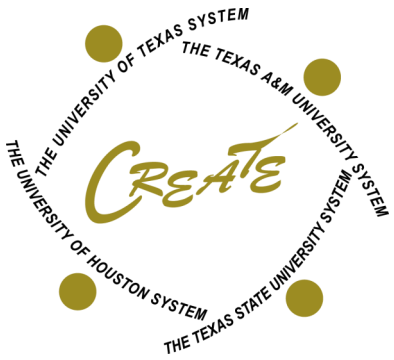
CREATE

PACE 2012

Performance Analysis for Colleges of Education

Angel State University

PZPI—150 Miles



Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2012

Performance Analysis for Colleges of Education

YEAR 6
Released October 2012

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Center for Research, Evaluation and Advancement of Teacher Education

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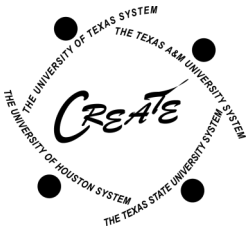

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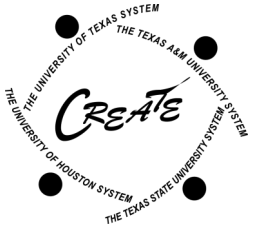

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PERFOMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

Purpose and Objectives of PACE

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

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

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

PACE reports are intended to address the following objectives:

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

As an information system, the PACE reports are a work in progress and subject to continuous quality improvement. For Year 6, the core reports have been retained; modifications have been minor. While these reports offer a structure for data that can assist all consortium members in establishing a school-centered planning focus, PACE data must be augmented with university program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. In this regard, PACE is offered as a common data platform that will hopefully encourage users to integrate local university information systems to inform teacher preparation practices at the campus and regional level.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. In efforts to refine the data, CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2012 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 61.

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

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

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

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

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

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

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

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

E. Faculty and public school involvement in planning, implementing and/or assessing educational interventions in the PZPI should be actively encouraged within every College of Education.

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

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

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

From CREATE's perspective, the PZPI offers the following advantages:

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

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

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

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

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

Data Sets Used in the PACE Report

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

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

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

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

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

Teacher Assignment Data Set. This data set, provided by TEA, includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school. The data matches each teacher to the district and school or schools in which he or she teaches. The data set is available from the mid-1980s to the current year. The Teacher Assignment Data Set for each academic year is made available in March of that academic year.

Teacher Certification Data Set. This data set, provided by TEA, includes each Texas teaching certificate obtained by a qualified applicant as well as the date the individual received the teaching certificate. The data matches individuals to the program recommending certification and is available from FY1994 through the current year. These data do not distinguish between middle and high school certificates, but do differentiate elementary and secondary certificates. The data include the race/ethnicity, gender, and age of each individual. Finally, the Teacher Certification Data Set is a dynamic data set in that changes are made on a **daily** basis. Thus, any analysis based on a Teacher Certification Data Set purchased in one month will likely differ somewhat from an analysis based on a data set purchased in another month.

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

How to Use and Apply the PACE Report

PACE is intended as a tool to assist universities, their Colleges of Education, and their leadership teams in analyzing teaching and learning trends within their institutions and within the public schools of the surrounding area. PACE offers a structure to monitor and gauge long-term professional improvement. The data included in this report are important, therefore, only to the degree that each university chooses to address them in a systematic and continuous manner. It is hoped that the PACE reports will be used as planning tools that universities will use to create institutional mechanisms for the on-going refinement of their teacher preparation programs, as well as other educational programs. Based on this intended use, we recommend the following actions associated with the PACE reports:

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

How CREATE Can Assist

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

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

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

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

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

Section A consists of descriptive reports regarding the characteristics of public and charter schools located within a 75-mile radius of the target university. The data sources and definitions used to generate the various reports are discussed below. The source data for each report can be found in the lower right-hand corner of each document. The description of the source data for the 2012 PACE reports can be found in the Table of Contents on page iv.

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

This report provides a summary of enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and LEP students. Percentages of students in special categories will NOT add up to 100% because different denominators are used to calculate level percentages. The definitions of the subpopulations are described below:

> ***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2005, Oct. 2004; and TEA Student Assessment Division).*
>
> ***Limited English Proficient (LEP)**:* These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. For more information see *Campus Group* and *TAKS/SDAA II/TAKS-I Participation (Source: PEIMS, Oct. 2005).*
>
> ***Special Education**:* This refers to the population served by programs for students with disabilities. *(Source: PEIMS, Oct. 2005, Oct. 2004, and TEA Student Assessment Division).*

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

This report shows the first page of a supplemental document (See Attachment 1 for a full inventory) showing public school enrollment in the PZPI in different ways. The first seven columns give an alphabetical listing of all district and charter schools in the target university's PZPI and shows student enrollment by school level (elementary, middle, high, and elementary/ secondary). The next eleven columns show student enrollment by ethnicity and enrollment of selected student subpopulations for the same districts by level.

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

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

E=Exemplary
R=Recognized
A=Academically Acceptable
L=Academically Unacceptable

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

1=AEA: Academically Acceptable
2=AEA: Academically Unacceptable
3=AEA: Not Rated - Other
X=AEA: Not Rated - Other

Requirements for each rating system can be found in the 2011 Accountability Manual on the TEA website.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2010-2011

Angelo State University

District Types in the PZPI	N	%
Traditional Districts	156	96.3
Charter Schools	6	3.7
Total	162	100.0

Level	Number of Schools	Number of Students										
		African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	277	4,947	4.7	54,845	52.0	42,782	40.5	703	0.7	446	0.4	105,530
MS	103	2,238	5.2	20,223	47.4	18,749	44.0	378	0.9	191	0.4	42,648
HS	171	2,772	5.0	24,671	44.1	26,925	48.2	441	0.8	303	0.5	55,893
EL/SEC	55	161	1.6	3,979	40.6	5,436	55.5	31	0.3	53	0.5	9,799
Total	**606**	**10,118**	**4.7**	**103,718**	**48.5**	**93,892**	**43.9**	**1,553**	**0.7**	**993**	**0.5**	**213,870**

Level	Number of Schools	Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk	
		N	%	N	%	N	%	N	%	N	%
ELEM	277	68,303	64.7	9,011	8.5	10,342	9.8	10,823	10.3	42,471	40.2
MS	103	23,665	55.5	4,270	10.0	1,545	3.6	1,724	4.0	18,040	42.3
HS	171	25,835	46.2	6,612	11.8	1,240	2.2	1,378	2.5	27,037	48.4
EL/SEC	55	5,769	58.9	980	10.0	695	7.1	717	7.3	3,594	36.7

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

2010-2011

Angelo State University

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

District Name	School Level	EL	MS	HS	El/Sec	Total	Afro-Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABILENE ISD	EL/SEC	0	0	0	3	3	10	28	33	1	0	74	47	44	0	0	54
	ELEM	20	0	0	0	20	1,101	3,870	3,642	122	43	9,137	6,363	1,100	362	384	2,540
	HS	0	0	6	0	6	552	1,559	2,025	81	29	4,374	2,220	752	116	116	2,384
	MS	0	4	0	0	4	396	1,373	1,432	66	17	3,402	2,114	521	63	70	1,451
	Total	20	4	6	3	33	2,059	6,830	7,132	270	89	16,987	10,744	2,417	541	570	6,429
ALBANY ISD	ELEM	1	0	0	0	1	7	44	214	0	2	276	133	28	8	8	66
	HS	0	0	1	0	1	4	45	175	0	1	228	59	24	7	7	81
	Total	1	0	1	0	2	11	89	389	0	3	504	192	52	15	15	147
ANDREWS ISD	EL/SEC	0	0	0	1	1	0	25	5	0	0	30	5	3	1	2	15
	ELEM	3	0	0	0	3	40	1,082	495	6	1	1,648	986	98	360	250	597
	HS	0	0	1	0	1	15	502	319	5	1	849	270	121	11	39	336
	MS	0	1	0	0	1	12	444	233	3	2	715	336	47	18	36	286
	Total	3	1	1	1	6	67	2,053	1,052	14	4	3,242	1,597	269	390	327	1,234
ANSON ISD	ELEM	1	0	0	0	1	4	185	167	1	1	367	263	34	15	15	93
	HS	0	0	1	0	1	6	76	106	1	1	193	107	38	11	11	81
	MS	0	1	0	0	1	5	59	63	1	0	130	88	12	10	10	57
	Total	1	1	1	0	3	15	320	336	3	2	690	458	84	36	36	231
ASPERMONT ISD	ELEM	1	0	0	0	1	5	48	101	0	0	154	92	10	6	6	35
	HS	0	0	1	0	1	2	20	62	0	0	86	29	8	0	0	23
	Total	1	0	1	0	2	7	68	163	0	0	240	121	18	6	6	58
BAIRD ISD	ELEM	1	0	0	0	1	0	32	102	3	1	140	99	11	0	0	48
	HS	0	0	1	0	1	0	18	78	0	1	97	51	19	0	0	49
	MS	0	1	0	0	1	0	12	46	0	0	58	42	5	0	0	25
	Total	1	1	1	0	3	0	62	226	3	2	295	192	35	0	0	122
BALLINGER ISD	ELEM	1	0	0	0	1	3	215	237	1	3	460	299	45	4	4	171
	HS	0	0	2	0	2	5	112	155	0	1	279	123	35	1	1	119
	MS	0	1	0	0	1	4	112	120	0	3	243	127	21	4	4	102
	Total	1	1	2	0	4	12	439	512	1	7	982	549	101	9	9	392
BANDERA ISD	ELEM	2	0	0	0	2	8	336	743	3	5	1,112	616	138	75	75	482
	HS	0	0	1	0	1	2	187	571	3	8	789	321	104	12	12	337

Public School Listings in the Proximal Zone of Professional Impact

2010-2011

Angelo State University

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
ABILENE ISD	221901001	ABILENE H S	HS	2,015	A
ABILENE ISD	221901142	ABILENE PSYCHIATRIC INSTITUTE	HS	14	X
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	HS	162	A
ABILENE ISD	221901002	COOPER H S	HS	1,943	A
ABILENE ISD	221901006	TRAVIS OPPORTUNITY CTR	HS	14	X
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	HS	226	1
ABILENE ISD	221901048	BYRON CRAIG MIDDLE	MS	894	A
ABILENE ISD	221901047	CLACK MIDDLE	MS	749	A
ABILENE ISD	221901044	MADISON MIDDLE	MS	925	A
ABILENE ISD	221901045	MANN MIDDLE	MS	834	A
ABILENE ISD	221901102	AUSTIN EL	EL	560	R
ABILENE ISD	221901153	BASSETTI EL	EL	637	R
ABILENE ISD	221901103	BONHAM EL	EL	563	A
ABILENE ISD	221901104	BOWIE EL	EL	621	R
ABILENE ISD	221901106	COLLEGE HEIGHTS EL	EL	340	R
ABILENE ISD	221901208	DAY NURSERY OF ABILENE	EL	69	X
ABILENE ISD	221901108	DYESS EL	EL	481	E
ABILENE ISD	221901110	FANNIN EL	EL	366	R
ABILENE ISD	221901112	JACKSON EL	EL	600	R
ABILENE ISD	221901113	JOHNSTON EL	EL	597	R
ABILENE ISD	221901116	LEE EL	EL	371	R
ABILENE ISD	221901117	LOCUST ECC	EL	444	X
ABILENE ISD	221901118	LONG EL	EL	339	A
ABILENE ISD	221901152	ORTIZ EL	EL	653	A
ABILENE ISD	221901120	REAGAN EL	EL	348	A
ABILENE ISD	221901128	SP ED O J T	EL	1	X
ABILENE ISD	221901121	TAYLOR EL	EL	611	A

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

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

Section B describes the trends within the PZPI for student enrollment and student achievement from 2008 to 2011. All of the data in this section come from the AEIS data files.

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 2008 to 2011. The data are presented by school level and includes information by student racial/ethnic categories as well as other student subpopulations. The analysis provides the change in the number of students within the PZPI and the percentage change in student enrollment over the same time period. Data are depicted graphically by ethnicity and by students in special categories.

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

B.2.a: and B.2.b: Percentage Passing Mathematics TAKS and Percentage Passing English Language Arts/Reading TAKS.

These analyses provide trend data on the percentage of students passing the Mathematics and English Language Arts/Reading Texas Assessment of Knowledge and Skills (TAKS) at all grade levels from 2008 to 2011. The pass rates on TAKS for schools within the PZPI are compared to schools that are not in the PZPI. Within each school group, the percent of students passing the exam each year are provided, as well as the change in pass rates over time. The analyses supply information by student racial/ethnic subpopulations and for economically disadvantaged students.

B.2.c: Variability of TAKS Achievement Rates by Ethnicity.

Figures 1 through 6 provide information about the percentage of subpopulations of students at each school level passing ALL TAKS for Mathematics and Language Arts/Reading from 2008 to 2011. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis. The data were calculated using the following definitions:

> "Percent Passing" was calculated by dividing the number of students achieving passing on the respective TAKS subject by the number of students tested in the subject.
>
> "Percent Commended" was calculated by dividing the number of students achieving commended performance on the respective TAKS subject by the number of students tested in the TAKS subject.

B.2.d and B.2.e: 30 Highest and Lowest Achieving Schools in Mathematics and Reading by Level.

This section includes a list of the 30 highest- and lowest-performing schools in the PZPI on the TAKS Mathematics and TAKS Language Arts/Reading examinations, by level (high school,

middle school, elementary school). Language Arts/Reading has been shortened to Reading in this set of reports. Please note that the AEIS data base incorporates intermediate schools into the elementary school listings, but the PACE data separates them.

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

The rankings for the highest performing schools on Mathematics TAKS show the highest ranking school first and then show scores in descending order. The rankings for the lowest performing schools on Mathematics TAKS show the lowest performing school first and then show scores in ascending order. There is the possibility if the number of schools in the PZPI is small that some schools would end up on both lists.

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

The highest performing schools for Reading are listed first and then ranked in descending order. The rankings for lowest performing schools for Reading list the lowest performing school first and then show rankings in ascending order. There is the possibility if the number of schools in the PZPI is small that some schools would end up on both lists.

2012 ACCOUNTABILITY AND BEYOND

The TAKS accountability system reporting was retired; **the 2011 reports are the final ones under the TAKS system.** A new performance index is being developed.

The new test, STAAR, was given in spring 2012. No ratings will be assigned for 2012. However, under federal (AYP) accountability, schools and districts will be assigned a status of *Meets AYP*, *Missed AYP* or *Not Evaluated.* (Downloaded on 9/5/2012 from http://ritter.tea.state.tx.us/perfreport/account/2013/faq.html).

Student Enrollment Trends in Proximal Zone of Professional Impact

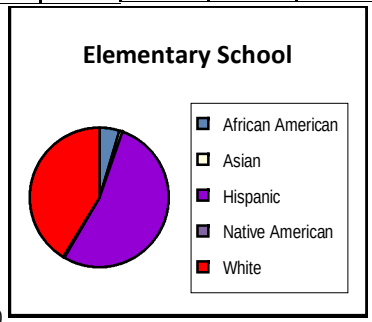
Fiscal Year 2008-2011

Angelo State University

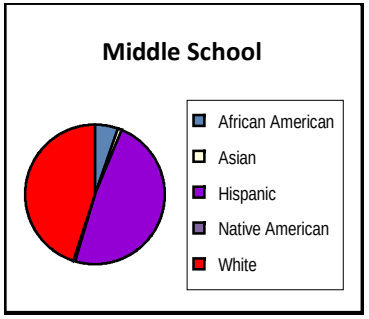
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	Net Change	Pct Change
All	101,528	103,416	104,129	105,530	41,780	41,997	42,446	42,648	57,651	56,749	56,142	55,893	9,676	9,674	9,827	9,799	210,635	211,836	212,544	213,870	3,235	1.5
African American	5,819	5,996	6,016	4,947	2,746	2,734	2,767	2,238	3,219	3,250	3,193	2,772	308	280	260	161	12,092	12,260	12,236	10,118	-1,974	-16.3
Hispanic	47,922	49,971	51,435	54,845	17,950	18,500	19,131	20,223	23,079	23,187	23,710	24,671	3,842	3,880	3,976	3,979	92,793	95,538	98,252	103,718	10,925	11.8
White	46,504	46,091	45,280	42,782	20,530	20,152	19,837	18,749	30,535	29,466	28,342	26,925	5,445	5,423	5,496	5,436	103,014	101,132	98,955	93,892	-9,122	-8.9
Asian	811	883	937	703	363	415	494	378	525	541	571	441	35	37	46	31	1,734	1,876	2,048	1,553	-181	-10.4
Native American	472	475	461	446	191	196	217	191	293	305	326	303	46	54	49	53	1,002	1,030	1,053	993	-9	-0.9
Economically Disadvantaged	60,698	61,852	67,702	68,303	20,948	20,991	23,369	23,665	22,641	22,324	25,001	25,835	5,307	5,290	5,805	5,769	109,594	110,457	121,877	123,572	13,978	12.8
Special Education	9,722	9,175	8,893	9,011	5,419	4,905	4,583	4,270	7,494	7,176	6,850	6,612	1,269	1,109	1,061	980	23,904	22,365	21,387	20,873	-3,031	-12.7
Bilingual	9,964	10,595	10,361	10,342	1,424	1,530	1,570	1,545	1,532	1,430	1,390	1,240	633	651	628	695	13,553	14,206	13,949	13,822	269	2.0
LEP	10,898	11,366	11,076	10,823	1,638	1,710	1,737	1,724	1,817	1,617	1,526	1,378	703	701	672	717	15,056	15,394	15,011	14,642	-414	-2.7

Ethnic Comparisons by Level 2011

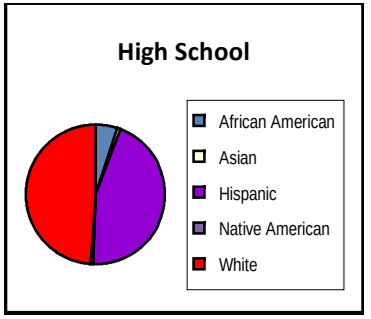
Ethnicity	Elementary School	%
Native American	446	0.4
Asian	703	0.7
White	42,782	40.5
Hispanic	54,845	52.0
African American	4,947	4.7
All	105,530	100.0



Middle School	%
191	0.4
378	0.9
18,749	44.0
20,223	47.4
2,238	5.2
42,648	100.0

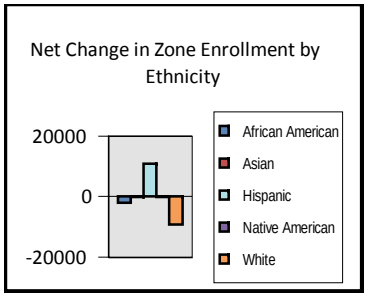


High School	%
303	0.5
441	0.8
26,925	48.2
24,671	44.1
2,772	5.0
55,893	100.0

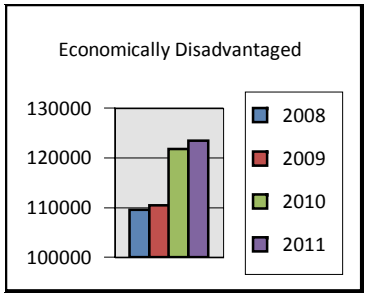


Other Trends and Distributions

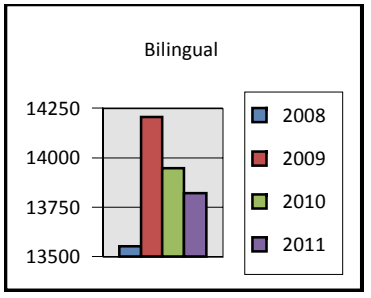
Ethnicity	Net Change 2008-2011
Native American	-9
Asian	-181
White	-9,122
Hispanic	10,925
African American	-1,974
All	3,235



Eco. Disadvantaged	
Year	Amount
2008	109,594
2009	110,457
2010	121,877
2011	123,572
3-Yr. Change	13



Bilingual	
Year	Amount
2008	13,553
2009	14,206
2010	13,949
2011	13,822
3-Yr. Change	2



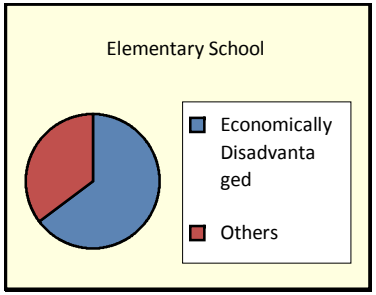
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

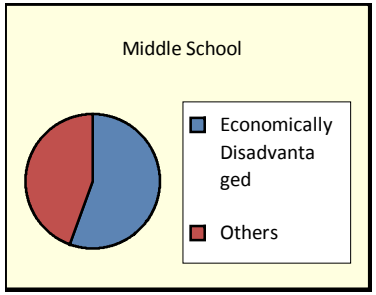
2011

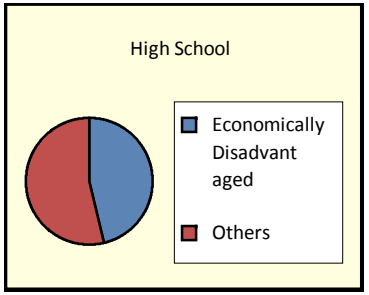
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	68,303	64.7	23,665	55.5	25,835	46.2
Others	37,227	35.3	18,983	44.5	30,058	53.8
Total	105,530	100.0	42,648	100.0	55,893	100.0

