C R E A T E

PACE 2015

Performance Analysis for Colleges of Education

Angelo State University

150 Mile PZPI

Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2015

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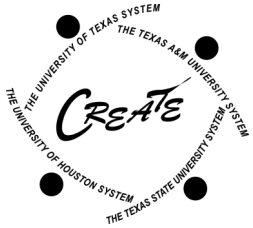

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PERFORMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

ABOUT CREATE

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE) is a research and development consortium of 56 university within The University of Houston System, The Texas A&M University System, The Texas State University System, and The University of Texas System, as well as other public and private institutions across the State. CREATE's primary stakeholders are the 5 million children who attend Texas public schools. We offer valuable evidence-based resources to university-based teacher preparation programs and public school districts. We actively promote, sponsor, and disseminate quality research on teacher preparation, teacher retention and student achievement. Our priorities are focused on that research with the greatest potential to make a difference to teacher preparation practice and ultimately, student outcomes.

PACE and its Future

This year marks CREATE's 9th production of the Performance Analysis for Colleges of Education (PACE). Our upcoming 10-year anniversary gives us a wonderful opportunity to review and expand the utility of PACE by actively partnering with our university consortium. Planning has already begun, and we look forward to working with each of you this year to provide what we expect to be an increasingly useful tool for improving policy, practice, and ultimately the capacity of our teachers to enhance learning for all students in Texas.

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

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

What PACE Continues to Provide

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 related to teacher production, teacher supply in relation to regional demand, and teacher retention patterns.
4. Furnish a structured format that will enable university and public school leaders to engage in systematic analysis of production, academic performance, and staffing patterns in their immediate vicinity.

PACE is offered as a common data platform that can assist all consortium members in establishing a **school-centered** planning focus. However, PACE data must be augmented with university program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. Such questions include who is teaching? Where do teachers go after they leave the program? How long do teachers remain in the profession? Hopefully, the information found in PACE will encourage users to integrate local university information to inform teacher preparation practices at the campus and regional level.

As an information system, the PACE reports are subject to continuous quality improvement. For Year 9, the core reports on university and teacher production, professional impact trends, and benchmarking have been retained. Changes were made to the State of Texas Assessments of Academic Readiness (STAAR) accountability reports. These reports will continue to be modified until the STAAR system is fully implemented.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality and data definitions. A summary of changes made to the 2015 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 64.

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

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

1. Colleges of Education are an integral component of a system of public education and, as such, have a professional obligation to contribute to the continuous quality improvement of public school teaching and K-12 academic performance.

2. Colleges of Education can and do influence continuous quality improvement of public school teaching and K-12 academic performance through their core functions of:
   - teacher preparation
   - research and development
   - service to the profession

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

4. The College of Education's long-term effects on public school teaching and K-12 academic performance can best be assessed through:
   - on-going analysis of the College's teacher production, placement and retention trends
   - faculty and graduate student research and development activities
   - faculty and staff service to the local profession as implemented in a Proximal Zone of Professional Impact (PZPI)

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

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

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

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

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

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

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

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

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

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

Data Sets Used in the PACE Report

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

Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR). With the 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.

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. **The data reported in this book is based on a PZPI of 150 miles.**

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 modification 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. In conjunction with school district partners, plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects with partners based on these planned interventions.
5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

How CREATE Can Assist

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

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

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

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

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

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

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

***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. (*Source:* TEA, 2014. *Glossary for the 2013-2014 Texas Academic Performance Report (TAPR)* found 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 also see Texas Education Code (TEC) §29.001 - 29.020

Bilingual: This refers to the number of current LEP or ELL students receiving either Bilingual Education (BE) or ESL program services. Refer to the definition of LEP below. (*Source:* TEA, 2014, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners also see the Texas Education Code (TEC) §29.051-29.064-Bilingual Education and ESL Programs.)

***Limited English Proficient (LEP) or English Language Learner (ELL)**:* These are students who are in the process of acquiring English and have another language as their first native language or have been identified as limited English proficient by a district's Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. The terms English language learner and limited English proficient student are used interchangeably (TEC, 29.052). Not all pupils identified as LEP (or ELL) receive bilingual or English as a second language instruction, although most do.

(*Source*: TEA, 2014. Commissioner's Rules Concerning State Plan for Educating English Language Learners. Chapter 89: Adaptations for Special Populations, Subchapter BB also see *Glossary for the 2013-2014 Texas Academic Performance Report (TAPR)*, page 10.)

***At-Risk*:** These are students identified as being at risk of dropping out of school using state-criteria only. (See TEC §29.081, Compensatory and Accelerated Instruction). (*Source:* TEA, 2014. *Glossary for the 2013-2014 Texas Academic Performance Report (TAPR).*)

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 2013-2014 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 *2015 Accountability Manual* on the TEA website at or the *Master Reference for Data Elements Used in the Accountability System*.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2013-2014

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	271	5,096	4.5	61,325	54.4	42,544	37.7	975	0.9	347	0.3	112,704
MS	104	2,000	4.7	21,842	50.9	17,610	41.1	393	0.9	179	0.4	42,875
HS	181	2,858	4.9	28,397	48.4	25,530	43.5	550	0.9	246	0.4	58,696
EL/SEC	64	126	1.2	3,953	37.5	6,219	59.1	25	0.2	48	0.5	10,528
Total	**620**	**10,080**	**4.5**	**115,517**	**51.4**	**91,903**	**40.9**	**1,943**	**0.9**	**820**	**0.4**	**224,803**

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	271	68,857	61.1	8,620	7.6	12,953	11.5	12,835	11.4	51,841	46.0
MS	104	23,211	54.1	4,081	9.5	2,108	4.9	2,294	5.4	21,337	49.8
HS	181	26,631	45.4	5,483	9.3	2,639	4.5	2,744	4.7	32,658	55.6
EL/SEC	64	5,512	52.4	1,033	9.8	484	4.6	485	4.6	4,296	40.8
Total	**620**	**124,211**	**55.3**	**19,217**	**8.5**	**18,184**	**8.1**	**18,358**	**8.2**	**110,132**	**49.0**

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

2013-2014

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	2	2	7	12	37	1	0	62	27	40	0	0	32
	ELEM	20	0	0	0	20	1,080	4,057	3,609	157	24	9,309	6,627	785	443	448	2,181
	HS	0	0	7	0	7	514	1,618	1,801	99	21	4,201	2,254	571	111	114	2,104
	MS	0	4	0	0	4	423	1,520	1,446	66	18	3,612	2,371	451	111	124	1,500
ALBANY ISD	ELEM	1	0	0	0	1	5	42	227	1	2	289	127	26	8	8	107
	HS	0	0	1	0	1	5	36	164	0	0	207	64	15	1	1	76
ANDREWS ISD	ELEM	3	0	0	0	3	21	1,345	547	7	6	1,954	954	123	439	336	720
	HS	0	0	2	0	2	19	626	321	2	2	988	293	80	29	42	426
	MS	0	1	0	0	1	13	522	260	4	3	816	333	45	34	65	449
ANSON ISD	ELEM	1	0	0	0	1	4	191	172	2	1	379	271	34	4	4	170
	HS	0	0	1	0	1	5	87	79	3	0	176	98	21	7	7	79
	MS	0	1	0	0	1	1	88	75	1	0	167	112	16	7	7	92
ASPERMONT ISD	EL/SEC	0	0	0	1	1	5	25	78	1	0	110	50	7	1	1	31
	ELEM	1	0	0	0	1	3	45	81	2	0	131	85	11	4	4	46
BAIRD ISD	ELEM	1	0	0	0	1	1	35	115	1	0	152	105	11	2	2	60
	HS	0	0	1	0	1	1	19	74	1	0	95	67	7	2	2	58
	MS	0	1	0	0	1	0	17	58	0	0	76	57	15	1	1	38
BALLINGER ISD	ELEM	1	0	0	0	1	5	224	237	3	1	479	322	33	13	13	209
	HS	0	0	2	0	2	4	139	149	0	1	300	153	30	2	2	142
	MS	0	2	0	0	2	2	76	110	0	0	188	102	16	2	2	100
BANDERA ISD	ELEM	2	0	0	0	2	6	364	725	7	4	1,124	643	119	70	73	458
	HS	0	0	1	0	1	3	190	512	2	8	725	294	68	3	3	322
	MS	0	1	0	0	1	3	172	332	3	2	520	274	42	16	14	247
BANGS ISD	ELEM	1	0	0	0	1	11	112	270	2	1	407	208	54	7	7	163
	HS	0	0	1	0	1	11	68	237	2	0	326	127	26	5	5	99
	MS	0	1	0	0	1	10	81	222	0	1	322	156	31	4	4	139
BIG SPRING ISD	ELEM	5	0	0	0	5	128	1,433	622	11	3	2,250	1,608	224	53	59	867
	HS	0	0	1	0	1	68	532	297	5	3	924	483	98	3	5	623
	MS	0	1	0	0	1	51	604	270	7	2	960	605	85	15	22	579
BIG SPRINGS CHARTER SC	EL/SEC	0	0	0	2	2	13	96	75	1	0	186	171	94	3	4	156

Public School Listings in the Proximal Zone of Professional Impact

2013-2014

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 Ratings
ABILENE ISD	221901001	ABILENE H S	HS	1,872	M
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	HS	320	M
ABILENE ISD	221901002	COOPER H S	HS	1,781	M
ABILENE ISD	221901006	JEFFERSON OPPORTUNITY CTR	HS	25	X
ABILENE ISD	221901008	JUVENILE DETENTION CENTER	HS	17	X
ABILENE ISD	221901007	TAYLOR COUNTY LEARNING CENTER	HS	9	X
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	HS	177	A
ABILENE ISD	221901047	CLACK MIDDLE	MS	799	M
ABILENE ISD	221901048	CRAIG MIDDLE	MS	1,030	M
ABILENE ISD	221901044	MADISON MIDDLE	MS	930	M
ABILENE ISD	221901045	MANN MIDDLE	MS	853	M
ABILENE ISD	221901102	AUSTIN EL	EL	604	M
ABILENE ISD	221901153	BASSETTI EL	EL	574	M
ABILENE ISD	221901103	BONHAM EL	EL	567	M
ABILENE ISD	221901104	BOWIE EL	EL	593	M
ABILENE ISD	221901208	DAY NURSERY OF ABILENE	EL	67	M
ABILENE ISD	221901108	DYESS EL	EL	579	M
ABILENE ISD	221901112	JACKSON EL	EL	507	M
ABILENE ISD	221901113	JOHNSTON EL	EL	564	M
ABILENE ISD	221901116	LEE EL	EL	414	M
ABILENE ISD	221901117	LOCUST ECC	EL	363	M
ABILENE ISD	221901118	LONG EL	EL	425	M
ABILENE ISD	221901155	MARTINEZ EL	EL	752	M
ABILENE ISD	221901152	ORTIZ EL	EL	643	M
ABILENE ISD	221901154	REAGAN EARLY CHILDHOOD	EL	66	M
ABILENE ISD	221901120	REAGAN EL	EL	495	M
ABILENE ISD	221901128	SP ED O J T	EL	1	X

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

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

Section B describes student enrollment and academic trends within the PZPI. The PACE reports in this section were redesigned last year to accommodate the State of Texas Assessments of Academic Readiness (STAAR®). There will be yearly changes to the rating criteria and targets of the accountability system until the performance index framework is fully implemented in 2022. Please note that the material on accountability on the TEA website is constantly being updated, revised, and rearranged. The 2014 and 2015 state accountability ratings for districts, charters and campuses are presently on the Texas Education Agency website. The latest information on accountability.

The STAAR data compiled for this section are for academic years 2011-2014. Included are annual assessment for: grades 3–8 in reading and mathematics; grades 4 and 7 in writing; grades 5 and 8 in science; and grade 8 in social studies.

During the last legislative session the number of end-of-course assessments in high school were reduced from 15 to the following 5: English I (combined reading and writing score), English II (combined reading and writing score), algebra I, biology, and U.S 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 2011 to 2014. 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 2012-2014. **The 2012 and 2013 data in this report are not comparable to the 2014 data due to changes in the accountability system. We include only for informational purposes.**

B.2.1- B.2.5: High School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, Science, and Social Studies: This series compares high school end of course 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. For academic years 2012 and 2013, data for 15 EOC subjects are represented. For 2014, data for only 5 EOC subjects are represented. **The 2012 and 2013 data in this set of reports are not comparable to the 2014 data due to changes in the accountability system. We include only for informational purposes.**

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 2012-2014. 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 three years of middle school STAAR performance in core academic subjects by ethnicity. The number of students taking the exam and the percent passing at 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 -2014. 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 compare three years of elementary school STAAR performance in STAAR-tested academic subjects and grades disaggregated by ethnicity. The number of students taking the exam and the percent passing at Phase-in 1, Level II or above are represented.

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, English I, and English II.

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

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

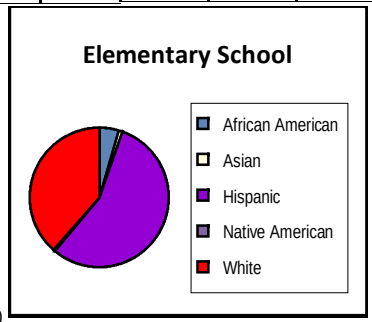
Fiscal Year 2011-2014

Angelo State University

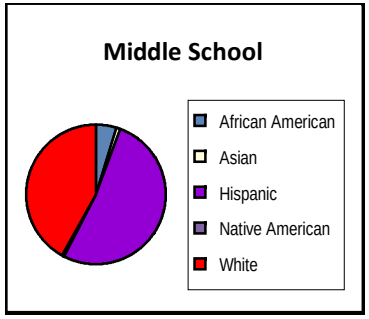
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	Net Change	Pct Change
All	109,105	109,639	111,909	112,704	40,616	41,009	41,610	42,875	54,617	58,025	58,283	58,696	9,532	9,813	10,171	10,528	213,870	218,486	221,973	224,803	10,933	5.1
African American	5,391	5,252	5,290	5,096	1,864	1,918	1,971	2,000	2,760	3,006	2,945	2,858	103	123	107	126	10,118	10,299	10,313	10,080	-38	-0.4
Hispanic	56,424	57,688	59,690	61,325	19,725	20,366	20,818	21,842	24,205	26,864	27,657	28,397	3,364	3,480	3,794	3,953	103,718	108,398	111,959	115,517	11,799	11.4
White	44,070	43,358	43,277	42,544	17,835	17,464	17,537	17,610	26,142	26,450	25,903	25,530	5,845	5,973	6,045	6,219	93,892	93,245	92,762	91,903	-1,989	-2.1
Asian	747	791	931	975	336	345	347	393	439	519	517	550	31	28	28	25	1,553	1,683	1,823	1,943	390	25.1
Native American	466	408	369	347	177	194	178	179	300	270	262	246	50	41	43	48	993	913	852	820	-173	-17.4
Economically Disadvantaged	70,417	69,514	68,729	68,857	22,767	22,779	22,576	23,211	25,113	27,371	26,819	26,631	5,275	5,346	5,438	5,512	123,572	125,010	123,562	124,211	639	0.5
Special Education	9,203	8,884	8,587	8,620	4,154	4,054	3,998	4,081	6,475	6,283	5,729	5,483	1,041	1,031	1,003	1,033	20,873	20,252	19,317	19,217	-1,656	-7.9
Bilingual	10,606	11,113	11,885	12,953	1,528	1,607	1,631	2,108	1,224	2,517	2,590	2,639	464	433	481	484	13,822	15,670	16,587	18,184	4,362	31.6
LEP	11,137	11,575	12,321	12,835	1,679	1,754	1,797	2,294	1,362	2,635	2,689	2,744	464	434	481	485	14,642	16,398	17,288	18,358	3,716	25.4

Ethnic Comparisons by Level 2014

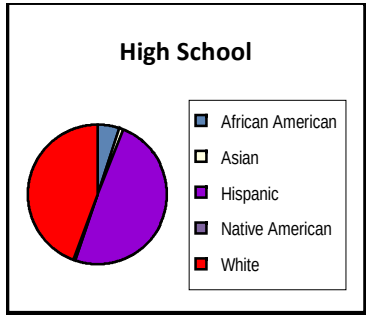
Ethnicity	Elementary School	%
Native American	347	0.3
Asian	975	0.9
White	42,544	37.7
Hispanic	61,325	54.4
African American	5,096	4.5
All	112,704	100.0



Middle School	%
179	0.4
393	0.9
17,610	41.1
21,842	50.9
2,000	4.7
42,875	100.0

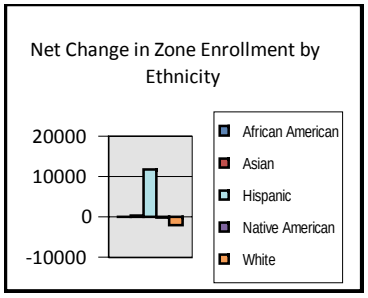


High School	%
246	0.4
550	0.9
25,530	43.5
28,397	48.4
2,858	4.9
58,696	100.0

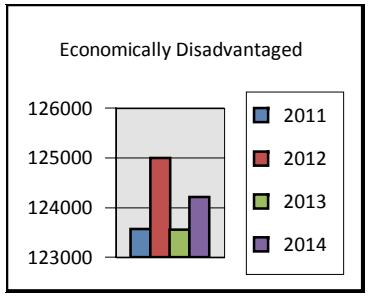


Other Trends and Distributions

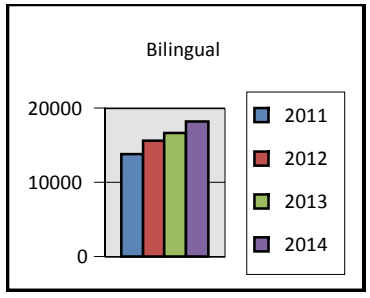
Ethnicity	Net Change 2011-2014
Native American	-173
Asian	390
White	-1,989
Hispanic	11,799
African American	-38
All	10,933



Eco. Disadvantaged	
Year	Amount
2011	123,572
2012	125,010
2013	123,562
2014	124,211
3-Yr. Change	1



Bilingual	
Year	Amount
2011	13,822
2012	15,670
2013	16,587
2014	18,184
3-Yr. Change	32



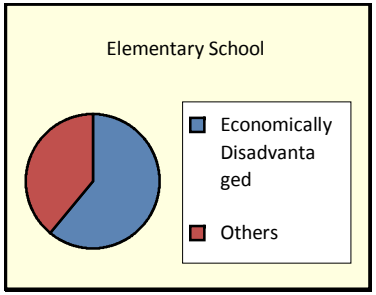
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

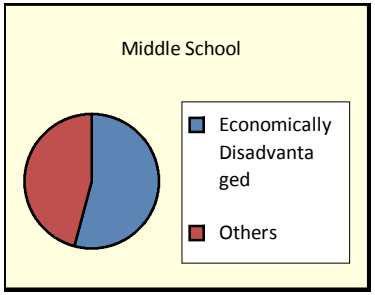
2014

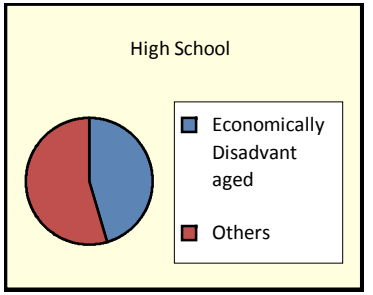
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	68,857	61.1	23,211	54.1	26,631	45.4
Others	43,847	38.9	19,664	45.9	32,065	54.6
Total	112,704	100.0	42,875	100.0	58,696	100.0

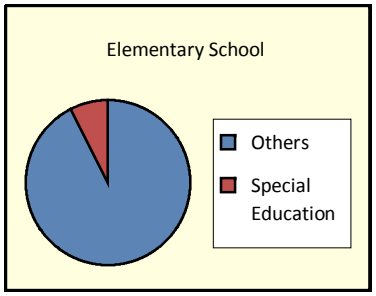


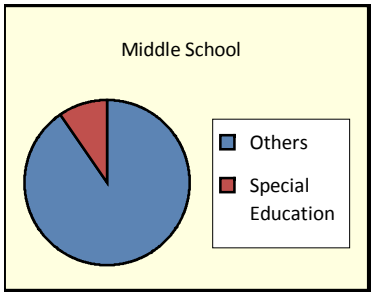


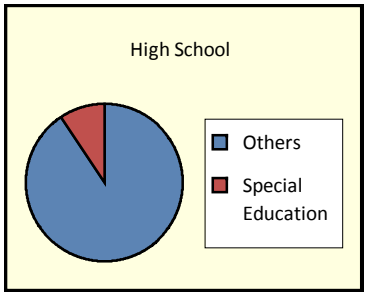


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	104,084	92.4	38,794	90.5	53,213	90.7
SPED	8,620	7.6	4,081	9.5	5,483	9.3
Total	112,704	100.0	42,875	100.0	58,696	100.0





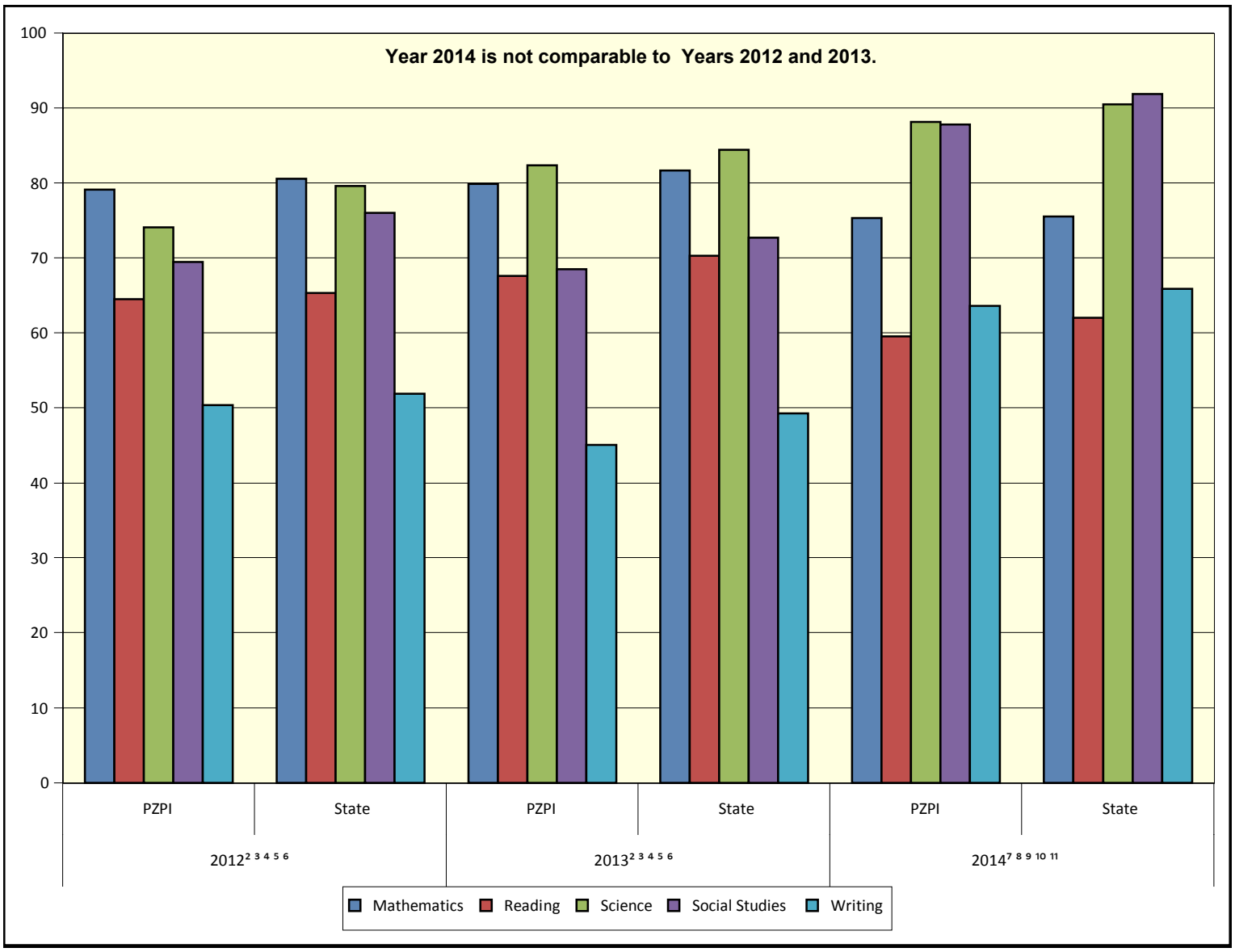


Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] Summary

High Schools

Angelo State University



2012-2013	2014	State 2012	PZPI 2012	State 2013	PZPI 2013	State 2014	PZPI 2014
Reading	English I	65.3	64.5	70.3	67.6	62.0	59.5
Writing	English II	51.9	50.4	49.3	45.1	65.9	63.6
Mathematics	Algebra I	80.5	79.1	81.7	79.8	75.5	75.3
Science	Biology	79.6	74.0	84.4	82.4	90.5	88.1
Social Studies	U.S. History	76.0	69.5	72.7	68.5	91.9	87.8

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

[2]Reading includes English I reading, English II reading and English III reading.

