

**A+ Texas Teachers**

Alternative, not IHE-based Report AY 2016-17

Texas

REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

**ADDRESS**

5599 San Felipe St

Ste 1425

**CITY**

Houston

**STATE**

Texas

**ZIP**

77056

**SALUTATION**

Mrs.

**FIRST NAME**

Linley

**LAST NAME**

Dieringer

**PHONE**

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html> Yes No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your alternative, not ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture, Food, and Natural Resources (Grades 6-12)	No	
American Sign Language (Grades EC-12)	No	
Art (Grades EC-12)	No	
Bilingual Education Supplemental-Mandarin Chinese (Grades NA)	No	
Bilingual Education Supplemental-Spanish (Grades NA)	No	
Bilingual Education Supplemental-Vietnamese (Grades NA)	No	
Business and Finance (Grades 6-12)	No	
Chemistry (Grades 7-12)	No	
Computer Science (Grades 8-12)	No	
Core Subjects (Grades 4-8)	No	
Core Subjects (Grades EC-6)	No	
Dance (Grades 6-12)	No	
Dance (Grades 8-12)	No	
English as a Second Language Supplemental (Grades NA)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
English Language Arts and Reading (Grades 4-8)	No	
English Language Arts and Reading (Grades 7-12)	No	
English Language Arts and Reading/Social Studies (Grades 4-8)	No	
Family and Consumer Sciences (Grades 6-12)	No	
Health (Grades EC-12)	No	
Health Science (Grades 6-12)	No	
History (Grades 7-12)	No	
Journalism (Grades 7-12)	No	
Languages Other Than English - Arabic (Grades EC-12)	No	
Languages Other Than English - French (Grades EC-12)	No	
Languages Other Than English - German (Grades EC-12)	No	
Languages Other Than English - Japanese (Grades EC-12)	No	
Languages Other Than English - Latin (Grades EC-12)	No	
Languages Other Than English - Mandarin Chinese (Grades EC-12)	No	
Languages Other Than English - Russian (Grades EC-12)	No	
Languages Other Than English - Spanish (Grades EC-12)	No	
Languages Other Than English - Vietnamese (Grades EC-12)	No	
Life Science (Grades 7-12)	No	
Marketing (Grades 6-12)	No	
Mathematics (Grades 4-8)	No	
Mathematics (Grades 7-12)	No	
Mathematics/Physical Science/Engineering (Grades 6-12)	No	
Mathematics/Science (Grades 4-8)	No	
Music (Grades EC-12)	No	
Physical Education (Grades EC-12)	No	
Physical Science (Grades 6-12)	No	
Physics/Mathematics (Grade 7-12)	No	
Reserve Officer Training Corps (ROTC) (Grades 6-12)	No	

**Total number of teacher preparation programs: 54**

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Science (Grades 4-8)	No	
Science (Grades 7-12)	No	
Social Studies (Grades 4-8)	No	
Social Studies (Grades 7-12)	No	
Special Education (Grades EC-12)	No	
Speech (Grades 7-12)	No	
Technology Applications (Grades 8-12)	No	
Technology Applications (Grades EC-12)	No	
Technology Education (Grades 6-12)	No	
Theatre (Grades EC-12)	No	
Trade and Industrial Education (Grades 6-12)	No	
Trade and Industrial Education (Grades 8-12)	No	
<b>Total number of teacher preparation programs: 54</b>		

# Program Requirements

## THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other

If Other, please specify:

During senior year or upon graduation

2. Does your initial teacher certification program conditionally admit students?

- Yes  
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<https://www.texas teachers.org>

4. Please provide any additional information about or exceptions to the admissions information provided above:

All candidates go through an interview process which includes questions that measure non-academic qualities such as professionalism, time-management, conflict resolution, and receptiveness to feedback. Candidates must successfully complete all questions as an admission requirement.

