CREATE

PACE 2014

Performance Analysis for Colleges of Education

Angeles State University

150 Miles

Center for Research, Evaluation and Advancement of Teacher Education
www.createtx.org

PACE 2014

Performance Analysis for Colleges of Education

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Center for Research, Evaluation and Advancement of Teacher Education

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V. Origins of Source Data for 2014 PACE Reports

Section A: TAPR, AY 2012-2013, TEA;
PZPI, CREATE

Section B: AEIS, AY 2010-2012, TAPR, AY 2012-2013, TEA;
PZPI, CREATE

Section C: IPEDS Fall 2012; ICUT Fall 2012;
Teacher certification file FY 2012-2013, TEA;
THECB Accountability System, Prep Online, AY 2012-2013

Section D: Teacher certification file, FY 2012-2013, TEA;
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TAPR, AY 2012-2013, TEA;
PZPI, CREATE

Section E: Teacher certification file, FY 2012-2013, 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, academic performance, and staffing patterns in their immediate vicinity.

As an information system, the PACE reports are subject to continuous quality improvement. For Year 8, the core reports on university and teacher production, professional impact trends, and benchmarking have been retained. Changes to the State of Texas Assessments of Academic Readiness (STAAR) accountability system continue. Almost all of the trend reports on public school academic performance have been redesigned. Report modifications on this set of reports will continue until the STAAR system 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 2014 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 64.

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

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

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 K-12 academic performance.

B. Colleges of Education can and do influence continuous quality improvement of public school teaching and K-12 academic performance 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 academic performance, and based upon identified needs, work with their public school partners to develop and implement program interventions that support measured improvement over time.

D. The College of Education's long-term effects on public school teaching and K-12 academic performance can best be assessed through:

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

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 community in which to collaboratively design and implement program improvements over time and to gauge their long-term success.

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

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

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

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

C. It provides support for long-term regional networking and professional partnerships among public and higher education institutions in the zone.

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

Data Sets Used in the PACE Report

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

Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR). With the recent implementation of the STAAR accountability system, AEIS has been replaced by TAPR. Both reporting systems contain student and staff data on every public school campus and district in Texas. The AEIS data, showing TAKS performance, is available from the TEA website from 1990-1991 through 2011-2012. The TAPR data, showing STAAR performance, is available from the TEA website.

Independent Colleges and Universities of Texas (ICUT). The independent colleges and university production data downloaded from IPEDS was verified through the University and College Accountability Network (UCAN) found at http://www.ucan-network.org/members.asp.

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

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

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

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

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. It is an interactive website (http://www.txhighereddata.org/Interactive/Accountability/), providing information related to the four success goals of the Texas Higher Education Closing the Gaps Initiative. Information about university production was downloaded from the THECB Prep Online site (http://www.txhighereddata.org/Interactive/PREP_New/).

How to Use and Apply the PACE Report

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

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

How CREATE Can Assist

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

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

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

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

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

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

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

This report provides a summary of student enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and English language learners (ELL)/limited English proficient (LEP) students and students who are at risk for dropping out. 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 *also* see *Campus Group* and *Total Students*, *PEIMS, Oct. 2012, Oct. 2011; and TEA Student Assessment Division).*

***Special Education**:* This refers to the population served by programs for students with disabilities. *(Source: TEA, 2013.* Subchapter AA. Commissioner's Rules Concerning Special Education Services found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html and Texas Education Code (TEC) §29.001 - 29.020 found at *h*ttp://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B).

Bilingual: These are students who have a home language other than English, and who are identified as English language learners because their English language skills are such that they have difficulty performing ordinary classwork in English. (*Source: TEA*, 2013, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html) and the Texas Education Code (TEC) §29.051-29.064 - Bilingual Education and ESL Programs found at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B).

English Language Learner (ELL): These are students who are in the process of acquiring English and have another language as their first native language. They have been identified as English language learners by the 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 students identified as ELL receive bilingual or English as a second language instruction, although most do. (Source: November 2013 TAPR Glossary, page 10, and Texas Education

Code (TEC), Chapter 29, Subchapter B found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html).

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.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B

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), school size, and 2012-2013 STAAR accountability ratings. The campus accountability rating uses the following system:

M = Met Standard
A = Met alternative standard
I = Improvement required
X = Not rated
Z = Not rated

Requirements for each rating can be found in the 2014 Accountability Manual on the TEA website or the Master Reference for Data Elements Used in the Accountability System**.**

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2012-2013

Angelo State University

District Types in the PZPI	N	%
Traditional Districts	155	96.3
Charter Schools	6	3.7
Total	161	100.0

Level	Number of Schools	Number of Students										
		African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	278	5,290	4.7	59,688	53.3	43,278	38.7	931	0.8	369	0.3	111,908
MS	100	1,974	4.7	20,820	50.0	17,535	42.1	347	0.8	178	0.4	41,613
HS	173	2,846	5.0	26,538	46.9	25,412	44.9	516	0.9	249	0.4	56,540
EL/SEC	73	203	1.7	4,913	41.2	6,537	54.9	29	0.2	56	0.5	11,912
Total	**624**	**10,313**	**4.6**	**111,959**	**50.4**	**92,762**	**41.8**	**1,823**	**0.8**	**852**	**0.4**	**221,973**

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	278	68,730	61.4	8,586	7.7	11,885	10.6	12,321	11.0	43,135	38.5
MS	100	22,578	54.3	4,001	9.6	1,632	3.9	1,798	4.3	16,381	39.4
HS	173	25,585	45.3	5,598	9.9	2,006	3.5	2,105	3.7	28,144	49.8
EL/SEC	73	6,669	56.0	1,132	9.5	1,064	8.9	1,064	8.9	4,983	41.8
Total	**624**	**123,562**	**55.7**	**19,317**	**8.7**	**16,587**	**7.5**	**17,288**	**7.8**	**92,643**	**41.7**

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

2012-2013

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	4	4	10	28	44	2	0	86	53	44	1	1	77
	ELEM	20	0	0	0	20	1,058	3,968	3,602	164	30	9,217	6,635	873	399	410	1,900
	HS	0	0	4	0	4	517	1,559	1,827	92	21	4,153	2,225	586	105	105	2,086
	MS	0	5	0	0	5	425	1,443	1,461	61	18	3,536	2,290	472	96	103	1,542
ALBANY ISD	ELEM	1	0	0	0	1	6	40	213	3	2	277	128	25	8	8	82
	HS	0	0	1	0	1	5	43	175	1	0	226	67	21	5	5	84
ANDREWS ISD	ELEM	3	0	0	0	3	26	1,294	543	7	7	1,901	932	115	443	320	508
	HS	0	0	2	0	2	20	580	314	3	3	939	258	93	17	30	407
	MS	0	1	0	0	1	19	489	255	3	1	777	299	42	26	48	283
ANSON ISD	ELEM	1	0	0	0	1	3	177	173	1	1	365	249	32	10	10	107
	HS	0	0	1	0	1	5	88	81	3	0	180	94	28	9	9	80
	MS	0	1	0	0	1	5	72	72	2	0	153	94	12	6	6	64
ASPERMONT ISD	EL/SEC	0	0	0	1	1	4	23	77	1	0	107	39	9	0	0	22
	ELEM	1	0	0	0	1	5	43	94	2	0	146	89	13	5	5	39
BAIRD ISD	ELEM	1	0	0	0	1	0	28	104	1	0	133	98	10	0	0	61
	HS	0	0	1	0	1	0	14	75	1	0	90	50	11	1	1	40
	MS	0	1	0	0	1	0	12	53	0	0	66	54	9	2	2	33
BALLINGER ISD	ELEM	1	0	0	0	1	12	214	222	2	1	460	315	45	10	10	192
	HS	0	0	2	0	2	4	133	136	0	0	280	136	31	1	1	112
	MS	0	1	0	0	1	3	86	113	0	1	205	120	9	3	3	78
BANDERA ISD	ELEM	2	0	0	0	2	6	371	727	9	3	1,136	639	115	79	80	424
	HS	0	0	1	0	1	1	194	541	3	11	767	302	80	7	7	271
	MS	0	1	0	0	1	2	174	354	3	2	540	280	44	16	16	164
BANGS ISD	ELEM	1	0	0	0	1	12	116	222	2	1	362	231	39	5	5	123
	HS	0	0	2	0	2	12	77	217	0	2	315	123	27	3	3	106
	MS	0	1	0	0	1	17	64	228	0	1	316	167	33	2	2	103
BIG SPRING ISD	ELEM	5	0	0	0	5	143	1,429	646	12	4	2,288	1,599	207	51	54	734
	HS	0	0	1	0	1	83	553	330	3	5	987	478	121	6	8	612
	MS	0	1	0	0	1	53	554	273	4	1	905	583	82	10	14	471
BIG SPRINGS CHARTER SC	EL/SEC	0	0	0	2	2	20	70	71	2	1	165	152	100	3	6	142

Public School Listings in the Proximal Zone of Professional Impact

2012-2013

Angelo State University

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
ABILENE ISD	221901001	ABILENE H S	HS	1,841	M
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	HS	308	M
ABILENE ISD	221901002	COOPER H S	HS	1,809	M
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	HS	195	I
ABILENE ISD	221901047	CLACK MIDDLE	MS	760	M
ABILENE ISD	221901048	CRAIG MIDDLE	MS	996	M
ABILENE ISD	221901006	JEFFERSON OPPORTUNITY CTR	MS	5	X
ABILENE ISD	221901044	MADISON MIDDLE	MS	918	M
ABILENE ISD	221901045	MANN MIDDLE	MS	857	M
ABILENE ISD	221901102	AUSTIN EL	EL	585	M
ABILENE ISD	221901153	BASSETTI EL	EL	626	M
ABILENE ISD	221901103	BONHAM EL	EL	586	M
ABILENE ISD	221901104	BOWIE EL	EL	576	M
ABILENE ISD	221901107	CROCKETT EARLY HEADSTART	EL	1	X
ABILENE ISD	221901208	DAY NURSERY OF ABILENE	EL	74	M
ABILENE ISD	221901108	DYESS EL	EL	510	M
ABILENE ISD	221901112	JACKSON EL	EL	563	M
ABILENE ISD	221901113	JOHNSTON EL	EL	548	M
ABILENE ISD	221901116	LEE EL	EL	435	M
ABILENE ISD	221901117	LOCUST ECC	EL	360	M
ABILENE ISD	221901118	LONG EL	EL	424	M
ABILENE ISD	221901155	MARTINEZ EL	EL	714	M
ABILENE ISD	221901152	ORTIZ EL	EL	608	M
ABILENE ISD	221901154	REAGAN EARLY CHILDHOOD	EL	72	M
ABILENE ISD	221901120	REAGAN EL	EL	408	M
ABILENE ISD	221901121	TAYLOR EL	EL	602	M
ABILENE ISD	221901151	THOMAS EL	EL	559	M

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

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

Section B describes student enrollment and academic trends within the PZPI. Because of the changes in the Texas accountability system, the PACE reports in this section have been redesigned. In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). There will be yearly changes to the rating criteria and targets until the performance index framework is fully implemented on 2016. Please note that the material on accountability on the TEA website is constantly being updated, revised, and rearranged. The 2013 and 2014 state accountability ratings for districts, charters and campuses are presently on the Texas Education Agency website. Assessment summary results for the state, region, district and campus.

The STAAR data compiled for this section are for academic years 2012 and 2013. Included are annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8. There are15 end-of-course assessments in high school these two years: English I, II, and III reading; English I, II, and III writing; algebra I, algebra II, and geometry; biology, chemistry, and physics; U.S history, world geography, and world history.

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

B.1: Student Enrollment Trends in the Proximal Zone of Professional Impact.
This two-page analysis describes the trends in student enrollment within the PZPI from 2010 to 2013. The enrollment data are disaggregated by school level and student racial/ethnic categories. Other charts describe trends and distributions for other special student subpopulations (e.g. economically disadvantaged, students in bilingual programs, and special education).

B.2: Student Academic Performance in the Proximal Zone of Professional Impact: High School STAAR Performance Summary.
This chart compares STAAR Performance (percent passing) of high school students in the PZPI with state high school STAAR performance in reading, writing, mathematics, science and social studies in academic years 2012 and 2013.

B.2.1- B.2.5: High School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies: This series compares two years of high school STAAR performance in core academic subjects by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

B.3: Student Academic Performance in the Proximal Zone of Professional Impact: Middle School STAAR Performance Summary.
This chart compares STAAR Performance of middle school students in the PZPI with state middle school STAAR performance in reading, writing, mathematics, science and social studies in academic years 2012 and 2013. The data are aggregated by level and grade at Phase-in 1, Level II and above for campuses designated by the state as middle level.

B.3.1- B.3.5: Middle School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies: This series of analyses compares two years of middle school STAAR performance in core academic subjects by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

B.4: Student Academic Performance in the Proximal Zone of Professional Impact: Elementary School STAAR Performance Summary.
This chart compares STAAR Performance of elementary school students in the PZPI with state elementary school STAAR performance in reading, writing, mathematics, and science in academic years 2012 and 2013. The data are aggregated by subject and grades at Phase-in 1, Level II and above for campuses designated by the state as elementary.

B.4.1- B.4.4: Elementary School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies; This series of analyses compares two years of elementary school STAAR performance in STAAR-tested academic subjects and grades disaggregated by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

B.5: Highest and Lowest Performing Schools by Level.
The last set of reports in this section lists the 25 highest and lowest performing high, middle, and elementary schools. Although the six reports show the results of different subjects, the format of the table is the same. Each lists the district and campus names, the campus enrollment, the percent of students who are economically disadvantaged, the percent of minority students at the campus, the subject, the number of students taking the STAAR test in a subject, the percent of students who passed at Phase-in 1, Level II or above, and the percent of those students who passed at Phase-in 1, Level II at the advanced level.

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

B.5.3 and B.5.4: 25 Highest and Lowest Performing Middle Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing middle schools in the PZPI on the following STAAR-tested subjects: reading, mathematics, writing, science, and social studies.

B.5.5 and B.5.5: 25 Highest and Lowest Performing Elementary Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing elementary schools in the PZPI on the following STAAR-tested subjects: reading, mathematics, writing, and science.

Student Enrollment Trends in Proximal Zone of Professional Impact

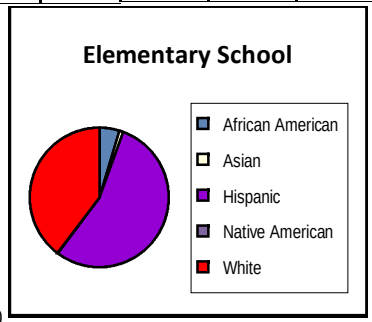
Fiscal Year 2010-2013

Angelo State University

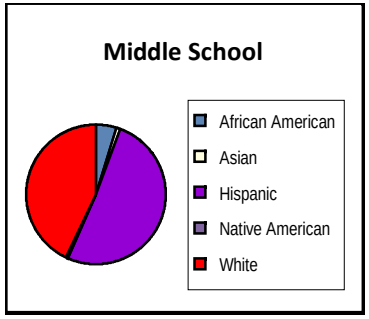
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	Net Change	Pct Change
All	107,624	109,107	109,639	111,908	40,516	40,626	41,015	41,613	55,017	54,366	56,240	56,540	9,387	9,771	11,592	11,912	212,544	213,870	218,486	221,973	9,429	4.4
African American	6,610	5,391	5,252	5,290	2,276	1,869	1,920	1,974	3,143	2,735	2,915	2,846	207	123	212	203	12,236	10,118	10,299	10,313	-1,923	-15.7
Hispanic	53,002	56,423	57,688	59,688	18,768	19,732	20,369	20,820	23,253	24,081	25,788	26,538	3,229	3,482	4,553	4,913	98,252	103,718	108,398	111,959	13,707	14.0
White	46,511	44,073	43,358	43,278	18,857	17,833	17,464	17,535	27,736	26,044	25,864	25,412	5,851	5,942	6,559	6,537	98,955	93,892	93,245	92,762	-6,193	-6.3
Asian	1,023	747	791	931	412	336	345	347	564	439	519	516	49	31	28	29	2,048	1,553	1,683	1,823	-225	-11.0
Native American	478	466	408	369	203	177	194	178	321	299	261	249	51	51	50	56	1,053	993	913	852	-201	-19.1
Economically Disadvantaged	69,829	70,420	69,517	68,730	22,421	22,775	22,782	22,578	24,406	24,937	26,056	25,585	5,221	5,440	6,655	6,669	121,877	123,572	125,010	123,562	1,685	1.4
Special Education	9,108	9,205	8,884	8,586	4,456	4,157	4,057	4,001	6,718	6,448	6,130	5,598	1,105	1,063	1,181	1,132	21,387	20,873	20,252	19,317	-2,070	-9.7
Bilingual	10,605	10,606	11,113	11,885	1,553	1,527	1,607	1,632	1,374	1,225	1,892	2,006	417	464	1,058	1,064	13,949	13,822	15,670	16,587	2,638	18.9
LEP	11,372	11,137	11,575	12,321	1,701	1,678	1,754	1,798	1,512	1,364	2,009	2,105	426	463	1,060	1,064	15,011	14,642	16,398	17,288	2,277	15.2

Ethnic Comparisons by Level 2013

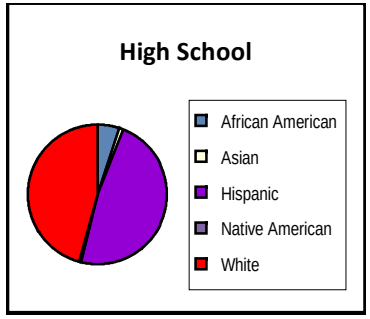
Ethnicity	Elementary School	%
Native American	369	0.3
Asian	931	0.8
White	43,278	38.7
Hispanic	59,688	53.3
African American	5,290	4.7
All	111,908	100.0



Middle School	%
178	0.4
347	0.8
17,535	42.1
20,820	50.0
1,974	4.7
41,613	100.0

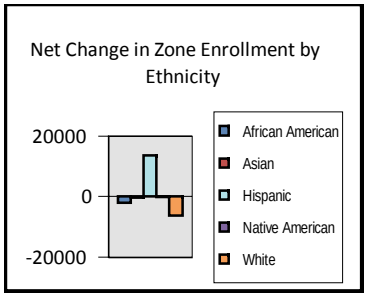


High School	%
249	0.4
516	0.9
25,412	44.9
26,538	46.9
2,846	5.0
56,540	100.0

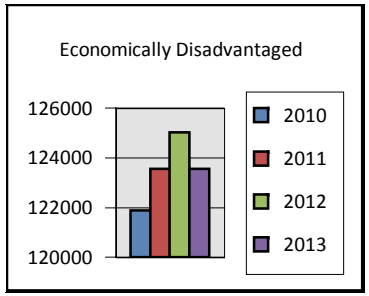


Other Trends and Distributions

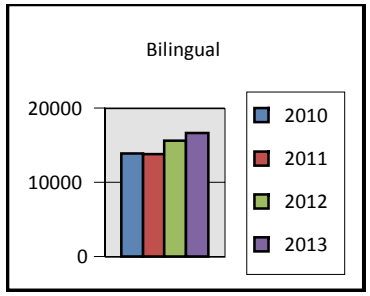
Ethnicity	Net Change 2010-2013
Native American	-201
Asian	-225
White	-6,193
Hispanic	13,707
African American	-1,923
All	9,429



Eco. Disadvantaged	
Year	Amount
2010	121,877
2011	123,572
2012	125,010
2013	123,562
3-Yr. Change	1



Bilingual	
Year	Amount
2010	13,949
2011	13,822
2012	15,670
2013	16,587
3-Yr. Change	19



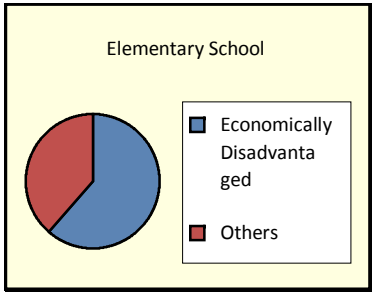
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

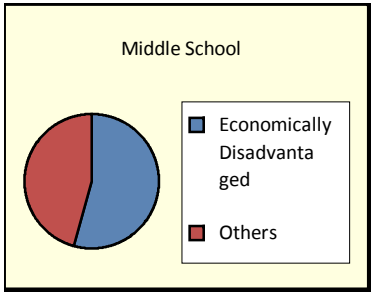
2013

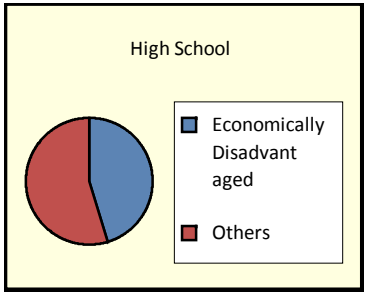
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	68,730	61.4	22,578	54.3	25,585	45.3
Others	43,178	38.6	19,035	45.7	30,955	54.7
Total	111,908	100.0	41,613	100.0	56,540	100.0

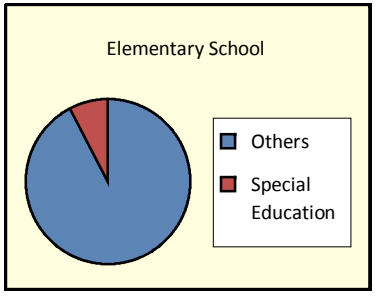


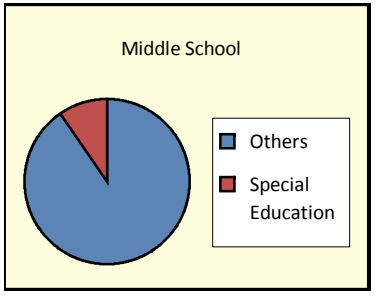


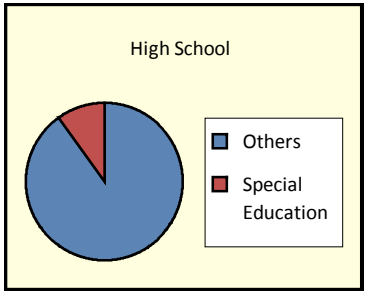


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	103,322	92.3	37,612	90.4	50,942	90.1
SPED	8,586	7.7	4,001	9.6	5,598	9.9
Total	111,908	100.0	41,613	100.0	56,540	100.0





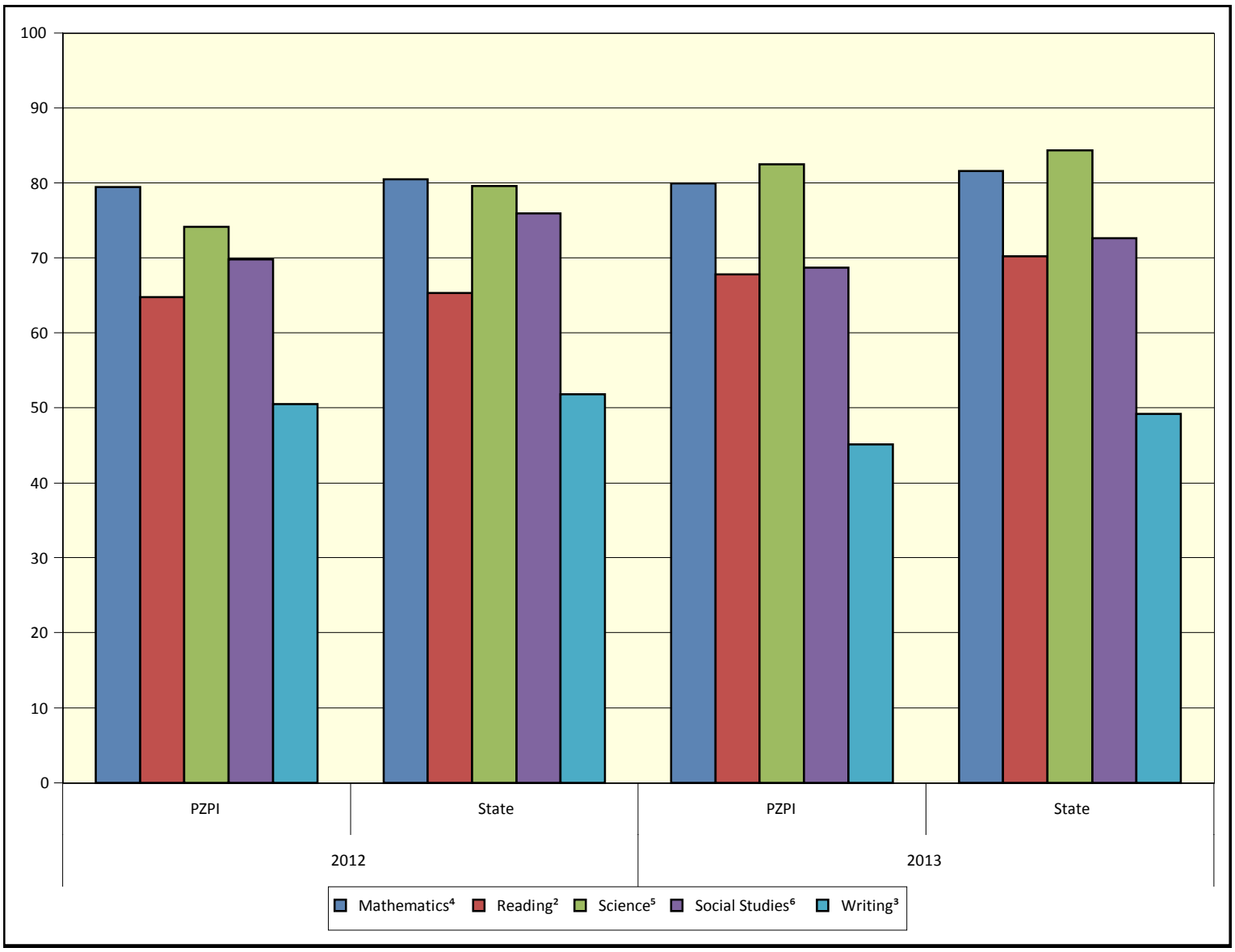


Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

High Schools

Angelo State University



	State 2012	PZPI 2012	State 2013	PZPI 2013
Reading[2]	65.3	64.8	70.2	67.8
Writing[3]	51.8	50.5	49.2	45.2
Mathematics[4]	80.5	79.4	81.7	79.9
Science[5]	79.6	74.1	84.4	82.5
Social Studies[6]	75.9	69.8	72.6	68.7

[1]STAAR percent passing at Phase-in I Level II or above.

