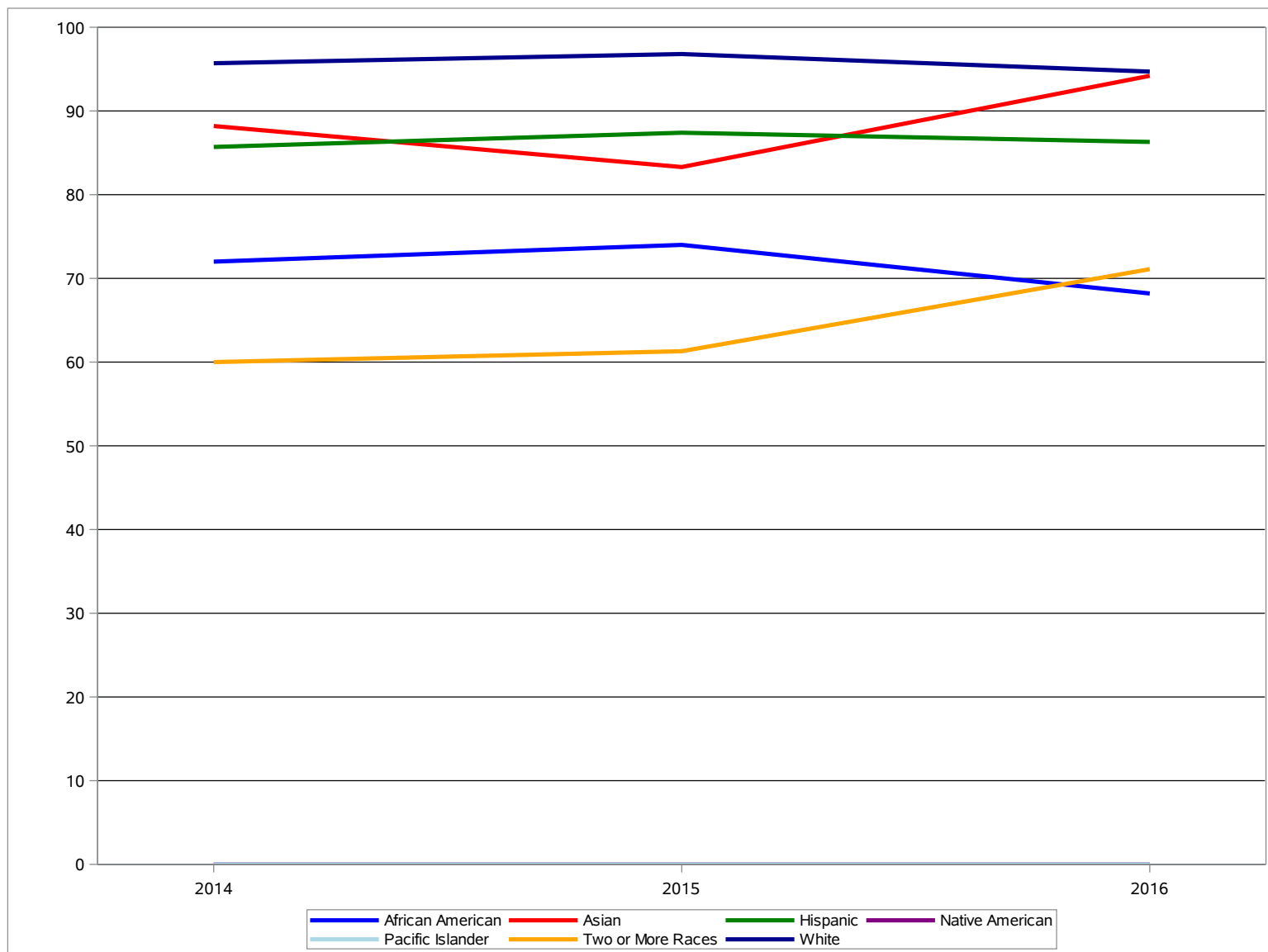
¹Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Biology

High Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	364	72.0	361	74.0	418	68.2
Hispanic	2803	85.7	2510	87.4	3092	86.3
White	1609	95.7	1518	96.8	1844	94.7
Asian	68	88.2	54	83.3	69	94.2
Native American	15	0.0	16	0.0	20	0.0
Pacific Islander	6	0.0	2	0.0	4	0.0
Two or More Races	65	60.0	80	61.3	90	71.1

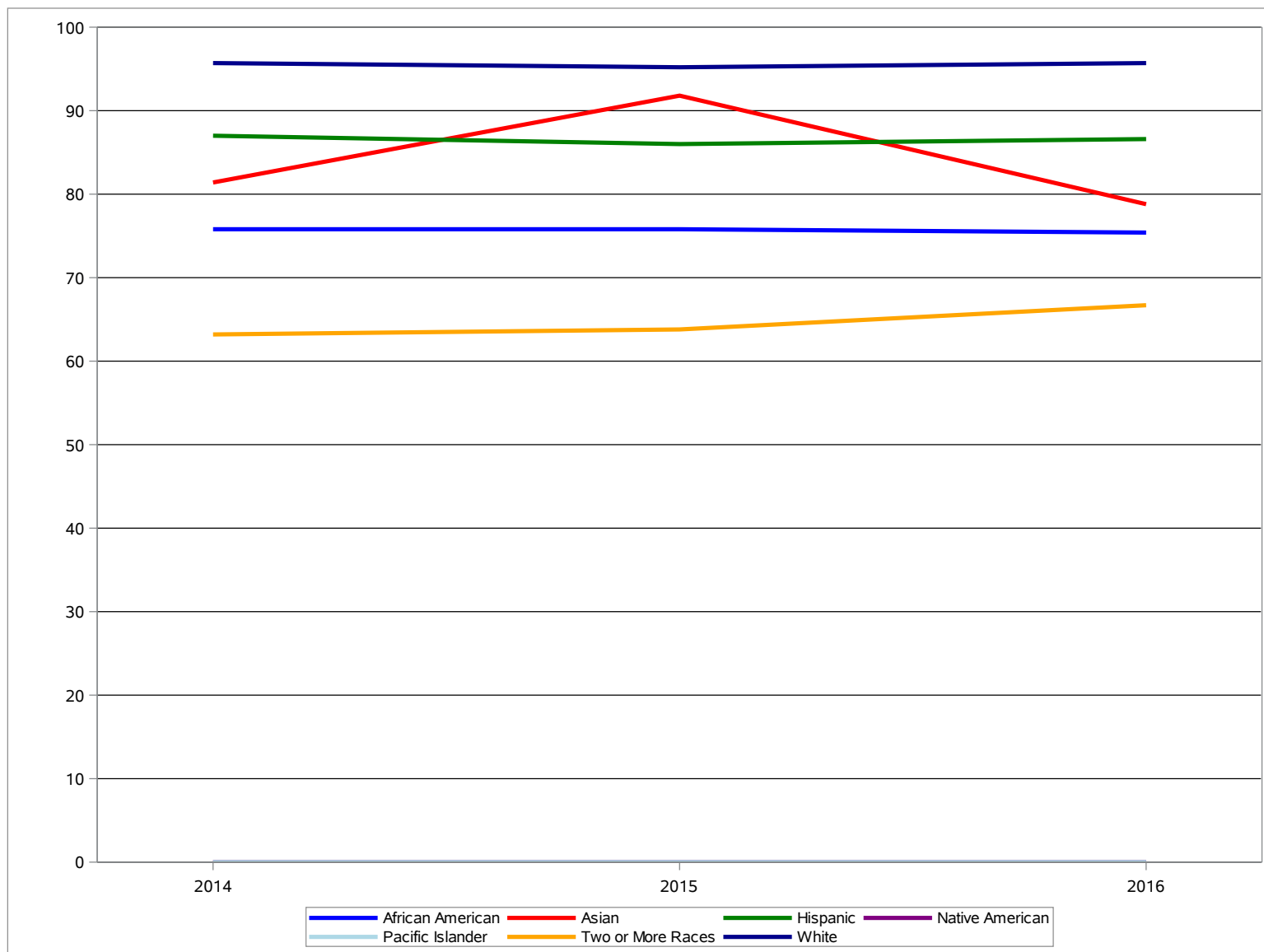
¹Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: U.S. History

High Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	293	75.8	429	75.8	423	75.4
Hispanic	2697	87.0	3120	86.0	2978	86.6
White	2049	95.7	1880	95.2	1847	95.7
Asian	70	81.4	73	91.8	66	78.8
Native American	23	0.0	22	0.0	11	0.0
Pacific Islander	6	0.0	6	0.0	3	0.0
Two or More Races	76	63.2	69	63.8	90	66.7

¹Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

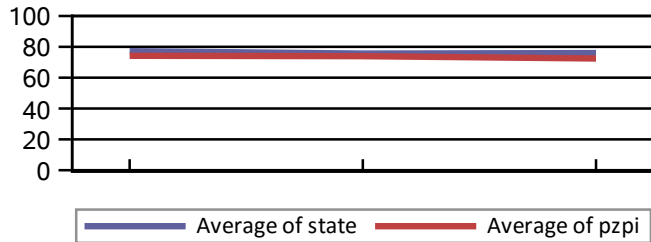
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ Summary

Middle Schools

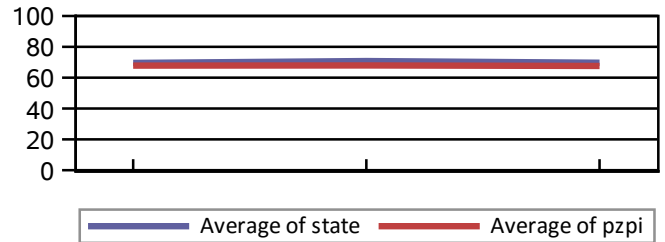
Texas Tech University

Reading



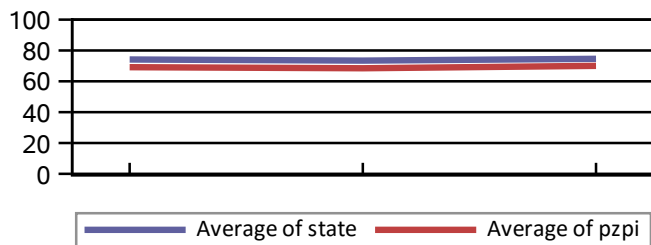
	2014	2015	2016
PZPI	74.2	74.0	72.4
State	77.2	75.6	76.0

Writing



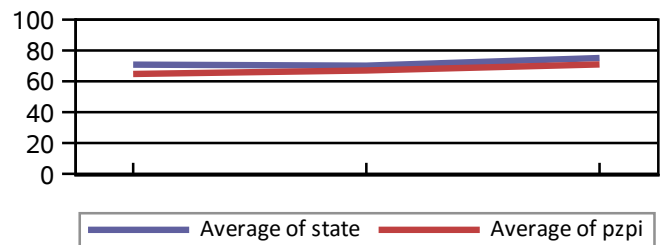
	2014	2015	2016
PZPI	67.8	67.9	67.6
State	69.6	70.8	69.7

Mathematics



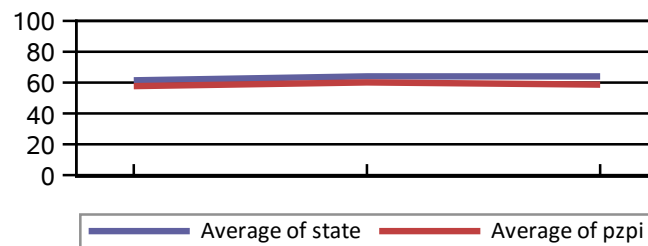
	2014	2015	2016
PZPI	69.2	68.5	70.0
State	74.2	73.4	74.6

Science



	2014	2015	2016
PZPI	64.8	67.0	70.9
State	70.8	70.2	75.1

Social Studies



	2014	2015	2016
PZPI	57.7	60.1	58.7
State	61.5	64.0	64.0

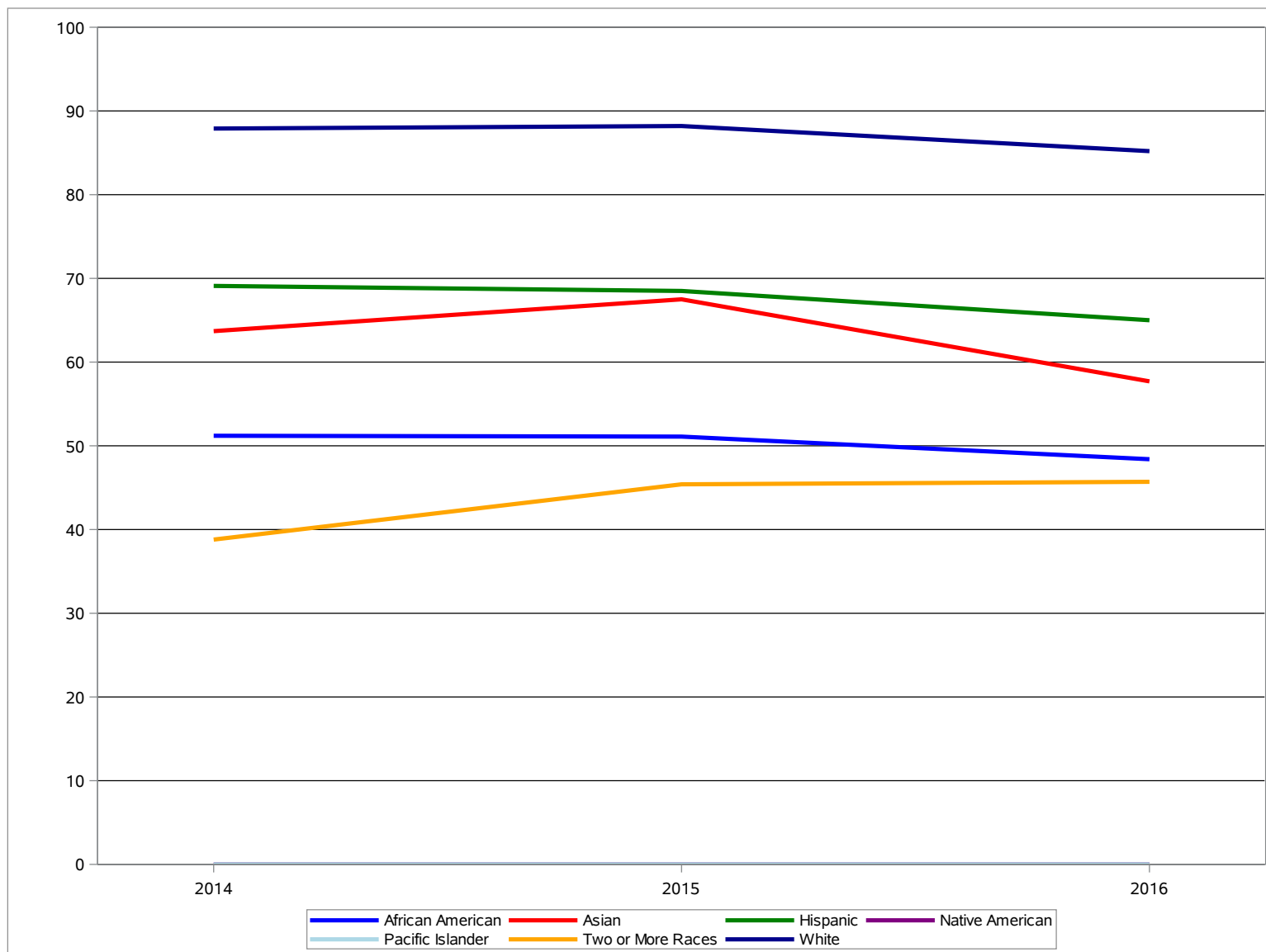
¹STAAR percent passing at satisfactory level or above aggregated by subject and grade for campuses designated by the state as middle level. Cut scores used to determine the satisfactory or above performance standard increase each year.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Reading²

Middle Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1057	51.2	1006	51.1	1102	48.4
Hispanic	8603	69.1	8251	68.5	9565	65.0
White	4937	87.9	4764	88.2	5612	85.2
Asian	190	63.7	191	67.5	196	57.7
Native American	51	0.0	54	0.0	46	0.0
Pacific Islander	11	0.0	9	0.0	12	0.0
Two or More Races	232	38.8	249	45.4	267	45.7

¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as middle level. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

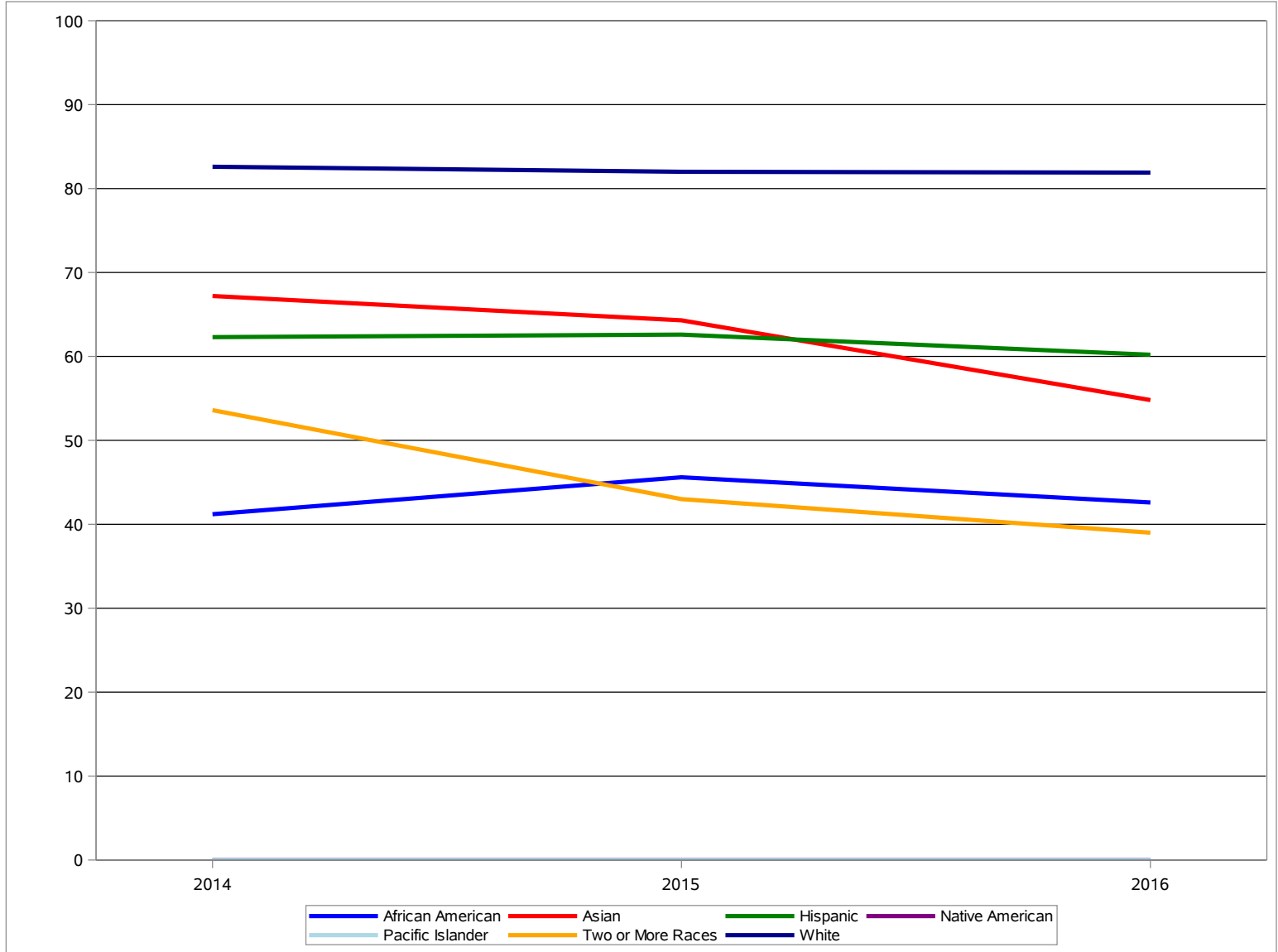
²STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Writing²