[3]Writing includes English I writing, English II writing and English III writing.

[4]Mathematics includes Algebra I, Algebra II, and Geometry.

[5]Science includes Biology, Chemistry and Physics.

[6]Social Studies includes U.S. history, World Geography and World History.

[7]Reading includes English I reading and English I writing.

[8]Writing includes English II reading and English II writing.

[9]Mathematics includes only Algebra I.

[10]Science includes only Biology.

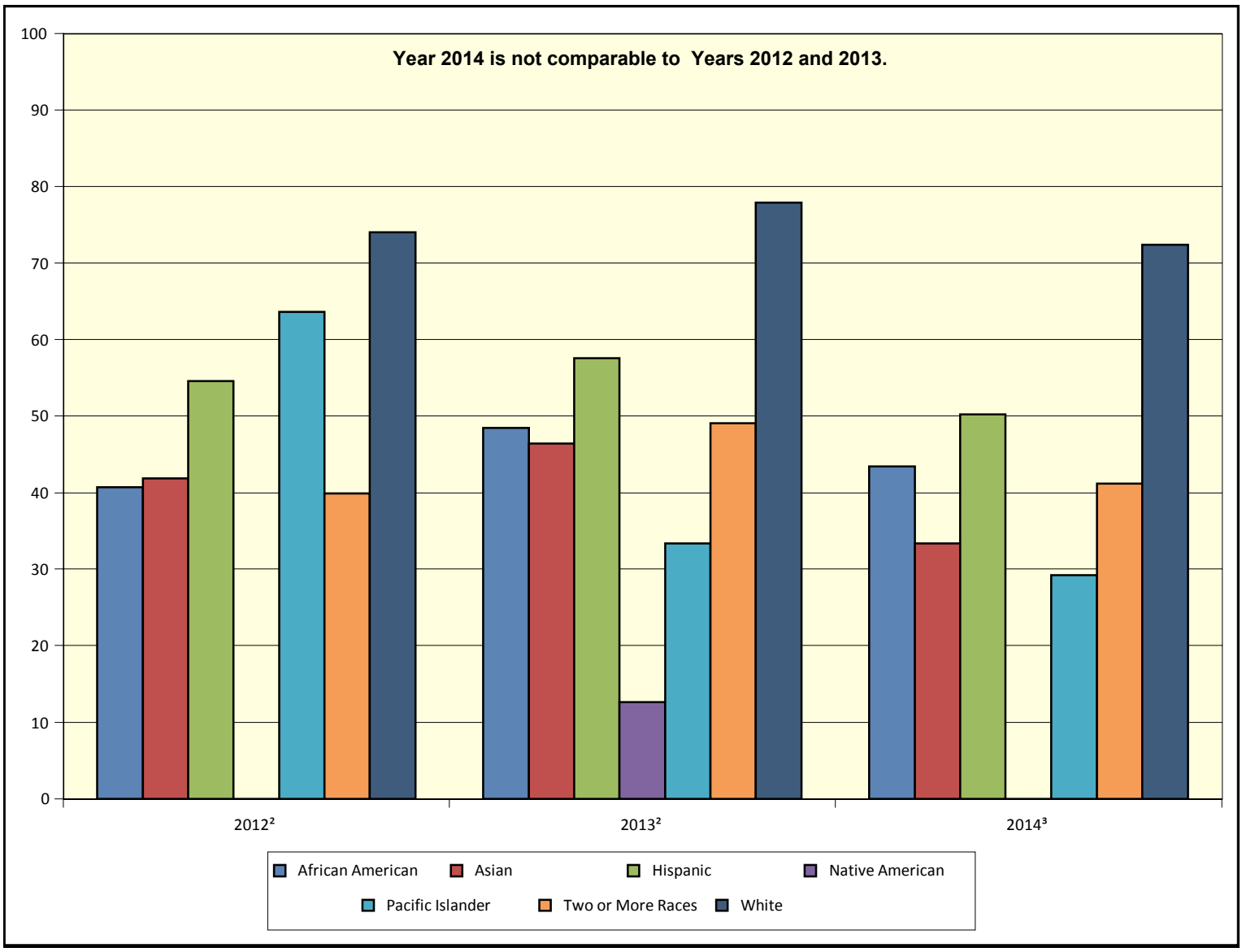
[11]Social Studies includes only U.S. History.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Reading (2012 & 2013) and English I (2014)

High Schools

Angelo State University



	2012		2013		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	710	40.7	1,372	48.5	932	43.5
Hispanic	7,355	54.6	13,840	57.6	9,291	50.2
White	7,751	74.0	12,678	77.9	7,000	72.4
Asian	148	41.9	280	46.4	147	33.3
Native American	57	0.0	111	12.6	75	0.0
Pacific Islander	11	63.6	33	33.3	24	29.2
Two or More Races	273	39.9	495	49.1	318	41.2

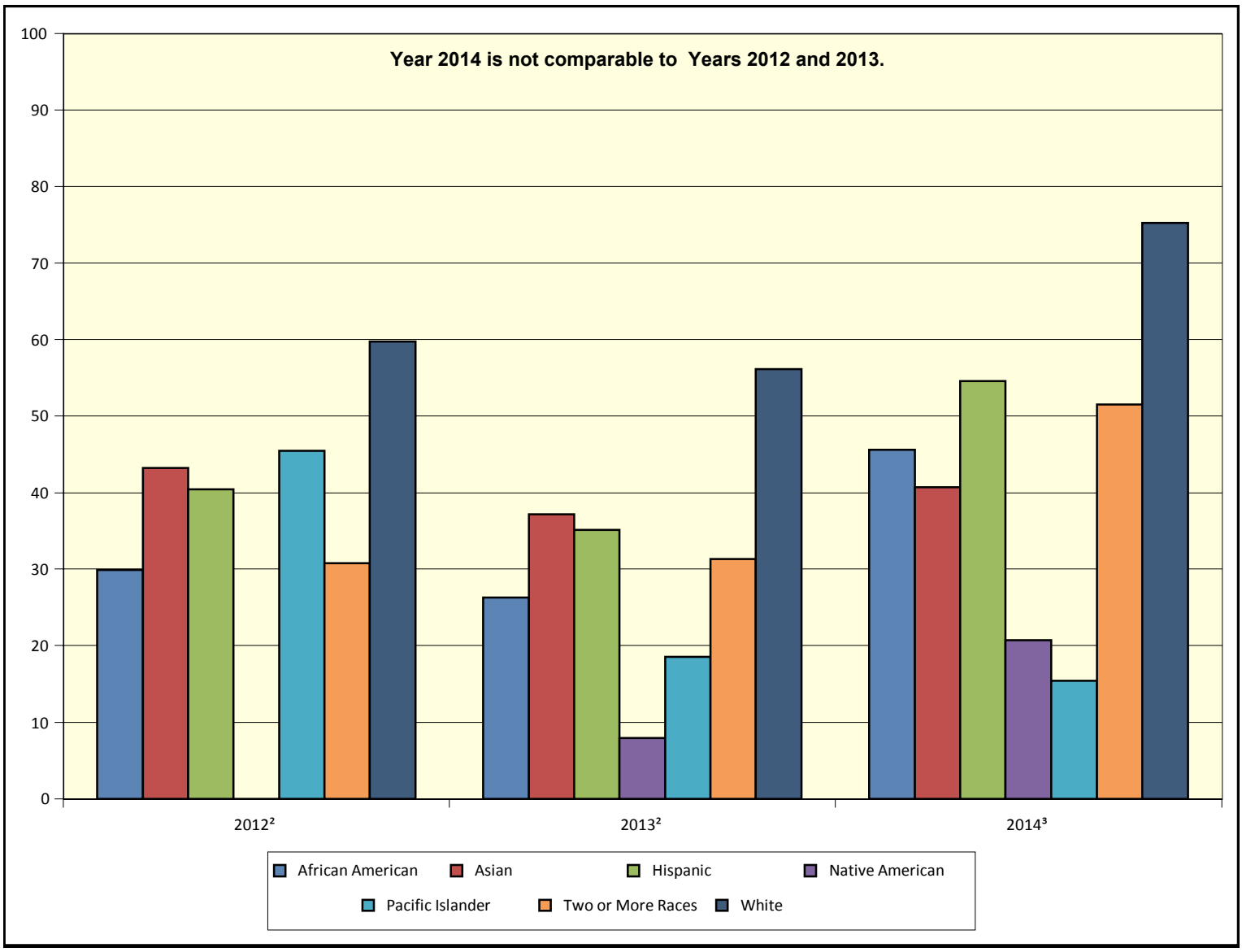
[1]STAAR percent passing at Phase-in I Level II or above.
[2]Includes English I reading, English II reading and English III reading.
[3]Includes English I reading and English I writing.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Writing (2012 & 2013) and English II (2014)

High Schools

Angelo State University



	2012		2013		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	707	29.8	1,473	26.3	807	45.6
Hispanic	7,314	40.5	14,574	35.2	8,417	54.6
White	7,748	59.8	13,253	56.1	6,465	75.2
Asian	148	43.2	274	37.2	157	40.8
Native American	55	0.0	126	7.9	58	20.7
Pacific Islander	11	45.5	27	18.5	13	15.4
Two or More Races	273	30.8	524	31.3	291	51.5

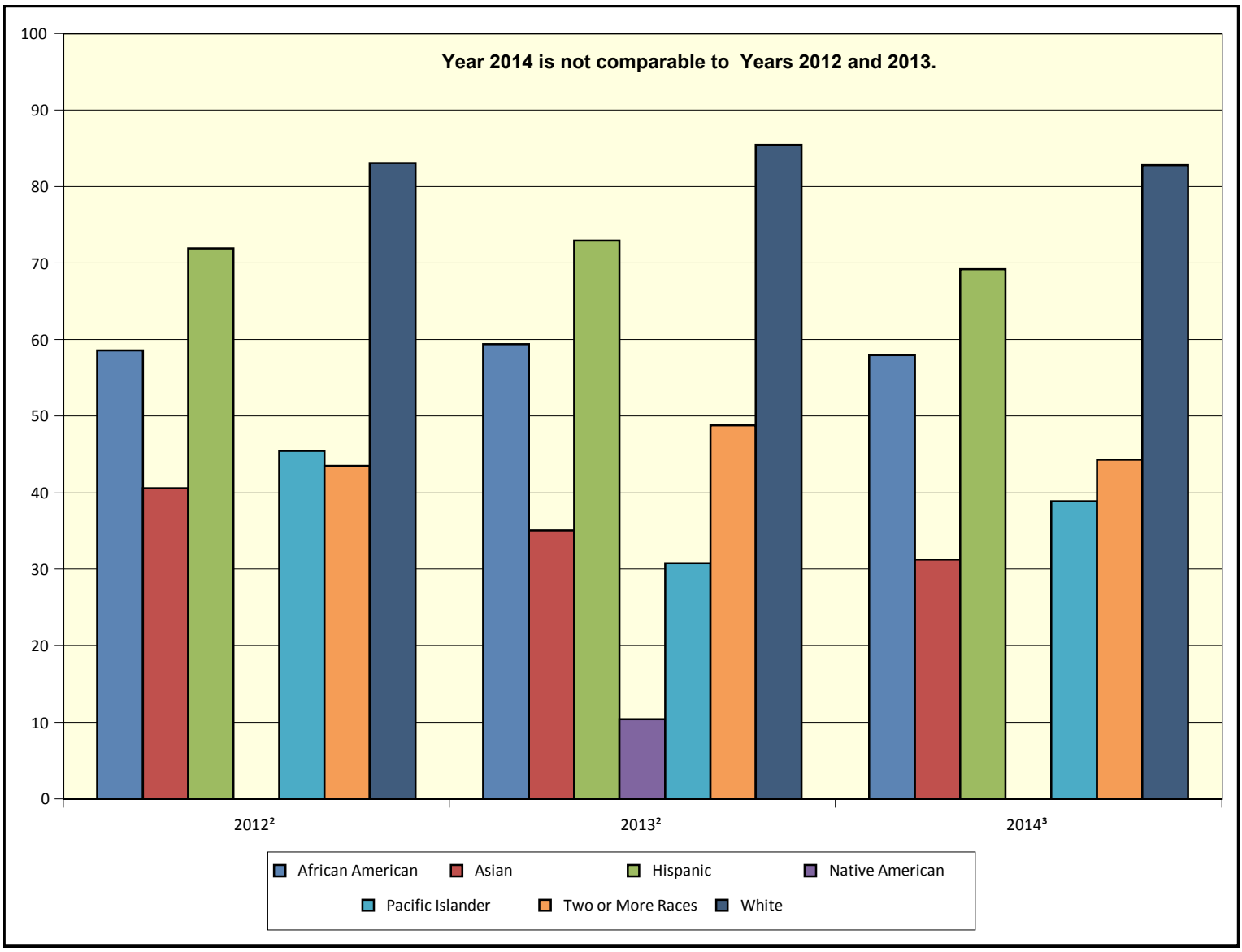
[1]STAAR percent passing at Phase-in I Level II or above.
[2]Includes English I Writing, English II Writing and English III Writing.
[3]Includes English II reading and English II writing.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Mathematics

High Schools

Angelo State University



	2012		2013		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	587	58.6	1,220	59.4	659	58.0
Hispanic	5,906	71.9	12,124	72.9	6,388	69.2
White	6,666	83.1	11,749	85.5	4,839	82.8
Asian	128	40.6	225	35.1	80	31.3
Native American	46	0.0	106	10.4	52	0.0
Pacific Islander	11	45.5	26	30.8	18	38.9
Two or More Races	216	43.5	457	48.8	230	44.3

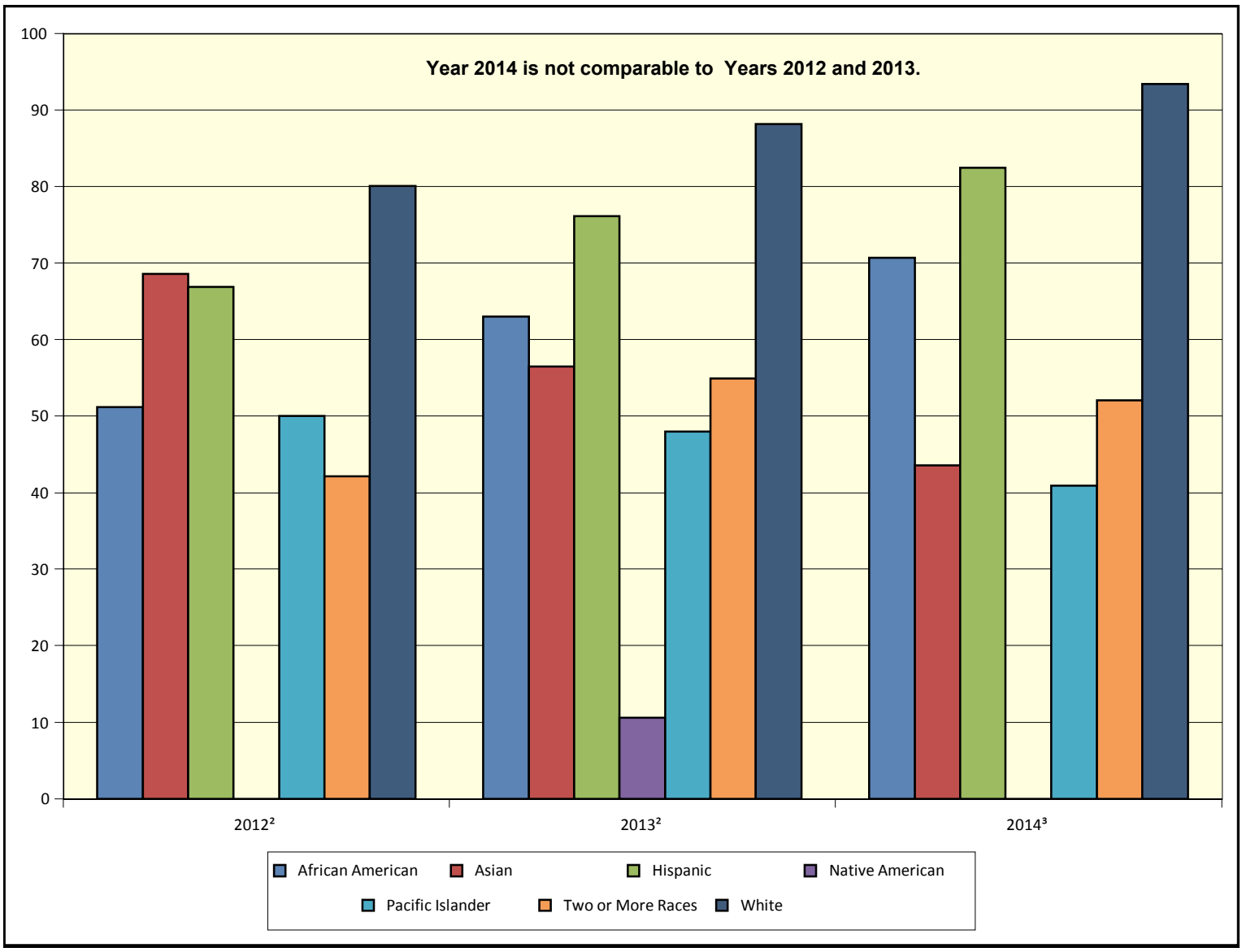
[1]STAAR percent passing at Phase-in I Level II or above.
[2]Includes Algebra I, Algebra II and Geometry.
[3]Includes only Algebra I.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Science

High Schools

Angelo State University



	2012		2013		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	809	51.2	1,162	63.0	637	70.6
Hispanic	7,251	66.9	11,609	76.1	6,279	82.5
White	8,370	80.0	11,341	88.2	5,536	93.4
Asian	140	68.6	239	56.5	117	43.6
Native American	62	0.0	104	10.6	53	0.0
Pacific Islander	14	50.0	25	48.0	22	40.9
Two or More Races	275	42.2	446	54.9	238	52.1

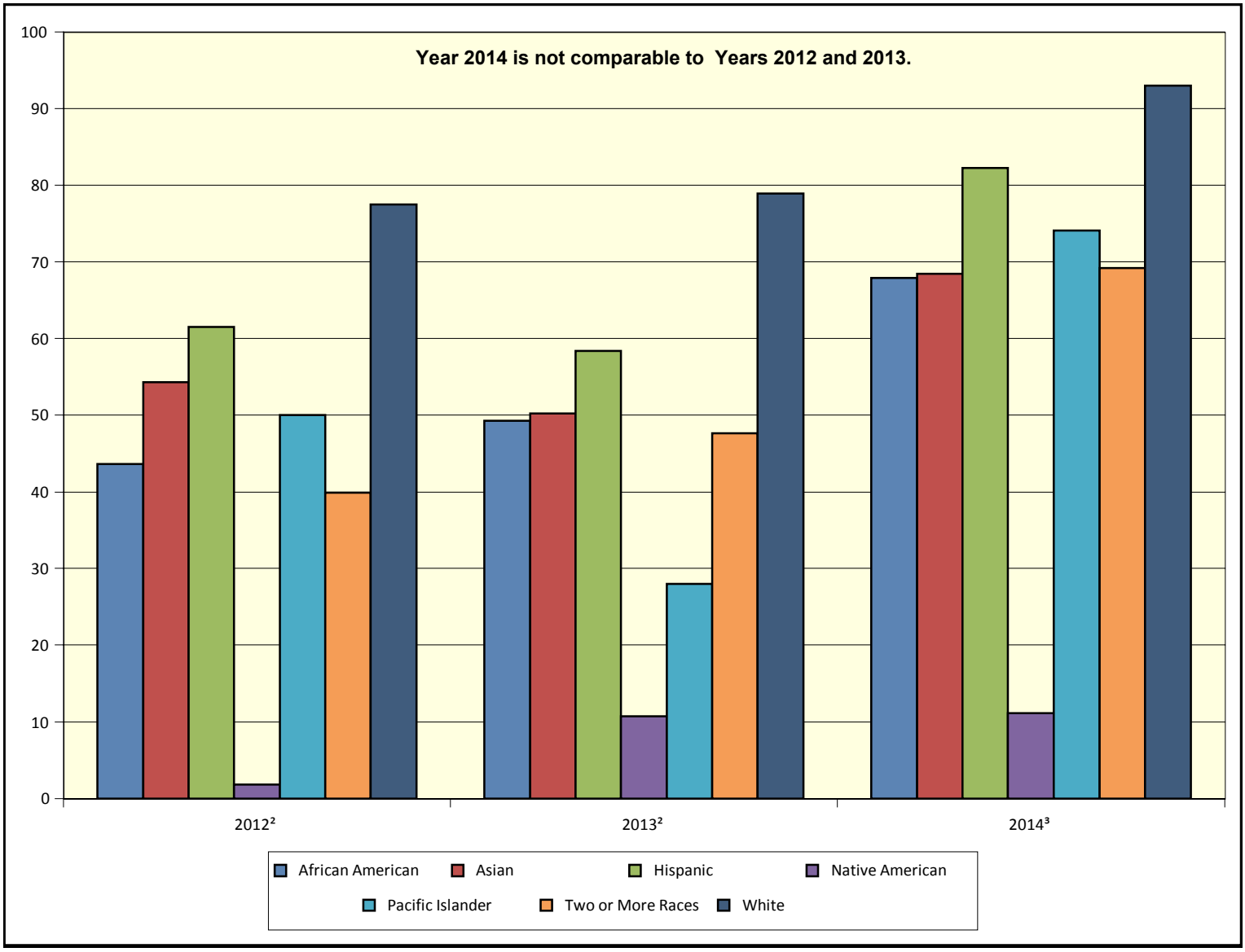
[1]STAAR percent passing at Phase-in I Level II or above.
[2]Includes Biology, Chemistry and Physics.
[3]Includes only Biology.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance[1] by Ethnicity: Social Studies