[2]Includes English I reading, English II reading and English III reading.

[3]Includes English I writing, English II writing and English III writing.

[4]Includes algerbra I, algebra II, and geometry.

[5]Includes biology, chemistry and physics.

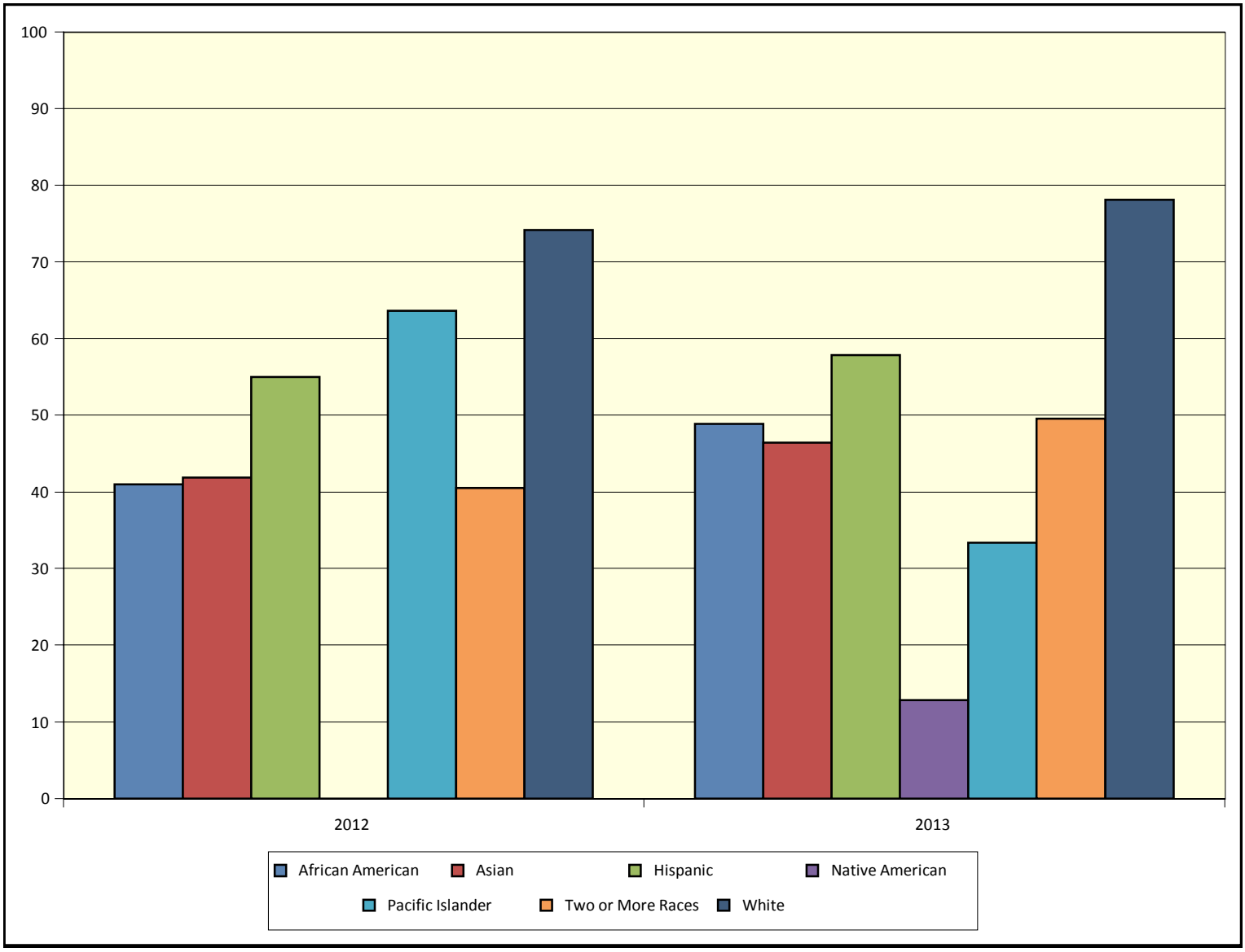
[6]Includes U.S. history, world geography, and world history.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Reading[2] by Ethnicity

High Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	705	41.0	1,360	48.9
Hispanic	7,247	55.0	13,671	57.9
White	7,706	74.2	12,606	78.1
Asian	148	41.9	280	46.4
Native American	54	0.0	109	12.8
Pacific Islander	11	63.6	33	33.3
Two or More Races	269	40.5	490	49.6

[1]STAAR percent passing at Phase-in I Level II or above.

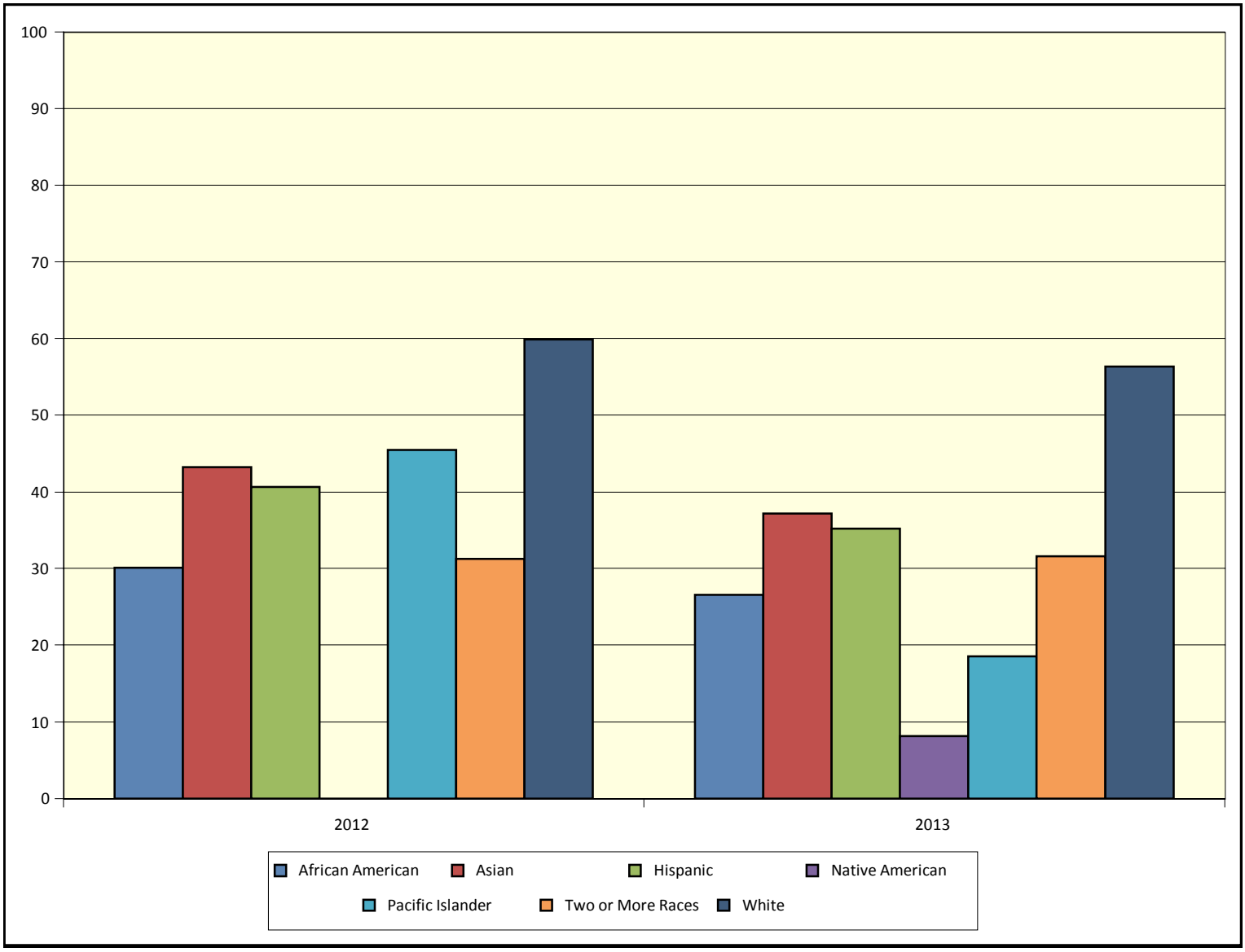
[2]Includes English I reading, English II reading and English III reading.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Writing[2] by Ethnicity

High Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	701	30.1	1,459	26.5
Hispanic	7,209	40.6	14,395	35.2
White	7,705	59.9	13,177	56.3
Asian	148	43.2	274	37.2
Native American	52	0.0	123	8.1
Pacific Islander	11	45.5	27	18.5
Two or More Races	269	31.2	520	31.5

[1]STAAR percent passing at Phase-in I Level II or above.

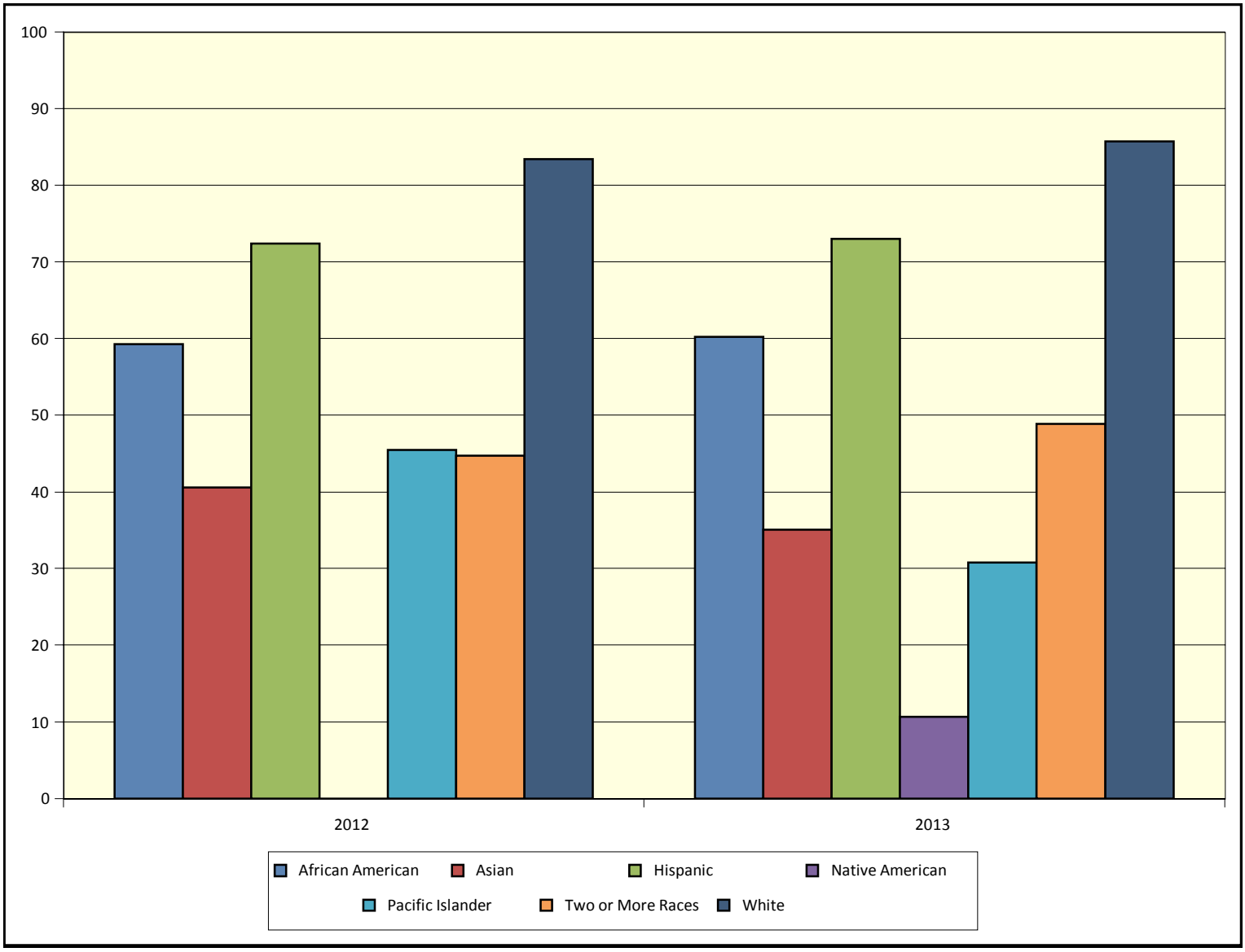
[2]Includes English I writing, English II writing and English III writing.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Mathematics[2] by Ethnicity

High Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	577	59.3	1,204	60.2
Hispanic	5,818	72.4	11,984	73.0
White	6,597	83.4	11,678	85.7
Asian	128	40.6	225	35.1
Native American	43	0.0	103	10.7
Pacific Islander	11	45.5	26	30.8
Two or More Races	210	44.8	456	48.9

[1]STAAR percent passing at Phase-in I Level II or above.

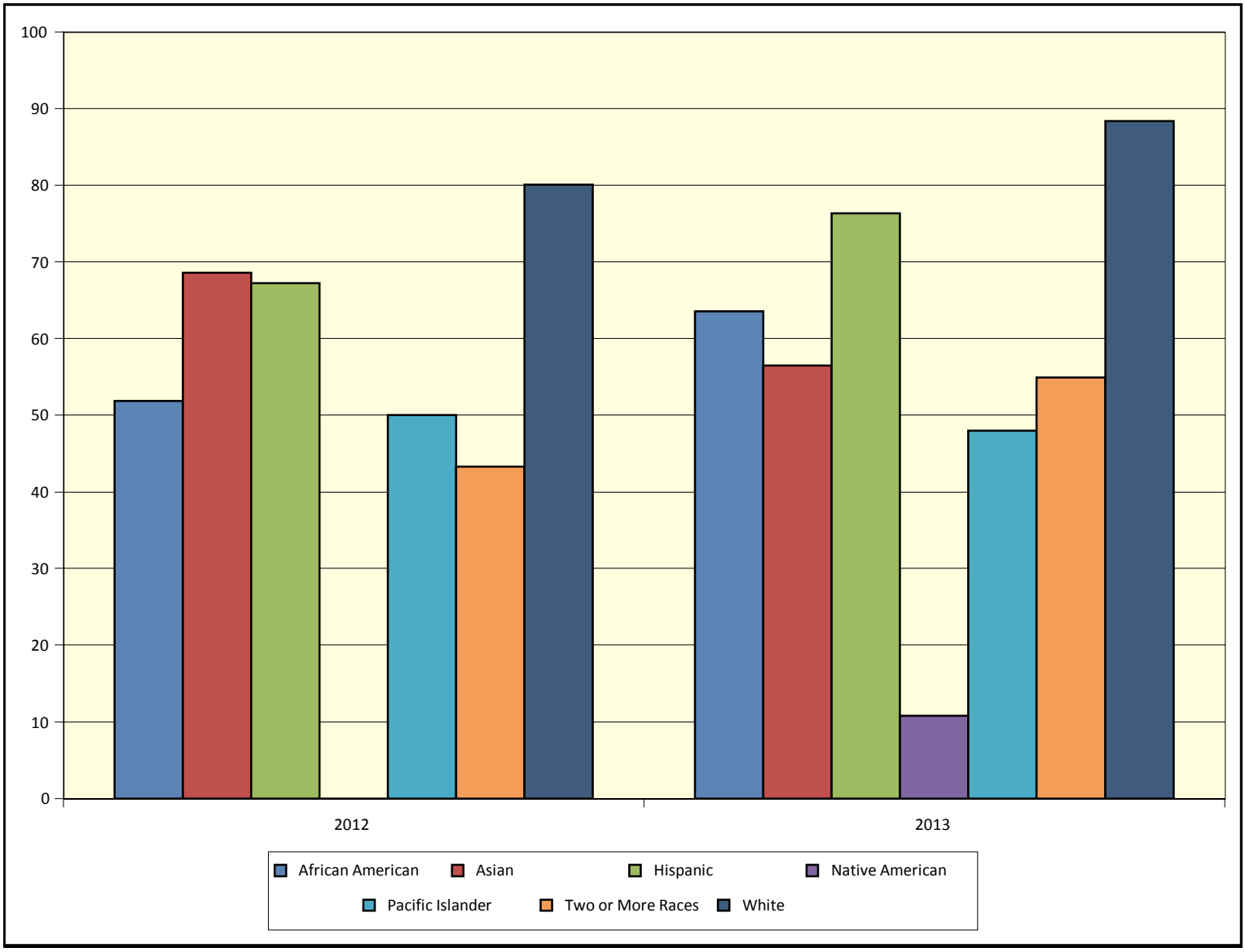
[2]Includes algebra I, algebra II and geometry.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Science[2] by Ethnicity

High Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	794	51.9	1,152	63.5
Hispanic	7,158	67.2	11,481	76.3
White	8,327	80.0	11,285	88.4
Asian	140	68.6	239	56.5
Native American	59	0.0	102	10.8
Pacific Islander	14	50.0	25	48.0
Two or More Races	268	43.3	446	54.9

[1]STAAR percent passing at Phase-in I Level II or above.

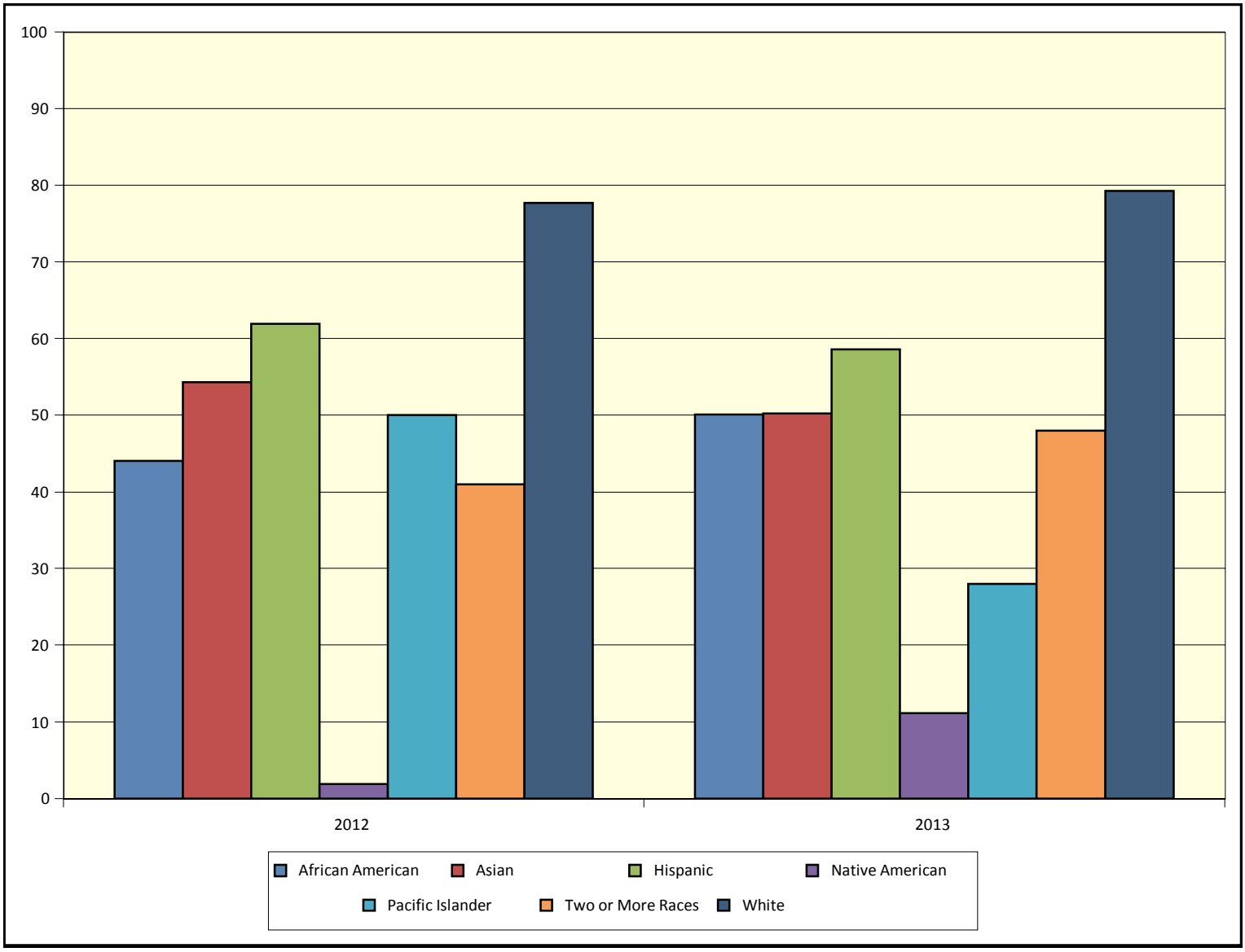
[2]Includes biology, chemistry and physics.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Social Studies[2] by Ethnicity

High Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	787	44.1	1,313	50.1
Hispanic	6,608	61.9	12,874	58.6
White	7,159	77.7	12,003	79.2
Asian	127	54.3	239	50.2
Native American	52	1.9	108	11.1
Pacific Islander	16	50.0	25	28.0
Two or More Races	256	41.0	471	48.0

[1]STAAR percent passing at Phase-in I Level II or above.