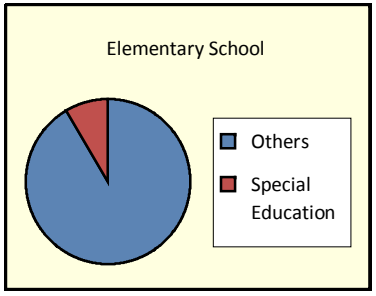


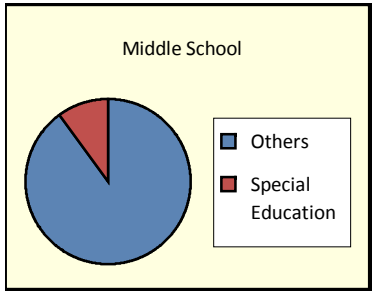


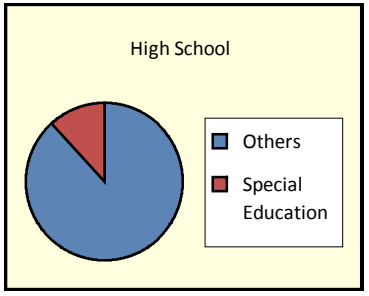


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	96,519	91.5	38,378	90.0	49,281	88.2
SPED	9,011	8.5	4,270	10.0	6,612	11.8
Total	105,530	100.0	42,648	100.0	55,893	100.0







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

2008-2011
Angelo State University

School Level	All Students					African American Students					Hispanic Students				
	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change
Districts in University's PZPI															
Elem	87.1	85.8	85.8	86.3	-0.8	79.8	76.3	77.4	79.5	-0.3	82.7	81.0	81.4	82.8	0.1
Middle	82.2	82.8	82.8	81.8	-0.4	77.1	79.6	76.4	75.1	-2.0	73.9	75.6	76.6	75.7	1.8
High	70.2	72.5	77.1	76.3	6.1	54.8	60.8	66.9	64.4	9.6	58.7	62.3	69.2	69.0	10.3
El/Sec	77.5	78.4	80.0	79.7	2.2	55.0	69.7	64.3	61.4	6.4	72.2	72.4	74.0	72.3	0.1
Total	81.0	81.3	82.6	82.4	1.4	71.8	72.8	74.2	74.0	2.2	74.4	75.0	77.1	77.6	3.2
Other School Districts in State															
Elem	87.1	88.0	88.6	89.4	2.3	78.5	80.1	81.5	82.5	4.0	84.6	85.6	86.6	87.9	3.3
Middle	83.4	84.0	84.6	84.7	1.3	72.7	73.8	75.1	75.4	2.7	78.8	79.8	81.1	81.6	2.8
High	69.1	73.1	78.0	78.2	9.1	54.0	59.4	66.5	66.8	12.8	60.3	66.0	72.8	73.7	13.4
El/Sec	70.5	72.4	75.9	77.7	7.2	55.4	61.0	65.6	69.0	13.6	66.6	68.8	73.3	75.2	8.6
Total	81.1	82.9	84.7	85.2	4.1	69.8	72.5	75.6	76.3	6.5	77.2	79.4	81.8	82.9	5.7

School Level	White Students					Asian Students					Native American Students				
	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change
Districts in University's PZPI															
Elem	92.1	91.5	91.3	91.1	-1.0	95.4	95.1	95.6	94.7	-0.7	87.8	79.8	87.4	78.8	-9.0
Middle	89.5	89.6	89.1	88.6	-0.9	97.2	96.1	90.0	93.2	-4.0	83.3	86.1	82.6	86.3	3.0
High	79.8	81.3	84.7	84.0	4.2	90.1	89.7	90.3	83.1	-7.0	83.8	76.8	83.6	78.9	-4.9
El/Sec	81.9	83.3	84.9	85.5	3.6	100.0	94.0	100.0	100.0	0.0	91.0	87.2	82.0	50.0	-41.0
Total	87.4	87.7	88.6	88.2	0.8	93.7	93.2	92.0	89.8	-3.9	84.8	80.6	83.7	79.6	-5.2
Other School Districts in State															
Elem	93.6	94.0	94.0	94.1	0.5	97.1	97.5	97.7	97.9	0.8	86.1	85.5	86.2	87.0	0.9
Middle	91.9	92.3	92.0	91.8	-0.1	96.2	96.4	96.8	97.0	0.8	87.2	87.9	87.1	86.1	-1.1
High	82.6	84.8	87.6	87.2	4.6	90.7	92.2	93.8	94.0	3.3	74.7	77.8	83.7	79.8	5.1
El/Sec	80.9	82.2	83.2	83.8	2.9	92.8	93.3	94.6	95.4	2.6	66.0	73.8	82.4	82.9	16.9
Total	89.6	90.6	91.4	91.3	1.7	95.1	95.7	96.4	96.6	1.5	79.6	81.8	85.2	83.1	3.5

School Level	Economically Disadvantaged Students									
	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change
Districts in University's PZPI						**Other School Districts in State**				
Elem	82.8	81.1	81.5	82.3	-0.5	82.7	83.8	84.9	86.2	3.5
Middle	75.3	76.1	76.7	75.9	0.6	76.5	77.6	78.8	79.3	2.8
High	59.1	63.1	68.6	67.7	8.6	57.5	63.3	70.2	70.9	13.4
El/Sec	72.5	71.8	75.1	73.7	1.2	65.0	67.7	71.7	73.5	8.5
Total	75.8	76.0	77.5	77.5	1.7	75.5	77.6	80.1	81.0	5.5

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

2008-2011
Angelo State University

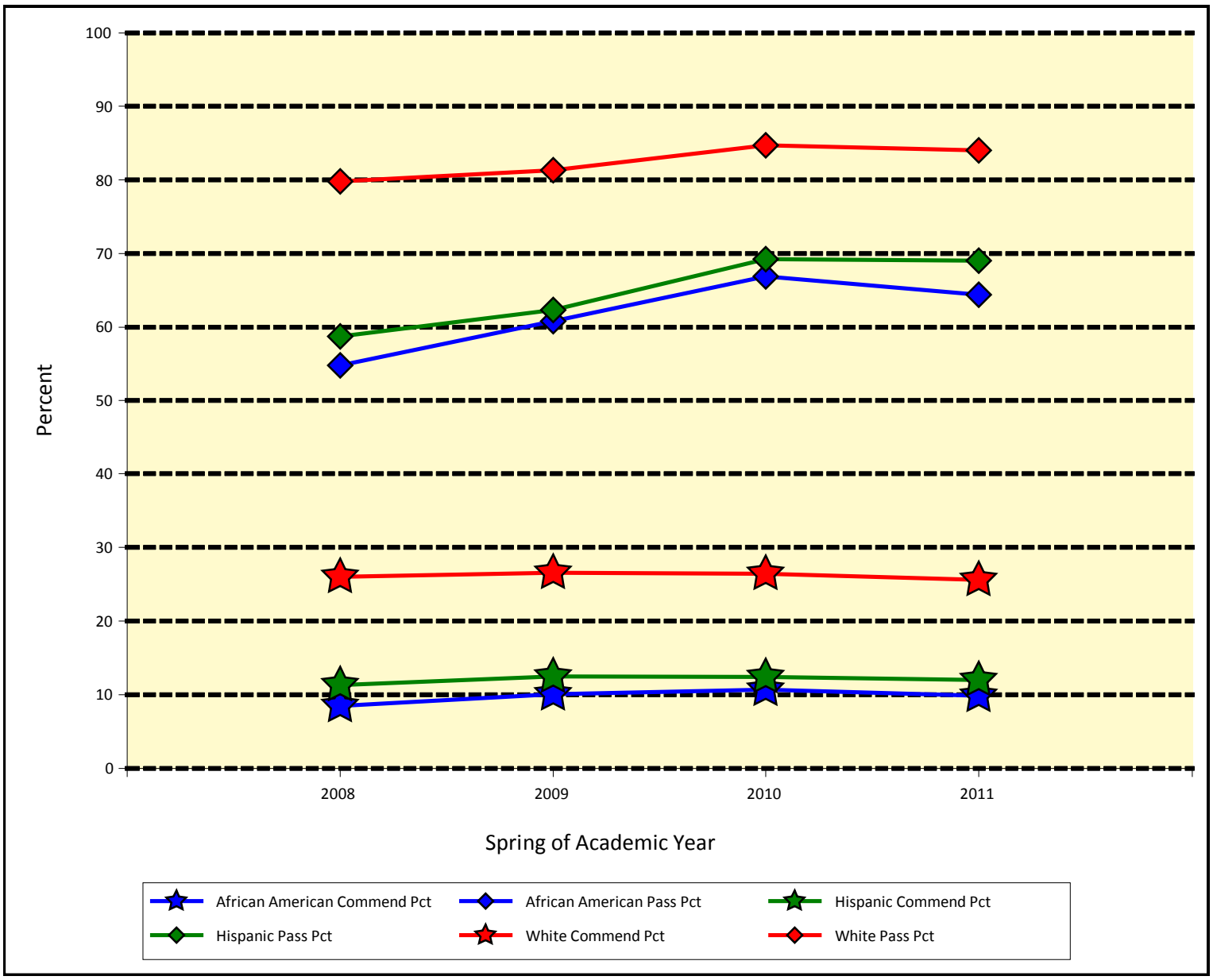
School Level	All Students					African American Students					Hispanic Students				
	2008	2009	2010	2011	Change	2008	2009	2010	2008	Change	2008	2009	2010	2011	Change
Districts in University's PZPI															
Elem	92.1	90.7	88.9	87.5	-4.6	87.9	85.1	82.2	81.3	-6.6	88.8	86.8	85.1	83.9	-4.9
Middle	92.8	92.6	89.1	87.8	-5.0	90.8	90.4	86.8	83.3	-7.5	89.1	89.2	84.7	83.6	-5.5
High	90.7	91.8	91.7	90.8	0.1	86.4	88.9	88.1	86.9	0.5	85.7	87.6	88.3	87.6	1.9
El/Sec	90.5	91.2	88.9	87.9	-2.6	70.1	90.6	85.7	73.6	3.5	86.0	86.4	83.0	81.4	-4.6
Total	91.8	91.4	89.7	88.5	-3.3	87.9	87.5	85.0	83.3	-4.6	87.9	87.5	85.7	84.6	-3.3
Other School Districts in State															
Elem	90.5	90.5	89.8	89.5	-1.0	85.9	85.9	85.5	84.9	-1.0	87.5	87.6	87.0	87.0	-0.5
Middle	92.5	91.8	89.1	88.5	-4.0	89.8	89.4	86.0	84.8	-5.0	89.3	88.3	85.0	84.9	-4.4
High	88.7	90.9	91.9	91.1	2.4	84.3	87.9	89.1	87.9	3.6	83.9	87.0	89.1	88.2	4.3
El/Sec	86.8	87.9	87.1	86.9	0.1	78.7	82.8	80.6	80.7	2.0	84.3	84.5	84.5	84.6	0.3
Total	90.4	90.9	90.2	89.7	-0.7	86.2	87.2	86.6	85.7	-0.5	86.9	87.6	87.1	86.8	-0.1

School Level	White Students					Asian Students					Native American Students				
	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change
Districts in University's PZPI															
Elem	95.8	95.0	93.7	92.5	-3.3	96.8	99.6	96.7	92.1	-4.7	95.4	90.6	95.4	100.0	4.6
Middle	96.0	95.9	93.5	92.4	-3.6	98.1	96.2	94.7	93.6	-4.5	92.8	99.0	96.3	91.7	-1.1
High	94.5	95.5	94.8	94.2	-0.3	95.5	94.9	91.7	85.7	-9.8	91.1	95.7	94.3	91.7	0.6
El/Sec	94.3	94.9	93.0	92.6	-1.7	100.0	100.0	100.0	100.0	0.0	100.0	100.0	100.0	50.0	-50.0
Total	95.4	95.3	93.9	93.0	-2.4	96.6	96.9	94.3	90.3	-6.3	93.0	95.8	95.3	90.2	-2.8
Other School Districts in State															
Elem	96.4	96.3	95.6	95.0	-1.4	97.0	97.1	97.0	96.7	-0.3	91.3	88.9	93.4	86.8	-4.5
Middle	97.0	97.0	95.1	94.5	-2.5	97.5	97.4	96.6	96.4	-1.1	95.5	95.5	93.1	90.5	-5.0
High	95.1	96.2	96.2	95.8	0.7	94.6	95.5	95.9	95.5	0.9	92.1	94.4	94.7	92.4	0.3
El/Sec	93.4	93.7	92.5	91.7	-1.7	94.8	96.1	95.3	95.6	0.8	90.0	89.3	88.0	88.7	-1.3
Total	96.1	96.4	95.6	95.1	-1.0	96.4	96.7	96.6	96.3	-0.1	92.8	93.7	93.7	90.7	-2.1

School Level	Economically Disadvantaged Students									
	2008	2009	2010	2011	Change	2008	2009	2010	2011	Change
Districts in University's PZPI						**Other School Districts in State**				
Elem	88.9	87.1	85.0	83.5	-5.4	86.7	86.7	86.2	85.9	-0.8
Middle	89.1	88.9	84.4	82.8	-6.3	88.5	87.6	84.1	83.7	-4.8
High	85.6	87.7	87.7	86.3	0.7	82.7	86.0	88.1	87.0	4.3
El/Sec	86.9	87.2	85.1	83.0	-3.9	82.9	84.4	83.8	83.6	0.7
Total	88.1	87.6	85.5	84.0	-4.1	86.1	86.7	86.1	85.6	-0.5

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2008-2011
High School Mathematics[1]
Angelo State University

Figure 1:

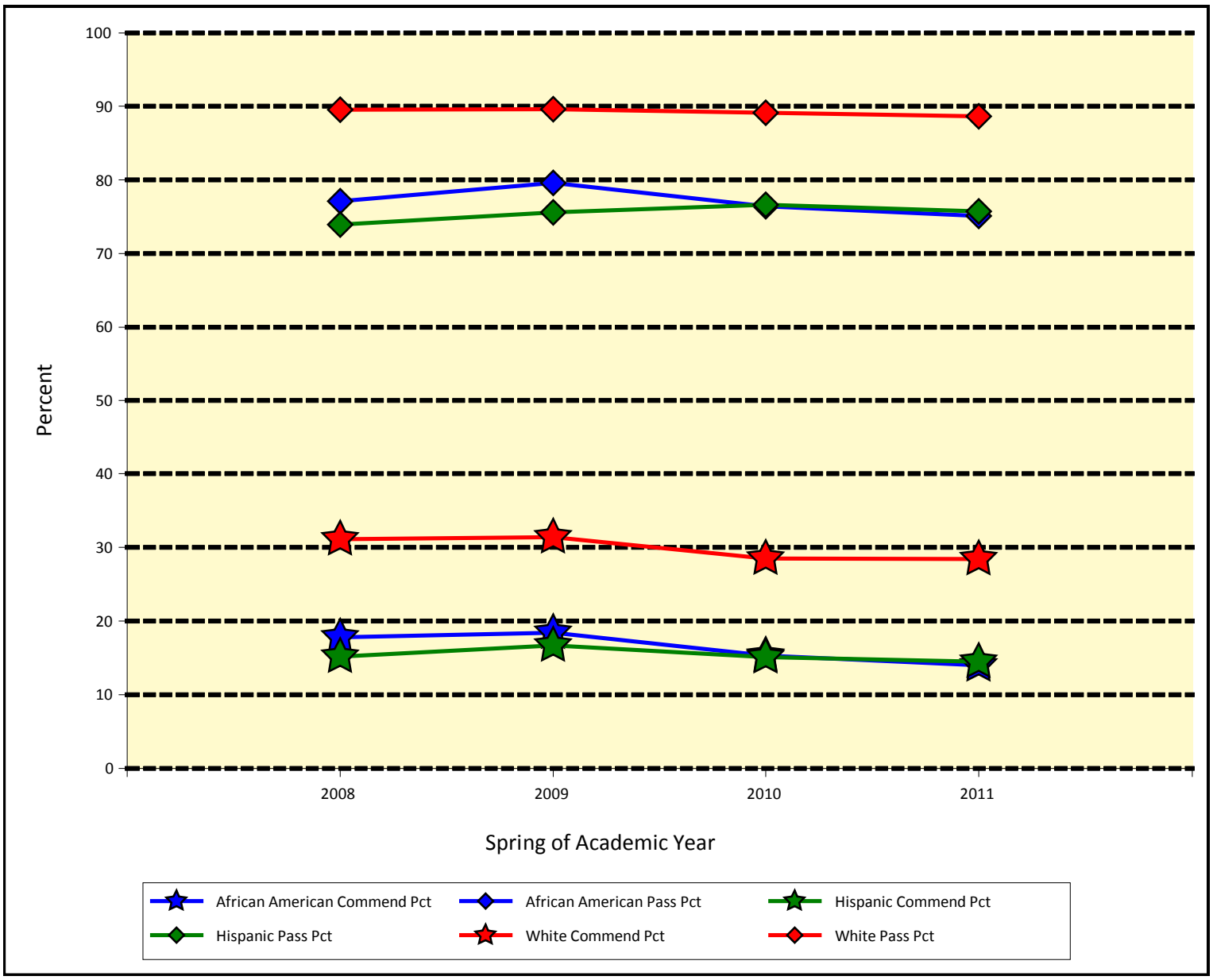


	2008		2009		2010		2011		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	54.8	8.5	60.8	10.1	66.9	10.7	64.4	9.9	9.6	1.4
Hispanic	58.7	11.3	62.3	12.5	69.2	12.4	69.0	12.0	10.3	0.7
White	79.8	26.0	81.3	26.6	84.7	26.4	84.0	25.6	4.2	-0.4

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2008-2011
Middle School Mathematics[1]
Angelo State University

Figure 2:

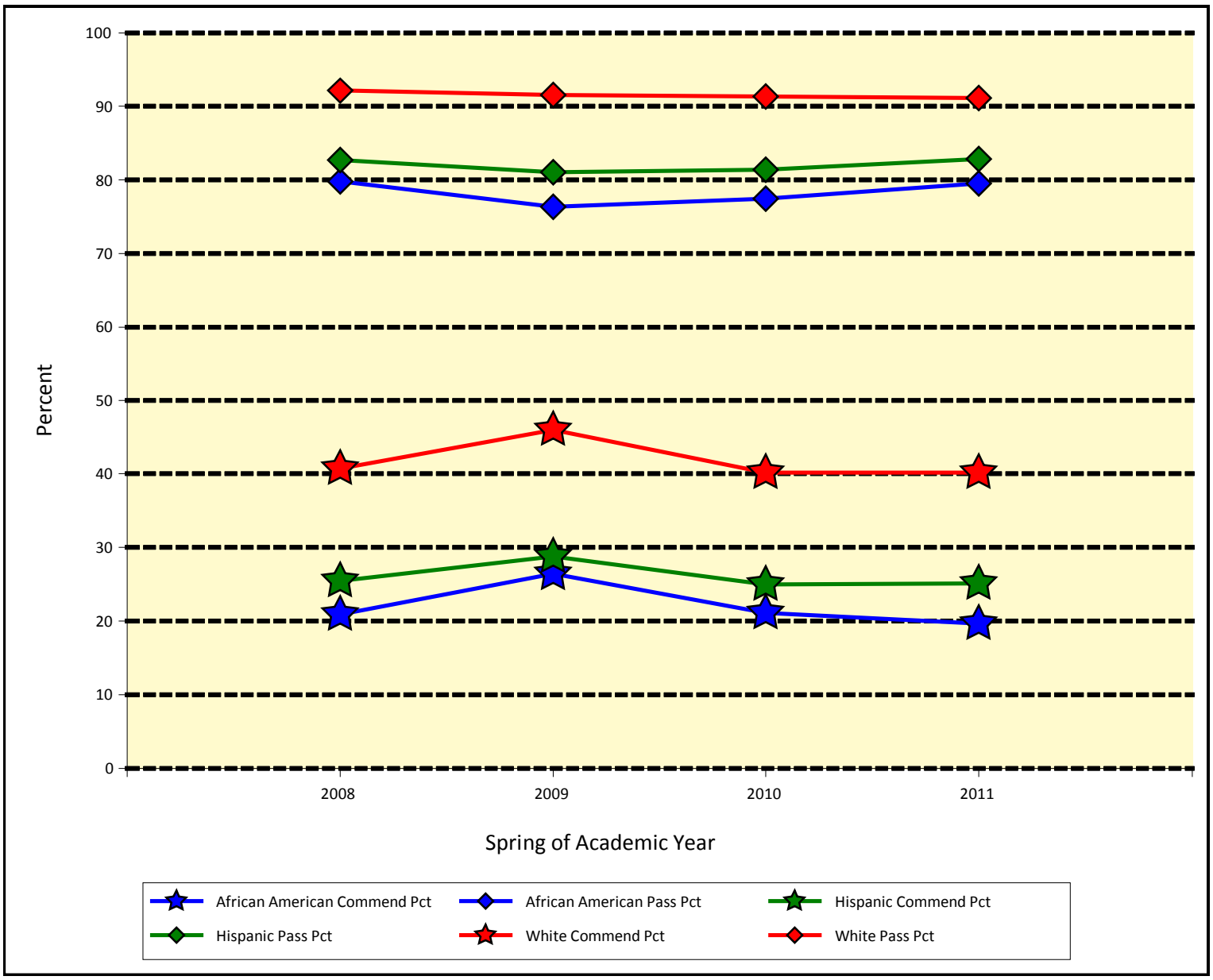


	2008		2009		2010		2011		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	77.1	17.8	79.6	18.4	76.4	15.3	75.1	14.0	-2.0	-3.8
Hispanic	73.9	15.2	75.6	16.7	76.6	15.1	75.7	14.5	1.8	-0.7
White	89.5	31.1	89.6	31.4	89.1	28.5	88.6	28.4	-0.9	-2.7

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2008-2011
Elementary School Mathematics[1]
Angelo State University

Figure 3:

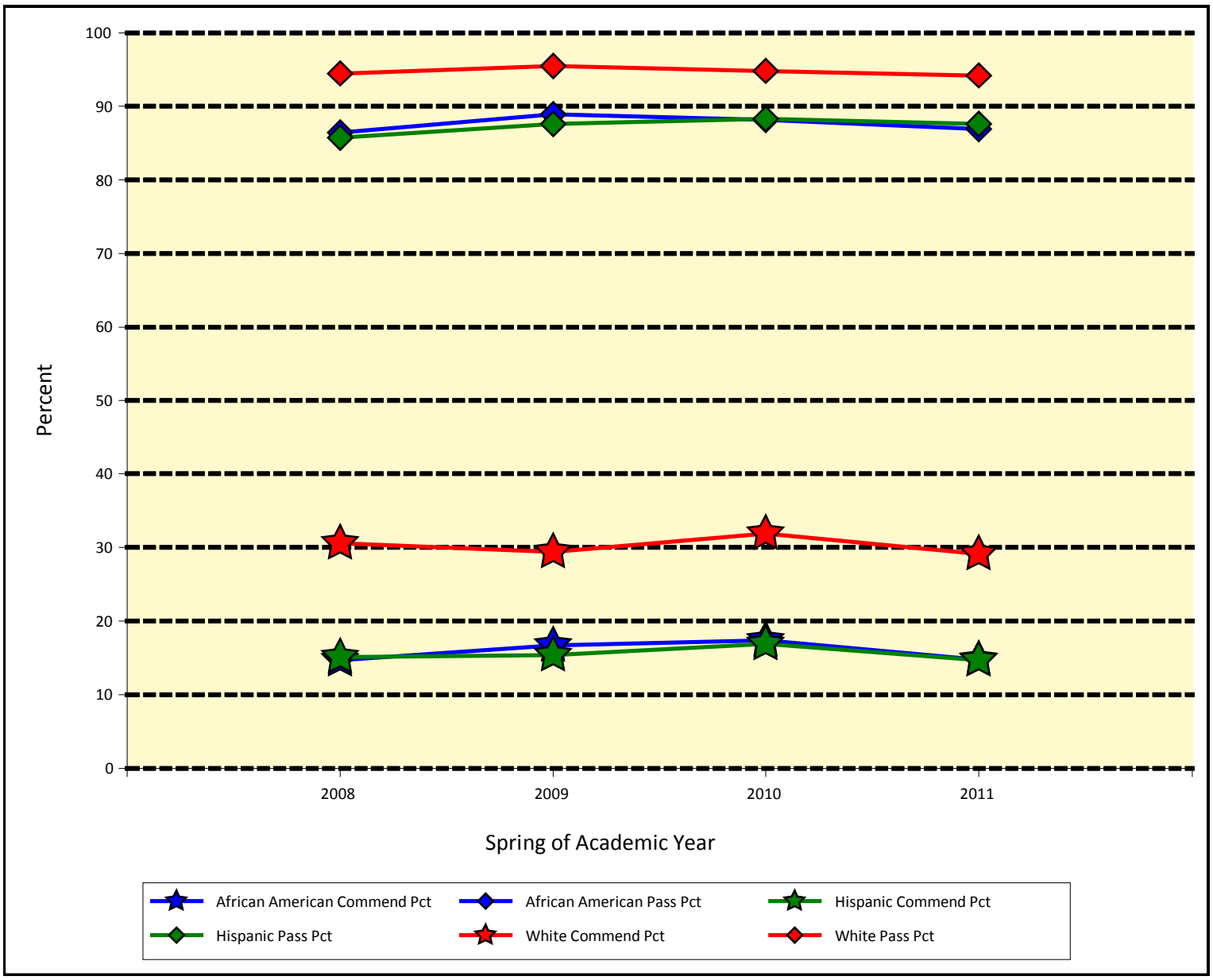


	2008		2009		2010		2011		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	79.8	20.9	76.3	26.4	77.4	21.1	79.5	19.7	-0.3	-1.2
Hispanic	82.7	25.5	81.0	28.8	81.4	25.0	82.8	25.1	0.1	-0.4
White	92.1	40.7	91.5	46.0	91.3	40.2	91.1	40.2	-1.0	-0.5

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2008-2011
High School Language Arts/Reading [1]
Angelo State University

Figure 4:

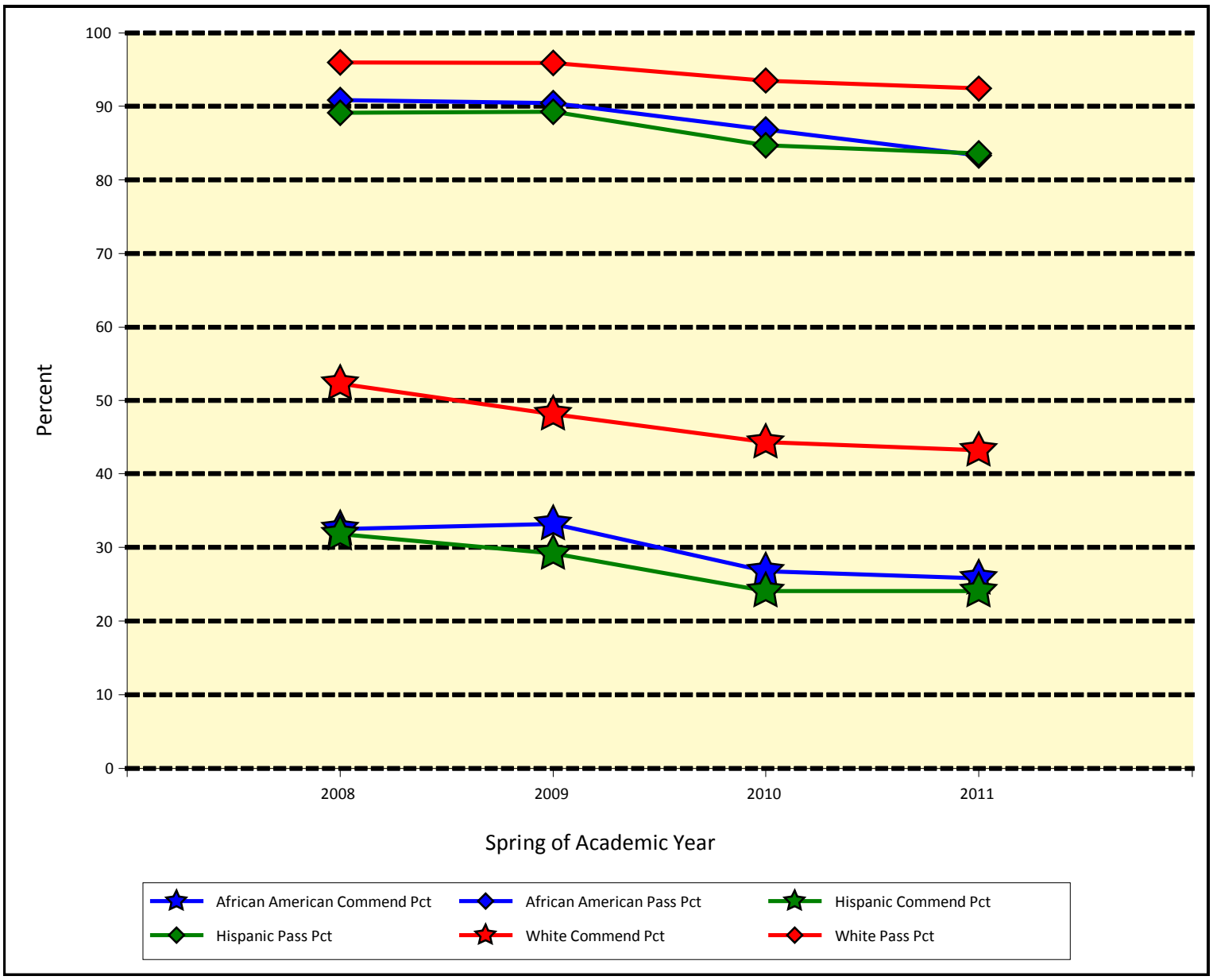


	2008		2009		2010		2011		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	86.4	14.7	88.9	16.7	88.1	17.4	86.9	14.8	0.5	0.1
Hispanic	85.7	15.1	87.6	15.4	88.3	16.9	87.6	14.7	1.9	-0.4
White	94.5	30.6	95.5	29.4	94.8	31.9	94.2	29.1	-0.3	-1.5

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2008-2011
Middle School Language Arts/Reading[1]
Angelo State University

Figure 5:

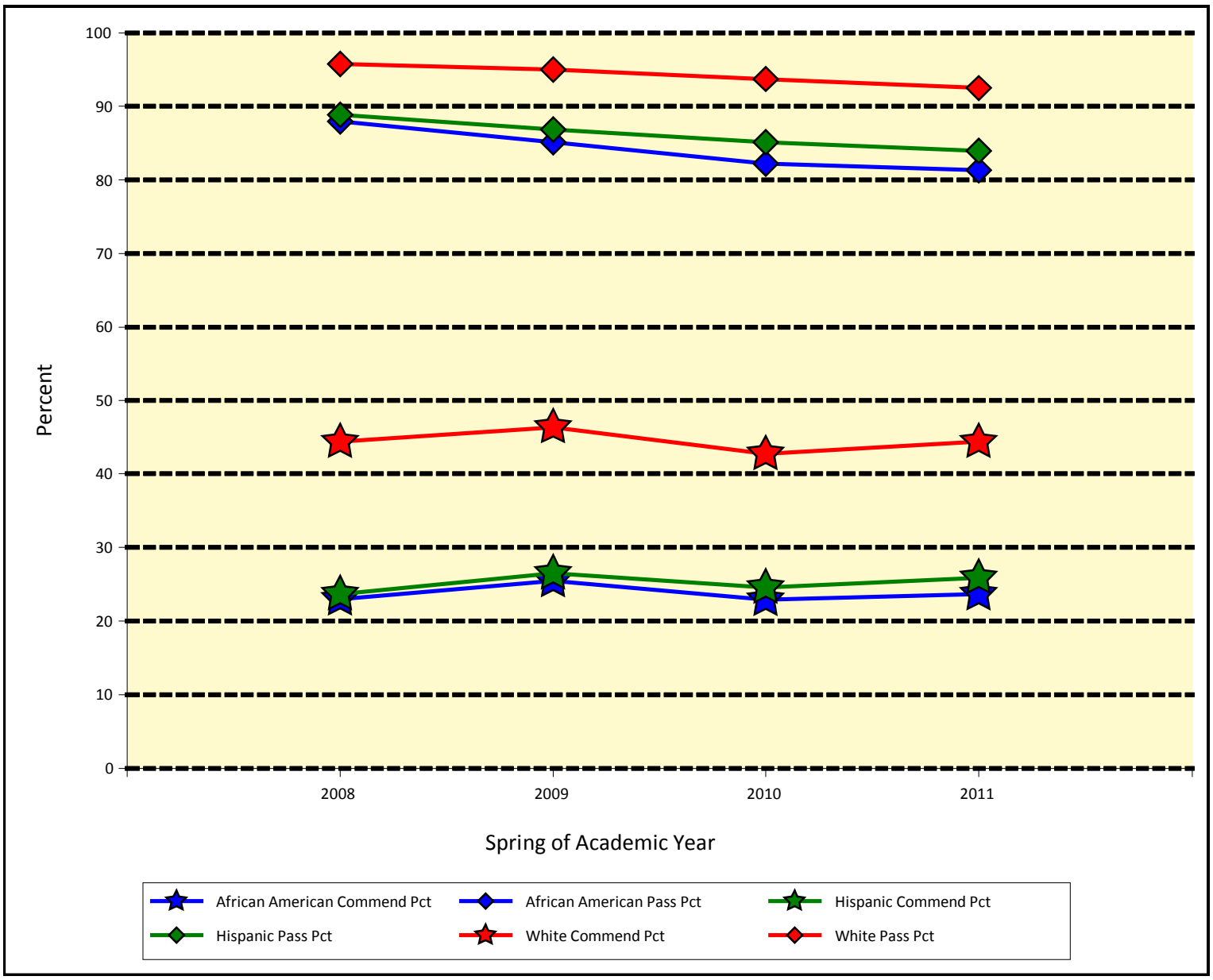


	2008		2009		2010		2011		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	90.8	32.5	90.4	33.2	86.8	26.8	83.3	25.8	-7.5	-6.7
Hispanic	89.1	31.8	89.2	29.2	84.7	24.1	83.6	24.1	-5.5	-7.7
White	96.0	52.3	95.9	48.2	93.5	44.3	92.4	43.2	-3.6	-9.1

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2008-2011
Elementary School Language Arts/Reading [1]
Angelo State University

Figure 6:



	2008		2009		2010		2011		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	87.9	23.0	85.1	25.5	82.2	22.9	81.3	23.7	-6.6	0.7
Hispanic	88.8	23.7	86.8	26.5	85.1	24.6	83.9	25.9	-4.9	2.2
White	95.8	44.4	95.0	46.4	93.7	42.7	92.5	44.4	-3.3	0.0

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
BURNET CISD	27903003	QUEST	27	**100.0**	100.0	70.4	29.6
HARPER ISD	86902001	HARPER H S	205	**95.0**	98.0	37.1	18.5
WALL ISD	226906001	WALL H S	324	**95.0**	97.0	15.7	19.1
MIDLAND ISD	165901006	EARLY COLLEGE H S AT MIDLAND COLLE	189	**93.0**	99.0	61.4	73.0
CISCO ISD	67902001	CISCO H S	228	**92.0**	99.0	53.9	16.2
MAY ISD	25905001	MAY H S	110	**92.0**	98.0	52.7	6.4
WYLIE ISD	221912001	WYLIE H S	922	**92.0**	98.0	9.4	21.6
VERIBEST ISD	226908001	VERIBEST H S	119	**92.0**	97.0	52.1	37.0
WATER VALLEY ISD	226905001	WATER VALLEY H S	151	**92.0**	97.0	40.4	17.2
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	123	**92.0**	96.0	41.5	42.3
MILES ISD	200902001	MILES H S	167	**92.0**	92.0	35.9	33.5
EARLY ISD	25909001	EARLY H S	340	**91.0**	98.0	34.1	16.8
MASON ISD	157901001	MASON H S	198	**90.0**	98.0	55.1	40.4
IRION COUNTY ISD	118902001	IRION H S	172	**90.0**	96.0	41.3	31.4
LLANO ISD	150901001	LLANO H S	512	**90.0**	94.0	51.2	24.4
MEDINA ISD	10901001	MEDINA H S	153	**90.0**	90.0	46.4	24.2
RANKIN ISD	231902001	RANKIN H S	72	**89.0**	100.0	34.7	30.6
ASPERMONT ISD	217901001	ASPERMONT HS	86	**89.0**	94.0	33.7	27.9
BRACKETT ISD	136901001	BRACKETT H S	182	**89.0**	92.0	64.8	72.5
BRONTE ISD	41901001	BRONTE H S	141	**89.0**	91.0	39.0	26.2
THROCKMORTON ISD	224901001	THROCKMORTON H S	69	**88.0**	96.0	34.8	13.0
GOLDTHWAITE ISD	167901001	GOLDTHWAITE HIGH SCHOOL	181	**88.0**	95.0	47.5	28.7
CROSS PLAINS ISD	30901001	CROSS PLAINS H S	165	**87.0**	96.0	62.4	7.9
ALBANY ISD	209901001	ALBANY JR-SR H S	228	**87.0**	93.0	25.9	23.2
BRECKENRIDGE ISD	215901001	BRECKENRIDGE H S	391	**86.0**	95.0	46.0	37.9
ZEPHYR ISD	25906001	ZEPHYR H S	90	**86.0**	93.0	71.1	7.8
SCHLEICHER ISD	207901001	ELDORADO H S	163	**85.0**	94.0	44.2	70.6
GREENWOOD ISD	165902001	GREENWOOD H S	517	**85.0**	93.0	27.1	39.3
HAWLEY ISD	127904001	HAWLEY H S	229	**85.0**	93.0	45.9	14.0
EULA ISD	30906001	EULA H S	109	**85.0**	92.0	44.0	22.0
		AVERAGE	218.8	**89.9**	95.5	44.0	29.1

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
COLORADO ISD	168901003	WALLACE ACCELERATED H S	33	**13.0**	50.0	63.6	48.5
SWEETWATER ISD	177902003	HOBBS ALTER ED CO-OP	33	**33.0**	91.0	81.8	66.7
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	226	**35.0**	83.0	72.6	71.7
BROWNWOOD ISD	25902003	BROWNWOOD ACCELERATED H S	33	**35.0**	100.0	33.3	66.7
MARBLE FALLS ISD	27904002	FALLS CAREER H S	40	**43.0**	88.0	75.0	15.0
SNYDER ISD	208902002	HOBBS ALTER ED CO-OP	18	**60.0**	57.0	83.3	77.8
MONAHANS-WICKETT-PY	238902002	MONAHANS ED CTR	28	**60.0**	83.0	75.0	71.4
FORT STOCKTON ISD	186902001	FORT STOCKTON HIGH SCHOOL	623	**60.0**	88.0	60.2	87.0
RANGER ISD	67907001	RANGER H S	122	**60.0**	89.0	67.2	17.2
KERRVILLE ISD	133903105	HILL COUNTRY HIGH SCHOOL	42	**60.0**	100.0	64.3	59.5
BIG SPRING ISD	114901001	BIG SPRING H S	1,022	**62.0**	85.0	53.7	66.0
LAMESA ISD	58906001	LAMESA H S	429	**62.0**	91.0	62.5	80.2
ROTAN ISD	76904001	ROTAN H S	109	**64.0**	85.0	63.3	47.7
SAN FELIPE-DEL RIO CISD	233901002	DEL RIO FRESHMAN SCHOOL	786	**65.0**	82.0	68.1	92.7
MIDLAND ISD	165901004	VIOLA M COLEMAN H S	130	**65.0**	89.0	53.1	83.1
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,183	**66.0**	85.0	67.9	71.5
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	220	**67.0**	91.0	40.9	71.4
MULLIN ISD	167902001	MULLIN HIGH SCHOOL	57	**67.0**	95.0	82.5	33.3
ECTOR COUNTY ISD	68901002	ODESSA H S	2,688	**68.0**	86.0	49.3	80.7
BAIRD ISD	30903001	BAIRD H S	97	**68.0**	90.0	52.6	19.6
INGRAM ISD	133904001	INGRAM-TOM MOORE H S	349	**68.0**	93.0	47.3	40.4
RISING STAR ISD	67908001	RISING STAR H S	85	**68.0**	95.0	65.9	15.3
COPPERAS COVE ISD	50910005	CROSSROADS HIGH SCHOOL	46	**69.0**	86.0	43.5	37.0
MARBLE FALLS ISD	27904001	MARBLE FALLS HIGH SCHOOL	1,098	**69.0**	87.0	51.5	39.7
MIDLAND ISD	165901044	MIDLAND FRESHMAN HIGH SCHOOL	700	**69.0**	89.0	48.9	62.3
CROCKETT COUNTY CONS	53001001	OZONA H S	195	**69.0**	91.0	43.6	82.6
SWEETWATER ISD	177902001	SWEETWATER H S	513	**70.0**	90.0	51.9	49.9
BURNET CISD	27903001	BURNET H S	957	**70.0**	94.0	44.7	22.4
TAHOKA ISD	153904001	TAHOKA H S	161	**71.0**	86.0	52.2	56.5
CHEROKEE ISD	206903001	CHEROKEE H S	117	**71.0**	89.0	67.5	28.2
		AVERAGE	404.7	**60.2**	86.9	59.6	55.4

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 3: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
HARPER ISD	86902041	HARPER MIDDLE	154	**97.0**	97.0	42.2	14.3
WALL ISD	226906041	WALL MIDDLE	259	**97.0**	97.0	17.4	18.5
WYLIE ISD	221912041	WYLIE J H	780	**97.0**	96.0	13.2	21.2
MASON ISD	157901041	MASON J H	203	**96.0**	96.0	56.2	34.0
EARLY ISD	25909041	EARLY MIDDLE	308	**96.0**	93.0	41.6	26.9
TAHOKA ISD	153904041	TAHOKA MIDDLE	143	**95.0**	91.0	60.1	63.6
JOHNSON CITY ISD	16901041	LYNDON B JOHNSON MIDDLE	238	**94.0**	96.0	40.8	29.4
ROTAN ISD	76904041	ROTAN J H	57	**94.0**	96.0	66.7	52.6
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	169	**94.0**	92.0	47.9	62.7
KERRVILLE ISD	133903104	B T WILSON SIXTH GRADE SCHOOL	359	**94.0**	91.0	57.7	52.6
JIM NED CISD	221911041	JIM NED MIDDLE	235	**93.0**	96.0	23.8	11.9
GREENWOOD ISD	165902041	JAMES R BROOKS MIDDLE SCHOOL	238	**93.0**	95.0	36.1	35.7
KERRVILLE ISD	133903041	PETERSON MIDDLE	694	**93.0**	95.0	50.0	46.4
CISCO ISD	67902041	CISCO J H	189	**93.0**	92.0	64.0	26.5
GOLDTHWAITE ISD	167901002	GOLDTHWAITE MIDDLE SCHOOL	144	**93.0**	92.0	50.0	28.5
ABILENE ISD	221901048	BYRON CRAIG MIDDLE	894	**93.0**	91.0	66.2	62.9
BRACKETT ISD	136901041	BRACKETT JUNIOR HIGH	95	**92.0**	96.0	66.3	67.4
HAMILTON ISD	97902041	HAMILTON JUNIOR HIGH SCHOOL	210	**92.0**	96.0	48.6	21.0
LLANO ISD	150901041	LLANO JUNIOR HIGH	417	**92.0**	95.0	58.3	18.9
STAMFORD ISD	127906041	STAMFORD MIDDLE SCHOOL	121	**91.0**	92.0	69.4	64.5
COPPERAS COVE ISD	50910041	COPPERAS COVE J H	811	**91.0**	91.0	46.2	47.3
BAIRD ISD	30903041	BAIRD MIDDLE SCHOOL	58	**91.0**	84.0	72.4	20.7
BRECKENRIDGE ISD	215901041	BRECKENRIDGE J H	223	**90.0**	96.0	58.7	41.3
JUNCTION ISD	134901041	JUNCTION MIDDLE	147	**90.0**	93.0	51.0	36.1
COPPERAS COVE ISD	50910104	C R CLEMENTS INT	872	**90.0**	92.0	46.8	51.4
COPPERAS COVE ISD	50910042	S C LEE J H	859	**90.0**	91.0	43.3	50.5
BROWNWOOD ISD	25902108	BROWNWOOD INT	520	**90.0**	89.0	69.8	46.9
SAN SABA ISD	206901041	SAN SABA MIDDLE SCHOOL	195	**90.0**	88.0	64.1	51.8
CLYDE CISD	30902041	CLYDE J H	342	**90.0**	87.0	50.9	14.6
STEPHENVILLE	72903103	GILBERT INTERMEDIATE SCHOOL	525	**89.0**	89.0	49.0	30.1
		AVERAGE	348.6	**92.7**	92.8	51.0	38.3