High Schools

Angelo State University



	2012		2013		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	797	43.7	1,335	49.3	725	67.9
Hispanic	6,713	61.5	13,106	58.4	7,216	82.3
White	7,240	77.5	12,119	78.9	6,538	93.0
Asian	127	54.3	239	50.2	152	68.4
Native American	55	1.8	112	10.7	54	11.1
Pacific Islander	16	50.0	25	28.0	27	74.1
Two or More Races	263	39.9	474	47.7	308	69.2

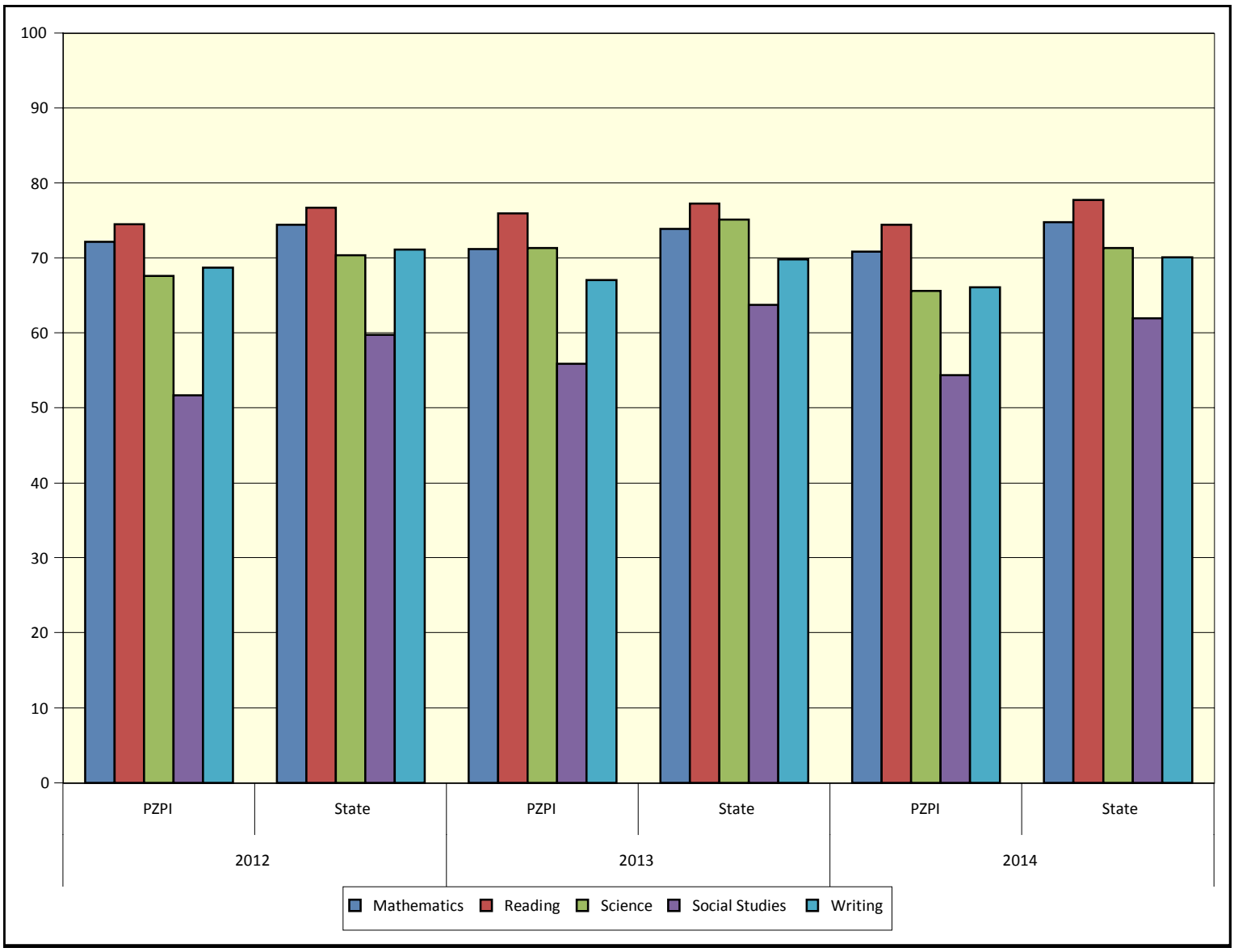
[1]STAAR percent passing at Phase-in I Level II or above.
[2]Includes U.S. History, World Geography and World History.
[3]Includes only U.S. History.

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	State 2014	PZPI 2014
Reading	76.7	74.4	77.2	75.9	77.7	74.4
Writing	71.1	68.7	69.8	67.0	70.1	66.1
Mathematics	74.4	72.1	73.9	71.2	74.7	70.8
Science	70.3	67.6	75.1	71.3	71.3	65.6
Social Studies	59.7	51.7	63.7	55.9	61.9	54.4

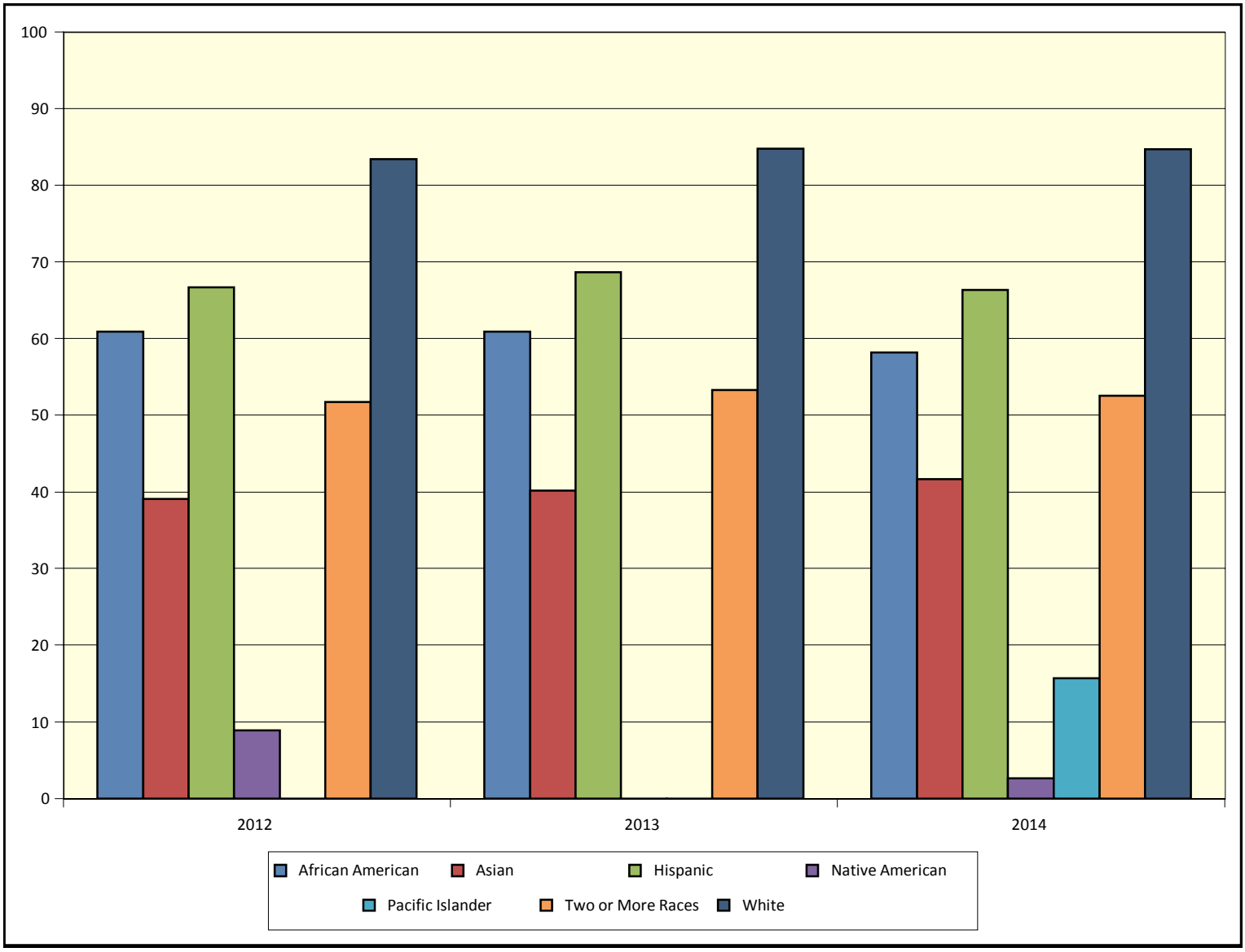
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1,701	60.9	1,753	60.9	1,713	58.2
Hispanic	17,732	66.6	18,059	68.6	18,823	66.4
White	15,805	83.4	15,653	84.8	15,491	84.8
Asian	325	39.1	316	40.2	350	41.7
Native American	146	8.9	149	0.0	150	2.7
Pacific Islander	46	0.0	47	0.0	51	15.7
Two or More Races	613	51.7	623	53.3	689	52.5

[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.

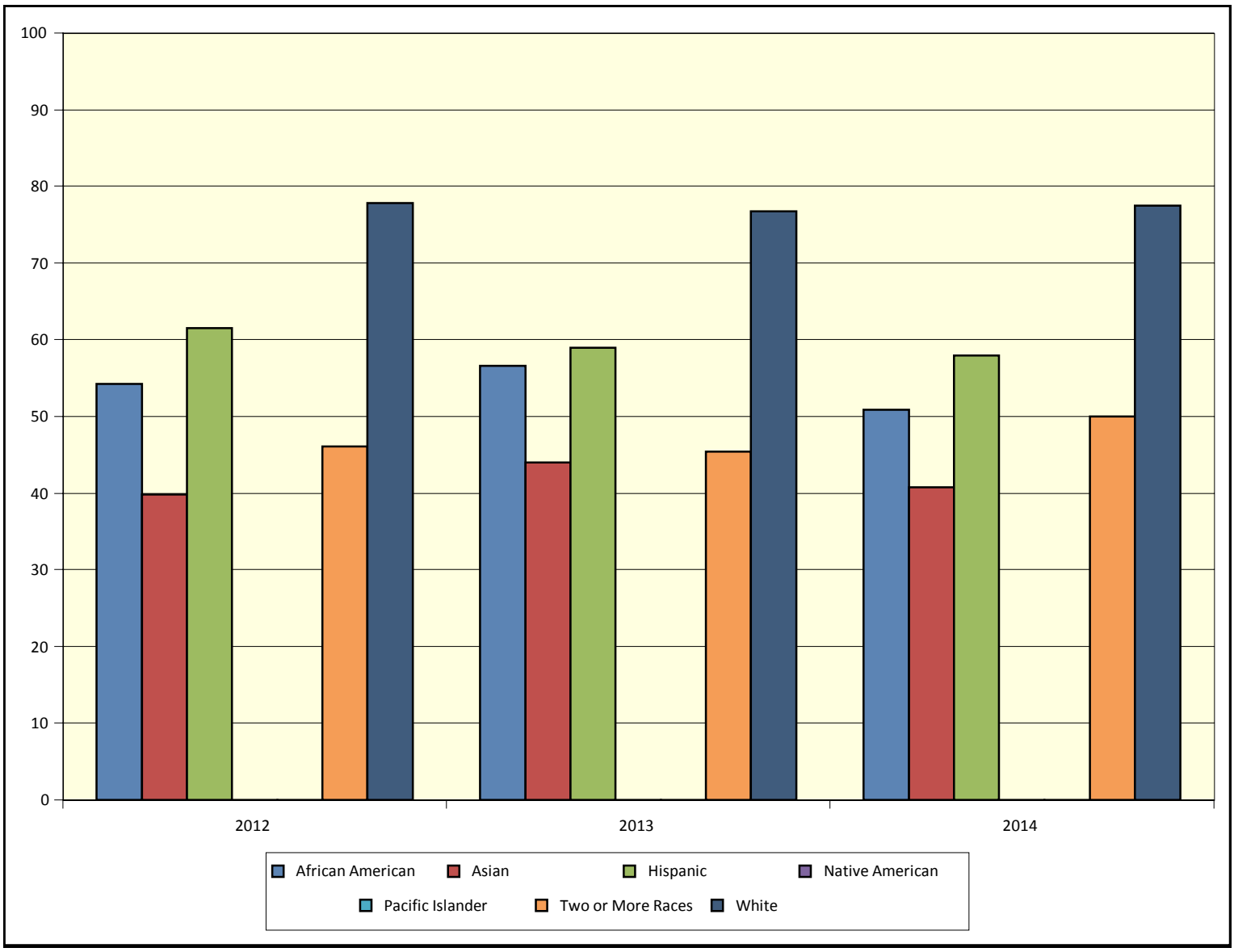
[2]STAAR reading test is administered in grades 3-8.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	662	54.2	643	56.6	666	50.9
Hispanic	6,923	61.5	6,877	58.9	7,501	57.9
White	5,779	77.8	5,647	76.7	5,579	77.5
Asian	123	39.8	134	44.0	125	40.8
Native American	52	0.0	57	0.0	53	0.0
Pacific Islander	21	0.0	17	0.0	16	0.0
Two or More Races	219	46.1	220	45.5	250	50.0

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

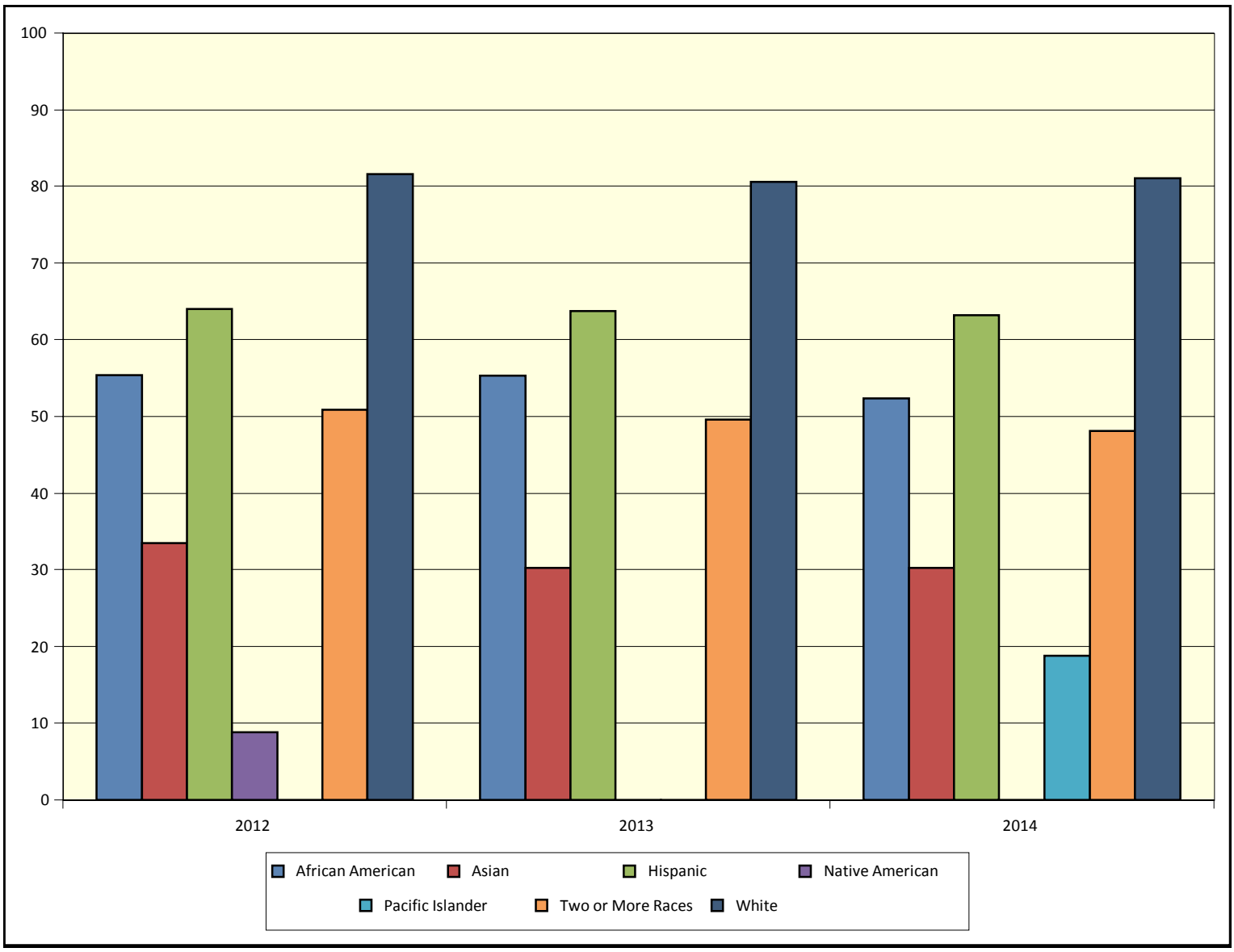
[2]STAAR writing test is administered in grades 4 and 7.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	1,598	55.4	1,647	55.3	1,617	52.4
Hispanic	16,773	64.0	16,875	63.7	17,765	63.2
White	14,878	81.5	14,172	80.5	14,410	81.0
Asian	242	33.5	215	30.2	255	30.2
Native American	136	8.8	141	0.0	143	0.0
Pacific Islander	47	0.0	42	0.0	48	18.8
Two or More Races	576	50.9	573	49.6	640	48.1

[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.

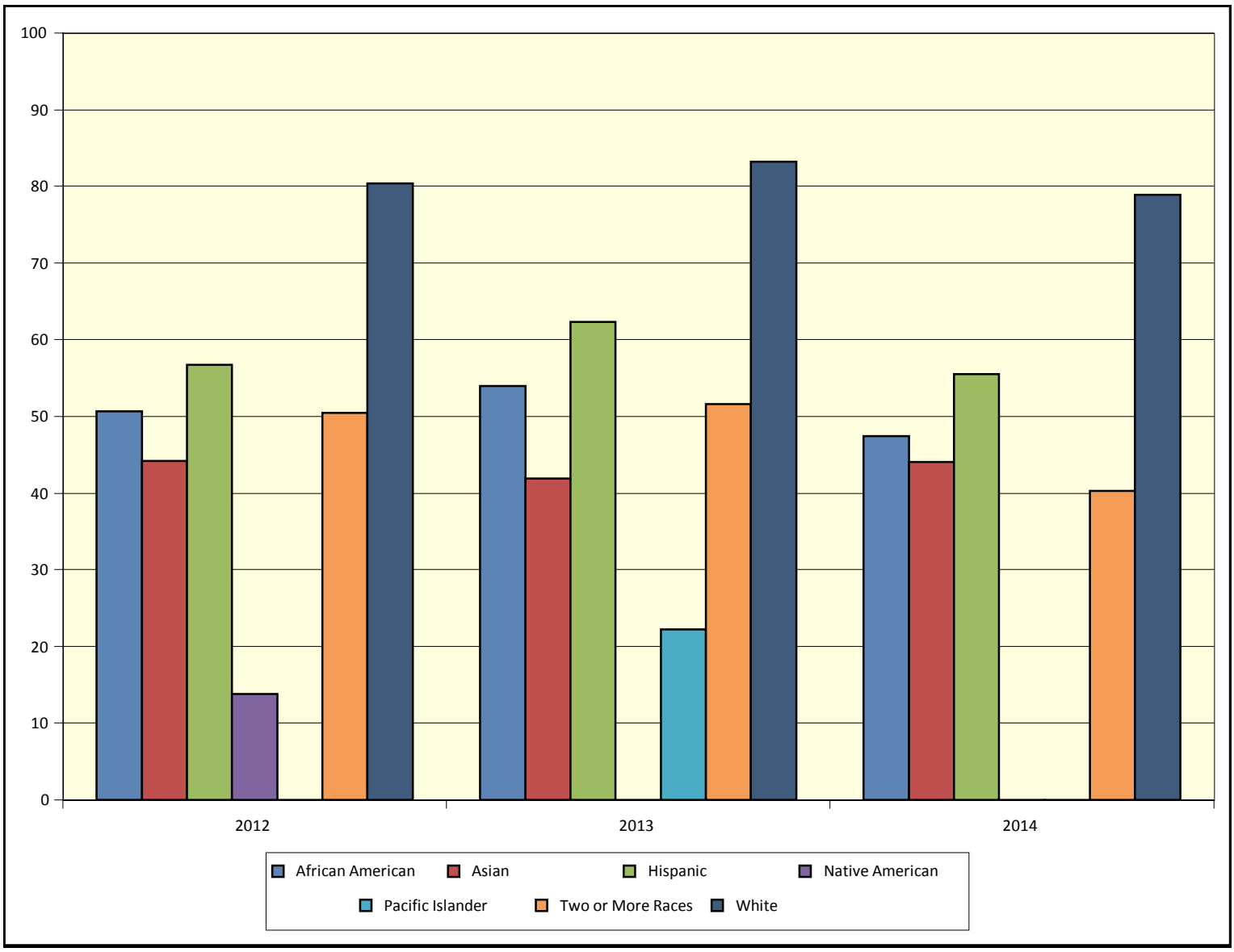
[2]STAAR mathematics test is administered in grades 3-8.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	641	50.7	684	53.9	613	47.5
Hispanic	6,476	56.7	6,773	62.3	6,809	55.5
White	5,665	80.4	5,599	83.3	5,572	78.9
Asian	104	44.2	105	41.9	127	44.1
Native American	58	13.8	51	0.0	61	0.0
Pacific Islander	14	0.0	18	22.2	14	0.0
Two or More Races	216	50.5	217	51.6	216	40.3

[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.

