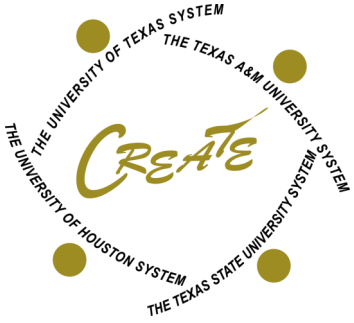
CREATE

PACE 2013

Performance Analysis for Colleges of Education

Angelo State University
150 Miles



Center for Research, Evaluation and Advancement of Teacher Education
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PACE 2013

Performance Analysis for Colleges of Education

YEAR 7
Released October 2013

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Center for Research, Evaluation and Advancement of Teacher Education

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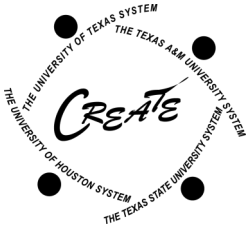

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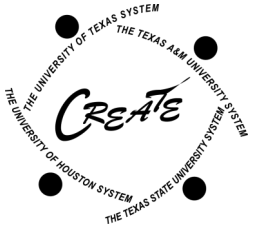

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V. Source Data for 2012 PACE Reports

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

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

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

Section D: Teacher certification file, 2011-2012, TEA;
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PERFORMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

Purpose and Objectives of PACE

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

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

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

PACE reports are intended to address the following objectives:

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

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

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

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2013 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 61.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Sets Used in the PACE Report

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

Academic Excellence Indicator System (AEIS). This data is available from the TEA website 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 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.

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.

How to Use and Apply the PACE Report

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

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

How CREATE Can Assist

CREATE will continue to refine the PACE reports and data sets for annual distribution. CREATE will make every effort to deliver additional support and technical assistance to university/school leadership teams by:

1. Developing customized reports for active university teams
2. Consulting with leadership teams regarding analysis and interpretation of data
3. Facilitating meetings and other local events that employ these data in a systematic manner for program improvement

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

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

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

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

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

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

***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2011, Oct. 2010; and TEA Student Assessment Division).*

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

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

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

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

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

A.3: Public School Listing in the Proximal Zone of Professional Impact.
This report is the first page of a supplemental document (See Attachment 2 for a full inventory) listing all districts and campuses (including charter schools) within the university's PZPI. The listing includes the district name, campus code and campus name, school type (elementary, middle, high, and elementary/secondary) and school size. No accountability ratings were released for the 2011-2012 school year due to the transition to the STAAR accountability system.

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

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

To view the 2013 state accountability ratings for districts, charters and campuses, visit the Texas Education Agency web site.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2011-2012

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	276	5,211	4.8	57,471	52.6	43,188	39.6	788	0.7	403	0.4	109,198
MS	97	1,895	4.7	20,122	49.4	17,444	42.8	345	0.8	194	0.5	40,720
HS	176	2,886	5.1	25,570	45.6	25,986	46.3	519	0.9	261	0.5	56,120
EL/SEC	74	307	2.5	5,235	42.1	6,627	53.2	31	0.2	55	0.4	12,448
Total	**623**	**10,299**	**4.7**	**108,398**	**49.6**	**93,245**	**42.7**	**1,683**	**0.8**	**913**	**0.4**	**218,486**

Level	Number of Schools	Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
		N	%	N	%	N	%	N	%	N	%
ELEM	276	69,252	63.4	8,839	8.1	11,070	10.1	11,532	10.6	43,765	40.1
MS	97	22,511	55.3	4,031	9.9	1,587	3.9	1,734	4.3	16,558	40.7
HS	176	25,809	46.0	6,141	10.9	1,562	2.8	1,680	3.0	26,941	48.0
EL/SEC	74	7,438	59.8	1,241	10.0	1,451	11.7	1,452	11.7	5,829	46.8
Total	**623**	**125,010**	**57.2**	**20,252**	**9.3**	**15,670**	**7.2**	**16,398**	**7.5**	**93,093**	**42.6**

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

2011-2012

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	14	19	42	1	0	80	47	50	1	1	77
	ELEM	20	0	0	0	20	1,092	3,887	3,611	155	36	9,162	6,540	971	362	375	2,211
	HS	0	0	5	0	5	543	1,567	1,905	102	23	4,271	2,263	669	120	121	2,111
	MS	0	5	0	0	5	401	1,418	1,467	59	14	3,480	2,226	488	80	85	1,516
	Total	20	5	5	3	33	2,050	6,891	7,025	317	73	16,993	11,076	2,178	563	582	5,915
ALBANY ISD	ELEM	1	0	0	0	1	4	50	219	1	2	288	130	29	7	7	69
	HS	0	0	1	0	1	5	35	166	0	1	209	62	22	5	5	82
	Total	1	0	1	0	2	9	85	385	1	3	497	192	51	12	12	151
ANDREWS ISD	ELEM	3	0	0	0	3	26	1,225	525	6	4	1,805	1,001	107	420	291	562
	HS	0	0	2	0	2	17	547	326	3	1	907	260	106	15	33	399
	MS	0	1	0	0	1	11	437	222	4	1	696	295	35	16	33	238
	Total	3	1	2	0	6	54	2,209	1,073	13	6	3,408	1,556	248	451	357	1,199
ANSON ISD	ELEM	1	0	0	0	1	3	180	161	0	1	354	233	23	14	14	82
	HS	0	0	1	0	1	4	86	88	1	1	185	99	35	9	9	74
	MS	0	1	0	0	1	4	66	65	2	0	139	86	18	6	6	58
	Total	1	1	1	0	3	11	332	314	3	2	678	418	76	29	29	214
ASPERMONT ISD	ELEM	1	0	0	0	1	4	42	113	2	0	162	93	12	5	5	40
	HS	0	0	1	0	1	5	21	66	1	0	95	40	9	0	0	26
	Total	1	0	1	0	2	9	63	179	3	0	257	133	21	5	5	66
BAIRD ISD	ELEM	1	0	0	0	1	1	32	115	1	2	151	96	16	1	1	68
	HS	0	0	1	0	1	0	15	79	0	0	94	55	15	0	0	39
	MS	0	1	0	0	1	1	15	38	0	0	55	42	7	1	1	21
	Total	1	1	1	0	3	2	62	232	1	2	300	193	38	2	2	128
BALLINGER ISD	ELEM	1	0	0	0	1	8	234	229	2	2	480	321	42	8	8	186
	HS	0	0	2	0	2	5	125	138	0	0	274	130	31	2	2	118
	MS	0	1	0	0	1	6	116	111	0	1	235	138	18	5	5	102
	Total	1	1	2	0	4	19	475	478	2	3	989	589	91	15	15	406
BANDERA ISD	ELEM	2	0	0	0	2	9	382	710	4	4	1,127	650	120	82	82	425
	HS	0	0	1	0	1	2	183	542	3	7	751	323	92	7	7	306
	MS	0	1	0	0	1	0	174	365	4	5	557	299	51	14	14	203

Public School Listings in the Proximal Zone of Professional Impact

2011-2012

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	No Accountability Ratings 2011-12
ABILENE ISD	221901001	ABILENE H S	HS	1,935	
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	HS	263	
ABILENE ISD	221901002	COOPER H S	HS	1,886	
ABILENE ISD	221901006	JEFFERSON OPPORTUNITY CTR	HS	7	
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	HS	180	
ABILENE ISD	221901047	CLACK MIDDLE	MS	773	
ABILENE ISD	221901048	CRAIG MIDDLE	MS	924	
ABILENE ISD	221901044	MADISON MIDDLE	MS	927	
ABILENE ISD	221901045	MANN MIDDLE	MS	848	
ABILENE ISD	221901007	TAYLOR COUNTY LEARNING CENTER	MS	8	
ABILENE ISD	221901102	AUSTIN EL	EL	550	
ABILENE ISD	221901153	BASSETTI EL	EL	601	
ABILENE ISD	221901103	BONHAM EL	EL	583	
ABILENE ISD	221901104	BOWIE EL	EL	609	
ABILENE ISD	221901106	COLLEGE HEIGHTS EL	EL	335	
ABILENE ISD	221901208	DAY NURSERY OF ABILENE	EL	71	
ABILENE ISD	221901108	DYESS EL	EL	488	
ABILENE ISD	221901110	FANNIN EL	EL	367	
ABILENE ISD	221901112	JACKSON EL	EL	559	
ABILENE ISD	221901113	JOHNSTON EL	EL	594	
ABILENE ISD	221901116	LEE EL	EL	375	
ABILENE ISD	221901117	LOCUST ECC	EL	385	
ABILENE ISD	221901118	LONG EL	EL	373	
ABILENE ISD	221901152	ORTIZ EL	EL	697	
ABILENE ISD	221901154	REAGAN EARLY CHILDHOOD	EL	78	
ABILENE ISD	221901120	REAGAN EL	EL	377	
ABILENE ISD	221901121	TAYLOR EL	EL	609	

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

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

Section B describes the trends within the PZPI for student enrollment and student achievement from 2009 to 2012. All of the data in this section come from the AEIS data files.

B.1: Student Enrollment Trends in the Proximal Zone of Professional Impact.
This two-page analysis describes the trends in student enrollment within the PZPI from 2009 to 2012. The data are disaggregated by school level and include information about student racial/ ethnic categories and other special student subpopulations (e.g. economically disadvantaged, students in bilingual programs, and special education). The analysis shows the change in the number and percentage of students enrolled within the PZPI over the same time period. Data are depicted graphically by ethnicity and for students in special categories.

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

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

These analyses provide trend data on the percentage of students passing the Mathematics and English Language Arts/Reading Texas Assessment of Knowledge and Skills (TAKS) from 2009-2012. Only TAKS scores for 10th and 11 grades can be reported this year as no STAAR results were available for elementary and middle grades. The pass rates on TAKS for schools within the PZPI are compared to schools that are not in the PZPI. Within each school level, the percent of students passing the exam each year are provided, as well as the change in pass rates over time. The analyses supply information by student racial/ethnic subpopulations and for economically disadvantaged students.

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

Figures 1 and 4 depict the percentage of subpopulations of students in high school passing ALL TAKS for Mathematics and Language Arts/Reading from 2009 to 2012. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis. The data were calculated using the following definitions:

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

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

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

This section includes a list of the 30 highest- and lowest-performing schools in the PZPI on the TAKS Mathematics and TAKS Language Arts/Reading examinations, by level (high school, middle school, elementary school). Language Arts/Reading has been shortened to Reading in this set of reports. Please note that the AEIS data base incorporates intermediate schools into the elementary school listings, but the PACE data separates them.

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

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

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

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

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

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

2013 ACCOUNTABILITY

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

Student Enrollment Trends in Proximal Zone of Professional Impact

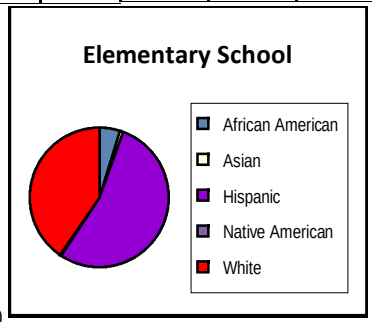
Fiscal Year 2009-2012

Angelo State University

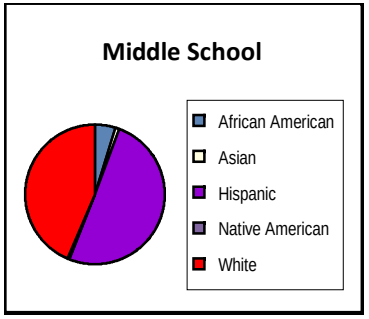
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	Net Change	Pct Change
All	106,364	107,178	108,681	109,198	39,815	40,147	40,232	40,720	56,167	55,538	54,864	56,120	9,490	9,681	10,093	12,448	211,836	212,544	213,870	218,486	6,650	3.1
African American	6,485	6,550	5,336	5,211	2,247	2,246	1,847	1,895	3,240	3,178	2,759	2,886	288	262	176	307	12,260	12,236	10,118	10,299	-1,961	-16.0
Hispanic	51,209	52,740	56,287	57,471	17,911	18,449	19,385	20,122	23,007	23,527	24,362	25,570	3,411	3,536	3,684	5,235	95,538	98,252	103,718	108,398	12,860	13.5
White	47,241	46,391	43,852	43,188	19,114	18,836	17,811	17,444	29,080	27,944	26,232	25,986	5,697	5,784	5,997	6,627	101,132	98,955	93,892	93,245	-7,887	-7.8
Asian	938	1,021	745	788	361	413	336	345	539	566	439	519	38	48	33	31	1,876	2,048	1,553	1,683	-193	-10.3
Native American	491	476	460	403	182	203	177	194	301	323	300	261	56	51	56	55	1,030	1,053	993	913	-117	-11.4
Economically Disadvantaged	63,507	69,566	70,145	69,252	19,950	22,118	22,423	22,511	22,017	24,673	25,198	25,809	4,983	5,520	5,806	7,438	110,457	121,877	123,572	125,010	14,553	13.2
Special Education	9,331	9,077	9,171	8,839	4,759	4,427	4,124	4,031	7,102	6,782	6,500	6,141	1,173	1,101	1,078	1,241	22,365	21,387	20,873	20,252	-2,113	-9.4
Bilingual	10,856	10,603	10,579	11,070	1,491	1,509	1,492	1,587	1,423	1,382	1,230	1,562	436	455	521	1,451	14,206	13,949	13,822	15,670	1,464	10.3
LEP	11,687	11,369	11,110	11,532	1,660	1,657	1,643	1,734	1,612	1,520	1,369	1,680	435	465	520	1,452	15,394	15,011	14,642	16,398	1,004	6.5

Ethnic Comparisons by Level 2012

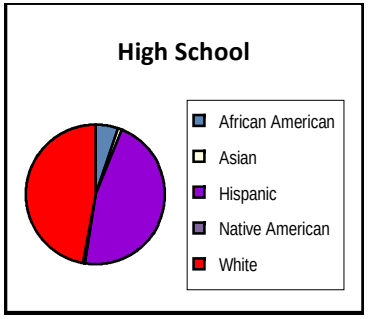
Ethnicity	Elementary School	%
Native American	403	0.4
Asian	788	0.7
White	43,188	39.6
Hispanic	57,471	52.6
African American	5,211	4.8
All	109,198	100.0



Middle School	%
194	0.5
345	0.8
17,444	42.8
20,122	49.4
1,895	4.7
40,720	100.0

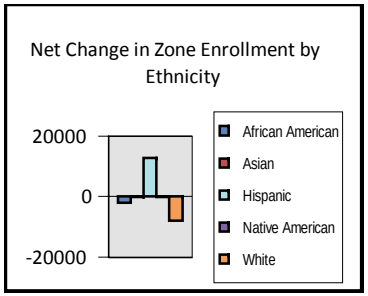


High School	%
261	0.5
519	0.9
25,986	46.3
25,570	45.6
2,886	5.1
56,120	100.0

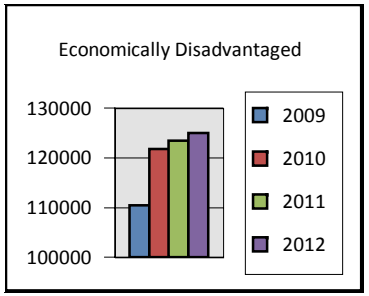


Other Trends and Distributions

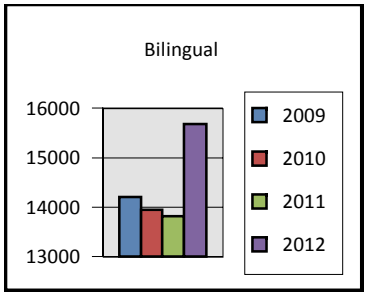
Ethnicity	Net Change 2009-2012
Native American	-117
Asian	-193
White	-7,887
Hispanic	12,860
African American	-1,961
All	6,650



Eco. Disadvantaged	
Year	Amount
2009	110,457
2010	121,877
2011	123,572
2012	125,010
3-Yr. Change	13



Bilingual	
Year	Amount
2009	14,206
2010	13,949
2011	13,822
2012	15,670
3-Yr. Change	10



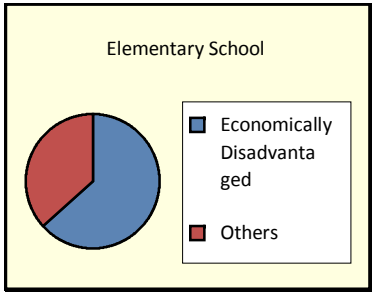
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

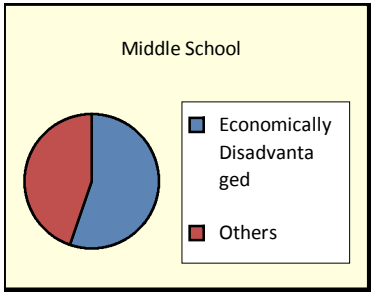
2012

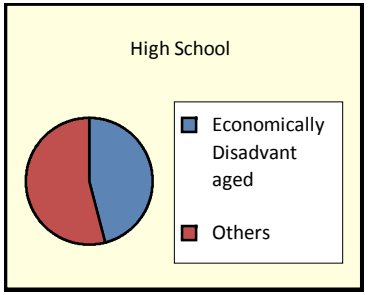
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	69,252	63.4	22,511	55.3	25,809	46.0
Others	39,946	36.6	18,209	44.7	30,311	54.0
Total	109,198	100.0	40,720	100.0	56,120	100.0