Middle Schools

Texas Tech University



¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as middle level. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

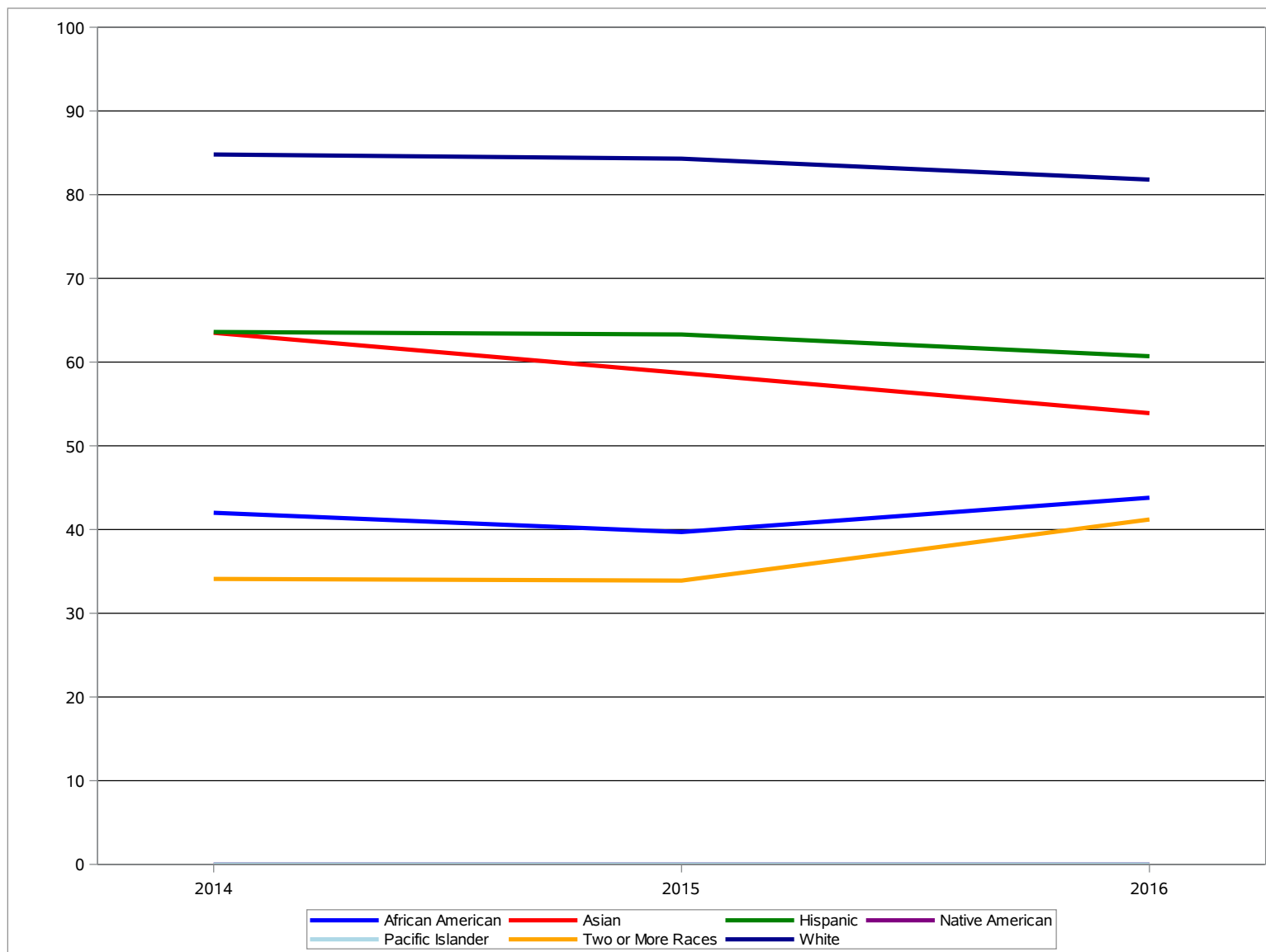
²STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Mathematics²

Middle Schools

Texas Tech University



¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as middle level. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

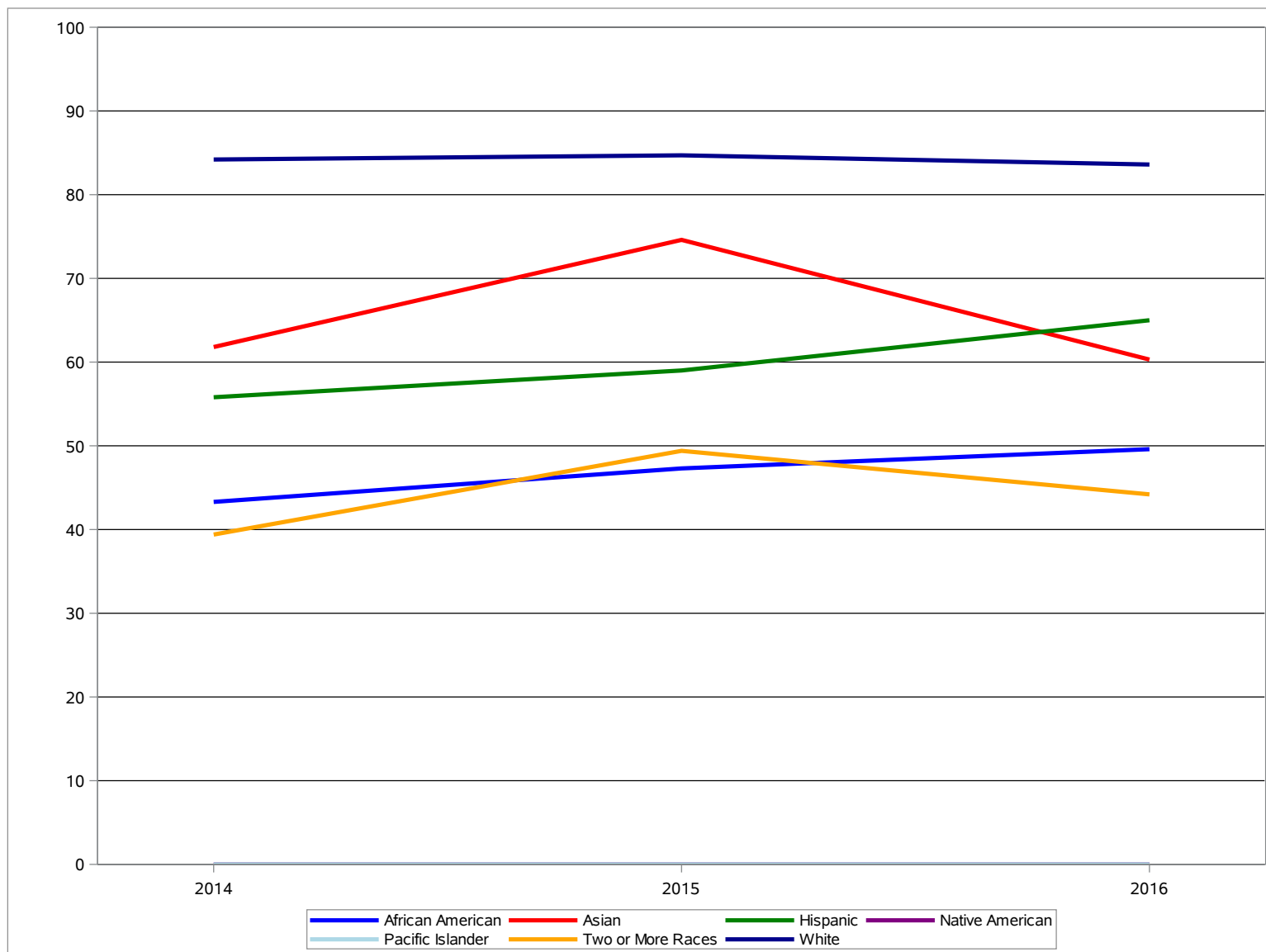
²STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Science²

Middle Schools

Texas Tech University



¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as middle level. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

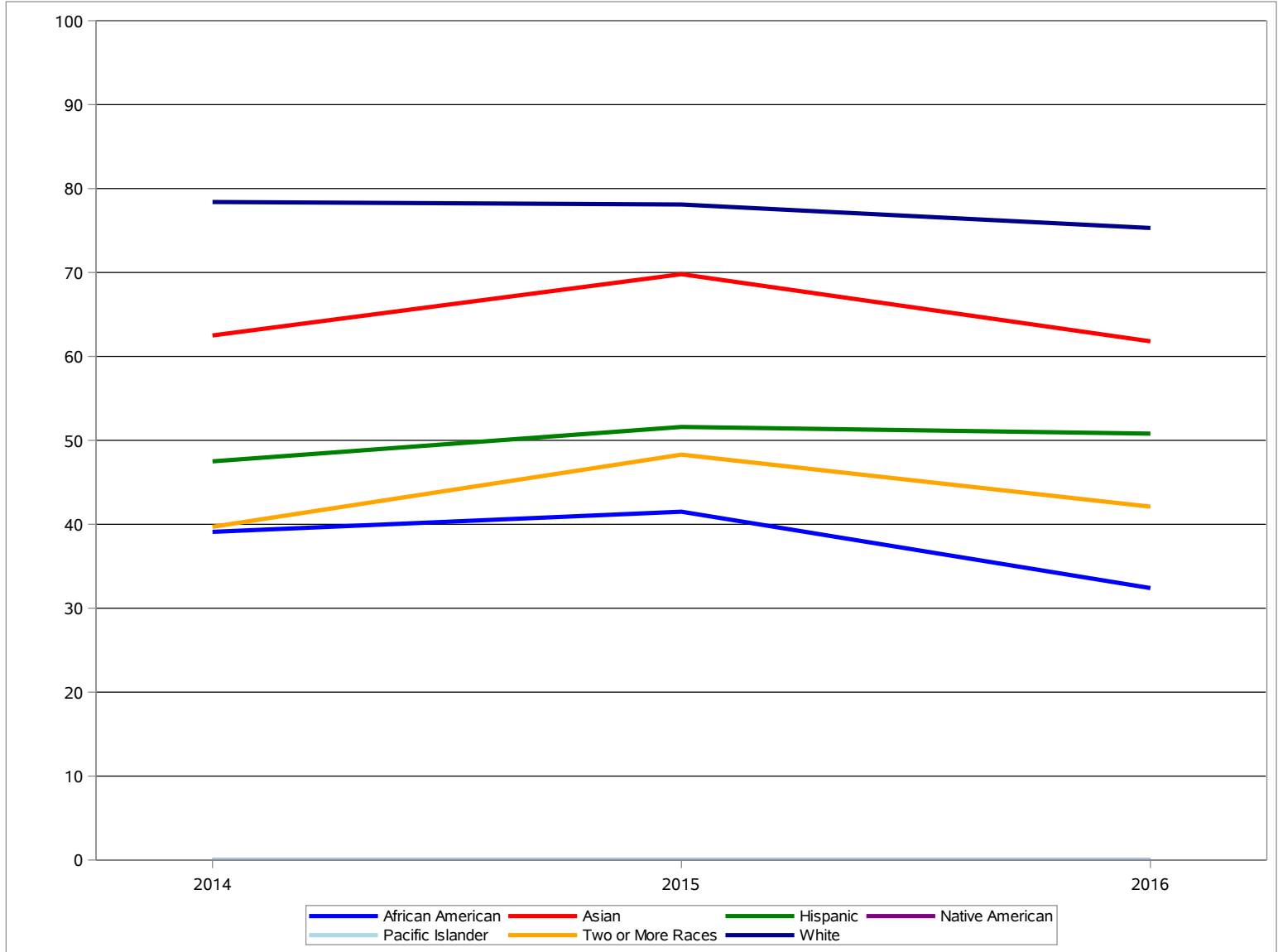
²STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Social Studies²

Middle Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	350	39.1	354	41.5	380	32.4
Hispanic	2863	47.5	2740	51.6	3060	50.8
White	1663	78.4	1598	78.1	1845	75.3
Asian	56	62.5	63	69.8	68	61.8
Native American	15	0.0	20	0.0	17	0.0
Pacific Islander	2	0.0	2	0.0	6	0.0
Two or More Races	73	39.7	87	48.3	95	42.1

¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as middle level. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

²STAAR social studies test is administered in grade 8.

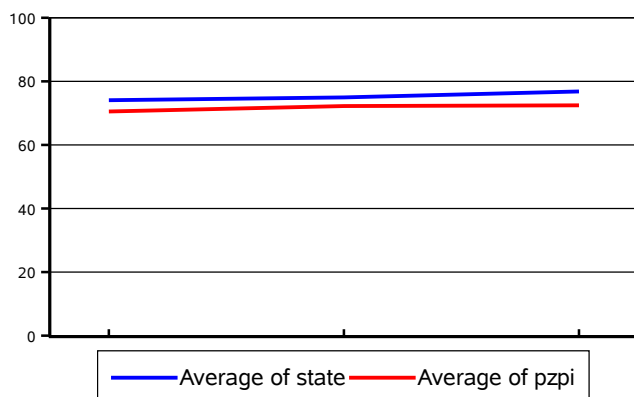
Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ Summary

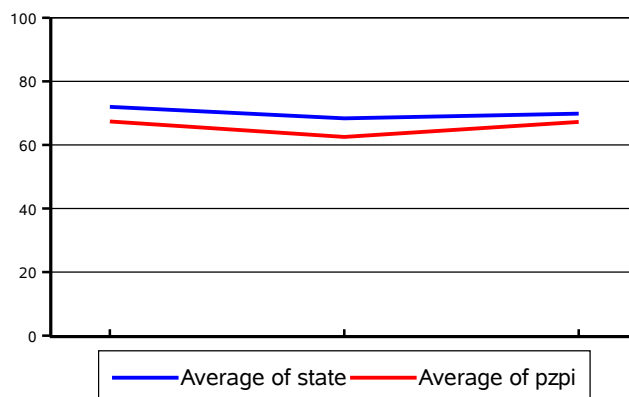
Elementary Schools

Texas Tech University

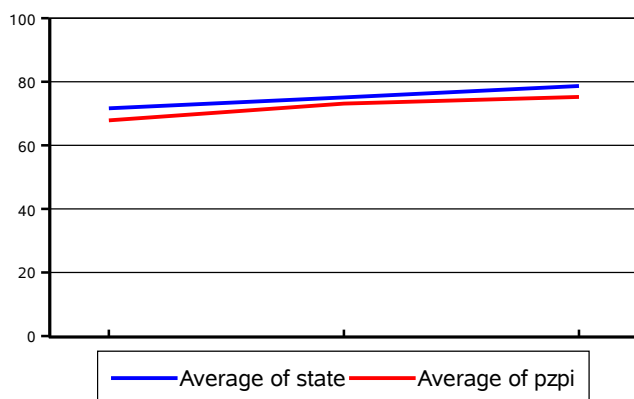
Reading



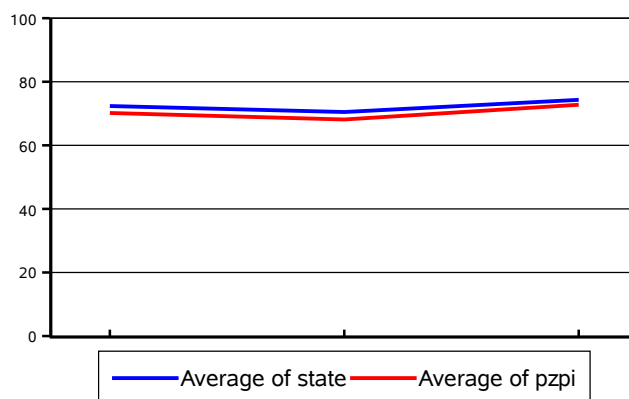
Writing



Mathematics



Science



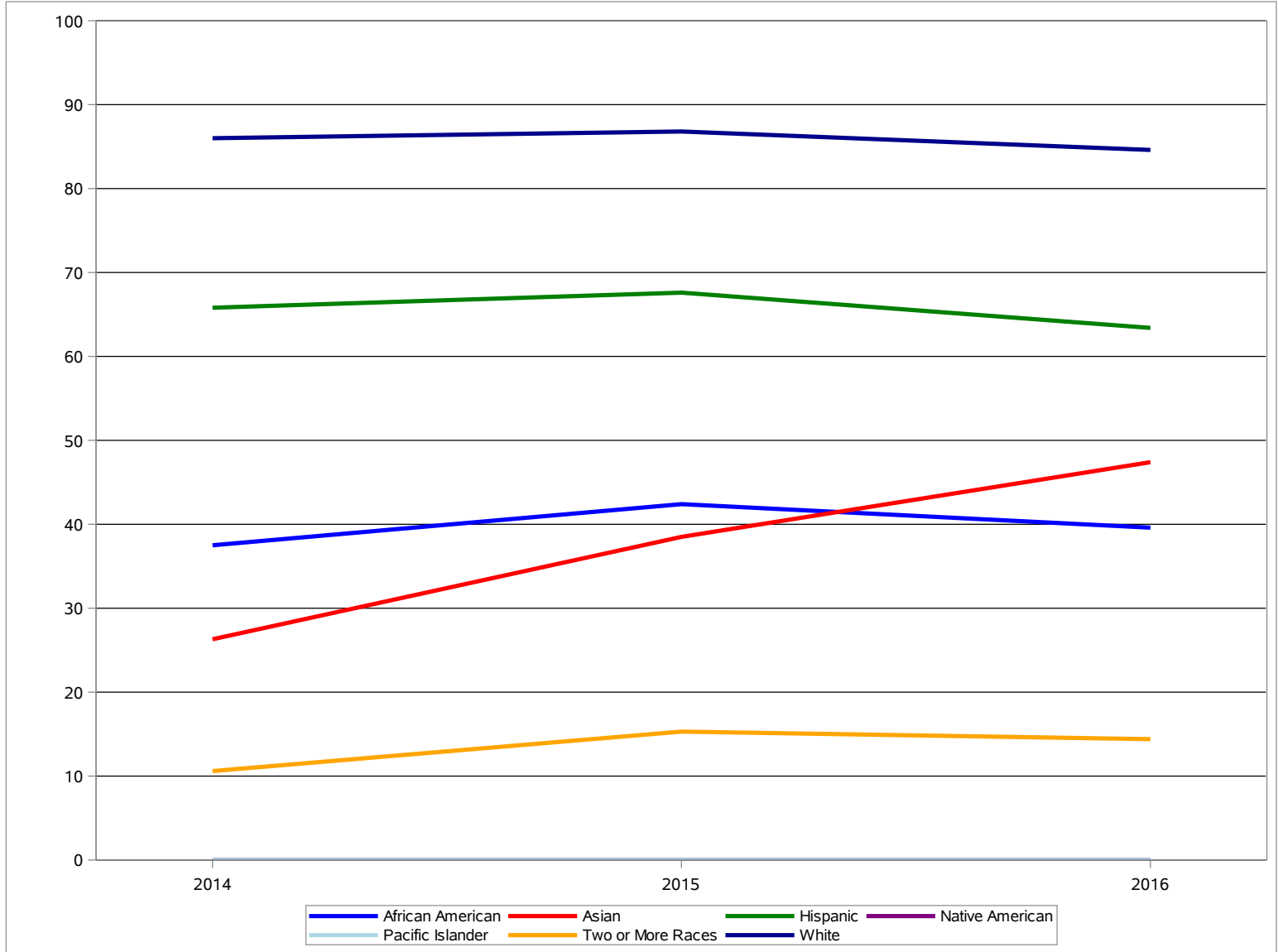
¹STAAR percent passing at satisfactory level or above aggregated by subject and grade for campuses designated by the state as elementary. Cut scores used to determine the satisfactory or above performance standard increase each year.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Reading²