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 4: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
ECTOR COUNTY ISD	68901045	HOOD J H	572	**53.0**	79.0	66.3	69.6
BIG SPRING ISD	114901043	BIG SPRING JUNIOR HIGH	537	**55.0**	78.0	66.5	68.9
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	189	**63.0**	73.0	60.8	78.8
ECTOR COUNTY ISD	68901047	ECTOR J H	1,503	**63.0**	84.0	61.5	84.0
BIG SPRING ISD	114901041	GOLIAD INTERMEDIATE SCHOOL	603	**66.0**	72.0	70.3	70.8
GORMAN ISD	67904042	GORMAN MIDDLE	80	**68.0**	81.0	67.5	47.5
SAN FELIPE-DEL RIO CISD	233901104	SAN FELIPE MEMORIAL MIDDLE SCHOOL	768	**69.0**	75.0	73.7	95.8
LAMESA ISD	58906041	LAMESA MIDDLE	399	**70.0**	85.0	72.2	81.0
MCCAMEY ISD	231901041	MCCAMEY MIDDLE	142	**71.0**	81.0	59.2	73.9
ECTOR COUNTY ISD	68901046	NIMITZ J H	924	**71.0**	88.0	41.2	65.2
SNYDER ISD	208902041	SNYDER J H	546	**73.0**	82.0	48.4	55.1
BALLINGER ISD	200901041	BALLINGER J H	243	**73.0**	86.0	52.3	50.6
ECTOR COUNTY ISD	68901044	CROCKETT J H	686	**73.0**	86.0	71.0	82.4
COLEMAN ISD	42901041	COLEMAN J H	213	**74.0**	81.0	62.4	31.5
RADIANCE ACADEMY OF L	15815041	RADIANCE ACADEMY OF LEARNING (DEL	217	**74.0**	87.0	42.4	87.1
CROCKETT COUNTY CONS	53001041	OZONA MIDDLE	159	**75.0**	81.0	69.8	76.7
ECTOR COUNTY ISD	68901043	BOWIE J H	1,083	**75.0**	87.0	56.2	76.4
SAN FELIPE-DEL RIO CISD	233901043	DEL RIO MIDDLE SCHOOL	1,519	**76.0**	81.0	74.2	93.9
SONORA ISD	218901041	SONORA J H	208	**76.0**	87.0	47.6	72.6
FORT STOCKTON ISD	186902041	FORT STOCKTON MIDDLE SCHOOL	532	**77.0**	79.0	68.4	88.7
MIDLAND ISD	165901046	GODDARD JUNIOR HIGH	888	**77.0**	86.0	47.7	62.3
POST ISD	85902041	POST MIDDLE	163	**77.0**	86.0	66.9	68.7
ECTOR COUNTY ISD	68901042	BONHAM J H	1,019	**78.0**	88.0	43.9	60.7
DE LEON ISD	47902041	PERKINS MIDDLE	106	**78.0**	89.0	64.2	36.8
FREDERICKSBURG ISD	86901041	FREDERICKSBURG MIDDLE	650	**78.0**	89.0	52.8	47.8
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	939	**79.0**	87.0	77.5	73.3
STANTON ISD	156902041	STANTON MIDDLE	161	**79.0**	88.0	55.3	61.5
COMFORT ISD	130902041	COMFORT MIDDLE	251	**79.0**	89.0	57.0	61.4
HASKELL CISD	104901041	ROCHESTER J H	120	**79.0**	90.0	62.5	45.0
COAHOMA ISD	114902041	COAHOMA J H	126	**79.0**	94.0	37.3	27.0
		AVERAGE	518.2	**72.6**	84.0	59.9	66.5

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 5: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
DIVIDE ISD	133905101	DIVIDE EL	24	**100.0**	100.0	0.0	20.8
DOSS CONSOLIDATED CSD	86024101	DOSS EL	20	**100.0**	100.0	0.0	30.0
ECTOR COUNTY ISD	68901118	EL MAGNET AT REAGAN EL	661	**100.0**	100.0	19.8	59.5
JIM NED CISD	221911101	LAWN EL	258	**100.0**	99.0	48.4	10.1
WALL ISD	226906101	WALL EL	446	**100.0**	98.0	17.9	20.9
HARPER ISD	86902101	HARPER EL	240	**99.0**	100.0	43.8	17.1
JIM NED CISD	221911102	BUFFALO GAP EL	209	**99.0**	99.0	32.1	13.4
SAN ANGELO ISD	226903112	GLENMORE EL	469	**99.0**	98.0	67.6	68.7
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	346	**99.0**	97.0	67.1	61.3
ALBANY ISD	209901101	NANCY SMITH EL	276	**98.0**	99.0	48.2	22.5
BROWNWOOD ISD	25902107	WOODLAND HEIGHTS EL	477	**98.0**	99.0	51.6	38.4
KERRVILLE ISD	133903109	FRED H TALLY ELEMENTARY	534	**98.0**	98.0	51.1	47.2
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	275	**98.0**	98.0	65.5	35.3
SAN ANGELO ISD	226903122	BONHAM EL	469	**98.0**	98.0	31.6	37.7
SAN ANGELO ISD	226903120	SANTA RITA EL	414	**98.0**	98.0	44.0	40.6
WYLIE ISD	221912101	WYLIE EL	725	**98.0**	97.0	18.3	22.1
WYLIE ISD	221912103	WYLIE INT	774	**98.0**	97.0	17.8	23.0
KERRVILLE ISD	133903101	DANIELS EL	592	**98.0**	96.0	67.4	58.3
STAMFORD ISD	127906101	OLIVER EL	350	**98.0**	96.0	81.7	68.3
ASPERMONT ISD	217901101	ASPERMONT EL	154	**98.0**	94.0	59.7	34.4
ABILENE ISD	221901108	DYESS EL	481	**97.0**	98.0	38.9	46.6
FORSAN ISD	114904101	FORSAN ELEMENTARY AT ELBOW	322	**97.0**	96.0	34.8	28.9
MERKEL ISD	221904102	MERKEL EL	301	**97.0**	95.0	57.5	25.9
MILES ISD	200902101	MILES EL	236	**97.0**	94.0	36.9	42.8
ABILENE ISD	221901151	THOMAS EL	538	**97.0**	86.0	66.5	59.3
FREDERICKSBURG ISD	86901103	STONEWALL EL	101	**96.0**	100.0	34.7	15.8
KERRVILLE ISD	133903103	NIMITZ EL	515	**96.0**	97.0	66.4	52.2
BANDERA ISD	10902102	HILL COUNTRY EL	488	**96.0**	96.0	47.5	29.9
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	160	**96.0**	96.0	56.2	49.4
SAN ANGELO ISD	226903115	MCGILL EL	299	**95.0**	97.0	68.9	69.6
		AVERAGE	371.8	**97.9**	97.2	44.7	38.3

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 6: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
BIG SPRING ISD	114901102	BAUER EL	283	**49.0**	55.0	83.0	82.7
ECTOR COUNTY ISD	68901110	GOLIAD EL	676	**53.0**	66.0	83.4	72.5
BIG SPRING ISD	114901108	KENTWOOD EL	195	**56.0**	65.0	51.8	55.4
BIG SPRING ISD	114901113	WASHINGTON EL	406	**59.0**	69.0	81.8	75.1
MULLIN ISD	167902101	MULLIN ELEMENTARY	46	**67.0**	78.0	80.4	34.8
DUBLIN ISD	72902101	DUBLIN EL	371	**67.0**	80.0	79.8	60.1
DUBLIN ISD	72902102	DUBLIN INTERMEDIATE	306	**67.0**	80.0	71.9	56.2
BAIRD ISD	30903101	BAIRD EL	140	**68.0**	85.0	70.7	27.1
MIDLAND ISD	165901105	CR0CKETT ELEMENTARY	427	**69.0**	72.0	86.4	98.8
MIDLAND ISD	165901117	SOUTH ELEMENTARY	462	**69.0**	72.0	85.5	96.8
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	381	**69.0**	79.0	61.2	83.7
BIG SPRING ISD	114901111	MOSS EL	358	**70.0**	74.0	63.1	75.1
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	527	**70.0**	79.0	65.7	47.6
INGRAM ISD	133904101	INGRAM EL	536	**70.0**	86.0	72.2	41.8
KNOX CITY-O'BRIEN CISD	138902101	KNOX CITY EL	123	**71.0**	89.0	78.9	54.5
EVANT ISD	50901101	EVANT EL	119	**71.0**	91.0	59.7	27.7
ECTOR COUNTY ISD	68901126	MURRY FLY EL	749	**72.0**	80.0	77.3	78.0
BIG SPRING ISD	114901110	MARCY EL	505	**74.0**	69.0	75.0	71.1
MIDLAND ISD	165901104	BURNET ELEMENTARY	580	**74.0**	72.0	77.2	81.6
ECTOR COUNTY ISD	68901121	SAN JACINTO EL	636	**74.0**	73.0	81.4	87.3
MONAHANS-WICKETT-PY	238902108	TATOM EL	455	**74.0**	79.0	63.1	66.8
ECTOR COUNTY ISD	68901122	EL MAGNET AT TRAVIS	611	**75.0**	75.0	86.1	89.5
MIDLAND ISD	165901118	TRAVIS ELEMENTARY	527	**75.0**	76.0	82.0	88.0
STERLING CITY ISD	216901101	STERLING CITY EL	151	**75.0**	88.0	57.0	53.6
ECTOR COUNTY ISD	68901107	DOWLING EL	700	**76.0**	77.0	79.0	82.9
ECTOR COUNTY ISD	68901105	CAMERON DUAL LANGUAGE MAGNET	652	**76.0**	78.0	82.1	95.7
ECTOR COUNTY ISD	68901101	GALE POND ALAMO EL	493	**76.0**	78.0	75.9	79.7
LAMESA ISD	58906103	NORTH EL	448	**76.0**	80.0	78.8	83.5
LAMESA ISD	58906105	SOUTH EL	590	**76.0**	80.0	83.1	85.8
SNYDER ISD	208902108	SNYDER EL	1,283	**76.0**	82.0	62.3	63.3
		AVERAGE	457.9	**69.8**	76.9	74.5	69.9

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
BURNET CISD	27903003	QUEST	27	**100.0**	100.0	70.4	29.6
RANKIN ISD	231902001	RANKIN H S	72	**100.0**	89.0	34.7	30.6
CISCO ISD	67902004	CISCO LEARNING CENTER	23	**100.0**	80.0	78.3	8.7
KERRVILLE ISD	133903105	HILL COUNTRY HIGH SCHOOL	42	**100.0**	60.0	64.3	59.5
BROWNWOOD ISD	25902003	BROWNWOOD ACCELERATED H S	33	**100.0**	35.0	33.3	66.7
MIDLAND ISD	165901006	EARLY COLLEGE H S AT MIDLAND COLLE	189	**99.0**	93.0	61.4	73.0
CISCO ISD	67902001	CISCO H S	228	**99.0**	92.0	53.9	16.2
HARPER ISD	86902001	HARPER H S	205	**98.0**	95.0	37.1	18.5
MAY ISD	25905001	MAY H S	110	**98.0**	92.0	52.7	6.4
WYLIE ISD	221912001	WYLIE H S	922	**98.0**	92.0	9.4	21.6
EARLY ISD	25909001	EARLY H S	340	**98.0**	91.0	34.1	16.8
MASON ISD	157901001	MASON H S	198	**98.0**	90.0	55.1	40.4
WALL ISD	226906001	WALL H S	324	**97.0**	95.0	15.7	19.1
VERIBEST ISD	226908001	VERIBEST H S	119	**97.0**	92.0	52.1	37.0
WATER VALLEY ISD	226905001	WATER VALLEY H S	151	**97.0**	92.0	40.4	17.2
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	123	**96.0**	92.0	41.5	42.3
IRION COUNTY ISD	118902001	IRION H S	172	**96.0**	90.0	41.3	31.4
THROCKMORTON ISD	224901001	THROCKMORTON H S	69	**96.0**	88.0	34.8	13.0
CROSS PLAINS ISD	30901001	CROSS PLAINS H S	165	**96.0**	87.0	62.4	7.9
HAMILTON ISD	97902001	HAMILTON HIGH SCHOOL	223	**96.0**	82.0	48.0	18.8
ROSCOE ISD	177901001	ROSCOE H S	140	**96.0**	82.0	56.4	59.3
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	162	**96.0**	80.0	42.6	46.3
TERRELL COUNTY ISD	222901001	SANDERSON H S	69	**96.0**	80.0	49.3	53.6
BALLINGER ISD	200901001	BALLINGER H S	278	**96.0**	79.0	43.9	44.6
EDEN CISD	48901001	EDEN H S	114	**96.0**	79.0	56.1	58.8
GOLDTHWAITE ISD	167901001	GOLDTHWAITE HIGH SCHOOL	181	**95.0**	88.0	47.5	28.7
BRECKENRIDGE ISD	215901001	BRECKENRIDGE H S	391	**95.0**	86.0	46.0	37.9
IRAAN-SHEFFIELD ISD	186903001	IRAAN H S	116	**95.0**	84.0	15.5	56.0
KERRVILLE ISD	133903001	TIVY H S	1,320	**95.0**	84.0	43.3	46.1
STEPHENVILLE	72903001	STEPHENVILLE H S	1,084	**95.0**	84.0	38.5	30.6
		AVERAGE	253.0	**97.1**	85.1	45.3	34.6

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
COLORADO ISD	168901003	WALLACE ACCELERATED H S	33	**50.0**	13.0	63.6	48.5
SNYDER ISD	208902002	HOBBS ALTER ED CO-OP	18	**57.0**	60.0	83.3	77.8
ROCKSPRINGS ISD	69901001	ROCKSPRINGS H S	91	**81.0**	77.0	71.4	75.8
EVANT ISD	50901001	EVANT H S	113	**81.0**	80.0	59.3	23.0
SAN FELIPE-DEL RIO CISD	233901002	DEL RIO FRESHMAN SCHOOL	786	**82.0**	65.0	68.1	92.7
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	226	**83.0**	35.0	72.6	71.7
MONAHANS-WICKETT-PY	238902002	MONAHANS ED CTR	28	**83.0**	60.0	75.0	71.4
O'DONNELL ISD	153903001	O'DONNELL HIGH SCHOOL	139	**84.0**	74.0	67.6	71.2
MCCAMEY ISD	231901001	MCCAMEY H S	118	**84.0**	81.0	39.8	67.8
BIG SPRING ISD	114901001	BIG SPRING H S	1,022	**85.0**	62.0	53.7	66.0
ROTAN ISD	76904001	ROTAN H S	109	**85.0**	64.0	63.3	47.7
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,183	**85.0**	66.0	67.9	71.5
ECTOR COUNTY ISD	68901002	ODESSA H S	2,688	**86.0**	68.0	49.3	80.7
COPPERAS COVE ISD	50910005	CROSSROADS HIGH SCHOOL	46	**86.0**	69.0	43.5	37.0
TAHOKA ISD	153904001	TAHOKA H S	161	**86.0**	71.0	52.2	56.5
ANDREWS ISD	2901001	ANDREWS HIGH SCHOOL	849	**86.0**	78.0	31.8	62.4
MARBLE FALLS ISD	27904001	MARBLE FALLS HIGH SCHOOL	1,098	**87.0**	69.0	51.5	39.7
MIDLAND ISD	165901042	LEE FRESHMAN HIGH SCHOOL	758	**87.0**	74.0	43.0	66.5
BLANKET ISD	25904001	BLANKET H S	206	**87.0**	77.0	62.1	31.6
MARBLE FALLS ISD	27904002	FALLS CAREER H S	40	**88.0**	43.0	75.0	15.0
FORT STOCKTON ISD	186902001	FORT STOCKTON HIGH SCHOOL	623	**88.0**	60.0	60.2	87.0
SONORA ISD	218901001	SONORA H S	252	**88.0**	77.0	37.3	68.3
DUBLIN ISD	72902001	DUBLIN H S	303	**88.0**	82.0	52.8	51.2
RANGER ISD	67907001	RANGER H S	122	**89.0**	60.0	67.2	17.2
MIDLAND ISD	165901004	VIOLA M COLEMAN H S	130	**89.0**	65.0	53.1	83.1
MIDLAND ISD	165901044	MIDLAND FRESHMAN HIGH SCHOOL	700	**89.0**	69.0	48.9	62.3
CHEROKEE ISD	206903001	CHEROKEE H S	117	**89.0**	71.0	67.5	28.2
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	111	**89.0**	73.0	64.0	42.3
SNYDER ISD	208902001	SNYDER H S	697	**89.0**	76.0	36.6	54.9
HAMLIN ISD	127903001	HAMLIN H S	132	**89.0**	78.0	48.5	40.9
		AVERAGE	430.0	**84.0**	66.6	57.7	57.0

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 3: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
EULA ISD	30906041	EULA MIDDLE	58	**98.0**	81.0	48.3	19.0
HARPER ISD	86902041	HARPER MIDDLE	154	**97.0**	97.0	42.2	14.3
WALL ISD	226906041	WALL MIDDLE	259	**97.0**	97.0	17.4	18.5
MENARD ISD	164901041	MENARD J H	64	**97.0**	84.0	71.9	48.4
WYLIE ISD	221912041	WYLIE J H	780	**96.0**	97.0	13.2	21.2
MASON ISD	157901041	MASON J H	203	**96.0**	96.0	56.2	34.0
JOHNSON CITY ISD	16901041	LYNDON B JOHNSON MIDDLE	238	**96.0**	94.0	40.8	29.4
ROTAN ISD	76904041	ROTAN J H	57	**96.0**	94.0	66.7	52.6
JIM NED CISD	221911041	JIM NED MIDDLE	235	**96.0**	93.0	23.8	11.9
BRACKETT ISD	136901041	BRACKETT JUNIOR HIGH	95	**96.0**	92.0	66.3	67.4
HAMILTON ISD	97902041	HAMILTON JUNIOR HIGH SCHOOL	210	**96.0**	92.0	48.6	21.0
BRECKENRIDGE ISD	215901041	BRECKENRIDGE J H	223	**96.0**	90.0	58.7	41.3
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	314	**96.0**	81.0	56.4	27.7
GREENWOOD ISD	165902041	JAMES R BROOKS MIDDLE SCHOOL	238	**95.0**	93.0	36.1	35.7
KERRVILLE ISD	133903041	PETERSON MIDDLE	694	**95.0**	93.0	50.0	46.4
LLANO ISD	150901041	LLANO JUNIOR HIGH	417	**95.0**	92.0	58.3	18.9
COMANCHE ISD	47901041	JEFFERIES J H	177	**94.0**	87.0	72.3	49.7
IRAAN-SHEFFIELD ISD	186903041	IRAAN J H	80	**94.0**	87.0	25.0	57.5
WINTERS ISD	200904041	WINTERS J H	89	**94.0**	82.0	56.2	47.2
COAHOMA ISD	114902041	COAHOMA J H	126	**94.0**	79.0	37.3	27.0
EARLY ISD	25909041	EARLY MIDDLE	308	**93.0**	96.0	41.6	26.9
JUNCTION ISD	134901041	JUNCTION MIDDLE	147	**93.0**	90.0	51.0	36.1
HAWLEY ISD	127904041	HAWLEY MIDDLE	166	**93.0**	88.0	47.6	17.5
STEPHENVILLE	72903041	STEPHENVILLE J H	480	**93.0**	88.0	46.7	30.0
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	169	**92.0**	94.0	47.9	62.7
CISCO ISD	67902041	CISCO J H	189	**92.0**	93.0	64.0	26.5
GOLDTHWAITE ISD	167901002	GOLDTHWAITE MIDDLE SCHOOL	144	**92.0**	93.0	50.0	28.5
STAMFORD ISD	127906041	STAMFORD MIDDLE SCHOOL	121	**92.0**	91.0	69.4	64.5
COPPERAS COVE ISD	50910104	C R CLEMENTS INT	872	**92.0**	90.0	46.8	51.4
TAHOKA ISD	153904041	TAHOKA MIDDLE	143	**91.0**	95.0	60.1	63.6
		AVERAGE	248.3	**94.6**	90.6	49.0	36.6