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

6. Please provide any additional information about the information provided above:

## Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.09

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.04

6. Please provide any additional information about the information provided above:



# Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	17
Number of full-time equivalent faculty supervising clinical experience during this academic year	177.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	222
Number of students in supervised clinical experience during this academic year	192

Please provide any additional information about or descriptions of the supervised clinical experiences:

# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	42196
Unduplicated number of males enrolled in 2016-17	9581
Unduplicated number of females enrolled in 2016-17	18916

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	3922
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

68

Asian

556

Black or African American

4364

Native Hawaiian or Other Pacific Islander

56

White

7501

Two or more races

253

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### [What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="2383"/>
13.10	Teacher Education - Special Education	<input type="text" value="1006"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="1890"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="1890"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="2559"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="1573"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="2767"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	18
13.1302	Teacher Education - Art	127
13.1303	Teacher Education - Business	71
13.1305	Teacher Education - English/Language Arts	534
13.1306	Teacher Education - Foreign Language	130
13.1307	Teacher Education - Health	36
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	50
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	115
13.1311	Teacher Education - Mathematics	399
13.1312	Teacher Education - Music	65
13.1314	Teacher Education - Physical Education and Coaching	213
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	413
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	340
13.1319	Teacher Education - Technical Education	115
13.1321	Teacher Education - Computer Science	20
13.1322	Teacher Education - Biology	93
13.1323	Teacher Education - Chemistry	20
13.1324	Teacher Education - Drama and Dance	91
13.1325	Teacher Education - French	8
13.1326	Teacher Education - German	3
13.1328	Teacher Education - History	56
13.1329	Teacher Education - Physics	15
13.1330	Teacher Education - Spanish	113

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	30
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	1
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	849
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	254
13.99	<b>Education - Other Specify:</b> <input type="text" value="ASL, Health Science, Journalism, Arabic, Mandarin Chinese, Marketing, ROTC, T&amp;I"/>	120

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	136
13.10	Teacher Education - Special Education	18
13.1210	Teacher Education - Early Childhood Education	59
13.1202	Teacher Education - Elementary Education	33
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1205	Teacher Education - Secondary Education	10
13.1301	Teacher Education - Agriculture	2

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	26
13.1315	Teacher Education - Reading	3
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	1
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	2
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	5
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	8
13.03	Education - Curriculum and Instruction	12
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	679
42	Psychology	561
45.01	Social Sciences	271
45.02	Anthropology	40
45.06	Economics	45
45.07	Geography and Cartography	18
45.10	Political Science and Government	390
45.11	Sociology	140
50	Visual and Performing Arts	400
54	History	255
16	Foreign Languages	143
19	Family and Consumer Sciences/Human Sciences	359
23	English Language/Literature	339
38	Philosophy and Religious Studies	95
01	Agriculture	122
09	Communication or Journalism	460
14	Engineering	142



CIP Code	Academic Major	Number Prepared
26	Biology	296
27	Mathematics and Statistics	109
40.01	Physical Sciences	34
40.02	Astronomy and Astrophysics	22
40.04	Atmospheric Sciences and Meteorology	25
40.05	Chemistry	88
40.06	Geological and Earth Sciences/Geosciences	74
40.08	Physics	42
52	Business/Business Administration/Accounting	716
11	Computer and Information Sciences	110
99	<b>Other Specify:</b> Health Science, Health, Recreation/Leisure Studies, Kinesiology/HP, Trade and Industry	664

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	6022
2015-16	4129
2014-15	3809