Elementary Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1120	37.5	1131	42.4	1272	39.6
Hispanic	9170	65.8	8827	67.6	10492	63.4
White	5000	86.0	4822	86.8	5690	84.6
Asian	179	26.3	200	38.5	211	47.4
Native American	42	0.0	49	0.0	64	0.0
Pacific Islander	10	0.0	7	0.0	10	0.0
Two or More Races	227	10.6	242	15.3	271	14.4

¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as elementary. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

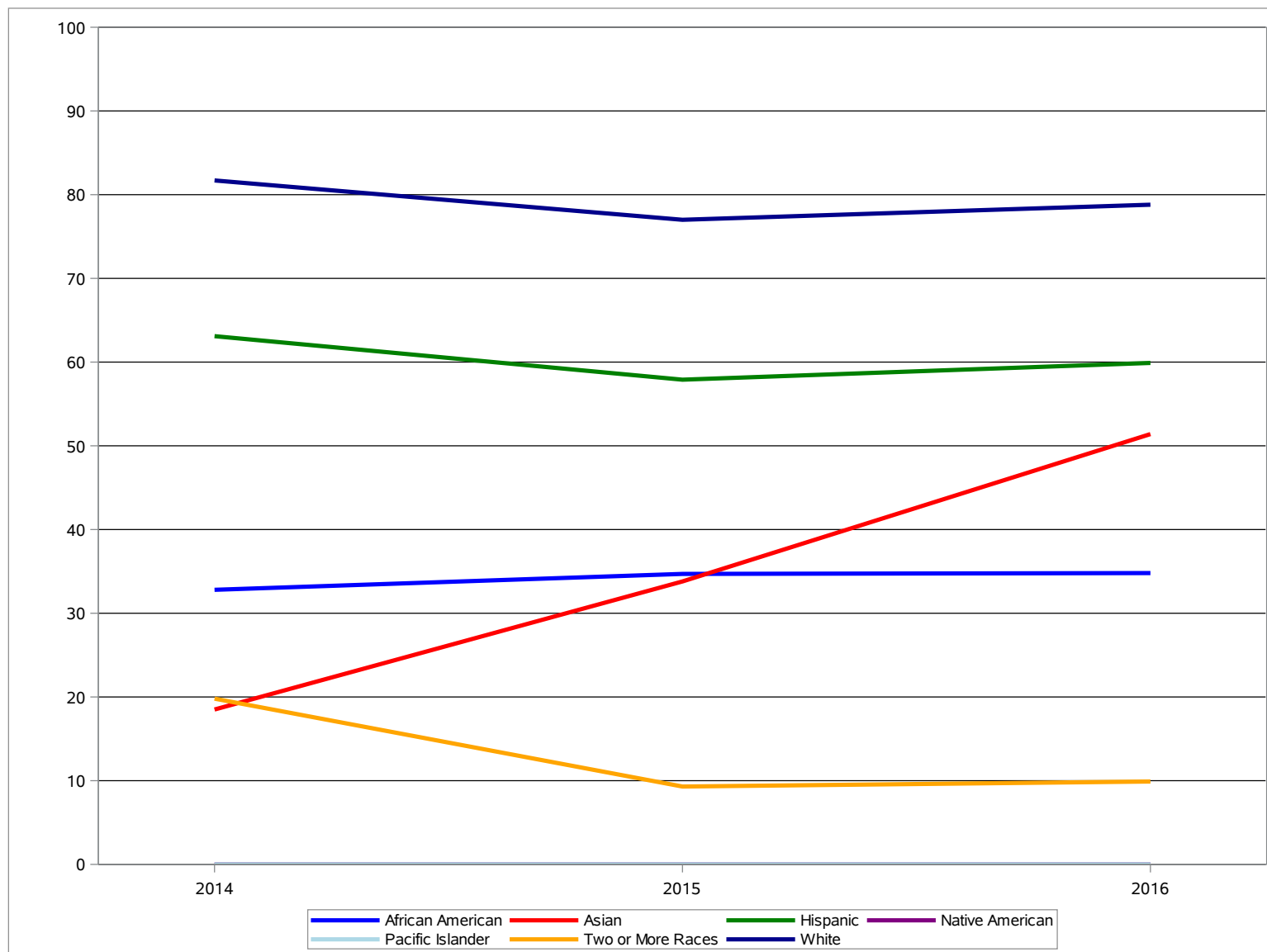
²STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Writing²

Elementary Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	372	32.8	380	34.7	394	34.8
Hispanic	3069	63.1	3008	57.9	3272	59.9
White	1691	81.7	1599	77.0	1892	78.8
Asian	54	18.5	71	33.8	74	51.4
Native American	12	0.0	12	0.0	27	0.0
Pacific Islander	2	0.0	0	0.0	4	0.0
Two or More Races	81	19.8	75	9.3	91	9.9

¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as elementary. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

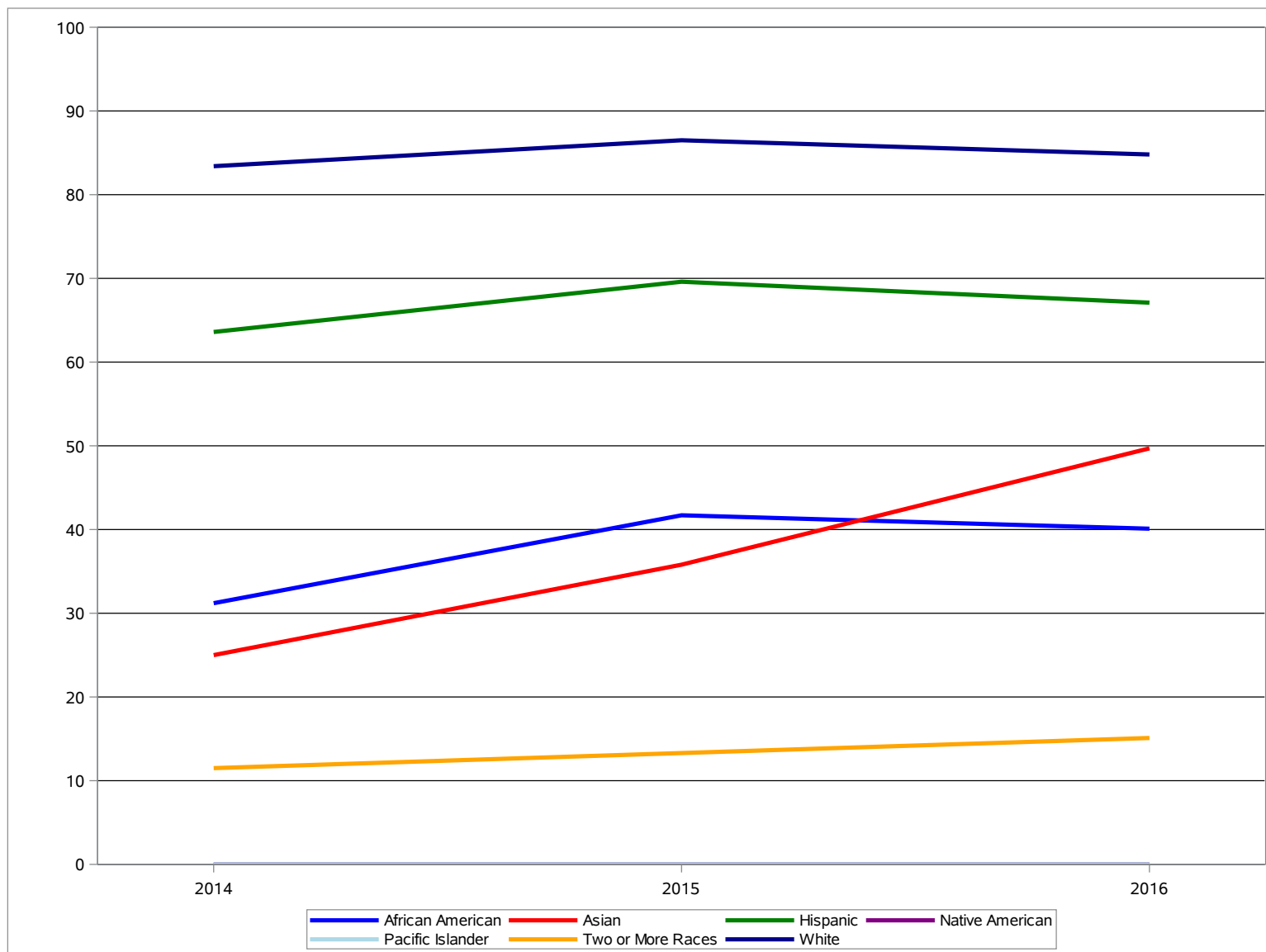
²STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Mathematics²

Elementary Schools

Texas Tech University



	2014		2015		2016	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1126	31.2	1140	41.7	1271	40.1
Hispanic	9220	63.6	8890	69.6	10585	67.1
White	5012	83.4	4828	86.5	5694	84.8
Asian	172	25.0	187	35.8	191	49.7
Native American	45	0.0	49	0.0	64	0.0
Pacific Islander	9	0.0	7	0.0	10	0.0
Two or More Races	227	11.5	240	13.3	272	15.1

¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as elementary. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

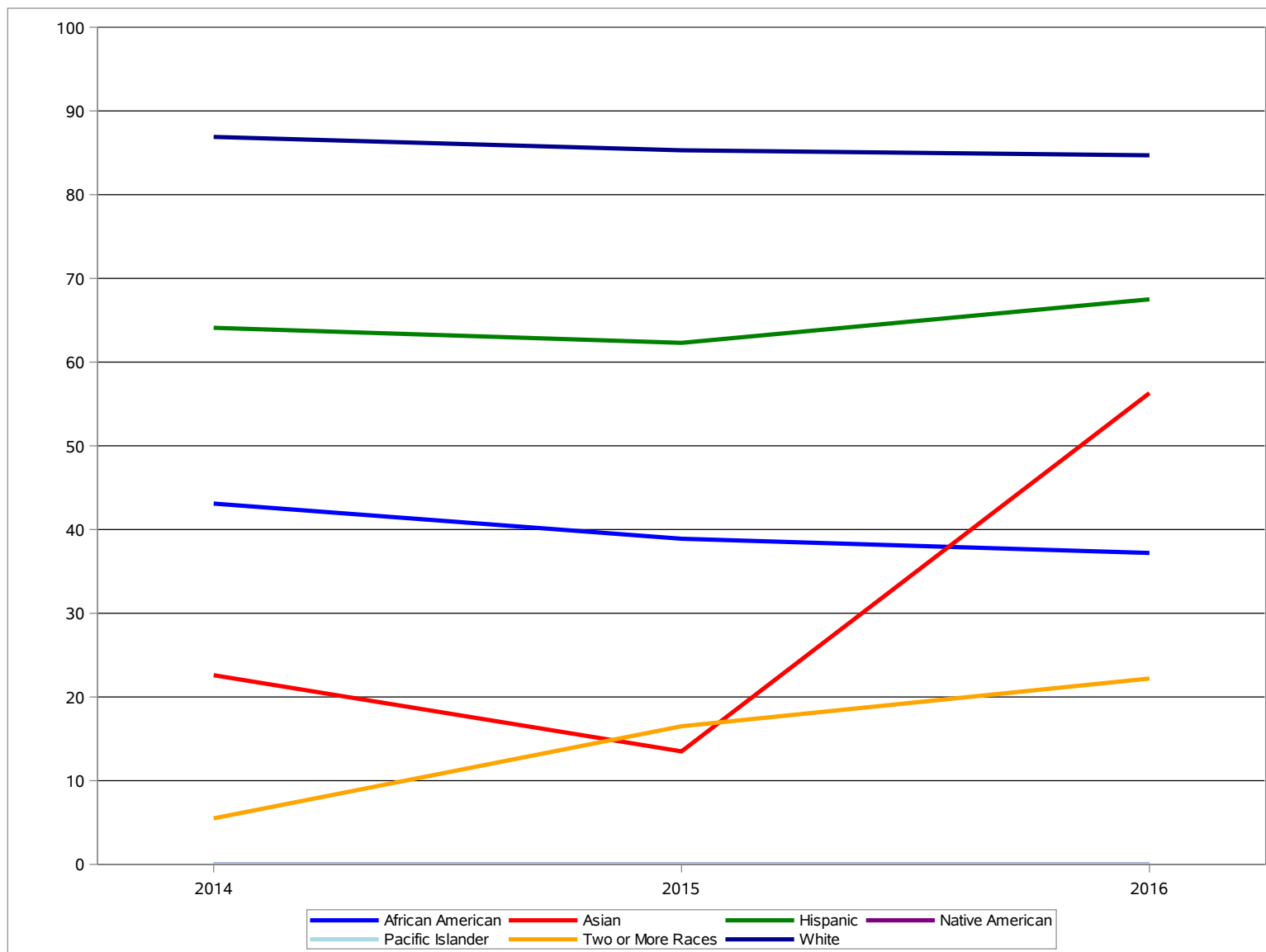
²STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance¹ by Ethnicity: Science²

Elementary Schools

Texas Tech University



¹STAAR percent passing at Level II Satisfactory or above aggregated by subject and grade for campuses designated by the state as elementary. Cut scores used to determine the performance standard for STAAR percent passing at satisfactory level or above increase each year.

²STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing High Schools Ranked by STAAR Algebra Performance¹
2016
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			English I			English II		
					N ²	% Pass	% Adv	N ²	% Pass	% Adv	N ²	% Pass	% Adv	N ²	% Pass	% Adv	N ²	% Pass	% Adv
IDALOU ISD	IDALOU H S	281	30	38	53	100	25	72	99	31	85	91	11	46	83	15	92	73	1
SHALLOWATER ISD	SHALLOWATER H S	434	29	32	92	96	52	115	94	20	129	95	25	75	75	24	143	85	8
PLAINS ISD	PLAINS H S	127	54	68	32	94	6	27	93	0	40	95	43	37	78	0	33	73	9
SUNDOWN ISD	SUNDOWN H S	167	22	47	48	94	67	49	98	29	35	94	26	54	93	7	47	91	13
ABERNATHY ISD	ABERNATHY H S	216	40	52	54	93	17	55	95	22	31	87	13	41	66	17	67	72	3
MULESHOE ISD	MULESHOE H S	364	78	84	115	93	32	120	92	10	73	95	41	139	56	5	119	57	3
SUDAN ISD	SUDAN H S	160	48	57	27	93	52	27	93	11	31	87	13	22	64	0	33	76	9
ROOSEVELT ISD	ROOSEVELT H S	311	68	57	88	90	17	40	100	35	68	93	25	101	76	3	92	88	10
LUBBOCK-COOPER ISD	LUBBOCK-COOPER HIGH SCHOOL	1,359	30	39	391	87	30	326	96	19	384	92	38	458	79	8	416	81	14
FLOYDADA ISD	FLOYDADA H S	208	49	77	49	86	43	52	87	6	55	93	20	52	50	2	78	72	3
LAMESA ISD	LAMESA SUCCESS ACADEMY	21	86	86	7	86	0	7	86	0	12	92	0	9	89	0	12	42	0
LAMESA ISD	LAMESA H S	521	77	84	192	85	13	168	73	4	184	77	3	217	51	2	204	58	0
HALE CENTER ISD	HALE CENTER H S	184	73	76	47	83	15	42	88	2	54	96	19	35	80	3	61	74	3
FRENSHIP ISD	FRENSHIP H S	2,471	33	48	566	81	10	635	95	23	564	96	23	831	78	12	702	81	8
TULIA ISD	TULIA H S	312	73	71	106	81	9	83	92	8	80	79	4	93	53	2	116	60	0
PLAINVIEW ISD	PLAINVIEW H S	1,425	60	81	412	78	11	407	84	11	402	86	22	512	62	5	472	69	3
NEW DEAL ISD	NEW DEAL H S	203	40	54	56	75	4	59	86	3	70	93	11	64	55	0	65	65	2
KRESS ISD	KRESS H S	88	76	63	15	73	0	13	85	0	19	89	16	20	45	5	19	63	0
LUBBOCK ISD	LUBBOCK H S	2,017	50	75	402	73	7	552	89	29	488	91	33	684	72	10	622	68	8
FRENSHIP ISD	REESE EDUCATIONAL CTR	82	66	49	15	73	0	9	100	0	21	86	5	11	64	9	19	37	0
LEVELLAND ISD	LEVELLAND H S	814	64	71	296	72	10	209	88	9	224	78	22	290	70	2	261	64	3
DIMMITT ISD	DIMMITT H S	308	85	87	90	70	1	76	92	1	141	78	1	127	56	1	108	67	1
TAHOKA ISD	TAHOKA H S	153	68	65	36	69	0	25	96	20	32	94	9	48	52	0	42	69	2
POST ISD	POST H S	218	61	71	56	68	2	62	89	11	58	91	26	37	46	3	76	78	7
RALLS ISD	RALLS H S	136	74	80	34	68	0	38	79	5	40	93	8	48	67	4	44	70	5

¹STAAR percent passing at Level II Satisfactory or above.

²Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact
25 Lowest Performing High Schools Ranked by STAAR Algebra Performance¹
2016
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			English I			English II		
					N ²	% Pass	% Adv	N ²	% Pass	% Adv	N ²	% Pass	% Adv	N ²	% Pass	% Adv	N ²	% Pass	% Adv
LUBBOCK ISD	MATTHEWS LRN CTR/NEW DIRECTIONS	85	95	93	25	20	0	14	57	0	41	51	7	29	45	0	40	28	0
LUBBOCK ISD	ESTACADO H S	708	64	97	234	46	0	237	65	1	231	78	8	322	38	1	273	48	0
OLTON ISD	OLTON H S	173	57	75	55	58	11	51	78	2	86	83	6	48	71	6	57	58	5
BROWNFIELD ISD	BROWNFIELD H S	485	68	82	165	59	7	155	72	5	177	72	12	205	54	0	183	50	1
LORENZO ISD	LORENZO H S	116	73	83	17	59	12	16	88	0	19	74	11	29	66	0	33	79	0
SNYDER ISD	SNYDER H S	741	35	58	241	60	3	186	84	16	38	74	13	303	53	4	238	55	3
LITTLEFIELD ISD	LITTLEFIELD H S	373	63	76	127	61	14	115	78	8	107	83	7	152	50	2	126	60	1
LOCKNEY ISD	LOCKNEY H S	133	62	79	49	61	2	29	76	7	29	93	10	50	52	2	49	55	0
LUBBOCK ISD	CORONADO H S	2,041	49	65	567	63	4	635	82	10	621	88	26	737	60	5	606	66	4
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	120	65	70	29	66	0	24	83	13	23	91	13	32	53	0	37	54	3
LUBBOCK ISD	MONTEREY H S	2,046	57	71	584	67	3	648	81	11	581	87	21	787	60	4	674	67	5
POST ISD	POST H S	218	61	71	56	68	2	62	89	11	58	91	26	37	46	3	76	78	7
RALLS ISD	RALLS H S	136	74	80	34	68	0	38	79	5	40	93	8	48	67	4	44	70	5
SLATON ISD	SLATON H S	341	70	76	72	68	3	123	89	3	77	84	10	127	63	4	89	64	1
SMYER ISD	SMYER H S	205	57	50	41	68	15	31	77	3	37	100	16	36	61	0	38	79	5
TAHOKA ISD	TAHOKA H S	153	68	65	36	69	0	25	96	20	32	94	9	48	52	0	42	69	2
DIMMITT ISD	DIMMITT H S	308	85	87	90	70	1	76	92	1	141	78	1	127	56	1	108	67	1
LEVELLAND ISD	LEVELLAND H S	814	64	71	296	72	10	209	88	9	224	78	22	290	70	2	261	64	3
KRESS ISD	KRESS H S	88	76	63	15	73	0	13	85	0	19	89	16	20	45	5	19	63	0
LUBBOCK ISD	LUBBOCK H S	2,017	50	75	402	73	7	552	89	29	488	91	33	684	72	10	622	68	8
FRENSHIP ISD	REESE EDUCATIONAL CTR	82	66	49	15	73	0	9	100	0	21	86	5	11	64	9	19	37	0
NEW DEAL ISD	NEW DEAL H S	203	40	54	56	75	4	59	86	3	70	93	11	64	55	0	65	65	2
PLAINVIEW ISD	PLAINVIEW H S	1,425	60	81	412	78	11	407	84	11	402	86	22	512	62	5	472	69	3
FRENSHIP ISD	FRENSHIP H S	2,471	33	48	566	81	10	635	95	23	564	96	23	831	78	12	702	81	8
TULIA ISD	TULIA H S	312	73	71	106	81	9	83	92	8	80	79	4	93	53	2	116	60	0

¹STAAR percent passing at Level II Satisfactory or above.

²Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest Performing Middle Schools Ranked by STAAR Reading Performance¹

2016

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing ²			Science ³			Social Studies ³		
					N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv
LUBBOCK ISD	HUTCHINSON MIDDLE	765	42	60	744	91	45	645	89	28	223	88	30	236	92	40	236	91	44
SUNDOWN ISD	SUNDOWN J H	149	41	66	143	89	24	143	92	27	40	95	15	52	88	23	52	71	17
PLAINS ISD	PLAINS MIDDLE	111	71	55	105	88	21	105	79	10	36	81	28	31	74	13	31	58	19
LUBBOCK-COOPER ISD	LUBBOCK-COOPER BUSH MIDDLE	787	27	36	746	87	28	712	84	18	242	80	11	229	83	25	229	77	17
SHALLOWATER ISD	SHALLOWATER MIDDLE	477	42	37	322	87	31	302	92	28	109	84	28	113	83	33	112	69	18
FRENSHIP ISD	FRENSHIP MIDDLE	610	39	39	582	85	30	535	81	16	187	87	28	198	82	21	197	58	9
FRENSHIP ISD	HERITAGE MIDDLE	852	38	50	813	85	25	751	82	19	272	80	19	259	84	27	259	76	22
LUBBOCK ISD	IRONS MIDDLE	663	34	48	639	85	25	568	79	12	217	76	16	220	85	25	219	76	18
FRENSHIP ISD	TERRA VISTA MIDDLE	590	49	56	560	84	26	506	83	14	181	73	20	170	86	21	170	71	21
IDALOU ISD	IDALOU MIDDLE	301	32	40	216	83	23	193	81	19	71	93	24	70	89	20	70	64	21
LUBBOCK-COOPER ISD	LUBBOCK-COOPER MIDDLE	555	44	46	528	83	21	516	81	14	170	81	19	179	78	13	179	68	13
OLTON ISD	OLTON J H	158	70	76	149	81	17	149	77	10	51	71	6	54	72	9	54	56	6
ABERNATHY ISD	ABERNATHY J H	192	57	60	184	78	17	163	78	16	58	69	14	66	83	18	66	64	15
LUBBOCK ISD	EVANS MIDDLE	866	45	58	843	78	20	754	81	14	303	69	11	273	81	24	273	71	18
HALE CENTER ISD	CARR MIDDLE	182	74	75	133	77	13	133	53	2	39	82	10	45	58	7	45	47	0
NEW DEAL ISD	NEW DEAL MIDDLE	221	51	48	161	75	12	146	70	6	47	68	9	54	74	11	54	56	9
FLOYDADA ISD	FLOYDADA J H	102	68	84	90	71	12	81	72	16	55	80	13	31	68	6	31	45	0
LEVELLAND ISD	LEVELLAND MIDDLE	616	66	73	567	70	11	546	75	5	193	53	4	178	72	16	178	71	21
SLATON ISD	SLATON J H	284	82	74	272	70	13	246	70	6	96	66	8	89	64	9	89	51	2
PLAINVIEW ISD	CORONADO MIDDLE	603	75	82	580	69	12	568	65	8	184	60	2	189	61	11	191	41	7
PLAINVIEW ISD	ESTACADO MIDDLE	599	77	84	574	68	10	558	73	7	191	65	5	189	66	10	189	61	8
LITTLEFIELD ISD	LITTLEFIELD J H	288	74	80	265	68	12	261	61	2	104	68	13	82	77	9	82	41	1
LUBBOCK ISD	MACKENZIE MIDDLE	627	76	76	578	68	13	528	61	4	209	67	4	199	65	16	197	56	10
POST ISD	POST MIDDLE	179	58	69	173	68	12	160	53	3	68	69	9	47	60	11	47	64	17
TULIA ISD	TULIA J H	242	81	69	229	68	11	225	64	4	65	68	12	77	69	6	77	53	8

¹STAAR percent passing at Level II Satisfactory or above.

²Administered only to 7th grade students.

³Administered only to 8th grade students.

⁴Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest Performing Middle Schools Ranked by STAAR Reading Performance¹

2016

Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing ²			Science ³			Social Studies ³		
					N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv
LUBBOCK ISD	DUNBAR COLLEGE PREPARATORY ACADEMY	600	76	99	530	40	2	492	46	3	146	28	1	180	52	3	181	22	1
LUBBOCK ISD	SLATON MIDDLE	550	77	94	502	45	5	469	42	2	168	48	5	158	45	3	158	41	3
BROWNFIELD ISD	BROWNFIELD MIDDLE	398	75	79	367	55	8	366	74	11	130	57	6	110	56	4	110	35	3
LUBBOCK ISD	SMYLIE WILSON MIDDLE	475	67	84	422	57	5	403	49	1	126	44	1	159	60	11	159	31	3
SNYDER ISD	SNYDER J H	599	48	68	568	58	9	513	52	4	178	50	7	172	53	6	173	38	3
LUBBOCK ISD	CAVAZOS MIDDLE	591	84	98	555	59	8	504	48	2	167	54	5	191	57	7	191	55	7
RALLS ISD	RALLS MIDDLE	120	89	79	108	59	8	108	45	2	28	71	7	37	76	5	37	16	0
LAMESA ISD	LAMESA MIDDLE	403	83	88	381	61	5	381	46	2	136	60	2	128	50	5	127	41	6
LUBBOCK ISD	ATKINS MIDDLE	628	83	91	586	62	6	541	48	1	197	52	3	206	59	3	206	41	1
LOCKNEY ISD	LOCKNEY J H	97	72	82	89	62	7	87	59	1	35	54	0	23	87	9	23	57	4
DIMMITT ISD	DIMMITT MIDDLE	353	89	87	258	64	6	241	53	1	80	58	1	85	45	2	85	38	2
ROOSEVELT ISD	ROOSEVELT J H	245	77	63	221	64	9	220	74	10	81	57	5	66	71	12	66	48	8
MULESHOE ISD	WATSON J H	293	82	86	271	65	11	271	80	11	86	66	9	86	59	9	86	67	13
TAHOKA ISD	TAHOKA MIDDLE	120	67	68	114	67	9	106	65	10	41	73	12	33	58	6	33	48	3
PLAINVIEW ISD	ESTACADO MIDDLE	599	77	84	574	68	10	558	73	7	191	65	5	189	66	10	189	61	8
LITTLEFIELD ISD	LITTLEFIELD J H	288	74	80	265	68	12	261	61	2	104	68	13	82	77	9	82	41	1
LUBBOCK ISD	MACKENZIE MIDDLE	627	76	76	578	68	13	528	61	4	209	67	4	199	65	16	197	56	10
POST ISD	POST MIDDLE	179	58	69	173	68	12	160	53	3	68	69	9	47	60	11	47	64	17
TULIA ISD	TULIA J H	242	81	69	229	68	11	225	64	4	65	68	12	77	69	6	77	53	8
PLAINVIEW ISD	CORONADO MIDDLE	603	75	82	580	69	12	568	65	8	184	60	2	189	61	11	191	41	7
LEVELLAND ISD	LEVELLAND MIDDLE	616	66	73	567	70	11	546	75	5	193	53	4	178	72	16	178	71	21
SLATON ISD	SLATON J H	284	82	74	272	70	13	246	70	6	96	66	8	89	64	9	89	51	2
FLOYDADA ISD	FLOYDADA J H	102	68	84	90	71	12	81	72	16	55	80	13	31	68	6	31	45	0
NEW DEAL ISD	NEW DEAL MIDDLE	221	51	48	161	75	12	146	70	6	47	68	9	54	74	11	54	56	9
HALE CENTER ISD	CARR MIDDLE	182	74	75	133	77	13	133	53	2	39	82	10	45	58	7	45	47	0

¹STAAR percent passing at Level II Satisfactory or above.

²Administered only to 7th grade students.

³Administered only to 8th grade students.

⁴Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing Elementary Schools Ranked by STAAR Reading Performance¹
2016
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing ²			Science ³		
					N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv
LUBBOCK ISD	MILLER EL	662	39	45	284	96	48	284	88	39	104	82	27	69	93	20
FRENSHIP ISD	OAK RIDGE EL	754	31	40	357	94	38	357	92	39	111	93	32	119	89	15
FRENSHIP ISD	CRESTVIEW EL	700	31	40	318	93	39	316	91	32	105	86	25	98	89	19
IDALOU ISD	IDALOU EL	419	42	45	132	92	27	132	93	45	67	90	24	0	0	0
RISE ACADEMY	RISE ACADEMY	272	89	99	49	92	39	49	98	20	14	93	29	15	80	7
LUBBOCK ISD	SMITH EL	590	38	53	211	92	43	211	91	39	68	88	38	67	93	33
LUBBOCK ISD	HONEY EL	392	35	43	169	91	37	169	93	43	56	88	36	48	92	27
LUBBOCK-COOPER ISD	LUBBOCK-COOPER WEST EL	713	19	28	300	91	37	300	94	41	107	89	35	92	75	10
LUBBOCK ISD	WHITESIDE EL	550	42	49	234	90	31	234	87	31	67	88	25	92	93	26
LUBBOCK-COOPER ISD	LUBBOCK-COOPER CENTRAL EL	746	36	37	319	89	39	318	92	39	99	86	28	99	84	13
LUBBOCK ISD	WILSON EL	510	23	43	233	89	42	233	88	38	76	80	33	78	90	31
FRENSHIP ISD	BENNETT EL	775	44	41	350	87	27	351	89	26	94	88	32	122	80	9
LUBBOCK ISD	RAMIREZ CHARTER SCHOOL	488	68	86	158	87	16	158	89	13	57	74	0	36	92	14
SUNDOWN ISD	SUNDOWN EL	317	41	62	131	87	23	131	97	34	39	85	18	46	80	11
LUBBOCK-COOPER ISD	LUBBOCK-COOPER SOUTH EL	774	43	45	339	86	28	338	85	22	93	90	31	115	81	3
LUBBOCK ISD	RUSH EL	389	63	58	155	84	25	155	75	18	57	79	14	48	96	27
SHALLOWATER ISD	SHALLOWATER INT	386	47	33	244	84	27	244	90	34	117	75	19	0	0	0
LUBBOCK ISD	HARDWICK EL	427	72	73	170	83	22	170	93	24	56	84	14	58	86	12
LUBBOCK ISD	WILLIAMS EL	398	68	66	183	83	25	183	90	25	44	86	9	69	81	13
LEVELLAND ISD	SOUTH EL	358	74	72	109	82	17	109	74	15	0	0	0	0	0	0
SUDAN ISD	SUDAN EL	296	59	58	90	82	27	90	82	9	27	81	33	30	80	20
LUBBOCK-COOPER ISD	LUBBOCK-COOPER NORTH EL	877	41	49	376	80	23	376	82	15	114	71	13	131	91	11
FRENSHIP ISD	NORTH RIDGE EL	691	47	53	367	80	24	368	75	17	114	73	14	146	87	16
FRENSHIP ISD	WILLOW BEND EL	584	80	69	246	78	15	247	77	15	76	61	7	71	77	8
HALE CENTER ISD	AKIN EL	256	76	74	69	77	16	69	78	7	37	86	8	0	0	0

¹STAAR percent passing at Level II Satisfactory and above.

²Administered only to 4th grade students.

³Administered only to 5th grade students.

⁴Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact
25 Lowest Performing Elementary Schools Ranked by STAAR Reading Performance¹
2016
Texas Tech University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing ²			Science ³		
					N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv	N ⁴	% Pass	% Adv
LUBBOCK ISD	ALDERSON EL	649	88	98	265	42	5	265	37	2	79	44	3	73	27	0
LUBBOCK ISD	HODGES EL	457	90	96	193	45	5	195	64	7	64	47	2	65	51	5
LUBBOCK ISD	BEAN EL	618	87	97	223	46	1	223	56	4	67	42	1	70	50	3
LUBBOCK ISD	ERVIN EL	554	80	99	230	47	6	231	55	4	73	52	0	76	64	1
POST ISD	POST EL	431	75	71	168	48	7	168	57	4	55	55	4	43	63	5
LUBBOCK ISD	BROWN EL	476	96	92	206	50	11	206	60	7	63	49	2	62	50	5
LAMESA ISD	NORTH EL	499	88	87	474	51	8	474	53	5	154	53	8	142	56	4
LORENZO ISD	LORENZO EL	182	81	88	59	54	2	44	50	5	13	38	8	25	60	0
BROWNFIELD ISD	OAK GROVE EL	538	77	78	377	54	11	377	54	9	122	46	7	122	59	2
FLOYDADA ISD	A B DUNCAN EL	471	73	86	157	55	8	157	62	12	49	63	14	56	71	4
LUBBOCK ISD	MCWHORTER EL	604	80	98	256	55	9	256	63	8	74	49	3	95	74	4
PLAINVIEW ISD	THUNDERBIRD EL	533	92	93	205	56	8	205	73	13	64	56	9	56	59	7
LUBBOCK ISD	DUPRE EL	281	97	89	100	57	9	100	59	5	38	45	3	33	61	6
LUBBOCK ISD	JACKSON EL	284	90	98	88	58	10	89	53	4	27	44	4	21	57	0
RALLS ISD	RALLS EL	318	83	76	113	59	10	112	60	4	42	52	5	34	59	3
LUBBOCK ISD	BAYLESS EL	709	87	91	270	60	10	270	65	6	76	54	5	96	76	4
PLAINVIEW ISD	HIGHLAND EL	446	81	88	208	60	11	209	80	12	60	63	13	59	63	3
LEVELLAND ISD	CAPITOL EL	383	70	82	109	61	11	109	63	8	0	0	0	0	0	0
PLAINVIEW ISD	HILLCREST EL	447	87	89	180	63	11	180	78	15	55	49	5	63	73	8
SNYDER ISD	SNYDER PRI	697	58	72	189	63	20	189	60	14	0	0	0	0	0	0
LOCKNEY ISD	LOCKNEY EL	244	80	83	117	64	7	118	69	13	34	71	0	38	47	0
DIMMITT ISD	RICHARDSON EL	542	91	90	159	64	13	159	67	14	69	62	3	0	0	0
LUBBOCK ISD	STEWART EL	386	75	76	159	64	8	159	72	10	52	58	4	54	57	4
CROSBYTON CISD	CROSBYTON EL	194	82	80	82	65	15	82	66	13	26	46	4	32	47	6
LUBBOCK ISD	OVERTON EL	376	84	84	135	65	13	134	65	7	37	62	3	52	73	8

¹STAAR percent passing at Level II Satisfactory or above.

²Administered only to 4th grade students.

³Administered only to 5th grade students.

⁴Total number of students taking STAAR exam.

II. University and Teacher Education Trends

C.
University and Teacher
Production Reports

SECTION C:

University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.

This report shows five-year trend data describing university enrollment, degrees awarded and the number of teachers produced. The “Teachers Produced by Pathway” section calculates teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.

This analysis provides the total number of teachers produced from FY 2006 through FY 2016 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a university-based program during a complete academic year that runs from September 1st of one year through August 31st of the next year. For example, the 2016 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2015 and August 31, 2016. It is important to note that certification cohorts are not graduation cohorts. A program typically graduates more individuals than those who actually obtain certification in that year. Individuals often graduate and obtain certification in a subsequent academic year.

The formula used to calculate the one-year change as a percent was: $2016-2015/2015 \times 100\%$.
The formula used to calculate the five-year change was: $2016-2011/2011 \times 100\%$.

C.3: Teacher Production by Race/Ethnicity.

This analysis provides the number and percentages of individuals produced from FY 2006 through FY 2016 disaggregated by race/ethnicity. The race/ethnicity of the individual is self-reported. The three and five year change is reported as a number rather than a percent.

C4: Initial Certification Production by Level.

This analysis shows initial standard certificate production disaggregated by level over a ten-year period (FY 2006-2016). During any certification year, the number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A five-year average certificate production is calculated.

Certification data are based upon when the individual initially applies for certification. For example, a person may complete a program in FY 2012, yet decide not to obtain certification until FY 2014. Such an individual would be included in the 2013-2014 certification cohort rather than the 2011-2012 certification cohort. TEA generally uses the date of the initial application as the date of certification.

C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.

This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer. The listing shows the unduplicated number of individuals obtaining standard certification through an approved Texas educator preparation program.

Five-Year University Production Trends
2012 - 2016
Texas Tech University

University Production						
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total^{1,4}	32,149	32,398	32,797	34,843	35,546	10.6%
Undergraduate	26,008	26,448	26,903	28,546	29,162	12.1%
Masters	3,113	2,855	2,911	3,180	3,251	4.4%
Degrees Awarded (End of fiscal year)						
Total²	7,023	7,115	7,066	7,351	7,402	5.4%
Baccalaureate Degrees	4,941	5,206	5,231	5,332	5,247	6.2%
Mathematics	51	59	40	49	53	3.9%
Biological Science	188	182	201	229	197	4.8%
Physical Science	59	65	71	69	79	33.9%
Masters	1,605	1,365	1,304	1,475	1,638	2.1%
Teachers Produced by Pathway (End of fiscal year)						
Total³	530	594	407	449	407	-23.2%
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	76	58	19	10	8	-89.5%
Traditional Undergraduate Certified	454	536	388	439	399	-12.1%

¹Total enrollment also includes doctoral and professional level degree-seeking students.

²Total degrees awarded also includes doctoral level degrees.