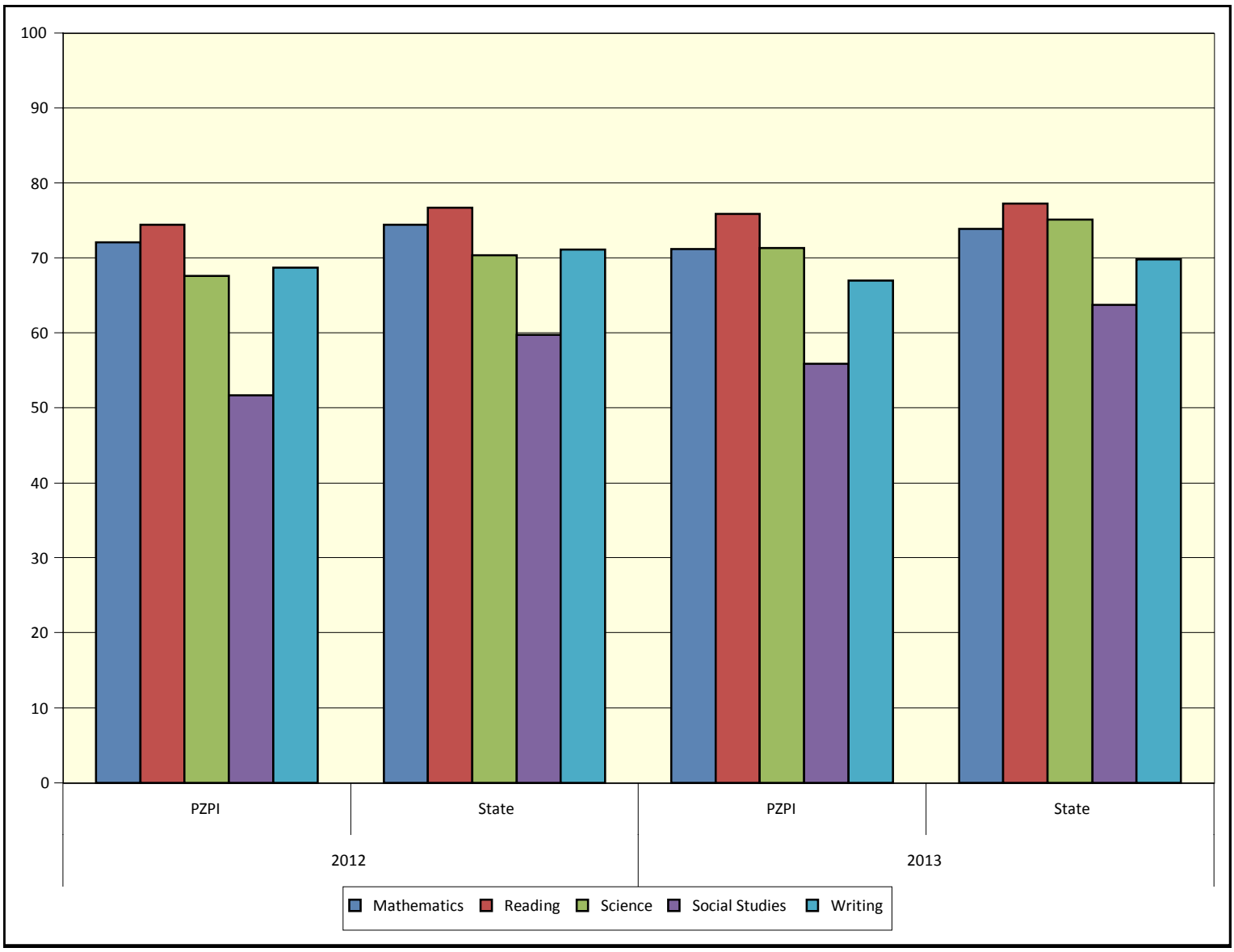
[2]Includes U.S. History, world geography, and world history.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

Middle Schools

Angelo State University



	State 2012	PZPI 2012	State 2013	PZPI 2013
Reading	76.7	74.4	77.2	75.9
Writing	71.1	68.7	69.8	67.0
Mathematics	74.4	72.1	73.9	71.1
Science	70.3	67.6	75.1	71.3
Social Studies	59.7	51.7	63.7	55.9

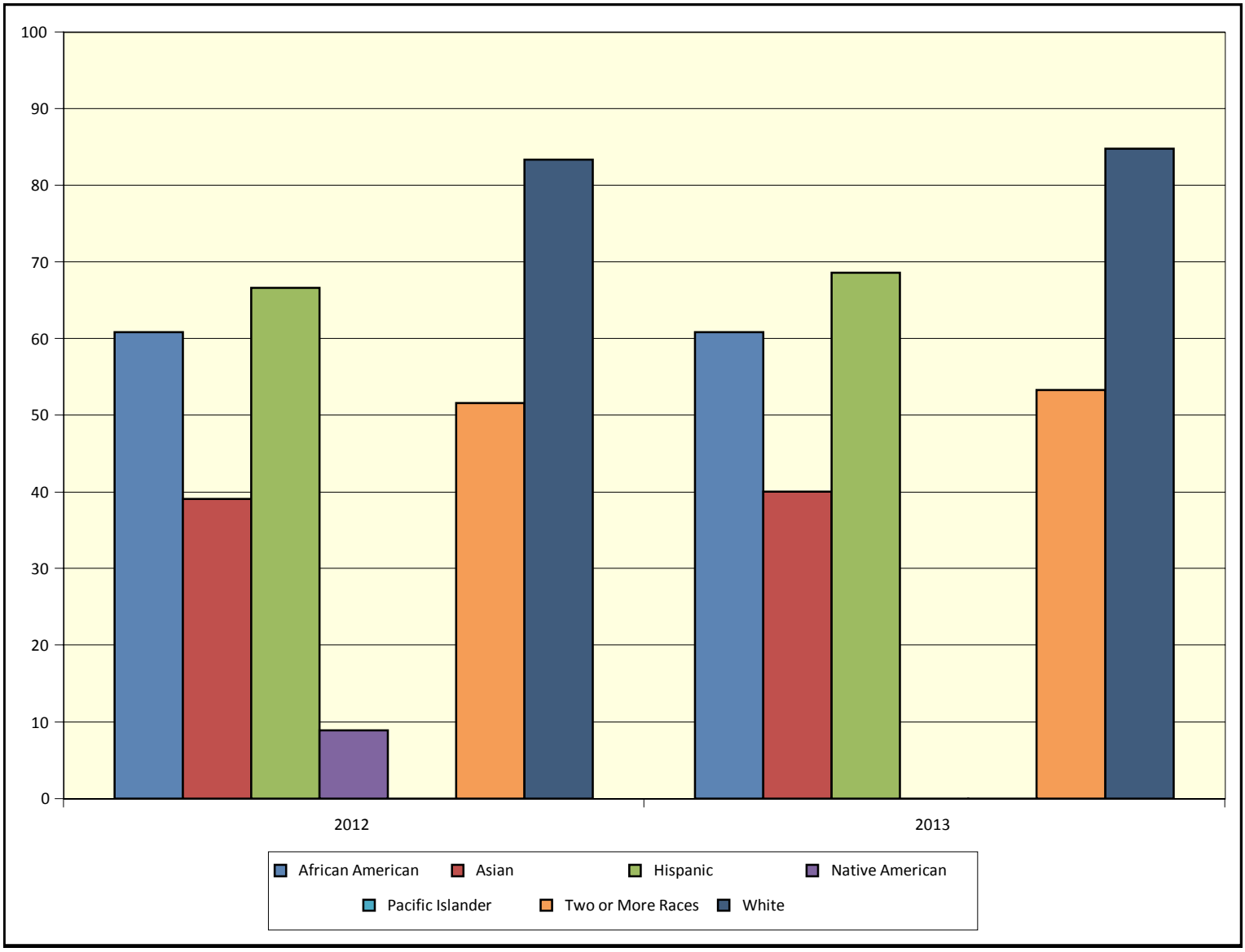
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Reading[2] by Ethnicity

Middle Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1,704	60.8	1,754	60.8
Hispanic	17,740	66.6	18,069	68.6
White	15,809	83.4	15,655	84.8
Asian	325	39.1	317	40.1
Native American	146	8.9	149	0.0
Pacific Islander	46	0.0	47	0.0
Two or More Races	614	51.6	623	53.3

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

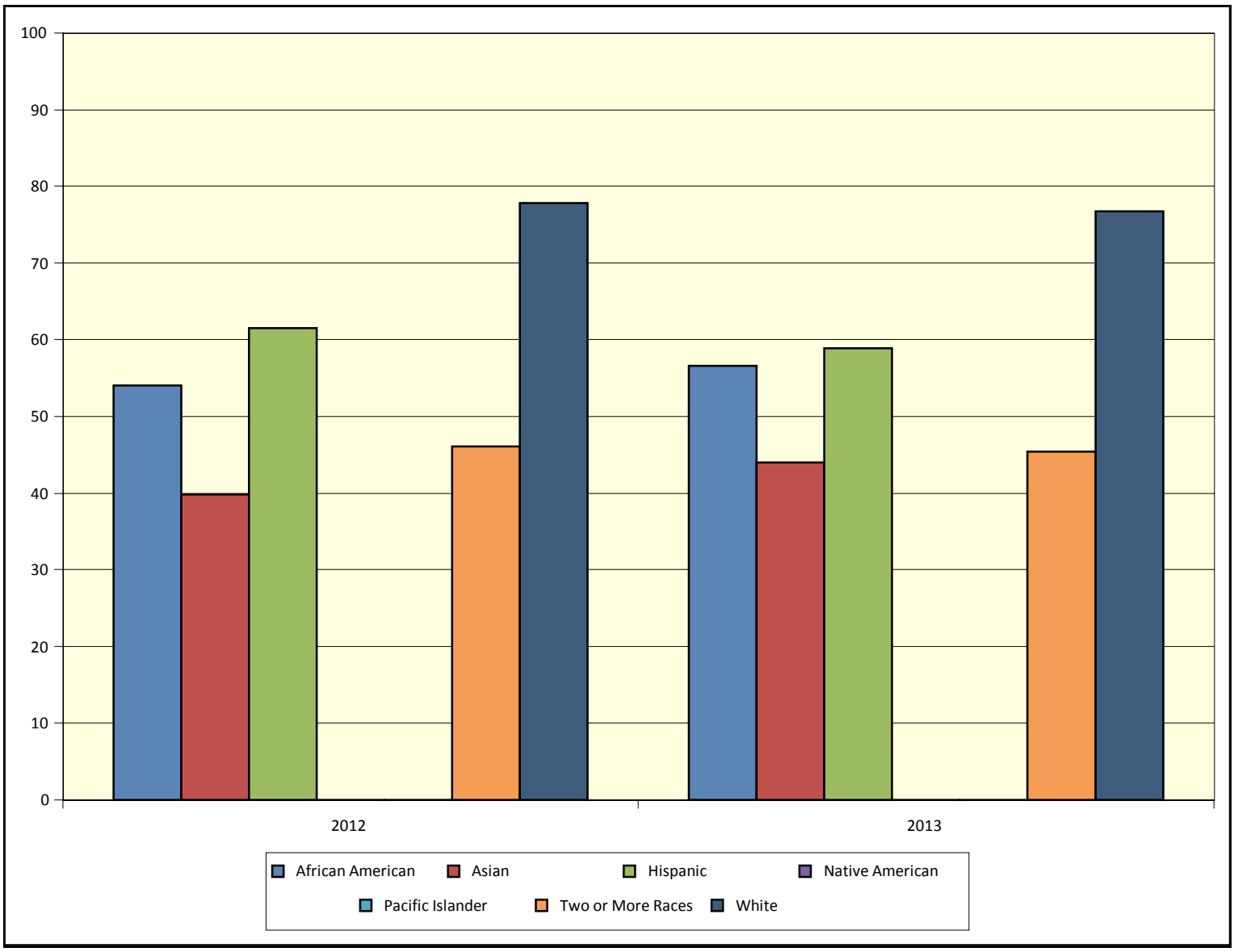
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Writing[2] by Ethnicity

Middle Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	664	54.1	643	56.6
Hispanic	6,926	61.5	6,881	58.9
White	5,781	77.8	5,649	76.7
Asian	123	39.8	134	44.0
Native American	52	0.0	57	0.0
Pacific Islander	21	0.0	17	0.0
Two or More Races	219	46.1	220	45.5

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

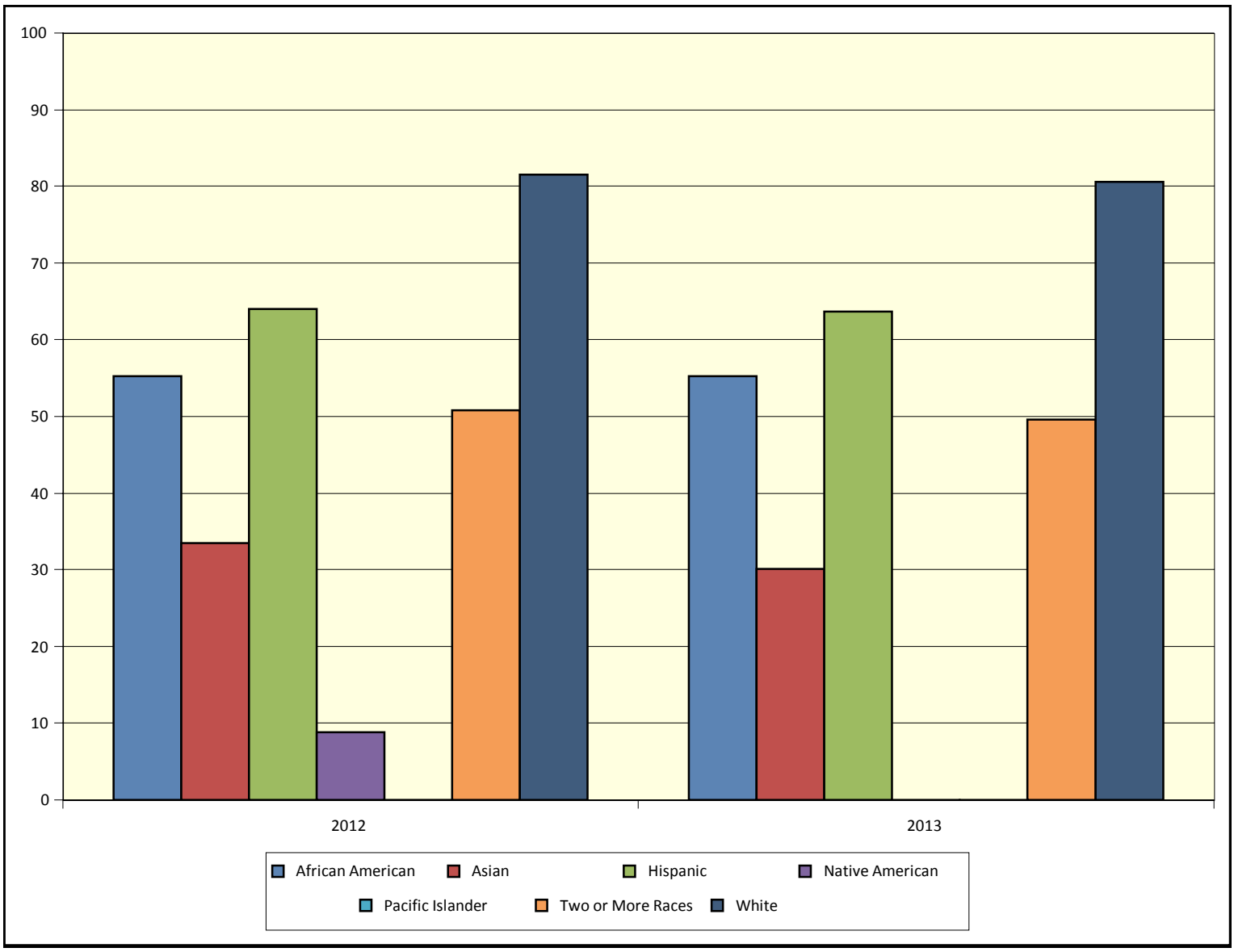
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Mathematics[2] by Ethnicity

Middle Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1,601	55.3	1,648	55.3
Hispanic	16,781	64.0	16,885	63.7
White	14,882	81.5	14,174	80.5
Asian	242	33.5	216	30.1
Native American	136	8.8	141	0.0
Pacific Islander	47	0.0	42	0.0
Two or More Races	577	50.8	573	49.6

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

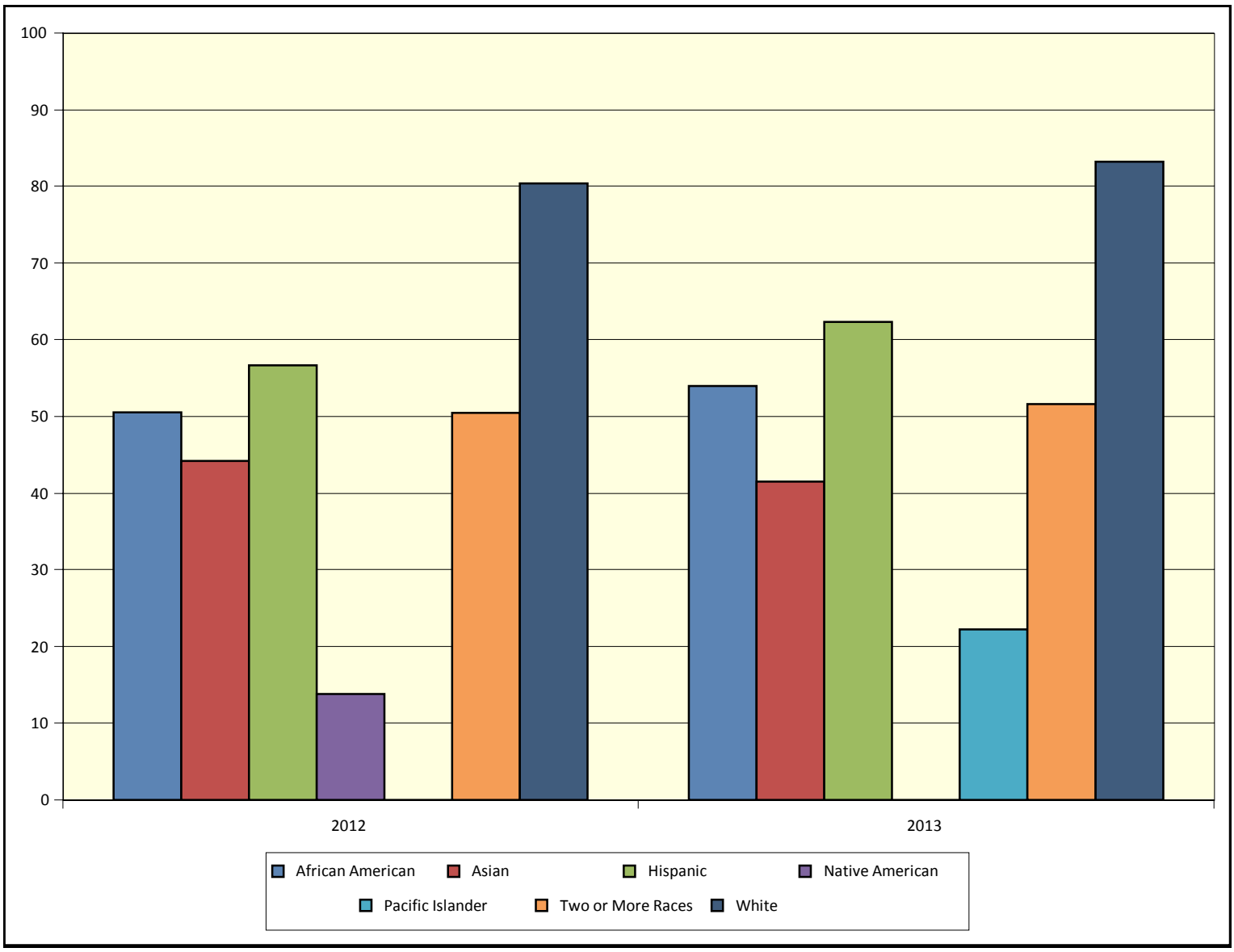
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Science[2] by Ethnicity

Middle Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	643	50.5	684	53.9
Hispanic	6,480	56.7	6,775	62.3
White	5,665	80.4	5,599	83.3
Asian	104	44.2	106	41.5
Native American	58	13.8	51	0.0
Pacific Islander	14	0.0	18	22.2
Two or More Races	216	50.5	217	51.6

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

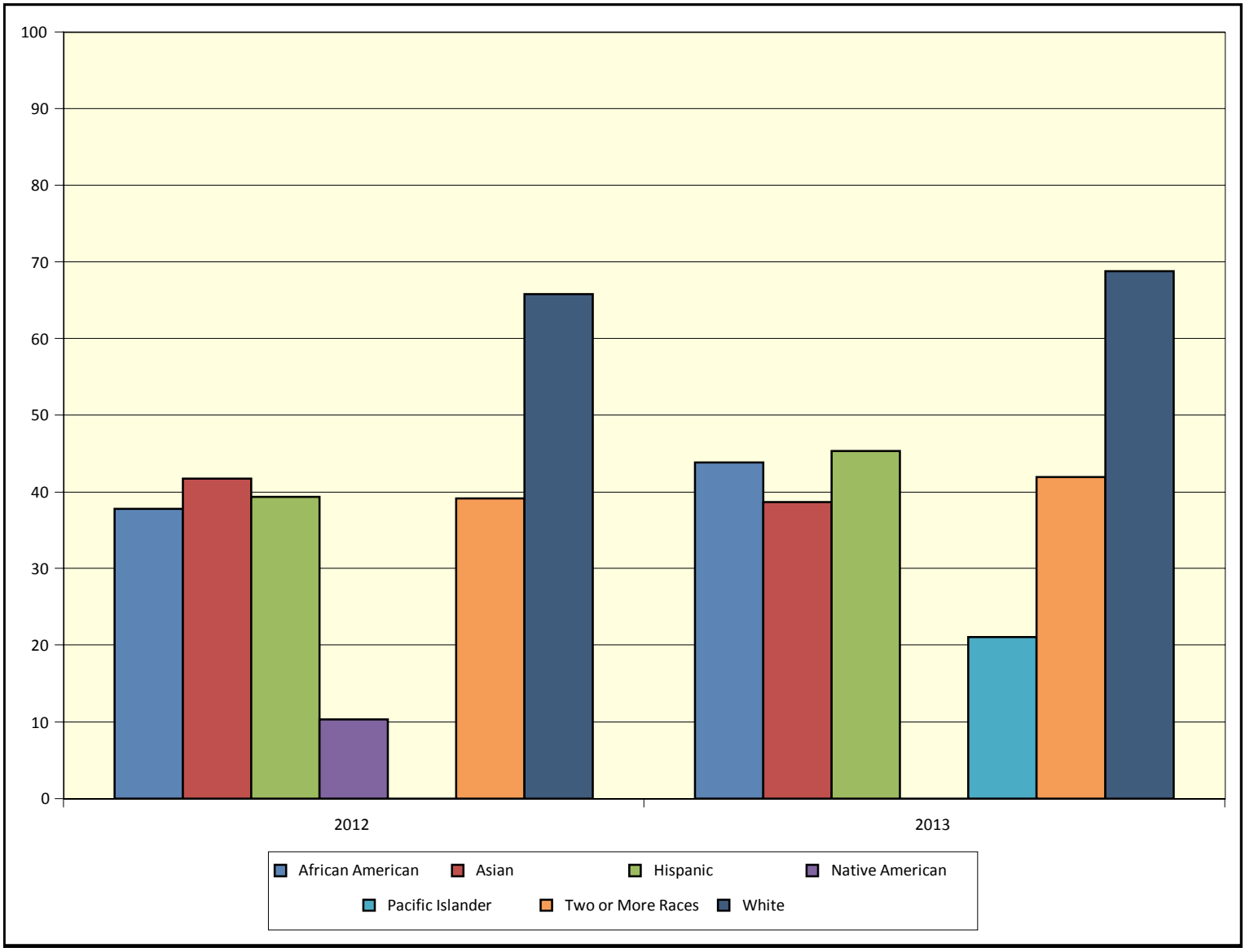
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Social Studies[2] by Ethnicity

Middle Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	640	37.8	684	43.9
Hispanic	6,426	39.4	6,768	45.3
White	5,619	65.8	5,608	68.8
Asian	103	41.7	106	38.7
Native American	58	10.3	51	0.0
Pacific Islander	14	0.0	19	21.1
Two or More Races	212	39.2	217	41.9