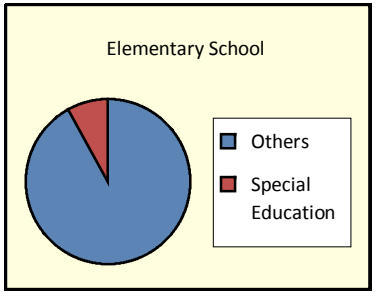


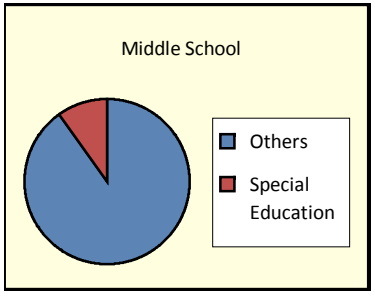


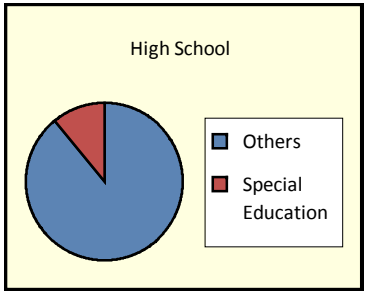


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	100,359	91.9	36,689	90.1	49,979	89.1
SPED	8,839	8.1	4,031	9.9	6,141	10.9
Total	109,198	100.0	40,720	100.0	56,120	100.0







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

2009-2012
Angelo State University

School Level	All Students					African American Students					Hispanic Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	85.8	85.8	86.1	-	-	77.5	78.1	79.4	-	-	81.0	81.3	82.5	-	-
Middle	82.6	82.6	81.8	-	-	77.3	74.3	74.3	-	-	75.6	76.7	75.9	-	-
High	72.5	77.1	76.4	79.5	7.0	60.8	66.9	64.4	69.0	8.2	62.3	69.2	69.1	73.0	10.7
El/Sec	77.7	79.5	79.5	79.9	2.2	69.1	66.5	66.1	32.4	-36.7	70.0	72.6	71.7	73.6	3.6
Total	81.3	82.6	82.4	79.6	-1.7	72.8	74.2	74.0	67.6	-5.2	75.0	77.1	77.6	73.1	-1.9
Other School Districts in State															
Elem	88.0	88.6	89.4	-	-	80.0	81.5	82.5	-	-	85.6	86.6	87.9	-	-
Middle	83.9	84.5	84.6	-	-	73.7	74.9	75.3	-	-	79.7	81.0	81.5	-	-
High	73.1	78.0	78.2	82.2	9.1	59.4	66.5	66.8	73.2	13.8	66.0	72.8	73.7	79.1	13.1
El/Sec	74.7	78.6	80.4	79.2	4.5	62.7	68.5	71.3	69.0	6.3	72.6	77.7	79.7	79.6	7.0
Total	82.9	84.7	85.2	82.0	-0.9	72.5	75.6	76.3	73.0	0.5	79.4	81.8	82.9	79.2	-0.2

School Level	White Students					Asian Students					Native American Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	91.5	91.4	91.1	-	-	95.5	92.5	94.9	-	-	82.6	90.0	78.8	-	-
Middle	89.4	89.0	88.5	-	-	95.7	93.1	92.9	-	-	84.2	80.9	86.3	-	-
High	81.3	84.7	84.2	86.5	5.2	89.7	90.3	83.1	82.1	-7.6	76.8	83.6	78.9	79.7	2.9
El/Sec	82.8	84.3	84.6	85.5	2.7	94.0	100.0	100.0	-	-	87.2	82.0	50.0	-	-
Total	87.7	88.6	88.2	86.3	-1.4	93.2	92.0	89.8	82.1	-11.1	80.6	83.7	79.6	79.7	-0.9
Other School Districts in State															
Elem	94.0	94.0	94.1	-	-	97.5	97.7	98.0	-	-	86.1	86.4	87.3	-	-
Middle	92.3	91.9	91.8	-	-	96.5	96.9	97.0	-	-	87.8	87.0	86.0	-	-
High	84.8	87.6	87.2	88.7	3.9	92.1	93.8	93.9	94.3	2.2	77.8	83.7	79.8	82.7	4.9
El/Sec	82.6	83.9	84.5	82.9	0.3	96.0	96.7	97.0	93.8	-2.2	70.4	81.6	80.5	88.6	18.2
Total	90.6	91.4	91.3	88.3	-2.3	95.7	96.4	96.6	94.3	-1.4	81.8	85.2	83.1	82.9	1.1

School Level	Economically Disadvantaged Students									
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
	Districts in University's PZPI					**Other School Districts in State**				
Elem	81.1	81.5	82.1	-	-	83.8	84.9	86.2	-	-
Middle	75.8	76.5	75.9	-	-	77.5	78.7	79.1	-	-
High	63.0	68.6	67.7	72.4	9.4	63.3	70.2	70.8	76.5	13.2
El/Sec	70.5	74.0	73.5	74.6	4.1	70.4	75.0	76.9	76.2	5.8
Total	76.0	77.5	77.5	72.9	-3.1	77.6	80.1	81.0	76.4	-1.2

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

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

2009-2012
Angelo State University

School Level	All Students					African American Students					Hispanic Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2009	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	90.6	88.9	87.4	-	-	85.7	82.7	81.3	-	-	86.7	84.9	83.7	-	-
Middle	92.6	89.1	87.9	-	-	90.3	86.8	83.4	-	-	89.3	84.7	83.7	-	-
High	91.9	91.7	90.9	91.4	-0.5	88.9	88.1	86.9	85.2	-3.7	87.6	88.3	87.5	88.9	1.3
El/Sec	92.0	89.8	89.1	92.1	0.1	89.7	86.5	76.2	78.6	-11.1	88.1	85.1	84.0	88.2	0.1
Total	91.4	89.7	88.5	91.5	0.1	87.5	85.0	83.3	84.9	-2.6	87.5	85.7	84.6	88.8	1.3
Other School Districts in State															
Elem	90.5	89.8	89.4	-	-	85.9	85.5	84.9	-	-	87.6	87.0	86.9	-	-
Middle	91.8	89.0	88.5	-	-	89.4	86.0	84.8	-	-	88.2	84.9	84.8	-	-
High	90.9	91.9	91.1	92.1	1.2	87.9	89.0	87.9	89.0	1.1	87.0	89.1	88.2	90.1	3.1
El/Sec	88.9	88.8	88.7	91.9	3.0	83.2	83.4	83.1	89.6	6.4	86.4	87.0	87.4	91.8	5.4
Total	90.9	90.2	89.7	92.1	1.2	87.2	86.6	85.7	89.0	1.8	87.6	87.1	86.8	90.2	2.6

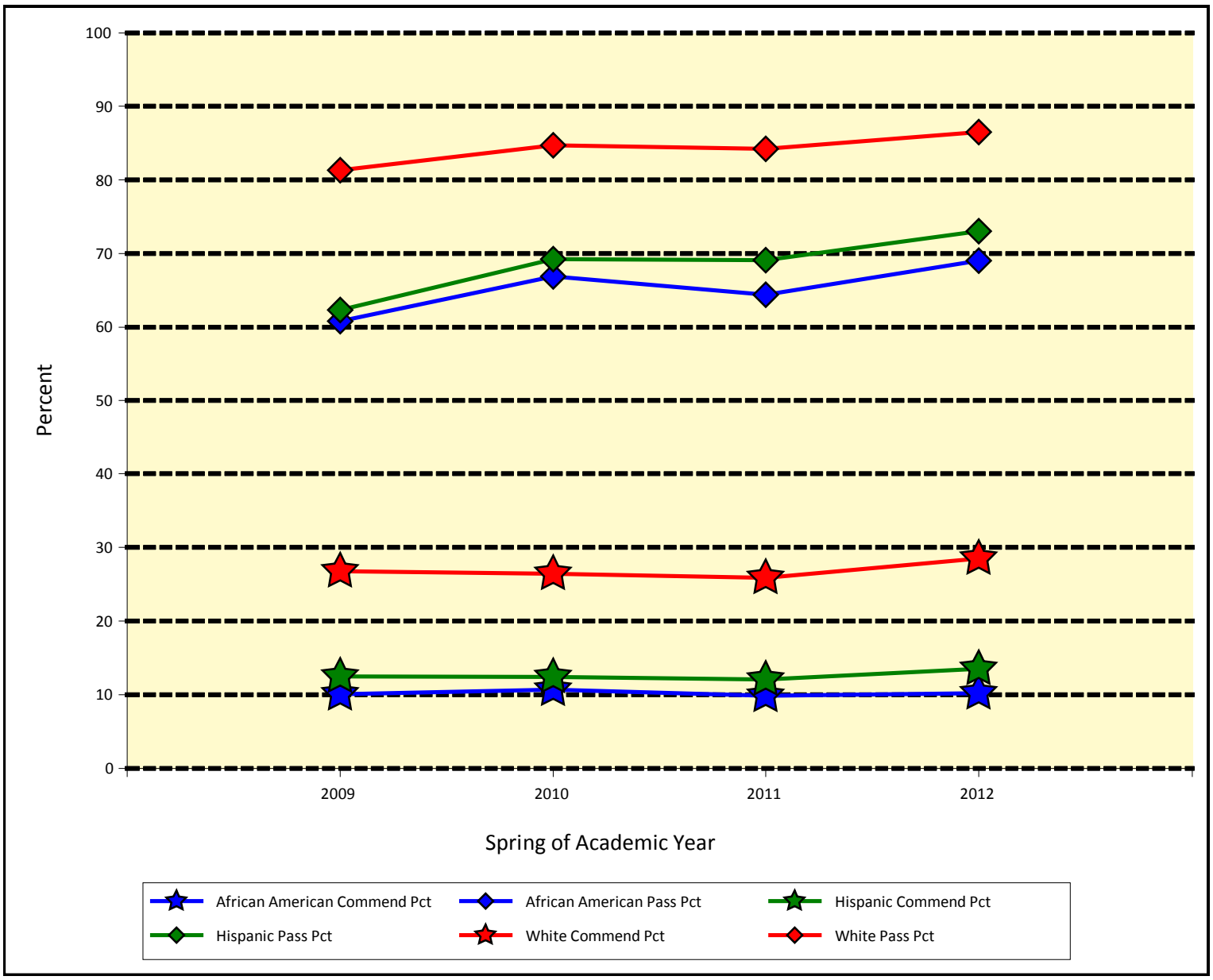
School Level	White Students					Asian Students					Native American Students				
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
Districts in University's PZPI															
Elem	95.0	93.7	92.5	-	-	99.6	96.6	92.4	-	-	91.9	96.4	100.0	-	-
Middle	96.0	93.5	92.4	-	-	95.7	94.3	93.4	-	-	98.9	96.0	91.7	-	-
High	95.6	94.8	94.4	94.6	-1.0	94.9	91.7	85.7	77.1	-17.8	95.7	94.3	91.7	96.4	0.7
El/Sec	94.6	92.8	92.3	95.6	1.0	100.0	100.0	100.0	-	-	100.0	100.0	50.0	-	-
Total	95.3	93.9	93.0	94.8	-0.5	96.9	94.3	90.3	77.1	-19.8	95.8	95.3	90.2	96.4	0.6
Other School Districts in State															
Elem	96.3	95.6	95.0	-	-	97.1	97.0	96.7	-	-	89.2	93.3	86.8	-	-
Middle	97.0	95.1	94.5	-	-	97.4	96.6	96.4	-	-	95.4	93.1	90.5	-	-
High	96.2	96.3	95.8	95.7	-0.5	95.5	95.8	95.5	94.9	-0.6	94.4	94.7	92.4	93.1	-1.3
El/Sec	94.0	93.0	92.4	93.6	-0.4	98.0	97.2	97.3	96.1	-1.9	88.1	88.4	87.6	100.0	11.9
Total	96.4	95.6	95.1	95.6	-0.8	96.7	96.6	96.3	94.9	-1.8	93.7	93.7	90.7	93.4	-0.3

School Level	Economically Disadvantaged Students									
	2009	2010	2011	2012	Change	2009	2010	2011	2012	Change
	Districts in University's PZPI					**Other School Districts in State**				
Elem	87.0	85.0	83.4	-	-	86.7	86.1	85.8	-	-
Middle	89.0	84.3	82.8	-	-	87.6	84.0	83.6	-	-
High	87.7	87.6	86.4	87.3	-0.4	86.1	88.1	87.0	88.6	2.5
El/Sec	88.6	86.4	85.0	89.1	0.5	85.6	85.8	86.0	90.3	4.7
Total	87.6	85.5	84.0	87.7	0.1	86.7	86.1	85.6	88.8	2.1

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

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

Figure 1:



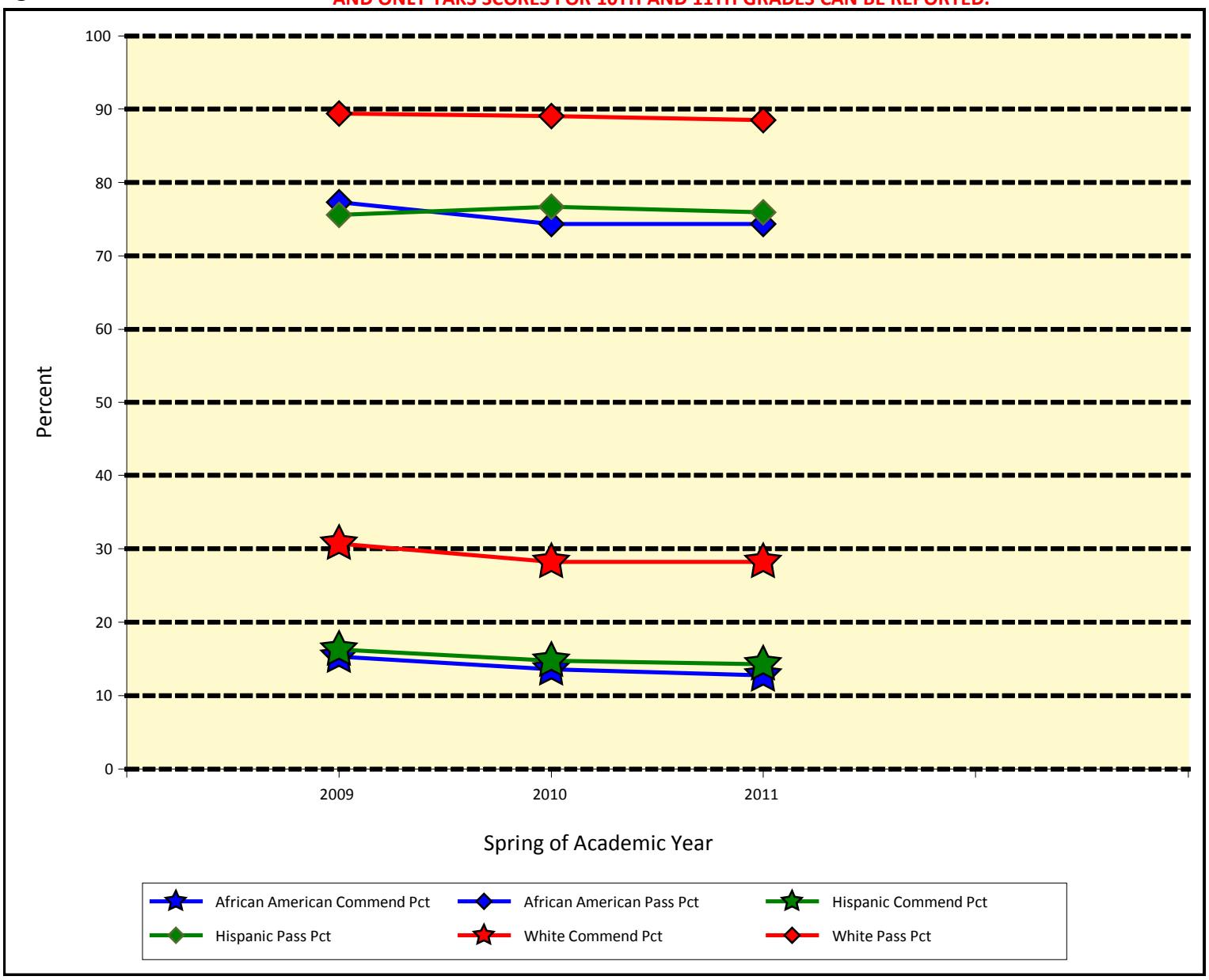
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	60.8	10.1	66.9	10.7	64.4	9.9	69.0	10.2	8.2	0.1
Hispanic	62.3	12.5	69.2	12.4	69.1	12.1	73.0	13.5	10.7	1.0
White	81.3	26.8	84.7	26.4	84.2	25.9	86.5	28.5	5.2	1.7

[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
2009-2012
Middle School Mathematics[1]
Angelo State University

Figure 2:

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



	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	77.3	15.3	74.3	13.6	74.3	12.8	-	-	-	-
Hispanic	75.6	16.3	76.7	14.8	75.9	14.3	-	-	-	-
White	89.4	30.7	89.0	28.2	88.5	28.2	-	-	-	-

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

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

Figure 3:

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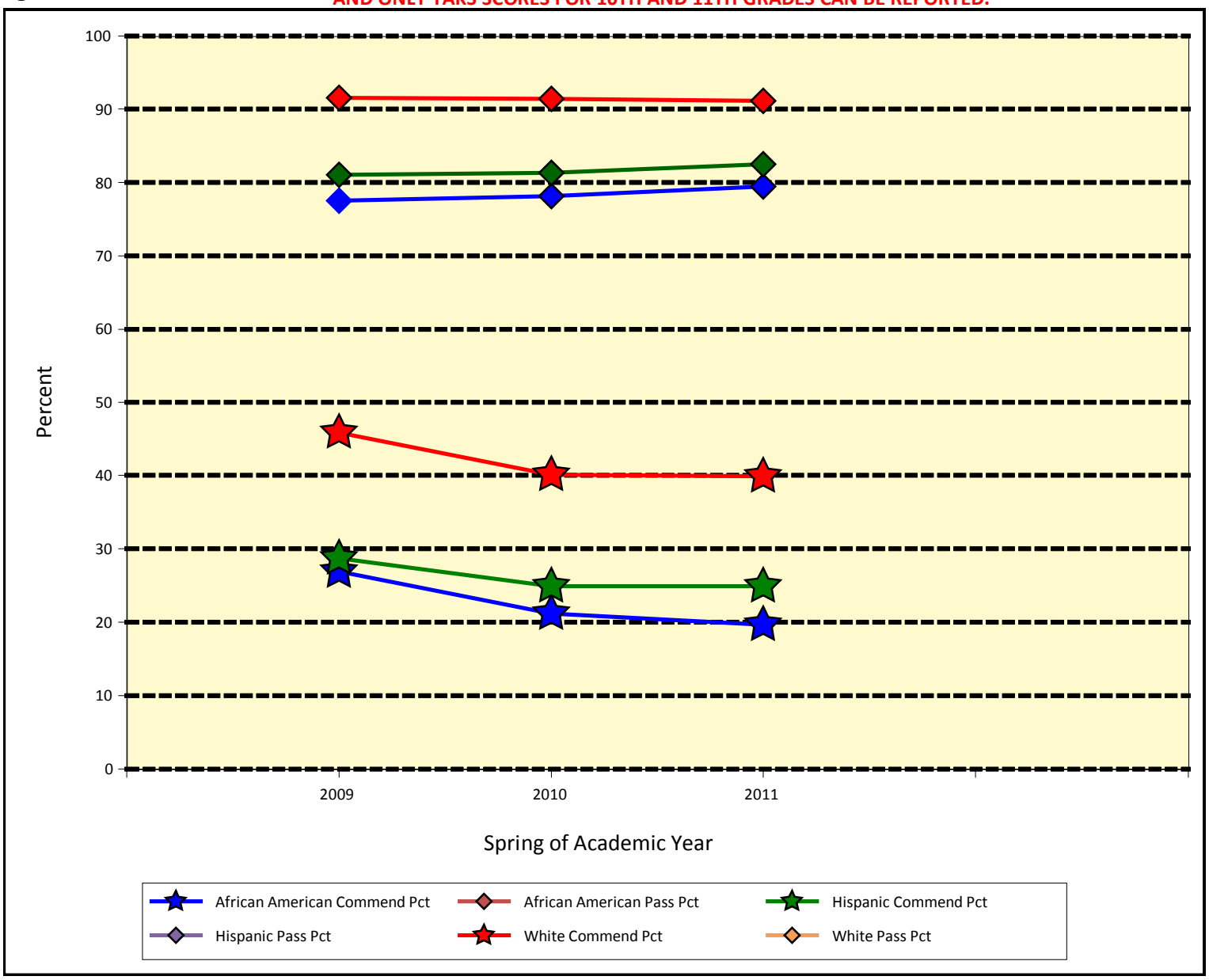
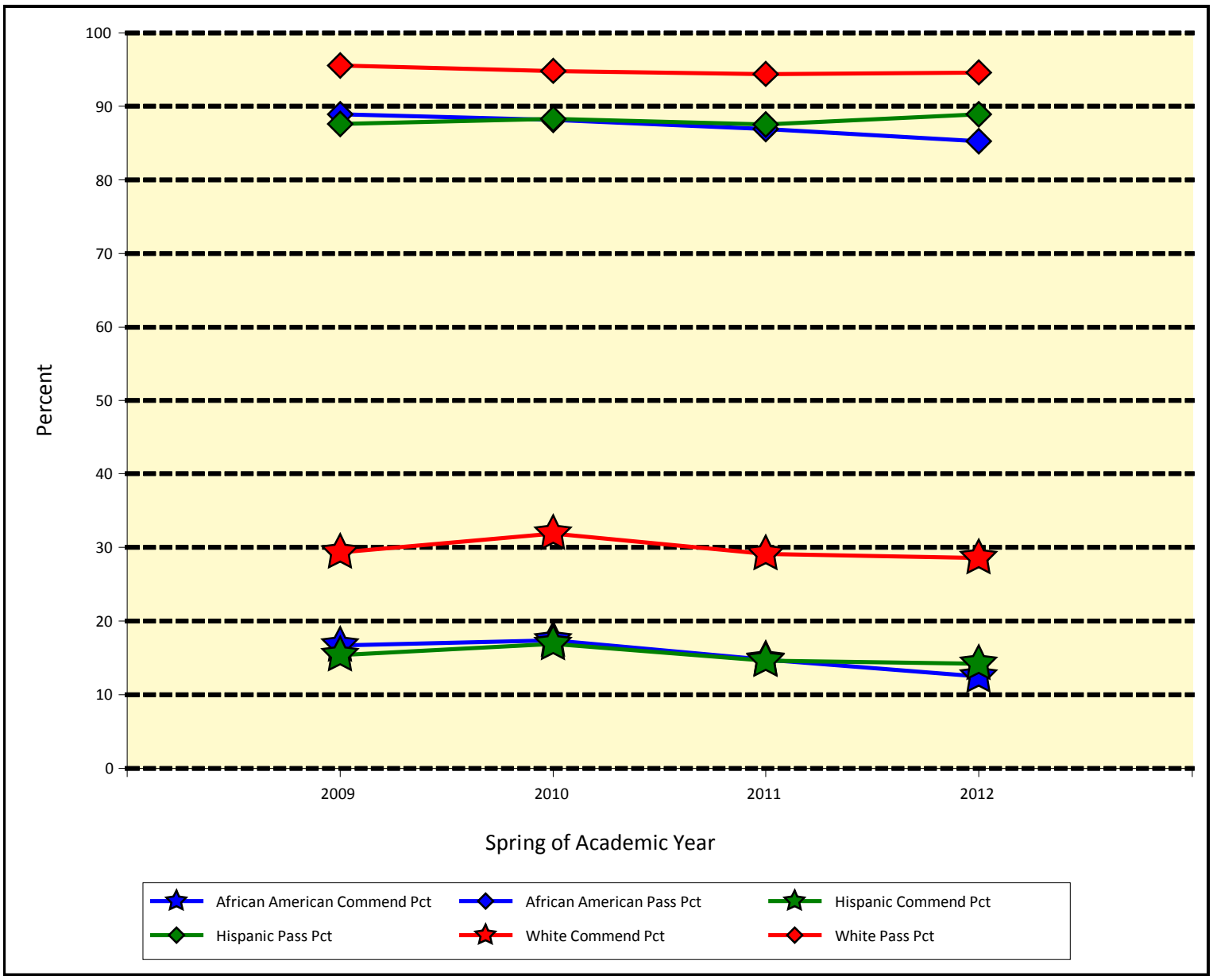


	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	77.5	26.9	78.1	21.2	79.4	19.7	-	-	-	-
Hispanic	81.0	28.7	81.3	24.9	82.5	24.9	-	-	-	-
White	91.5	45.9	91.4	40.1	91.1	39.9	-	-	-	-

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

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

Figure 4:



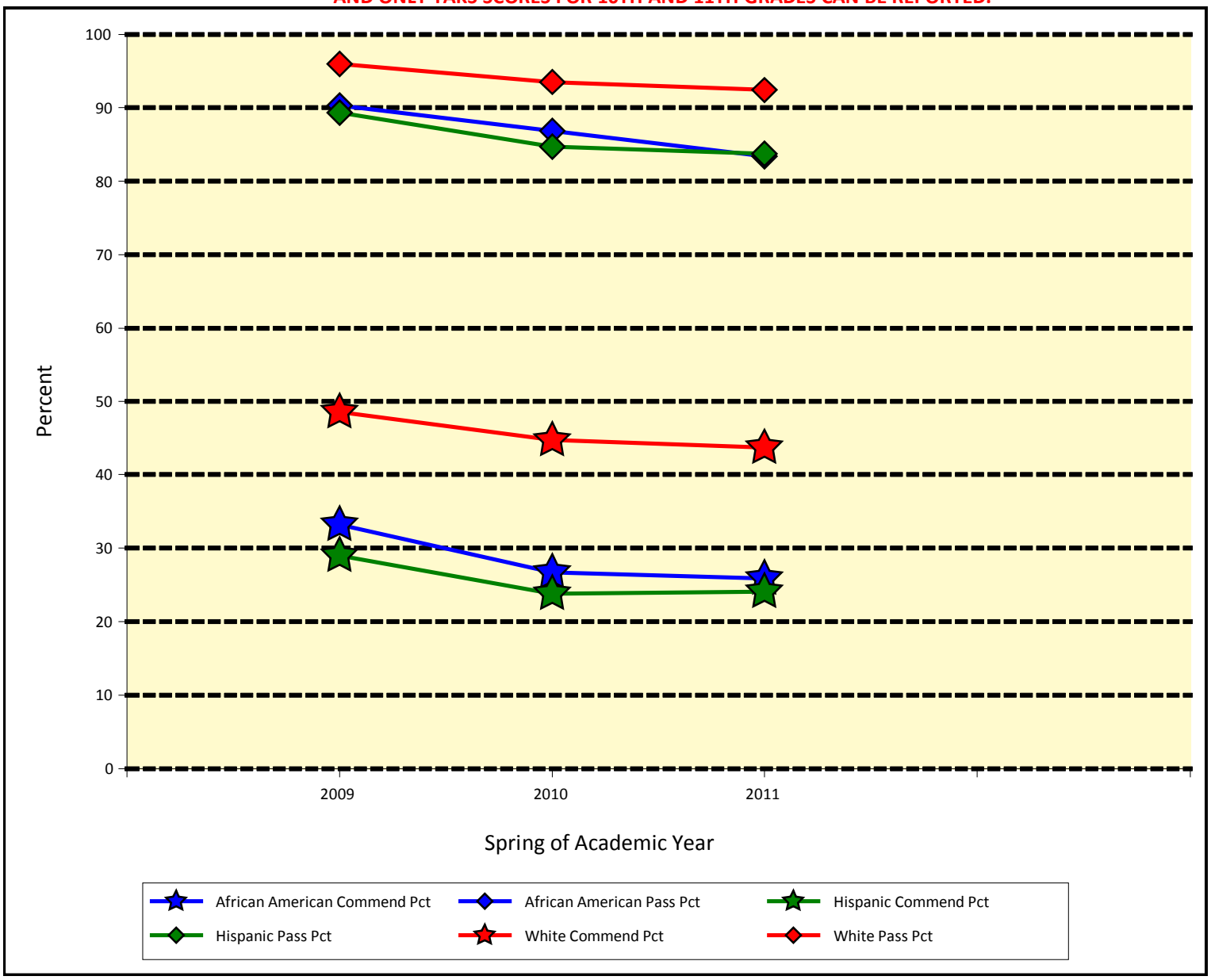
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	88.9	16.7	88.1	17.4	86.9	14.8	85.2	12.5	-3.7	-4.2
Hispanic	87.6	15.4	88.3	16.9	87.5	14.6	88.9	14.2	1.3	-1.2
White	95.6	29.3	94.8	31.9	94.4	29.1	94.6	28.6	-1.0	-0.7

[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
2009-2012
Middle School Language Arts/Reading[1]
Angelo State University

Figure 5:

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



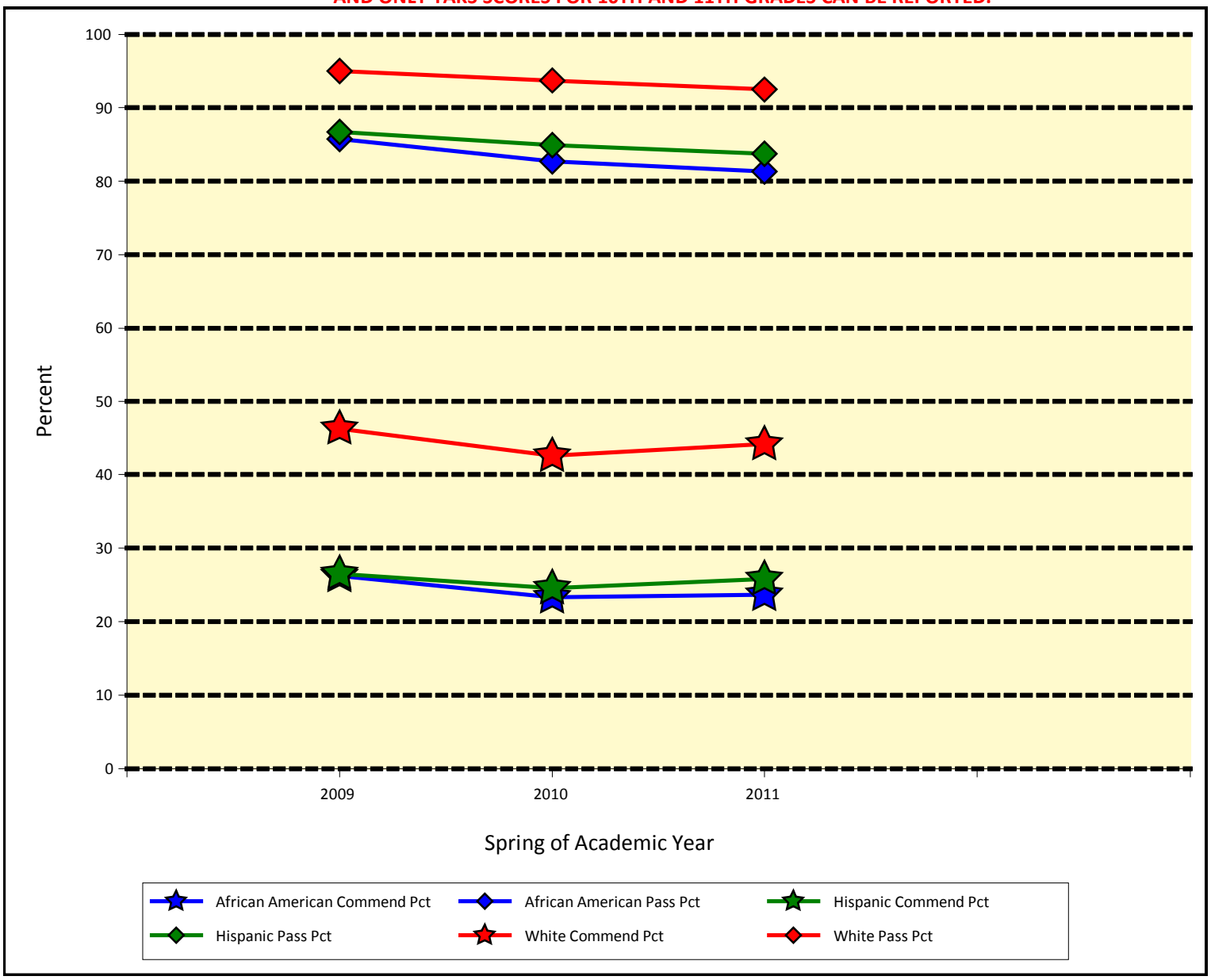
	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	90.3	33.2	86.8	26.7	83.4	25.9	-	-	-	-
Hispanic	89.3	29.0	84.7	23.8	83.7	24.1	-	-	-	-
White	96.0	48.6	93.5	44.7	92.4	43.7	-	-	-	-

[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
2009-2012
Elementary School Language Arts/Reading [1]
Angelo State University

Figure 6:

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



	2009		2010		2011		2012		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	85.7	26.2	82.7	23.3	81.3	23.7	-	-	-	-
Hispanic	86.7	26.5	84.9	24.6	83.7	25.8	-	-	-	-
White	95.0	46.3	93.7	42.6	92.5	44.2	-	-	-	-

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
VERIBEST ISD	226908001	VERIBEST H S	114	**100.0**	96.0	53.5	36.8
EULA ISD	30906001	EULA H S	91	**97.0**	93.0	48.4	20.9
WALL ISD	226906001	WALL H S	313	**96.0**	99.0	12.5	17.3
CROSS PLAINS ISD	30901001	CROSS PLAINS H S	152	**95.0**	100.0	57.9	13.2
GOLDTHWAITE ISD	167901001	GOLDTHWAITE H S	186	**95.0**	97.0	45.7	30.1
MIDLAND ISD	165901006	EARLY COLLEGE H S AT MIDLAND COLLE	251	**94.0**	100.0	51.4	76.1
HARPER ISD	86902001	HARPER H S	192	**94.0**	98.0	35.4	16.7
MASON ISD	157901001	MASON H S	196	**94.0**	98.0	55.1	46.9
WYLIE ISD	221912001	WYLIE H S	927	**94.0**	97.0	9.4	21.5
WATER VALLEY ISD	226905001	WATER VALLEY H S	152	**94.0**	96.0	36.2	19.1
ASPERMONT ISD	217901001	ASPERMONT HS	95	**93.0**	100.0	42.1	30.5
JIM NED CISD	221911001	JIM NED H S	314	**93.0**	97.0	16.6	10.2
THROCKMORTON ISD	224901001	THROCKMORTON H S	65	**93.0**	93.0	33.8	13.8
LLANO ISD	150901001	LLANO H S	525	**92.0**	99.0	51.6	22.3
CISCO ISD	67902001	CISCO H S	231	**92.0**	98.0	49.4	20.3
ROSCOE ISD	177901001	ROSCOE COLLEGIATE H S	135	**91.0**	100.0	59.3	61.5
EARLY ISD	25909001	EARLY H S	340	**91.0**	99.0	35.9	19.4
ROBY CISD	76903001	ROBY H S	80	**91.0**	97.0	51.2	35.0
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	127	**91.0**	95.0	43.3	44.9
STAMFORD ISD	127906001	STAMFORD H S	177	**91.0**	93.0	68.4	59.3
HASKELL CISD	104901001	HASKELL H S	172	**90.0**	99.0	57.0	41.9
STEPHENVILLE	72903001	STEPHENVILLE H S	996	**90.0**	94.0	38.7	31.2
EVANT ISD	50901001	EVANT H S	99	**90.0**	77.0	61.6	26.3
HAWLEY ISD	127904001	HAWLEY H S	221	**89.0**	95.0	46.2	14.9
BRACKETT ISD	136901001	BRACKETT H S	187	**88.0**	97.0	59.4	73.8
KERRVILLE ISD	133903001	TIVY H S	1,318	**88.0**	97.0	44.1	45.7
GREENWOOD ISD	165902001	GREENWOOD H S	495	**88.0**	96.0	21.8	35.6
MEDINA ISD	10901001	MEDINA H S	155	**88.0**	96.0	44.5	24.5
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	263	**88.0**	93.0	47.5	41.4
MILES ISD	200902001	MILES H S	203	**88.0**	89.0	34.5	34.0
		AVERAGE	292.4	**91.9**	95.9	43.7	32.8