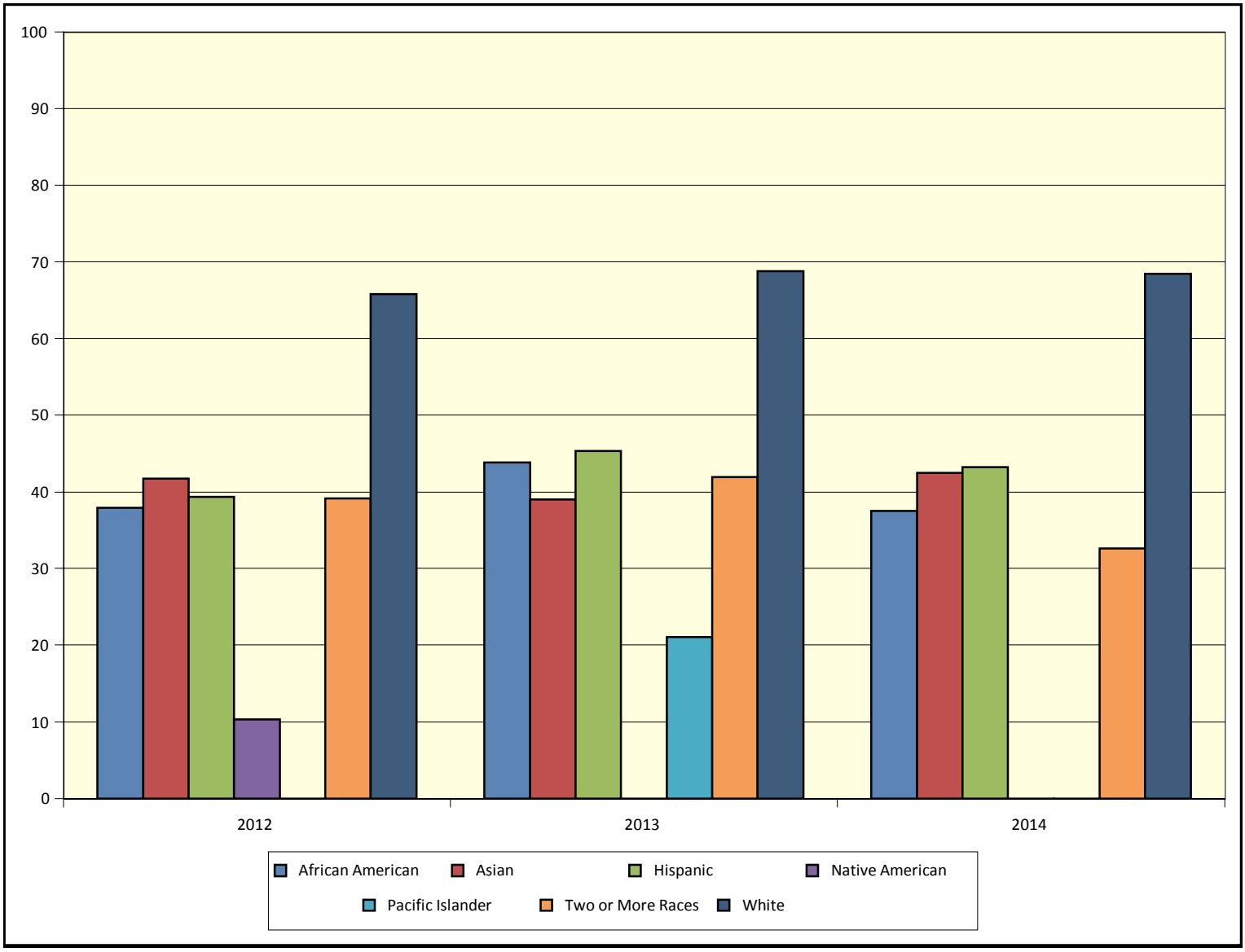
[2]STAAR science test is administered in grades 5 and 8.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	638	37.9	684	43.9	613	37.5
Hispanic	6,423	39.4	6,766	45.3	6,825	43.2
White	5,619	65.8	5,608	68.8	5,615	68.5
Asian	103	41.7	105	39.0	127	42.5
Native American	58	10.3	51	0.0	60	0.0
Pacific Islander	14	0.0	19	21.1	14	0.0
Two or More Races	212	39.2	217	41.9	224	32.6

[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.

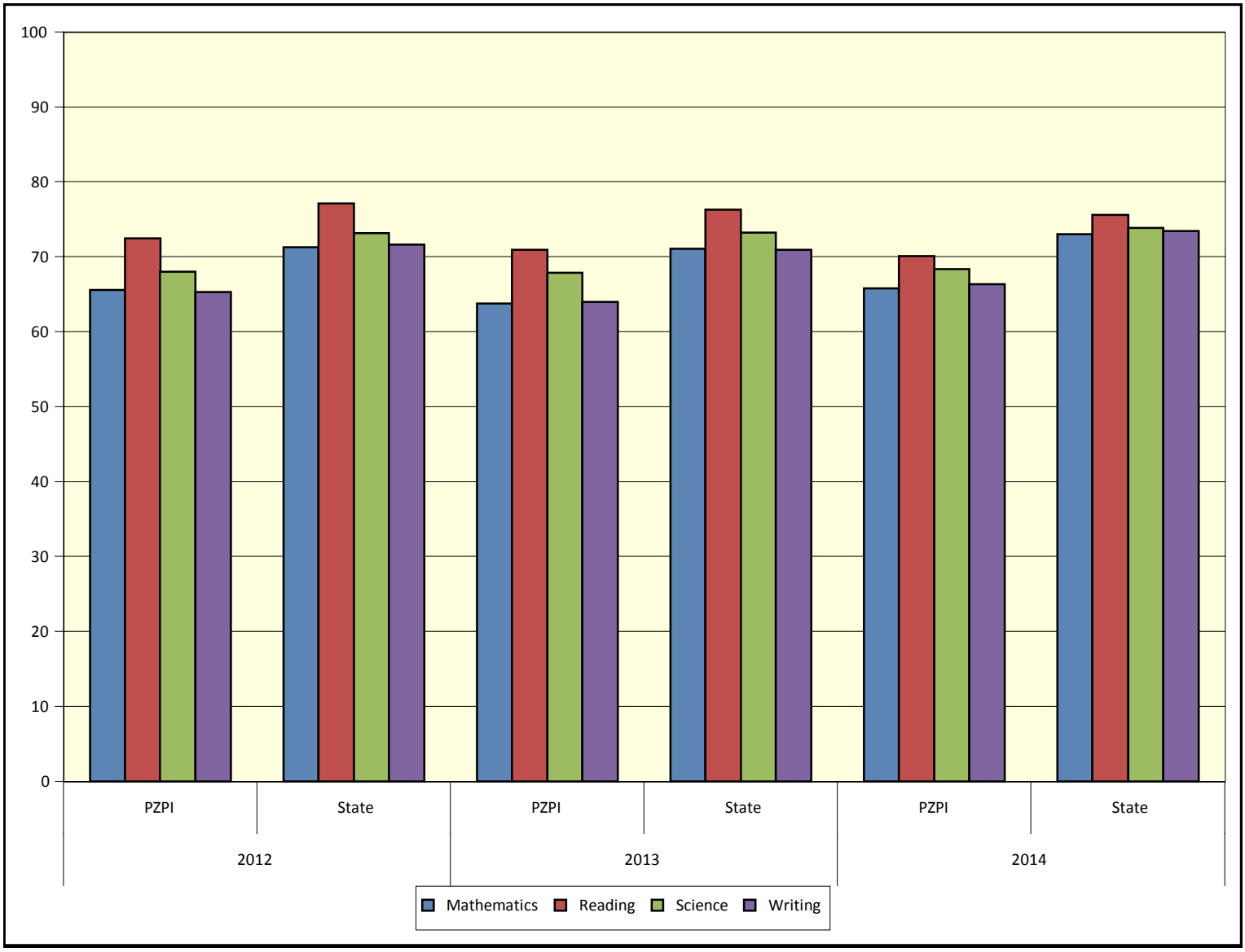
[2]STAAR social studies test is administered in grade 8.

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	State 2014	PZPI 2014
Reading	77.1	72.4	76.2	70.9	75.5	70.1
Writing	71.6	65.3	70.9	64.0	73.4	66.3
Mathematics	71.3	65.5	71.0	63.8	73.0	65.8
Science	73.1	68.0	73.2	67.9	73.8	68.3

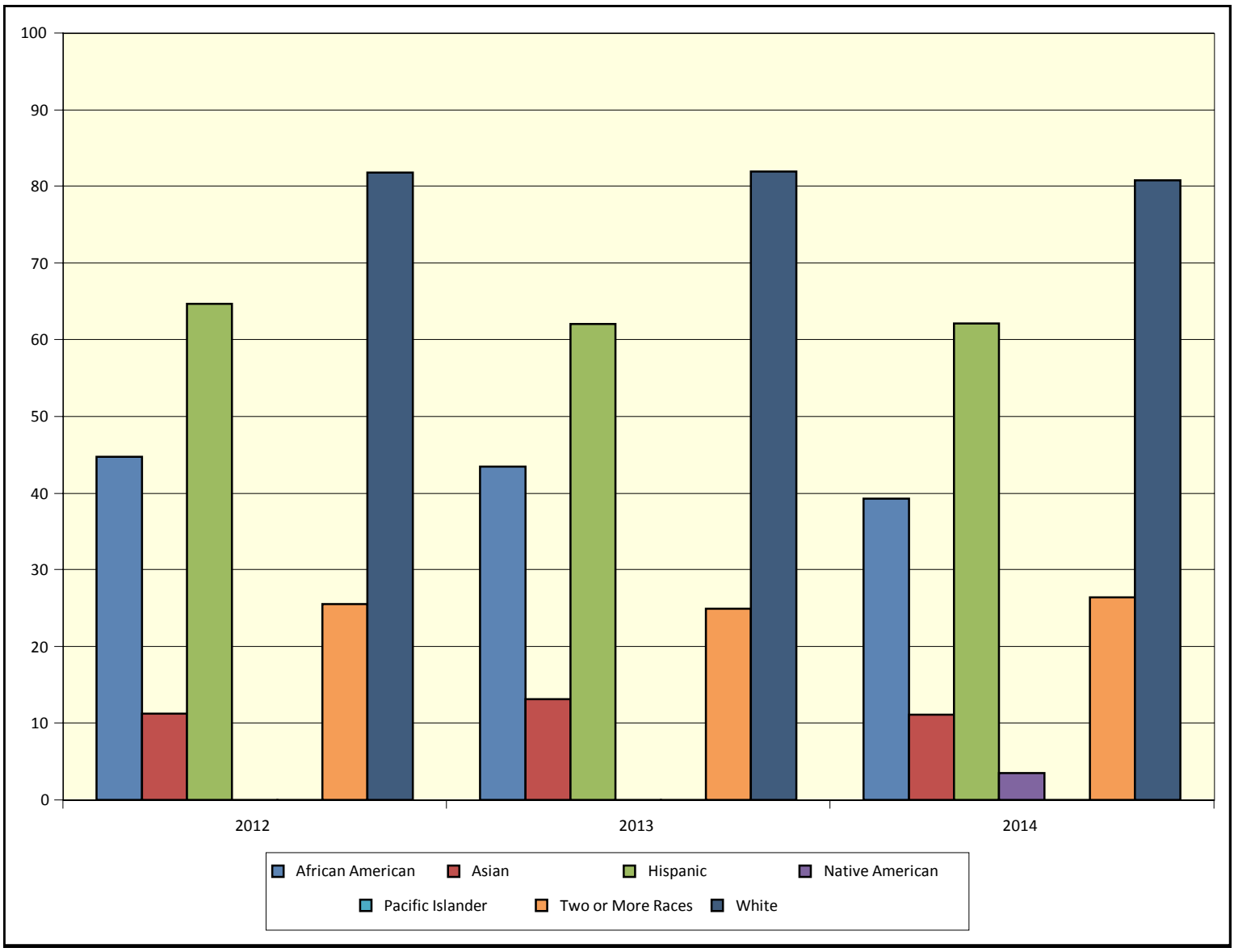
[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	2,046	44.8	2,029	43.5	1,910	39.3
Hispanic	21,820	64.7	21,949	62.0	22,800	62.1
White	17,874	81.8	17,320	82.0	17,068	80.8
Asian	338	11.2	366	13.1	369	11.1
Native American	158	0.0	146	0.0	142	3.5
Pacific Islander	55	0.0	60	0.0	60	0.0
Two or More Races	773	25.5	836	24.9	856	26.4

[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.

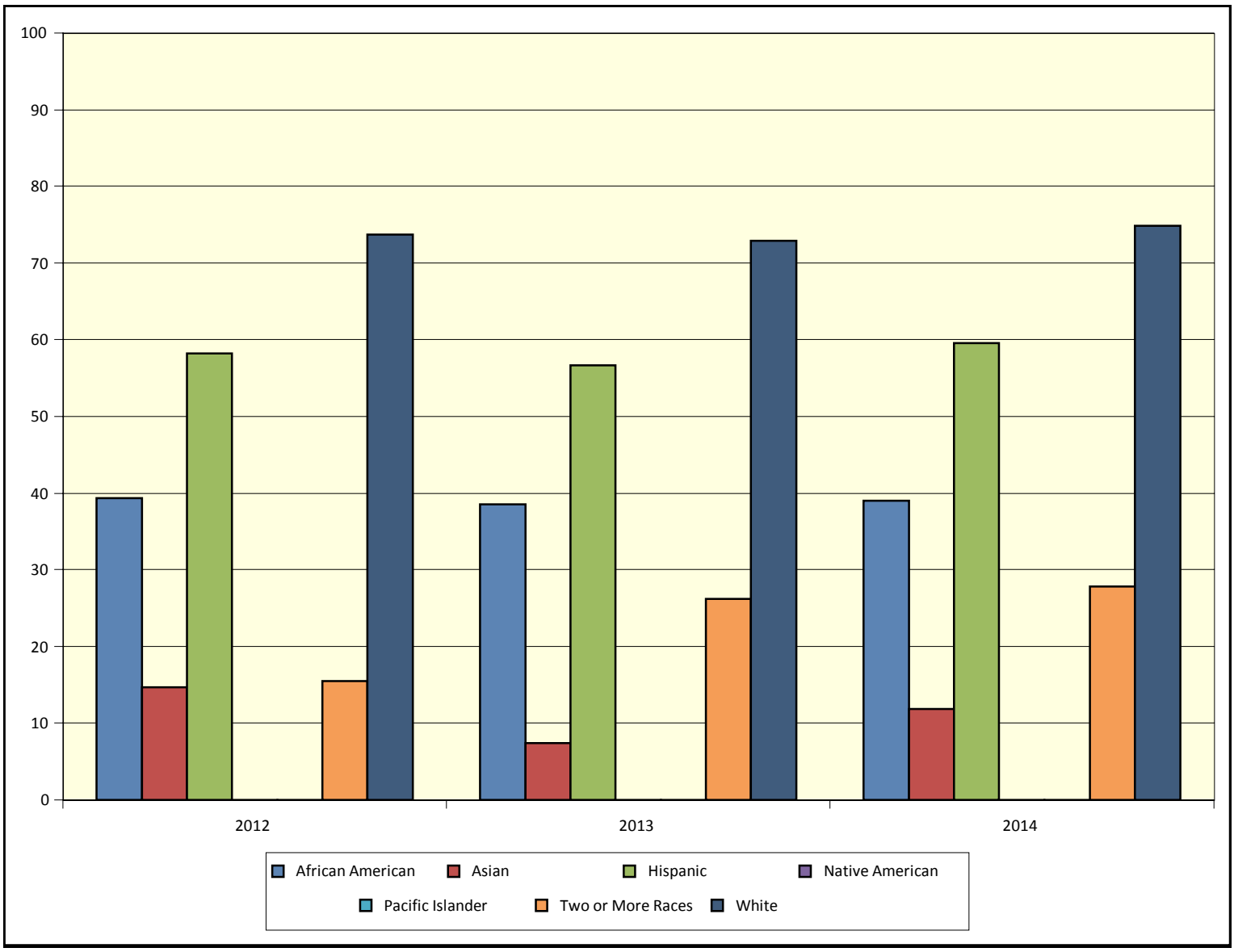
[2]STAAR reading test is administered in grades 3-8.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	714	39.4	667	38.5	651	39.0
Hispanic	7,293	58.2	7,398	56.6	7,626	59.5
White	6,074	73.7	5,916	72.9	5,758	74.9
Asian	109	14.7	122	7.4	135	11.9
Native American	59	0.0	45	0.0	45	0.0
Pacific Islander	19	0.0	20	0.0	19	0.0
Two or More Races	258	15.5	275	26.2	299	27.8

[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.

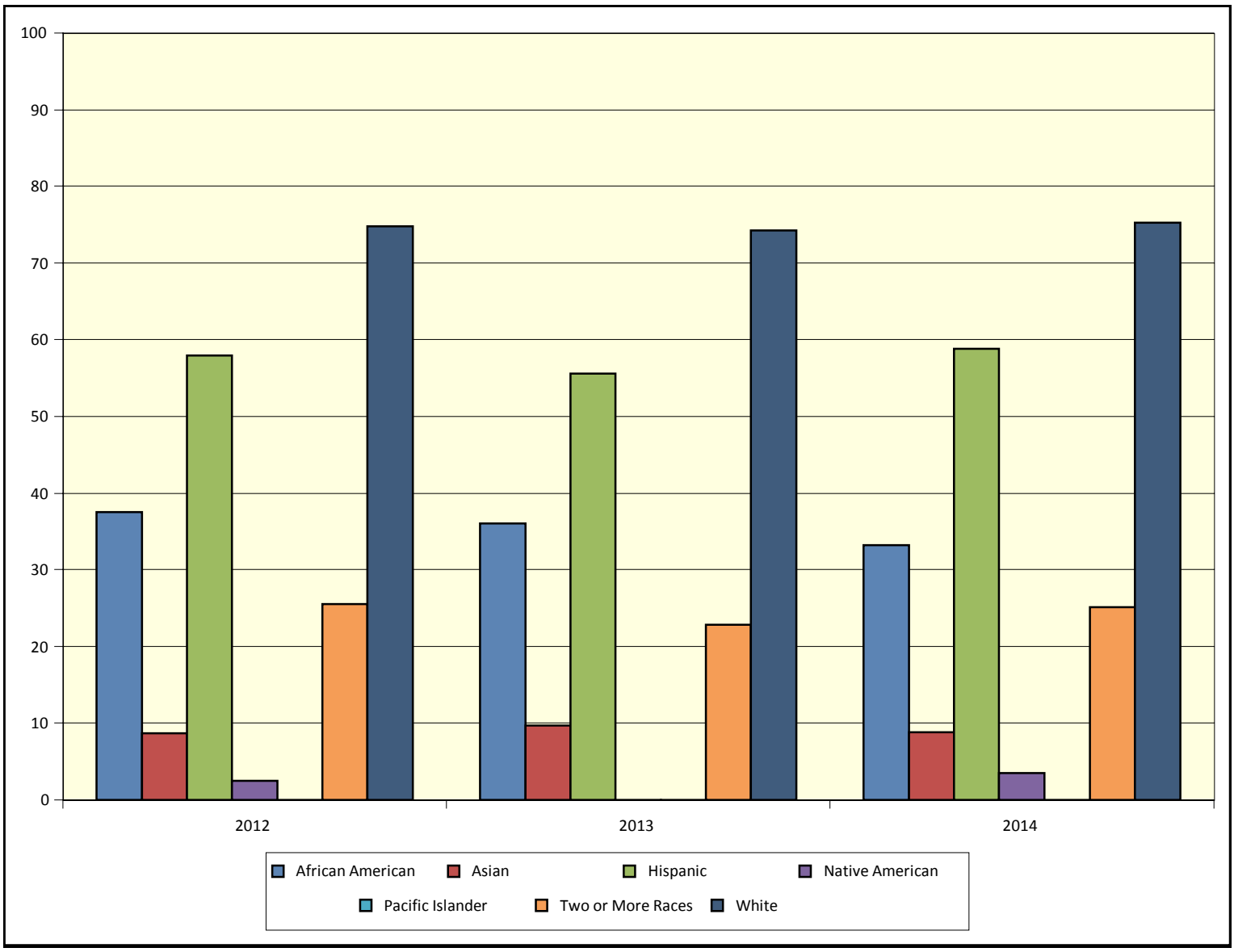
[2]STAAR writing test is administered in grades 4 and 7.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	2,036	37.6	2,017	36.1	1,888	33.2
Hispanic	21,701	57.9	21,918	55.6	22,828	58.8
White	17,930	74.8	17,399	74.2	17,140	75.2
Asian	299	8.7	319	9.7	328	8.8
Native American	161	2.5	150	0.0	144	3.5
Pacific Islander	56	0.0	58	0.0	56	0.0
Two or More Races	777	25.5	834	22.8	853	25.1

[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.