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

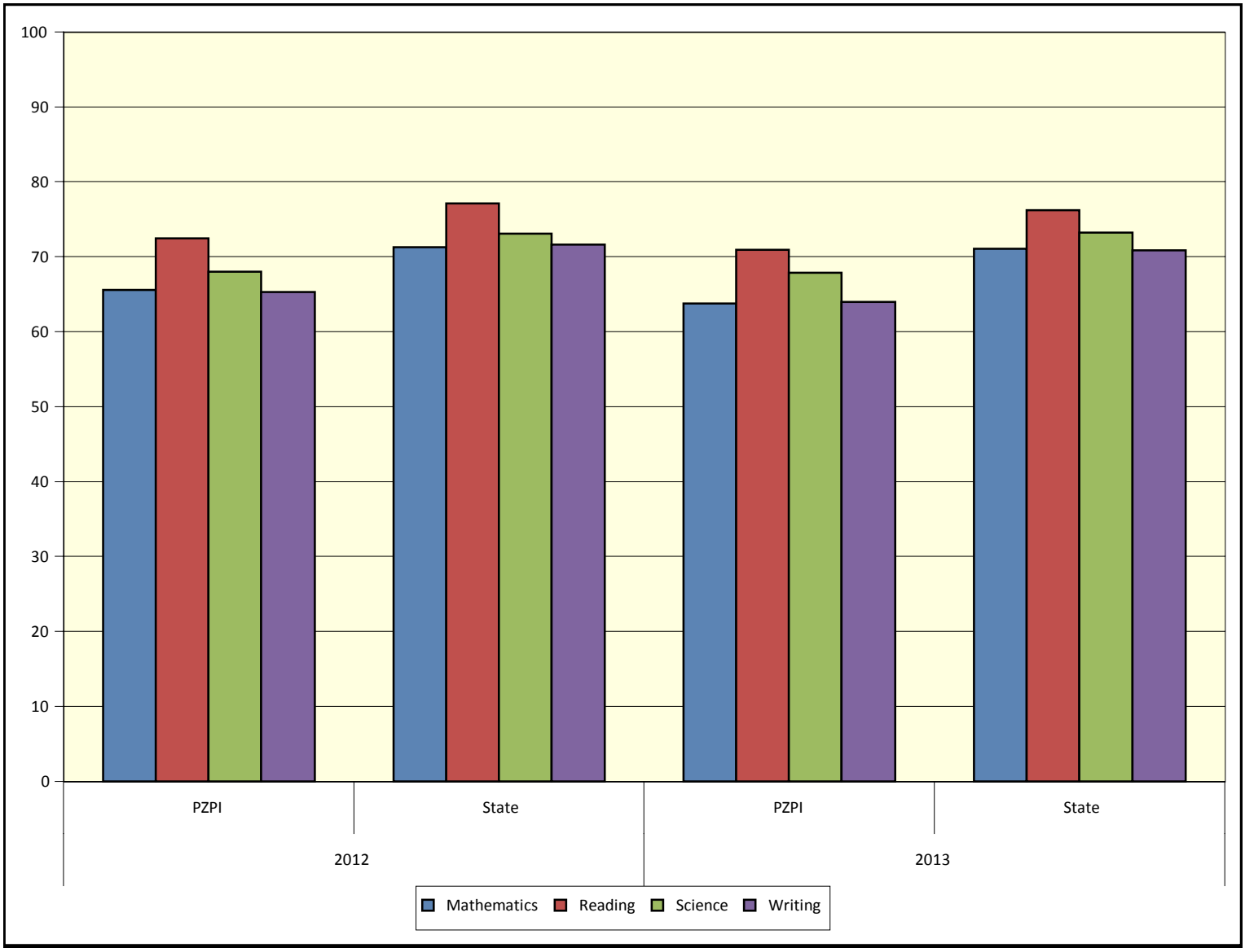
[2]STAAR social studies test is administered in grade 8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

Elementary Schools

Angelo State University



	State 2012	PZPI 2012	State 2013	PZPI 2013
Reading	77.1	72.4	76.2	70.9
Writing	71.6	65.3	70.9	64.0
Mathematics	71.2	65.5	71.0	63.8
Science	73.1	68.0	73.2	67.9

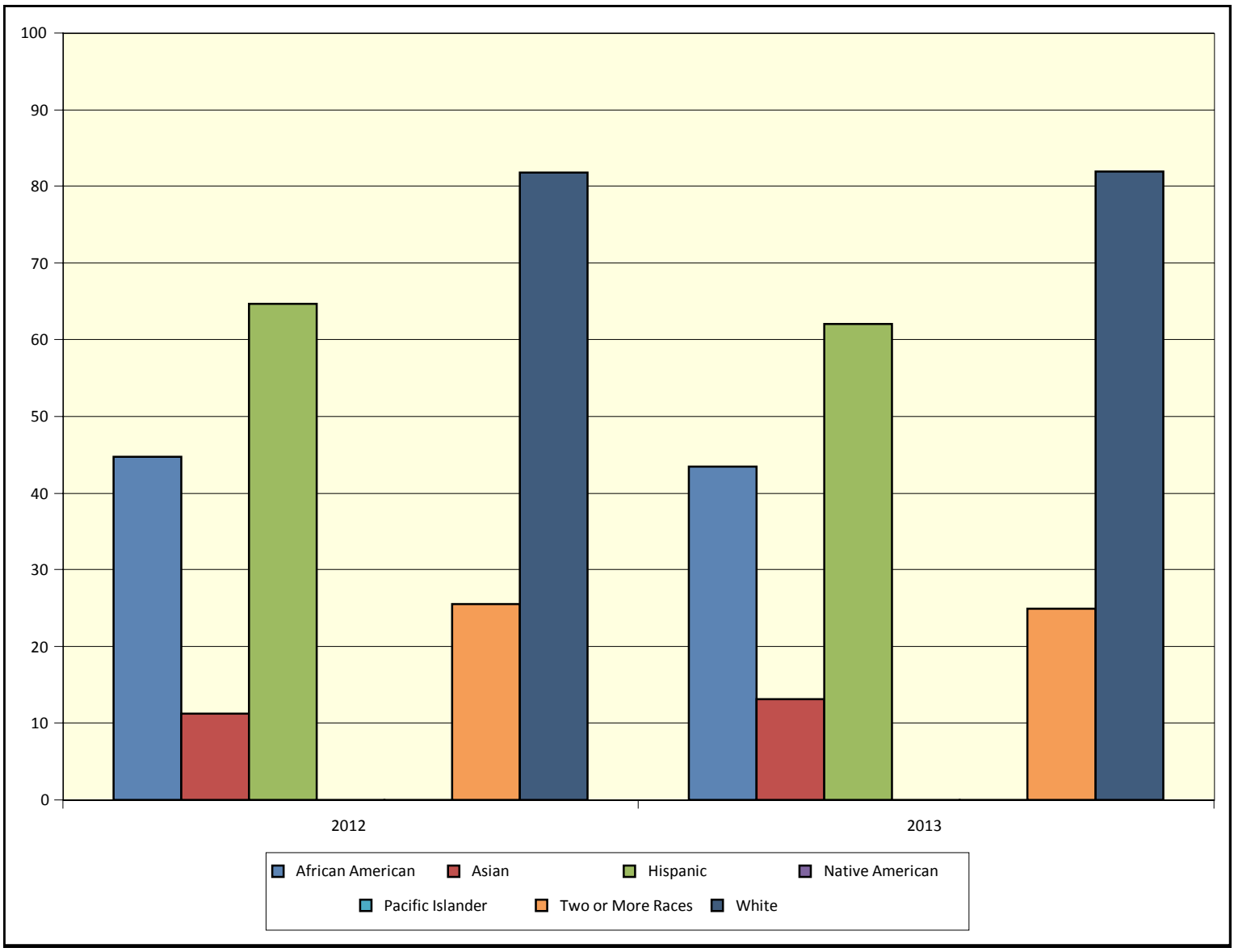
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Reading[2] by Ethnicity

Elementary Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	2,046	44.8	2,029	43.5
Hispanic	21,820	64.7	21,949	62.0
White	17,874	81.8	17,320	82.0
Asian	338	11.2	366	13.1
Native American	158	0.0	146	0.0
Pacific Islander	55	0.0	60	0.0
Two or More Races	773	25.5	836	24.9

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

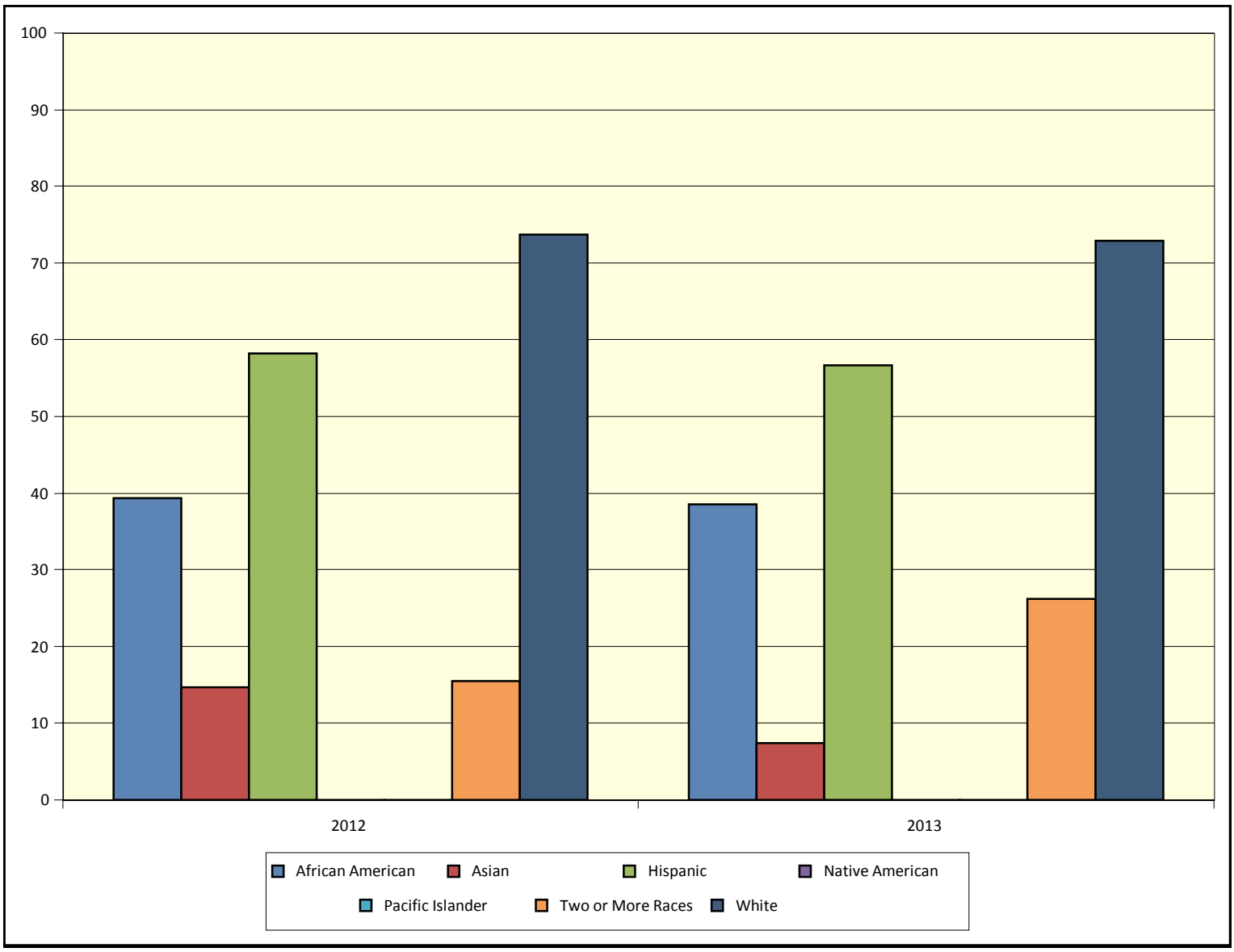
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Writing[2] by Ethnicity

Elementary Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	714	39.4	667	38.5
Hispanic	7,293	58.2	7,398	56.6
White	6,074	73.7	5,916	72.9
Asian	109	14.7	122	7.4
Native American	59	0.0	45	0.0
Pacific Islander	19	0.0	20	0.0
Two or More Races	258	15.5	275	26.2

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

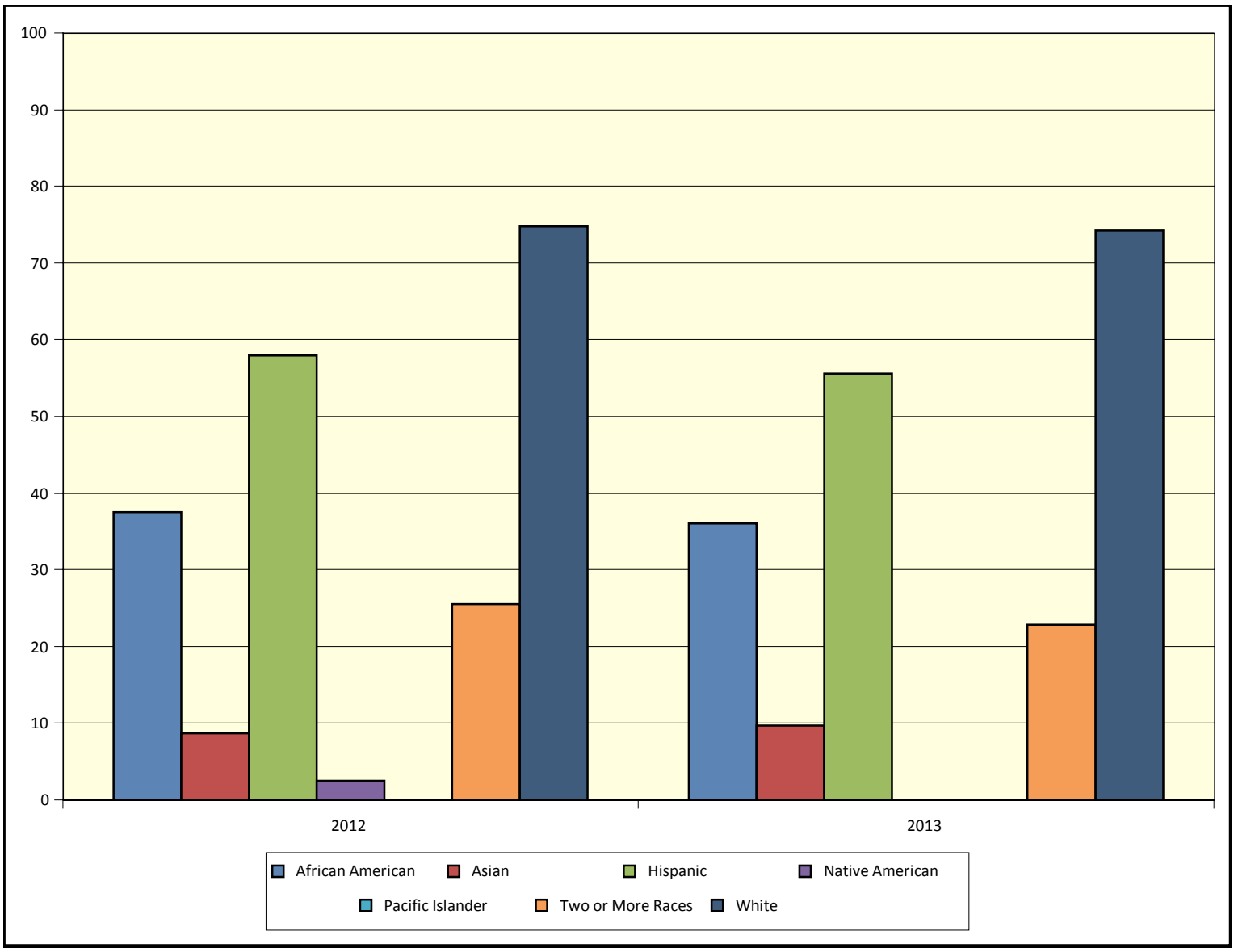
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Mathematics[2] by Ethnicity

Elementary Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	2,036	37.6	2,017	36.1
Hispanic	21,701	57.9	21,918	55.6
White	17,930	74.8	17,399	74.2
Asian	299	8.7	319	9.7
Native American	161	2.5	150	0.0
Pacific Islander	56	0.0	58	0.0
Two or More Races	777	25.5	834	22.8

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

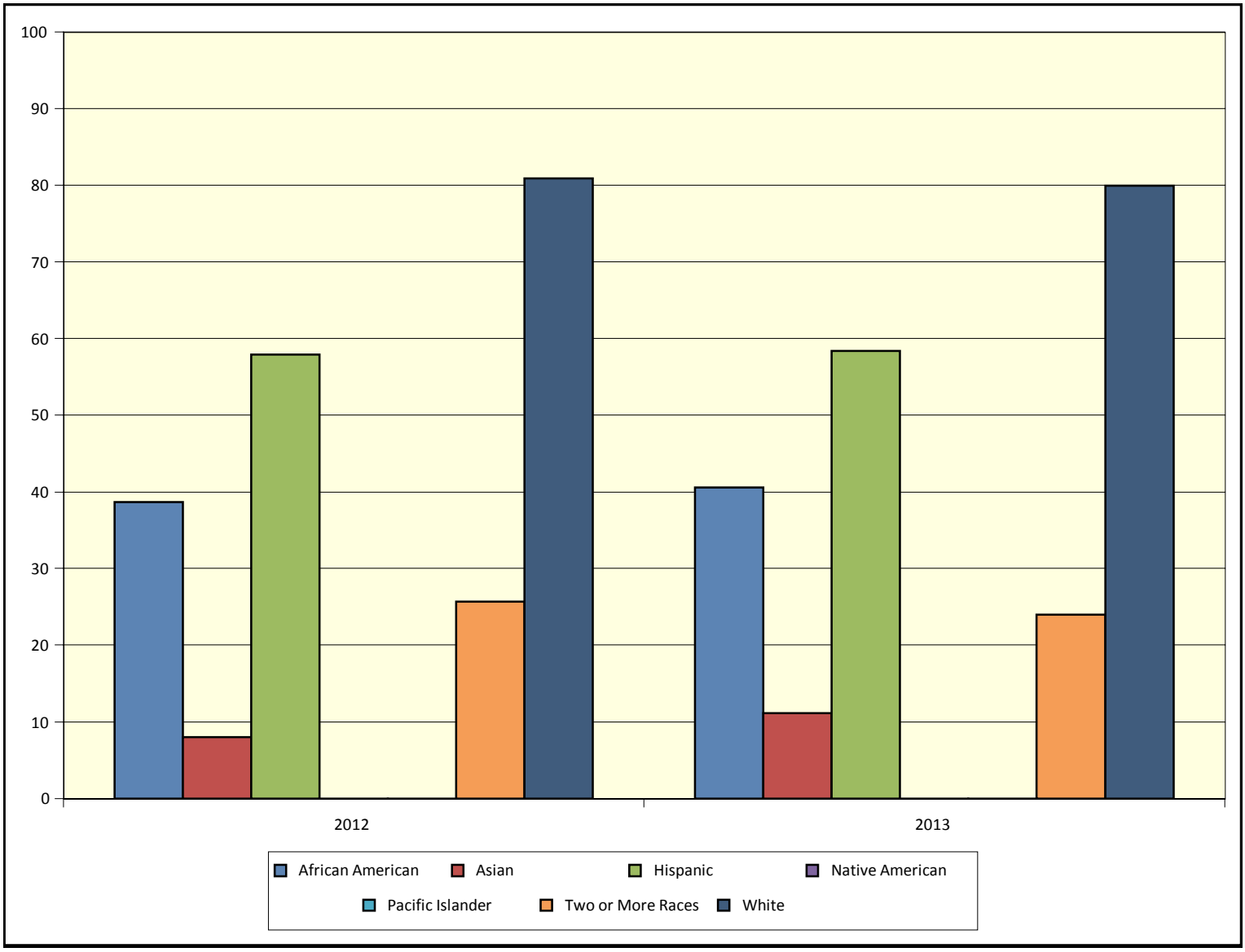
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] in Science[2] by Ethnicity

Elementary Schools

Angelo State University



	2012		2013	
	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	643	38.7	680	40.6
Hispanic	7,235	57.9	7,164	58.4
White	5,718	80.8	5,526	79.9
Asian	100	8.0	99	11.1
Native American	55	0.0	56	0.0
Pacific Islander	16	0.0	20	0.0
Two or More Races	230	25.7	263	24.0

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

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

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest High Schools ranked by STAAR Algebra Performance[1]

2013

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			Reading I			Writing I			Reading II			Writing II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
MULLIN ISD	MULLIN HIGH SCHOOL	52	77	35	5	100	0	6	100	0	0	0	0	6	67	0	6	50	0	6	67	0	6	33	0
NUECES CANYON CISD	NUECES CANYON JH/HS	136	61	52	10	100	0	12	100	0	0	0	0	12	92	8	15	53	7	22	95	18	22	45	0
RISING STAR ISD	RISING STAR H S	84	73	21	13	100	31	13	100	8	0	0	0	13	92	23	13	77	0	14	79	36	14	64	14
ROBERT LEE ISD	ROBERT LEE H S	104	54	34	20	100	35	20	95	25	0	0	0	20	70	5	20	50	0	7	71	0	7	57	14
WALL ISD	WALL H S	310	14	17	64	100	20	84	100	17	0	0	0	83	94	29	83	86	5	80	99	48	80	85	11
EARLY ISD	EARLY H S	332	35	23	82	99	32	87	94	14	0	0	0	93	81	15	95	67	4	76	87	33	76	64	11
EULA ISD	EULA H S	85	46	15	29	97	21	28	96	4	1	0	0	25	84	4	28	64	4	27	96	11	27	63	4
WYLIE ISD	WYLIE H S	955	10	21	192	96	19	266	99	27	1	0	0	260	90	30	266	81	8	246	92	26	247	83	4
CROSS PLAINS ISD	CROSS PLAINS H S	142	56	10	22	95	5	28	96	0	0	0	0	29	90	7	29	45	0	23	96	48	23	74	0
HARPER ISD	HARPER H S	202	34	16	55	95	31	56	96	12	0	0	0	61	84	8	63	59	3	48	92	29	48	73	4
CISCO ISD	CISCO H S	247	52	20	64	94	22	64	97	12	0	0	0	68	84	13	67	64	0	56	96	20	56	66	0
MILES ISD	MILES H S	220	37	35	18	94	33	21	86	10	0	0	0	26	69	15	27	41	4	33	82	21	33	58	0
IRION COUNTY ISD	IRION H S	165	38	36	28	93	11	26	100	12	0	0	0	27	70	0	28	32	0	30	83	20	30	67	13
WATER VALLEY ISD	WATER VALLEY H S	141	41	22	27	93	26	24	96	25	0	0	0	22	73	14	25	60	0	22	73	14	21	62	0
SCHLEICHER ISD	ELDORADO H S	156	35	67	36	92	6	44	89	5	0	0	0	49	67	12	52	54	0	37	95	14	37	54	3
MASON ISD	MASON H S	206	52	41	48	92	21	55	87	5	1	0	0	47	72	17	47	62	2	48	85	25	48	79	4
THROCKMORTON ISD	THROCKMORTON H S	60	42	17	12	92	25	12	92	25	0	0	0	12	83	25	13	77	8	15	80	13	15	47	0
MARBLE FALLS ISD	MARBLE FALLS H S	1,152	49	43	276	91	12	300	94	14	1	0	0	353	62	8	364	45	1	272	76	19	269	52	4
COMANCHE ISD	COMANCHE H S	325	60	46	80	90	10	88	88	5	0	0	0	94	73	14	95	63	0	68	82	13	70	49	3
ALBANY ISD	ALBANY JR-SR H S	226	30	23	32	88	9	34	97	15	0	0	0	36	75	22	39	54	0	25	80	8	25	64	0
DUBLIN ISD	DUBLIN H S	288	66	55	74	88	9	78	76	10	0	0	0	85	59	5	88	41	0	59	66	7	59	54	2
JIM NED CISD	JIM NED H S	324	18	10	74	88	1	118	93	17	0	0	0	111	81	4	111	61	4	69	83	25	69	65	4
POST ISD	POST H S	216	46	62	57	88	18	51	82	6	0	0	0	61	57	10	60	32	0	53	81	15	53	49	0
MIDLAND ISD	EARLY COLLEGE H S AT MIDLAND COLL	316	52	79	61	87	10	89	100	20	0	0	0	92	93	24	94	78	3	75	93	27	75	77	1
EASTLAND ISD	EASTLAND H S	317	46	26	71	86	28	74	84	3	0	0	0	83	70	12	90	43	0	68	74	25	68	59	0