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
LAMESA ISD	58906004	LAMESA SUCCESS ACADEMY	21	**14.0**	43.0	61.9	90.5
CISCO ISD	67902004	CISCO LEARNING CENTER	27	**14.0**	63.0	70.4	7.4
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	180	**27.0**	84.0	83.9	82.2
SNYDER ISD	208902004	SNYDER ACADEMY	53	**29.0**	57.0	71.7	86.8
LUEDERS-AVOCA ISD	127905001	LUEDERS-AVOCA H S	32	**50.0**	83.0	62.5	18.8
BROWNWOOD ISD	25902003	BROWNWOOD ACCELERATED H S	27	**60.0**	60.0	92.6	51.9
MARBLE FALLS ISD	27904002	FALLS CAREER H S	39	**64.0**	92.0	71.8	28.2
CROCKETT COUNTY CONS	53001001	OZONA H S	198	**65.0**	91.0	44.9	80.3
ECTOR COUNTY ISD	68901002	ODESSA H S	2,533	**66.0**	87.0	45.5	82.0
RANGER ISD	67907001	RANGER H S	114	**67.0**	85.0	68.4	14.9
BIG SPRING ISD	114901001	BIG SPRING H S	982	**67.0**	87.0	48.3	64.5
LAMESA ISD	58906001	LAMESA H S	414	**67.0**	91.0	59.4	81.2
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	109	**68.0**	89.0	67.0	40.4
INGRAM ISD	133904001	INGRAM-TOM MOORE SECONDARY CAMPUS	508	**68.0**	92.0	52.8	40.9
ECTOR COUNTY ISD	68901011	NEW TECH ODESSA	219	**70.0**	95.0	51.1	68.9
HAMILTON ISD	97902001	HAMILTON H S	231	**71.0**	89.0	47.2	20.3
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,190	**72.0**	86.0	66.6	71.5
MIDLAND ISD	165901003	MIDLAND H S	2,041	**72.0**	87.0	29.3	61.8
MULLIN ISD	167902001	MULLIN HIGH SCHOOL	55	**72.0**	89.0	96.4	32.7
FORT STOCKTON ISD	186902001	FORT STOCKTON H S	611	**73.0**	90.0	57.8	88.2
ECTOR COUNTY ISD	68901003	PERMIAN H S	2,196	**74.0**	91.0	31.3	61.0
MONAHANS-WICKETT-PY	238902001	MONAHANS H S	527	**75.0**	89.0	29.8	63.9
COPPERAS COVE ISD	50910005	CROSSROADS H S	53	**75.0**	91.0	58.5	45.3
HAMLIN ISD	127903001	HAMLIN H S	141	**75.0**	91.0	52.5	45.4
BAIRD ISD	30903001	BAIRD H S	94	**75.0**	93.0	58.5	16.0
WINTERS ISD	200904001	WINTERS H S	174	**75.0**	93.0	60.9	50.0
ROTAN ISD	76904001	ROTAN H S	96	**75.0**	94.0	54.2	46.9
BALLINGER ISD	200901001	BALLINGER H S	269	**75.0**	95.0	47.6	49.4
CRANE ISD	52901001	CRANE HIGH SCHOOL	282	**75.0**	96.0	28.0	68.4
SAN SABA ISD	206901001	SAN SABA H S	197	**76.0**	89.0	40.6	49.2
		AVERAGE	453.8	**63.5**	85.4	57.0	53.6

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	144	**93.0**	92.0	50.0	28.5
ABILENE ISD	221901048	CRAIG MIDDLE	894	**93.0**	91.0	66.2	62.9
BRACKETT ISD	136901041	BRACKETT J H	95	**92.0**	96.0	66.3	67.4
HAMILTON ISD	97902041	HAMILTON J H	210	**92.0**	96.0	48.6	21.0
LLANO ISD	150901041	LLANO J H	417	**92.0**	95.0	58.3	18.9
STAMFORD ISD	127906041	STAMFORD MIDDLE	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	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	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	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 INT	525	**89.0**	89.0	49.0	30.1
ANDREWS ISD	2901041	ANDREWS MIDDLE	715	**89.0**	87.0	47.0	67.4
		AVERAGE	343.4	**92.6**	92.7	51.0	38.9

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

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 J H	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
GORMAN ISD	67904042	GORMAN MIDDLE	80	**68.0**	81.0	67.5	47.5
SAN FELIPE-DEL RIO CISD	233901104	SAN FELIPE MEMORIAL MIDDLE	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
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	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	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	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
MIDLAND ISD	165901045	SAN JACINTO JUNIOR HIGH	668	**80.0**	87.0	53.3	71.3
CENTER POINT ISD	133901041	CENTER POINT MIDDLE	139	**80.0**	91.0	75.5	48.2
		AVERAGE	517.8	**73.3**	84.6	60.4	65.2

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Angelo State University

Table 5:

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 INT	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 EL	534	**98.0**	98.0	51.1	47.2
MASON ISD	157901101	MASON EL	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 EL 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

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

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *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
BIG SPRING ISD	114901041	GOLIAD INT	603	**66.0**	72.0	70.3	70.8
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 INT	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	CROCKETT EL	427	**69.0**	72.0	86.4	98.8
MIDLAND ISD	165901117	SOUTH EL	462	**69.0**	72.0	85.5	96.8
REAGAN COUNTY ISD	192901101	REAGAN COUNTY EL	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 EL	527	**70.0**	79.0	65.7	47.6
INGRAM ISD	133904101	INGRAM EL	536	**70.0**	86.0	72.2	41.8
SAN FELIPE-DEL RIO CISD	233901112	DR FERMIN CALDERON EL	714	**71.0**	73.0	78.7	96.5
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 EL	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 EL	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
		AVERAGE	439.3	**69.3**	76.3	74.6	70.5

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
CROSS PLAINS ISD	30901001	CROSS PLAINS H S	152	**100.0**	95.0	57.9	13.2
MIDLAND ISD	165901006	EARLY COLLEGE H S AT MIDLAND COLLE	251	**100.0**	94.0	51.4	76.1
ASPERMONT ISD	217901001	ASPERMONT HS	95	**100.0**	93.0	42.1	30.5
ROSCOE ISD	177901001	ROSCOE COLLEGIATE H S	135	**100.0**	91.0	59.3	61.5
MIDLAND ISD	165901004	VIOLA M COLEMAN H S	114	**100.0**	86.0	47.4	88.6
RISING STAR ISD	67908001	RISING STAR H S	73	**100.0**	76.0	67.1	17.8
WALL ISD	226906001	WALL H S	313	**99.0**	96.0	12.5	17.3
LLANO ISD	150901001	LLANO H S	525	**99.0**	92.0	51.6	22.3
EARLY ISD	25909001	EARLY H S	340	**99.0**	91.0	35.9	19.4
HASKELL CISD	104901001	HASKELL H S	172	**99.0**	90.0	57.0	41.9
HARPER ISD	86902001	HARPER H S	192	**98.0**	94.0	35.4	16.7
MASON ISD	157901001	MASON H S	196	**98.0**	94.0	55.1	46.9
CISCO ISD	67902001	CISCO H S	231	**98.0**	92.0	49.4	20.3
IRAAN-SHEFFIELD ISD	186903001	IRAAN H S	109	**98.0**	82.0	22.0	57.8
GOLDTHWAITE ISD	167901001	GOLDTHWAITE H S	186	**97.0**	95.0	45.7	30.1
WYLIE ISD	221912001	WYLIE H S	927	**97.0**	94.0	9.4	21.5
JIM NED CISD	221911001	JIM NED H S	314	**97.0**	93.0	16.6	10.2
ROBY CISD	76903001	ROBY H S	80	**97.0**	91.0	51.2	35.0
BRACKETT ISD	136901001	BRACKETT H S	187	**97.0**	88.0	59.4	73.8
KERRVILLE ISD	133903001	TIVY H S	1,318	**97.0**	88.0	44.1	45.7
MAY ISD	25905001	MAY H S	106	**97.0**	81.0	46.2	11.3
VERIBEST ISD	226908001	VERIBEST H S	114	**96.0**	100.0	53.5	36.8
WATER VALLEY ISD	226905001	WATER VALLEY H S	152	**96.0**	94.0	36.2	19.1
GREENWOOD ISD	165902001	GREENWOOD H S	495	**96.0**	88.0	21.8	35.6
MEDINA ISD	10901001	MEDINA H S	155	**96.0**	88.0	44.5	24.5
BRECKENRIDGE ISD	215901001	BRECKENRIDGE H S	362	**96.0**	87.0	48.1	40.6
IRION COUNTY ISD	118902001	IRION H S	183	**96.0**	87.0	45.9	38.3
COAHOMA ISD	114902001	COAHOMA H S	225	**96.0**	85.0	28.4	36.9
NUECES CANYON CISD	69902001	NUECES CANYON JH/HS	153	**96.0**	83.0	73.2	48.4
EASTLAND ISD	67903001	EASTLAND H S	325	**96.0**	78.0	46.5	25.2
		AVERAGE	272.7	**97.7**	89.5	43.8	35.4

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2012

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
LAMESA ISD	58906004	LAMESA SUCCESS ACADEMY	21	**43.0**	14.0	61.9	90.5
SNYDER ISD	208902004	SNYDER ACADEMY	53	**57.0**	29.0	71.7	86.8
BROWNWOOD ISD	25902003	BROWNWOOD ACCELERATED H S	27	**60.0**	60.0	92.6	51.9
CISCO ISD	67902004	CISCO LEARNING CENTER	27	**63.0**	14.0	70.4	7.4
ROCKSPRINGS ISD	69901001	ROCKSPRINGS H S	78	**75.0**	80.0	67.9	85.9
EVANT ISD	50901001	EVANT H S	99	**77.0**	90.0	61.6	26.3
KNOX CITY-O'BRIEN CISD	138902001	KNOX CITY H S	62	**78.0**	78.0	64.5	48.4
LUEDERS-AVOCA ISD	127905001	LUEDERS-AVOCA H S	32	**83.0**	50.0	62.5	18.8
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	180	**84.0**	27.0	83.9	82.2
RANGER ISD	67907001	RANGER H S	114	**85.0**	67.0	68.4	14.9
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,190	**86.0**	72.0	66.6	71.5
ECTOR COUNTY ISD	68901002	ODESSA H S	2,533	**87.0**	66.0	45.5	82.0
BIG SPRING ISD	114901001	BIG SPRING H S	982	**87.0**	67.0	48.3	64.5
MIDLAND ISD	165901003	MIDLAND H S	2,041	**87.0**	72.0	29.3	61.8
ANDREWS ISD	2901001	ANDREWS H S	862	**88.0**	80.0	28.2	64.0
BURNET CISD	27903001	BURNET H S	924	**88.0**	81.0	48.1	23.9
SONORA ISD	218901001	SONORA H S	257	**88.0**	81.0	40.9	72.4
GORMAN ISD	67904001	GORMAN H S	75	**88.0**	84.0	57.3	41.3
STERLING CITY ISD	216901001	STERLING CITY H S	60	**88.0**	87.0	31.7	48.3
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	109	**89.0**	68.0	67.0	40.4
HAMILTON ISD	97902001	HAMILTON H S	231	**89.0**	71.0	47.2	20.3
MULLIN ISD	167902001	MULLIN HIGH SCHOOL	55	**89.0**	72.0	96.4	32.7
MONAHANS-WICKETT-PY	238902001	MONAHANS H S	527	**89.0**	75.0	29.8	63.9
SAN SABA ISD	206901001	SAN SABA H S	197	**89.0**	76.0	40.6	49.2
BURNET CISD	27903003	QUEST	27	**89.0**	78.0	74.1	14.8
MIDLAND ISD	165901002	LEE H S	2,133	**89.0**	78.0	31.2	64.0
SNYDER ISD	208902001	SNYDER H S	650	**89.0**	85.0	38.6	54.2
MILES ISD	200902001	MILES H S	203	**89.0**	88.0	34.5	34.0
FORT STOCKTON ISD	186902001	FORT STOCKTON H S	611	**90.0**	73.0	57.8	88.2
MUNDAY CISD	138903001	MUNDAY SECONDARY	168	**90.0**	80.0	61.3	63.7
		AVERAGE	484.3	**82.4**	68.1	56.0	52.3

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 JUNIOR HIGH	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 J H	95	**96.0**	92.0	66.3	67.4
HAMILTON ISD	97902041	HAMILTON J H	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	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 J H	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	HENDERSON 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	144	**92.0**	93.0	50.0	28.5
STAMFORD ISD	127906041	STAMFORD MIDDLE	121	**92.0**	91.0	69.4	64.5
TAHOKA ISD	153904041	TAHOKA MIDDLE	143	**91.0**	95.0	60.1	63.6
KERRVILLE ISD	133903104	B T WILSON SIXTH GRADE SCHOOL	359	**91.0**	94.0	57.7	52.6
		AVERAGE	231.2	**94.5**	90.8	49.4	36.6

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

Angelo State University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
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	768	75.0	69.0	73.7	95.8
BIG SPRING ISD	114901043	BIG SPRING J H	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	532	79.0	77.0	68.4	88.7
DUBLIN ISD	72902041	DUBLIN J H	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	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	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	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 J H	794	86.0	81.0	58.1	73.6
BRADY ISD	160901041	BRADY MIDDLE	304	86.0	82.0	64.8	49.3
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	464.5	83.0	75.6	63.3	62.2

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2011

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 EL	534	**98.0**	98.0	51.1	47.2
MASON ISD	157901101	MASON EL	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 INT	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 EL 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

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

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving *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
BIG SPRING ISD	114901041	GOLIAD INT	603	**72.0**	66.0	70.3	70.8
MIDLAND ISD	165901105	CROCKETT EL	427	**72.0**	69.0	86.4	98.8
MIDLAND ISD	165901117	SOUTH EL	462	**72.0**	69.0	85.5	96.8
MIDLAND ISD	165901104	BURNET EL	580	**72.0**	74.0	77.2	81.6
SAN FELIPE-DEL RIO CISD	233901112	DR FERMIN CALDERON EL	714	**73.0**	71.0	78.7	96.5
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 EL	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 EL	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 EL	381	**79.0**	69.0	61.2	83.7
GRAPE CREEK ISD	226907101	GRAPE CREEK EL	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 EL	398	**79.0**	83.0	80.9	89.4
		AVERAGE	481.3	**74.4**	72.8	75.7	77.9

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

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2008-2012) describing university enrollment, degrees awarded and the number of teachers produced. The Teachers Produced by Pathway section shows teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from FY2002 through FY2012 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a program during the complete academic year (fiscal year) from September 1st through August 31st. For example, the 2012 production counts include university completers from all university pathways who obtained certification from September 1, 2011 through August 31, 2012.