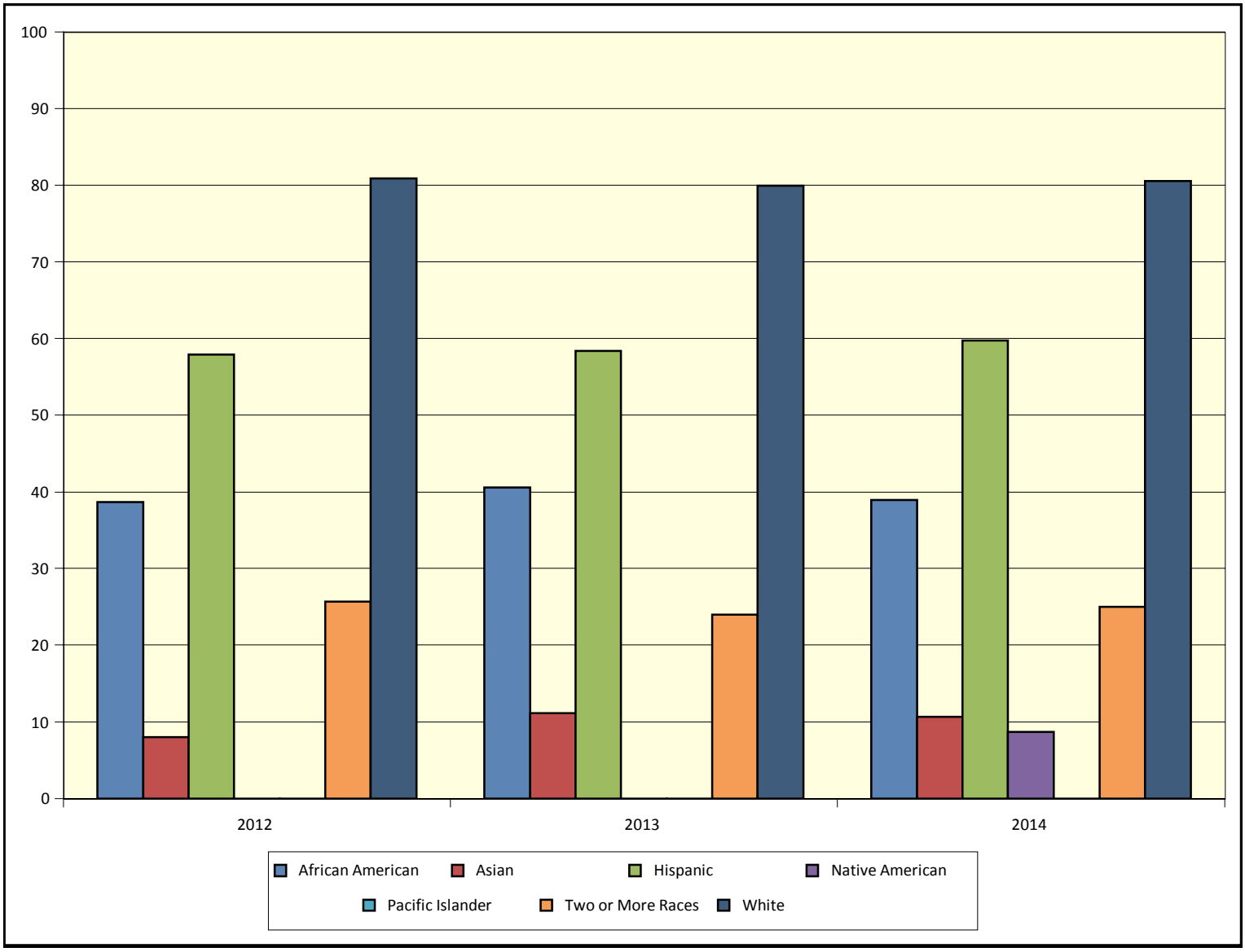
[2]STAAR mathematics test is administered in grades 3-8.

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		2014	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	643	38.7	680	40.6	608	39.0
Hispanic	7,235	57.9	7,164	58.4	7,436	59.8
White	5,718	80.8	5,526	79.9	5,254	80.5
Asian	100	8.0	99	11.1	103	10.7
Native American	55	0.0	56	0.0	46	8.7
Pacific Islander	16	0.0	20	0.0	15	0.0
Two or More Races	230	25.7	263	24.0	264	25.0

[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]

2014

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			English I			English II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
CROSS PLAINS ISD	CROSS PLAINS H S	143	56	9	21	100	19	23	96	4	20	90	10	23	87	0	25	84	0
GLASSCOCK COUNTY ISD	GLASSCOCK COUNTY H S	137	47	50	8	100	0	13	100	0	20	95	10	18	78	0	30	73	10
MILES ISD	MILES H S	197	30	36	44	100	25	44	100	11	29	93	14	52	81	8	23	65	4
ROBY CISD	ROBY H S	69	36	35	13	100	38	0	0	0	16	94	12	19	95	16	21	90	0
MIDLAND ISD	EARLY COLLEGE H S AT MIDLAND COLLE	278	53	83	49	98	43	84	100	19	58	100	14	91	98	12	80	92	10
GOLDTHWAITE ISD	GOLDTHWAITE H S	184	38	27	40	98	20	51	94	8	41	98	0	54	76	7	44	73	2
MASON ISD	MASON H S	205	43	32	55	98	38	53	96	13	43	98	12	56	82	9	47	81	4
ALBANY ISD	ALBANY JR-SR H S	207	31	21	38	97	29	0	0	0	26	96	19	35	86	3	39	82	5
EARLY ISD	EARLY H S	342	38	25	93	97	27	93	96	3	75	96	15	104	84	17	90	87	12
WALL ISD	WALL H S	324	10	15	65	97	12	24	100	29	80	98	19	85	99	9	83	99	14
HARPER ISD	HARPER H S	207	32	15	47	96	26	47	100	6	52	100	13	51	78	12	60	85	7
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF AUSTIN	236	65	66	25	96	20	16	88	0	30	100	7	31	52	0	23	65	0
WATER VALLEY ISD	WATER VALLEY H S	142	44	25	21	95	19	25	100	12	66	95	6	28	79	7	27	81	7
WYLIE ISD	WYLIE H S	988	9	20	206	95	20	262	97	16	469	97	37	269	83	6	245	94	16
EASTLAND ISD	EASTLAND H S	280	26	24	72	94	15	71	92	8	67	94	7	84	62	4	73	64	4
SCHLEICHER ISD	ELDORADO H S	152	33	66	32	94	6	22	91	14	36	92	0	53	74	2	47	66	4
HASKELL CISD	HASKELL H S	150	53	41	31	94	10	32	94	9	31	100	29	49	88	10	32	69	6
IRION COUNTY ISD	IRION H S	163	34	34	32	94	6	38	97	8	32	100	19	43	65	0	23	65	4
COMANCHE ISD	COMANCHE H S	334	61	48	92	93	21	98	93	4	65	97	8	115	75	4	97	84	5
LLANO ISD	LLANO H S	496	49	21	55	93	5	78	99	13	113	97	11	127	80	4	112	76	3
ROSCOE ISD	ROSCOE COLLEGIATE H S	191	53	57	45	93	13	32	94	0	25	92	0	38	84	3	34	76	3
GORMAN ISD	GORMAN H S	78	51	53	24	92	12	29	86	0	14	79	0	33	67	9	26	46	0
STAMFORD ISD	STAMFORD H S	162	62	61	40	92	18	33	94	6	37	81	5	50	70	4	46	65	0
CISCO ISD	CISCO H S	261	56	24	65	91	18	52	98	17	60	97	22	67	84	9	65	88	8
BRONTE ISD	BRONTE H S	134	47	31	30	90	40	28	100	25	23	96	9	33	82	9	11	64	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]

2014

Angelo State University

District Name	Campus Name	Enrollment	% STU Eco Disadv	% STU Minority	Algebra I			Biology			US History			English I			English II		
					N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv	N[2]	% Pass	% Adv
CISCO ISD	CISCO LEARNING CENTER	7	71	14	1	0	0	3	0	0	2	0	0	5	60	20	6	50	0
EASTLAND ISD	EASTLAND CARE CAMPUS	9	67	11	2	0	0	1	0	0	11	55	0	4	0	0	8	38	0
BALLINGER ISD	FAIRVIEW ACCELERATED	3	100	67	1	0	0	1	0	0	1	0	0	2	0	0	2	0	0
WALL ISD	FAIRVIEW ACCELERATED	3	67	33	2	0	0	1	0	0	0	0	0	2	0	0	1	0	0
GRAPE CREEK ISD	FAIRVIEW ACCELERATED	10	80	40	1	0	0	1	0	0	3	0	0	1	0	0	3	0	0
PAINT ROCK ISD	FAIRVIEW ACCELERATED EDUCATIONAL C	2	100	0	1	0	0	0	0	0	0	0	0	1	0	0	2	0	0
HAMLIN ISD	HAMLIN H S	148	44	44	3	0	0	41	88	12	39	79	3	45	62	2	48	48	0
KERRVILLE ISD	HILL COUNTRY H S	31	55	39	1	0	0	0	0	0	16	88	19	6	33	0	6	33	0
ABILENE ISD	JEFFERSON OPPORTUNITY CTR	25	92	80	1	0	0	2	0	0	0	0	0	4	0	0	5	60	0
ABILENE ISD	JUVENILE DETENTION CENTER	17	41	65	2	0	0	0	0	0	0	0	0	4	0	0	3	0	0
MONAHANS-WICKETT-PYOTE ISD	MONAHANS ED CTR	20	45	75	3	0	0	3	0	0	7	71	0	2	0	0	5	60	0
MULLIN ISD	MULLIN OAKS	40	100	63	2	0	0	2	0	0	0	0	0	32	0	0	2	0	0
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF EL PASO	183	90	85	4	0	0	9	67	0	10	70	0	20	25	0	19	53	0
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF FORT WORTH	95	72	82	2	0	0	5	100	0	6	100	17	10	20	0	4	0	0
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF LEWISVILLE	62	2	21	2	0	0	4	0	0	13	100	8	4	0	0	9	89	0
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF LUBBOCK	96	52	43	3	0	0	6	100	0	20	100	15	8	25	0	10	70	10
BURNET CISD	QUEST	32	69	41	3	0	0	4	0	0	4	0	0	2	0	0	7	57	0
SNYDER ISD	SNYDER ACADEMY	37	68	76	18	17	0	13	69	0	38	39	0	26	12	0	28	18	0
MIDLAND ISD	MIDLAND ALTERNATIVE PROGRAM	26	54	85	11	18	0	8	25	0	6	50	0	9	33	0	11	9	0
MIDLAND ISD	LEE H S	2,136	26	69	74	20	0	74	64	0	612	91	21	278	30	0	796	62	5
MIDLAND ISD	MIDLAND H S	2,085	25	65	121	20	0	82	54	0	580	90	12	294	30	0	809	56	2
COLORADO ISD	WALLACE ACCELERATED H S	28	79	64	5	20	0	7	43	0	8	62	0	12	25	0	8	0	0
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF RICHARDSON	103	30	51	8	25	0	9	100	0	21	95	10	13	15	0	10	70	0
ECTOR COUNTY ISD	ALTER ED CTR	49	53	78	28	29	0	24	46	0	10	30	0	20	15	0	11	55	0
PARADIGM ACCELERATED SCHOOL	PREMIER H S OF SOUTH IRVING	102	44	80	7	29	0	16	62	0	12	83	8	14	57	7	12	67	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]

2014

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
HARPER ISD	HARPER MIDDLE	133	33	17	123	95	25	121	93	17	44	86	20	47	81	13	47	66	6
WALL ISD	WALL MIDDLE	263	11	19	262	95	33	238	97	18	90	93	11	88	86	25	88	81	25
EULA ISD	EULA J H	50	44	20	49	92	18	49	78	10	27	85	7	23	74	9	23	74	13
WYLIE ISD	WYLIE J H	590	11	22	579	92	36	577	89	16	301	88	7	278	81	24	279	75	14
GOLDTHWAITE ISD	GOLDTHWAITE MIDDLE	135	47	24	129	91	30	131	93	19	43	88	5	40	82	35	39	62	10
JIM NED CISD	JIM NED MIDDLE	252	27	13	247	91	30	217	87	15	86	86	5	83	80	25	83	76	14
MASON ISD	MASON J H	195	53	35	147	91	31	126	88	12	49	90	6	55	85	38	55	58	18
WYLIE ISD	WYLIE MIDDLE	620	16	23	293	90	26	292	94	33	0	0	0	0	0	0	0	0	0
EARLY ISD	EARLY MIDDLE	322	44	26	321	89	24	317	92	19	100	79	10	116	91	32	116	89	22
HAMILTON ISD	HAMILTON J H	170	54	18	156	88	33	139	75	10	58	95	14	57	77	30	56	52	11
BANGS ISD	BANGS MIDDLE	322	48	31	240	87	19	220	77	7	81	86	4	78	44	0	79	33	4
ROTAN ISD	ROTAN J H	74	74	45	60	87	13	59	63	7	22	68	5	16	62	0	16	31	0
CISCO ISD	CISCO J H	196	62	18	188	86	22	185	81	8	60	88	8	58	67	17	58	78	26
STEPHENVILLE	HENDERSON J H	570	44	32	533	86	30	458	81	11	268	79	8	270	74	19	271	69	10
COMANCHE ISD	JEFFERIES J H	166	65	47	154	86	23	155	85	11	81	88	10	70	83	21	70	63	7
JOHNSON CITY ISD	LYNDON B JOHNSON MIDDLE	236	40	31	169	86	20	171	89	15	48	77	8	69	84	29	69	58	12
KERRVILLE ISD	PETERSON MIDDLE	736	53	48	699	86	31	695	85	17	355	78	6	339	87	35	342	69	20
FREDERICKSBURG ISD	FREDERICKSBURG MIDDLE	625	52	46	572	85	26	569	84	19	199	87	16	182	75	27	182	64	15
IRAAN-SHEFFIELD ISD	IRAAN J H	103	24	61	96	85	18	95	75	6	34	79	6	36	75	14	36	53	0
JUNCTION ISD	JUNCTION MIDDLE	144	61	40	135	85	19	136	69	9	50	52	0	47	79	19	47	55	6
EASTLAND ISD	EASTLAND MIDDLE	257	47	30	246	84	21	245	83	17	79	82	8	78	69	24	78	65	19
STAMFORD ISD	STAMFORD MIDDLE	142	71	58	136	84	14	138	85	12	56	75	7	40	75	10	40	70	10
BALLINGER ISD	BALLINGER J H	185	54	41	179	83	25	179	74	7	64	83	8	56	86	21	56	59	18
BRADY ISD	BRADY MIDDLE	262	76	55	224	83	22	229	89	16	65	75	3	80	80	12	80	65	15
COMFORT ISD	COMFORT MIDDLE	251	53	57	230	83	23	231	77	8	78	76	1	72	72	22	72	68	17

[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]

2014

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
WALL ISD	C B P	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0
ECTOR COUNTY ISD	ECTOR J H	1,599	56	87	1065	51	6	897	47	0	584	37	0	442	49	7	440	30	1
RANGER ISD	RANGER MIDDLE	98	70	33	92	53	13	84	51	1	29	59	0	35	57	6	35	26	0
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	177	54	85	170	57	4	167	56	4	50	58	2	61	51	5	61	23	2
SNYDER ISD	SNYDER J H	592	55	64	554	59	12	530	64	5	199	57	5	170	54	11	174	41	7
ECTOR COUNTY ISD	CROCKETT J H	891	61	85	584	60	7	518	55	3	322	54	1	261	54	11	261	39	3
SAN FELIPE-DEL RIO CISD	DEL RIO MIDDLE	1,502	78	94	1305	60	8	1298	52	4	720	56	2	699	52	8	699	41	3
WINTERS ISD	WINTERS J H	145	70	60	139	60	9	123	59	4	31	68	0	50	42	6	50	26	4
ECTOR COUNTY ISD	JOHN B HOOD	696	53	72	475	62	6	417	40	0	266	48	0	206	40	6	209	25	4
RADIANCE ACADEMY OF LEA	RADIANCE ACADEMY OF LEARNING (AB	33	88	82	8	62	12	8	50	12	0	0	0	0	0	0	0	0	0
MIDLAND ISD	ALAMO J H	815	52	78	779	63	10	722	54	5	406	53	3	372	50	8	373	39	4
BIG SPRING ISD	BIG SPRING J H	960	63	72	910	63	8	892	53	3	292	55	0	282	56	10	283	40	5
BAIRD ISD	BAIRD MIDDLE	76	75	24	68	65	9	67	76	12	27	56	4	23	65	9	23	57	4
SAN ANGELO ISD	LINCOLN MIDDLE	993	77	78	910	65	10	869	61	4	308	61	1	306	54	8	307	43	4
MIDLAND ISD	SAN JACINTO J H	740	47	71	722	65	14	621	61	7	354	54	4	344	54	14	347	45	13
MIDLAND ISD	GODDARD J H	1,001	46	71	938	66	12	876	56	4	513	55	4	439	59	8	442	44	4
MERKEL ISD	MERKEL MIDDLE	163	63	32	64	66	12	64	67	9	0	0	0	0	0	0	0	0	0
MIDLAND ISD	ABELL J H	923	37	67	880	68	16	832	67	8	446	62	4	437	61	12	442	50	9
ECTOR COUNTY ISD	BONHAM J H	1,240	35	69	829	68	14	707	52	3	468	53	2	369	59	13	375	43	8
CRANE ISD	CRANE MIDDLE	264	36	73	259	68	10	245	66	5	94	53	0	92	43	8	92	36	8
ANDREWS ISD	ANDREWS MIDDLE	816	41	68	786	69	12	769	67	7	287	55	2	233	66	12	233	66	10
GRAPE CREEK ISD	GRAPE CREEK MIDDLE	236	58	43	238	69	11	238	65	4	87	66	2	79	58	15	79	63	6
SAN FELIPE-DEL RIO CISD	SAN FELIPE MEMORIAL MIDDLE	735	78	95	699	69	10	684	71	11	0	0	0	0	0	0	0	0	0
MONAHANS-WICKETT-PYOT	WALKER J H	322	55	66	308	69	13	268	63	3	150	64	1	161	66	13	161	62	11
HAMLIN ISD	HAMLIN MIDDLE	104	67	51	94	70	7	93	65	3	30	77	0	29	55	3	29	62	0

[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]

2014

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	399	11	31	237	99	60	237	100	50	82	100	34	85	100	47
ECTOR COUNTY ISD	EL MAGNET AT REAGAN EL	710	14	65	274	99	41	274	99	41	82	100	28	94	97	10
JIM NED CISD	LAWN EL	246	41	15	126	98	35	125	94	17	41	93	12	43	74	9
JIM NED CISD	BUFFALO GAP EL	234	29	11	115	96	39	116	99	32	31	94	13	40	90	10
MILES ISD	MILES EL	237	38	41	82	96	22	82	88	16	23	87	4	31	87	10
GOLDTHWAITE ISD	GOLDTHWAITE EL	272	51	31	114	95	24	115	90	19	46	91	9	33	85	18
WALL ISD	WALL EL	492	15	22	264	95	39	263	97	46	87	95	24	102	92	15
MASON ISD	MASON EL	305	62	42	95	93	28	95	92	31	43	98	9	0	0	0
MARBLE FALLS ISD	SPICEWOOD EL	208	47	28	94	93	31	94	94	37	31	94	6	29	86	3
BRONTE ISD	BRONTE EL	134	55	40	48	92	19	49	82	18	14	71	0	16	88	12
SAN ANGELO ISD	GLENMORE EL	437	56	63	181	92	27	182	92	25	47	96	6	67	91	21
ABILENE ISD	WARD EL	547	39	42	248	92	22	249	85	27	79	91	9	78	77	10
WYLIE ISD	WYLIE INT	568	18	23	544	92	28	547	92	28	254	94	12	0	0	0
CISCO ISD	CISCO EL	414	65	22	164	91	16	163	88	20	53	87	11	50	92	14
LLANO ISD	LLANO EL	391	56	24	175	91	35	171	89	32	51	92	4	62	92	24
ALBANY ISD	NANCY SMITH EL	289	44	21	88	91	19	88	93	16	28	93	18	30	87	3
STAMFORD ISD	OLIVER EL	376	76	64	153	90	14	152	89	20	43	86	7	41	98	7
CHRISTOVAL ISD	CHRISTOVAL EL	184	18	23	94	89	20	96	74	10	34	74	0	32	78	6
HUNT ISD	HUNT SCHOOL	199	30	29	55	89	24	51	75	12	21	95	5	13	92	38
COPPERAS COVE ISD	MAE STEVENS EL	261	61	58	109	89	20	110	87	22	34	85	3	36	83	11
FREDERICKSBURG ISD	STONEWALL EL	109	27	17	56	89	34	57	93	39	19	84	11	19	84	11
BROWNWOOD ISD	WOODLAND HEIGHTS EL	456	51	41	90	89	23	90	77	16	0	0	0	0	0	0
ABILENE ISD	AUSTIN EL	604	46	39	274	88	25	273	83	25	81	78	4	88	92	28
ABILENE ISD	DYESS EL	579	49	44	227	88	30	223	90	33	76	92	22	70	97	17
JOHNSON CITY ISD	LYNDON B JOHNSON EL	258	44	33	100	88	14	103	84	17	43	81	9	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]

2014

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	54	4	0	0	4	0	0	2	0	0	2	0	0
DOSS CONSOLIDATED CSD	DOSS EL	19	0	26	9	33	0	9	56	0	3	0	0	5	40	0
BIG SPRING ISD	GOLIAD EL	570	74	76	251	39	3	252	30	3	91	34	0	96	28	3
OLFEN ISD	OLFEN EL	62	81	66	20	40	0	20	10	0	4	0	0	4	0	0
RADIANCE ACADEMY OF LEA	RADIANCE ACADEMY OF LEARNING	114	88	87	22	41	5	22	18	0	11	18	0	0	0	0
SAN FELIPE-DEL RIO CISD	LAMAR EL	573	89	99	287	43	4	286	31	2	98	45	1	104	57	3
ECTOR COUNTY ISD	SAN JACINTO EL	719	69	86	245	44	3	246	29	2	89	36	0	82	41	0
MIDLAND ISD	CROCKETT EL	369	85	94	108	45	5	109	29	6	34	44	0	42	50	2
SAN FELIPE-DEL RIO CISD	DR FERMIN CALDERON EL	646	90	97	304	46	7	287	44	6	104	49	1	89	52	8
MIDLAND ISD	LONG EL	627	65	86	199	46	5	199	26	3	77	30	0	70	31	1
MIDLAND ISD	MILAM EL	576	80	97	169	46	3	176	20	2	53	51	2	69	51	1
MULLIN ISD	MULLIN EL	38	87	24	13	46	0	13	69	31	5	40	0	2	0	0
ECTOR COUNTY ISD	BURLESON EL	727	68	85	268	47	4	268	36	3	94	43	1	111	32	1
ECTOR COUNTY ISD	GOLIAD EL	558	72	74	190	49	2	193	51	5	62	45	0	74	68	1
BIG SPRING ISD	MARCY EL	563	71	74	261	49	8	266	43	10	92	38	0	84	33	2
ECTOR COUNTY ISD	SAM HOUSTON EL	641	72	82	261	49	6	266	50	5	86	36	0	85	65	9
ECTOR COUNTY ISD	ROSS EL	763	63	77	265	50	7	264	46	4	91	54	2	88	47	2
BIG SPRING ISD	WASHINGTON EL	562	70	69	276	50	11	276	44	7	84	37	0	95	71	7
MIDLAND ISD	DE ZAVALA EL	482	84	99	169	51	4	170	40	5	51	45	2	72	39	3
BIG SPRING ISD	MOSS EL	433	65	70	189	51	6	192	44	8	58	67	3	76	42	1
SAN FELIPE-DEL RIO CISD	NORTH HEIGHTS EL	746	85	96	351	51	7	349	50	7	104	55	3	120	35	1
MIDLAND ISD	BURNET EL	623	69	88	208	52	6	224	37	4	72	40	0	83	53	5
ECTOR COUNTY ISD	EL MAGNET AT TRAVIS	689	77	94	221	52	3	227	46	6	66	55	2	70	57	1
ECTOR COUNTY ISD	EL MAGNET AT ZAVALA	623	73	94	213	52	4	215	40	5	74	42	1	70	59	3
MIDLAND ISD	LAMAR EL	570	77	90	194	52	6	195	38	4	60	58	3	78	44	1