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest High Schools ranked by STAAR Algebra Performance[1]

2013

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			Reading I			Writing I			Reading II			Writing II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
ANDREWS ISD	ANDREWS EDUCATION CENTER	36	39	78	1	0	0	1	0	0	0	0	0	3	0	0	5	20	0	3	0	0	3	0	0
CISCO ISD	CISCO LEARNING CENTER	20	90	30	1	0	0	3	0	0	0	0	0	3	0	0	2	0	0	4	0	0	4	0	0
EASTLAND ISD	EASTLAND CARE CAMPUS	24	63	17	1	0	0	1	0	0	0	0	0	1	0	0	2	0	0	2	0	0	1	0	0
ECTOR COUNTY ISD	ECTOR CO YOUTH CTR	30	47	93	11	0	0	10	40	0	0	0	0	15	13	0	15	0	0	9	22	0	9	11	0
GRAPE CREEK ISD	FAIRVIEW ACCELERATED	6	100	33	1	0	0	1	0	0	0	0	0	2	0	0	2	0	0	2	0	0	2	0	0
WALL ISD	FAIRVIEW ACCELERATED	12	83	50	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0
MARBLE FALLS ISD	FALLS CAREER H S	44	61	36	1	0	0	1	0	0	2	0	0	3	0	0	3	0	0	5	40	0	5	0	0
KERRVILLE ISD	K C J D C	11	100	64	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAMESA ISD	LAMESA SUCCESS ACADEMY	20	35	85	2	0	0	1	0	0	0	0	0	3	0	0	4	0	0	4	0	0	4	0	0
MIDLAND ISD	MIDLAND ALTERNATIVE PROGRAM	16	56	94	6	0	0	5	40	0	0	0	0	4	0	0	4	0	0	0	0	0	0	0	0
MONAHANS-WICKETT-PYOTE	MONAHANS ED CTR	20	45	60	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
PARADIGM ACCELERATED S	PREMIER H S OF DAYTON	88	47	13	1	0	0	11	73	0	0	0	0	10	40	0	10	30	0	10	90	10	10	70	0
PARADIGM ACCELERATED S	PREMIER H S OF MISSION	179	100	98	4	0	0	12	50	0	1	0	0	11	27	0	14	14	0	10	40	0	10	40	0
PARADIGM ACCELERATED S	PREMIER H S OF SOUTH IRVING	118	71	86	4	0	0	4	0	0	3	0	0	8	0	0	10	0	0	7	57	0	7	29	0
PARADIGM ACCELERATED S	PREMIER H S OF TYLER	172	73	77	3	0	0	7	71	14	0	0	0	11	36	0	10	10	0	6	50	0	6	33	0
SNYDER ISD	SNYDER ACADEMY	26	54	65	5	0	0	3	0	0	3	0	0	4	0	0	5	0	0	6	17	0	6	0	0
COLORADO ISD	WALLACE ACCELERATED H S	18	39	56	3	0	0	3	0	0	1	0	0	11	0	0	11	9	0	5	20	0	5	0	0
SWEETWATER ISD	WALLACE ACCELERATED H S	20	65	65	2	0	0	3	0	0	0	0	0	6	0	0	6	0	0	2	0	0	2	0	0
MIDLAND ISD	LEE H S	2,204	27	66	50	12	0	36	64	3	0	0	0	129	21	0	181	7	0	732	71	17	737	44	2
PARADIGM ACCELERATED S	PREMIER H S OF EL PASO	206	100	87	16	12	0	15	40	0	1	0	0	15	7	0	22	5	0	8	75	25	9	56	0
ECTOR COUNTY ISD	ODESSA H S	2,530	37	84	104	13	0	514	74	0	3	0	0	225	18	0	268	7	0	867	66	13	870	36	2
PARADIGM ACCELERATED S	PREMIER H S OF BROWNSVILLE	233	73	98	6	17	0	7	71	0	1	0	0	10	30	0	11	9	0	11	64	9	11	55	0
SAN FELIPE-DEL RIO CISD	DEL RIO H S	1,987	62	93	77	19	0	96	32	0	6	67	0	122	25	0	153	22	0	456	63	6	460	32	0
ECTOR COUNTY ISD	ALTER ED CTR	49	65	96	18	22	0	20	40	0	0	0	0	18	17	0	17	0	0	10	40	0	13	8	0
PARADIGM ACCELERATED S	PREMIER H S OF BEAUMONT	74	69	78	9	22	0	12	42	0	5	80	0	11	45	0	10	10	0	7	100	0	7	14	0

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest Performing Middle Schools ranked by STAAR Reading Performance[1]

2013

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]			Social Studies[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
EULA ISD	EULA J H	55	58	20	54	93	24	53	75	13	23	91	9	29	76	7	30	77	30
HARPER ISD	HARPER MIDDLE	134	41	19	127	93	33	127	94	17	38	89	24	43	93	19	43	72	9
WYLIE ISD	WYLIE J H	860	13	21	843	93	35	784	91	17	298	85	7	259	87	21	261	79	17
HAMILTON ISD	HAMILTON J H	169	54	18	153	91	26	146	75	9	51	92	10	50	78	16	50	52	8
JIM NED CISD	JIM NED MIDDLE	244	21	14	245	91	31	224	83	14	76	83	13	76	79	9	76	64	8
MASON ISD	MASON J H	205	50	32	146	91	32	130	92	18	52	85	6	48	96	21	48	71	12
WALL ISD	WALL MIDDLE	255	13	18	253	91	34	235	95	18	85	94	15	84	82	8	84	70	7
BANGS ISD	BANGS MIDDLE	316	53	28	216	90	21	204	77	4	69	74	4	79	68	5	81	51	5
STEPHENVILLE	HENDERSON J H	548	44	32	526	88	26	457	79	9	260	77	7	263	77	14	263	63	10
CISCO ISD	CISCO J H	194	58	23	178	87	28	178	79	11	59	95	17	59	78	14	59	81	17
JOHNSON CITY ISD	LYNDON B JOHNSON MIDDLE	250	45	34	173	87	24	157	83	13	70	64	3	56	91	38	56	70	12
DE LEON ISD	PERKINS MIDDLE	142	54	35	134	87	18	132	80	8	54	76	4	40	68	2	40	62	8
KERRVILLE ISD	PETERSON MIDDLE	720	55	49	687	87	29	650	91	14	347	86	3	336	83	18	336	70	16
HAWLEY ISD	HAWLEY MIDDLE	173	45	16	158	86	19	147	73	5	58	53	0	45	80	11	45	42	0
LLANO ISD	LLANO J H	411	55	22	386	86	29	355	83	16	131	77	5	126	82	18	126	74	15
EARLY ISD	EARLY MIDDLE	308	42	23	294	85	24	293	94	19	108	81	6	90	93	19	89	85	20
GOLDTHWAITE ISD	GOLDTHWAITE MIDDLE	128	43	25	124	85	31	114	96	16	39	90	3	45	89	20	46	46	4
BRADY ISD	BRADY MIDDLE	264	69	52	241	84	22	240	84	11	75	77	0	96	74	10	96	67	9
COMANCHE ISD	JEFFERIES J H	183	62	52	173	84	17	169	78	5	69	91	3	104	76	9	104	43	3
COPPERAS COVE ISD	S C LEE J H	887	48	53	839	83	21	780	83	10	259	76	1	279	82	19	279	70	11
BANDERA ISD	BANDERA MIDDLE	540	52	34	522	82	20	474	77	8	172	68	5	172	85	15	172	65	7
BRACKETT ISD	BRACKETT J H	146	53	73	139	82	21	120	78	15	46	72	4	51	59	10	51	39	0
COMFORT ISD	COMFORT MIDDLE	253	48	58	228	82	27	210	76	13	74	92	19	77	68	6	78	58	17
SCHLEICHER ISD	ELDORADO MIDDLE	167	49	66	119	82	18	106	83	14	35	74	3	42	79	5	43	67	12
FREDERICKSBURG ISD	FREDERICKSBURG MIDDLE	629	55	47	581	82	22	497	76	12	183	74	4	200	80	18	200	67	13

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 7th grade students.
[3] Administered only to 8th grade students.
[4] Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest Performing Middle Schools ranked by STAAR Reading Performance[1]

2013

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]			Social Studies[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
ABILENE ISD	JEFFERSON OPPORTUNITY CTR	5	100	100	14	0	0	14	36	0	6	33	0	3	0	0	3	0	0
RADIANCE ACADEMY OF LEA	RADIANCE ACADEMY OF LEARNING WE	10	90	100	9	22	0	9	22	0	5	60	0	4	0	0	4	0	0
RADIANCE ACADEMY OF LEA	RADIANCE ACADEMY OF LEARNING (AB	21	71	86	14	50	0	14	29	0	0	0	0	0	0	0	0	0	0
RANGER ISD	RANGER MIDDLE	97	75	27	83	55	10	86	48	2	32	56	3	29	45	0	29	34	3
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	177	46	88	167	57	5	151	53	1	52	56	0	60	60	3	60	37	2
SAN FELIPE-DEL RIO CISD	SAN FELIPE MEMORIAL MIDDLE	723	75	93	699	59	12	676	62	10	0	0	0	0	0	0	0	0	0
MERKEL ISD	MERKEL MIDDLE	140	67	27	67	60	12	68	66	1	0	0	0	0	0	0	0	0	0
BIG SPRING ISD	BIG SPRING J H	905	64	70	829	61	8	779	44	1	269	58	1	255	60	7	257	39	2
ECTOR COUNTY ISD	ECTOR J H	1,500	54	86	942	61	7	793	49	0	431	42	1	486	62	6	482	28	2
ECTOR COUNTY ISD	JOHN B HOOD	462	55	74	422	62	7	375	43	1	220	48	0	210	40	1	210	25	1
MIDLAND ISD	ALAMO J H	764	51	77	715	64	9	651	56	2	354	50	1	357	53	6	357	38	4
SNYDER ISD	SNYDER J H	594	54	60	551	64	11	536	64	4	174	48	1	175	70	10	176	54	6
ECTOR COUNTY ISD	CROCKETT J H	811	62	82	553	65	6	504	58	2	282	56	1	270	62	4	272	36	1
SAN FELIPE-DEL RIO CISD	DEL RIO MIDDLE	1,519	73	94	1305	65	7	1316	58	3	714	53	1	712	58	5	711	45	4
LAMESA ISD	LAMESA MIDDLE	425	80	85	409	65	8	378	47	3	144	56	0	128	36	2	127	31	1
SAN ANGELO ISD	LINCOLN MIDDLE	991	76	76	912	67	12	871	66	5	317	64	0	287	72	10	284	56	7
CROCKETT COUNTY CONSO	OZONA MIDDLE	156	66	74	154	67	14	141	58	2	45	71	4	59	68	3	59	58	5
WINTERS ISD	WINTERS J H	127	72	60	117	68	14	107	61	3	58	64	2	36	64	19	36	56	17
ANDREWS ISD	ANDREWS MIDDLE	777	38	67	747	69	12	723	69	7	239	57	0	223	75	12	223	57	4
BAIRD ISD	BAIRD MIDDLE	66	82	20	61	69	15	59	69	12	17	82	6	18	50	0	18	22	0
BROWNWOOD ISD	BROWNWOOD INT	528	63	47	256	69	22	253	66	17	0	0	0	0	0	0	0	0	0
MCCAMEY ISD	MCCAMEY MIDDLE	144	55	76	118	69	8	113	53	3	38	47	3	38	55	5	38	47	3
ABILENE ISD	CLACK MIDDLE	760	66	61	703	71	15	598	73	7	251	71	3	210	79	15	209	56	11
MIDLAND ISD	GODDARD JUNIOR HIGH	929	46	69	873	71	12	773	64	4	429	56	0	452	62	7	453	36	3
MONAHANS-WICKETT-PYOTE	WALKER J H	294	49	62	283	71	12	247	66	5	156	67	1	123	67	10	123	53	11

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 7th grade students.
[3] Administered only to 8th grade students.
[4] Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Highest Performing Elementary Schools ranked by STAAR Reading Performance[1]

2013

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
MIDLAND ISD	CARVER CENTER	395	16	30	230	100	64	230	99	43	80	100	36	76	100	68
ECTOR COUNTY ISD	EL MAGNET AT REAGAN EL	710	17	63	276	99	37	279	98	27	84	96	27	102	91	9
WALL ISD	WALL EL	455	16	22	264	96	36	263	97	44	98	99	29	79	86	13
JIM NED CISD	LAWN EL	247	43	13	118	94	47	119	92	24	40	92	15	37	78	8
JIM NED CISD	BUFFALO GAP EL	199	32	15	106	93	30	107	89	21	38	82	24	37	89	22
WATER VALLEY ISD	WATER VALLEY EL	148	48	27	42	93	24	41	71	12	13	100	15	13	85	31
CHRISTOVAL ISD	CHRISTOVAL EL	181	23	22	99	92	23	99	82	11	32	69	0	33	94	24
CISCO ISD	CISCO EL	417	68	20	168	92	20	166	74	17	43	84	2	70	71	4
HUNT ISD	HUNT SCHOOL	193	35	31	59	92	29	59	81	17	14	86	7	24	88	17
MILES ISD	MILES EL	221	39	41	90	92	27	89	90	28	32	91	6	35	97	9
WYLIE ISD	WYLIE INT	805	18	22	801	92	35	809	91	34	294	86	13	272	85	16
SAN ANGELO ISD	BONHAM EL	461	28	40	199	91	28	198	86	28	57	81	4	66	92	24
KERRVILLE ISD	NIMITZ EL	484	61	48	224	91	23	223	89	26	64	95	11	95	93	11
MARBLE FALLS ISD	SPICEWOOD EL	201	52	27	91	91	36	93	89	35	28	75	14	34	91	12
BROWNWOOD ISD	WOODLAND HEIGHTS EL	449	51	41	95	91	25	95	83	19	0	0	0	0	0	0
BLUFF DALE ISD	BLUFF DALE EL	117	20	8	51	90	12	51	57	6	16	44	0	20	85	0
FREDERICKSBURG ISD	STONEWALL EL	106	30	19	51	90	37	53	81	36	20	65	5	16	100	31
MASON ISD	MASON EL	302	65	42	81	89	31	84	98	27	40	85	8	0	0	0
RISING STAR ISD	RISING STAR EL	107	74	23	46	89	20	47	94	23	20	95	10	16	75	6
ABILENE ISD	DYESS EL	510	48	51	197	88	25	194	90	31	71	86	18	51	88	8
FORSAN ISD	FORSAN EL AT ELBOW	330	30	32	144	88	35	145	78	14	42	90	17	51	80	14
GOLDTHWAITE ISD	GOLDTHWAITE EL	274	50	27	123	88	30	123	87	24	37	57	5	47	87	11
ALBANY ISD	NANCY SMITH EL	277	46	23	94	88	17	94	91	21	25	84	4	39	77	8
SAN ANGELO ISD	SANTA RITA EL	354	41	43	155	88	28	158	90	28	57	86	12	52	81	6
SWEETWATER ISD	EAST RIDGE EL	352	72	64	157	87	24	159	80	18	0	0	0	0	0	0

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 4th grade students.
[3] Administered only to 5th grade students.
[4] Total number of students taking STAAR exam.

Student Academic Performance in the Proximal Zone of Professional Impact

25 Lowest Performing Elementary Schools ranked by STAAR Reading Performance[1]

2013

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Reading			Mathematics			Writing[2]			Science[3]		
					N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv	N[4]	% Pass	% Adv
DIVIDE ISD	DIVIDE EL	13	0	31	8	0	0	8	0	0	2	0	0	2	0	0
CHRISTOVAL ISD	WALL SP PROG (FLC/BAC)	2	0	0	1	0	0	0	0	0	0	0	0	1	0	0
RADIANCE ACADEMY OF LEA	RADIANCE ACADEMY OF LEARNING (INTE	77	94	100	36	28	8	37	8	0	11	18	0	13	23	0
BIG SPRING ISD	GOLIAD EL	562	72	77	246	38	5	249	30	2	87	26	1	68	24	1
LUEDERS-AVOCA ISD	LUEDERS-AVOCA EL/J H	85	76	29	24	38	8	26	19	0	7	14	0	14	57	7
ECTOR COUNTY ISD	SAN JACINTO EL	719	73	88	283	43	4	284	22	2	93	33	0	104	26	0
MIDLAND ISD	SOUTH EL	514	77	98	158	46	3	158	35	3	67	55	0	60	35	2
ECTOR COUNTY ISD	GALE POND ALAMO EL	506	62	78	129	47	7	154	33	1	43	12	0	45	62	4
OLFEN ISD	OLFEN EL	51	80	51	15	47	0	15	40	0	6	83	0	4	0	0
ECTOR COUNTY ISD	BURLESON EL	657	65	83	250	48	7	249	32	2	92	49	1	71	46	0
ECTOR COUNTY ISD	EL MAGNET AT ZAVALA	594	75	94	184	48	3	185	32	1	72	65	0	57	53	0
BIG SPRING ISD	MARCY EL	614	70	72	290	48	7	295	32	4	92	28	2	97	21	0
MIDLAND ISD	MILAM EL	561	78	95	181	48	4	191	30	3	58	33	2	77	47	0
BIG SPRING ISD	WASHINGTON EL	571	67	66	282	48	5	286	36	3	100	40	0	105	41	2
SAN ANGELO ISD	BRADFORD EL	472	91	82	209	49	5	212	46	5	78	40	0	65	45	2
MIDLAND ISD	CROCKETT EL	453	83	98	126	49	5	129	40	3	49	43	0	42	60	0
ECTOR COUNTY ISD	GOLIAD EL	575	74	73	217	49	3	219	35	2	77	39	0	71	59	3
MCCAMEY ISD	MCCAMEY PRI	237	55	76	82	51	5	84	38	7	36	39	3	0	0	0
BIG SPRING ISD	MOSS EL	451	67	72	195	51	4	193	42	3	72	57	3	63	51	2
REAGAN COUNTY ISD	REAGAN COUNTY EL	456	51	85	202	51	6	201	40	4	80	54	0	53	55	2
ECTOR COUNTY ISD	CAMERON DUAL LANGUAGE MAGNET	626	69	95	166	52	4	172	41	6	60	32	0	66	47	6
ECTOR COUNTY ISD	EL MAGNET AT TRAVIS	632	79	92	221	52	4	224	47	5	60	60	3	74	43	4
ECTOR COUNTY ISD	NOEL EL	757	59	78	303	52	4	304	41	4	106	37	0	106	43	5
MONAHANS-WICKETT-PYOTE	SUDDERTH EL	474	53	67	301	53	10	303	46	8	162	57	2	143	48	3
SAN ANGELO ISD	FANNIN EL	391	85	79	186	54	11	188	60	12	68	46	1	67	49	6

[1] STAAR percent passing at Phase-in 1 level II or above.
[2] Administered only to 7th grade students.
[3] Administered only to 8th grade students.
[4] Total number of students taking STAAR exam.

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2009-2013) 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 FY 2003 through FY 2013 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 2013 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2012 and August 31, 2013.

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

The formula used to calculate the one-year change as a percent was: 2013-2012/2012 x 100%. The formula used to calculate the five-year change was: 2013-2008/2008 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2003 through FY 2013 disaggregated by race/ethnicity. The race/ethnicity of the individual is self-reported. The three and five year change is reported as a number rather than a percent.

C4: Initial Certification Production by Level.
This analysis shows initial standard certificate production disaggregated by level over a ten-year period (2004-2013). 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 may complete a program in AY 2004, yet decide not to obtain certification until AY 2006. Such an individual would be included in the 2006 certification cohort rather than the 2004 certification cohort. TEA generally uses the date of the initial application as the date of certification.

C.5: Other Producers of Teachers in the Proximal Zone of Professional Impact.
This report shows the ten-year production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer. The listing shows the unduplicated number of individuals obtaining standard certification though an approved Texas educator preparation program.