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

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

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

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

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

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

Five-Year University Production Trends

2008-2012

Angelo State University

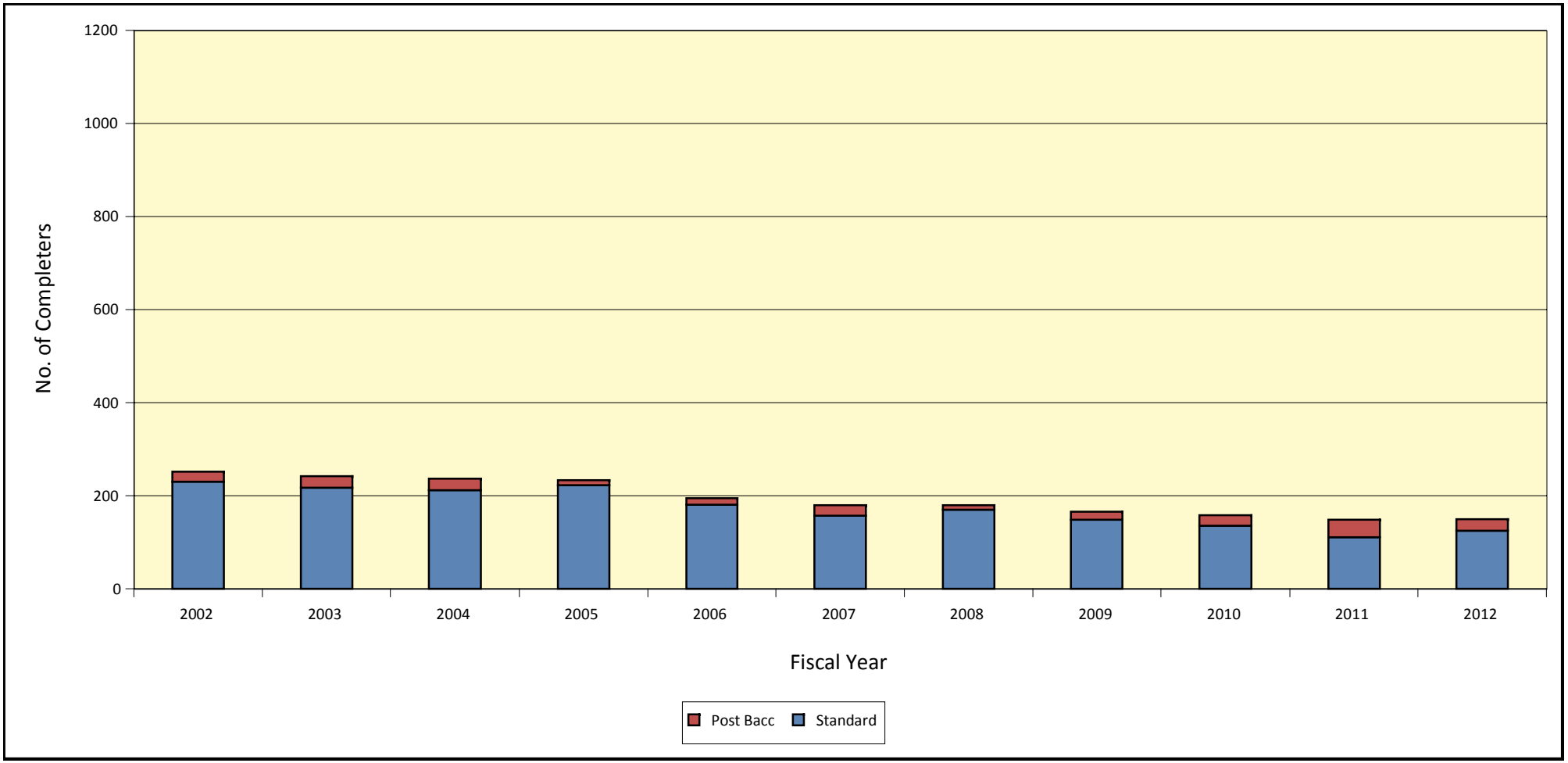
University Production	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1,4]	**6,185**	**6,113**	**6,376**	**7,077**	**6,826**	**10.4%**
Undergraduate	5,718	5,592	5,767	6,157	5,881	2.9%
Masters	378	465	506	754	789	108.7%
Degrees Awarded (Spring of academic year)						
Total [2]	**998**	**1,049**	**1,098**	**1,147**	**1,343**	**34.6%**
Baccalaureate Degrees	785	782	816	805	932	18.7%
Mathematics	17	11	15	15	17	0.0%
Biological Science	34	37	40	39	46	35.3%
Physical Science	14	14	14	6	22	57.1%
Masters	143	169	157	187	251	75.5%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**180**	**166**	**158**	**148**	**149**	**-17.2%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	10	18	22	37	24	140.0%
Traditional Undergraduate Certified	170	148	136	111	125	-26.5%

[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 2002-2012 [2]

Angelo State University



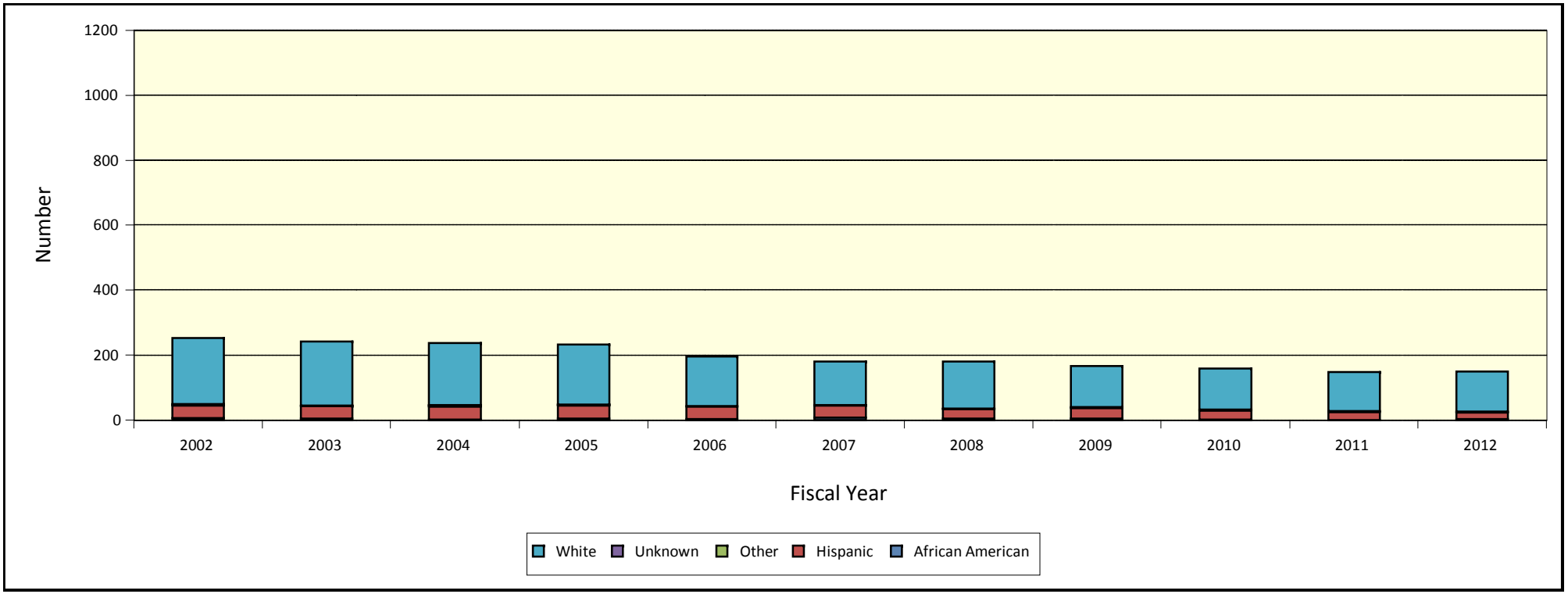
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012		2011-2012	2007-2012
252	242	237	233	195	180	180	166	158	148	149	**2,140**	**0.7%**	**-17.2%**

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 2002-2012 [2]

Angelo State University



	Fiscal Year											3-Year Change	5-Year Change
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2009-2012	2007-2012
African American	6	4	2	5	3	7	5	5	2	0	3	-2	-4
Hispanic	38	39	40	39	39	37	29	32	28	24	20	-12	-17
Other	4	2	2	3	1	2	1	3	2	3	3	0	1
Unknown	1	0	2	1	0	0	0	0	0	0	0	0	0
White	203	197	191	185	152	134	145	126	126	121	123	-3	-11
TOTAL	**252**	**242**	**237**	**233**	**195**	**180**	**180**	**166**	**158**	**148**	**149**		

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

Initial Certification Production by Level [1]
FY 2003-2012 [2]
Angelo State University

Certificate	Fiscal Year 2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	5-Year Average 2008-2012
ELEMENTARY (EC-4 and EC-6)											
Bilingual Spanish	0	0	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	4	95	118	97	84	88	87	78	64	77	78.8
Other [5]	145	37	0	1	0	0	0	0	0	0	0.0
Subtotal	**149**	**132**	**118**	**98**	**84**	**88**	**87**	**78**	**64**	**77**	**78.8**
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	6	0	3	6	4	9	17	27	25	16.4
ELA/Reading	0	2	2	5	5	4	0	2	3	4	2.6
ELA/Reading/Social Studies	0	0	0	0	0	0	0	0	0	0	0.0
Mathematics	0	3	7	3	3	3	5	5	2	5	4.0
Mathematics/Science	0	0	1	4	1	2	2	3	0	0	1.4
Science	0	1	1	1	3	3	1	2	1	0	1.4
Social Studies	0	0	1	1	1	0	1	2	0	0	0.6
Subtotal	**0**	**12**	**12**	**17**	**19**	**16**	**18**	**31**	**33**	**34**	**26.4**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technology Applications [7]	0	0	0	0	0	0	0	1	1	1	0.6
Chemistry	4	0	1	0	0	0	1	1	0	1	0.6
Computer Science	0	0	1	0	0	0	0	0	0	0	0.0
Dance	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	1	7	7	6	10	9	9	9	9	8	8.8
History	11	6	2	4	3	4	4	6	5	2	4.2
Journalism	0	2	1	0	0	1	0	1	1	0	0.6
Life Sciences	0	2	5	3	4	5	5	9	7	2	5.6
Mathematics	11	7	14	9	5	8	7	5	9	10	7.8
Physical Science	4	2	1	1	1	0	0	0	1	0	0.2
Physical Sc/Math/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physics	0	1	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	0	0	0	1	0	0	0.2
Science	3	1	0	0	0	0	0	0	0	0	0.0
Secondary French	1	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
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0.0
Secondary Spanish	11	7	4	3	6	6	6	2	3	0	3.4
Social Studies	2	2	4	1	2	4	3	2	2	1	2.4
Speech	4	3	0	5	1	7	5	7	2	1	4.4
Technology Applications	0	2	0	0	0	0	0	0	0	0	0.0
Subtotal	**52**	**42**	**40**	**32**	**32**	**44**	**40**	**44**	**40**	**26**	**38.8**
ALL LEVEL (EC-12 and PK-12)											
American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	0	0	0	0	0	0	0.0
Fine Arts [8]	3	8	7	2	6	13	7	11	9	7	9.4
Health and Phy Education	2	10	22	42	41	35	27	17	11	14	20.8
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	1	1	0.4
Special Education [9]	19	17	8	14	10	16	16	13	13	26	16.8
Technology Applications	0	1	0	0	0	0	0	0	0	0	0.0
Subtotal	**24**	**36**	**37**	**58**	**57**	**64**	**50**	**41**	**34**	**48**	**89.8**
SUPPLEMENTALS											
Bilingual	0	0	0	0	0	0	0	0	0	0	0.0
ESL	2	0	0	0	0	0	1	1	0	0	0.4
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education [9]	0	0	1	7	4	1	0	1	0	0	0.4
Subtotal	**2**	**0**	**1**	**7**	**4**	**1**	**1**	**2**	**0**	**0**	**0.8**

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

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

FY 2002-2012 [2]

Angelo State University

Production Entity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
Tarleton State University	341	458	437	412	411	350	397	318	300	317	293	**4,034**
Angelo State University	**252**	**242**	**237**	**233**	**195**	**180**	**180**	**166**	**158**	**148**	**149**	**2,140**
University of Texas - Permian Basin	145	186	242	150	148	164	112	136	132	122	98	**1,635**
Abilene Christian University	154	143	148	114	120	92	111	100	95	47	71	**1,195**
Region 18 Education Service Center	115	83	79	73	90	68	106	103	109	82	60	**968**
Hardin-Simmons University	90	81	81	73	55	77	80	58	58	44	60	**757**
McMurry University	58	74	63	69	78	64	60	75	83	49	62	**735**
Howard Payne University	63	54	59	59	65	48	36	39	43	30	35	**531**
Schreiner University	30	37	47	41	30	19	39	22	17	23	19	**324**
Region 14 Education Service Center	11	15	13	21	14	14	17	22	22	27	30	**206**
Region 15 Education Service Center	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**1,259**	**1,373**	**1,406**	**1,245**	**1,206**	**1,076**	**1,138**	**1,039**	**1,017**	**889**	**877**	**12,525**

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

D.
Professional Impact Trend Reports

SECTION D:
Professional Impact Trend Reports

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

D.1 a-c: Teacher Hiring in the Proximal Zone of Professional Impact. These three reports show school district hiring patterns in the PZPI by comparing the supply of new teacher FTEs provided by a preparation program to the total FTEs hired by subject area and school level. The category "Teachers Supplied" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI who obtained probationary or standard certification from the preparation program in FY2012 with no prior teaching experience. The category "District Hires" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) employed in the PZPI in AY 2012-2013. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI.

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

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. Two charts provide information regarding the highest employing districts of the university's teachers. The first chart on the page provides information about teachers from all university pathways who received a standard certificate in 2011-2012. The second chart shows all target university-prepared teachers employed by a district from 1995-2013. See Attachment 3 to view the full hiring pattern report.

D.4 a-c: Percentage of University Completers in the Proximal Zone of Professional Impact by Level. This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) certified through the university's preparation program since 1995 who are employed at a campus within the PZPI by level. The first four columns of each report provides the name of the district, campus code, percent of school students classified as economically disadvantaged, and campus name, respectively. The "# School FTEs" column shows the total number of FTEs for all teachers of record working at the campus. The "# Univ FTEs" and the "% Univ FTEs" columns provides the total number and percent of FTEs employed at that campus who obtained certification from the target university's preparation program from 1995 through 2012.

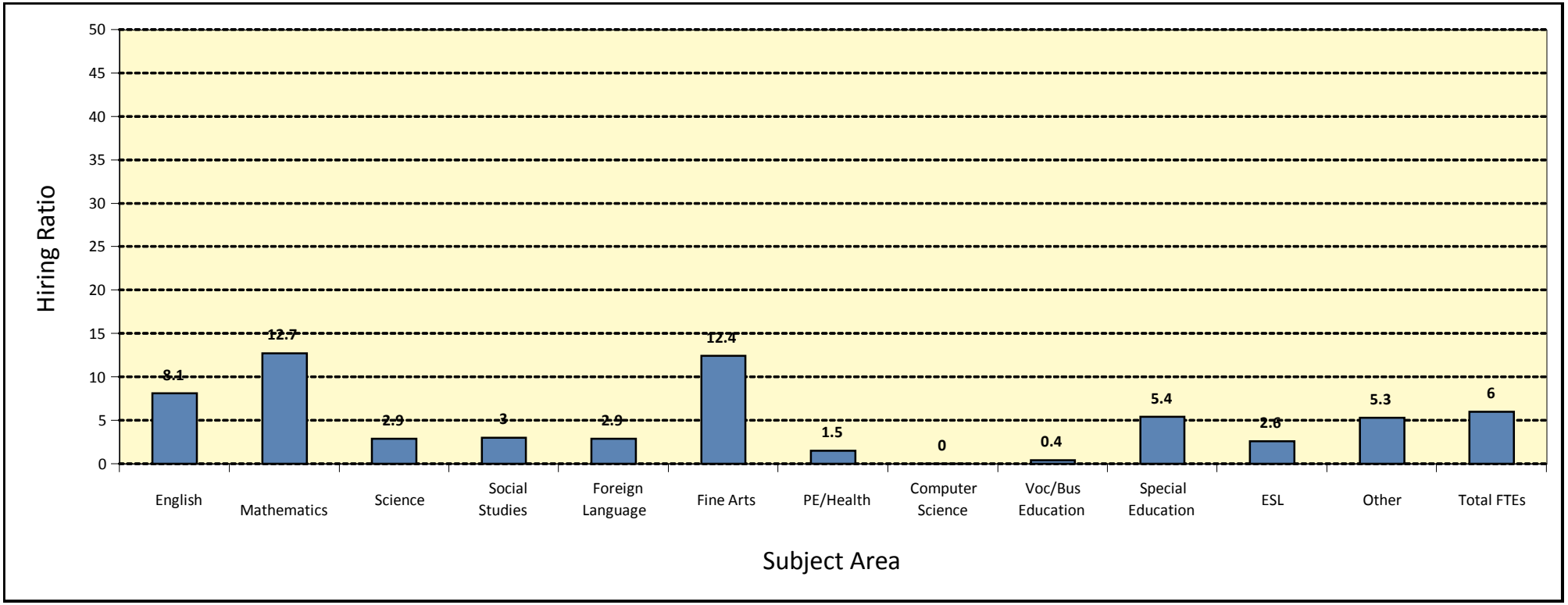
D.5: Comparison of Teacher Retention Trends. *D.5.a: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for individuals obtaining a standard or probationary certificate in 2007-2008 who became employed in a Texas public school in the 2008-2009 academic year with no prior teaching experience. The retention rate for spring 2009 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2008-2009 academic years. Retention has been broken down comparing the target university with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.b-d: Five-Year Retention of First-Year Teachers by School Level.* These analyses further augment the five-year retention trends by disaggregating five-year retention rates and attrition rates for selected groups by high, middle, and elementary school level. Numbers less than 10 are not graphically represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2012-2013



Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied [1]	3.2	5.4	1.0	0.7	0.2	2.7	0.4	0.0	0.1	1.1	0.1	0.6	**15.4**
District Hires[2]	39.6	42.6	34.4	23.4	6.9	21.7	26.6	0.4	26.4	20.4	3.8	11.3	**258.5**
Hiring Ratio [3]	**8.1%**	**12.7%**	**2.9%**	**3.0%**	**2.9%**	**12.4%**	**1.5%**	**0.0%**	**0.4%**	**5.4%**	**2.6%**	**5.3%**	**6.0%**