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Angelo State University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
BIG SPRING ISD	114901041	GOLIAD INTERMEDIATE SCHOOL	603	72.0	66.0	70.3	70.8
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	189	73.0	63.0	60.8	78.8
SAN FELIPE-DEL RIO CISD	233901104	SAN FELIPE MEMORIAL MIDDLE SCHOOL	768	75.0	69.0	73.7	95.8
BIG SPRING ISD	114901043	BIG SPRING JUNIOR HIGH	537	78.0	55.0	66.5	68.9
ECTOR COUNTY ISD	68901045	HOOD J H	572	79.0	53.0	66.3	69.6
FORT STOCKTON ISD	186902041	FORT STOCKTON MIDDLE SCHOOL	532	79.0	77.0	68.4	88.7
DUBLIN ISD	72902041	DUBLIN MIDDLE	274	80.0	81.0	68.2	54.0
GORMAN ISD	67904042	GORMAN MIDDLE	80	81.0	68.0	67.5	47.5
MCCAMEY ISD	231901041	MCCAMEY MIDDLE	142	81.0	71.0	59.2	73.9
COLEMAN ISD	42901041	COLEMAN J H	213	81.0	74.0	62.4	31.5
CROCKETT COUNTY CONS	53001041	OZONA MIDDLE	159	81.0	75.0	69.8	76.7
SAN FELIPE-DEL RIO CISD	233901043	DEL RIO MIDDLE SCHOOL	1,519	81.0	76.0	74.2	93.9
SNYDER ISD	208902041	SNYDER J H	546	82.0	73.0	48.4	55.1
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	234	83.0	83.0	65.0	34.6
ECTOR COUNTY ISD	68901047	ECTOR J H	1,503	84.0	63.0	61.5	84.0
ABILENE ISD	221901047	CLACK MIDDLE	749	84.0	83.0	63.7	60.6
BAIRD ISD	30903041	BAIRD MIDDLE SCHOOL	58	84.0	91.0	72.4	20.7
LAMESA ISD	58906041	LAMESA MIDDLE	399	85.0	70.0	72.2	81.0
KNOX CITY-O'BRIEN CISD	138902041	O'BRIEN MIDDLE	79	85.0	85.0	65.8	45.6
RANGER ISD	67907041	RANGER MIDDLE SCHOOL	101	85.0	88.0	77.2	16.8
BALLINGER ISD	200901041	BALLINGER J H	243	86.0	73.0	52.3	50.6
ECTOR COUNTY ISD	68901044	CROCKETT J H	686	86.0	73.0	71.0	82.4
MIDLAND ISD	165901046	GODDARD JUNIOR HIGH	888	86.0	77.0	47.7	62.3
POST ISD	85902041	POST MIDDLE	163	86.0	77.0	66.9	68.7
MIDLAND ISD	165901041	ALAMO JUNIOR HIGH	794	86.0	81.0	58.1	73.6
HAMLIN ISD	127903041	HAMLIN MIDDLE	125	86.0	83.0	64.0	48.8
BROWNWOOD ISD	25902041	BROWNWOOD MIDDLE	497	86.0	85.0	63.0	43.7
MONAHANS-WICKETT-PY	238902041	WALKER J H	290	86.0	87.0	45.5	59.7
ECTOR COUNTY ISD	68901043	BOWIE J H	1,083	87.0	75.0	56.2	76.4
SONORA ISD	218901041	SONORA J H	208	87.0	76.0	47.6	72.6
		AVERAGE	474.5	82.5	75.0	63.5	62.9

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 5: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
DIVIDE ISD	133905101	DIVIDE EL	24	**100.0**	100.0	0.0	20.8
DOSS CONSOLIDATED CSD	86024101	DOSS EL	20	**100.0**	100.0	0.0	30.0
ECTOR COUNTY ISD	68901118	EL MAGNET AT REAGAN EL	661	**100.0**	100.0	19.8	59.5
HARPER ISD	86902101	HARPER EL	240	**100.0**	99.0	43.8	17.1
FREDERICKSBURG ISD	86901103	STONEWALL EL	101	**100.0**	96.0	34.7	15.8
ROTAN ISD	76904101	ROTAN EL	153	**100.0**	93.0	79.7	53.6
JIM NED CISD	221911101	LAWN EL	258	**99.0**	100.0	48.4	10.1
JIM NED CISD	221911102	BUFFALO GAP EL	209	**99.0**	99.0	32.1	13.4
ALBANY ISD	209901101	NANCY SMITH EL	276	**99.0**	98.0	48.2	22.5
BROWNWOOD ISD	25902107	WOODLAND HEIGHTS EL	477	**99.0**	98.0	51.6	38.4
WATER VALLEY ISD	226905101	WATER VALLEY EL	152	**99.0**	93.0	46.7	15.8
WALL ISD	226906101	WALL EL	446	**98.0**	100.0	17.9	20.9
SAN ANGELO ISD	226903112	GLENMORE EL	469	**98.0**	99.0	67.6	68.7
KERRVILLE ISD	133903109	FRED H TALLY ELEMENTARY	534	**98.0**	98.0	51.1	47.2
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	275	**98.0**	98.0	65.5	35.3
SAN ANGELO ISD	226903122	BONHAM EL	469	**98.0**	98.0	31.6	37.7
SAN ANGELO ISD	226903120	SANTA RITA EL	414	**98.0**	98.0	44.0	40.6
ABILENE ISD	221901108	DYESS EL	481	**98.0**	97.0	38.9	46.6
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	346	**97.0**	99.0	67.1	61.3
WYLIE ISD	221912101	WYLIE EL	725	**97.0**	98.0	18.3	22.1
WYLIE ISD	221912103	WYLIE INT	774	**97.0**	98.0	17.8	23.0
KERRVILLE ISD	133903103	NIMITZ EL	515	**97.0**	96.0	66.4	52.2
SAN ANGELO ISD	226903115	MCGILL EL	299	**97.0**	95.0	68.9	69.6
MEDINA ISD	10901101	MEDINA EL	149	**97.0**	90.0	55.7	30.2
KERRVILLE ISD	133903101	DANIELS EL	592	**96.0**	98.0	67.4	58.3
STAMFORD ISD	127906101	OLIVER EL	350	**96.0**	98.0	81.7	68.3
FORSAN ISD	114904101	FORSAN ELEMENTARY AT ELBOW	322	**96.0**	97.0	34.8	28.9
BANDERA ISD	10902102	HILL COUNTRY EL	488	**96.0**	96.0	47.5	29.9
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	160	**96.0**	96.0	56.2	49.4
KERRVILLE ISD	133903102	STARKEY EL	541	**96.0**	95.0	56.7	54.5
		AVERAGE	364.0	**98.0**	97.3	45.3	38.1

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Table 6: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
BIG SPRING ISD	114901102	BAUER EL	283	**55.0**	49.0	83.0	82.7
BIG SPRING ISD	114901108	KENTWOOD EL	195	**65.0**	56.0	51.8	55.4
ECTOR COUNTY ISD	68901110	GOLIAD EL	676	**66.0**	53.0	83.4	72.5
BIG SPRING ISD	114901113	WASHINGTON EL	406	**69.0**	59.0	81.8	75.1
BIG SPRING ISD	114901110	MARCY EL	505	**69.0**	74.0	75.0	71.1
MIDLAND ISD	165901105	CR0CKETT ELEMENTARY	427	**72.0**	69.0	86.4	98.8
MIDLAND ISD	165901117	SOUTH ELEMENTARY	462	**72.0**	69.0	85.5	96.8
MIDLAND ISD	165901104	BURNET ELEMENTARY	580	**72.0**	74.0	77.2	81.6
ECTOR COUNTY ISD	68901121	SAN JACINTO EL	636	**73.0**	74.0	81.4	87.3
BIG SPRING ISD	114901111	MOSS EL	358	**74.0**	70.0	63.1	75.1
ECTOR COUNTY ISD	68901122	EL MAGNET AT TRAVIS	611	**75.0**	75.0	86.1	89.5
MIDLAND ISD	165901118	TRAVIS ELEMENTARY	527	**76.0**	75.0	82.0	88.0
ECTOR COUNTY ISD	68901123	EL MAGNET AT ZAVALA	576	**76.0**	84.0	81.2	89.9
SAN FELIPE-DEL RIO CISD	233901102	GARFIELD EL	673	**76.0**	86.0	75.8	97.5
ECTOR COUNTY ISD	68901107	DOWLING EL	700	**77.0**	76.0	79.0	82.9
MULLIN ISD	167902101	MULLIN ELEMENTARY	46	**78.0**	67.0	80.4	34.8
ECTOR COUNTY ISD	68901105	CAMERON DUAL LANGUAGE MAGNET	652	**78.0**	76.0	82.1	95.7
ECTOR COUNTY ISD	68901101	GALE POND ALAMO EL	493	**78.0**	76.0	75.9	79.7
MIDLAND ISD	165901106	DE ZAVALA ELEMENTARY	438	**78.0**	79.0	83.3	95.9
SAN FELIPE-DEL RIO CISD	233901103	NORTH HEIGHTS EL	660	**78.0**	80.0	74.4	97.0
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	83	**78.0**	81.0	79.5	28.9
RANKIN ISD	231902101	JAMES D GOSSETT EL	156	**78.0**	83.0	53.8	50.6
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	381	**79.0**	69.0	61.2	83.7
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	527	**79.0**	70.0	65.7	47.6
MONAHANS-WICKETT-PY	238902108	TATOM EL	455	**79.0**	74.0	63.1	66.8
ECTOR COUNTY ISD	68901103	BURLESON EL	602	**79.0**	82.0	81.6	83.6
ECTOR COUNTY ISD	68901119	ROSS EL	615	**79.0**	83.0	67.6	71.2
MIDLAND ISD	165901111	LAMAR ELEMENTARY	398	**79.0**	83.0	80.9	89.4
ECTOR COUNTY ISD	68901113	SAM HOUSTON EL	574	**79.0**	88.0	78.6	82.4
DUBLIN ISD	72902101	DUBLIN EL	371	**80.0**	67.0	79.8	60.1
		AVERAGE	468.9	**74.9**	73.4	76.0	77.1

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2007-2011) describing university enrollment, degrees awarded and the number of teachers produced. Each section shows the timeframe in which the data was collected. The Teachers Produced by Pathway section shows teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from FY2001 through FY2011 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a program during the complete academic year (fiscal year) from September 1st through August 31st. For example, the 2011 production counts include university completers from all university pathways who obtained certification from September 1, 2010 through August 31, 2011.

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

The formula used to calculate the one-year change as a percent is: 2011-2010/2010 x 100%. To calculate the five-year percent change, data from years: 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011 was used in the formula: 2011-2006/2006 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals obtaining certification by race/ethnicity from FY2001 through FY2011. The race/ethnicity of the individual is self-reported.

C4: Initial Certification Production by Level.
This analysis shows initial standard certificate production broken down by level over a ten-year period (2002-2011). During any certification year, the number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 5-year average certificate production is calculated. See page 61 for a list of changes made to this report.

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

C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.
This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer.

Five-Year University Production Trends

2007-2011

Angelo State University

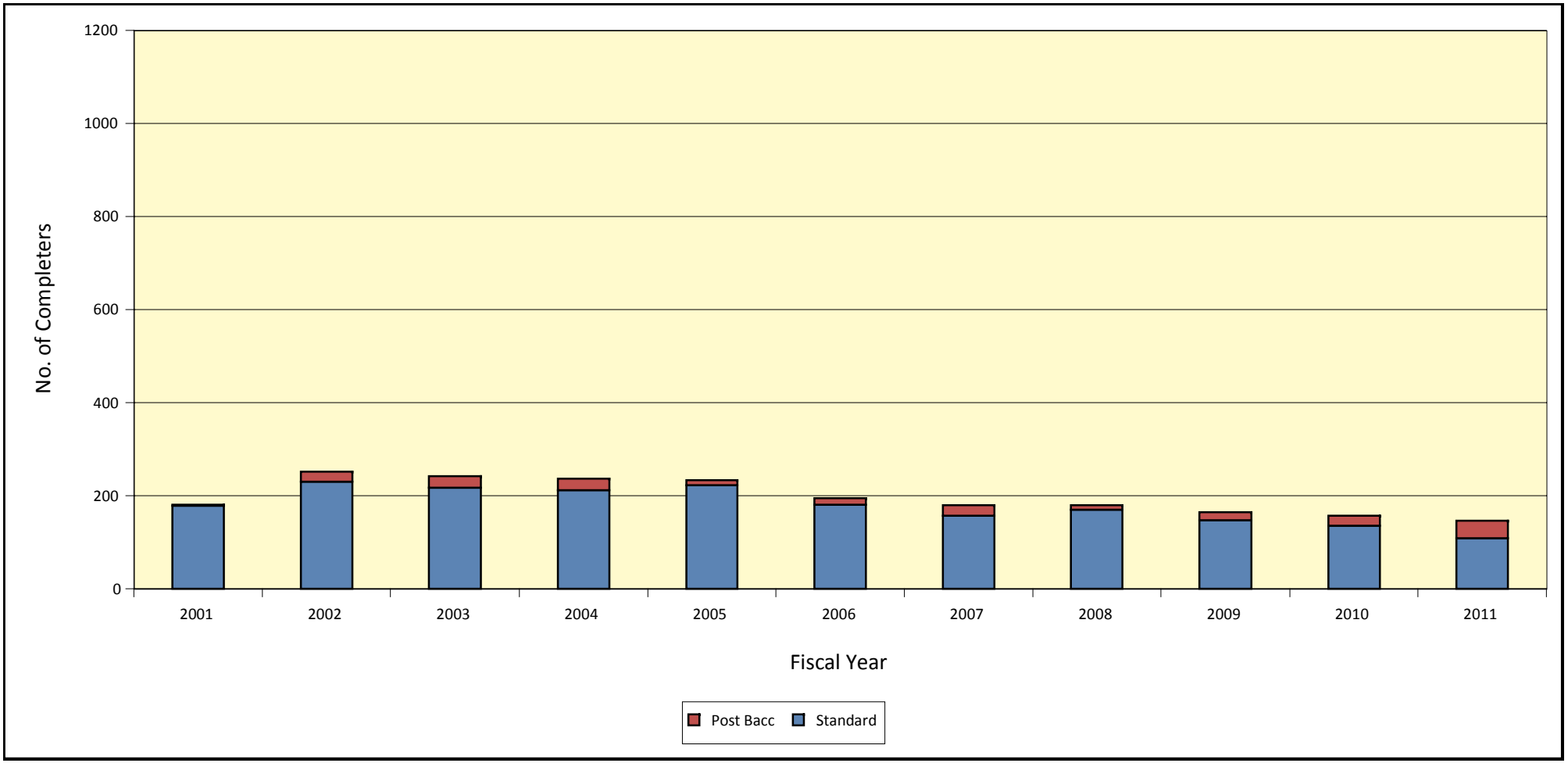
University Production	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1,4]	**6,211**	**6,185**	**6,113**	**6,376**	**7,077**	**13.9%**
Undergraduate	5,729	5,718	5,592	5,767	6,157	7.5%
Masters	422	378	465	506	754	78.7%
Degrees Awarded (Spring of academic year)						
Total [2]	**969**	**998**	**1,049**	**1,098**	**1,147**	**18.4%**
Baccalaureate Degrees	760	785	782	816	805	5.9%
Mathematics	8	17	11	15	15	87.5%
Biological Science	38	34	37	40	39	2.6%
Physical Science	12	14	14	14	6	-50.0%
Masters	137	143	169	157	187	36.5%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**180**	**180**	**165**	**157**	**146**	**-18.9%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	23	10	18	21	37	60.9%
Traditional Undergraduate Certified	157	170	147	136	109	-30.6%

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

Teacher Production Trends for University Completers[1]

FY 2001-2011 [2]

Angelo State University



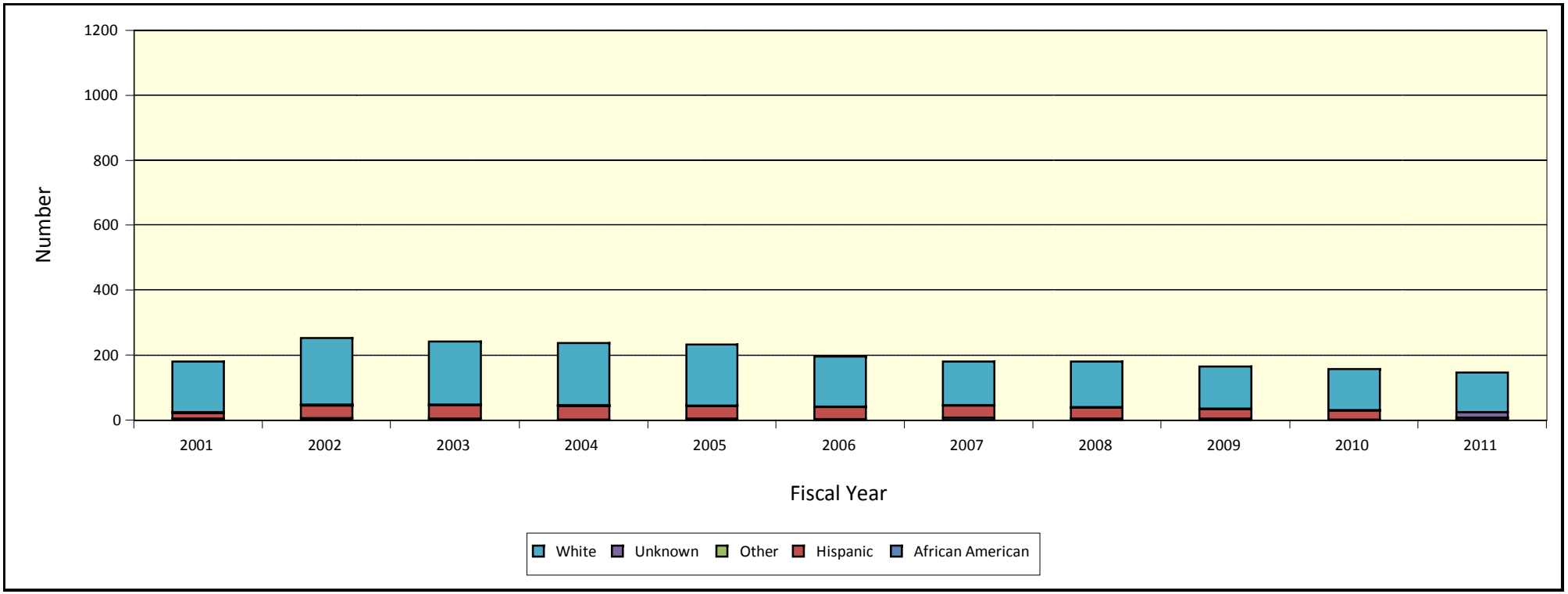
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011		2010-2011	2006-2011
181	252	242	237	233	195	180	180	165	157	146	**2,168**	-7.0%	-25.1%

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

Teacher Production by Race/Ethnicity [1]

FY 2001-2011 [2]

Angelo State University



	Fiscal Year											3-Year Change	5-Year Change
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2008-2011	2006-2011
African American	5	6	4	2	5	3	7	5	4	2	0	0	0
Hispanic	16	39	42	41	38	37	38	33	30	27	7	-26	-30
Other	1	2	2	1	1	0	0	1	0	2	1	0	1
Unknown	2	1	0	2	1	2	1	1	2	0	17	16	15
White	157	204	194	191	188	153	134	140	129	126	121	-19	-32
TOTAL	**181**	**252**	**242**	**237**	**233**	**195**	**180**	**180**	**165**	**157**	**146**		

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

Initial Certification Production by Level [1]
FY 2002-2011 [2]
Angelo State University

Certificate	Fiscal Year 2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	5-Year Average 2007-2011
ELEMENTARY (EC-4 and EC-6)											
Bilingual Spanish	0	0	0	0	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	0	0	0	0	0	0	0	0	0.0
ESL Other [4]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	0	4	95	118	97	84	88	86	77	62	79.4
Other [5]	138	145	37	0	1	0	0	0	0	0	0.0
Subtotal	**138**	**149**	**132**	**118**	**98**	**84**	**88**	**86**	**77**	**62**	**79.4**
MIDDLE SCHOOL (4-8)											
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 [6]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	0	0	6	0	3	6	4	9	13	21	10.6
ELA/Reading	0	0	2	2	5	5	4	0	2	2	2.6
ELA/Reading/Social Studies	0	0	0	0	0	0	0	0	0	0	0.0
Mathematics	0	0	3	7	3	3	3	5	4	2	3.4
Mathematics/Science	0	0	0	1	4	1	2	2	3	0	1.6
Science	0	0	1	1	1	3	3	0	2	1	1.8
Social Studies	0	0	0	1	1	1	0	1	2	0	0.8
Subtotal	**0**	**0**	**12**	**12**	**17**	**19**	**16**	**17**	**26**	**26**	**20.8**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technology Applications [7]	0	0	0	0	0	0	0	0	1	0	0.2
Chemistry	2	4	0	1	0	0	0	0	1	0	0.2
Computer Science	0	0	0	1	0	0	0	0	0	0	0.0
Dance	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	0	1	7	7	6	10	9	8	6	8	8.2
History	10	11	6	2	4	3	4	4	6	4	4.2
Journalism	0	0	2	1	0	0	1	0	1	1	0.6
Life Sciences	0	0	2	5	3	4	5	3	8	4	4.8
Mathematics	15	11	7	14	9	5	8	7	5	8	6.6
Physical Science	1	4	2	1	1	1	0	0	0	0	0.2
Physical Sc/Math/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physics	1	0	1	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	0	0	0	0	1	0	0.2
Science	2	3	1	0	0	0	0	0	0	0	0.0
Secondary French	0	1	0	0	0	0	0	0	0	0	0.0
Secondary German	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
Secondary Spanish	10	11	7	4	3	6	6	6	1	2	4.2
Social Studies	4	2	2	4	1	2	4	3	2	2	2.6
Speech	6	4	3	0	5	1	7	2	6	2	3.6
Technology Applications	0	0	2	0	0	0	0	0	0	0	0.0
Subtotal	**51**	**52**	**42**	**40**	**32**	**32**	**44**	**33**	**38**	**31**	**35.6**
ALL LEVEL (EC-12 and PK-12)											
American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	0	0	0	0	0	0	0.0
Fine Arts [8]	6	3	8	7	2	5	13	6	9	9	8.4
Health and Phy Education	0	2	9	22	42	40	34	23	17	10	24.8
LOTE - French	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - German	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0.0
LOTE - Spanish	0	0	0	0	0	0	0	0	0	1	0.2
Special Education [9]	27	19	17	8	14	10	16	16	13	11	13.2
Technology Applications	0	0	1	0	0	0	0	0	0	0	0.0
Subtotal	**33**	**24**	**35**	**37**	**58**	**55**	**63**	**45**	**39**	**31**	**84.0**
SUPPLEMENTALS											
Bilingual	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	2	0	0	0	0	0	1	0	0	0.2
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education [9]	0	0	0	1	7	3	0	0	1	0	0.8
Subtotal	**0**	**2**	**0**	**1**	**7**	**3**	**0**	**1**	**1**	**0**	**1.0**

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

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

FY 2001-2011 [2]

Angelo State University

Production Entity	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Tarleton State University	277	341	458	436	412	411	350	397	318	300	316	**4,016**
Angelo State University	**181**	**252**	**242**	**237**	**233**	**195**	**180**	**180**	**165**	**157**	**146**	**2,168**
University of Texas - Permian Basin	159	145	186	242	150	148	164	112	136	132	120	**1,694**
Abilene Christian University	139	154	143	148	114	120	92	111	100	95	47	**1,263**
Region 18 Education Service Center	117	115	83	79	73	90	68	106	103	108	82	**1,024**
Hardin-Simmons University	90	90	81	81	73	55	77	80	58	58	44	**787**
McMurry University	60	58	74	63	69	78	64	60	75	82	49	**732**
Howard Payne University	40	63	54	59	59	65	48	36	39	43	30	**536**
Schreiner University	13	30	37	47	40	30	19	39	21	17	21	**314**
Region 14 Education Service Center	19	11	15	13	21	14	14	17	22	22	27	**195**
Region 15 Education Service Center	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**1,095**	**1,259**	**1,373**	**1,405**	**1,244**	**1,206**	**1,076**	**1,138**	**1,037**	**1,014**	**882**	**12,729**

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

D.
Professional Impact Trend Reports

SECTION D:
Professional Impact Trend Reports

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

D.1 a-c: Teacher Hiring in the Proximal Zone of Professional Impact. This section consists of charts comparing school district hiring patterns in the PZPI. This report shows the supply of new teachers provided by a preparation program 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 FY2011 with no prior teaching experience. The category "District Hires" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) employed in the PZPI in AY 2011-2012. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI. The data capture teachers new to the PZPI as well as any new teacher increase due to increased student enrollment.