Five-Year University Production Trends

2009-2013

Angelo State University

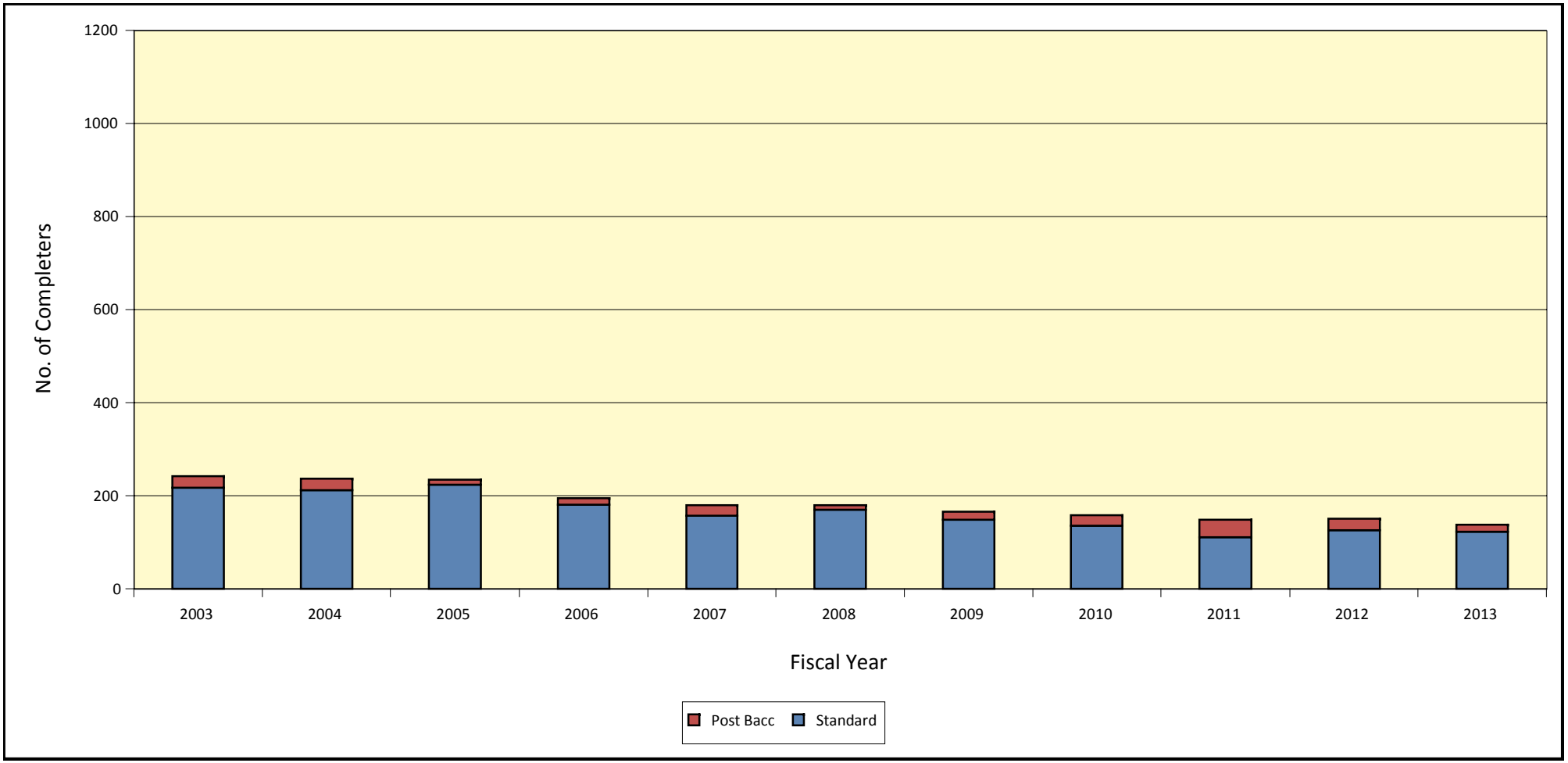
University Production	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1,4]	**6,113**	**6,376**	**7,077**	**6,826**	**6,430**	**5.2%**
Undergraduate	5,592	5,767	6,157	5,881	5,433	-2.8%
Masters	465	506	754	789	842	81.1%
Degrees Awarded (Spring of academic year)						
Total [2]	**1,049**	**1,098**	**1,147**	**1,343**	**1,399**	**33.4%**
Baccalaureate Degrees	782	816	805	932	938	19.9%
Mathematics	11	15	15	17	18	63.6%
Biological Science	37	40	39	46	55	48.6%
Physical Science	14	14	6	22	31	121.4%
Masters	169	157	187	251	283	67.5%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**166**	**158**	**148**	**150**	**138**	**-16.9%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	18	22	37	24	15	-16.7%
Traditional Undergraduate Certified	148	136	111	126	123	-16.9%

[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 2003-2013 [2]

Angelo State University



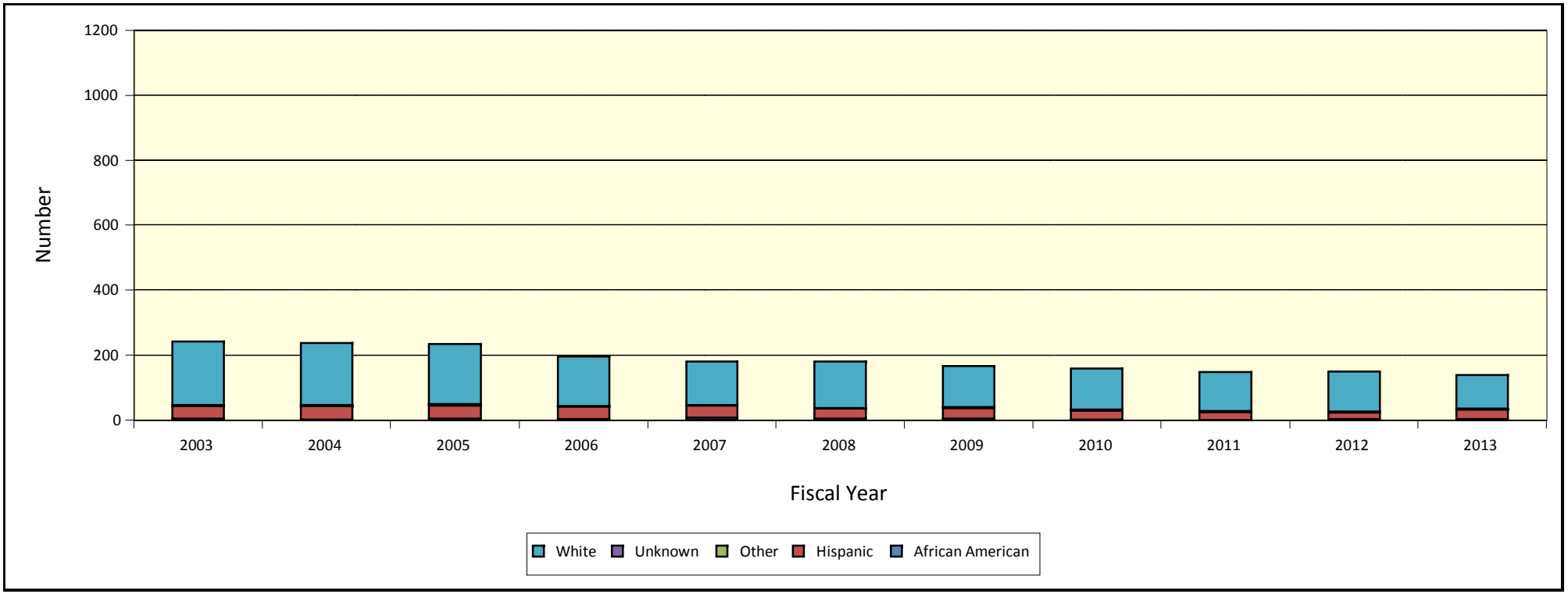
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013		2012-2013	2008-2013
242	237	234	195	180	180	166	158	148	150	138	**2,028**	-8.0%	-23.3%

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

Teacher Production by Race/Ethnicity [1]

FY 2003-2013 [2]

Angelo State University



	Fiscal Year											3-Year Change	5-Year Change
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2010-2013	2008-2013
African American	4	2	5	3	7	5	5	2	0	3	3	1	-2
Hispanic	39	41	40	39	37	31	32	28	24	20	30	2	-1
Other	3	2	3	1	2	1	3	3	3	3	2	-1	1
Unknown	0	1	1	0	0	0	0	0	0	0	0	0	0
White	196	191	185	152	134	143	126	125	121	124	103	-22	-40
TOTAL	**242**	**237**	**234**	**195**	**180**	**180**	**166**	**158**	**148**	**150**	**138**		

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

Initial Certification Production by Level [1]
FY 2004-2013 [2]
Angelo State University

Certificate	Fiscal Year										5-Year Average 2009-2013
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
ELEMENTARY (EC-4 and EC-6)											
Bilingual Generalist	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	95	119	97	84	88	87	78	64	78	77	76.8
Other[5]	37	0	1	0	0	0	0	0	0	0	0.0
Subtotal	**132**	**119**	**98**	**84**	**88**	**87**	**78**	**64**	**78**	**77**	**76.8**
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	6	0	3	6	4	9	17	27	25	18	19.2
ELA/Reading	2	2	5	5	4	0	2	3	4	2	2.2
ELA/Reading/Social Studies	0	0	0	0	0	0	0	0	0	1	0.2
Mathematics	3	7	3	3	3	5	5	2	5	1	3.6
Mathematics/Science	0	1	4	1	2	2	3	0	0	0	1.0
Science	1	1	1	3	3	1	2	1	0	0	0.8
Social Studies	0	1	1	1	0	1	2	0	0	0	0.6
Subtotal	**12**	**12**	**17**	**19**	**16**	**18**	**31**	**33**	**34**	**22**	**27.6**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technology Education[7]	0	0	0	0	0	0	1	1	1	4	1.4
Chemistry	0	1	0	0	0	1	1	0	1	0	0.6
Computer Science	0	1	0	0	0	0	0	0	0	0	0.0
Dance	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	7	7	6	10	9	9	9	9	8	12	9.4
History	6	2	4	3	4	4	6	5	2	5	4.4
Journalism	2	1	0	0	1	0	1	1	0	0	0.4
Life Sciences	2	5	3	4	5	5	9	7	2	3	5.2
Mathematics	7	14	9	5	8	7	5	9	10	7	7.6
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physical Science	2	1	1	1	0	0	0	1	0	0	0.2
Physics	1	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	0	0	1	0	0	0	0.2
Science	1	0	0	0	0	0	0	0	0	0	0.0
Secondary French	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
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0.0
Secondary Spanish	7	4	3	6	6	6	2	3	0	0	2.2
Social Studies	2	4	1	2	4	3	2	2	1	2	2.0
Speech	3	0	5	1	7	5	7	2	1	2	3.4
Technology Applications	2	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**42**	**40**	**32**	**32**	**44**	**40**	**44**	**40**	**26**	**35**	**37.0**
ALL LEVEL (EC-12 and PK-12)											
American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
Fine Arts[8]	8	7	2	6	13	7	11	9	7	12	9.2
Health and Phy Education	10	22	42	41	35	27	17	11	14	3	14.4
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	1	1	4	1.2
Special Education[9]	17	8	14	10	16	16	13	13	27	33	20.4
Technology Applications	1	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**36**	**37**	**58**	**57**	**64**	**50**	**41**	**34**	**49**	**52**	**95.6**
SUPPLEMENTALS											
Bilingual	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	0	1	1	0	0	0	0.4
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[9]	0	1	7	4	1	0	1	0	0	0	0.2
Subtotal	**0**	**1**	**7**	**4**	**1**	**1**	**2**	**0**	**0**	**0**	**0.6**

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 technology education, family and consumer sciences composite, human development and family studies, hospitality, nutrition, and food sciences, agriculture, science, and technology, business education, marketing education, health science technology education, trade and industrial education, career and technical education.
8 Includes certificates issued in art, music, theatre.
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 2003-2013 [2]

Angelo State University

Production Entity	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Tarleton State University	458	437	412	411	350	397	318	300	317	296	275	**3,971**
Angelo State University	**242**	**237**	**234**	**195**	**180**	**180**	**166**	**158**	**148**	**150**	**138**	**2,028**
University of Texas - Permian Basin	186	242	150	148	164	112	136	132	122	98	81	**1,571**
Abilene Christian University	143	148	114	120	92	111	100	95	47	71	72	**1,113**
Region 18 Education Service Center	83	79	73	90	68	106	103	109	82	61	69	**923**
McMurry University	74	63	69	78	64	60	75	83	49	62	51	**728**
Hardin-Simmons University	81	81	73	55	77	80	58	58	44	60	46	**713**
Howard Payne University	54	59	59	65	48	36	39	43	30	35	21	**489**
Schreiner University	37	47	41	30	19	39	22	17	23	20	18	**313**
Region 14 Education Service Center	15	13	21	14	14	17	22	22	27	30	31	**226**
Region 15 Education Service Center	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**1,373**	**1,406**	**1,246**	**1,206**	**1,076**	**1,138**	**1,039**	**1,017**	**889**	**883**	**802**	**12,075**

1 Number of university completers is the unduplicated number of individuals obtaining standard 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 teacher and district hiring patterns, the placement of university completers within the PZPI, and retention rates for the 2010 cohort of first-year teachers.

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 employed by subject area and school level. The category "Teachers Supplied" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI who obtained probationary or standard certification from the preparation program in FY 2013 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 2013-2014. 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) employed within a seventy-five mile radius of the university.

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. This report is the first page of a supplemental document comparing the AY 2013-2014 hiring patterns of districts in the university's PZPI. (See Attachment 3 to view the full report). The first chart shows which PZPI districts employed teachers from the university in AY 2014 who were newly-certified in FY 2013. The second shows the same information for all teachers employed in the PZPI in AY 2014 who were certified through the university between FY 1995 and FY 2013.

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 disaggregated by level. To provide context about the campus, the percent of school students classified as economically disadvantaged is provided. The column labeled "# School FTEs" shows the total number of teacher FTEs at the campus. The columns labeled "# Univ FTEs" and the "% Univ FTEs" show the total number and percent of FTEs employed at that campus who obtained certification from the target university's preparation program from FY 1995 through FY 2013.

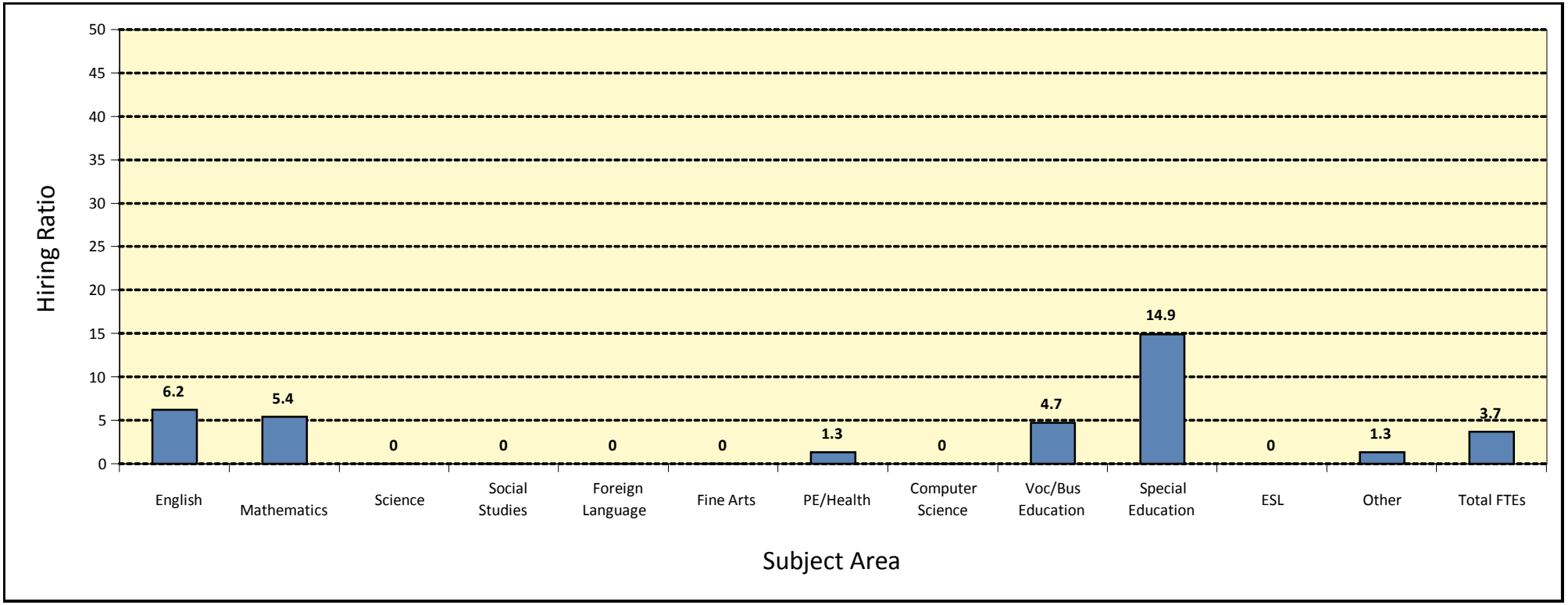
D.5: Comparison of Teacher Retention Trends. *D.5.a: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in FY 2009 who became employed in a Texas public school in AY 2010. A first-year teacher is defined as an individual issued either a standard or probationary certificate in FY 2009 who had no prior teaching experience. The retention rate for spring 2010 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in AY 2009-2010. The target university's retention rates are compared 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 reports further disaggregate the five-year retention rates and attrition rates of first-year teachers into 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 2013-2014



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]	3.3	1.9	0.0	0.0	0.0	0.0	0.4	0.0	2.0	3.7	0.0	0.2	**11.4**
District Hires[2]	52.9	35.2	39.4	24.7	12.6	18.5	31.3	1.5	42.5	24.9	6.1	15.9	**306.6**
Hiring Ratio [3]	**6.2%**	**5.4%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**1.3%**	**0.0%**	**4.7%**	**14.9%**	**0.0%**	**1.3%**	**3.7%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2013 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2013-2014.

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

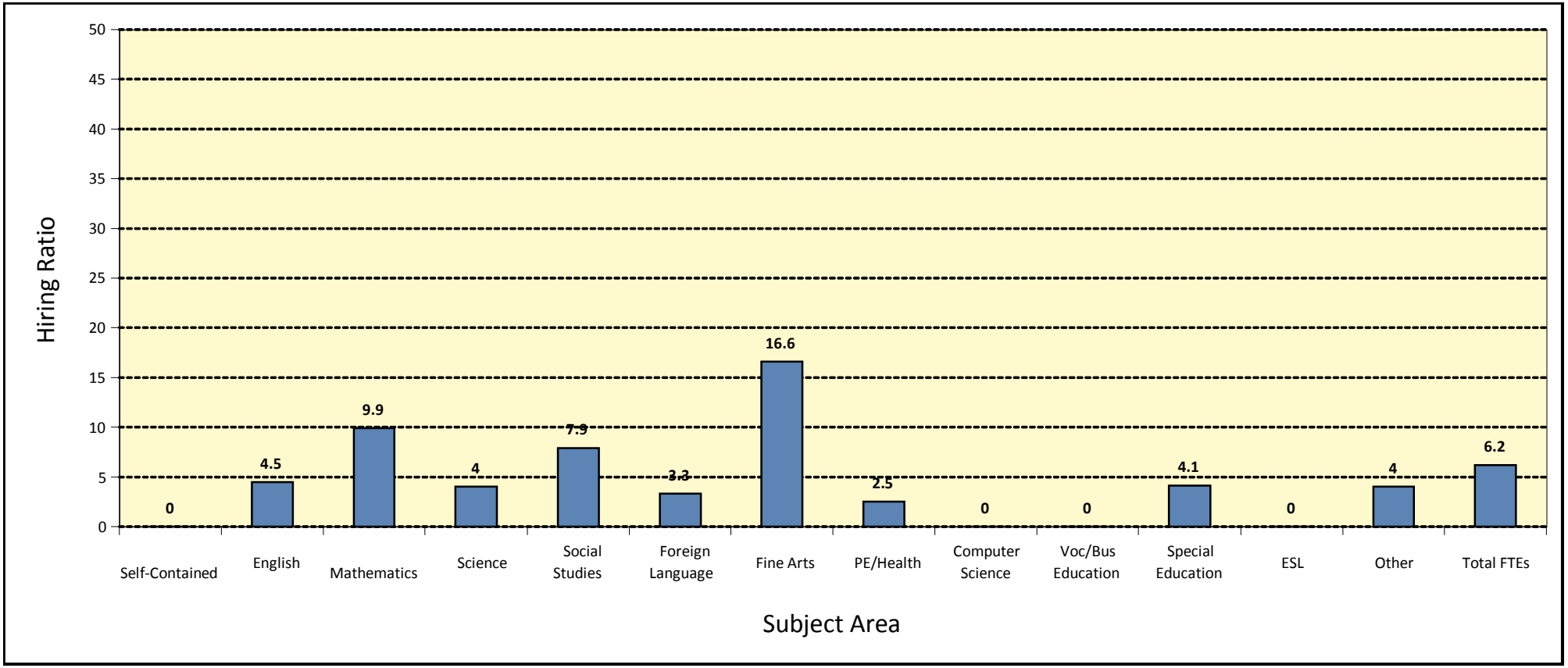
Source Data
Teacher Assignment and Certification Files, TEA

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2013-2014



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	1.9	3.6	0.8	2.7	0.2	3.0	0.5	0.0	0.0	1.0	0.0	0.5	14.1
District Hires[2]	0.2	41.9	36.3	20.1	34.1	6.0	18.1	19.8	1.0	5.1	24.4	9.6	12.5	229.0
Hiring Ratio[3]	**0.0%**	**4.5%**	**9.9%**	**4.0%**	**7.9%**	**3.3%**	**16.6%**	**2.5%**	**0.0%**	**0.0%**	**4.1%**	**0.0%**	**4.0%**	**6.2%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2013 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2013-2014.

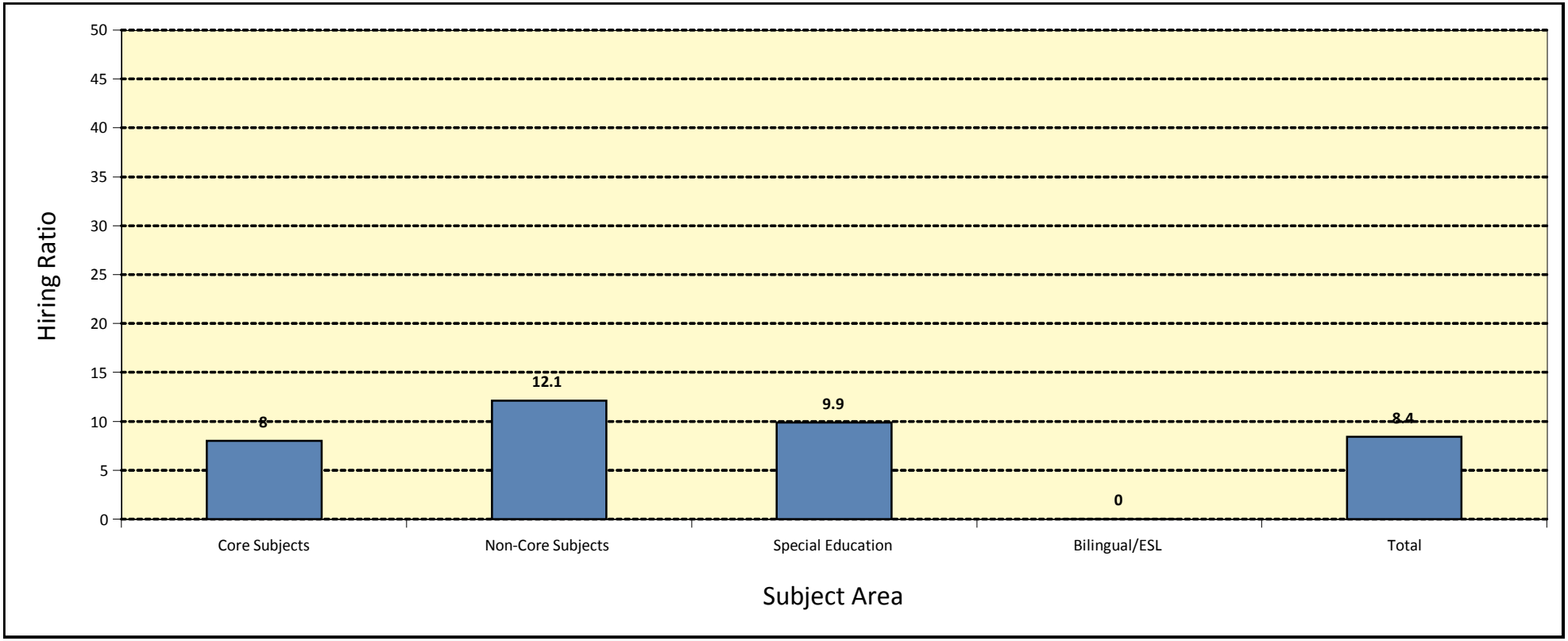
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2013-2014



Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	33.9	12.7	3.0	0.0	49.6
District Hires [2]	425.0	105.3	30.3	27.9	588.5
Hiring Ratio [3]	**8.0%**	**12.1%**	**9.9%**	**0.0%**	**8.4%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2013 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2013-2014.

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

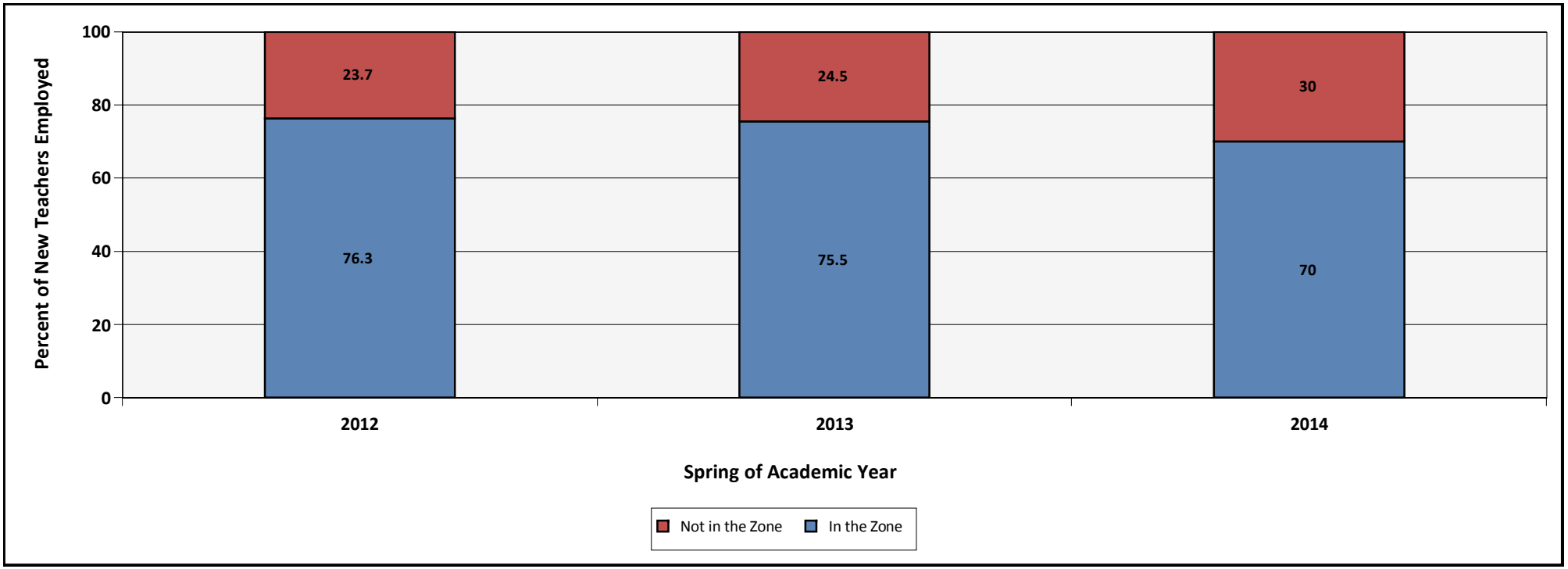
4 Core subjects are subjects that are TAKS tested.