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

0

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

0

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

0

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

0

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

0

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

0

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

0

9. Provide any additional comments, exceptions and explanations below:

## Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

0

12. Provide any additional comments, exceptions and explanations below:

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

n/a





# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) Other enrolled students	37	253	33	89
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2016-17	11	262	11	100
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2015-16	25	262	25	100
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2014-15	12	255	12	100
TEX272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX184 -AMERICAN SIGN LANGUAGE (ASL) Educational Testing Service (ETS) Other enrolled students	2			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	453	266	441	97
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2016-17	103	265	103	100
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2015-16	86	267	86	100
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2014-15	53	266	53	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	109	249	108	99
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2016-17	20	247	20	100
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	93	249	93	100
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	82	249	82	100
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students	118	246	88	75
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2016-17	19	259	19	100
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2014-15	78	261	78	100
TEX276 -BUSINESS AND FINANCE 6-12 Educational Testing Service (ETS) Other enrolled students	81	235	41	51
TEX276 -BUSINESS AND FINANCE 6-12 Educational Testing Service (ETS) All program completers, 2016-17	7			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) Other enrolled students	198	248	164	83
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2016-17	44	253	44	100
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2015-16	71	253	71	100
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2014-15	40	252	40	100
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) Other enrolled students	58	242	32	55
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2016-17	11	258	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	16	260	16	100
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	6			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	23	249	18	78
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2016-17	15	258	15	100
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) Other enrolled students	365	244	285	78
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2016-17	274	256	273	100
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2015-16	24	254	23	96
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	365	247	298	82
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	274	262	274	100
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	24	261	24	100
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) Other enrolled students	365	249	285	78
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	274	263	274	100
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	24	261	24	100
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	365	248	298	82
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	274	258	274	100
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	24	259	23	96
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	400	258	399	100
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2016-17	1326	260	1326	100
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16	41	260	41	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	400	260	399	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	1326	262	1326	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	41	262	41	100
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	400	259	397	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	1326	262	1326	100
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	41	262	41	100
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	400	256	398	100
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	1326	257	1326	100
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	41	258	41	100
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	400	259	399	100
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	1326	260	1326	100
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	41	258	41	100
TEX279 -DANCE 6 - 12 Educational Testing Service (ETS) Other enrolled students	3			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) Other enrolled students	59	255	54	92
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2016-17	22	260	22	100
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2015-16	21	256	21	100
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2014-15	15	258	15	100
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) Other enrolled students	11	254	11	100
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	11	257	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	6			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) Other enrolled students	149	255	144	97
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	159	258	159	100
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	83	258	83	100
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	56	258	56	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students	749	245	521	70
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	300	256	300	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	256	257	256	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	145	256	145	100
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2014-15	47	259	47	100
TEX120 -ESL GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX120 -ESL GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX120 -ESL GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2016-17	4			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	7			
OTH0200 -FAMILY - CONSUMER SCIENCE Other Other enrolled students	53	244	40	75
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2016-17	45	250	45	100
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2015-16	36	249	36	100
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2014-15	29	250	29	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	807	254	721	89
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	117	256	117	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	522	260	522	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	614	259	614	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	774	252	773	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2016-17	329	251	329	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	1204	253	1204	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	931	253	931	100



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) Other enrolled students	99	257	93	94
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2016-17	30	256	30	100
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	34	259	34	100
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	17	258	17	100
TEX273 -HEALTH SCIENCE 6-12 Educational Testing Service (ETS) Other enrolled students	22	252	20	91
TEX273 -HEALTH SCIENCE 6-12 Educational Testing Service (ETS) All program completers, 2016-17	39	259	39	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) Other enrolled students	23	278	23	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2016-17	3			
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2015-16	28	280	28	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2014-15	39	280	39	100
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	191	248	144	75
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2016-17	53	251	53	100
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	33	256	33	100
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	24	251	24	100
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	10	257	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) Other enrolled students	11	242	8	73
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	272	244	181	67
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2016-17	74	256	74	100
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	59	256	59	100
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	37	257	37	100
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	12	255	12	100
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) Other enrolled students	44	234	20	45
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) All program completers, 2016-17	10	252	10	100
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) Other enrolled students	14	258	8	57
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) All program completers, 2016-17	3			
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) Other enrolled students	4			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	7			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) Other enrolled students	370	239	226	61
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2016-17	90	253	90	100
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	56	251	56	100
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	47	253	47	100
TEX275 -MARKETING 6-12 Educational Testing Service (ETS) Other enrolled students	5			
TEX275 -MARKETING 6-12 Educational Testing Service (ETS) All program completers, 2016-17	5			
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) Other enrolled students	14	238	8	57
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	130	258	128	98
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	139	258	139	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	85	257	85	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	55	260	55	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	377	253	308	82
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2016-17	207	261	207	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16	160	260	160	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15	99	263	99	100
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	41	259	41	100
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	4			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2016-17	12	260	12	100
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	286	249	227	79

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2016-17	51	256	51	100
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2015-16	41	253	41	100
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2014-15	39	255	39	100
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) Other enrolled students	25	253	21	84
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	4712	264	4518	96
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2016-17	5095	267	5034	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16	3960	268	3955	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	3174	268	3169	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	824	253	709	86
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2016-17	192	257	192	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	180	259	180	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	134	260	134	100
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) Other enrolled students	5			
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	6			
TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	57	255	57	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2016-17	79	257	79	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	40	256	40	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2014-15	29	258	29	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	177	254	152	86
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2016-17	188	257	188	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	129	258	129	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	74	258	74	100
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2014-15	37	251	37	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) Other enrolled students	53	260	53	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2016-17	76	255	76	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2015-16	28	257	28	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2014-15	20	258	20	100
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) Other enrolled students	657	241	423	64
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2016-17	216	253	216	100
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16	143	254	143	100
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2014-15	72	254	72	100
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2014-15	63	253	63	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	866	252	866	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2016-17	891	256	891	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	597	257	597	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	502	256	502	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) Other enrolled students	36	253	30	83
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2016-17	24	260	24	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2015-16	23	268	23	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2014-15	14	265	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) Other enrolled students	21	4	16	76
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	3			
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) Other enrolled students	51	257	47	92
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2016-17	50	260	50	100
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2015-16	39	265	39	100
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2014-15	20	262	20	100
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) Other enrolled students	73	267	72	99
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2016-17	48	269	48	100
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2015-16	22	266	22	100
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2014-15	21	264	21	100
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) Other enrolled students	215	258	192	89
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2016-17	58	264	58	100
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2015-16	59	265	59	100