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

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. Two charts provide information regarding the highest employing districts of the university's teachers. The first chart provides information about teachers from all university pathways who received a standard certificate in 2010-2011. The second chart shows all target university-prepared teachers employed by a district from 1995-2012. See Attachment 3 to view full hiring pattern report.

D.4 a-c: Percentage of University Completers in the Proximal Zone of Professional Impact by Level. This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) certified through the university's preparation program since 1995 who are employed at a campus within the PZPI by level. The first four columns provide the name of the district, campus code, percent of school students classified as economically disadvantaged, and campus name, respectively. The "# School FTEs" column shows the total number of FTEs for all teachers of record working at the campus. The "# Univ FTEs" and the "% Univ FTEs" column provides the total number and percent of FTEs employed at that campus who obtained certification from the target university's preparation program from 1995 through 2011.

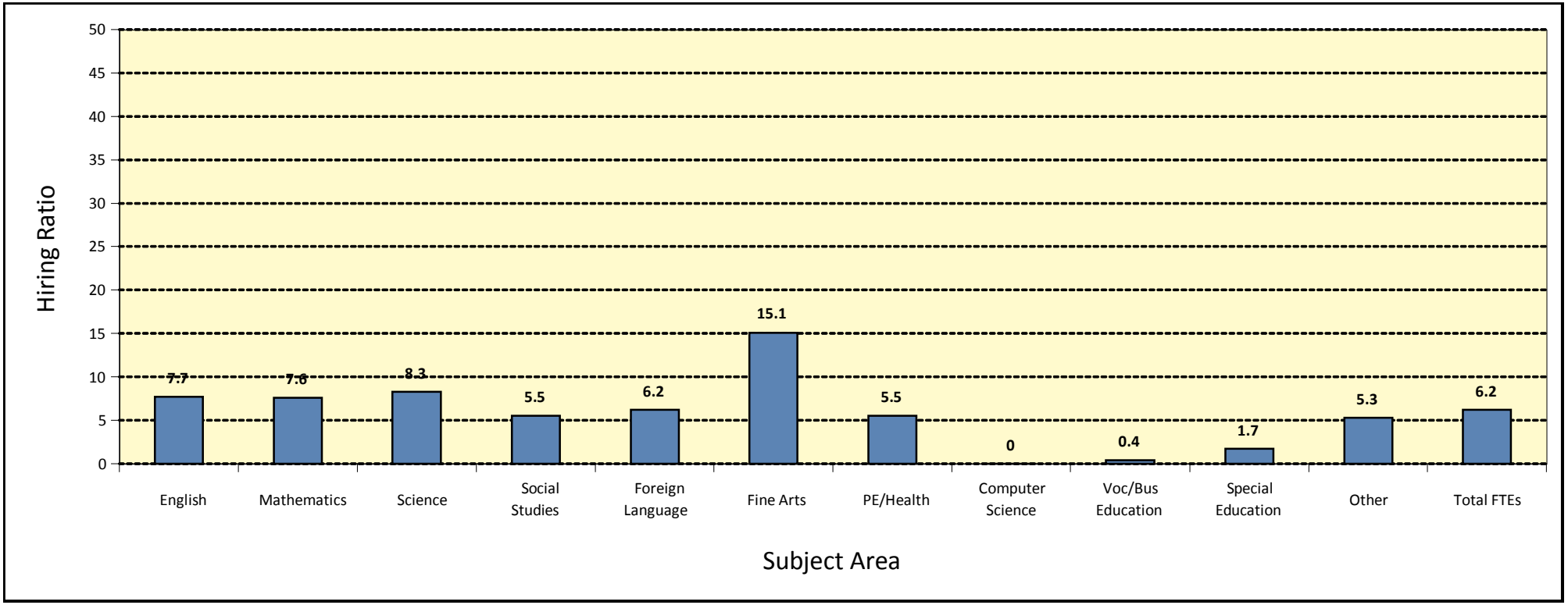
D.5: Comparison of Teacher Retention Trends. *D.5.a: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for individuals obtaining a standard or probationary certificate in 2006-2007 who became employed in a Texas public school in the 2007-2008 academic year with no prior teaching experience. The retention rate for spring 2008 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2007-2008 academic years. Retention has been broken down comparing the target university with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.b-d: Five-Year Retention of First-Year Teachers by School Level.* These analyses further augment the five-year retention trends by showing retention rates and five-year attrition rates for selected groups by high, middle, and elementary school level. Numbers less than 10 are not graphically represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2011-2012



Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied [1]	2.3	2.8	2.5	1.4	0.7	1.6	1.0	0.0	0.1	0.2	0.0	0.6	**13.3**
District Hires[2]	29.8	36.9	30.2	25.6	11.3	10.6	18.1	1.4	27.8	11.5	0.0	11.3	**214.6**
Hiring Ratio [3]	**7.7%**	**7.6%**	**8.3%**	**5.5%**	**6.2%**	**15.1%**	**5.5%**	**0.0%**	**0.4%**	**1.7%**	**0.0%**	**5.3%**	**6.2%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2011 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2011-2012.

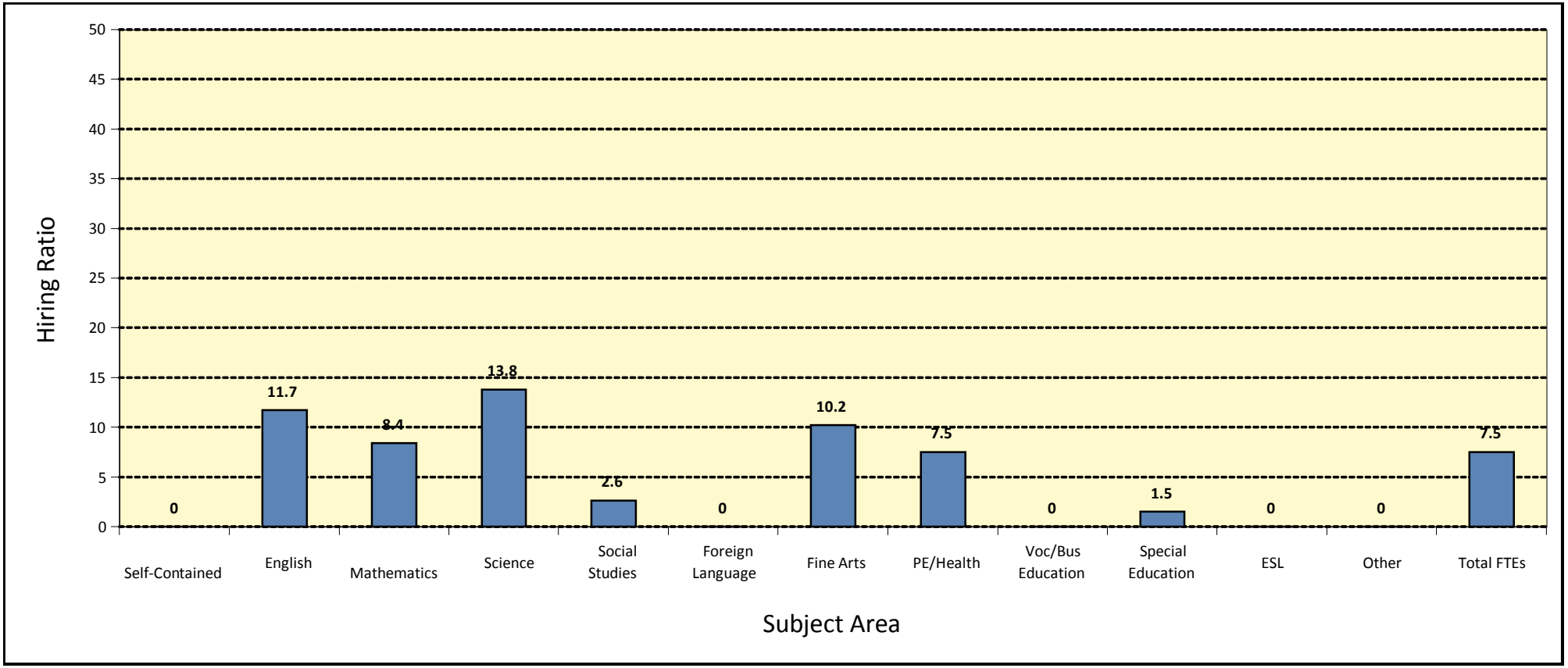
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2011-2012



Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	2.9	2.0	2.4	0.4	0.0	1.0	0.8	0.0	0.0	0.2	0.0	0.0	9.8
District Hires[2]	0.5	24.8	23.7	17.4	15.4	2.0	9.8	10.6	0.0	2.0	13.6	1.8	8.6	130.2
Hiring Ratio[3]	**0.0%**	**11.7%**	**8.4%**	**13.8%**	**2.6%**	**0.0%**	**10.2%**	**7.5%**	**0.0%**	**0.0%**	**1.5%**	**0.0%**	**0.0%**	**7.5%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2011 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2011-2012.

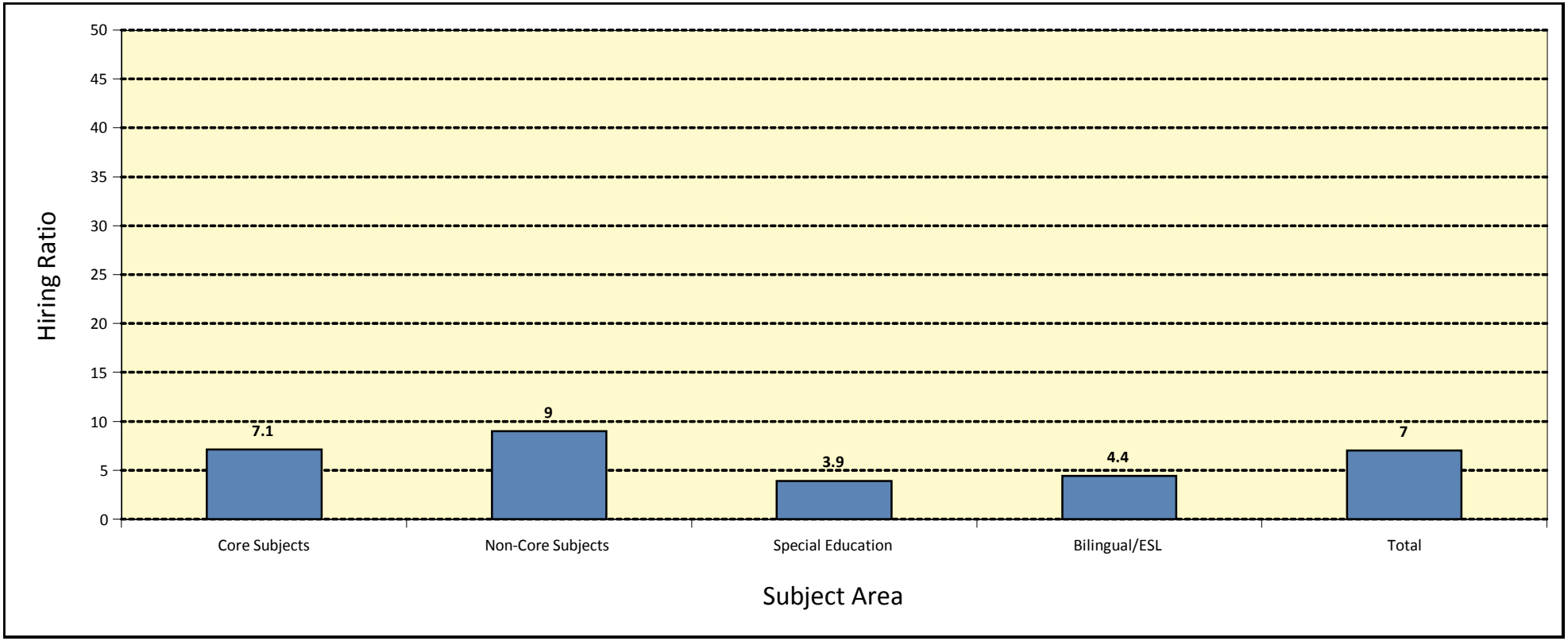
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2011-2012



Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	15.1	4.7	1.0	1.0	21.8
District Hires [2]	212.2	52.4	25.6	22.6	312.8
Hiring Ratio [3]	**7.1%**	**9.0%**	**3.9%**	**4.4%**	**7.0%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2011 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2011-2012.

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

4 Core subjects are subjects that are TAKS tested.

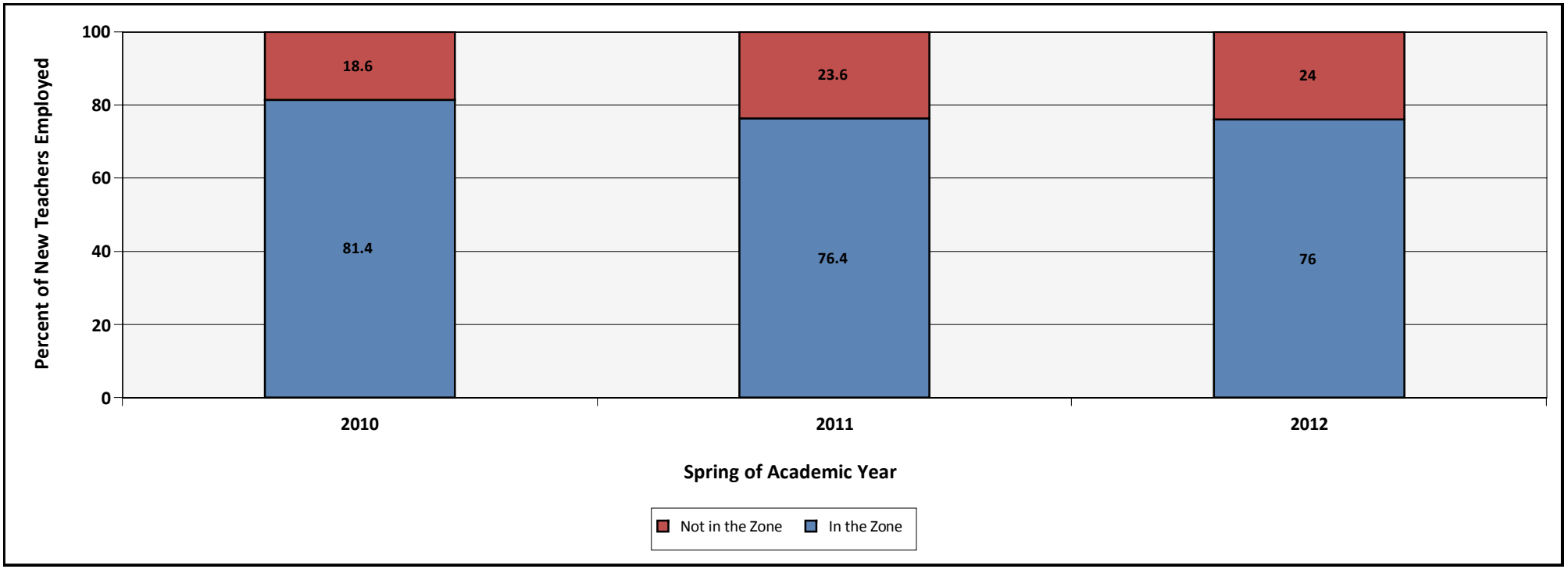
5 Non-core subjects are all subjects not TAKS tested.

Source Data
Teacher Assignment and Certification Files, TEA

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

2010-2012

Angelo State University



	New Teachers Employed						
	2010		2011		2012		% Change
	Number	Percent	Number	Percent	Number	Percent	2010 to 2012
In the Zone	83	81.4	68	76.4	57	76.0	-5.4
Not in the Zone	19	18.6	21	23.6	18	24.0	5.4
Total	**102**	**100.0**	**89**	**100.0**	**75**	**100.0**	**0.0**

Source Data
Teacher Assignment and Certification Files
TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2011-2012
Angelo State University

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

Teachers Newly-Certified[1] in FY 2010-2011

Employing District	University-Prepared Employed by District in 2011-2012	New Teachers Employed by District in 2011-2012	% University Newly-Certified Compared to New Teachers Employed
HIGHLAND ISD	1	1	100.0
MAY ISD	1	1	100.0
SCHLEICHER ISD	4	5	80.0
REAGAN COUNTY ISD	3	5	60.0
BANGS ISD	1	2	50.0
CHRISTOVAL ISD	1	2	50.0
GRAPE CREEK ISD	1	2	50.0
PAINT ROCK ISD	1	2	50.0
SONORA ISD	2	5	40.0
SAN ANGELO ISD	17	43	39.5
CROCKETT COUNTY CONSOL	2	6	33.3
EDEN CISD	1	3	33.3
MENARD ISD	1	3	33.3
WALL ISD	1	3	33.3
COMANCHE ISD	1	5	20.0

All Teachers Certified

Employing District	University-Prepared (1995-2011) Employed by District in 2011-2012	Total Teachers Employed by District in 2011-2012	Percent of Univ-Prepared Teachers in District
GRAPE CREEK ISD	43	85	50.6
OLFEN ISD	4	8	50.0
CHRISTOVAL ISD	18	39	46.2
SAN ANGELO ISD	379	942	40.2
MILES ISD	16	40	40.0
NOVICE ISD	5	13	38.5
VERIBEST ISD	8	21	38.1
REAGAN COUNTY ISD	26	70	37.1
WALL ISD	36	104	34.6
BLACKWELL CISD	7	22	31.8
SCHLEICHER ISD	20	63	31.7
GLASSCOCK COUNTY ISD	8	26	30.8
IRION COUNTY ISD	9	30	30.0
SONORA ISD	27	92	29.3
WATER VALLEY ISD	8	29	27.6

1. Includes standard certificates from all university pathways.

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

2010-2011

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
WATER VALLEY ISD	226905202	20.0	SAN ANGELO STATE SCHOOL	1.0	1.0	**100.0**
STERLING CITY ISD	216901001	38.7	STERLING CITY H S	10.8	4.9	**45.5**
WALL ISD	226906001	15.7	WALL H S	32.7	13.8	**42.3**
VERIBEST ISD	226908001	52.1	VERIBEST H S	10.6	4.4	**42.0**
MILES ISD	200902001	35.9	MILES H S	20.4	7.6	**37.3**
WALL ISD	226906002	66.7	FAIRVIEW ACCELERATED	5.2	1.9	**36.7**
GRAPE CREEK ISD	226907001	50.8	GRAPE CREEK H S	28.8	10.1	**35.2**
GLASSCOCK COUNTY ISD	87901001	41.5	GLASSCOCK COUNTY H S	14.3	4.5	**31.5**
SAN ANGELO ISD	226903041	48.4	CENTRAL FRESHMAN CAMPUS	53.1	16.7	**31.4**
SAN ANGELO ISD	226903002	67.9	LAKE VIEW H S	95.4	29.2	**30.6**
VERIBEST ISD	226908150	0.0	FAIRVIEW VOC TRAINING	0.3	0.1	**28.8**
SAN ANGELO ISD	226903001	44.4	CENTRAL H S	138.8	39.6	**28.5**
MENARD ISD	164901001	68.3	MENARD H S	13.2	3.7	**27.8**
IRION COUNTY ISD	118902001	41.3	IRION H S	18.8	5.0	**26.6**
MCCAMEY ISD	231901001	39.8	MCCAMEY H S	16.3	4.2	**25.5**
ROBERT LEE ISD	41902001	50.5	ROBERT LEE H S	15.2	3.7	**24.5**
SCHLEICHER ISD	207901001	44.2	ELDORADO H S	24.3	5.1	**20.9**
SONORA ISD	218901001	37.3	SONORA H S	36.6	7.6	**20.8**
BALLINGER ISD	200901001	43.9	BALLINGER H S	31.4	6.4	**20.3**
BRADY ISD	160901001	56.2	BRADY H S	31.4	6.3	**20.0**
REAGAN COUNTY ISD	192901001	40.9	REAGAN COUNTY H S	25.6	5.0	**19.5**
WATER VALLEY ISD	226905001	40.4	WATER VALLEY H S	13.6	2.6	**19.4**
JUNCTION ISD	134901001	38.8	JUNCTION H S	18.1	3.2	**17.9**
HARPER ISD	86902001	37.1	HARPER H S	21.2	3.5	**16.7**
EDEN CISD	48901001	56.1	EDEN H S	12.3	2.0	**16.3**
COAHOMA ISD	114902001	31.9	COAHOMA H S	24.3	3.9	**16.1**
BRONTE ISD	41901001	39.0	BRONTE H S	18.9	3.0	**15.9**