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

2012-2014

Angelo State University



	New Teachers Employed						
	2012		2013		2014		% Change
	Number	Percent	Number	Percent	Number	Percent	2012 to 2014
In the Zone	58	76.3	77	75.5	77	70.0	-6.3
Not in the Zone	18	23.7	25	24.5	33	30.0	6.3
Total	**76**	**100.0**	**102**	**100.0**	**110**	**100.0**	**0.0**

Source Data
Teacher Assignment and Certification Files
TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2013-2014
Angelo State University

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

Teachers Newly-Certified[1] in FY 2012-2013

Employing District	University-Prepared Employed by District in 2013-2014	New Teachers Employed by District in 2013-2014	% University Newly-Certified Compared to New Teachers Employed
GLASSCOCK COUNTY ISD	1	1	100.0
SANTA ANNA ISD	1	1	100.0
PAINT ROCK ISD	3	4	75.0
MCCAMEY ISD	5	9	55.6
BALLINGER ISD	1	2	50.0
WESTBROOK ISD	1	2	50.0
SAN ANGELO ISD	34	72	47.2
REAGAN COUNTY ISD	6	13	46.2
CISCO ISD	1	3	33.3
CROCKETT COUNTY CONSOL	2	6	33.3
GRAPE CREEK ISD	4	12	33.3
RULE ISD	1	3	33.3
SONORA ISD	1	3	33.3
STERLING CITY ISD	1	3	33.3
SAN SABA ISD	1	6	16.7

All Teachers Certified

Employing District	University-Prepared (1994-1995-2012-2013) Employed by District in 2013-2014	Total Teachers Employed by District in 2013-2014	Percent of Univ-Prepared Teachers in District
VERIBEST ISD	13	24	54.2
GRAPE CREEK ISD	46	88	52.3
SAN ANGELO ISD	420	932	45.1
CHRISTOVAL ISD	16	38	42.1
PAINT ROCK ISD	8	19	42.1
MILES ISD	17	41	41.5
REAGAN COUNTY ISD	28	72	38.9
OLFEN ISD	3	8	37.5
WALL ISD	39	108	36.1
SCHLEICHER ISD	19	63	30.2
EDEN CISD	7	24	29.2
BALLINGER ISD	24	83	28.9
BLACKWELL CISD	7	25	28.0
IRION COUNTY ISD	8	29	27.6
STERLING CITY ISD	8	30	26.7

1. Includes standard certificates from all university pathways.

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

2012-2013

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	0.0	SAN ANGELO STATE SCHOOL	1.0	0.9	**91.0**
MILES ISD	200902001	36.8	MILES H S	21.0	9.7	**46.3**
VERIBEST ISD	226908001	46.0	VERIBEST H S	12.4	4.9	**39.7**
WALL ISD	226906001	13.5	WALL H S	33.4	13.3	**39.7**
SAN ANGELO ISD	226903041	53.4	CENTRAL FRESHMAN CAMPUS	43.0	14.9	**34.6**
SAN ANGELO ISD	226903002	71.2	LAKE VIEW H S	90.8	31.1	**34.3**
GRAPE CREEK ISD	226907001	60.3	GRAPE CREEK H S	29.2	9.7	**33.3**
SAN ANGELO ISD	226903001	42.5	CENTRAL H S	132.2	42.8	**32.4**
WALL ISD	226906002	83.3	FAIRVIEW ACCELERATED	4.4	1.4	**30.9**
SNYDER ISD	208902004	53.8	SNYDER ACADEMY	4.4	1.1	**25.6**
SCHLEICHER ISD	207901001	34.6	ELDORADO H S	24.0	6.0	**24.9**
BALLINGER ISD	200901001	48.2	BALLINGER H S	30.0	7.2	**24.1**
GLASSCOCK COUNTY ISD	87901001	43.4	GLASSCOCK COUNTY H S	16.2	3.9	**23.9**
BRADY ISD	160901001	53.6	BRADY H S	28.8	6.4	**22.3**
SONORA ISD	218901001	35.9	SONORA H S	34.2	7.0	**20.6**
MENARD ISD	164901001	49.4	MENARD H S	11.6	2.4	**20.3**
REAGAN COUNTY ISD	192901001	43.4	REAGAN COUNTY H S	25.0	5.0	**20.0**
IRION COUNTY ISD	118902001	37.6	IRION H S	17.0	3.3	**19.5**
ROBERT LEE ISD	41902001	53.8	ROBERT LEE H S	14.0	2.6	**18.7**
ANSON ISD	127901001	52.2	ANSON H S	23.6	4.3	**18.2**
BRONTE ISD	41901001	37.1	BRONTE H S	15.2	2.5	**16.4**
COAHOMA ISD	114902001	27.5	COAHOMA H S	24.2	3.8	**15.6**
CLYDE CISD	30902001	37.9	CLYDE H S	38.4	5.6	**14.7**
WATER VALLEY ISD	226905001	41.1	WATER VALLEY H S	14.4	2.1	**14.3**
WINTERS ISD	200904001	62.7	WINTERS H S	19.0	2.7	**14.3**
COLORADO ISD	168901001	49.1	COLORADO HIGH SCHOOL	27.2	3.7	**13.5**
CROCKETT COUNTY CONSOLIDATED CS	53001001	37.1	OZONA H S	24.4	3.0	**12.3**

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

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

2012-2013

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
GRAPE CREEK ISD	226907041	64.5	GRAPE CREEK MIDDLE	18.0	8.4	**46.7**
SAN ANGELO ISD	226903045	75.9	LINCOLN MIDDLE	59.4	26.0	**43.8**
SAN ANGELO ISD	226903042	49.4	GLENN MIDDLE	68.2	29.0	**42.5**
SAN ANGELO ISD	226903043	58.3	LEE MIDDLE	57.8	23.9	**41.3**
REAGAN COUNTY ISD	192901041	46.3	REAGAN COUNTY MIDDLE	16.2	6.0	**37.0**
BALLINGER ISD	200901041	58.5	BALLINGER J H	20.0	6.5	**32.5**
WALL ISD	226906041	12.5	WALL MIDDLE	24.6	7.8	**31.6**
MENARD ISD	164901041	69.1	MENARD J H	5.2	1.6	**30.0**
BRADY ISD	160901041	68.6	BRADY MIDDLE	24.6	5.6	**22.8**
SCHLEICHER ISD	207901041	48.5	ELDORADO MIDDLE	17.0	3.9	**22.7**
BRACKETT ISD	136901041	52.7	BRACKETT J H	10.6	2.3	**21.2**
WINTERS ISD	200904041	71.7	WINTERS J H	11.0	2.3	**20.7**
CROCKETT COUNTY CONSOLIDATED CS	53001041	66.0	OZONA MIDDLE	14.8	2.6	**17.6**
GORMAN ISD	67904042	69.7	GORMAN MIDDLE	5.8	1.0	**17.2**
COLORADO ISD	168901041	59.5	COLORADO MIDDLE	21.0	3.3	**15.8**
IRAAN-SHEFFIELD ISD	186903041	24.3	IRAAN J H	9.0	1.4	**15.6**
SONORA ISD	218901041	47.4	SONORA J H	18.6	2.7	**14.3**
ANSON ISD	127901041	61.4	ANSON MIDDLE	14.2	2.0	**13.9**
GREENWOOD ISD	165902041	35.0	JAMES R BROOKS MIDDLE SCHOOL	16.4	2.0	**12.1**
BIG SPRING ISD	114901043	64.4	BIG SPRING J H	59.6	7.0	**11.7**
FORT STOCKTON ISD	186902041	65.2	FORT STOCKTON MIDDLE	34.6	4.0	**11.6**
COMANCHE ISD	47901041	62.3	JEFFERIES J H	18.8	2.2	**11.4**
SAN SABA ISD	206901041	60.4	SAN SABA MIDDLE	17.6	2.0	**11.4**
MASON ISD	157901041	50.2	MASON J H	14.8	1.7	**11.2**
ROTAN ISD	76904041	75.5	ROTAN J H	5.6	0.6	**10.5**
SNYDER ISD	208902041	53.9	SNYDER J H	40.6	4.3	**10.5**
COLEMAN ISD	42901041	58.9	COLEMAN J H	18.0	1.8	**10.2**

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

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

2012-2013

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	54.9	HOLIMAN EL	24.4	17.9	**73.4**
GRAPE CREEK ISD	226907101	69.5	GRAPE CREEK INT	18.6	13.1	**70.6**
SAN ANGELO ISD	226903113	78.8	GOLIAD EL	33.8	20.6	**60.9**
SAN ANGELO ISD	226903115	72.8	MCGILL EL	24.0	14.0	**58.3**
SAN ANGELO ISD	226903111	53.8	FT CONCHO EL	23.0	13.0	**56.5**
SAN ANGELO ISD	226903119	92.7	SAN JACINTO EL	27.0	15.0	**55.6**
SAN ANGELO ISD	226903101	84.3	ALTA LOMA EL	20.0	11.0	**55.0**
SAN ANGELO ISD	226903103	76.3	BELAIRE EL	25.0	13.0	**52.0**
SAN ANGELO ISD	226903105	42.8	BOWIE EL	26.0	13.0	**50.0**
GRAPE CREEK ISD	226907104	76.8	GRAPE CREEK PRI	23.0	10.8	**47.0**
VERIBEST ISD	226908101	47.4	VERIBEST EL	9.6	4.5	**47.0**
SAN ANGELO ISD	226903112	57.9	GLENMORE EL	26.0	12.0	**46.2**
SAN ANGELO ISD	226903106	90.7	BRADFORD EL	29.0	13.0	**44.8**
WALL ISD	226906101	16.3	WALL EL	36.6	16.2	**44.2**
REAGAN COUNTY ISD	192901101	50.7	REAGAN COUNTY EL	34.0	14.6	**43.0**
SAN ANGELO ISD	226903102	75.5	AUSTIN EL	28.0	12.0	**42.9**
SCHLEICHER ISD	207901101	50.6	ELDORADO EL	20.4	8.7	**42.6**
SAN ANGELO ISD	226903116	84.9	REAGAN EL	28.0	11.9	**42.6**
MILES ISD	200902101	39.4	MILES EL	19.2	8.0	**41.7**
SAN ANGELO ISD	226903122	27.5	BONHAM EL	26.6	11.0	**41.4**
SONORA ISD	218901101	62.4	SONORA EL	19.4	7.6	**39.4**
SAN ANGELO ISD	226903108	64.8	CROCKETT EL	21.0	8.0	**38.1**
SAN ANGELO ISD	226903120	41.2	SANTA RITA EL	21.0	8.0	**38.1**
SAN ANGELO ISD	226903123	39.5	LAMAR EL	31.8	12.0	**37.7**
CROCKETT COUNTY CONSOLIDATED CS	53001103	54.1	OZONA EL	31.0	11.0	**35.5**
SAN ANGELO ISD	226903110	85.2	FANNIN EL	23.0	7.9	**34.4**
WATER VALLEY ISD	226905101	48.0	WATER VALLEY EL	13.0	4.4	**34.2**

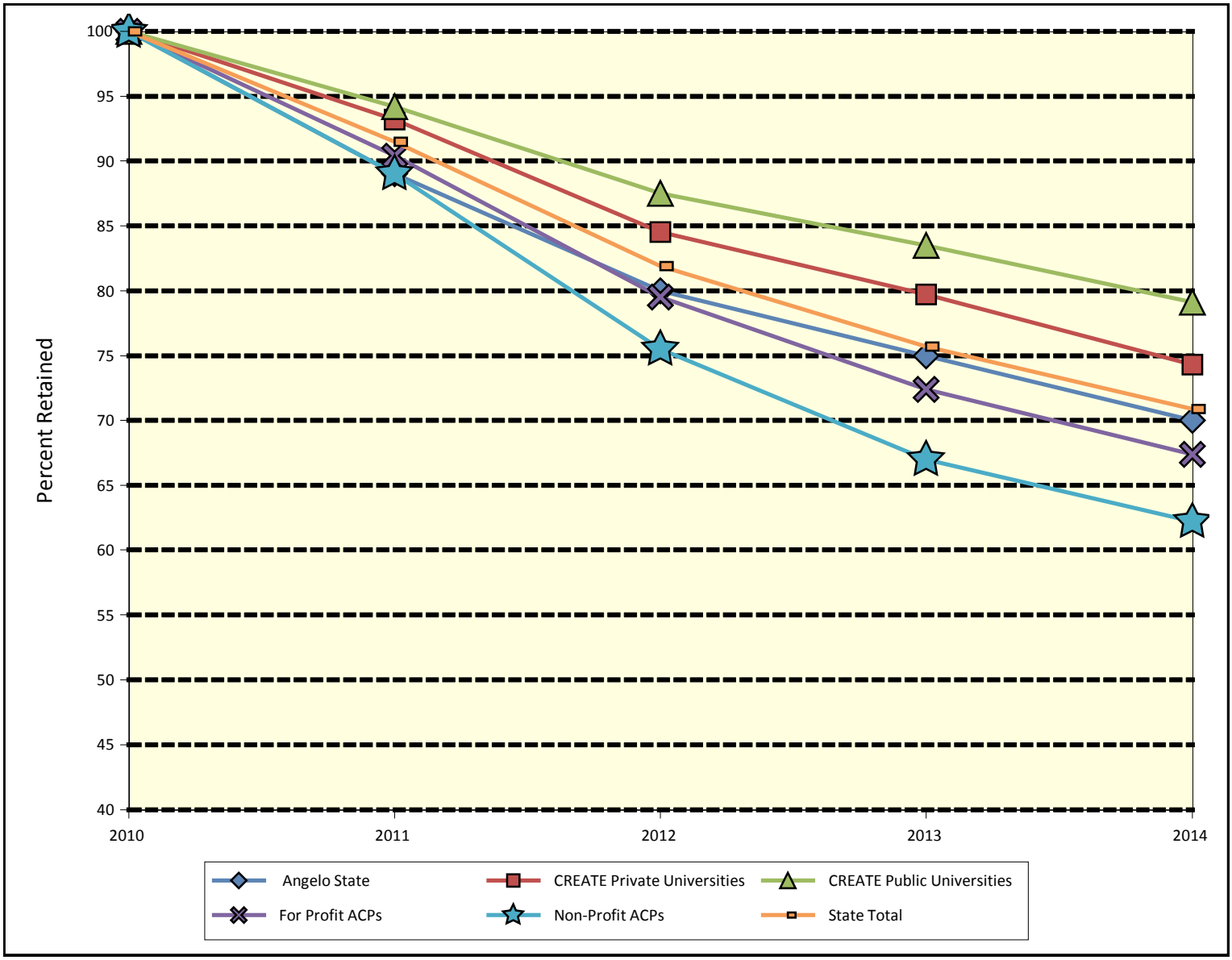
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

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

2010-2014

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Angelo State	100	100.0	89.0	80.0	75.0	70.0	30.0
CREATE Public Universities	6312	100.0	94.2	87.5	83.5	79.1	20.9
CREATE Private Universities	517	100.0	93.2	84.5	79.7	74.3	25.7
For Profit ACPs	5869	100.0	90.4	79.5	72.4	67.4	32.6
Non-Profit ACPs	3064	100.0	89.0	75.5	67.0	62.2	37.8
State Total	16981	100.0	91.5	81.9	75.7	70.9	29.1

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 with no prior teaching experience.

2 Texas data only tracks public school employment.

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

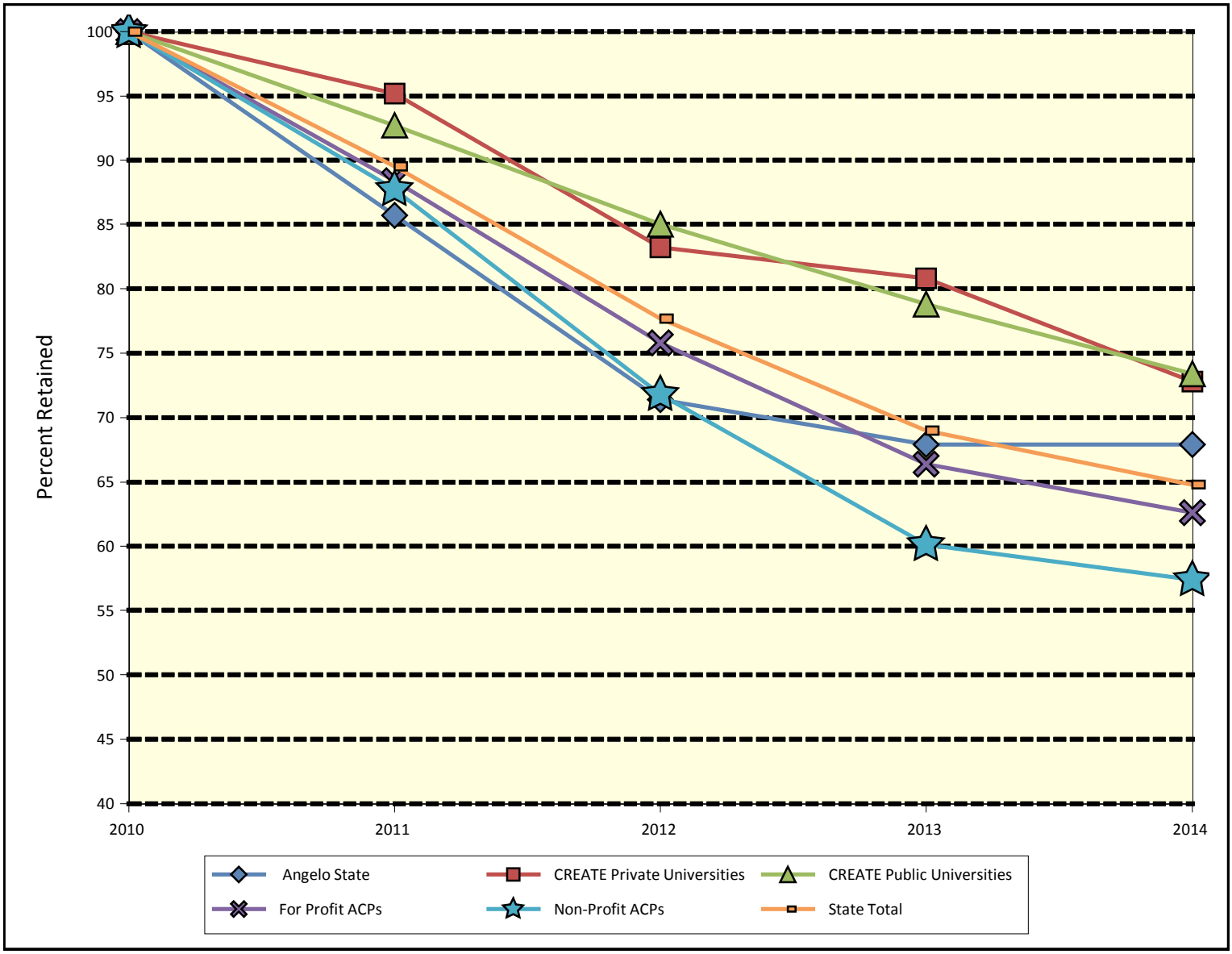
Comparison of Teacher Retention Trends

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

2010-2014

High School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Angelo State	28	100.0	85.7	71.4	67.9	67.9	32.1
CREATE Public Universities	1309	100.0	92.7	85.0	78.8	73.4	26.6
CREATE Private Universities	125	100.0	95.2	83.2	80.8	72.8	27.2
For Profit ACPs	2068	100.0	88.4	75.8	66.4	62.6	37.4
Non-Profit ACPs	904	100.0	87.7	71.8	60.1	57.4	42.6
State Total	4663	100.0	89.5	77.7	69.0	64.8	35.2

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 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

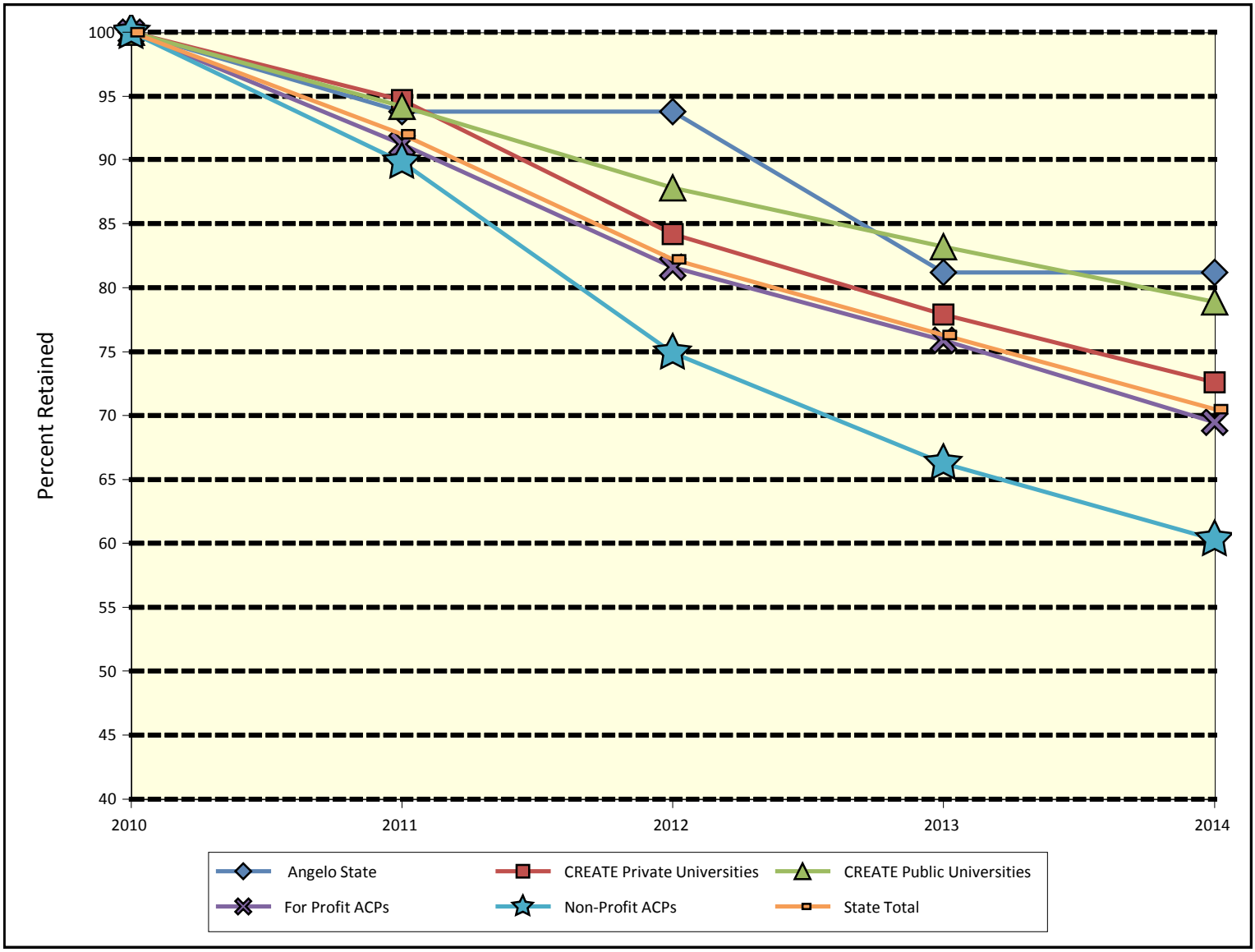
Comparison of Teacher Retention Trends

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

2010-2014

Middle School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Angelo State	16	100.0	93.8	93.8	81.2	81.2	18.8
CREATE Public Universities	1143	100.0	94.2	87.8	83.2	78.9	21.1
CREATE Private Universities	95	100.0	94.7	84.2	77.9	72.6	27.4
For Profit ACPs	1638	100.0	91.2	81.6	75.9	69.5	30.5
Non-Profit ACPs	725	100.0	89.8	74.9	66.3	60.3	39.7
State Total	3841	100.0	92.0	82.2	76.3	70.5	29.5