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

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

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

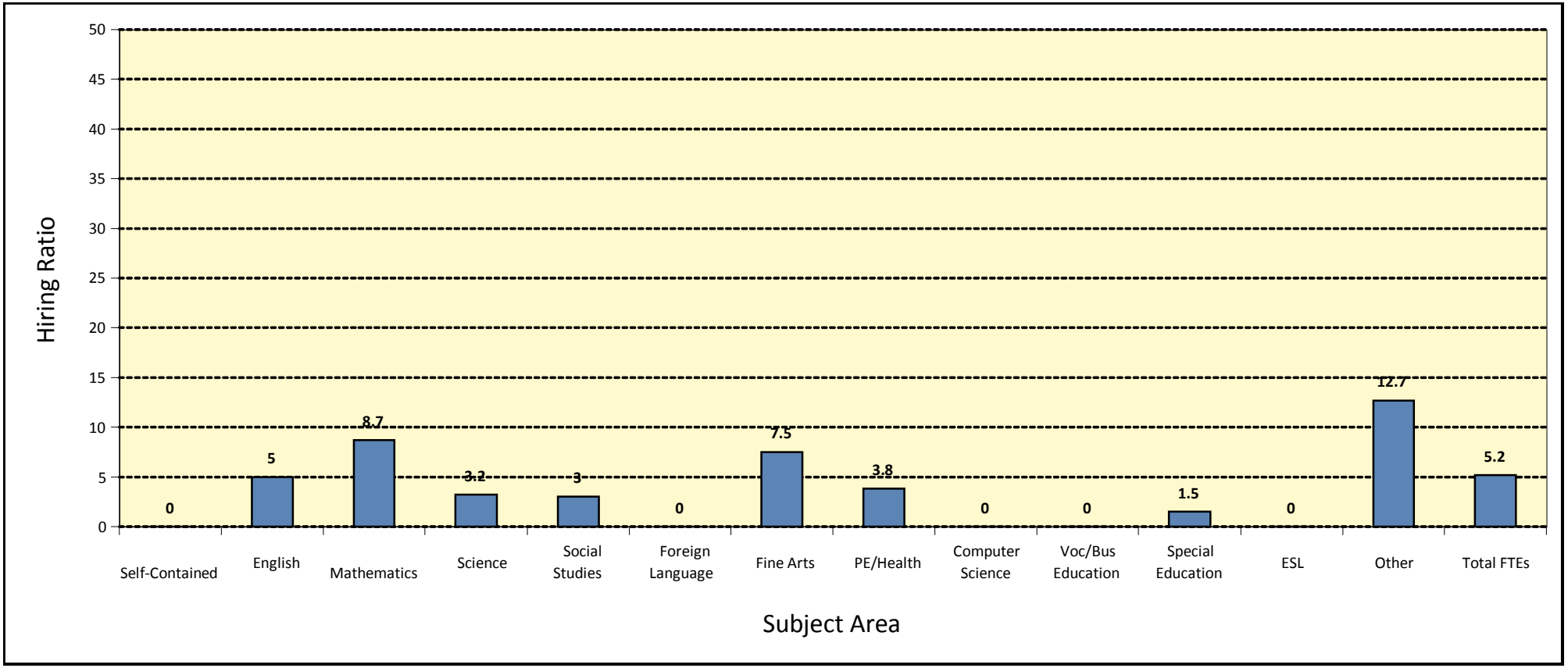
Source Data
Teacher Assignment and Certification Files, TEA

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2012-2013



Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	2.3	3.3	1.0	0.9	0.0	1.7	0.9	0.0	0.0	0.2	0.0	1.8	12.1
District Hires[2]	0.8	46.3	38.1	30.8	30.2	2.7	22.6	24.0	2.3	4.0	13.3	4.4	14.2	233.7
Hiring Ratio[3]	**0.0%**	**5.0%**	**8.7%**	**3.2%**	**3.0%**	**0.0%**	**7.5%**	**3.8%**	**0.0%**	**0.0%**	**1.5%**	**0.0%**	**12.7%**	**5.2%**

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

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

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

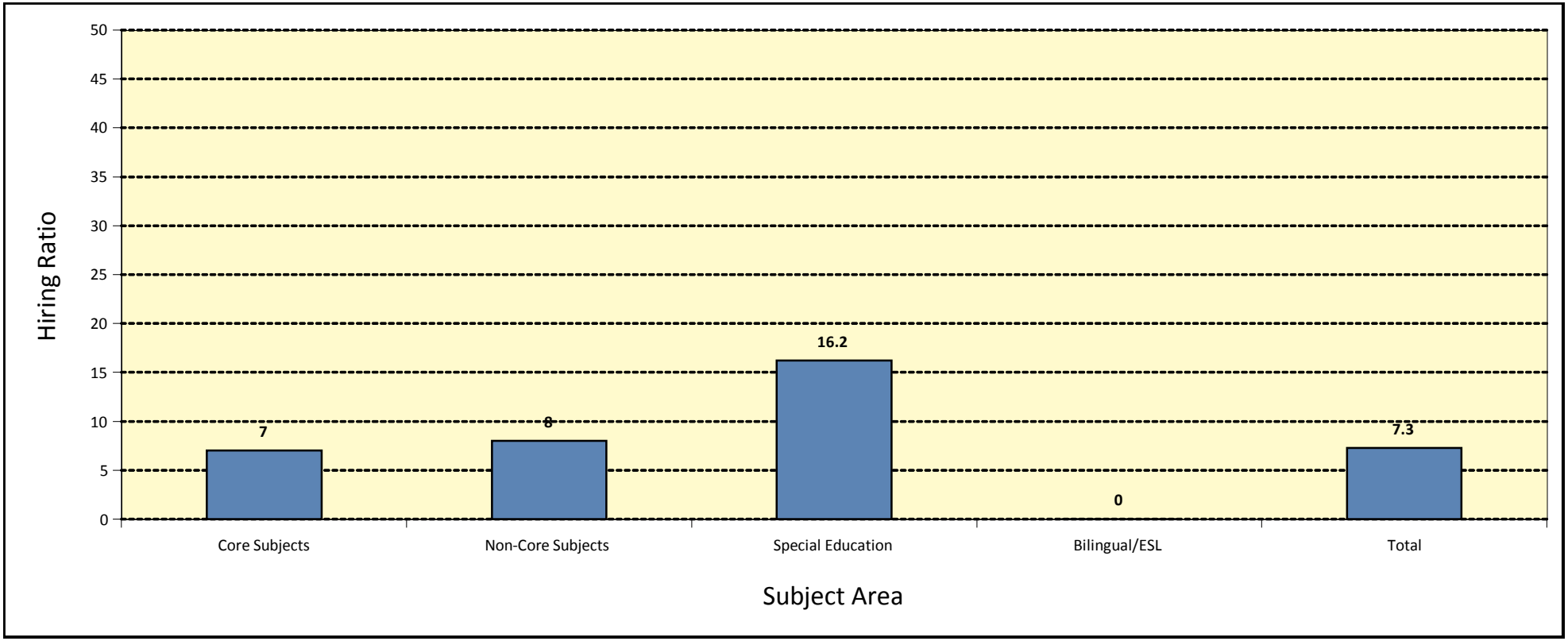
Source Data
Teacher Assignment and Certification Files, TEA

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2012-2013



Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	28.2	7.4	6.0	0.0	41.6
District Hires [2]	401.3	92.5	37.1	36.4	567.3
Hiring Ratio [3]	**7.0%**	**8.0%**	**16.2%**	**0.0%**	**7.3%**

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

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

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

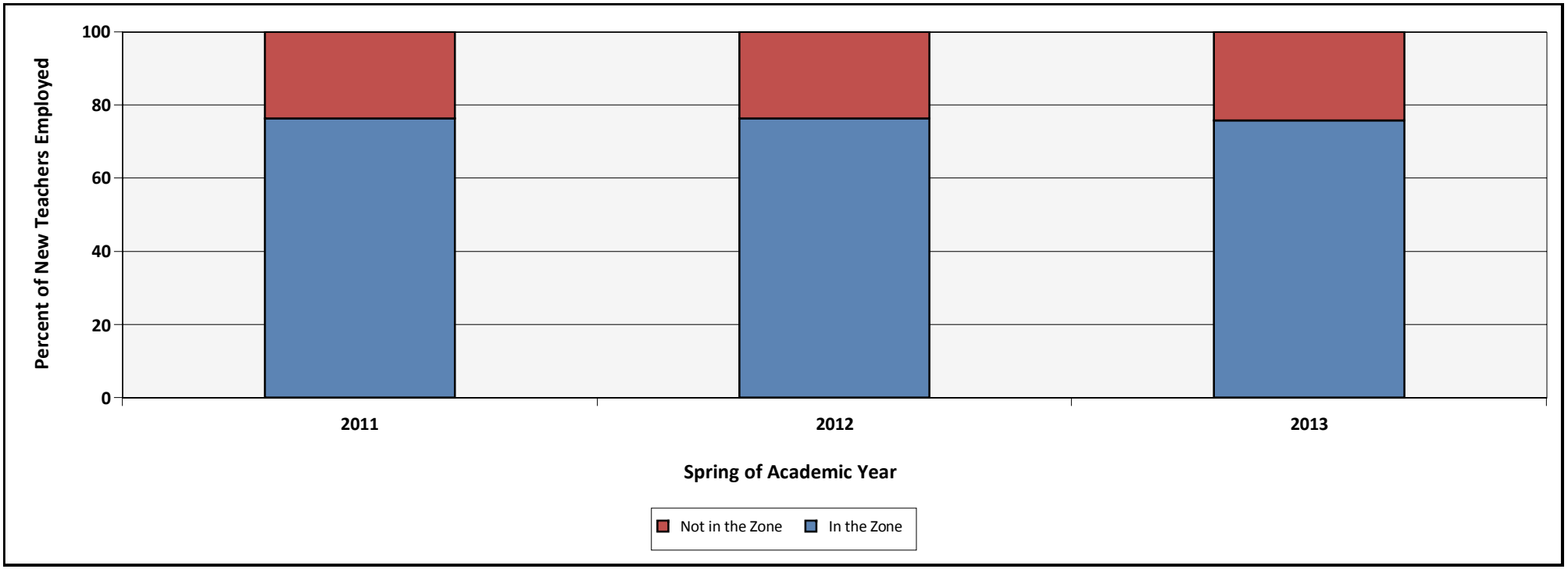
4 Core subjects are subjects that are TAKS tested.

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

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

2011-2013

Angelo State University



	New Teachers Employed						
	2011		2012		2013		% Change
	Number	Percent	Number	Percent	Number	Percent	2011 to 2013
In the Zone	68	76.4	58	76.3	75	75.8	-0.6
Not in the Zone	21	23.6	18	23.7	24	24.2	0.6
Total	**89**	**100.0**	**76**	**100.0**	**99**	**100.0**	**0.0**

District Hiring Patterns of University-Prepared Teachers in PZPI
2012-2013
Angelo State University

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

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

Employing District	University-Prepared Employed by District in 2012-2013	New Teachers Employed by District in 2012-2013	% University Newly-Certified Compared to New Teachers Employed
EDEN CISD	2	2	100.0
IRION COUNTY ISD	1	1	100.0
MASON ISD	1	1	100.0
MILES ISD	2	2	100.0
SANDS CISD	1	1	100.0
TERRELL COUNTY ISD	1	1	100.0
GRAPE CREEK ISD	4	8	50.0
HAMLIN ISD	1	2	50.0
SAN ANGELO ISD	29	72	40.3
ASPERMONT ISD	1	3	33.3
CHEROKEE ISD	1	3	33.3
VERIBEST ISD	1	3	33.3
REAGAN COUNTY ISD	3	10	30.0
CRANE ISD	1	5	20.0
IRAAN-SHEFFIELD ISD	1	5	20.0

All Teachers Certified

Employing District	University-Prepared (1994-1995-2011-2012) Employed by District in 2012-2013	Total Teachers Employed by District in 2012-2013	Percent of Univ-Prepared Teachers in District
GRAPE CREEK ISD	31	67	46.3
VERIBEST ISD	11	24	45.8
MILES ISD	18	41	43.9
SAN ANGELO ISD	388	909	42.7
CHRISTOVAL ISD	15	39	38.5
OLFEN ISD	3	8	37.5
WALL ISD	40	107	37.4
REAGAN COUNTY ISD	26	74	35.1
SCHLEICHER ISD	19	62	30.6
STERLING CITY ISD	7	24	29.2
PAINT ROCK ISD	6	21	28.6
GLASSCOCK COUNTY ISD	9	32	28.1
EDEN CISD	7	25	28.0
BALLINGER ISD	24	86	27.9
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]

2011-2012

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	14.3	SAN ANGELO STATE SCHOOL	1.0	1.0	**100.0**
SAN ANGELO ISD	226903109	0.0	DAY HEAD START	2.0	1.0	**50.0**
GRAPE CREEK ISD	226907001	54.1	GRAPE CREEK H S	28.5	12.1	**42.3**
WALL ISD	226906001	12.5	WALL H S	32.6	11.1	**33.9**
GLASSCOCK COUNTY ISD	87901001	43.3	GLASSCOCK COUNTY H S	13.4	4.5	**33.6**
MILES ISD	200902001	34.5	MILES H S	20.2	6.7	**33.4**
SCHLEICHER ISD	207901001	43.2	ELDORADO H S	24.6	8.2	**33.2**
SAN ANGELO ISD	226903041	44.5	CENTRAL FRESHMAN CAMPUS	46.8	14.8	**31.6**
WALL ISD	226906002	42.9	FAIRVIEW ACCELERATED	4.3	1.3	**31.2**
SAN ANGELO ISD	226903002	66.6	LAKE VIEW H S	101.5	30.6	**30.2**
SAN ANGELO ISD	226903001	40.7	CENTRAL H S	134.2	40.0	**29.8**
IRION COUNTY ISD	118902001	45.9	IRION H S	18.7	5.5	**29.5**
MENARD ISD	164901001	55.8	MENARD H S	12.5	3.7	**29.4**
EDEN CISD	48901001	58.7	EDEN H S	12.2	3.5	**29.1**
VERIBEST ISD	226908001	53.5	VERIBEST H S	11.4	3.3	**28.9**
ROBERT LEE ISD	41902001	58.5	ROBERT LEE H S	14.6	4.2	**28.7**
SONORA ISD	218901001	40.9	SONORA H S	30.5	8.6	**28.1**
BRADY ISD	160901001	50.2	BRADY H S	28.8	7.3	**25.4**
STERLING CITY ISD	216901001	31.7	STERLING CITY H S	9.7	2.4	**24.9**
REAGAN COUNTY ISD	192901001	45.9	REAGAN COUNTY H S	25.0	6.0	**24.0**
WALL ISD	226906005	50.0	FAIRVIEW ACCELERATED DAEP	0.8	0.2	**23.3**
BALLINGER ISD	200901001	47.6	BALLINGER H S	30.1	6.5	**21.5**
WINTERS ISD	200904001	60.9	WINTERS H S	18.1	3.4	**19.0**
COAHOMA ISD	114902001	28.4	COAHOMA H S	19.5	3.7	**18.8**
WATER VALLEY ISD	226905001	36.2	WATER VALLEY H S	13.9	2.5	**17.9**
HARPER ISD	86902001	35.4	HARPER H S	20.7	3.5	**16.8**
BRONTE ISD	41901001	38.0	BRONTE H S	18.1	3.0	**16.6**

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

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

2011-2012

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
MENARD ISD	164901041	64.7	MENARD J H	4.4	2.2	**51.2**
GRAPE CREEK ISD	226907041	60.0	GRAPE CREEK MIDDLE	18.5	9.1	**49.2**
SAN ANGELO ISD	226903043	63.1	LEE MIDDLE	60.6	27.0	**44.6**
SAN ANGELO ISD	226903042	49.5	GLENN MIDDLE	71.3	29.9	**41.9**
SAN ANGELO ISD	226903045	76.4	LINCOLN MIDDLE	58.8	23.1	**39.2**
REAGAN COUNTY ISD	192901041	59.1	REAGAN COUNTY MIDDLE	14.0	5.0	**35.7**
WALL ISD	226906041	14.0	WALL MIDDLE	24.0	7.3	**30.4**
BALLINGER ISD	200901041	58.7	BALLINGER J H	20.8	5.2	**25.0**
SONORA ISD	218901041	0.5	SONORA J H	22.3	5.3	**23.9**
BRADY ISD	160901041	68.2	BRADY MIDDLE	25.9	5.7	**21.9**
WINTERS ISD	200904041	65.9	WINTERS J H	10.6	2.3	**21.5**
IRAAN-SHEFFIELD ISD	186903041	26.5	IRAAN J H	8.7	1.8	**20.9**
SCHLEICHER ISD	207901041	60.0	ELDORADO MIDDLE	17.3	3.4	**19.7**
COLORADO ISD	168901041	62.4	COLORADO MIDDLE	24.4	4.7	**19.2**
GORMAN ISD	67904042	73.4	GORMAN MIDDLE	5.4	1.0	**18.5**
GOLDTHWAITE ISD	167901002	48.1	GOLDTHWAITE MIDDLE	12.0	2.0	**16.6**
BRACKETT ISD	136901041	57.0	BRACKETT J H	7.5	1.2	**16.4**
COAHOMA ISD	114902041	42.4	COAHOMA J H	11.6	1.5	**13.3**
COLEMAN ISD	42901041	53.4	COLEMAN J H	17.9	2.2	**12.4**
MCCAMEY ISD	231901041	66.9	MCCAMEY MIDDLE	12.4	1.5	**12.2**
BIG SPRING ISD	114901043	67.4	BIG SPRING J H	53.8	6.2	**11.5**
ANDREWS ISD	2901041	42.4	ANDREWS MIDDLE	44.7	5.0	**11.2**
SWEETWATER ISD	177902041	63.2	SWEETWATER MIDDLE	35.6	4.0	**11.2**
HAMLIN ISD	127903041	64.6	HAMLIN MIDDLE	9.3	1.0	**10.7**
ANSON ISD	127901041	61.9	ANSON MIDDLE	15.1	1.5	**10.0**
RANGER ISD	67907041	77.1	RANGER MIDDLE	8.3	0.8	**9.7**
MONAHANS-WICKETT-PYOTE ISD	238902041	47.4	WALKER J H	19.9	1.7	**8.6**