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

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

2010-2011

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903042	47.9	GLENN MIDDLE SCHOOL	72.9	32.0	**43.9**
GRAPE CREEK ISD	226907041	65.0	GRAPE CREEK MIDDLE	20.4	8.5	**41.9**
SAN ANGELO ISD	226903045	77.5	LINCOLN MIDDLE SCHOOL	63.9	26.7	**41.8**
SAN ANGELO ISD	226903043	58.5	LEE MIDDLE SCHOOL	67.8	24.1	**35.6**
SCHLEICHER ISD	207901041	47.9	ELDORADO MIDDLE	16.2	4.9	**30.3**
WALL ISD	226906041	17.4	WALL MIDDLE	23.6	7.1	**30.0**
WINTERS ISD	200904041	56.2	WINTERS J H	8.4	2.5	**29.6**
SONORA ISD	218901041	47.6	SONORA J H	22.2	6.0	**27.1**
BALLINGER ISD	200901041	52.3	BALLINGER J H	20.5	5.3	**26.0**
REAGAN COUNTY ISD	192901041	60.8	REAGAN COUNTY MIDDLE	15.5	4.0	**25.8**
MENARD ISD	164901041	71.9	MENARD J H	5.0	1.2	**24.8**
IRAAN-SHEFFIELD ISD	186903041	25.0	IRAAN J H	9.0	1.7	**19.2**
COLORADO ISD	168901041	58.9	COLORADO MIDDLE	25.1	4.7	**18.5**
BRACKETT ISD	136901041	66.3	BRACKETT JUNIOR HIGH	7.3	1.2	**17.1**
MCCAMEY ISD	231901041	59.2	MCCAMEY MIDDLE	13.3	2.2	**16.4**
SAN SABA ISD	206901041	64.1	SAN SABA MIDDLE SCHOOL	20.0	3.0	**15.0**
GORMAN ISD	67904042	67.5	GORMAN MIDDLE	6.2	0.9	**14.0**
BIG SPRING ISD	114901043	66.5	BIG SPRING JUNIOR HIGH	44.0	5.7	**12.9**
MONAHANS-WICKETT-PYOTE ISD	238902041	45.5	WALKER J H	25.4	2.8	**11.1**
ANDREWS ISD	2901041	47.0	ANDREWS MIDDLE SCHOOL	50.1	5.0	**10.0**
COAHOMA ISD	114902041	37.3	COAHOMA J H	11.4	1.1	**9.6**
SNYDER ISD	208902041	48.4	SNYDER J H	41.7	4.0	**9.6**
SWEETWATER ISD	177902041	62.4	SWEETWATER MIDDLE	41.7	4.0	**9.6**
ECTOR COUNTY ISD	68901044	71.0	CROCKETT J H	46.5	4.0	**8.6**
HARPER ISD	86902041	42.2	HARPER MIDDLE	12.5	1.0	**8.4**
MIDLAND ISD	165901045	53.3	SAN JACINTO JUNIOR HIGH	45.1	3.8	**8.4**
MIDLAND ISD	165901047	42.5	ABELL JUNIOR HIGH	51.3	4.0	**7.8**

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

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

2010-2011

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903114	56.4	HOLIMAN EL	24.0	15.9	**66.2**
SAN ANGELO ISD	226903113	80.7	GOLIAD EL	34.7	21.7	**62.5**
SAN ANGELO ISD	226903103	76.4	BELAIRE EL	27.3	16.0	**58.6**
SAN ANGELO ISD	226903119	90.6	SAN JACINTO EL	28.8	16.0	**55.6**
SAN ANGELO ISD	226903106	91.4	BRADFORD EL	33.1	17.9	**54.2**
GRAPE CREEK ISD	226907101	65.7	GRAPE CREEK ELEMENTARY	42.5	22.1	**52.0**
SAN ANGELO ISD	226903115	68.9	MCGILL EL	22.1	11.0	**49.7**
SAN ANGELO ISD	226903105	40.8	BOWIE EL	28.2	14.0	**49.6**
SAN ANGELO ISD	226903112	67.6	GLENMORE EL	29.2	13.9	**47.6**
MILES ISD	200902101	36.9	MILES EL	19.7	9.4	**47.5**
SAN ANGELO ISD	226903102	77.4	AUSTIN EL	32.6	15.3	**47.0**
SAN ANGELO ISD	226903111	68.1	FT CONCHO EL	22.2	10.0	**45.1**
OLFEN ISD	200906101	76.8	OLFEN EL	9.0	4.0	**44.4**
REAGAN COUNTY ISD	192901101	61.2	REAGAN COUNTY ELEMENTARY	32.0	14.0	**43.8**
SAN ANGELO ISD	226903123	36.7	LAMAR ELEMENTARY	30.4	13.0	**42.8**
SAN ANGELO ISD	226903101	86.2	ALTA LOMA EL	21.1	9.0	**42.6**
VERIBEST ISD	226908101	47.7	VERIBEST EL	10.6	4.5	**42.1**
SAN ANGELO ISD	226903122	31.6	BONHAM EL	26.7	11.0	**41.2**
GLASSCOCK COUNTY ISD	87901101	56.2	GLASSCOCK COUNTY EL	8.7	3.5	**40.1**
SAN ANGELO ISD	226903116	86.6	REAGAN EL	28.3	10.3	**36.3**
SWEETWATER ISD	177902105	81.8	SOUTHEAST EL	22.1	8.0	**36.3**
WALL ISD	226906101	17.9	WALL EL	33.5	12.0	**35.8**
BIG SPRING ISD	114901102	83.0	BAUER EL	18.2	6.0	**32.9**
SONORA ISD	218901101	67.6	SONORA EL	20.0	6.4	**32.1**
WATER VALLEY ISD	226905101	46.7	WATER VALLEY EL	14.4	4.4	**30.3**
IRION COUNTY ISD	118902101	34.0	IRION EL	13.2	4.0	**30.2**
CROCKETT COUNTY CONSOLIDATED CS	53001103	63.2	OZONA ELEMENTARY	33.1	10.0	**30.2**

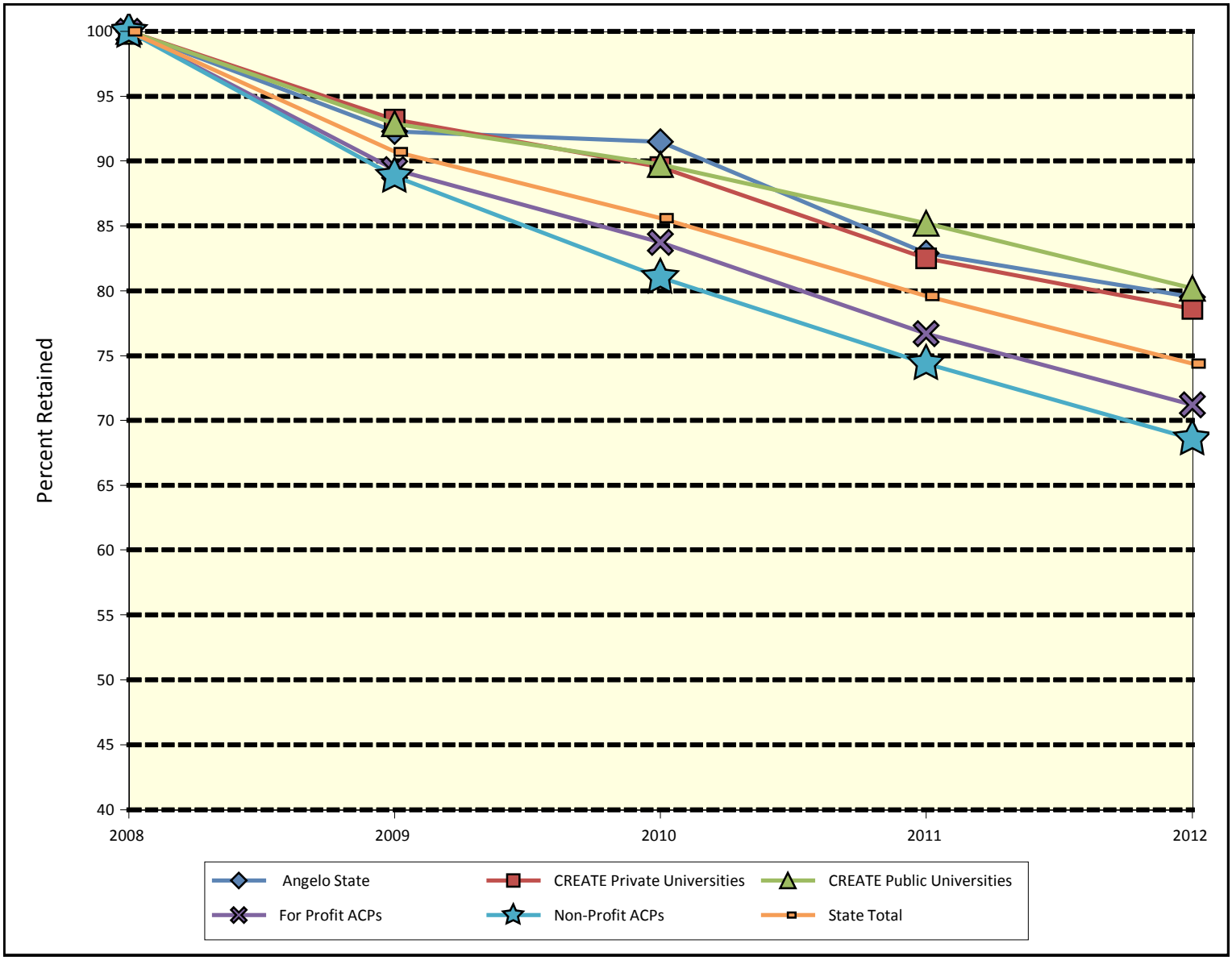
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

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

2008-2012

Angelo State University



Entity/ Organization	Number Teachers	Percent Retained in Spring of Academic Year					Attrition Rate
		2008	2009	2010	2011	2012	
Angelo State	117	100.0	92.3	91.5	82.9	79.5	20.5
CREATE Public Universities	8498	100.0	92.9	89.7	85.2	80.2	19.8
CREATE Private Universities	650	100.0	93.2	89.5	82.5	78.6	21.4
For Profit ACPs	6157	100.0	89.3	83.7	76.7	71.2	28.8
Non-Profit ACPs	4574	100.0	88.8	81.0	74.4	68.6	31.4
State Total	21272	100.0	90.7	85.6	79.6	74.4	25.6

[1] Includes teachers obtaining a standard or probationary certificate in 2006-2007 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

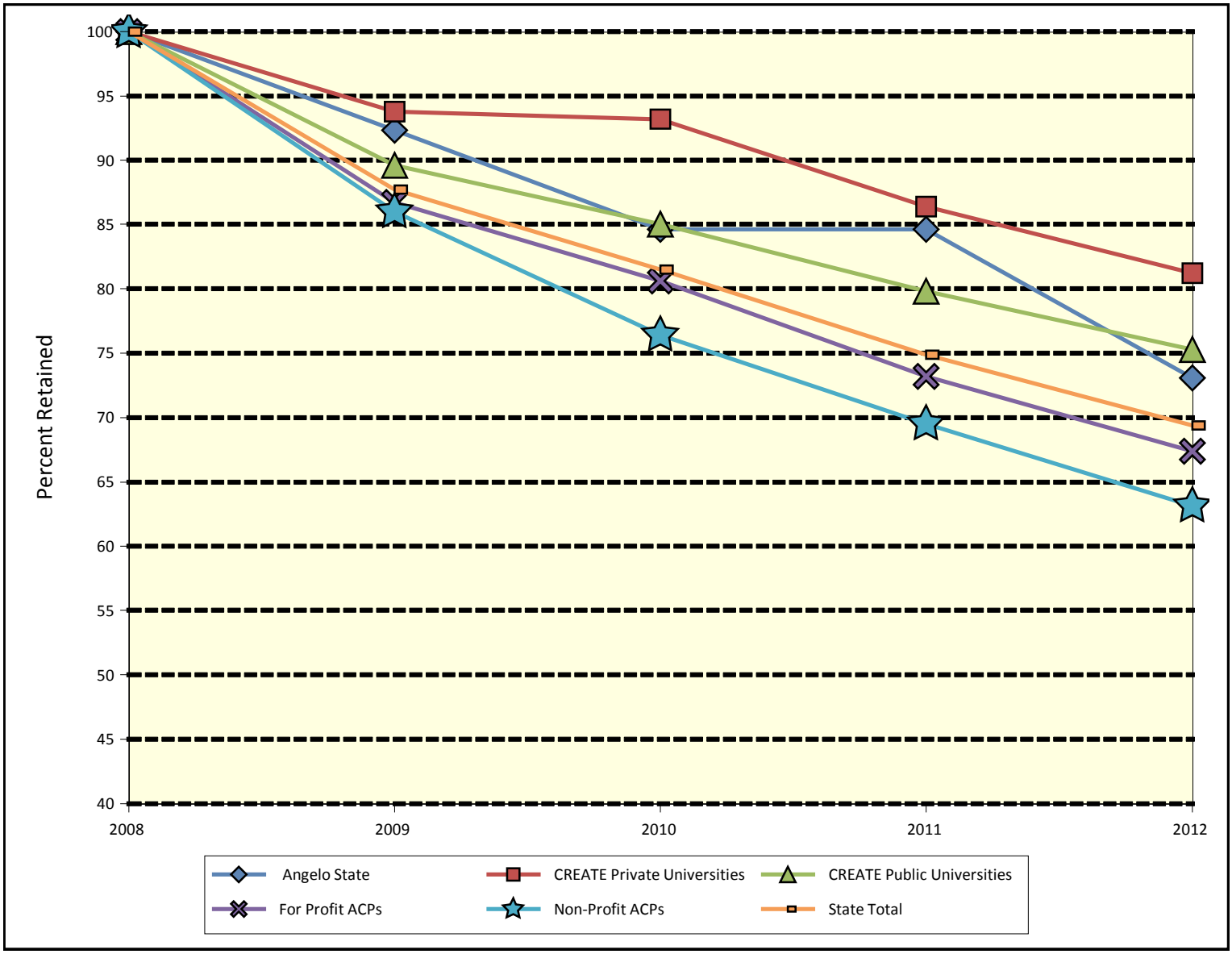
Comparison of Teacher Retention Trends

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

2008-2012

High School

Angelo State University



Entity/ Organization	Number Teachers	Percent Retained in Spring of Academic Year					Attrition Rate
		2008	2009	2010	2011	2012	
Angelo State	26	100.0	92.3	84.6	84.6	73.1	26.9
CREATE Public Universities	1848	100.0	89.6	85.0	79.8	75.3	24.7
CREATE Private Universities	176	100.0	93.8	93.2	86.4	81.2	18.8
For Profit ACPs	2002	100.0	86.7	80.6	73.2	67.4	32.6
Non-Profit ACPs	1254	100.0	86.0	76.4	69.5	63.1	36.9
State Total	5559	100.0	87.7	81.5	74.9	69.4	30.6

[1] Includes teachers obtaining a standard or probationary certificate in 2006-2007 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

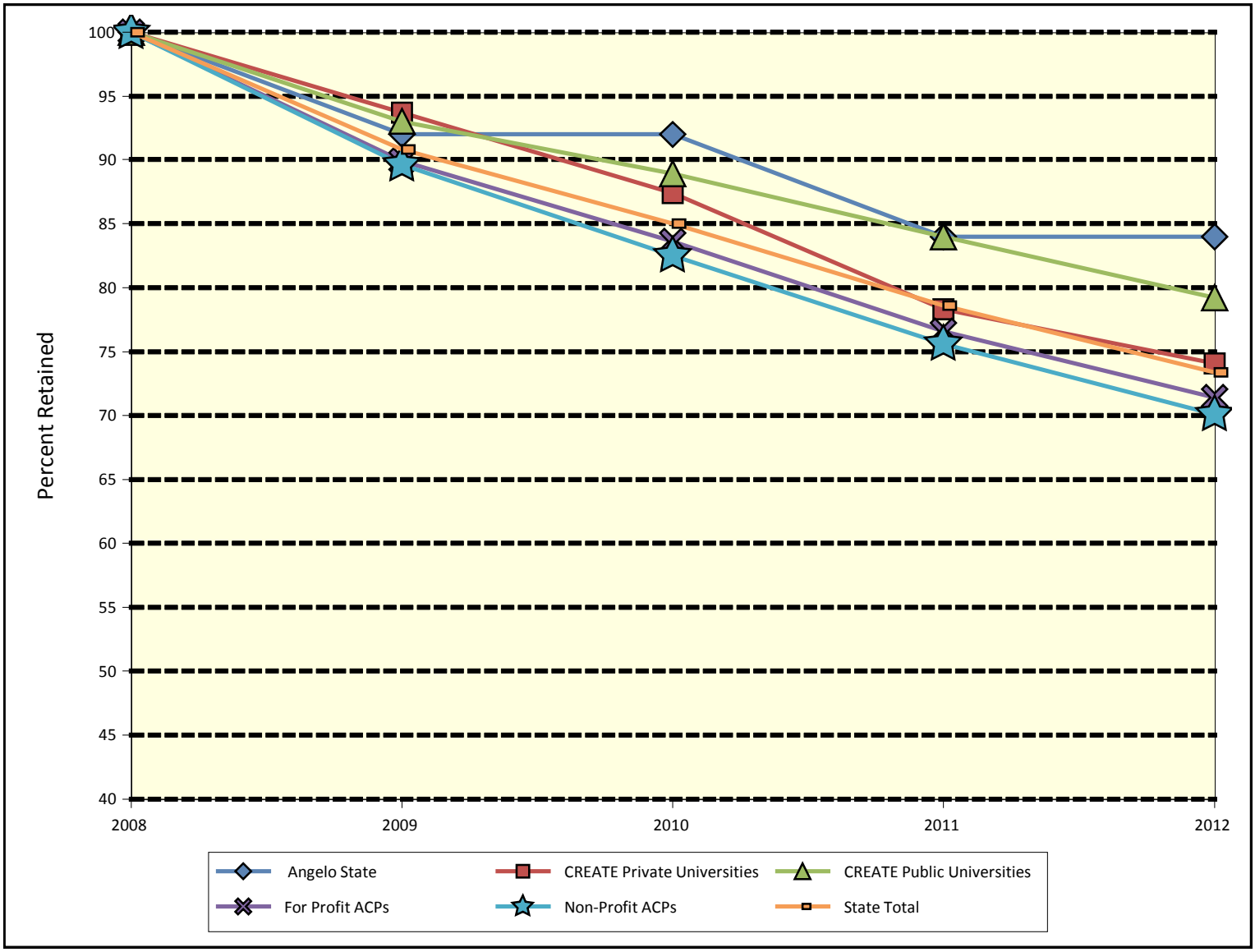
Comparison of Teacher Retention Trends

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

2008-2012

Middle School

Angelo State University



Entity/ Organization	Number Teachers	Percent Retained in Spring of Academic Year					Attrition Rate
		2008	2009	2010	2011	2012	
Angelo State	25	100.0	92.0	92.0	84.0	84.0	16.0
CREATE Public Universities	1638	100.0	93.0	88.9	84.0	79.2	20.8
CREATE Private Universities	143	100.0	93.7	87.4	78.3	74.1	25.9
For Profit ACPs	1977	100.0	89.9	83.6	76.6	71.4	28.6
Non-Profit ACPs	1226	100.0	89.6	82.5	75.6	70.1	29.9
State Total	5274	100.0	90.8	85.0	78.6	73.4	26.6

[1] Includes teachers obtaining a standard or probationary certificate in 2006-2007 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