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 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

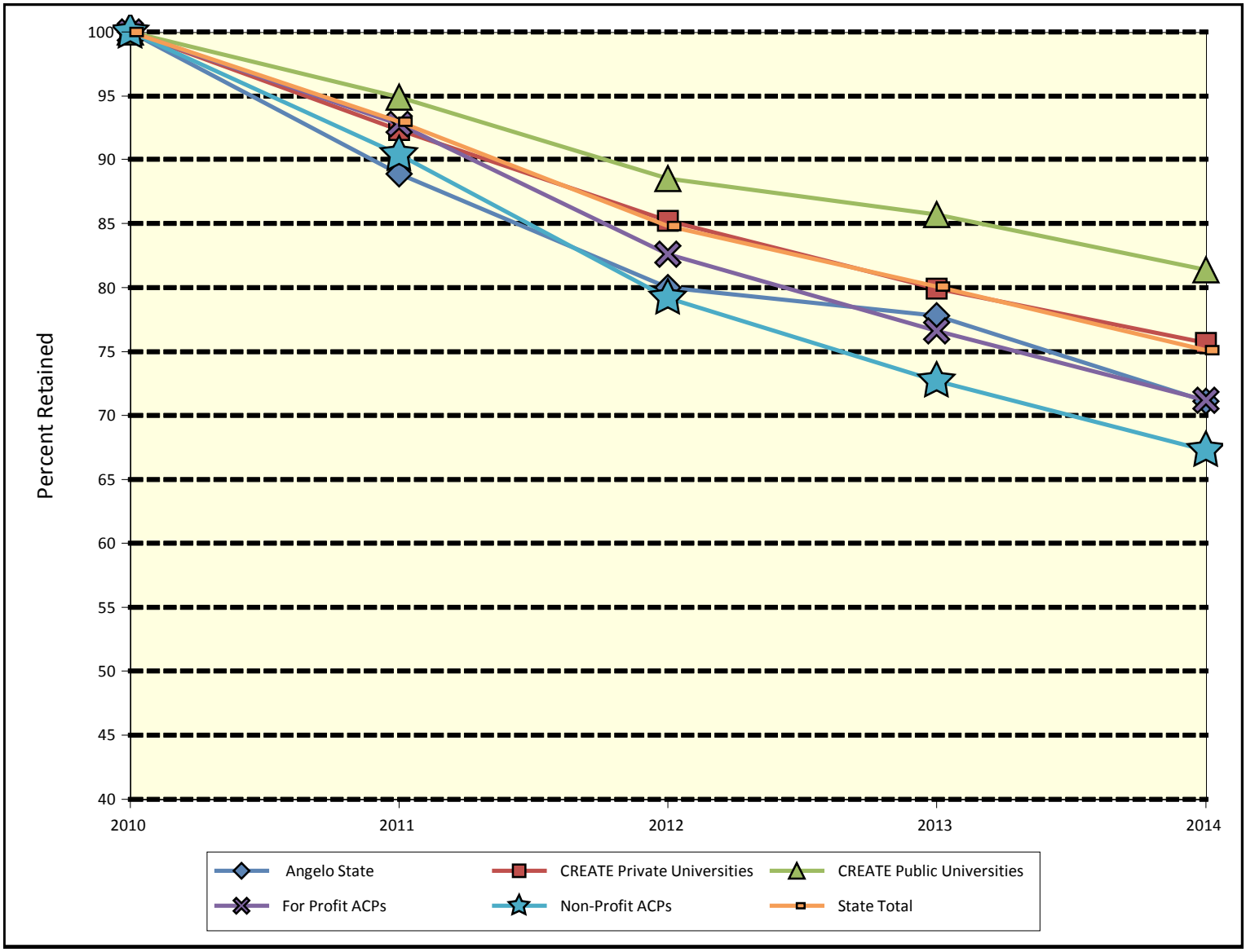
Comparison of Teacher Retention Trends

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

2010-2014

Elementary School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2010	2011	2012	2013	2014	
Angelo State	45	100.0	88.9	80.0	77.8	71.1	28.9
CREATE Public Universities	3651	100.0	94.9	88.5	85.7	81.4	18.6
CREATE Private Universities	284	100.0	92.3	85.2	79.9	75.7	24.3
For Profit ACPs	1920	100.0	92.8	82.6	76.6	71.2	28.8
Non-Profit ACPs	1313	100.0	90.4	79.2	72.7	67.3	32.7
State Total	7835	100.0	93.0	84.8	80.1	75.1	24.9

1 Includes teachers obtaining a standard or probationary certificate in 2008-2009 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 each 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, CREATE staff used professional judgment to determine the comparison universities.

E.1: Comparison of Teacher Production.
The table and accompanying graph in this report compares teacher production over a ten-year time period between the target university and two comparison universities. The production number represents the number of unduplicated individuals obtaining certification through all university pathways in any given fiscal year. A ten-year total and a ten-year average are computed.

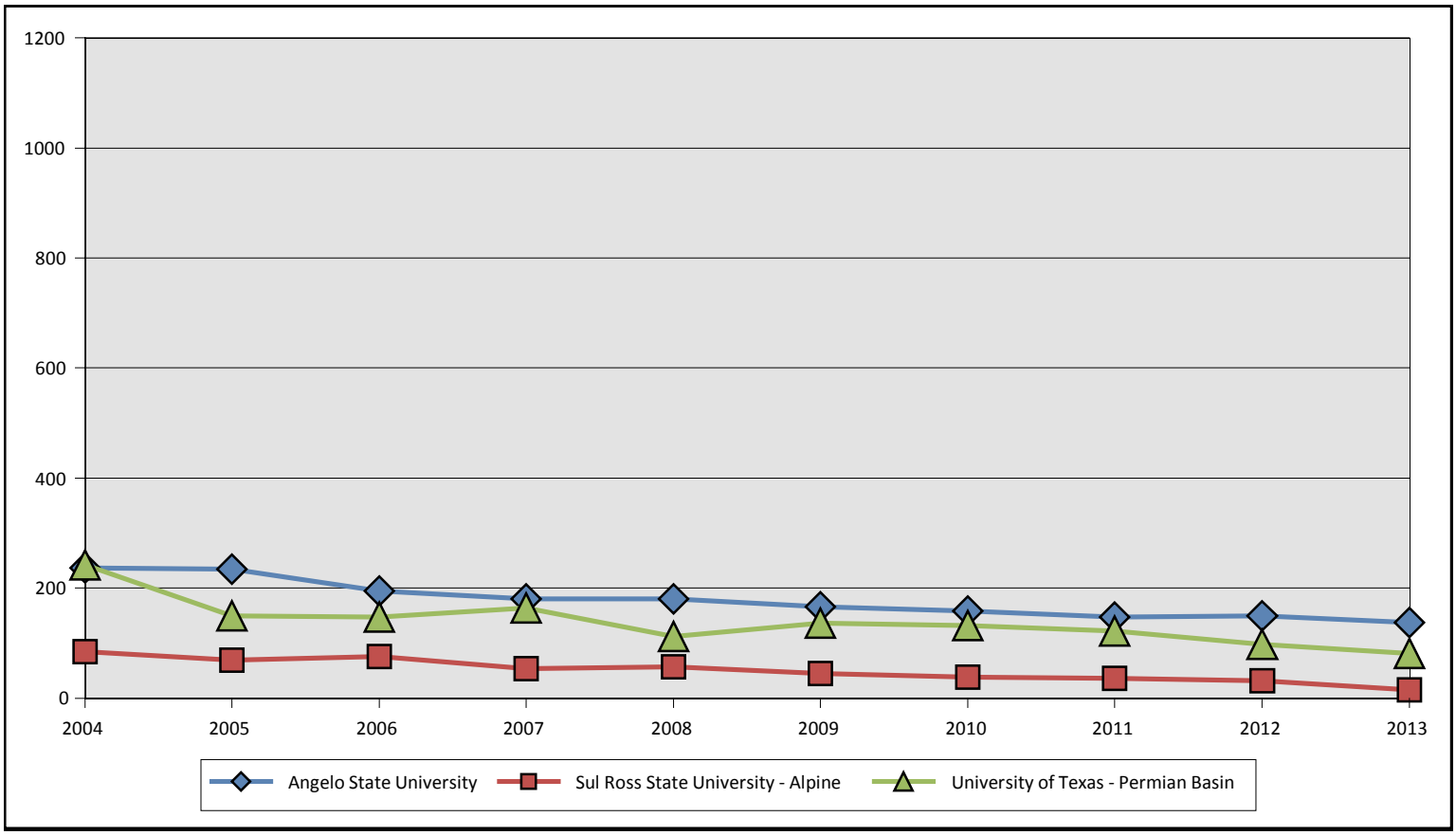
E.2: Five-Year Teacher Production of Consortium Universities.
This report shows the five-year teacher production of all CREATE consortium institutions from 2009-2013. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, and Quintile 5 having the fewest.

E.3: Comparison of Longitudinal Certificate Production Trends.
The data for this comparison come from individual university data found in Report C.4. See the C.4 data explanation on page 39 for a more detailed description of initial certification production.

E.4: Teacher Retention Comparison.
The data for this comparison includes only those teachers with no prior teaching experience who obtained a standard certificate in FY 2009, became employed in a Texas public school in AY 2009-2010, and were still teaching in the spring of each academic year. This report should not be compared with the D.5a report found on page 54 because Report E.4 includes only those individuals who have a **standard** certificate. The column labeled *Attrition Rate* is calculated by subtracting the 2014 retention rate from 100%.

Comparison of Teacher Production
2004-2013
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	Sul Ross State University - Alpine	University of Texas - Permian Basin	
10-Year Total	1,786	508	1,385	3,679
2004	237	85	242	564
2005	234	69	150	453
2006	195	76	148	419
2007	180	54	164	398
2008	180	57	112	349
2009	166	45	136	347
2010	158	39	132	329
2011	148	36	122	306
2012	150	32	98	280
2013	138	15	81	234
10-Year Avg	178.6	50.8	138.5	367.9



Five-Year Teacher Production of Consortium Universities
2009-2013

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	5-Year Average
Quintile 1 (500+)						
Texas State University	913.0	924.0	751.0	791.0	806.0	837.00
University of North Texas	753.0	708.0	676.0	701.0	674.0	702.40
Texas A&M University	676.0	652.0	637.0	606.0	681.0	650.40
University of Texas - El Paso	687.0	701.0	566.0	522.0	571.0	609.40
Texas A&M University - Commerce	689.0	624.0	627.0	569.0	528.0	607.40
Sam Houston State University	539.0	529.0	535.0	497.0	530.0	526.00
Texas Tech University	492.0	497.0	542.0	512.0	572.0	523.00
Quintile 2 (300-499)						
Stephen F. Austin State University	445.0	476.0	533.0	486.0	478.0	483.60
University of Texas - San Antonio	469.0	433.0	456.0	440.0	430.0	445.60
University of Texas - Austin	399.0	373.0	401.0	375.0	437.0	397.00
University of Texas - Pan American	508.0	382.0	303.0	290.0	292.0	355.00
University of Houston	387.0	346.0	313.0	325.0	357.0	345.60
University of Texas - Arlington	355.0	341.0	324.0	341.0	341.0	340.40
West Texas A&M University	353.0	385.0	378.0	290.0	294.0	340.00
Texas Woman's University	365.0	371.0	334.0	279.0	319.0	333.60
Tarleton State University	318.0	300.0	317.0	296.0	275.0	301.20
Quintile 3 (200-299)						
Texas A&M University - Corpus Christi	278.0	293.0	234.0	267.0	225.0	259.40
University of Houston - Clear Lake	210.0	217.0	231.0	247.0	260.0	233.00
University of Texas - Brownsville	262.0	247.0	232.0	195.0	192.0	225.60
University of Houston - Downtown	203.0	218.0	210.0	223.0	254.0	221.60
Texas A&M University - Kingsville	252.0	272.0	246.0	164.0	147.0	216.20
Quintile 4 (100-199)						
University of Texas - Tyler	199.0	230.0	174.0	153.0	158.0	182.80
Texas A&M International University	291.0	250.0	144.0	71.0	81.0	167.40
University of Texas - Dallas	179.0	171.0	153.0	158.0	145.0	161.20
Angelo State University	166.0	158.0	148.0	150.0	138.0	152.00
University of Houston - Victoria	161.0	204.0	139.0	120.0	119.0	148.60
Baylor University	167.0	149.0	143.0	134.0	150.0	148.60
Lamar University	154.0	152.0	143.0	122.0	151.0	144.40
Midwestern State University	113.0	145.0	127.0	138.0	123.0	129.20
Texas A&M University - Texarkana	133.0	130.0	132.0	142.0	101.0	127.60
University of Texas - Permian Basin	136.0	132.0	122.0	98.0	81.0	113.80
Texas Christian University	125.0	114.0	100.0	115.0	102.0	111.20

Five-Year Teacher Production of Consortium Universities
2009-2013

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	5-Year Average
Quintile 5 (below 99)						
Lamar State College - Orange	153.0	116.0	105.0	69.0	44.0	97.40
University of Mary Hardin-Baylor	79.0	86.0	100.0	73.0	68.0	81.20
Abilene Christian University	100.0	95.0	47.0	71.0	72.0	77.00
Prairie View A&M University	88.0	85.0	63.0	39.0	62.0	67.40
Texas Wesleyan University	66.0	58.0	64.0	73.0	67.0	65.60
McMurry University	75.0	83.0	49.0	62.0	51.0	64.00
Texas A&M University - San Antonio			23.0	116.0	173.0	62.40
Sul Ross State University - Rio Grande	105.0	72.0	53.0	37.0	35.0	60.40
University of the Incarnate Word	78.0	66.0	46.0	37.0	50.0	55.40
East Texas Baptist University	45.0	43.0	45.0	47.0	41.0	44.20
Texas Southern University	58.0	38.0	47.0	26.0	44.0	42.60
Houston Baptist University	34.0	37.0	46.0	49.0	47.0	42.60
Our Lady of the Lake University	75.0	48.0	30.0	19.0	24.0	39.20
St. Edward's University	29.0	44.0	33.0	35.0	45.0	37.20
Howard Payne University	39.0	43.0	30.0	35.0	21.0	33.60
Sul Ross State University - Alpine	45.0	39.0	36.0	32.0	15.0	33.40
Texas Lutheran University	36.0	27.0	44.0	26.0	30.0	32.60
St. Mary's University	35.0	27.0	27.0	33.0	28.0	30.00
University of St. Thomas	27.0	24.0	30.0	16.0	26.0	24.60
Schreiner University	22.0	17.0	23.0	20.0	18.0	20.00
Austin College	22.0	22.0	17.0	18.0	18.0	19.40
Texas A&M University - Central Texas					8.0	1.60

Comparison of Longitudinal Certificate Production Trends[1]
FY 2009-2013[2]
Angelo State University

Certificate	Angelo State University					Sul Ross State University - Alpine					University of Texas - Permian Basi				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	0	0	0	0	0	1	3	0	3	0	7	8	1	0	0
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	3	1	1	0	0
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Generalist	87	78	64	78	77	15	10	9	15	10	68	58	62	60	55
Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**87**	**78**	**64**	**78**	**77**	**16**	**13**	**9**	**18**	**10**	**78**	**68**	**64**	**61**	**55**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	9	17	27	25	18	0	0	0	0	0	6	15	14	14	14
ELA/Reading	0	2	3	4	2	3	5	0	1	2	2	3	2	1	1
ELA/Reading/Social Studies	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0
Mathematics	5	5	2	5	1	5	0	1	0	0	4	1	1	1	0
Mathematics/Science	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	1	2	1	0	0	1	1	0	1	1	1	1	1	0	0
Social Studies	1	2	0	0	0	5	1	4	1	0	0	0	0	0	1
Subtotal	**18**	**31**	**33**	**34**	**22**	**14**	**7**	**5**	**4**	**3**	**16**	**21**	**18**	**17**	**16**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technology Education[7]	0	1	1	1	4	4	5	8	3	0	0	0	4	1	1
Chemistry	1	1	0	1	0	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	8	12	3	4	1	2	2	8	7	7	5	8
History	4	6	5	2	5	0	1	3	2	0	9	10	9	8	6
Journalism	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0
Life Sciences	5	9	7	2	3	3	0	1	1	0	4	5	2	5	4
Mathematics	7	5	9	10	7	3	2	1	0	1	6	6	5	6	7
Mathematics/Physical Sc/Enginee	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0
Physical Science	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	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	3	2	3	1	0	3	3	3	1	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	2	3	0	0	1	3	0	0	0	6	8	7	0	0
Social Studies	3	2	2	1	2	2	4	1	1	2	2	6	3	1	1
Speech	5	7	2	1	2	0	0	0	0	1	1	0	2	1	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**40**	**44**	**40**	**26**	**35**	**20**	**21**	**18**	**10**	**6**	**40**	**46**	**42**	**28**	**28**
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
Fine Arts[8]	7	11	9	7	12	3	4	5	2	3	8	9	6	5	2
Health and Phy Education	27	17	11	14	3	7	12	7	4	4	11	11	5	5	5
LOTE - French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOTE - Spanish	0	0	1	1	4	0	1	0	3	1	0	0	0	1	7
Special Education[9]	16	13	13	27	33	0	0	0	0	0	15	14	9	6	9
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**50**	**41**	**34**	**49**	**52**	**10**	**17**	**12**	**9**	**8**	**34**	**34**	**20**	**17**	**23**
SUPPLEMENTALS															
Bilingual	0	0	0	0	0	0	0	0	0	0	0	7	7	2	3
ESL	1	1	0	0	0	0	0	0	0	0	15	7	5	6	5
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[9]	0	1	0	0	0	0	0	0	0	0	0	0	2	0	1
Subtotal	**1**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**15**	**14**	**14**	**8**	**9**

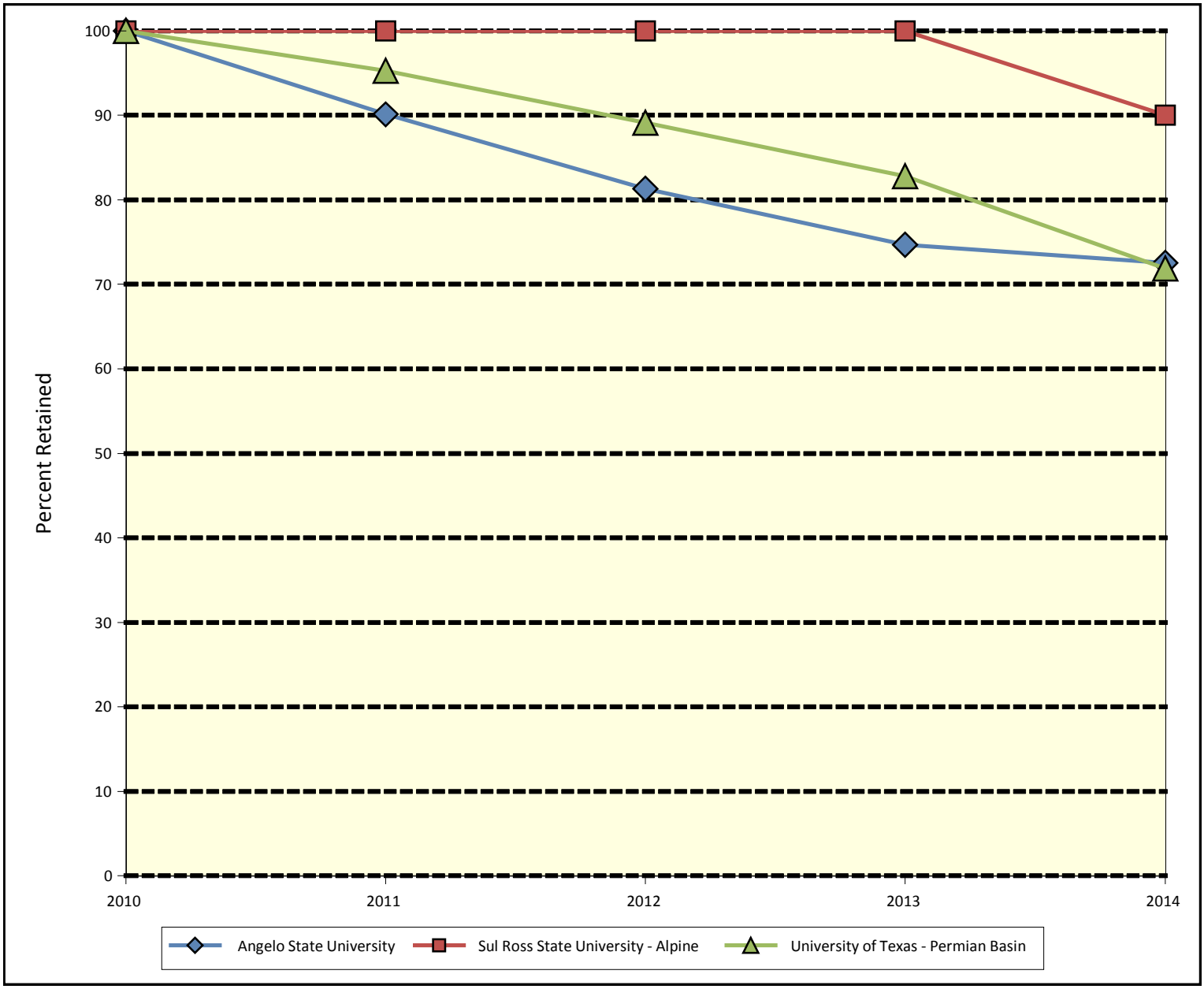
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.
6 Includes all other 4-8 and 6-12 ESL certificates.
7 Includes technology education, family and consumer sciences composite, human development and family studies, hospitality, nutrition, and food sciences, agriculture, science, and technology, business education, marketing education, health science technology education, trade and industrial education, career and technical education.
8 Includes certificates issued in art, music, theatre.
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 2009[1]

2010-2014

Angelo State University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2010	2011	2012	2013	2014	
Angelo State University	100.0	90.1	81.3	74.7	72.5	27.5
Sul Ross State University - Alpine	100.0	100.0	100.0	100.0	90.0	10.0
University of Texas - Permian Basin	100.0	95.3	89.1	82.8	71.9	28.1

[1] Includes only teachers obtaining certification in FY 2009, becoming employed in AY 2010 with no teaching experience prior to 2010.

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2014 PACE Reports

Data Sets Used in the PACE Report: Addition of Texas Academic Performance Reports (TAPR) to data set list (page 5).

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

A.1: A definition was added for the following: English language learner (page 7).

A.3: An explanation of the new campus accountability rating system was added (page 8).

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

B.2.a-b: Retired.

B.2.c: Retired and replaced by STAAR reports B.2 through B.4. This series of reports reflect STAAR academic performance for 2012 and 2013 by campus level and ethnicity (pages 16-32).

B.2.d: Retired and replaced by STARR reports B.5.1-B.5. This series of reports ranks the 25 highest and lowest achieving campuses by STAAR results on core academic subjects.

Data Corrections and Data Requests

The 2014 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 described on page 6 of this report.

All inquiries regarding PACE and information about obtaining the customized data should be forwarded to:

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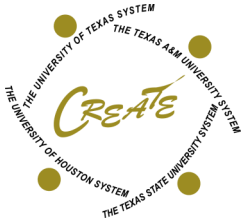

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