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

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

2011-2012

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	60.6	HOLIMAN EL	22.1	15.0	**67.9**
SAN ANGELO ISD	226903113	79.6	GOLIAD EL	33.2	20.0	**60.2**
SAN ANGELO ISD	226903115	70.5	MCGILL EL	22.1	13.0	**58.7**
SAN ANGELO ISD	226903103	75.0	BELAIRE EL	26.1	15.0	**57.5**
GRAPE CREEK ISD	226907101	68.1	GRAPE CREEK EL	39.9	21.4	**53.5**
SAN ANGELO ISD	226903119	93.3	SAN JACINTO EL	26.2	14.0	**53.4**
SAN ANGELO ISD	226903101	86.3	ALTA LOMA EL	19.1	10.0	**52.2**
REAGAN COUNTY ISD	192901101	62.4	REAGAN COUNTY EL	30.9	16.0	**51.7**
SAN ANGELO ISD	226903106	92.3	BRADFORD EL	30.2	15.0	**49.7**
OLFEN ISD	200906101	83.3	OLFEN EL	7.8	3.8	**49.4**
SAN ANGELO ISD	226903102	77.1	AUSTIN EL	29.1	14.0	**48.0**
SAN ANGELO ISD	226903112	61.6	GLENMORE EL	27.2	13.0	**47.8**
VERIBEST ISD	226908101	50.4	VERIBEST EL	8.6	4.1	**47.3**
MILES ISD	200902101	35.6	MILES EL	19.5	9.2	**47.2**
SAN ANGELO ISD	226903105	42.5	BOWIE EL	27.2	12.0	**44.1**
SAN ANGELO ISD	226903122	26.7	BONHAM EL	27.5	12.0	**43.7**
SAN ANGELO ISD	226903111	61.6	FT CONCHO EL	23.1	10.0	**43.3**
SAN ANGELO ISD	226903123	36.5	LAMAR EL	30.2	13.0	**43.0**
WALL ISD	226906101	15.5	WALL EL	35.0	15.0	**42.9**
SAN ANGELO ISD	226903116	85.0	REAGAN EL	27.1	11.0	**40.6**
SCHLEICHER ISD	207901101	54.0	ELDORADO EL	20.5	8.0	**39.0**
CHRISTOVAL ISD	226901101	23.6	CHRISTOVAL EL	16.6	6.0	**36.1**
GLASSCOCK COUNTY ISD	87901101	55.8	GLASSCOCK COUNTY EL	9.8	3.5	**35.7**
CROCKETT COUNTY CONSOLIDATED CS	53001103	61.7	OZONA EL	31.3	11.0	**35.2**
WATER VALLEY ISD	226905101	52.2	WATER VALLEY EL	13.0	4.5	**34.6**
SONORA ISD	218901101	63.5	SONORA EL	19.6	6.7	**34.3**
SAN ANGELO ISD	226903108	61.9	CROCKETT EL	22.1	7.0	**31.7**

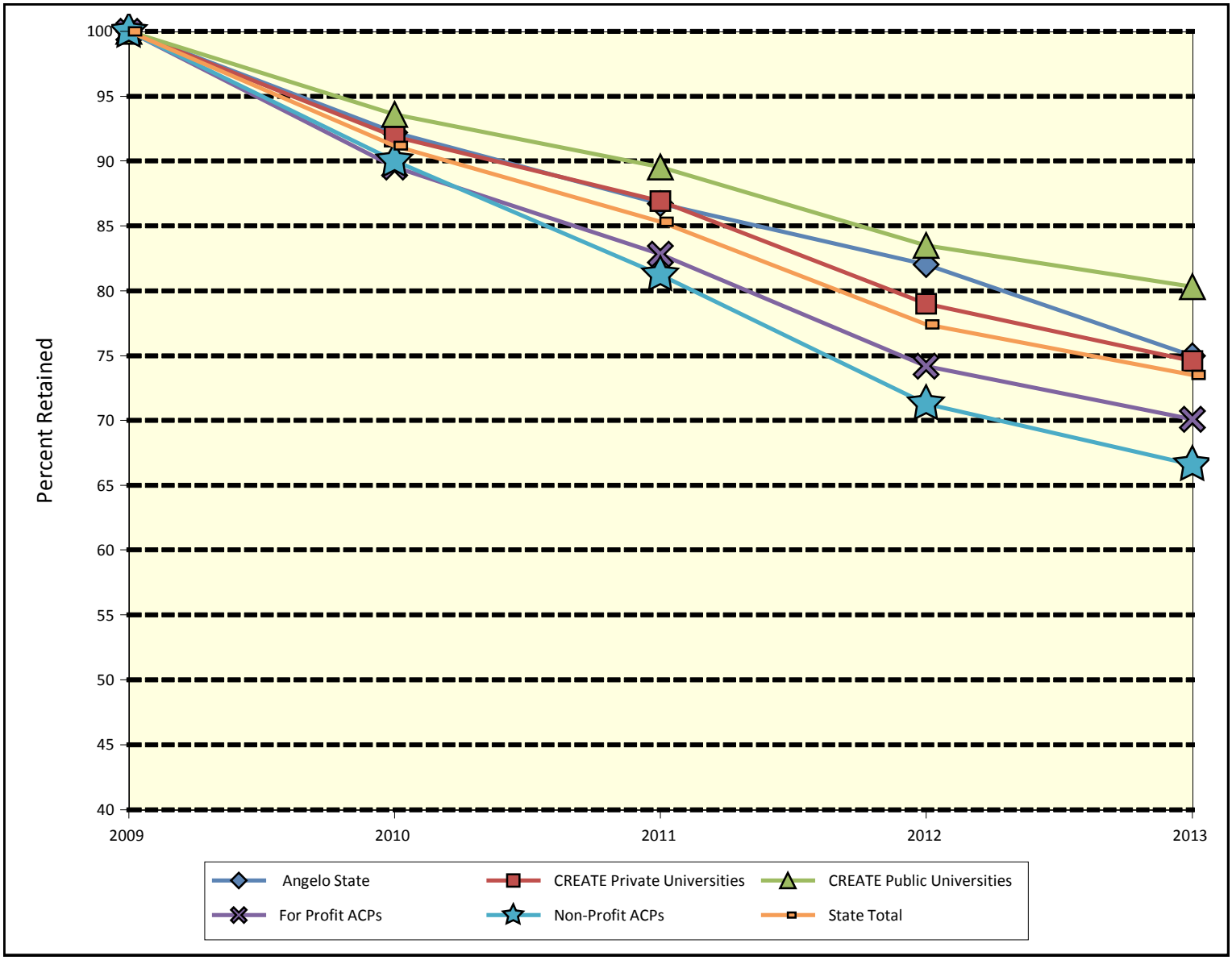
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

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

2009-2013

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Angelo State	128	100.0	92.2	86.7	82.0	75.0	25.0
CREATE Public Universities	7695	100.0	93.6	89.5	83.5	80.3	19.7
CREATE Private Universities	776	100.0	91.9	86.9	79.0	74.6	25.4
For Profit ACPs	6481	100.0	89.5	82.8	74.2	70.1	29.9
Non-Profit ACPs	3715	100.0	90.0	81.2	71.3	66.6	33.4
State Total	19756	100.0	91.2	85.3	77.4	73.5	26.5

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

2 Texas data only tracks public school employment.

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

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

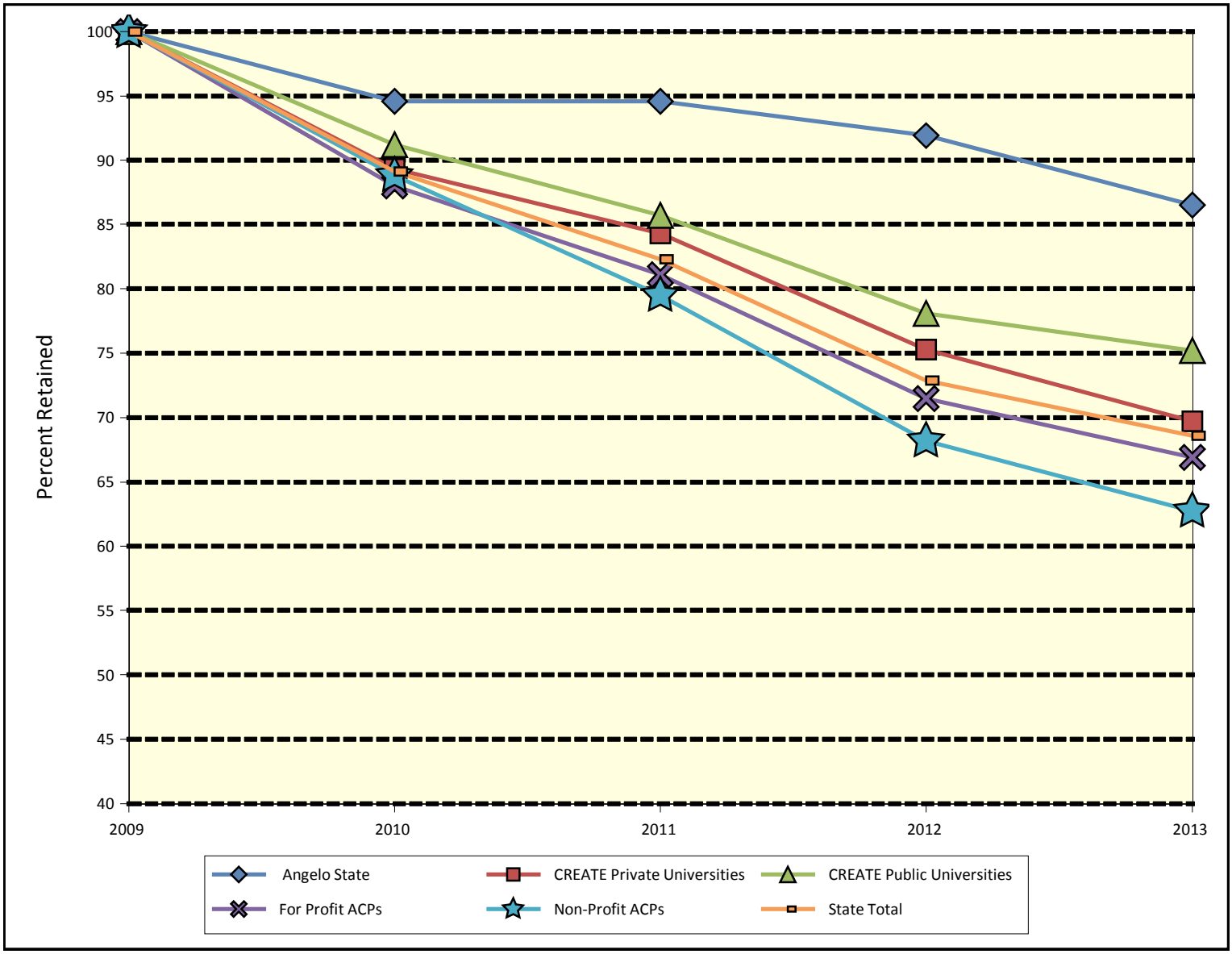
Comparison of Teacher Retention Trends

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

2009-2013

High School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Angelo State	37	100.0	94.6	94.6	91.9	86.5	13.5
CREATE Public Universities	1668	100.0	91.2	85.7	78.1	75.2	24.8
CREATE Private Universities	178	100.0	89.3	84.3	75.3	69.7	30.3
For Profit ACPs	2213	100.0	88.0	81.1	71.5	66.9	33.1
Non-Profit ACPs	1118	100.0	88.8	79.5	68.2	62.7	37.3
State Total	5389	100.0	89.1	82.3	72.9	68.6	31.4

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

2 Texas data only tracks public school employment.

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

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

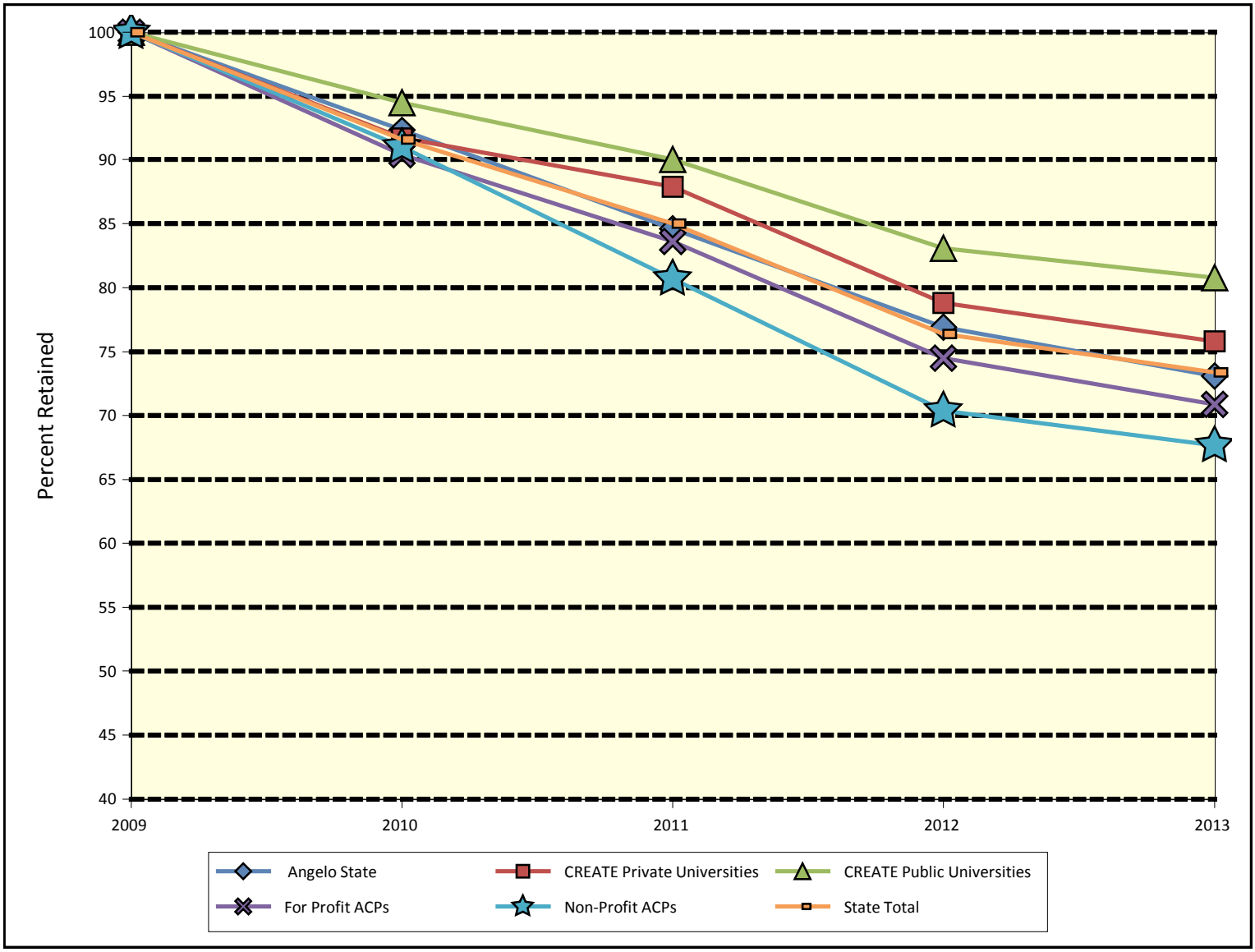
Comparison of Teacher Retention Trends

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

2009-2013

Middle School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Angelo State	26	100.0	92.3	84.6	76.9	73.1	26.9
CREATE Public Universities	1470	100.0	94.5	90.0	83.1	80.8	19.2
CREATE Private Universities	132	100.0	91.7	87.9	78.8	75.8	24.2
For Profit ACPs	1954	100.0	90.4	83.6	74.5	70.9	29.1
Non-Profit ACPs	965	100.0	91.0	80.7	70.4	67.7	32.3
State Total	4755	100.0	91.6	85.0	76.4	73.4	26.6

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

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

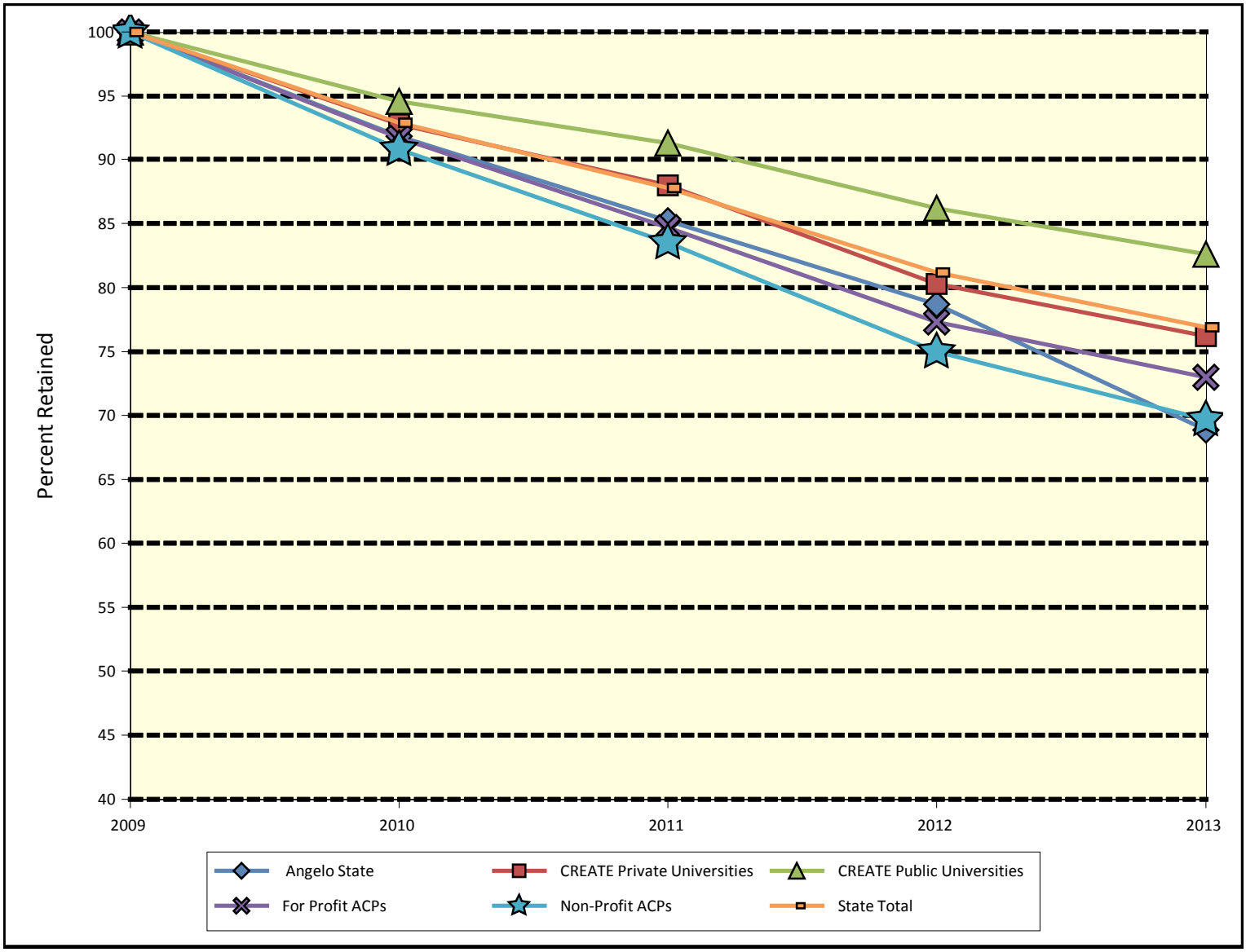
Comparison of Teacher Retention Trends

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

2009-2013

Elementary School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2009	2010	2011	2012	2013	
Angelo State	61	100.0	91.8	85.2	78.7	68.9	31.1
CREATE Public Universities	4332	100.0	94.6	91.3	86.2	82.6	17.4
CREATE Private Universities	442	100.0	92.8	88.0	80.3	76.2	23.8
For Profit ACPs	2072	100.0	91.7	84.7	77.3	73.0	27.0
Non-Profit ACPs	1502	100.0	90.8	83.5	75.0	69.7	30.3
State Total	8944	100.0	92.9	87.8	81.2	76.9	23.1