[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 (FY2010-2014) describing university enrollment, degrees awarded and the number of teachers produced. The "Teachers Produced by Pathway" section calculates teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from FY 2004 through FY 2014 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 2004 through FY 2014 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 (2005-2014). 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

2010-2014

Angelo State University

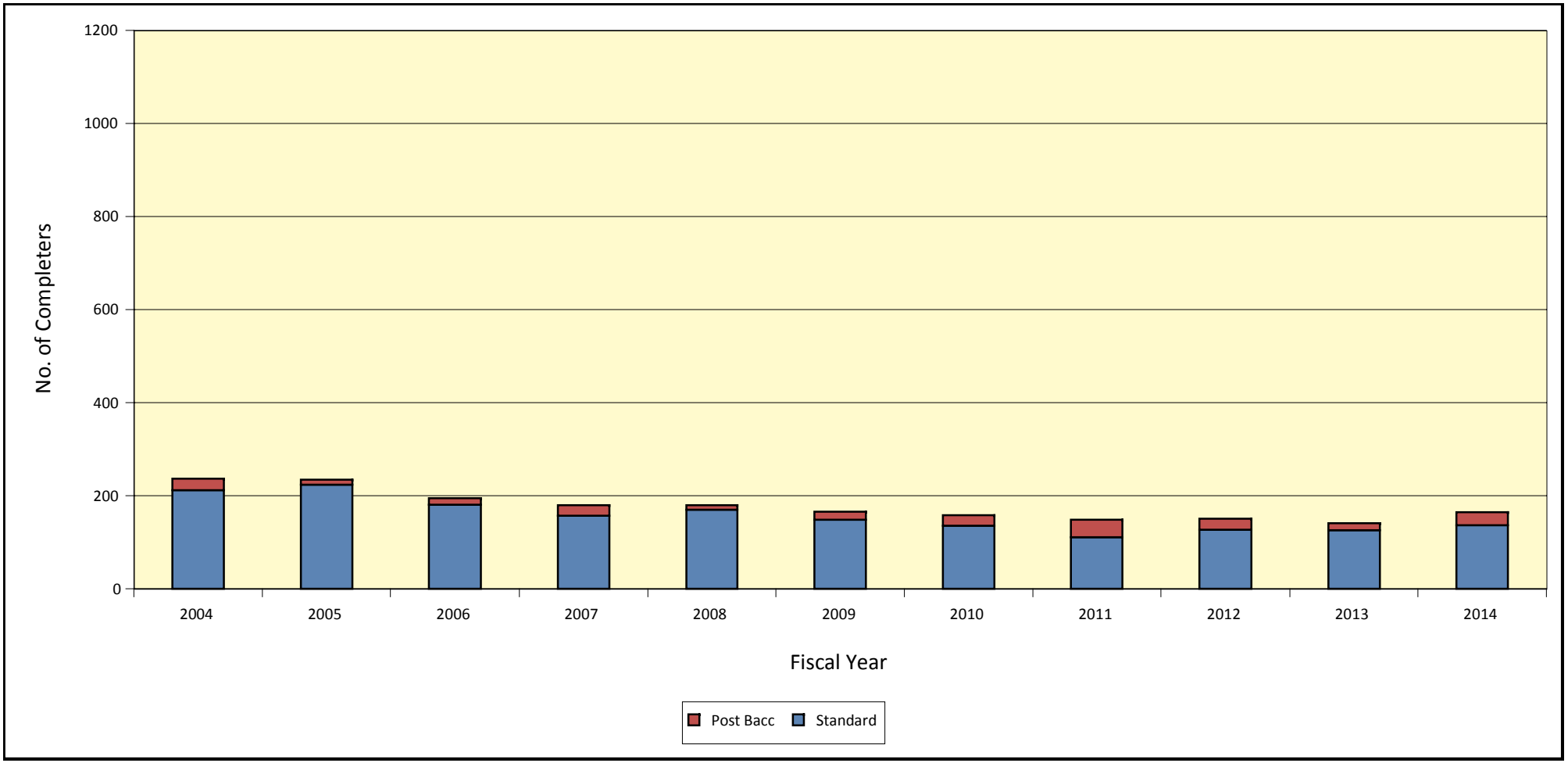
University Production	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1,4]	**6,376**	**6,860**	**7,077**	**6,826**	**6,430**	**0.8%**
Undergraduate	5,767	6,031	6,157	5,881	5,433	-5.8%
Masters	506	664	754	789	842	66.4%
Degrees Awarded (End of fiscal year)						
Total [2]	**1,098**	**1,147**	**1,343**	**1,399**	**1,374**	**25.1%**
Baccalaureate Degrees	816	805	932	938	1,031	26.3%
Mathematics	15	15	17	18	19	26.7%
Biological Science	40	39	46	55	42	5.0%
Physical Science	14	6	22	31	29	107.1%
Masters	157	187	251	283	317	101.9%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**158**	**148**	**151**	**141**	**165**	**4.4%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	22	37	24	15	28	27.3%
Traditional Undergraduate Certified	136	111	127	126	137	0.7%

[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 2004-2014[2]

Angelo State University



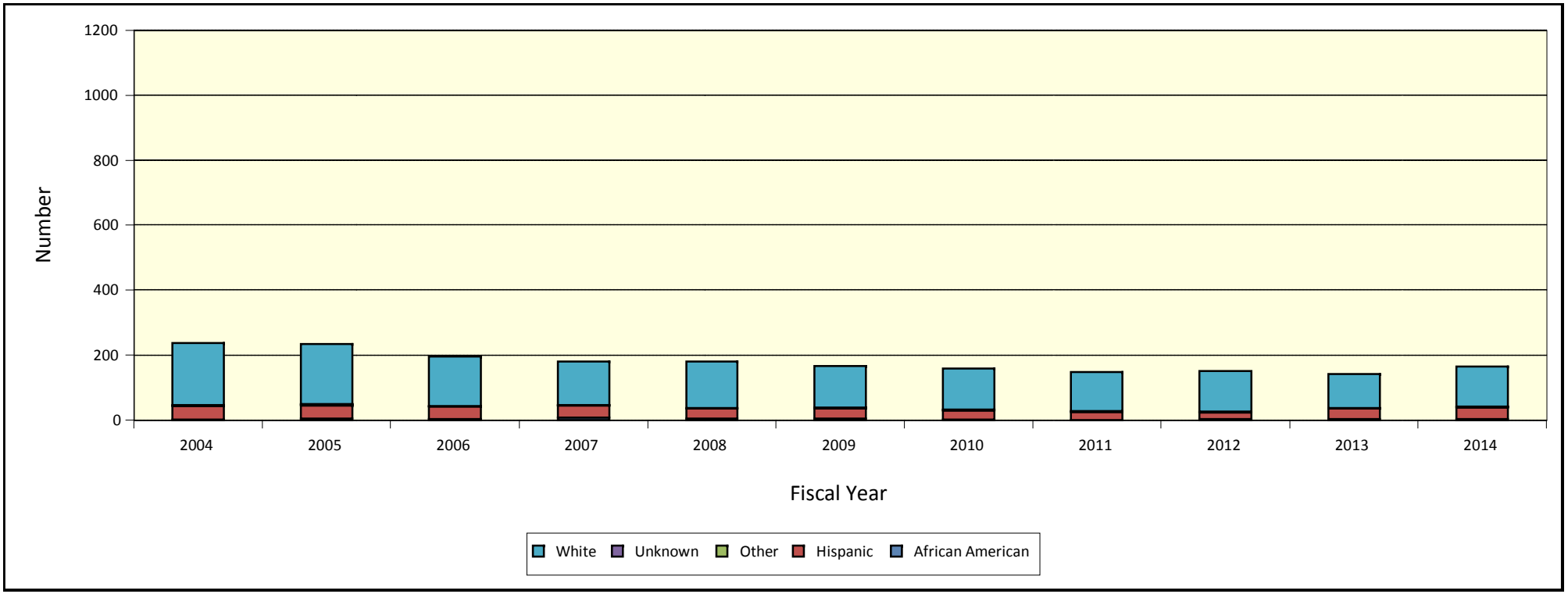
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014		2013-2014	2009-2014
237	234	195	180	180	166	158	148	151	141	165	**1,955**	**17.0%**	**-0.6%**

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 2004-2014 [2]

Angelo State University



	Fiscal Year											3-Year Change	5-Year Change
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2011-2014	2009-2014
African American	2	5	3	7	5	5	2	0	3	3	3	3	-2
Hispanic	41	40	39	37	31	31	28	24	20	32	36	12	5
Other	2	3	1	2	1	3	3	3	3	2	2	-1	-1
Unknown	1	1	0	0	0	0	0	0	0	0	0	0	0
White	191	185	152	134	143	127	125	121	125	104	124	3	-3
TOTAL	**237**	**234**	**195**	**180**	**180**	**166**	**158**	**148**	**151**	**141**	**165**		

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

Initial Certification Production by Level [1]
FY 2005-2014 [2]
Angelo State University

Certificate	Fiscal Year										5-Year Average
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2010-2014
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	119	97	84	88	87	78	64	79	78	87	77.2
Other[5]	0	1	0	0	0	0	0	0	0	0	0.0
Subtotal	**119**	**98**	**84**	**88**	**87**	**78**	**64**	**79**	**78**	**87**	**77.2**
MIDDLE SCHOOL (4-8)											
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	0	3	6	4	9	17	27	25	18	22	21.8
ELA/Reading	2	5	5	4	0	2	3	4	2	3	2.8
ELA/Reading/Social Studies	0	0	0	0	0	0	0	0	1	0	0.2
Mathematics	7	3	3	3	5	5	2	5	1	2	3.0
Mathematics/Science	1	4	1	2	2	3	0	0	0	0	0.6
Science	1	1	3	3	1	2	1	0	0	1	0.8
Social Studies	1	1	1	0	1	2	0	0	0	1	0.6
Subtotal	**12**	**17**	**19**	**16**	**18**	**31**	**33**	**34**	**22**	**29**	**29.8**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technology Education[7]	0	0	0	0	0	1	1	1	4	11	3.6
Chemistry	1	0	0	0	1	1	0	1	0	1	0.6
Computer Science	1	0	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	6	10	9	9	9	9	8	12	9	9.4
History	2	4	3	4	4	6	5	2	5	10	5.6
Journalism	1	0	0	1	0	1	1	0	0	0	0.4
Life Sciences	5	3	4	5	5	9	7	2	3	1	4.4
Mathematics	14	9	5	8	7	5	9	10	7	10	8.2
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physical Science	1	1	1	0	0	0	1	0	0	0	0.2
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	0	1	0	0	0	0	0.2
Science	0	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	4	3	6	6	6	2	3	0	0	0	1.0
Social Studies	4	1	2	4	3	2	2	1	2	2	1.8
Speech	0	5	1	7	5	7	2	1	2	2	2.8
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**40**	**32**	**32**	**44**	**40**	**44**	**40**	**26**	**35**	**46**	**38.2**
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]	7	2	6	13	7	11	9	8	13	10	10.2
Health and Phy Education	22	42	41	35	27	17	11	14	4	4	10.0
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	1	1	4	1	1.4
Special Education[9]	8	14	10	16	16	13	13	27	33	30	23.2
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**37**	**58**	**57**	**64**	**50**	**41**	**34**	**50**	**54**	**45**	**98.0**
SUPPLEMENTALS											
Bilingual	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	1	1	0	0	0	1	0.4
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[9]	1	7	4	1	0	1	0	0	0	0	0.2
Subtotal	**1**	**7**	**4**	**1**	**1**	**2**	**0**	**0**	**0**	**1**	**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 2004-2014 [2]

Angelo State University

Production Entity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
Tarleton State University	437	412	411	350	397	318	300	317	297	277	276	**3,792**
Angelo State University	**237**	**234**	**195**	**180**	**180**	**166**	**158**	**148**	**151**	**141**	**165**	**1,955**
University of Texas - Permian Basin	241	150	148	164	111	136	132	122	96	81	99	**1,480**
Abilene Christian University	148	114	120	92	111	100	95	47	72	72	60	**1,031**
Region 18 Education Service Center	79	73	90	68	106	103	109	82	62	69	93	**934**
McMurry University	63	69	78	64	60	75	83	49	62	51	43	**697**
Hardin-Simmons University	80	73	55	77	80	58	58	44	60	47	51	**683**
Howard Payne University	59	59	65	48	36	39	43	30	35	21	26	**461**
Schreiner University	47	41	30	19	39	22	17	23	20	18	17	**293**
Region 14 Education Service Center	13	21	14	14	17	22	22	27	30	32	17	**229**
Region 15 Education Service Center	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**1,404**	**1,246**	**1,206**	**1,076**	**1,137**	**1,039**	**1,017**	**889**	**885**	**809**	**847**	**11,555**

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 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 2011 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 for that certification cohort.

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

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact. This report is the first page of a supplemental document comparing the AY 2014-2015 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 2015 who were newly-certified in FY 2014. The second shows the same information for all teachers employed in the PZPI in AY 2015 who were certified through the university between FY 1995 and FY 2014.

D.4.1-3: Percentage of University Completers in the Proximal Zone of Professional Impact by Level. This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) certified through the university's preparation program since 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 2014.

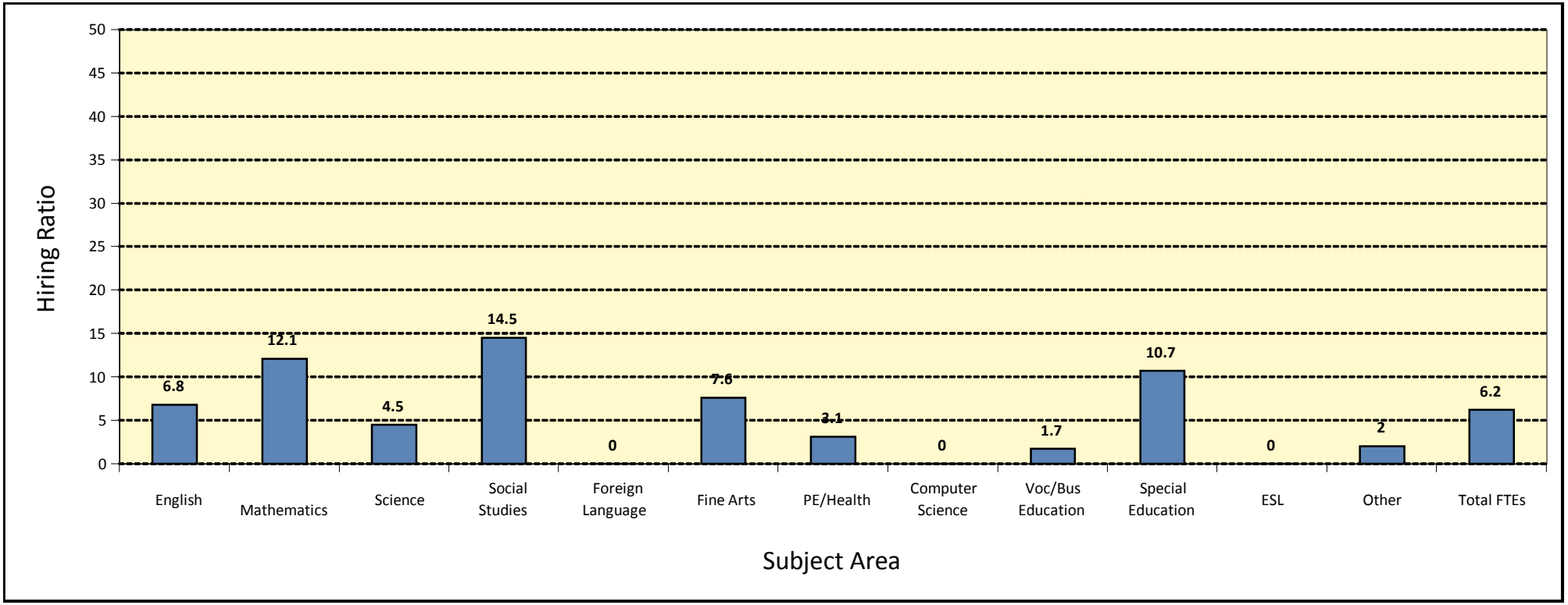
D.5: Comparison of Teacher Retention Trends. *D.5: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in FY 2010 who became employed in a Texas public school in AY 2011. A first-year teacher is defined as an individual issued either a standard or probationary certificate in FY 2010 who had no prior teaching experience. The retention rate for spring 2011 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in AY 2010-2011. The target university's retention rates are compared with CREATE public and private universities, profit and nonprofit ACPs, and the state total. *D.5.1-3: Five-Year Retention of First-Year Teachers by School Level.* These reports further disaggregate the five-year retention rates and attrition rates of first-year teachers into high, middle, and elementary school level. Numbers less than 10 are shown in the data table but not graphically represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2014-2015



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]	3.4	6.5	2.1	4.1	0.0	1.5	1.3	0.0	1.0	2.9	0.0	0.4	**23.2**
District Hires[2]	50.3	53.6	46.9	28.2	16.2	19.8	41.3	0.2	60.6	27.2	8.4	19.8	**372.4**
Hiring Ratio[3]	**6.8%**	**12.1%**	**4.5%**	**14.5%**	**0.0%**	**7.6%**	**3.1%**	**0.0%**	**1.7%**	**10.7%**	**0.0%**	**2.0%**	**6.2%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2014 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2014-2015.

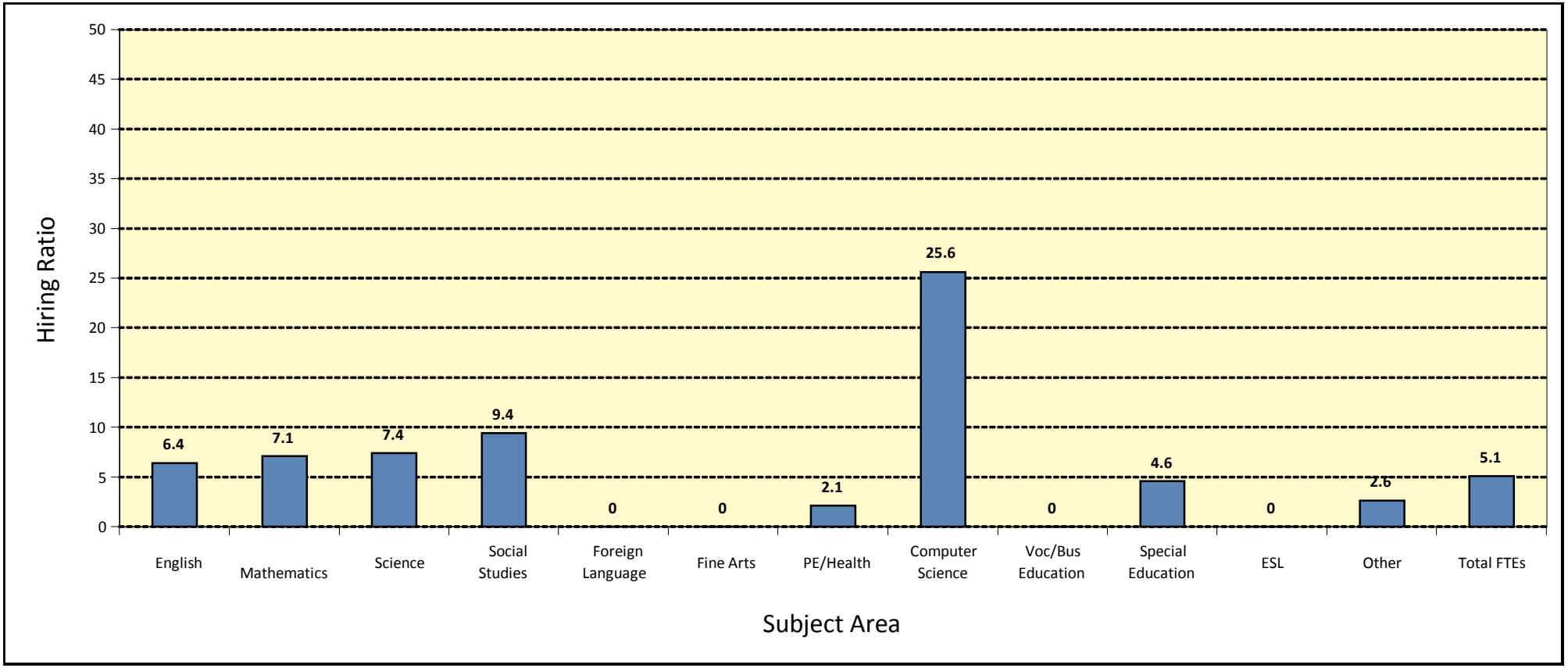
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2014-2015



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	3.3	2.5	2.0	3.7	0.0	0.0	0.5	1.0	0.0	1.4	0.0	0.4	14.8
District Hires[2]	0.0	51.8	35.3	27.2	39.3	7.5	22.1	23.6	3.9	7.6	30.7	23.7	15.1	287.8
Hiring Ratio[3]	**0.0%**	**6.4%**	**7.1%**	**7.4%**	**9.4%**	**0.0%**	**0.0%**	**2.1%**	**25.6%**	**0.0%**	**4.6%**	**0.0%**	**2.6%**	**5.1%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2014 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2014-2015.