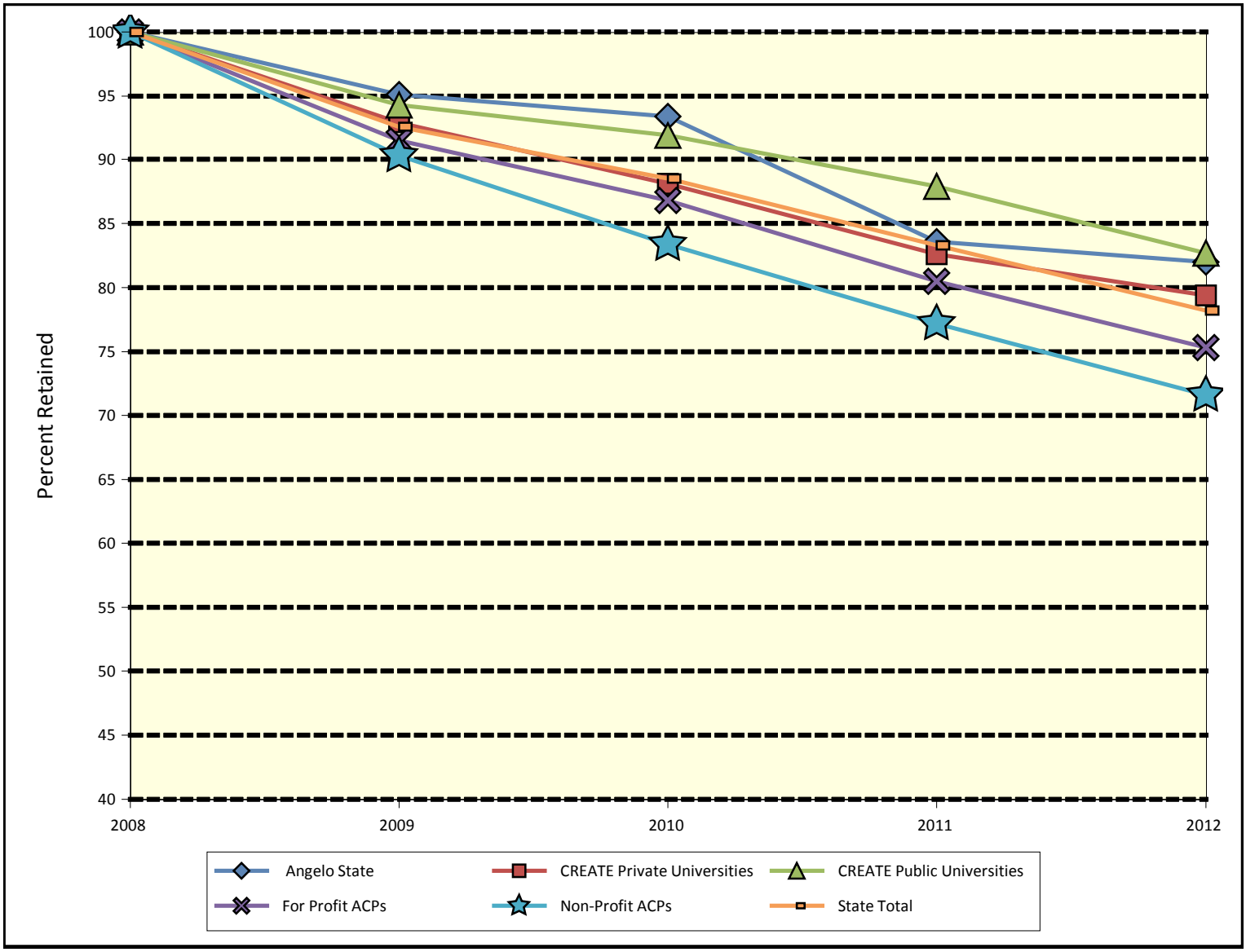
Comparison of Teacher Retention Trends

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

2008-2012

Elementary School

Angelo State University



Entity/ Organization	Number Teachers	Percent Retained in Spring of Academic Year					Attrition Rate
		2008	2009	2010	2011	2012	
Angelo State	61	100.0	95.1	93.4	83.6	82.0	18.0
CREATE Public Universities	4825	100.0	94.3	91.9	87.9	82.7	17.3
CREATE Private Universities	311	100.0	92.9	88.1	82.6	79.4	20.6
For Profit ACPs	1982	100.0	91.5	86.8	80.5	75.3	24.7
Non-Profit ACPs	1918	100.0	90.3	83.4	77.2	71.6	28.4
State Total	9819	100.0	92.6	88.5	83.3	78.2	21.8

[1] Includes teachers obtaining a standard or probationary certificate in 2006-2007 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

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

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

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

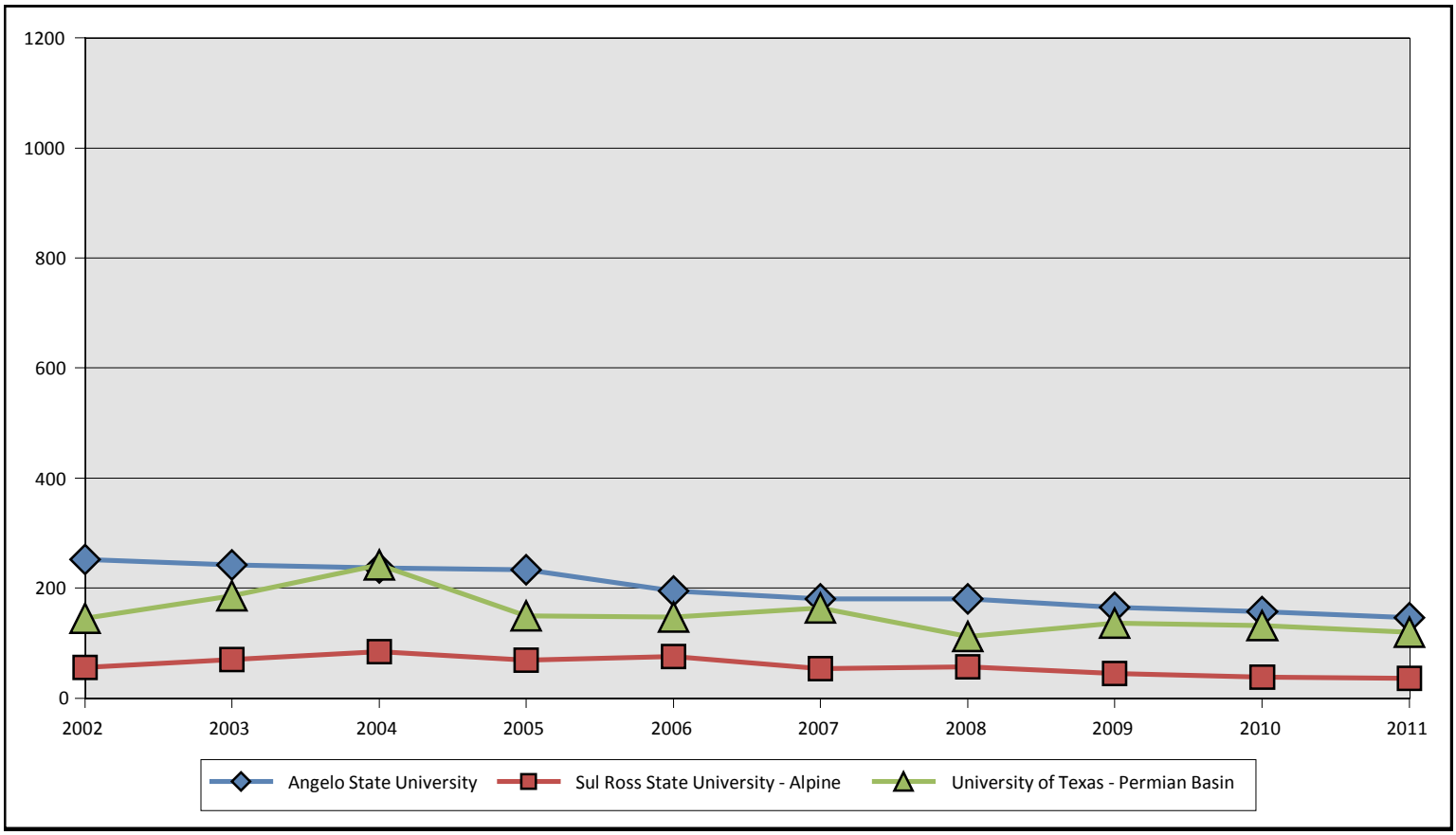
E.2: Five-Year Teacher Production of Consortium Universities.
This report compares the five-year teacher production and averages of all CREATE consortium institutions from 2007-2011 by quintiles.

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

E.4: Teacher Retention Comparison.
The data for this comparison includes only teachers who obtained a standard certificate in FY 2007 who became employed in a Texas public school in AY 2007-2008 with no prior teaching experience. The data in this comparison does not include individuals who have obtained a probationary certificate and should not be compared to data found in report D.5.a. The column labeled *Attrition Rate* is calculated by subtracting the 2012 retention rate from 100%.

Comparison of Teacher Production
2002-2011
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas - Permian Basin	Sul Ross State University - Alpine	
10-Year Total	1,987	1,535	587	4,109
2002	252	145	56	453
2003	242	186	70	498
2004	237	242	85	564
2005	233	150	69	452
2006	195	148	76	419
2007	180	164	54	398
2008	180	112	57	349
2009	165	136	45	346
2010	157	132	39	328
2011	146	120	36	302
10-Year Avg	198.7	153.5	58.7	410.9



Five-Year Teacher Production of Consortium Universities
2007-2011

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	5-Year Average
Quintile 1 (500+)						
Texas State University-San Marcos	872.0	884.0	912.0	923.0	744.0	867.00
University of North Texas	721.0	783.0	748.0	704.0	668.0	724.80
Texas A&M University	808.0	770.0	674.0	651.0	637.0	708.00
Texas A&M University - Commerce	656.0	710.0	688.0	624.0	625.0	660.60
University of Texas - El Paso	649.0	639.0	684.0	699.0	561.0	646.40
Texas Tech University	614.0	569.0	491.0	497.0	535.0	541.20
Sam Houston State University	471.0	497.0	538.0	526.0	529.0	512.20
University of Texas - San Antonio	595.0	565.0	468.0	433.0	451.0	502.40
Quintile 2 (300-499)						
Stephen F. Austin State University	494.0	452.0	444.0	475.0	523.0	477.60
University of Texas - Pan American	562.0	558.0	508.0	381.0	299.0	461.60
University of Texas - Austin	444.0	418.0	398.0	372.0	398.0	406.00
West Texas A&M University	399.0	360.0	353.0	385.0	378.0	375.00
University of Houston	367.0	338.0	386.0	346.0	313.0	350.00
University of Texas - Arlington	369.0	328.0	353.0	338.0	321.0	341.80
Texas Woman's University	315.0	323.0	365.0	369.0	330.0	340.40
Tarleton State University	350.0	397.0	318.0	300.0	316.0	336.20
Quintile 3 (200-299)						
Texas A&M University - Corpus Christi	319.0	306.0	277.0	293.0	231.0	285.20
University of Texas - Brownsville	279.0	299.0	262.0	247.0	230.0	263.40
Texas A&M University - Kingsville	274.0	269.0	251.0	272.0	243.0	261.80
Texas A&M International University	280.0	293.0	291.0	250.0	142.0	251.20
University of Houston - Clear Lake	231.0	242.0	210.0	217.0	230.0	226.00
Quintile 4 (100-199)						
University of Houston - Downtown	171.0	173.0	201.0	217.0	206.0	193.60
University of Texas - Tyler	164.0	171.0	198.0	229.0	170.0	186.40
University of Texas - Dallas	211.0	174.0	179.0	168.0	152.0	176.80
Lamar University	230.0	202.0	153.0	152.0	142.0	175.80
University of Houston - Victoria	181.0	162.0	160.0	204.0	139.0	169.20
Angelo State University	180.0	180.0	165.0	157.0	146.0	165.60
Lamar State College - Orange	195.0	195.0	152.0	116.0	105.0	152.60
Baylor University	155.0	141.0	167.0	149.0	140.0	150.40
Texas A&M University - Texarkana	142.0	133.0	133.0	130.0	131.0	133.80
University of Texas - Permian Basin	164.0	112.0	136.0	132.0	120.0	132.80
Midwestern State University	150.0	125.0	113.0	144.0	125.0	131.40
Texas Christian University	149.0	129.0	125.0	114.0	99.0	123.20
Prairie View A&M University	147.0	153.0	88.0	85.0	63.0	107.20

Five-Year Teacher Production of Consortium Universities
2007-2011

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	5-Year Average
Quintile 5 (below 99)						
University of Mary Hardin-Baylor	109.0	75.0	79.0	85.0	99.0	89.40
Abilene Christian University	92.0	111.0	100.0	95.0	47.0	89.00
Sul Ross State University - Rio Grande	93.0	91.0	105.0	72.0	53.0	82.80
McMurry University	64.0	60.0	75.0	82.0	49.0	66.00
Hardin-Simmons University	77.0	80.0	58.0	58.0	44.0	63.40
University of the Incarnate Word	56.0	63.0	78.0	66.0	46.0	61.80
Our Lady of the Lake University	72.0	69.0	75.0	48.0	30.0	58.80
Texas Southern University	55.0	65.0	58.0	38.0	47.0	52.60
East Texas Baptist University	58.0	55.0	45.0	43.0	45.0	49.20
Sul Ross State University - Alpine	54.0	57.0	45.0	39.0	36.0	46.20
Howard Payne University	48.0	36.0	39.0	43.0	30.0	39.20
Texas Lutheran University	40.0	49.0	36.0	27.0	44.0	39.20
St. Edward's University	26.0	41.0	29.0	44.0	33.0	34.60
St. Mary's University	36.0	34.0	35.0	27.0	26.0	31.60
University of St. Thomas	32.0	26.0	27.0	24.0	30.0	27.80
Austin College	29.0	17.0	22.0	22.0	17.0	21.40
Southwestern University	9.0	12.0	13.0	10.0	6.0	10.00
Texas A&M University - San Antonio					22.0	4.40

Comparison of Longitudinal Certificate Production Trends[1]
FY 2007-2011[2]
Angelo State University

Certificate	Angelo State University					University of Texas - Permian Basin					Sul Ross State University - Alpine				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
ELEMENTARY (EC-4 and EC-6)															
Bilingual Spanish	0	0	0	0	0	17	11	6	8	1	4	5	1	2	0
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	9	1	3	0	1	0	0	0	0	0
ESL Other [4]	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0
Generalist	84	88	86	77	62	60	43	60	50	48	9	8	14	9	7
Other [5]	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Subtotal	**84**	**88**	**86**	**77**	**62**	**87**	**55**	**69**	**59**	**50**	**14**	**13**	**15**	**11**	**7**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0
ESL Other [6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	6	4	9	13	21	7	3	5	14	12	0	0	0	0	0
ELA/Reading	5	4	0	2	2	5	0	1	3	2	4	4	2	3	0
ELA/Reading/Social Studies	0	0	0	0	0	2	1	1	0	0	0	0	0	0	0
Mathematics	3	3	5	4	2	3	2	2	1	1	2	1	3	0	0
Mathematics/Science	1	2	2	3	0	0	0	0	0	0	0	0	0	0	0
Science	3	3	0	2	1	2	0	1	1	0	3	3	1	1	0
Social Studies	1	0	1	2	0	3	0	0	0	0	4	5	2	0	3
Subtotal	**19**	**16**	**17**	**26**	**26**	**24**	**6**	**11**	**20**	**15**	**13**	**13**	**8**	**4**	**3**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technology Applications	0	0	0	1	0	2	1	0	0	4	3	3	2	3	6
Chemistry	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELA/Reading	10	9	8	6	8	13	12	5	5	4	2	2	2	3	0
History	3	4	4	6	4	10	3	5	9	7	3	1	0	1	3
Journalism	0	1	0	1	1	1	1	0	1	0	0	0	0	0	0
Life Sciences	4	5	3	8	4	8	1	4	4	2	1	2	1	0	0
Mathematics	5	8	7	5	8	5	9	3	5	3	1	4	2	1	0
Physical Science	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0
Physical Sc/Math/Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	3	2	0	2	2	2	7	2	1	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	6	6	6	1	2	14	6	4	6	4	3	3	0	0	0
Social Studies	2	4	3	2	2	2	4	2	5	2	2	2	1	3	0
Speech	1	7	2	6	2	2	3	1	0	2	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**32**	**44**	**33**	**38**	**31**	**61**	**42**	**25**	**37**	**30**	**17**	**24**	**11**	**12**	**11**
ALL LEVEL (EC-12 and PK-12)															
American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts [8]	5	13	6	9	9	3	5	5	7	5	3	7	1	3	2
Health and Phy Education	40	34	23	17	10	11	8	9	11	4	15	14	6	11	5
LOTE - French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
Special Education [9]	10	16	16	13	11	6	11	10	11	7	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**55**	**63**	**45**	**39**	**31**	**20**	**24**	**24**	**29**	**16**	**18**	**21**	**7**	**15**	**7**
SUPPLEMENTALS															
Bilingual	0	0	0	0	0	1	2	0	7	6	0	0	0	0	0
ESL	0	0	1	0	0	15	8	10	6	4	0	0	0	0	0
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education [9]	3	0	0	1	0	0	0	0	0	2	0	0	0	0	0
Subtotal	**3**	**0**	**1**	**1**	**0**	**16**	**10**	**10**	**13**	**12**	**0**	**0**	**0**	**0**	**0**

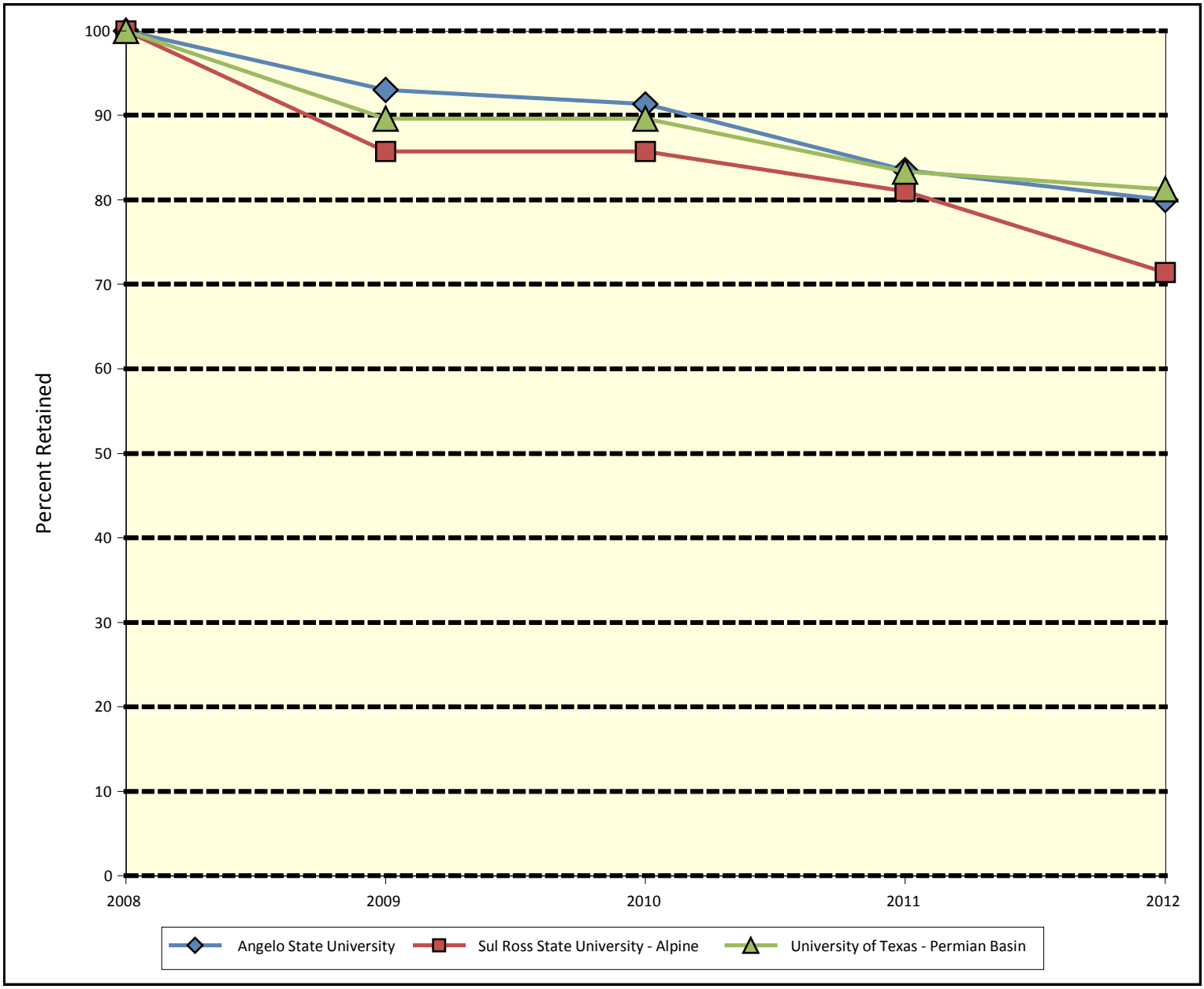
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates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

Teacher Retention Comparison

Five-Year Retention Rates for the Certification Cohort of 2007[1]

2008-2012

Angelo State University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2008	2009	2010	2011	2012	
Angelo State University	100.0	93.0	91.3	83.5	80.0	20.0
University of Texas - Permian Basin	100.0	89.6	89.6	83.3	81.2	18.8
Sul Ross State University - Alpine	100.0	85.7	85.7	81.0	71.4	28.6

[1] Includes only teachers obtaining certification in FY 2007, becoming employed in AY 2008 with no teaching experience prior to 2008.

Performance Analysis for Colleges of Education

Changes made to the 2012 PACE Reports

Section B: Educational Trend Reports on Public Schools in the Proximal Zone of Professional Impact. Information is provided on the new accountability system being implemented in 2012. (See pages 12-13).

C.1: Five-Year University Production Trends. The undergraduate teacher production ratio was eliminated. Footnote 1 was changed to read: Total enrolment also includes doctoral and professional level degree-seeking students. (See page 37).

C.4: Initial Certification Production by Level. The number of certification categories was increased, especially those in high school. The 5-year change column was removed. (See page 40.)

D.5a-d: Comparison of Teacher Retention Trends. A state total was added to all retention reports.

E.1: Comparison of Teacher Production. The title was shortened by omitting the words "in Nearby Geographic Area" from the title. (See page 56).

E.2: Five-Year Teacher Production of Consortium Universities . The five-year trend column was removed and replaced by a five-year average. (See page 57).

E.3: Comparison of Longitudinal Certificate Production Trends. The number of certification categories was increased, especially those in high school.

Data Corrections and Data Requests

The 2012 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university's particular need, CREATE offers the additional support and technical assistance outlined on page 6 of this report. All inquired regarding PACE, including data corrections and data request should be forwarded to:

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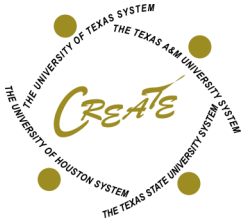

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