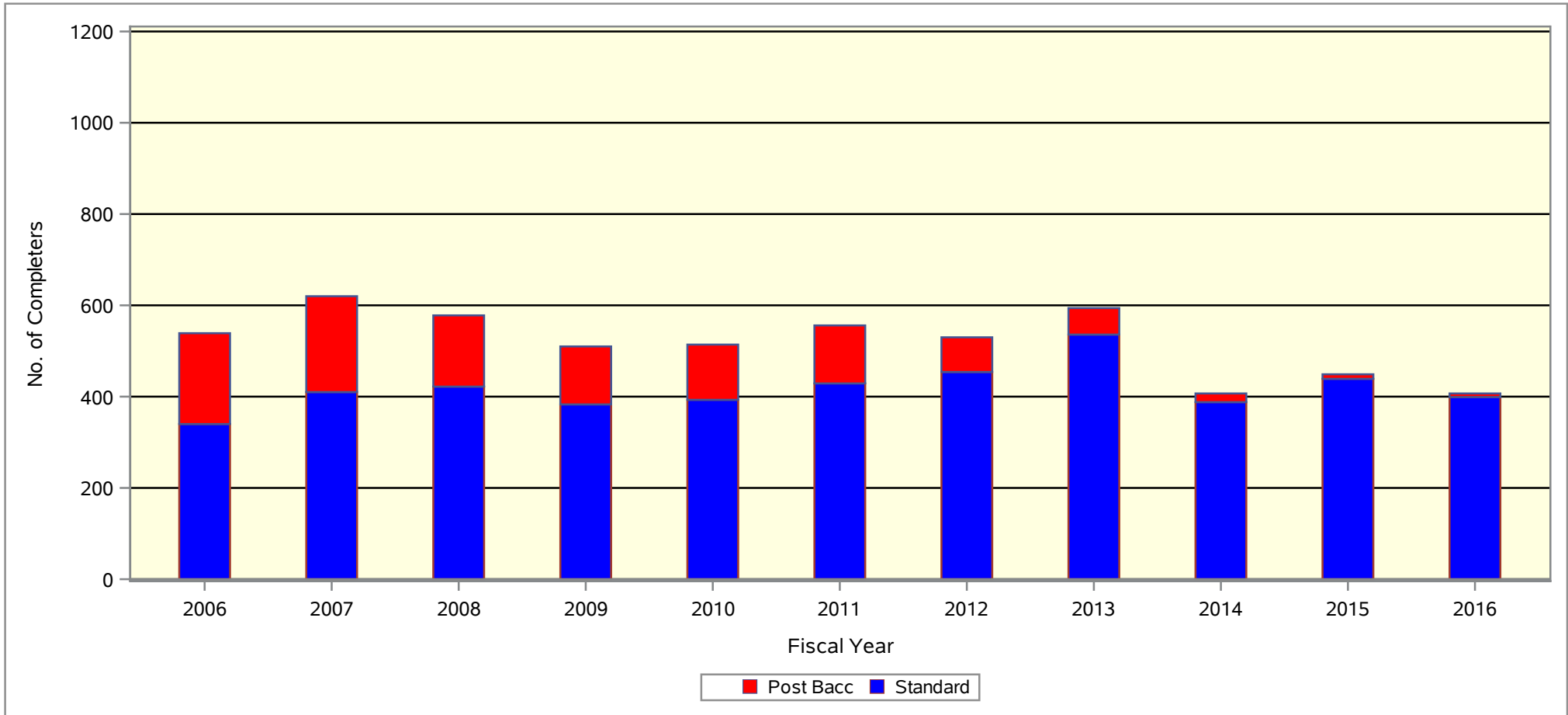
³Program numbers may not add up to Total because of missing data.

⁴Enrollment for private universities is projected from early fall estimates from IPEDS.

Teacher Production Trends for University Completers¹

FY 2006 - 2016²

Texas Tech University



Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016		2015-2016	2011-2016
539	620	578	510	514	556	530	594	407	449	407	5,704	-9.4%	-26.8%

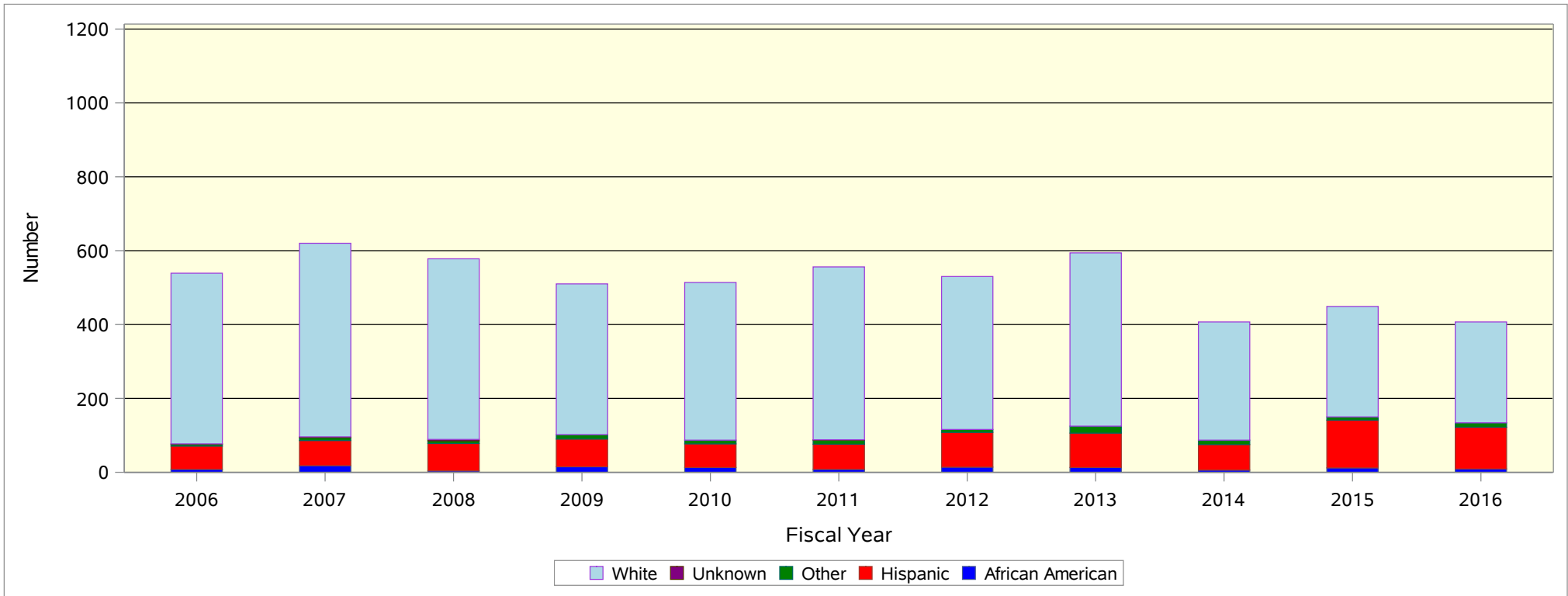
¹Number of university completers is the unduplicated number of individuals obtaining certification through the university.

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

Teacher Production by Race/Ethnicity¹

FY 2006 - 2016²

Texas Tech University



	Fiscal Year											3-Year Change	5-Year Change
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2013-2016	2011-2016
African American	8	18	4	15	13	8	14	13	6	12	9	-4	1
Hispanic	63	68	74	75	64	68	94	93	69	129	113	20	45
Other	5	8	7	12	10	11	8	19	12	9	12	-7	1
Unknown	1	2	4	0	0	1	0	0	0	0	0	0	-1
White	462	524	489	408	427	468	414	469	320	299	273	-196	-195
TOTAL	539	620	578	510	514	556	530	594	407	449	407		

¹Race/ethnicity is self-reported.

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

Initial Certification Production by Level¹

FY 2007 - 2016²

Texas Tech University

Certificate	Fiscal Year										5-Year Average 2012-2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
ELEMENTARY (EC-4 and EC-6)											
Core Subjects	0	0	0	0	0	0	0	0	0	113	22.6
Bilingual Generalist	0	0	0	2	0	0	0	0	0	0	0.0
Bilingual Other ³	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	0	16	1	0	0	0	0	0	0	0.0
ESL Other ⁴	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	286	259	226	209	219	244	286	196	268	138	226.4
Subtotal	286	259	242	212	219	244	286	196	268	251	249.0
MIDDLE SCHOOL (4-8)											
Core Subjects	0	0	0	0	0	0	0	0	0	0	0.0
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Other ⁵	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	11	11	5	0	6	3	4	1	0	0	1.6
ELA/Reading/Social Studies	31	22	17	23	20	17	18	14	14	7	14.0
Mathematics	10	3	4	6	14	8	2	6	2	1	3.8
Mathematics/Science	33	20	14	14	27	23	22	11	9	9	14.8
Science	2	4	2	5	4	3	3	1	1	1	1.8
Social Studies	4	4	1	5	13	9	5	3	0	0	3.4
Subtotal	91	64	43	53	84	63	54	36	26	18	39.4
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technical Education ⁶	10	40	31	33	39	29	28	15	17	19	21.6
Chemistry	1	1	2	1	1	3	1	1	0	0	1.0
Computer Science	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	33	34	36	39	35	24	26	16	7	9	16.4
History	35	35	22	32	27	36	27	20	24	6	22.6
Journalism	2	2	1	0	3	0	1	1	0	0	0.4
Life Science	7	5	5	5	3	4	4	1	0	3	2.4
Mathematics	15	20	18	24	19	18	26	15	4	8	14.2
Mathematics/Physical Sc/Engineering	1	0	0	0	0	0	0	0	0	0	0.0
Physical Science	0	0	0	0	0	0	0	0	0	0	0.0
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	1	0	1	0	2	2	0	0	0	0.8
Science	10	8	10	12	7	9	12	5	1	6	6.6
Secondary French	0	1	1	0	0	0	0	0	0	0	0.0
Secondary German	1	0	0	1	1	0	0	0	0	0	0.0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0.0
Secondary Spanish	11	10	7	7	2	0	0	0	0	0	0.0
Social Studies	6	4	6	5	10	9	2	2	1	0	2.8
Speech	10	4	5	0	1	3	1	0	0	0	0.8
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	142	165	144	160	148	137	130	76	54	51	89.6
ALL LEVEL (EC-12 and PK-12)											
Fine Arts ⁷	47	77	59	41	55	39	70	48	60	42	51.8
Health And Phy Education	77	45	43	46	33	40	35	21	17	16	25.8
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - French	0	0	0	0	2	1	0	0	0	0	0.2
LOTE - German	0	0	0	0	0	1	0	0	1	0	0.4
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	0	0	0	4	12	4	4	3	1	1	2.6
Special Education ⁸	36	44	71	76	58	69	86	51	75	66	69.4
Technology Applications	5	3	2	3	5	4	0	0	0	0	0.8
Subtotal	165	169	175	170	165	158	195	123	154	125	151.0
SUPPLEMENTALS											
Bilingual Education	7	9	4	6	9	13	8	4	24	32	16.2
ESL	9	8	9	32	44	46	78	43	65	96	65.6
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education ⁸	1	0	0	0	1	0	0	2	0	0	0.4
Subtotal	17	17	13	38	54	59	86	49	89	128	82.2

¹Individual candidates may receive multiple certificates.

²Certificate year equals fiscal year (Sept. 1 - Aug. 31).

³Includes all other elementary bilingual ESL and bilingual certificates.

⁴Includes all other elementary ESL certificates.

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

⁶Includes certificates in technology education; family and consumer sciences composite; human development and family studies; hospitality, nutrition, and food sciences; agriculture, science, and technology; agriculture, food and natural resources; business education, business, and finance; science, technology, engineering, and mathematics; marketing education; marketing; health science technology; health science; trade and industrial education; career and technical education.

⁷Includes certificates issued in art, dance (8-12 & 6-12), music, theatre.

⁸Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment, early childhood education-handicapped child.

Other Producers of Teachers in the Proximal Zone of Professional Impact¹

FY 2006 - 2016²

Texas Tech University

Production Entity	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Texas Tech University	539	620	578	510	514	556	530	594	407	449	407	5,704
Wayland Baptist University	144	120	114	146	121	98	90	102	64	64	55	1,118
Lubbock Christian University	99	70	74	85	83	84	65	66	75	63	74	838
Region 17 Education Service Center	0	0	14	2	5	1	0	0	0	0	0	22
Frenship ISD	0	0	0	1	1	0	3	0	0	0	0	5
TOTAL	782	810	780	744	724	739	688	762	546	576	536	7,687

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

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

D.
Professional Impact Reports

SECTION D: Professional Impact Trend Reports

Section D includes information about impact: teacher and district hiring patterns, the placement of university completers within the PZPI, and retention rates for the 2013 cohort of first-year teachers.

D.1.1-3: Teacher Hiring in the Proximal Zone of Professional Impact. These three reports show school district hiring patterns in the PZPI by comparing the supply of new teacher FTEs provided by a preparation program to the total FTEs employed by subject area and school level. The category “Teachers Supplied” is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI who obtained probationary or standard certification from the preparation program in 2015-2016 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 2016-2017. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI for that certification cohort.

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

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. This report is the first page of a supplemental document comparing the 2016-2017 hiring patterns of districts in the university’s PZPI (See Attachment 3 to view the full report). The first chart shows which PZPI districts employed teachers from the university in 2016-2017 who were newly-certified in 2015-2016. The second shows the same information for all teachers employed in the PZPI in 2016-2017 who were certified through the university between 1994-1995 and 2015-2016.

D.4.1-3: Percentage of University Completers in the Proximal Zone of Professional Impact by Level. This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) certified through the university’s preparation program since 1994-1995 who are employed at a campus within the PZPI disaggregated by level. To provide context about the campus, the percent of school students classified as economically disadvantaged is provided. The column labeled “# School FTEs” shows the total number of teacher FTEs at the campus. The columns labeled “# Univ FTEs” and the “% Univ FTEs” show the total number and percent of FTEs employed at that campus who obtained certification from the target university’s preparation program from 1994-1995 through 2015-2016.

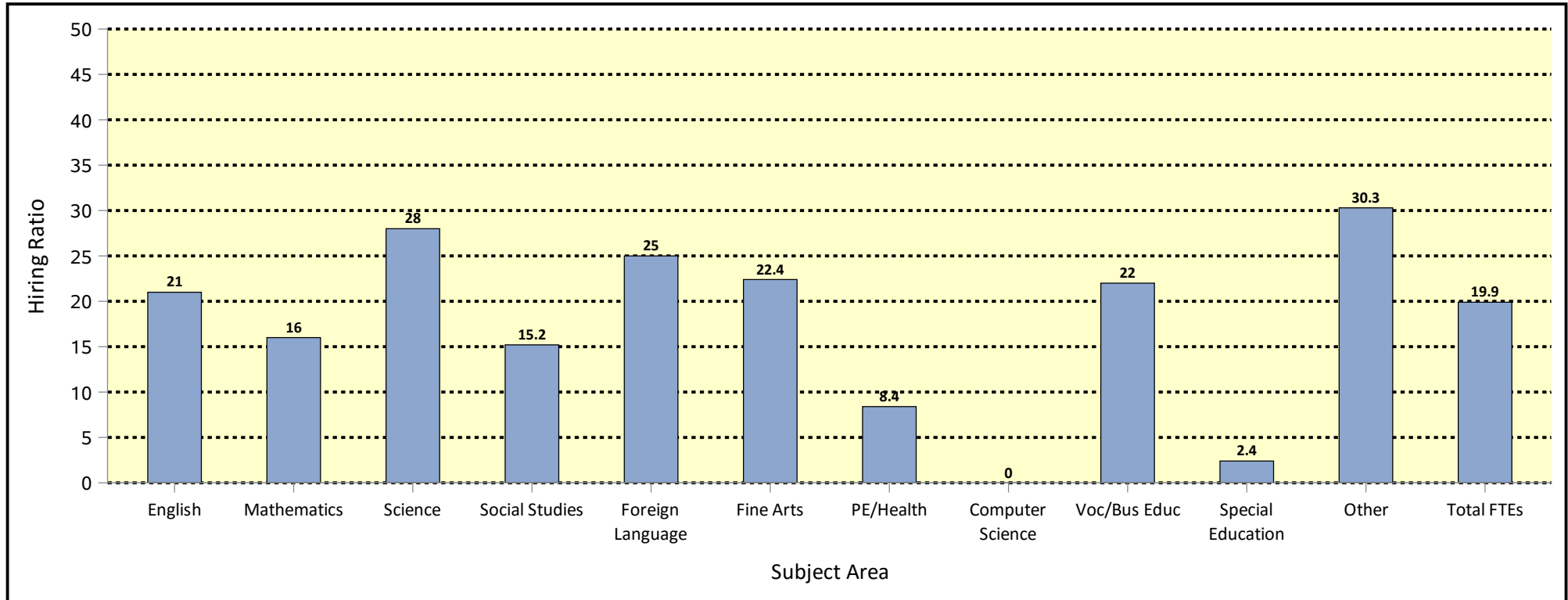
D.5: Comparison of Teacher Retention Trends. *D.5: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in 2011-2012 who became employed in a Texas public school in 2012-2013. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2011-2012 who had no prior teaching experience. The retention rate for spring 2013 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2012-2013. The target university’s retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.1-3: Five-Year Retention of First-Year Teachers by School Level.* These reports further disaggregate the five-year retention rates and attrition rates of first-year teachers by high, middle, and elementary school level. Numbers less than 10 are not represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2016-2017



Subject Area	English	Mathematics	Science	Social Studies	Foreign Language	Fine Arts	PE/Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied ¹	2.6	1.5	4.0	1.0	1.0	1.9	0.7	0.0	3.7	0.1	0.0	1.0	17.5
District Hires ²	12.4	9.4	14.3	6.6	4.0	8.5	8.3	0.4	16.8	4.1	0.0	3.3	88.1
Hiring Ratio ³	21.0%	16.0%	28.0%	15.2%	25.0%	22.4%	8.4%	0.0%	22.0%	2.4%	0.0%	30.3%	19.9%

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2016 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2016-2017

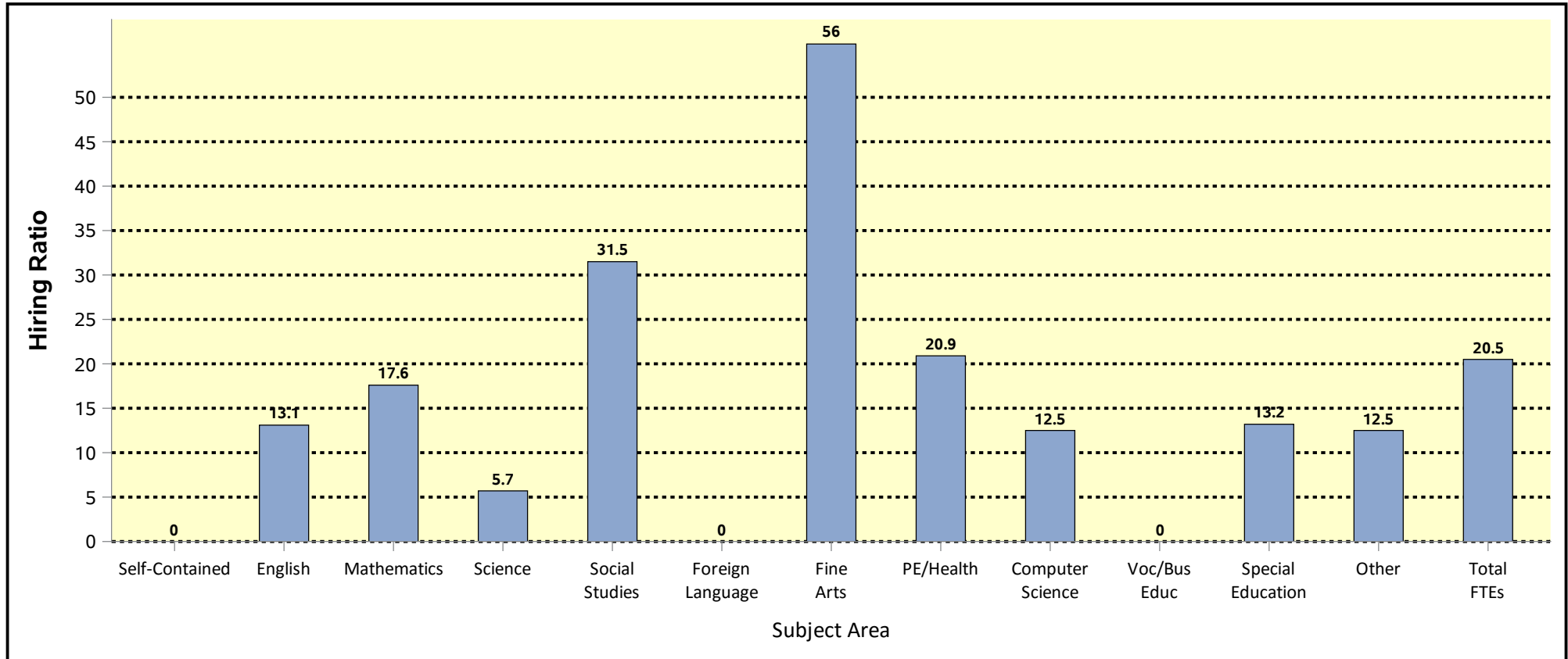
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2016-2017