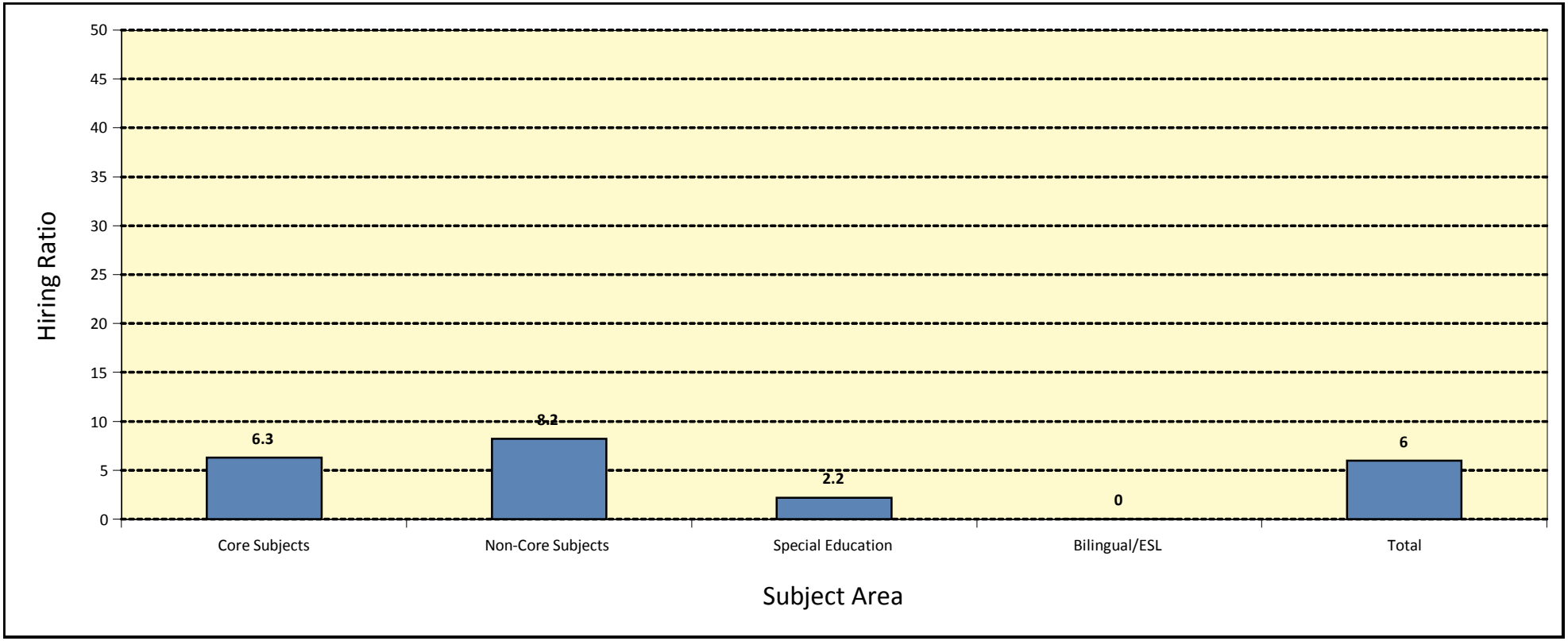
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2014-2015



Subject Area	Core Subjects[4]	Non-Core Subjects[5]	Special Education	Bilingual/ ESL	Total % FTEs
Teachers Supplied [1]	30.8	10.2	1.0	0.0	42.1
District Hires [2]	491.6	124.5	46.0	42.0	704.1
Hiring Ratio[3]	**6.3%**	**8.2%**	**2.2%**	**0.0%**	**6.0%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2014 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2014-2015.

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

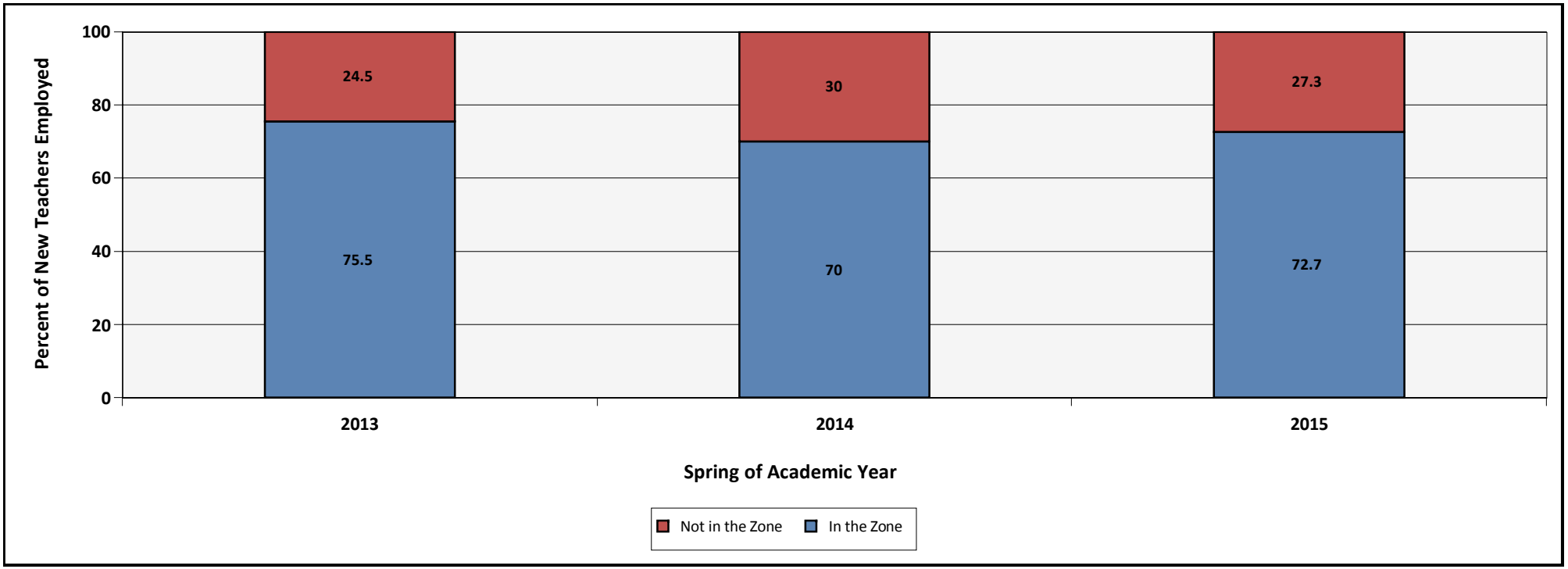
4 Core subjects are subjects that are TAKS tested.

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

2013-2015

Angelo State University



	New Teachers Employed						
	2013		2014		2015		% Change
	Number	Percent	Number	Percent	Number	Percent	2013 to 2015
In the Zone	77	75.5	77	70.0	93	72.7	-2.8
Not in the Zone	25	24.5	33	30.0	35	27.3	2.8
Total	**102**	**100.0**	**110**	**100.0**	**128**	**100.0**	**0.0**

Source Data
Teacher Assignment and Certification Files
TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2014-2015
Angelo State University

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

Teachers Newly-Certified[1] in FY 2013-2014

Employing District	University-Prepared Employed by District in 2014-2015	New Teachers Employed by District in 2014-2015	% University Newly-Certified Compared to New Teachers Employed
LOHN ISD	1	2	50.0
PAINT ROCK ISD	2	4	50.0
ROBERT LEE ISD	1	2	50.0
GRAPE CREEK ISD	3	7	42.9
SAN ANGELO ISD	41	104	39.4
BALLINGER ISD	2	6	33.3
CHRISTOVAL ISD	1	3	33.3
RANKIN ISD	1	3	33.3
MEDINA ISD	1	4	25.0
SONORA ISD	2	8	25.0
COLORADO ISD	3	14	21.4
REAGAN COUNTY ISD	3	14	21.4
SIDNEY ISD	1	5	20.0
ROCKSPRINGS ISD	1	6	16.7
SCHLEICHER ISD	1	7	14.3

All Teachers Certified

Employing District	University-Prepared (1994-1995-2013-2014) Employed by District in 2014-2015	Total Teachers Employed by District in 2014-2015	Percent of Univ-Prepared Teachers in District
GRAPE CREEK ISD	49	91	53.8
SAN ANGELO ISD	438	957	45.8
VERIBEST ISD	11	24	45.8
OLFEN ISD	4	9	44.4
PAINT ROCK ISD	11	26	42.3
WALL ISD	44	111	39.6
MILES ISD	16	41	39.0
BALLINGER ISD	32	83	38.6
SCHLEICHER ISD	22	64	34.4
CHRISTOVAL ISD	14	41	34.1
REAGAN COUNTY ISD	27	80	33.8
WATER VALLEY ISD	9	28	32.1
IRION COUNTY ISD	9	30	30.0
GLASSCOCK COUNTY ISD	11	38	28.9
STERLING CITY ISD	9	32	28.1

1. Includes standard certificates from all university pathways.

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

2013-2014

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs [2]	# Univ FTEs [3]	% Univ FTEs [4]
WALL ISD	226906002	66.7	FAIRVIEW ACCELERATED	3.7	2.6	**69.2**
VERIBEST ISD	226908001	48.0	VERIBEST H S	12.9	7.0	**54.6**
WALL ISD	226906001	10.2	WALL H S	32.7	13.7	**41.7**
SAN ANGELO ISD	226903041	49.5	CENTRAL FRESHMAN CAMPUS	39.7	16.1	**40.6**
MILES ISD	200902001	29.9	MILES H S	21.1	8.3	**39.1**
SAN ANGELO ISD	226903002	67.9	LAKE VIEW H S	90.0	35.0	**38.9**
GRAPE CREEK ISD	226907001	54.4	GRAPE CREEK H S	29.1	11.0	**37.9**
IRION COUNTY ISD	118902001	34.4	IRION H S	17.9	6.0	**33.8**
SAN ANGELO ISD	226903001	41.6	CENTRAL H S	137.1	44.2	**32.3**
GLASSCOCK COUNTY ISD	87901001	47.4	GLASSCOCK COUNTY H S	15.7	4.4	**28.1**
SNYDER ISD	208902004	67.6	SNYDER ACADEMY	6.0	1.7	**27.9**
BALLINGER ISD	200901001	50.5	BALLINGER H S	28.8	7.7	**26.8**
BRONTE ISD	41901001	47.0	BRONTE H S	15.1	3.7	**24.6**
SCHLEICHER ISD	207901001	32.9	ELDORADO H S	24.9	5.9	**23.6**
BRADY ISD	160901001	57.6	BRADY H S	30.3	7.0	**23.1**
SONORA ISD	218901001	39.5	SONORA H S	33.9	7.5	**22.2**
COLORADO ISD	168901001	46.3	COLORADO HIGH SCHOOL	26.5	5.2	**19.4**
MCCAMEY ISD	231901001	40.5	MCCAMEY H S	15.4	3.0	**19.4**
ROBERT LEE ISD	41902001	54.2	ROBERT LEE H S	12.7	2.5	**19.4**
BURNET CISD	27903003	68.8	QUEST	5.1	0.9	**18.4**
WALL ISD	226906150	33.3	FAIRVIEW VOCATIONAL TRAINING	1.5	0.3	**18.1**
REAGAN COUNTY ISD	192901001	44.3	REAGAN COUNTY H S	24.0	4.0	**16.7**
WATER VALLEY ISD	226905001	43.7	WATER VALLEY H S	14.9	2.4	**16.0**
SANTA ANNA ISD	42903001	63.3	SANTA ANNA SECONDARY	14.5	2.2	**15.4**
WINTERS ISD	200904001	59.1	WINTERS H S	17.3	2.5	**14.5**
ANSON ISD	127901001	55.7	ANSON H S	22.2	3.1	**13.8**
COAHOMA ISD	114902001	31.2	COAHOMA H S	22.0	3.0	**13.6**

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

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

2013-2014

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	58.5	GRAPE CREEK MIDDLE	17.4	10.7	**61.2**
REAGAN COUNTY ISD	192901041	53.7	REAGAN COUNTY MIDDLE	16.2	9.0	**55.7**
SAN ANGELO ISD	226903043	58.6	LEE MIDDLE	57.0	29.7	**52.1**
SAN ANGELO ISD	226903042	50.6	GLENN MIDDLE	68.4	29.2	**42.8**
SAN ANGELO ISD	226903045	77.4	LINCOLN MIDDLE	62.9	24.6	**39.1**
BALLINGER ISD	200901041	54.1	BALLINGER J H	19.5	5.9	**30.1**
WALL ISD	226906041	11.0	WALL MIDDLE	25.6	7.5	**29.3**
BRADY ISD	160901041	76.0	BRADY MIDDLE	25.1	7.0	**27.9**
SCHLEICHER ISD	207901041	49.1	ELDORADO MIDDLE	15.9	4.4	**27.3**
CROCKETT COUNTY CONSOLIDATED CS	53001041	71.1	OZONA MIDDLE	15.0	4.0	**26.7**
COLORADO ISD	168901041	59.1	COLORADO MIDDLE	22.5	5.5	**24.2**
GORMAN ISD	67904042	61.1	GORMAN MIDDLE	5.7	1.0	**17.4**
MENARD ISD	164901041	71.0	MENARD J H	6.1	1.0	**16.3**
WINTERS ISD	200904041	70.3	WINTERS J H	11.0	1.8	**16.0**
COAHOMA ISD	114902041	35.6	COAHOMA J H	12.6	2.0	**15.9**
SONORA ISD	218901041	50.7	SONORA J H	20.1	3.2	**15.8**
FORT STOCKTON ISD	186902041	62.3	FORT STOCKTON MIDDLE	37.1	5.0	**13.5**
IRAAN-SHEFFIELD ISD	186903041	24.3	IRAAN J H	8.8	1.1	**12.4**
BRACKETT ISD	136901041	52.1	BRACKETT J H	10.7	1.3	**11.8**
MCCAMEY ISD	231901041	46.2	MCCAMEY MIDDLE	14.4	1.7	**11.8**
HARPER ISD	86902041	33.1	HARPER MIDDLE	11.8	1.4	**11.7**
BIG SPRING ISD	114901043	63.0	BIG SPRING J H	60.0	6.9	**11.4**
COMANCHE ISD	47901041	65.1	JEFFERIES J H	20.3	2.3	**11.4**
STANTON ISD	156902041	52.1	STANTON MIDDLE	19.3	2.0	**10.4**
GREENWOOD ISD	165902041	29.5	JAMES R BROOKS MIDDLE	22.5	2.3	**10.2**
COLEMAN ISD	42901041	59.8	COLEMAN J H	18.5	1.9	**10.1**
MASON ISD	157901041	53.3	MASON J H	16.6	1.7	**10.0**

[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]

2013-2014

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs [2]	# Univ FTEs [3]	% Univ FTEs [4]
GRAPE CREEK ISD	226907101	66.0	GRAPE CREEK INT	18.5	13.7	**73.8**
VERIBEST ISD	226908101	46.5	VERIBEST EL	9.1	6.4	**70.1**
SAN ANGELO ISD	226903114	59.6	HOLIMAN EL	24.2	16.9	**69.6**
SAN ANGELO ISD	226903119	86.6	SAN JACINTO EL	28.8	19.2	**66.8**
SAN ANGELO ISD	226903113	77.3	GOLIAD EL	34.9	22.3	**63.8**
SAN ANGELO ISD	226903105	47.0	BOWIE EL	24.8	15.5	**62.4**
SAN ANGELO ISD	226903115	65.6	MCGILL EL	23.0	13.7	**59.7**
SAN ANGELO ISD	226903120	45.6	SANTA RITA EL	22.0	12.5	**56.9**
SAN ANGELO ISD	226903110	81.9	FANNIN EL	24.0	13.0	**54.1**
SAN ANGELO ISD	226903111	49.7	FT CONCHO EL	26.0	13.1	**50.5**
SAN ANGELO ISD	226903102	72.6	AUSTIN EL	31.3	15.5	**49.6**
MILES ISD	200902101	37.6	MILES EL	19.2	8.9	**46.4**
SAN ANGELO ISD	226903112	55.6	GLENMORE EL	27.0	12.3	**45.4**
GRAPE CREEK ISD	226907104	73.8	GRAPE CREEK PRI	21.7	9.7	**44.9**
SAN ANGELO ISD	226903103	75.1	BELAIRE EL	25.0	11.2	**44.8**
SAN ANGELO ISD	226903123	38.6	LAMAR EL	31.0	13.3	**43.0**
REAGAN COUNTY ISD	192901101	49.2	REAGAN COUNTY EL	33.9	14.6	**43.0**
WALL ISD	226906101	15.0	WALL EL	35.4	15.0	**42.4**
SAN ANGELO ISD	226903106	85.1	BRADFORD EL	29.2	12.3	**42.2**
SAN ANGELO ISD	226903101	80.0	ALTA LOMA EL	22.0	8.7	**39.6**
SCHLEICHER ISD	207901101	53.1	ELDORADO EL	20.6	8.0	**38.8**
SAN ANGELO ISD	226903116	82.2	REAGAN EL	25.1	9.6	**38.4**
SONORA ISD	218901101	66.8	SONORA EL	19.7	7.5	**38.3**
BALLINGER ISD	200901101	67.2	BALLINGER EL	34.0	13.0	**38.2**
OLFEN ISD	200906101	80.6	OLFEN EL	8.0	3.0	**37.5**
SAN ANGELO ISD	226903122	29.4	BONHAM EL	27.2	10.0	**36.8**
SAN ANGELO ISD	226903108	54.3	CROCKETT EL	21.0	7.6	**36.1**

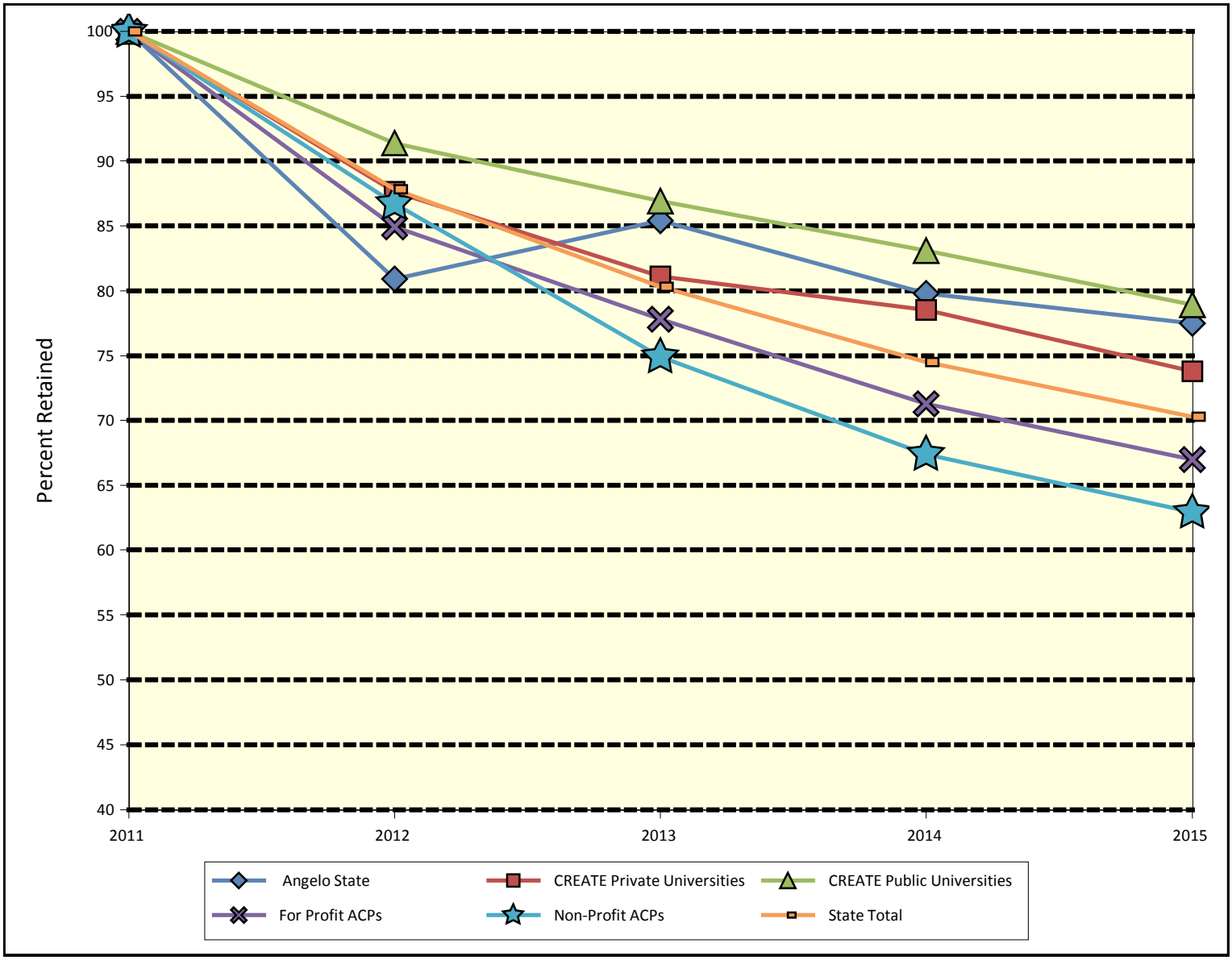
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the campus.
[3] Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4] Percent of University FTEs employed by the campus.