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

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

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

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

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

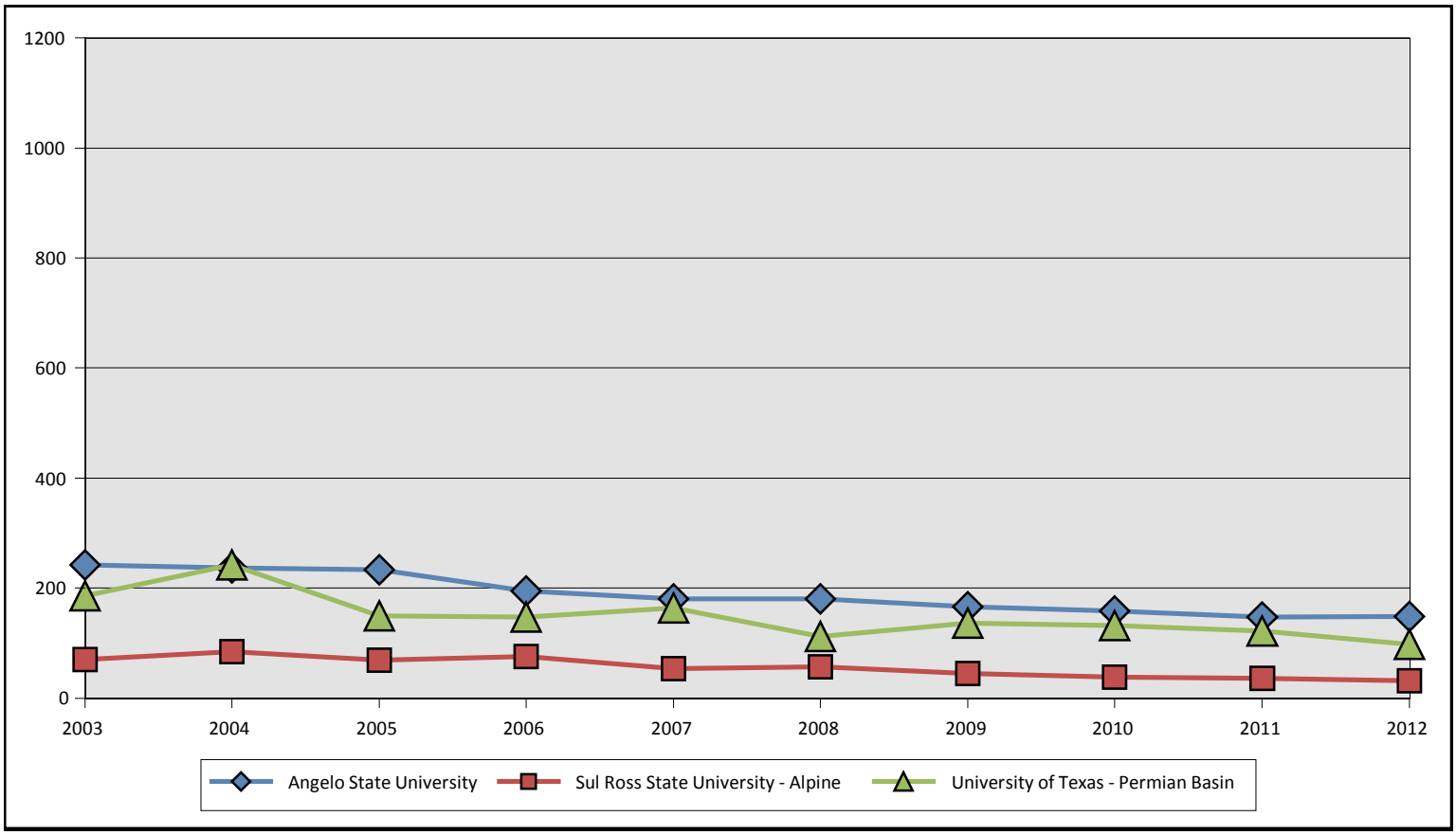
E.2: Five-Year Teacher Production of Consortium Universities.
This report lists the five-year teacher production all CREATE consortium institutions from 2008-2012 by quintiles.

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

E.4: Teacher Retention Comparison.
The data for this comparison includes teachers who obtained a standard certificate in FY 2008, and became employed in a Texas public school in AY 2008-2009 with no prior teaching experience. The data in this comparison does not include individuals who have a probationary certificate and should not be compared to data found in report D.5.a on page 51. The column labeled *Attrition Rate* is calculated by subtracting the 2012 retention rate from 100%.

Comparison of Teacher Production
2003-2012
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas - Permian Basin	Sul Ross State University - Alpine	
10-Year Total	1,888	1,490	563	3,941
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	166	136	45	347
2010	158	132	39	329
2011	148	122	36	306
2012	149	98	32	279
10-Year Avg	188.8	149.0	56.3	394.1



Five-Year Teacher Production of Consortium Universities
2008-2012

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Year Average
Quintile 1 (500+)						
Texas State University-San Marcos	884.0	913.0	924.0	750.0	787.0	851.60
University of North Texas	783.0	751.0	707.0	674.0	699.0	722.80
Texas A&M University	770.0	676.0	652.0	637.0	604.0	667.80
Texas A&M University - Commerce	710.0	689.0	624.0	627.0	566.0	643.20
University of Texas - El Paso	639.0	687.0	701.0	566.0	521.0	622.80
Texas Tech University	570.0	491.0	497.0	539.0	508.0	521.00
Sam Houston State University	497.0	539.0	529.0	534.0	497.0	519.20
Quintile 2 (300-499)						
Stephen F. Austin State University	452.0	445.0	476.0	533.0	484.0	478.00
University of Texas - San Antonio	565.0	468.0	433.0	455.0	440.0	472.20
University of Texas - Pan American	558.0	508.0	382.0	302.0	290.0	408.00
University of Texas - Austin	418.0	398.0	372.0	401.0	374.0	392.60
West Texas A&M University	360.0	353.0	385.0	378.0	290.0	353.20
University of Houston	338.0	386.0	346.0	313.0	324.0	341.40
University of Texas - Arlington	328.0	354.0	341.0	324.0	341.0	337.60
Texas Woman's University	323.0	365.0	371.0	334.0	277.0	334.00
Tarleton State University	397.0	318.0	300.0	317.0	293.0	325.00
Quintile 3 (200-299)						
Texas A&M University - Corpus Christi	306.0	277.0	293.0	234.0	267.0	275.40
University of Texas - Brownsville	299.0	262.0	247.0	232.0	193.0	246.60
Texas A&M University - Kingsville	269.0	252.0	272.0	246.0	164.0	240.60
University of Houston - Clear Lake	242.0	210.0	217.0	231.0	246.0	229.20
LeTourneau University	283.0	292.0	249.0	147.0	81.0	210.40
Texas A&M International University	293.0	291.0	250.0	144.0	71.0	209.80
University of Houston - Downtown	173.0	203.0	218.0	207.0	222.0	204.60
Quintile 4 (100-199)						
University of Texas - Tyler	171.0	199.0	229.0	173.0	153.0	185.00
University of Texas - Dallas	175.0	179.0	168.0	152.0	158.0	166.40
Angelo State University	180.0	166.0	158.0	148.0	149.0	160.20
University of Houston - Victoria	162.0	161.0	204.0	139.0	120.0	157.20
Lamar University	202.0	154.0	152.0	143.0	122.0	154.60
Baylor University	141.0	167.0	149.0	142.0	133.0	146.40
Texas A&M University - Texarkana	133.0	133.0	130.0	132.0	142.0	134.00
Midwestern State University	125.0	113.0	144.0	127.0	138.0	129.40
Lamar State College - Orange	195.0	153.0	116.0	105.0	69.0	127.60
University of Texas - Permian Basin	112.0	136.0	132.0	122.0	98.0	120.00
Texas Christian University	129.0	125.0	114.0	100.0	114.0	116.40

Five-Year Teacher Production of Consortium Universities
2008-2012

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

Comparison of Longitudinal Certificate Production Trends[1]
FY 2008-2012[2]
Angelo State University

Certificate	Angelo State University					University of Texas - Permian Basin					Sul Ross State University - Alpine				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
ELEMENTARY (EC-4 and EC-6)															
Bilingual Spanish	0	0	0	0	0	13	7	8	1	0	6	1	3	0	3
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	1	3	1	1	0	0	0	0	0	0
ESL Other [4]	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Generalist	88	87	78	64	77	47	68	58	62	60	9	15	10	9	15
Other [5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**88**	**87**	**78**	**64**	**77**	**61**	**78**	**68**	**64**	**61**	**15**	**16**	**13**	**9**	**18**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
ESL Generalist	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
ESL Other [6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	4	9	17	27	25	3	6	15	14	13	0	0	0	0	0
ELA/Reading	4	0	2	3	4	0	2	3	2	1	6	3	5	0	1
ELA/Reading/Social Studies	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0
Mathematics	3	5	5	2	5	2	4	1	1	1	2	5	0	1	0
Mathematics/Science	2	2	3	0	0	0	0	0	0	0	0	0	0	0	0
Science	3	1	2	1	0	1	1	1	1	0	4	1	1	0	1
Social Studies	0	1	2	0	0	1	0	0	0	0	7	5	1	4	1
Subtotal	**16**	**18**	**31**	**33**	**34**	**8**	**16**	**21**	**18**	**16**	**19**	**14**	**7**	**5**	**4**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technology Applications	0	0	1	1	1	1	0	0	4	1	6	4	5	8	3
Chemistry	0	1	1	0	1	0	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	9	9	9	9	8	15	8	7	7	5	2	3	4	1	2
History	4	4	6	5	2	5	9	10	9	8	2	0	1	3	2
Journalism	1	0	1	1	0	2	0	1	0	0	0	0	0	0	0
Life Sciences	5	5	9	7	2	1	4	5	2	5	3	3	0	1	1
Mathematics	8	7	5	9	10	10	6	6	5	6	4	3	2	1	0
Physical Science	0	0	0	1	0	0	1	0	0	0	0	1	0	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	1	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	3	3	3	3	1	8	3	2	3	1
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	2	3	0	8	6	8	7	0	6	1	3	0	0
Social Studies	4	3	2	2	1	4	2	6	3	1	4	2	4	1	1
Speech	7	5	7	2	1	3	1	0	2	1	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**44**	**40**	**44**	**40**	**26**	**52**	**40**	**46**	**42**	**28**	**35**	**20**	**21**	**18**	**10**
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]	13	7	11	9	7	7	8	9	6	5	8	3	4	5	2
Health and Phy Education	35	27	17	11	14	11	11	11	5	5	15	7	12	7	4
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	1	1	0	0	0	0	1	0	0	1	0	3
Special Education [9]	16	16	13	13	26	17	15	14	9	6	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**64**	**50**	**41**	**34**	**48**	**35**	**34**	**34**	**20**	**17**	**23**	**10**	**17**	**12**	**9**
SUPPLEMENTALS															
Bilingual	0	0	0	0	0	2	0	7	7	2	0	0	0	0	0
ESL	0	1	1	0	0	14	15	7	5	6	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]	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0
Subtotal	**1**	**1**	**2**	**0**	**0**	**16**	**15**	**14**	**14**	**8**	**0**	**0**	**0**	**0**	**0**

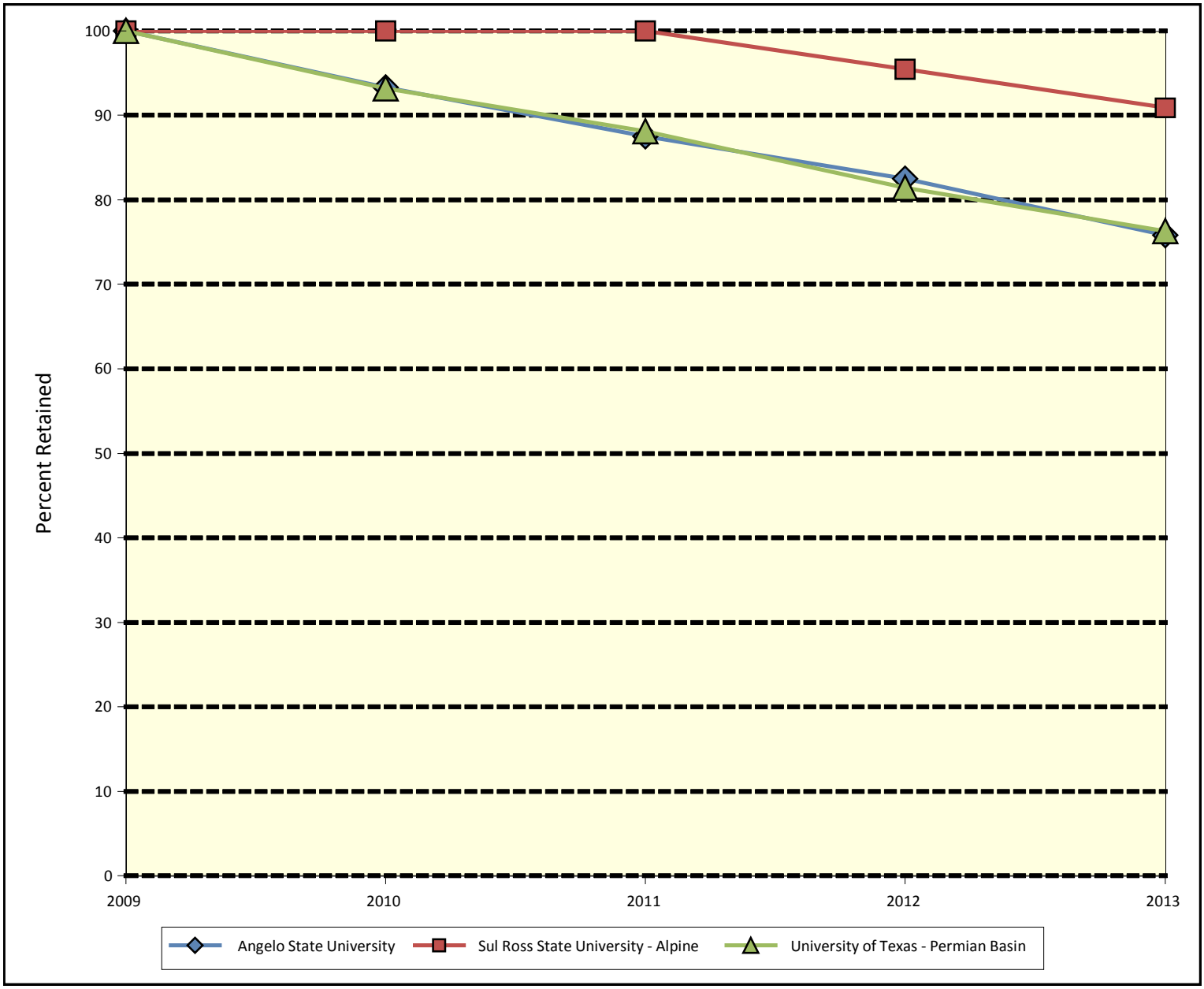
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates 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 2008[1]

2009-2013

Angelo State University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2009	2010	2011	2012	2013	
Angelo State University	100.0	93.3	87.5	82.5	75.8	24.2
University of Texas - Permian Basin	100.0	93.2	88.1	81.4	76.3	23.7
Sul Ross State University - Alpine	100.0	100.0	100.0	95.5	90.9	9.1

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

Performance Analysis for Colleges of Education

Changes made to the 2013 PACE Reports

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

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

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

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

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

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

Data Corrections and Data Requests

The 2013 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university's particular need, CREATE offers the additional support and technical assistance outlined on page 6 of this report.

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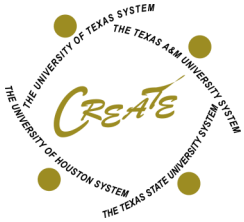

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