Subject Area	Self-Contained	English	Mathematics	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	1.6	3.5	0.6	4.0	0.0	5.1	1.8	0.1	0.0	1.7	0.0	0.8	19.3
District Hires ²	0.5	12.2	19.9	10.5	12.7	0.3	9.1	8.6	0.8	0.4	12.9	0.0	6.4	94.3
Hiring Ratio ³	0.0%	13.1%	17.6%	5.7%	31.5%	0.0%	56.0%	20.9%	12.5%	0.0%	13.2%	0.0%	12.5%	20.5%

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2016 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2016-2017

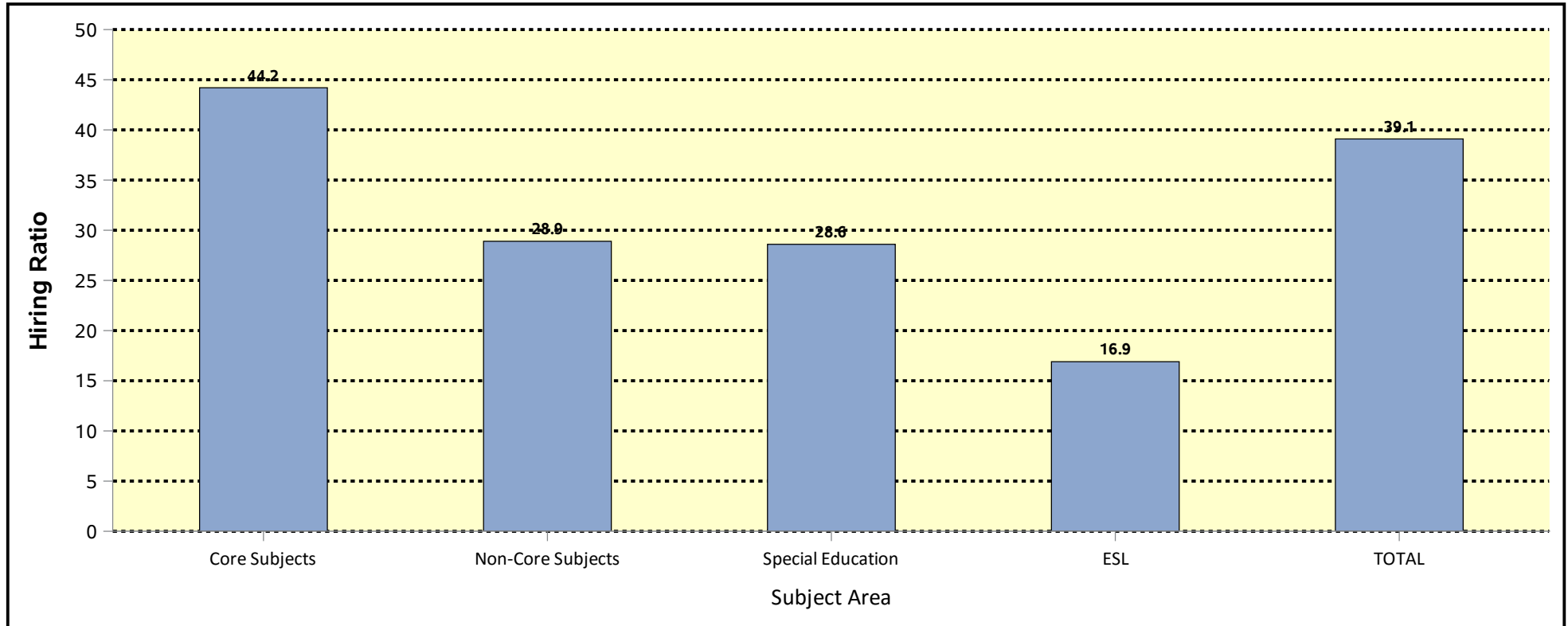
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Texas Tech University

Newly-Hired Teachers in PZPI in FY 2016-2017



Subject Area	Core Subjects ⁴	Non-Core Subjects ⁵	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied ¹	53.9	10.3	3.2	1.0	68.4
District Hires ²	122.0	35.7	11.2	5.9	174.9
Hiring Ratio ³	44.2%	28.9%	28.6%	16.9%	39.1%

¹ Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2016 with no prior teaching experience.

² The number of newly-hired teacher FTEs in the PZPI in AY 2016-2017

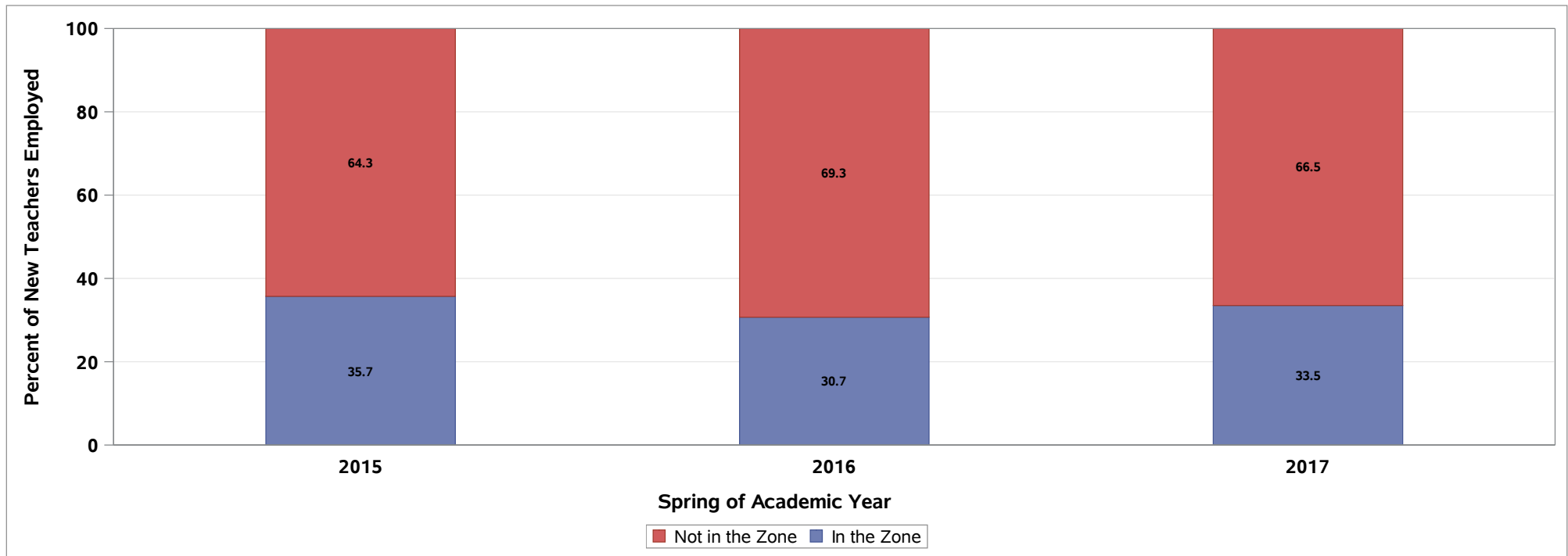
³ Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

⁴ Core subjects are subjects that are STAAR tested.

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

Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact 2015 - 2017

Texas Tech University



	New Teachers Employed						
	2015		2016		2017		% Change
	Number	Percent	Number	Percent	Number	Percent	2015 to 2017
In the Zone	115	35.7	109	30.7	112	33.5	-2.2
Not in the Zone	207	64.3	246	69.3	222	66.5	2.2
Total	322	100.0	355	100.0	334	100.0	0.0

District Hiring Patterns of University-Prepared Teachers in PZPI 2016-2017

Texas Tech University

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

Teachers Newly-Certified¹ in FY 2015-2016

Employing District	University-Prepared Employed by District in 2016-2017	New Teachers Employed by District in 2016-2017	% University Newly- Certified Compared to New Teachers Employed
RALLS ISD	3	6	50.0
ROOSEVELT ISD	7	14	50.0
SLATON ISD	4	8	50.0
LUBBOCK ISD	53	157	33.8
CROSBYTON CISD	2	6	33.3
MEADOW ISD	1	3	33.3
NEW DEAL ISD	1	3	33.3
LUBBOCK-COOPER ISD	11	35	31.4
FRENSHIP ISD	11	37	29.7
LEVELLAND ISD	2	7	28.6
BROWNFIELD ISD	4	18	22.2
LAMESA ISD	2	9	22.2
SNYDER ISD	5	24	20.8
SHALLOWATER ISD	1	5	20.0
LITTLEFIELD ISD	1	6	16.7

All Teachers Certified

Employing District	University-Prepared (1994- 1995-2015-2016) Employed by District in 2016-2017	Total Teachers Employed by District in 2016-2017	Percent of Univ-Prepared Teachers in District
RISE ACADEMY	2	5	40.0
NEW DEAL ISD	16	45	35.6
WELLMAN-UNION CISD	6	18	33.3
LUBBOCK ISD	488	1,599	30.5
ANTON ISD	5	17	29.4
MEADOW ISD	7	25	28.0
ROOSEVELT ISD	21	75	28.0
RALLS ISD	12	46	26.1
LUBBOCK-COOPER ISD	92	357	25.8
BROWNFIELD ISD	26	101	25.7
SLATON ISD	20	79	25.3
CROSBYTON CISD	7	28	25.0
NAZARETH ISD	4	16	25.0
FRENSHIP ISD	105	448	23.4
LOOP ISD	3	13	23.1

¹ Includes standard certificates from all university pathways.

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

2015-2016

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs ²	# Univ FTEs ³	% Univ FTEs ⁴
LUBBOCK ISD	152901015	100.0	LUBBOCK CO J J A E P	6.5	1.9	28.8
LUBBOCK ISD	152901023	56.7	MONTEREY H S	138.9	39.9	28.7
BROWNFIELD ISD	223901001	68.0	BROWNFIELD H S	37.6	7.4	19.6
LUBBOCK ISD	152901020	49.2	CORONADO H S	136.5	26.0	19.0
LUBBOCK ISD	152901021	64.0	ESTACADO H S	66.4	12.0	18.0
LUBBOCK ISD	152901022	49.6	LUBBOCK H S	127.1	21.8	17.2
LUBBOCK-COOPER ISD	152906001	30.4	LUBBOCK-COOPER HIGH SCHOOL	102.4	16.6	16.2
NEW DEAL ISD	152902001	39.9	NEW DEAL H S	21.9	3.4	15.6
BROWNFIELD ISD	223901005	86.4	BROWNFIELD EDUCATION CENTER	3.3	0.5	15.2
RALLS ISD	54903001	74.3	RALLS H S	18.9	2.9	15.2
MULESHOE ISD	9901001	78.3	MULESHOE H S	34.0	5.0	14.7
ROOSEVELT ISD	152908001	68.5	ROOSEVELT H S	32.4	4.6	14.2
TAHOKA ISD	153904001	68.0	TAHOKA H S	22.9	3.2	13.9
FRENSHIP ISD	152907001	32.7	FRENSHIP H S	157.9	21.8	13.8
HALE CENTER ISD	95903001	73.4	HALE CENTER H S	17.4	2.0	11.5
IDALOU ISD	152910001	29.9	IDALOU H S	31.4	3.6	11.4
SLATON ISD	152903001	69.5	SLATON H S	38.5	4.0	10.4
SUDAN ISD	140908001	48.1	SUDAN H S	20.1	2.0	10.0
LAMESA ISD	58906001	77.0	LAMESA H S	37.4	3.6	9.7
LEVELLAND ISD	110902001	63.5	LEVELLAND H S	73.0	7.0	9.6
FLOYDADA ISD	77901001	48.6	FLOYDADA H S	21.8	1.9	8.6
ABERNATHY ISD	95901001	40.3	ABERNATHY H S	24.2	2.0	8.3
SHALLOWATER ISD	152909001	29.0	SHALLOWATER H S	47.9	3.9	8.2
DIMMITT ISD	35901001	85.4	DIMMITT H S	36.7	2.9	7.8
PLAINVIEW ISD	95905002	73.4	ASH H S	13.4	1.0	7.5
FRENSHIP ISD	152907002	65.9	REESE EDUCATIONAL CTR	13.0	1.0	7.5
LITTLEFIELD ISD	140904001	62.7	LITTLEFIELD H S	30.2	2.2	7.4

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

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

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

⁴Percent of University FTEs employed by the campus.

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

2015-2016

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs ²	# Univ FTEs ³	% Univ FTEs ⁴
ROOSEVELT ISD	152908041	76.7	ROOSEVELT J H	21.9	9.0	41.2
LUBBOCK ISD	152901062	83.6	CAVAZOS MIDDLE	40.8	16.0	39.2
LUBBOCK ISD	152901063	76.3	DUNBAR COLLEGE PREPARATORY ACADEMY	48.1	16.2	33.6
LUBBOCK ISD	152901061	82.8	ATKINS MIDDLE	47.1	15.0	31.8
LUBBOCK ISD	152901064	45.0	EVANS MIDDLE	56.1	16.8	29.9
LUBBOCK ISD	152901068	76.5	SLATON MIDDLE	45.8	13.0	28.4
FRENSHIP ISD	152907042	49.0	TERRA VISTA MIDDLE	46.3	12.8	27.6
LUBBOCK ISD	152901066	33.6	IRONS MIDDLE	44.2	11.7	26.4
LUBBOCK ISD	152901067	76.1	MACKENZIE MIDDLE	42.7	10.9	25.4
LUBBOCK ISD	152901065	42.4	HUTCHINSON MIDDLE	55.4	14.0	25.3
NEW DEAL ISD	152902041	50.7	NEW DEAL MIDDLE	17.4	3.8	21.8
FRENSHIP ISD	152907043	38.3	HERITAGE MIDDLE	51.5	11.1	21.6
SUNDOWN ISD	110907041	40.9	SUNDOWN J H	15.2	3.0	19.7
LUBBOCK-COOPER ISD	152906042	26.7	LUBBOCK-COOPER BUSH MIDDLE	44.6	8.5	19.2
LUBBOCK-COOPER ISD	152906041	44.3	LUBBOCK-COOPER MIDDLE	41.8	8.0	19.1
SLATON ISD	152903042	82.0	SLATON J H	23.9	4.6	19.1
LUBBOCK ISD	152901069	67.2	SMYLIE WILSON MIDDLE	37.6	6.9	18.3
TAHOKA ISD	153904041	66.7	TAHOKA MIDDLE	9.9	1.6	16.1
BROWNFIELD ISD	223901041	74.6	BROWNFIELD MIDDLE	29.8	4.6	15.6
LITTLEFIELD ISD	140904041	74.3	LITTLEFIELD J H	19.8	3.0	15.3
LEVELLAND ISD	110902041	66.4	LEVELLAND MIDDLE	51.0	7.0	13.7
FRENSHIP ISD	152907041	38.5	FRENSHIP MIDDLE	46.4	6.0	12.9
IDALOU ISD	152910041	32.2	IDALOU MIDDLE	21.6	2.4	11.2
SHALLOWATER ISD	152909041	42.3	SHALLOWATER MIDDLE	35.8	3.9	10.9
LEVELLAND ISD	110902042	70.1	LEVELLAND INT	28.7	3.0	10.5
RALLS ISD	54903041	89.2	RALLS MIDDLE	9.6	1.0	10.4
FLOYDADA ISD	77901041	67.6	FLOYDADA J H	11.0	1.1	10.2

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

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

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

⁴Percent of University FTEs employed by the campus.

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

2015-2016

Texas Tech University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs ²	# Univ FTEs ³	% Univ FTEs ⁴
LUBBOCK ISD	152901161	95.5	GUADALUPE EL	16.1	8.1	50.5
LUBBOCK ISD	152901192	53.5	CENTENNIAL EL	42.0	16.9	40.3
LUBBOCK ISD	152901163	85.1	HARWELL EL	35.0	14.0	40.0
LUBBOCK ISD	152901190	89.8	WOLFFARTH EL	29.8	11.5	38.6
LUBBOCK ISD	152901194	88.4	ALDERSON EL	43.0	15.0	34.9
LUBBOCK ISD	152901188	68.3	WILLIAMS EL	26.0	9.0	34.6
LUBBOCK ISD	152901165	90.2	HODGES EL	34.0	11.0	32.4
ROOSEVELT ISD	152908101	79.9	ROOSEVELT EL	37.2	12.0	32.3
NEW DEAL ISD	152902101	62.0	NEW DEAL EL	21.7	6.9	32.0
LUBBOCK ISD	152901177	68.2	RAMIREZ CHARTER SCHOOL	34.0	10.8	31.8
LUBBOCK ISD	152901169	80.0	MCWHORTER EL	39.9	12.6	31.7
LUBBOCK-COOPER ISD	152906104	18.7	LUBBOCK-COOPER WEST EL	50.7	15.5	30.6
LUBBOCK ISD	152901186	85.3	WHELOCK EL	27.0	8.0	29.6
LUBBOCK ISD	152901166	35.2	HONEY EL	27.0	7.6	28.3
LUBBOCK ISD	152901189	23.3	WILSON EL	33.1	9.0	27.2
LUBBOCK ISD	152901156	86.7	BEAN EL	48.1	13.0	27.0
LUBBOCK ISD	152901196	80.0	ERVIN EL	34.0	9.0	26.5
LUBBOCK-COOPER ISD	152906105	36.5	LUBBOCK-COOPER CENTRAL EL	47.2	12.0	25.4
LUBBOCK ISD	152901180	74.9	STEWART EL	24.2	6.0	24.8
LUBBOCK ISD	152901168	89.8	JACKSON EL	20.6	5.0	24.3
LUBBOCK ISD	152901193	52.4	ROBERTS EL	38.0	9.0	23.7
BROWNFIELD ISD	223901102	76.6	OAK GROVE EL	34.8	7.8	22.3
FRENSHIP ISD	152907106	80.3	WILLOW BEND EL	41.8	9.1	21.7
LUBBOCK ISD	152901191	90.3	WRIGHT EL	18.9	4.1	21.7
LUBBOCK-COOPER ISD	152906103	41.4	LUBBOCK-COOPER NORTH EL	61.5	13.1	21.2
LUBBOCK ISD	152901160	96.8	DUPRE EL	19.0	4.0	21.1
RALLS ISD	54903102	83.3	RALLS EL	24.0	5.0	20.8