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2014-15	42	264	42	100

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	5101	5037	99
All program completers, 2015-16	3966	3960	100
All program completers, 2014-15	3252	3247	100

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes  
 No

If yes, please specify the organization(s) that approved or accredited your program:

- State  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes  
 No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Prospective teacher candidates are required to take a training course entitled "Technology in the Classroom: The Networked Teacher". This training encompasses the many opportunities teachers have today for accessing and using technology as a tool to increase student understanding and student achievement. Participants must complete both quizzes and a final examination in order to receive credit. Participants are trained in using data to drive instruction and to provide individualized learning opportunities for students in the mandatory training entitled "Assessments I and II". The successful completion of quizzes and a final examination are required to receive credit for this training as well.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(G\)\)](#)

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

#### c. teach students who are limited English proficient effectively

- Yes  
 No

### 2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All of our teacher candidates participate in two mandatory trainings designed to equip them with the skills needed to teach students with disabilities effectively, and to meet the needs of English Language Learners. For students with special needs, participants complete a training that is assessed through quizzes and a final examination. This training is titled "Special Education for the General Education Teacher". The training includes methods of accommodating instruction for special education students in the general education classroom and the role of the general education teacher as a member of the Admission, Review, Dismissal (ARD) committee. Throughout the ARD process, the general education teacher's role is examined as a direct participant in the student's IEP team. The needs of English Language Learners are addressed in a mandatory training entitled "Overview of Special Populations" which provides a basic understanding of the needs of English Language Learners.

### 3. Does your program prepare special education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No  
 Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- Yes
- No
- Program does not prepare special education teachers

**4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All of our teacher candidates participate in mandatory trainings designed to equip them with the skills needed to teach students with disabilities effectively, and to meet the needs of English Language Learners. For students with special needs, participants complete a training that is assessed through quizzes and a final examination. This training is titled "Special Education for the General Education Teacher". The training includes methods of accommodating instruction for special education students in the general education classroom and the role of the general education teacher as a member of the Admission, Review, Dismissal (ARD) committee. Throughout the ARD process, the general education teacher's role is examined as a direct participant in the student's IEP team. The needs of English Language Learners are addressed in a mandatory training entitled "Overview of Special Populations" which provides a basic understanding of the needs of English Language Learners.

## Contextual Information

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On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **42196**.

Number of program completers from Section I: Program Information, Program Completers is **6022**.

For a total enrollment of **48218**.

I certify the total enrollment shown above is correct.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Linley Dieringer

TITLE:

Senior Executive Director of Operations

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Lauren Poe

TITLE:

State Operations Manager

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	35709	42196	18.17%
<a href="#">Male Enrollment</a>	6692	9581	43.17%
<a href="#">Female Enrollment</a>	13014	18916	45.35%
<a href="#">Hispanic/Latino Enrollment</a>	4565	3922	-14.09%
<a href="#">American Indian or Alaska Native Enrollment</a>	81	68	-16.05%
<a href="#">Asian Enrollment</a>	531	556	4.71%
<a href="#">Black or African American Enrollment</a>	4775	4364	-8.61%



Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	61	56	-8.20%
<a href="#">White Enrollment</a>	8959	7501	-16.27%
<a href="#">Two or more races Enrollment</a>	302	253	-16.23%
<a href="#">Average number of clock hours required prior to student teaching</a>	120	120	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	480	480	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	17	17	0.00%
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	112	177.5	58.48%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	126	222	76.19%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	158	192	21.52%
<a href="#">Total completers for current academic year</a>	4129	6022	45.85%
<a href="#">Total completers for prior academic year</a>	3809	4129	8.40%
<a href="#">Total completers for second prior academic year</a>	2972	3809	28.16%