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

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

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

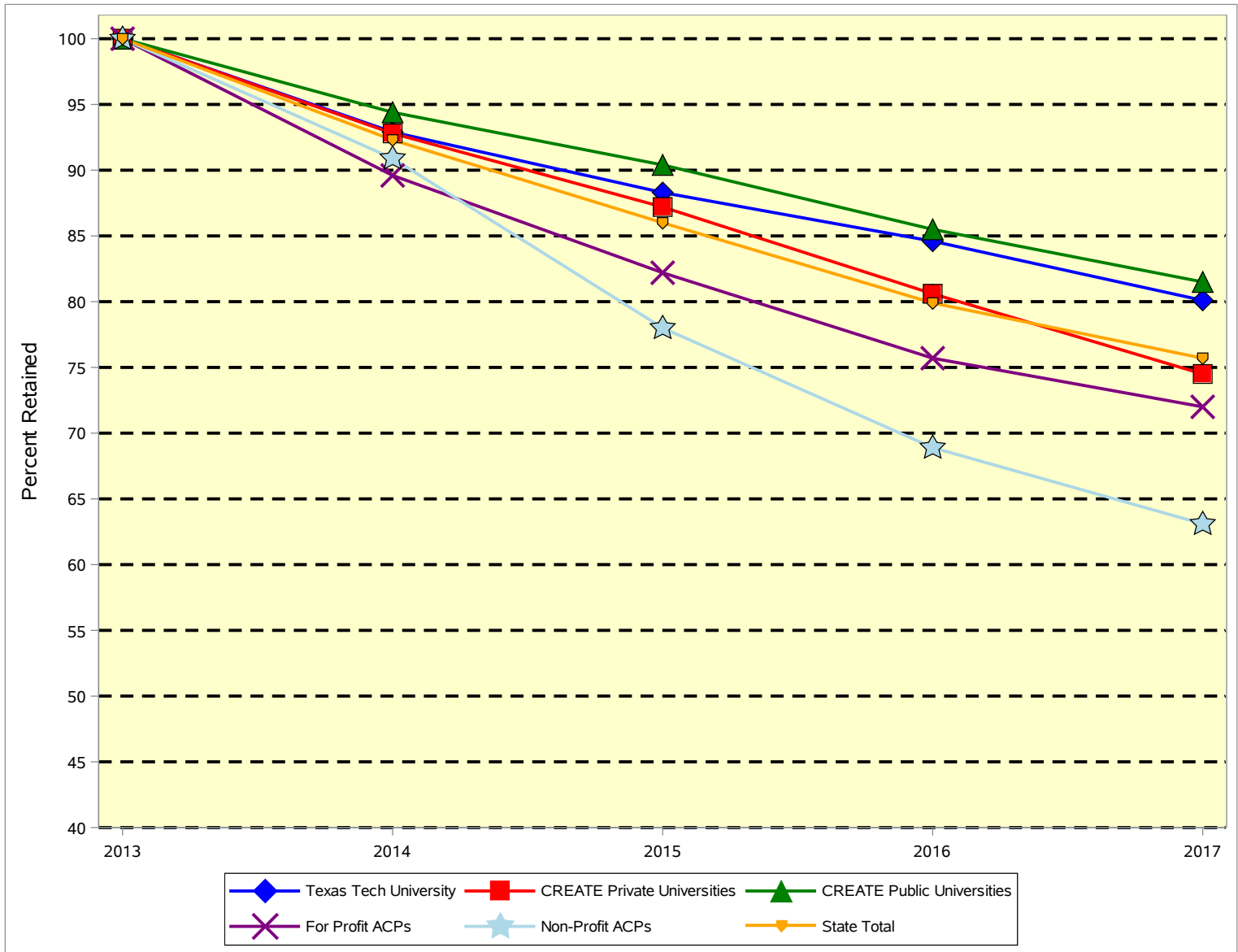
⁴Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

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

2013 - 2017

Texas Tech University



Entity/ Organization	Number Teachers ³	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
Texas Tech University	351	100.0	92.9	88.3	84.6	80.1	19.9
CREATE Public Universities	6558	100.0	94.4	90.4	85.5	81.5	18.5
CREATE Private Universities	710	100.0	92.8	87.2	80.6	74.5	25.5
For Profit ACPs	5315	100.0	89.6	82.2	75.7	72.0	28.0
Non-Profit ACPs	2253	100.0	90.9	78.0	68.9	63.1	36.9
State Total	18041	100.0	92.3	86.0	79.9	75.7	24.3

¹Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.

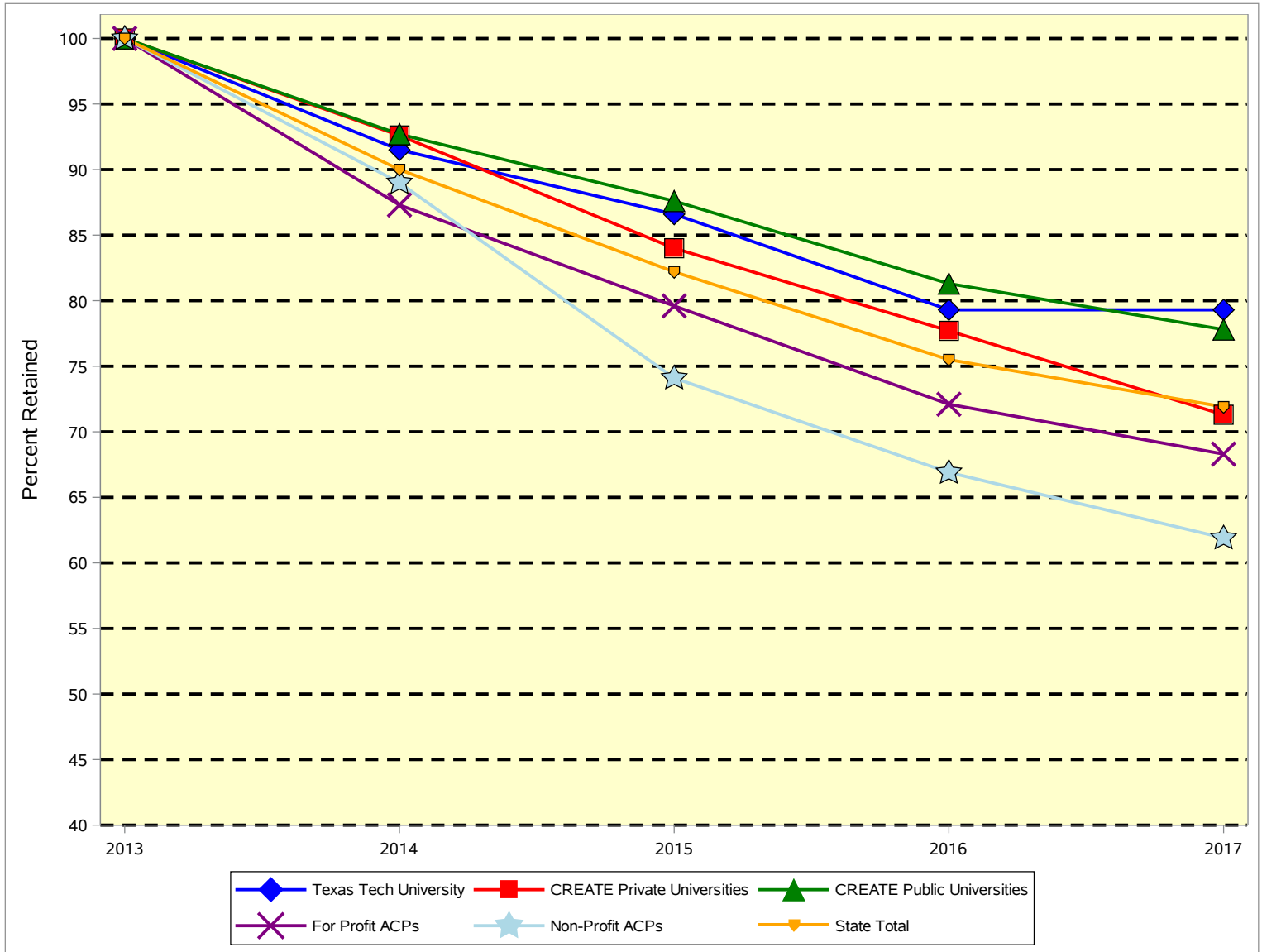
²Texas data only tracks public school employment.

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

Comparison of Teacher Retention Trends

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

2013 - 2017
High School
Texas Tech University



Entity/ Organization	Number Teachers ³	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
Texas Tech University	82	100.0	91.5	86.6	79.3	79.3	20.7
CREATE Public Universities	1386	100.0	92.7	87.6	81.3	77.8	22.2
CREATE Private Universities	188	100.0	92.6	84.0	77.7	71.3	28.7
For Profit ACPs	1790	100.0	87.3	79.6	72.1	68.3	31.7
Non-Profit ACPs	646	100.0	89.0	74.1	66.9	61.9	38.1
State Total	4644	100.0	90.0	82.2	75.5	71.9	28.1

¹Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.

²Texas data only tracks public school employment.

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

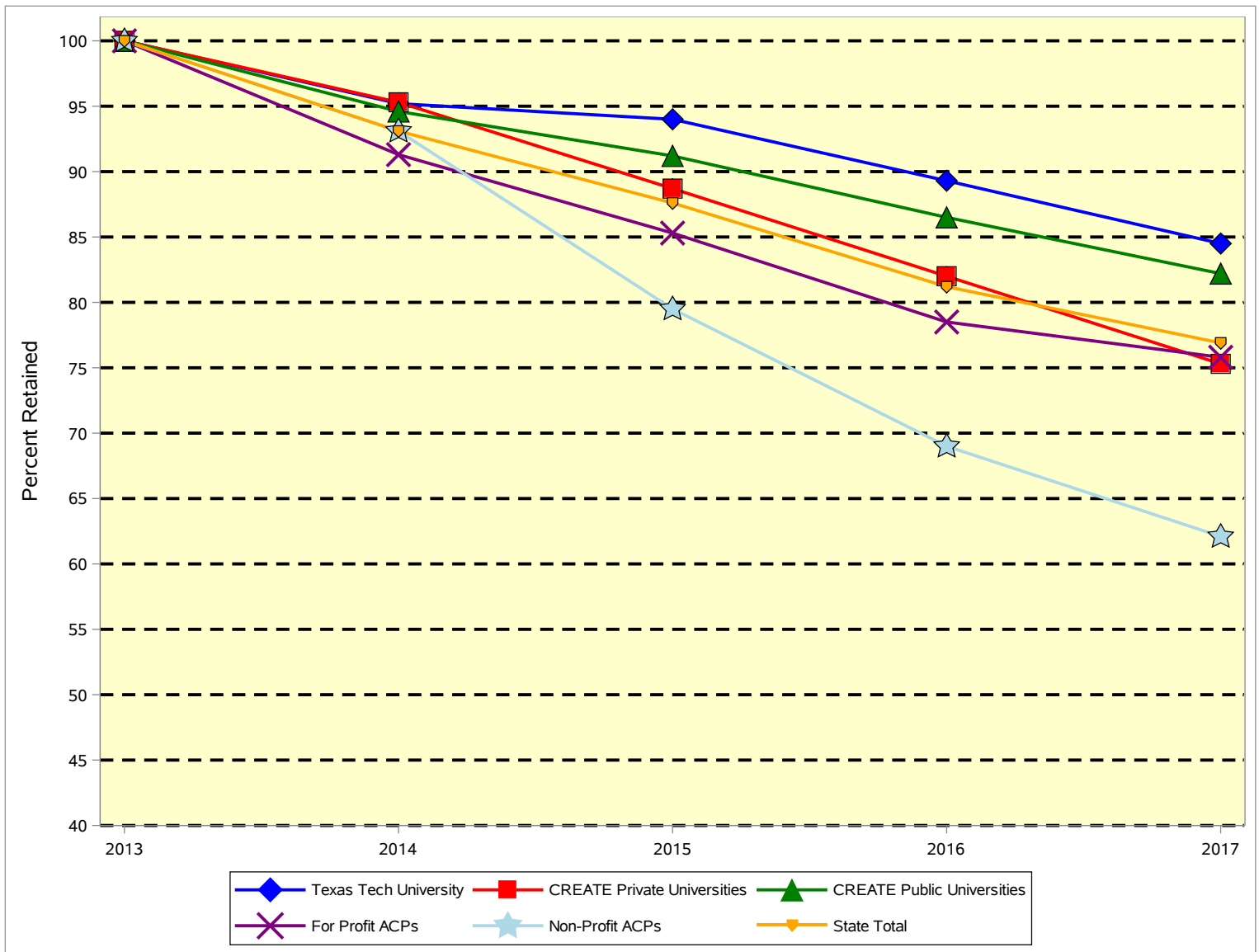
Comparison of Teacher Retention Trends

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

2013 - 2017

Middle School

Texas Tech University



Entity/ Organization	Number Teachers ³	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
Texas Tech University	84	100.0	95.2	94.0	89.3	84.5	15.5
CREATE Public Universities	1397	100.0	94.6	91.2	86.5	82.2	17.8
CREATE Private Universities	150	100.0	95.3	88.7	82.0	75.3	24.7
For Profit ACPs	1586	100.0	91.3	85.3	78.5	75.8	24.2
Non-Profit ACPs	580	100.0	93.1	79.5	69.0	62.1	37.9
State Total	4727	100.0	93.1	87.6	81.2	76.9	23.1

¹Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.

²Texas data only tracks public school employment.

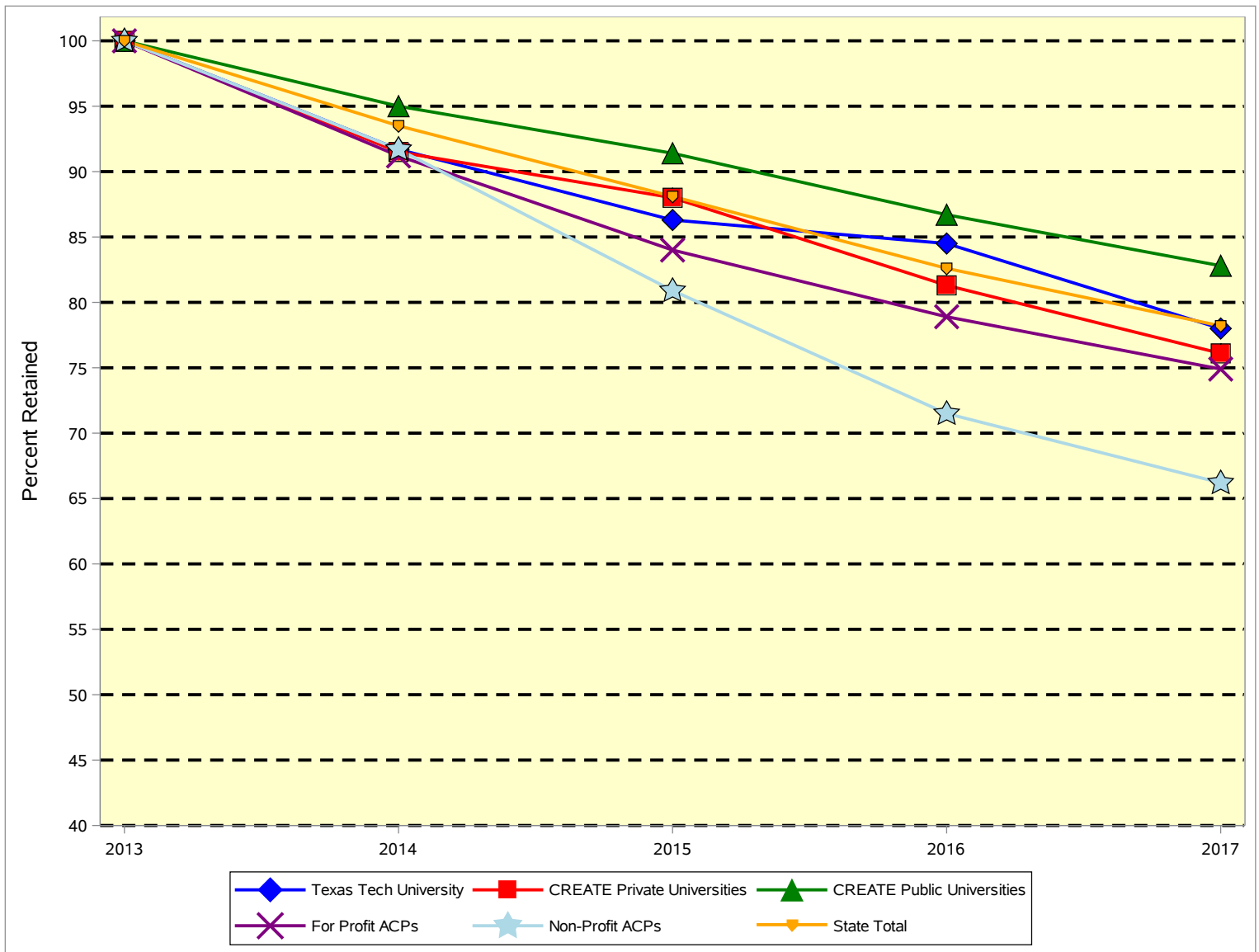
³Numbers less than 10 are not represented on this figure.

Comparison of Teacher Retention Trends

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

2013 - 2017

Elementary School
Texas Tech University



Entity/ Organization	Number Teachers ³	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
Texas Tech University	168	100.0	91.7	86.3	84.5	78.0	22.0
CREATE Public Universities	3520	100.0	95.0	91.4	86.7	82.8	17.2
CREATE Private Universities	343	100.0	91.5	88.0	81.3	76.1	23.9
For Profit ACPs	1634	100.0	91.2	84.0	78.9	74.9	25.1
Non-Profit ACPs	912	100.0	91.7	80.9	71.5	66.2	33.8
State Total	7830	100.0	93.5	88.1	82.6	78.2	21.8

¹Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.

²Texas data only tracks public school employment.

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

III.

University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:

University Comparison Reports

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

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

E.1: Comparison of Teacher Production.

The table and accompanying graph in this report compares teacher production over a ten-year time period between the target university and two comparison universities. The production number represents the number of unduplicated individuals obtaining certification through all university pathways in any given fiscal year. A ten-year total and a ten-year average are computed.

E.2: Five-Year Teacher Production of Consortium Universities.

This report shows the five-year teacher production of all CREATE consortium institutions from 2012-2016. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, and Quintile 5 having the fewest.

E.3: Comparison of Longitudinal Certificate Production Trends.

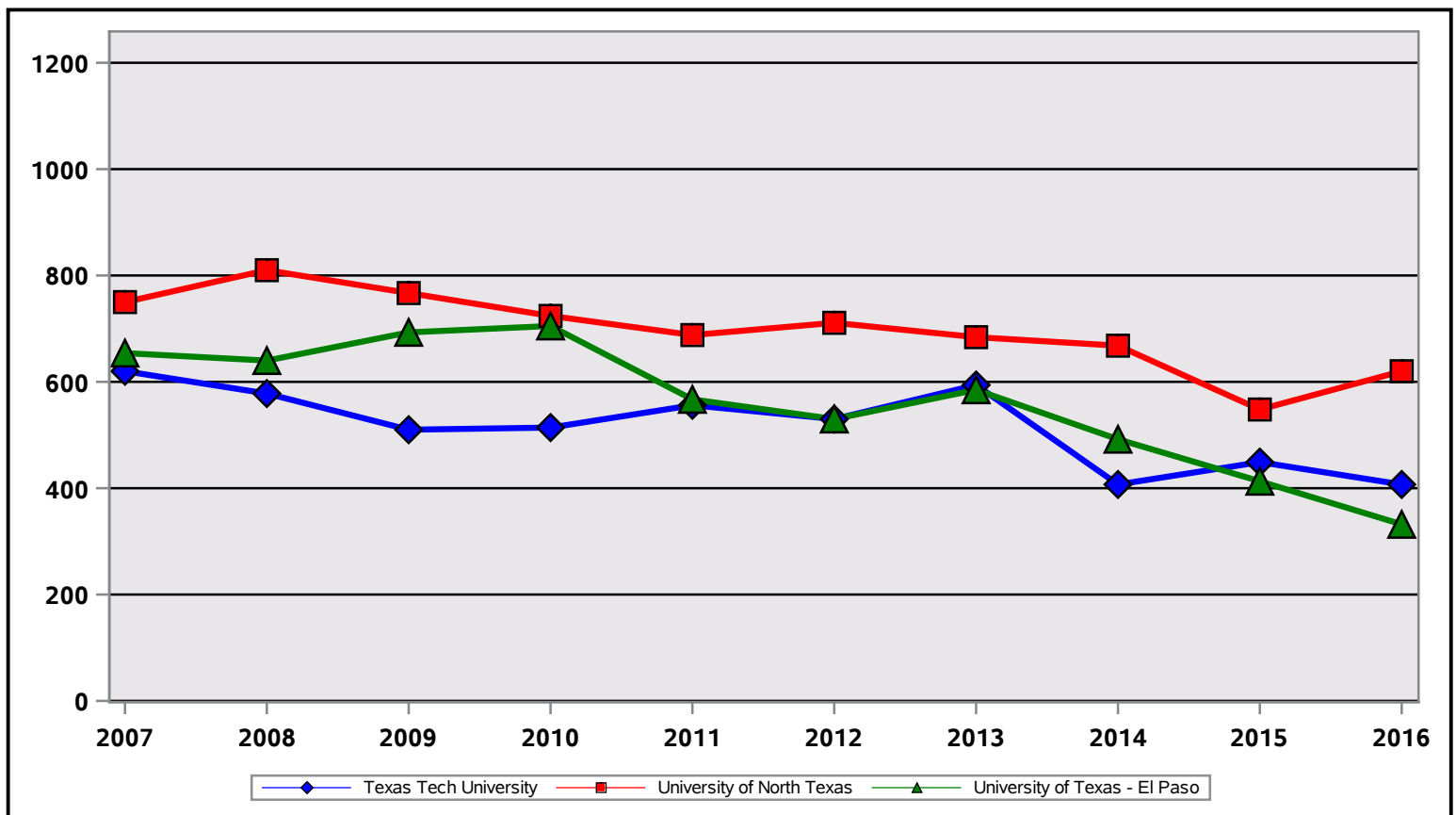
The data for this comparison come from individual university data found in Report C.4. See the C.4 data explanation on page 39 for a more detailed description of initial certification production.

E.4: Teacher Retention Comparison.

The data for this comparison includes teachers who obtained a standard or probationary certificate in 2011-2012, had no prior teaching experience, became employed in a Texas public school in 2012-2013, and were still teaching in the spring of each academic year. The column labeled *Attrition Rate* is calculated by subtracting the 2017 retention rate from 100%.

Comparison of Teacher Production 2007 - 2016 Texas Tech University

Academic Year	Preparation Programs			Total
	Texas Tech University	University of Texas - El Paso	University of North Texas	
10-Year Total	5,165	5,611	6,970	17,746
2007	620	654	750	2,024
2008	578	640	810	2,028
2009	510	693	767	1,970
2010	514	705	724	1,943
2011	556	567	688	1,811
2012	530	530	711	1,771
2013	594	585	684	1,863
2014	407	492	668	1,567
2015	449	413	548	1,410
2016	407	332	620	1,359
10-Year Avg	516.5	561.1	697.0	1,774.6



Five-Year Teacher Production of Consortium Universities 2012 - 2016

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	5-Year Average
Quintile 1 (500+)						
Texas State University	801.0	819.0	741.0	661.0	638.0	732.00
University of North Texas	711.0	684.0	668.0	548.0	620.0	646.20
Texas A&M University	606.0	684.0	605.0	560.0	542.0	599.40
Sam Houston State University	496.0	532.0	557.0	492.0	456.0	506.60
University of Texas - Rio Grande Valley	508.0	508.0	517.0	535.0	440.0	501.60
Quintile 2 (300-499)						
Texas A&M University - Commerce	580.0	536.0	459.0	465.0	402.0	488.40
Texas Tech University	530.0	594.0	407.0	449.0	407.0	477.40
University of Texas - El Paso	530.0	585.0	492.0	413.0	332.0	470.40
Stephen F. Austin State University	504.0	504.0	455.0	429.0	367.0	451.80
University of Texas - San Antonio	442.0	436.0	451.0	415.0	358.0	420.40
University of Texas - Austin	399.0	445.0	400.0	333.0	393.0	394.00
University of Houston	330.0	363.0	406.0	346.0	348.0	358.60
University of Texas - Arlington	387.0	370.0	352.0	353.0	287.0	349.80
West Texas A&M University	289.0	294.0	349.0	381.0	299.0	322.40
Quintile 3 (200-299)						
Texas Woman's University	289.0	329.0	272.0	286.0	293.0	293.80
Tarleton State University	297.0	277.0	279.0	247.0	261.0	272.20
University of Houston - Clear Lake	249.0	260.0	248.0	238.0	193.0	237.60
University of Houston - Downtown	223.0	256.0	236.0	206.0	187.0	221.60
Texas A&M University - Corpus Christi	268.0	223.0	234.0	195.0	165.0	217.00
Quintile 4 (100-199)						
Texas A&M University - San Antonio	116.0	173.0	201.0	234.0	216.0	188.00
Texas A&M University - Kingsville	164.0	151.0	145.0	151.0	110.0	144.20
Angelo State University	152.0	141.0	165.0	138.0	119.0	143.00
University of Texas - Tyler	155.0	162.0	156.0	117.0	115.0	141.00
Baylor University	136.0	153.0	148.0	123.0	121.0	136.20
University of Texas - Dallas	158.0	145.0	142.0	120.0	115.0	136.00
Lamar University	124.0	152.0	135.0	132.0	132.0	135.00
University of Houston - Victoria	123.0	122.0	113.0	111.0	100.0	113.80
Southern Methodist University	87.0	57.0	40.0	161.0	181.0	105.20
Midwestern State University	138.0	124.0	98.0	92.0	71.0	104.60
University of Texas - Permian Basin	100.0	81.0	99.0	115.0	122.0	103.40
Texas Christian University	115.0	103.0	94.0	104.0	95.0	102.20
Texas A&M University - Texarkana	145.0	102.0	102.0	95.0	67.0	102.20

Five-Year Teacher Production of Consortium Universities 2012 - 2016

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	5-Year Average
Quintile 5 (below 99)						
Texas A&M International University	72.0	81.0	116.0	104.0	90.0	92.60
University of Mary Hardin-Baylor	73.0	69.0	87.0	71.0	75.0	75.00
Wayland Baptist University	90.0	102.0	64.0	64.0	55.0	75.00
Abilene Christian University	72.0	72.0	60.0	66.0	41.0	62.20
Texas Wesleyan University	76.0	69.0	57.0	49.0	38.0	57.80
Prairie View A&M University	39.0	63.0	74.0	56.0	49.0	56.20
Houston Baptist University	50.0	49.0	60.0	54.0	61.0	54.80
McMurry University	62.0	51.0	43.0	40.0	44.0	48.00
University of the Incarnate Word	37.0	50.0	54.0	51.0	41.0	46.60
Hardin-Simmons University	60.0	47.0	51.0	29.0	39.0	45.20
Sul Ross State University - Rio Grande	37.0	35.0	57.0	38.0	34.0	40.20
East Texas Baptist University	47.0	41.0	46.0	33.0	30.0	39.40
Texas Southern University	26.0	44.0	42.0	35.0	38.0	37.00
St. Edward's University	35.0	45.0	40.0	32.0	25.0	35.40
University of North Texas - Dallas		2.0	36.0	76.0	61.0	35.00
Texas Lutheran University	26.0	30.0	25.0	38.0	45.0	32.80
Trinity University	38.0	24.0	33.0	31.0	34.0	32.00
Howard Payne University	35.0	21.0	26.0	37.0	28.0	29.40
St. Mary's University	33.0	29.0	25.0	32.0	23.0	28.40
Sul Ross State University - Alpine	37.0	18.0	28.0	34.0	22.0	27.80
University of St. Thomas	16.0	31.0	28.0	22.0	32.0	25.80
Texas A&M University - Central Texas		8.0	43.0	40.0	34.0	25.00
Schreiner University	20.0	18.0	17.0	25.0	22.0	20.40
Our Lady of the Lake University	19.0	25.0	24.0	17.0	8.0	18.60
Austin College	18.0	18.0	15.0	20.0	15.0	17.20
Southwestern University	14.0	16.0	15.0	10.0	14.0	13.80
Rice University	5.0	5.0	9.0	8.0	3.0	6.00

Comparison of Longitudinal Certificate Production Trends¹

FY 2012 - 2016²

Texas Tech University

Certificate	Texas Tech University					University of Texas - El Paso					University of North Texas				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
ELEMENTARY (EC-4 and EC-6)															
Core Subjects	0	0	0	0	113	0	0	0	0	41	0	0	0	3	83
Bilingual Generalist	0	0	0	0	0	70	66	60	54	28	31	36	42	23	10
Bilingual Other ³	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	120	161	130	96	65
ESL Other ⁴	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	244	286	196	268	138	129	136	139	131	69	171	116	138	111	116
Subtotal	244	286	196	268	251	199	202	199	185	138	322	313	310	233	274
MIDDLE SCHOOL (4-8)															
Core Subjects	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0
Bilingual Generalist	0	0	0	0	0	9	4	6	4	1	1	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Other ⁵	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	0	0	0	0	0	59	50	33	28	17	3	0	0	0	0
ELA/Reading	3	4	1	0	0	22	20	8	7	2	18	17	12	11	4
ELA/Reading/Social Studies	17	18	14	14	7	9	20	10	2	6	0	0	0	0	0
Mathematics	8	2	6	2	1	26	23	21	17	13	19	17	24	22	22
Mathematics/Science	23	22	11	9	9	21	9	16	6	5	0	0	0	0	0
Science	3	3	1	1	1	3	1	5	2	4	12	9	15	9	12
Social Studies	9	5	3	0	0	0	0	0	1	1	6	14	7	7	10
Subtotal	63	54	36	26	18	149	127	99	67	53	59	57	58	49	48
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Tech. Education ⁶	29	28	15	17	19	9	9	8	6	2	49	63	61	58	52
Chemistry	3	1	1	0	0	0	0	0	0	0	2	2	2	3	2
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ELA/Reading	24	26	16	7	9	26	29	33	29	15	49	37	46	37	42
History	36	27	20	24	6	0	6	2	4	3	37	21	33	28	38
Journalism	0	1	1	0	0	0	2	2	5	3	5	0	2	4	1
Life Science	4	4	1	0	3	1	0	0	1	0	10	13	9	16	14
Mathematics	18	26	15	4	8	35	35	16	20	23	32	36	27	31	16
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Science	0	0	0	0	0	0	0	0	0	0	0	3	1	1	3
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	2	2	0	0	0	3	2	4	1	0	2	4	1	3	0
Science	9	12	5	1	6	26	28	16	19	19	3	4	2	2	2
Secondary French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies	9	2	2	1	0	32	45	27	16	14	27	15	21	22	25
Speech	3	1	0	0	0	0	4	1	2	2	1	4	4	2	3
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Subtotal	137	130	76	54	51	132	160	109	103	81	217	202	209	208	199
ALL LEVEL (EC-12 and PK-12)															
Fine Arts ⁷	39	70	48	60	42	26	30	33	23	25	87	104	97	83	106
Health And Phy Education	40	35	21	17	16	22	36	22	29	33	26	28	27	17	21
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - French	1	0	0	0	0	2	0	3	0	0	1	2	1	2	1
LOTE - German	1	0	0	1	0	1	0	0	0	0	2	1	0	0	0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	4	4	3	1	1	8	16	7	7	8	10	15	11	7	8
Special Education ⁸	69	86	51	75	66	50	47	73	62	49	69	64	71	53	68
Technology Applications	4	0	0	0	0	0	1	0	1	1	1	2	0	0	0
Subtotal	158	195	123	154	125	109	130	138	122	116	196	216	207	162	204
SUPPLEMENTALS															
Bilingual Education	13	8	4	24	32	7	14	22	14	19	0	0	2	4	15
ESL	46	78	43	65	96	1	1	0	1	0	48	53	70	71	142
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education ⁹	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	59	86	49	89	128	8	15	22	15	19	48	53	72	75	157

¹Individual candidates may receive multiple certificates.

²Certificate year equals fiscal year (Sept. 1 - Aug. 31).

³Includes all other elementary bilingual ESL and bilingual certificates.

⁴Includes all other elementary ESL certificates.

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

⁶Includes certificates in technology education; family and consumer sciences composite; human development and family studies; hospitality, nutrition, and food sciences; agriculture, science, and technology; agriculture, food and natural resources; business education, business, and finance; science, technology, engineering, and mathematics; marketing education; marketing; health science technology; health science; trade and industrial education; career and technical education.

⁷Includes certificates issued in art, dance (8-12 & 6-12), music, theatre.

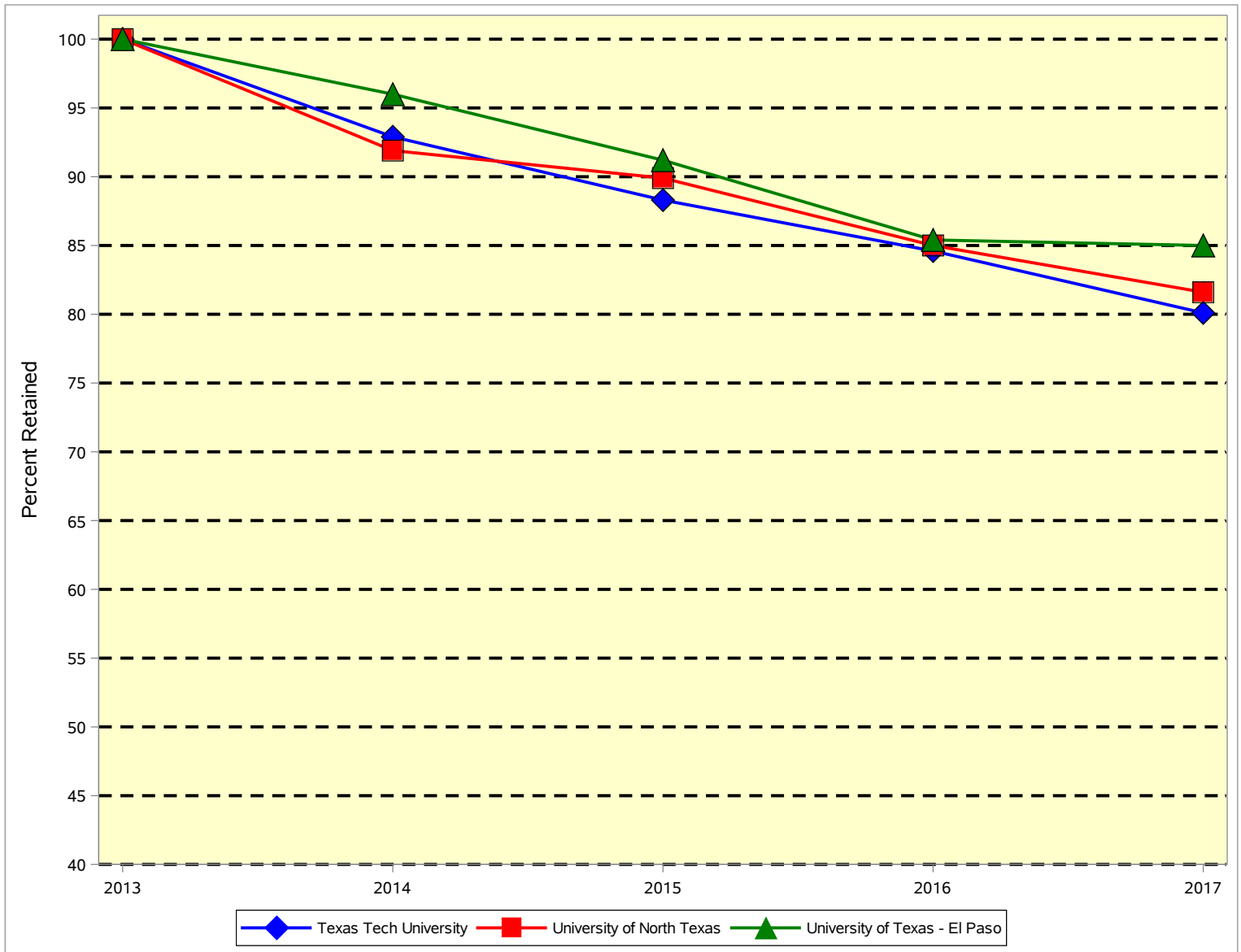
⁸Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment, early childhood education-handicapped child.

Teacher Retention Comparison

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

2013 - 2017

Texas Tech University



Entity/ Organization	Number Teachers ³	Percent Retained in Spring of Academic Year					Attrition Rate
		2013	2014	2015	2016	2017	
Texas Tech University	351	100.0	92.9	88.3	84.6	80.1	19.9
University of Texas - El Paso	226	100.0	96.0	91.2	85.4	85.0	15.0
University of North Texas	446	100.0	91.9	89.9	85.0	81.6	18.4

¹Includes teachers obtaining a standard or probationary certificate in 2011-2012, becoming employed in 2012-2013 with no prior teaching experience.

²Texas data only tracks public school employment.

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

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2017 PACE Reports

Data Sets Used in the PACE Report: Addition of interactive data site at <http://www.txhigheredaccountability.org/>. See page 5 for more information.

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

A.1-A.3: Change from fiscal year to fall of academic year (pages 9-11).

A.1-A.2: Expansion of ethnicity categories for consistency with state reporting. Native American category was replaced by “Other” and footnote added indicating the new category includes Native Americans, Pacific Islanders, and two or more races (pages 9-10).

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

B.1: Change from fiscal year to fall of academic year. Expansion of ethnicity categories for consistency with state reporting. Native American category was replaced by “Other” and footnote added indicating the new category includes Native Americans, Pacific Islanders, and two or more races (pages 14-15).

B.2-B.2.5: Addition of a third year of STAAR data (pages 16-21).

Section C: University and Teacher Production Reports,

C.4: Addition of Core Subjects certification (page 43).

Section E: University Comparison Reports.

E.4: Definition of retention cohort changed to first year teachers. This analysis now includes teachers obtaining either a standard or probationary certificate (page 63).

Data Corrections and Data Requests

The 2017 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university’s particular need, CREATE offers additional support and technical assistance. Customized data are available for purchase based on university production. All inquiries regarding PACE and information about how to order a customized data set can be found on the CREATE website at www.createtx.org or by contacting:

Sherri Lowrey
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713-743-0870
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Performance Analysis for Colleges of Education (PACE)

2017 REQUEST FOR CUSTOMIZED TEACHER CERTIFICATION AND EMPLOYMENT DATA

Please allow a minimum of 4 weeks for the report to be completed and delivered.

University: _____

Date of Request: _____

Name: (Person requesting data report) _____

Title: _____

Mailing Address: _____

City: _____ State/Zip: _____

Email Address: _____ Phone: _____

Upon receipt of the request, CREATE will send an invoice for payment. Please indicate to whom and where the invoice should be directed if it is different than the information above.

Name: (Send invoice to) _____

Mailing Address: _____

City: _____ State/Zip: _____

If using a Purchase Order, please submit a copy of the purchase order with this request.

P.O. Number: _____

To order a customized data set, complete this form and email to Sherri Lowrey at
slowrey@createtx.org

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