Comparison of Teacher Retention Trends

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

2011-2015

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2011	2012	2013	2014	2015	
Angelo State	89	100.0	80.9	85.4	79.8	77.5	22.5
CREATE Public Universities	5855	100.0	91.4	86.9	83.1	78.9	21.1
CREATE Private Universities	550	100.0	87.6	81.1	78.5	73.8	26.2
For Profit ACPs	4364	100.0	84.9	77.8	71.3	67.0	33.0
Non-Profit ACPs	4249	100.0	86.7	74.9	67.4	62.9	37.1
State Total	16200	100.0	87.8	80.3	74.5	70.3	29.7

1 Includes teachers obtaining a standard or probationary certificate in 2009-2010 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

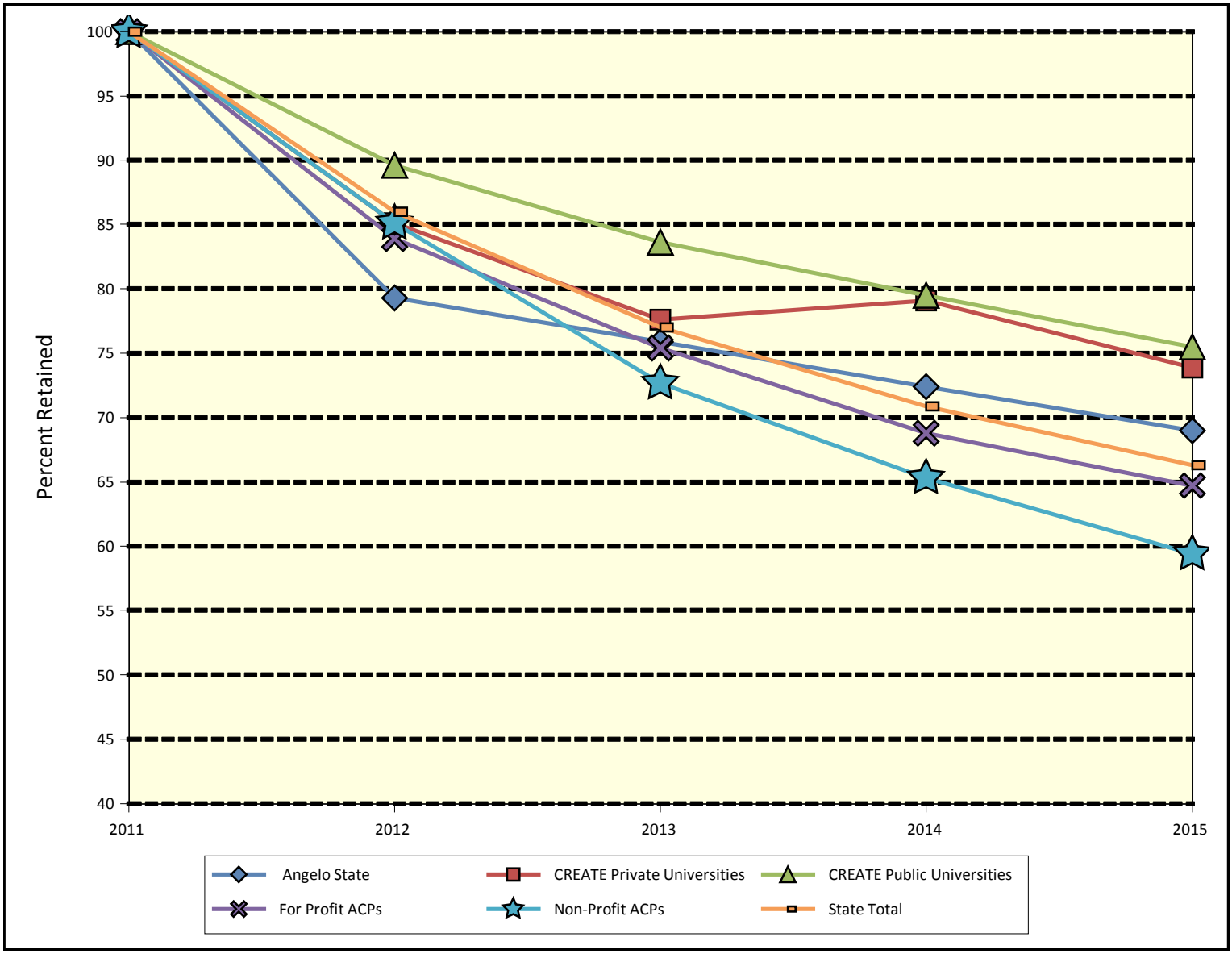
Comparison of Teacher Retention Trends

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

2011-2015

High School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2011	2012	2013	2014	2015	
Angelo State	29	100.0	79.3	75.9	72.4	69.0	31.0
CREATE Public Universities	1352	100.0	89.6	83.6	79.5	75.5	24.5
CREATE Private Universities	134	100.0	85.1	77.6	79.1	73.9	26.1
For Profit ACPs	1585	100.0	83.9	75.4	68.8	64.7	35.3
Non-Profit ACPs	1379	100.0	85.1	72.7	65.3	59.4	40.6
State Total	4695	100.0	86.0	77.0	70.9	66.3	33.7

1 Includes teachers obtaining a standard or probationary certificate in 2009-2010 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

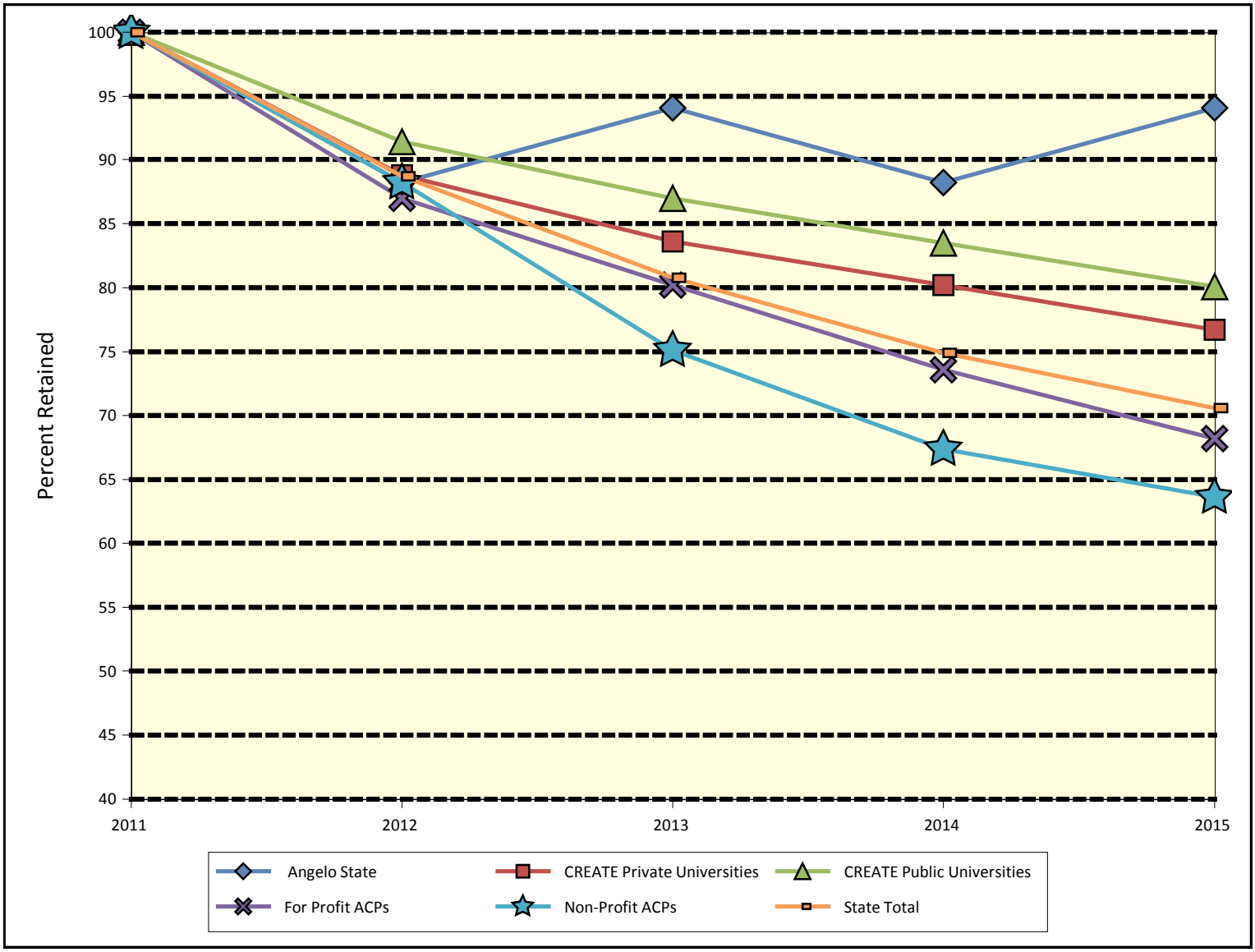
Comparison of Teacher Retention Trends

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

2011-2015

Middle School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2011	2012	2013	2014	2015	
Angelo State	17	100.0	88.2	94.1	88.2	94.1	5.9
CREATE Public Universities	1052	100.0	91.4	87.0	83.5	80.1	19.9
CREATE Private Universities	116	100.0	88.8	83.6	80.2	76.7	23.3
For Profit ACPs	1191	100.0	87.0	80.2	73.6	68.2	31.8
Non-Profit ACPs	1083	100.0	88.2	75.1	67.4	63.6	36.4
State Total	3722	100.0	88.7	80.8	74.9	70.6	29.4

1 Includes teachers obtaining a standard or probationary certificate in 2009-2010 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

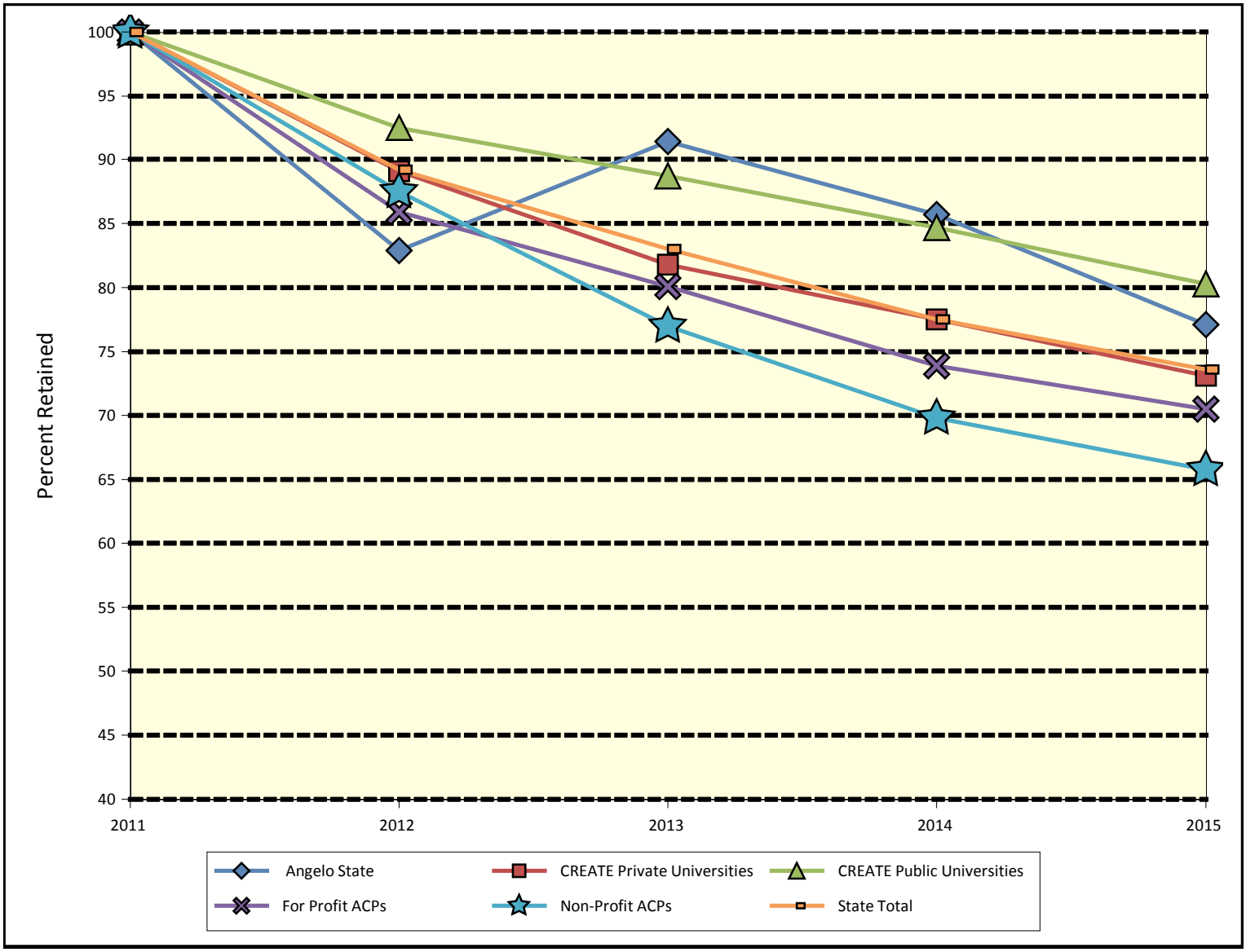
Comparison of Teacher Retention Trends

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

2011-2015

Elementary School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2011	2012	2013	2014	2015	
Angelo State	35	100.0	82.9	91.4	85.7	77.1	22.9
CREATE Public Universities	3232	100.0	92.5	88.7	84.7	80.3	19.7
CREATE Private Universities	275	100.0	89.1	81.8	77.5	73.1	26.9
For Profit ACPs	1324	100.0	85.9	80.1	73.9	70.5	29.5
Non-Profit ACPs	1590	100.0	87.5	77.0	69.8	65.8	34.2
State Total	7035	100.0	89.2	83.0	77.5	73.6	26.4

1 Includes teachers obtaining a standard or probationary certificate in 2009-2010 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.

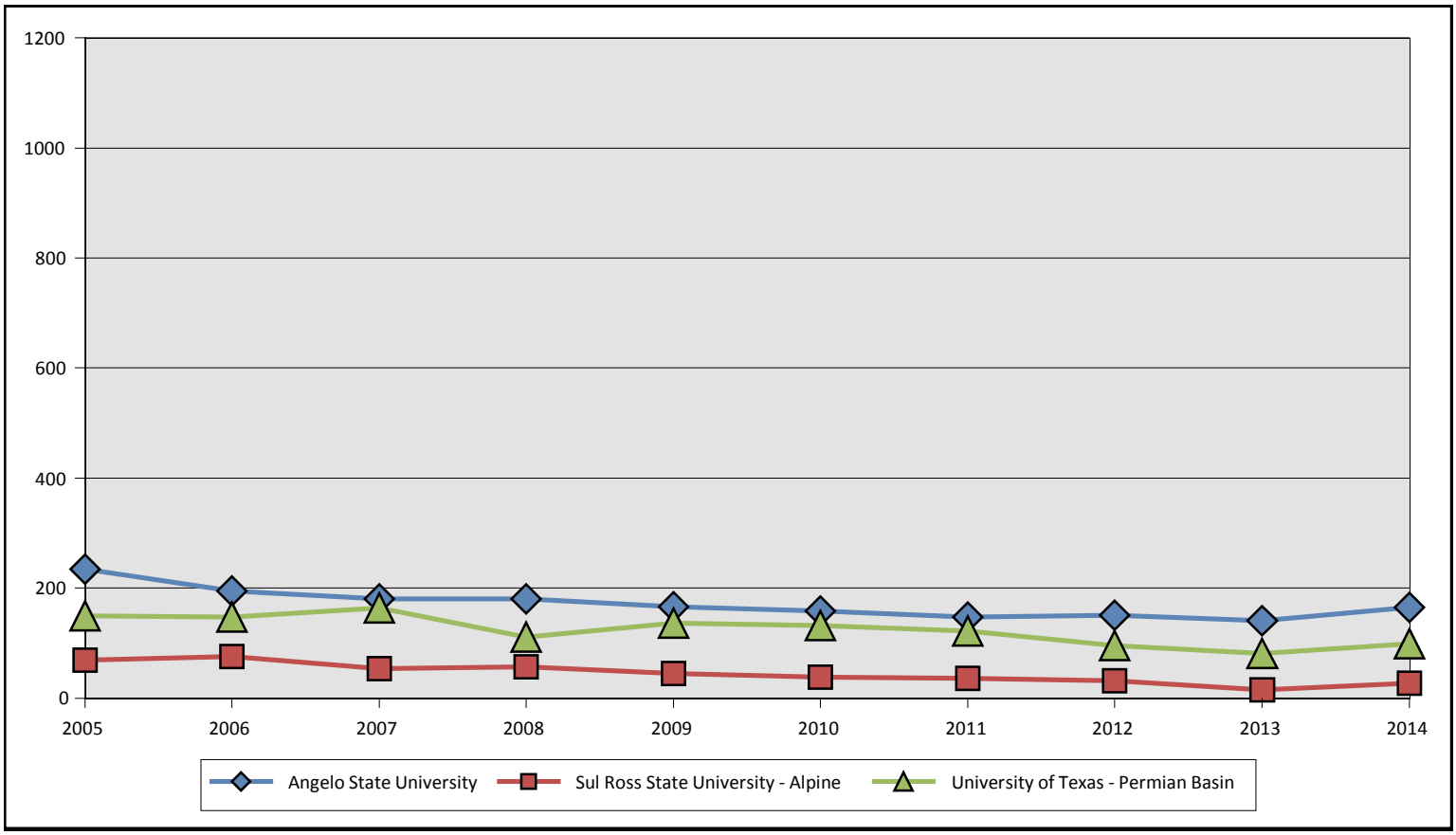
E.2: Five-Year Teacher Production of Consortium Universities.
This report shows the five-year teacher production of all CREATE consortium institutions from 2010-2014. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, 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 2010, became employed in a Texas public school in AY 2010-2011, and were still teaching in the spring of each academic year. This report should **NOT** be compared with the D.5 report found on page 54 because that report includes all first year teachers whether they obtained a probationary or a standard certificate in FY 2010. Report E.4, on the other hand, includes only those individuals who obtained a **standard** certificate in FY 2010 and met the above criteria. The column labeled *Attrition Rate* is calculated by subtracting the 2015 retention rate from 100%.

Comparison of Teacher Production
2005-2014
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas - Permian Basin	Sul Ross State University - Alpine	
10-Year Total	1,718	1,239	450	3,407
2005	234	150	69	453
2006	195	148	76	419
2007	180	164	54	398
2008	180	111	57	348
2009	166	136	45	347
2010	158	132	39	329
2011	148	122	36	306
2012	151	96	32	279
2013	141	81	15	237
2014	165	99	27	291
10-Year Avg	171.8	123.9	45.0	340.7



Source Data
Teacher Certification Data, TEA

Five-Year Teacher Production of Consortium Universities
2010-2014

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	5-Year Average
Quintile 1 (500+)						
Texas State University	925.0	751.0	791.0	810.0	736.0	802.60
University of North Texas	708.0	677.0	704.0	676.0	662.0	685.40
Texas A&M University	653.0	637.0	606.0	683.0	602.0	636.20
University of Texas - El Paso	702.0	566.0	522.0	575.0	486.0	570.20
Texas A&M University - Commerce	624.0	627.0	568.0	529.0	453.0	560.20
Sam Houston State University	529.0	535.0	497.0	532.0	553.0	529.20
Texas Tech University	497.0	542.0	514.0	575.0	380.0	501.60
Quintile 2 (300-499)						
Stephen F. Austin State University	476.0	533.0	487.0	481.0	427.0	480.80
University of Texas - San Antonio	433.0	457.0	440.0	433.0	448.0	442.20
University of Texas - Austin	373.0	401.0	376.0	437.0	385.0	394.40
University of Houston	347.0	313.0	325.0	358.0	402.0	349.00
West Texas A&M University	385.0	378.0	290.0	294.0	348.0	339.00
University of Texas - Arlington	341.0	324.0	340.0	344.0	317.0	333.20
University of Texas - Pan American	382.0	303.0	291.0	295.0	305.0	315.20
Texas Woman's University	371.0	335.0	279.0	319.0	266.0	314.00
Quintile 3 (200-299)						
Tarleton State University	300.0	317.0	297.0	277.0	276.0	293.40
Texas A&M University - Corpus Christi	293.0	234.0	267.0	225.0	231.0	250.00
University of Houston - Clear Lake	217.0	232.0	247.0	260.0	248.0	240.80
University of Houston - Downtown	218.0	210.0	223.0	255.0	235.0	228.20
University of Texas - Brownsville	247.0	232.0	195.0	193.0	204.0	214.20
Quintile 4 (100-199)						
Texas A&M University - Kingsville	272.0	246.0	164.0	151.0	144.0	195.40
University of Texas - Tyler	230.0	174.0	153.0	158.0	154.0	173.80
University of Texas - Dallas	172.0	153.0	158.0	145.0	142.0	154.00
Angelo State University	158.0	148.0	151.0	141.0	165.0	152.60
Baylor University	149.0	143.0	134.0	150.0	148.0	144.80
Lamar University	152.0	143.0	122.0	152.0	135.0	140.80
University of Houston - Victoria	204.0	139.0	120.0	119.0	111.0	138.60
Texas A&M International University	250.0	144.0	71.0	81.0	115.0	132.20
Midwestern State University	145.0	127.0	138.0	123.0	97.0	126.00
Texas A&M University - Texarkana	130.0	132.0	142.0	101.0	97.0	120.40
University of Texas - Permian Basin	132.0	122.0	96.0	81.0	99.0	106.00
Texas Christian University	114.0	100.0	115.0	103.0	93.0	105.00
Texas A&M University - San Antonio		23.0	116.0	173.0	201.0	102.60

Five-Year Teacher Production of Consortium Universities
2010-2014

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	5-Year Average
Quintile 5 (below 99)						
Wayland Baptist University	121.0	98.0	88.0	102.0	64.0	94.60
University of Mary Hardin-Baylor	86.0	100.0	73.0	69.0	87.0	83.00
Lamar State College - Orange	116.0	105.0	68.0	44.0	16.0	69.80
Abilene Christian University	95.0	47.0	72.0	72.0	60.0	69.20
Prairie View A&M University	85.0	63.0	39.0	62.0	74.0	64.60
Texas Wesleyan University	58.0	64.0	73.0	68.0	56.0	63.80
McMurry University	83.0	49.0	62.0	51.0	43.0	57.60
Hardin-Simmons University	58.0	44.0	60.0	47.0	51.0	52.00
Sul Ross State University - Rio Grande	72.0	53.0	37.0	35.0	57.0	50.80
University of the Incarnate Word	66.0	46.0	37.0	50.0	51.0	50.00
Houston Baptist University	37.0	46.0	49.0	47.0	59.0	47.60
East Texas Baptist University	43.0	45.0	47.0	41.0	46.0	44.40
Texas Southern University	38.0	48.0	26.0	44.0	42.0	39.60
St. Edward's University	44.0	33.0	35.0	45.0	40.0	39.40
Howard Payne University	43.0	30.0	35.0	21.0	26.0	31.00
Texas Lutheran University	27.0	44.0	26.0	30.0	25.0	30.40
Sul Ross State University - Alpine	39.0	36.0	32.0	15.0	27.0	29.80
Our Lady of the Lake University	48.0	30.0	19.0	24.0	24.0	29.00
St. Mary's University	27.0	27.0	33.0	28.0	25.0	28.00
University of St. Thomas	24.0	30.0	16.0	27.0	25.0	24.40
Schreiner University	17.0	23.0	20.0	18.0	17.0	19.00
Austin College	22.0	17.0	18.0	18.0	15.0	18.00
Southwestern University	10.0	6.0	14.0	16.0	15.0	12.20
Texas A&M University - Central Texas				8.0	43.0	10.20
University of North Texas at Dallas				2.0	35.0	7.40

Comparison of Longitudinal Certificate Production Trends[1]
FY 2010-2014[2]
Angelo State University

Certificate	Angelo State University					University of Texas - Permian Basin					Sul Ross State University - Alpine				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	0	0	0	0	0	8	1	0	0	0	3	0	3	0	1
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
ESL Other[4]	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Generalist	78	64	79	78	87	58	62	60	55	67	10	9	15	10	7
Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**78**	**64**	**79**	**78**	**87**	**68**	**64**	**61**	**55**	**67**	**13**	**9**	**18**	**10**	**8**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
ESL Generalist	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	17	27	25	18	22	15	14	14	14	18	0	0	0	0	1
ELA/Reading	2	3	4	2	3	3	2	1	1	2	5	0	1	2	2
ELA/Reading/Social Studies	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0
Mathematics	5	2	5	1	2	1	1	1	0	2	0	1	0	0	0
Mathematics/Science	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	2	1	0	0	1	1	1	0	0	3	1	0	1	1	1
Social Studies	2	0	0	0	1	0	0	0	1	1	1	4	1	0	0
Subtotal	**31**	**33**	**34**	**22**	**29**	**21**	**18**	**17**	**16**	**27**	**7**	**5**	**4**	**3**	**5**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technology Education[7]	1	1	1	4	11	0	4	1	1	3	5	8	3	0	2
Chemistry	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELA/Reading	9	9	8	12	9	7	7	5	8	6	4	1	2	2	3
History	6	5	2	5	10	10	9	8	6	7	1	3	2	0	1
Journalism	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Life Sciences	9	7	2	3	1	5	2	5	4	4	0	1	1	0	2
Mathematics	5	9	10	7	10	6	5	6	7	9	2	1	0	1	2
Mathematics/Physical Sc/Enginee	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	3	3	1	1	2	2	3	1	0	0
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	2	3	0	0	0	8	7	0	0	0	3	0	0	0	0
Social Studies	2	2	1	2	2	6	3	1	2	1	4	1	1	2	0
Speech	7	2	1	2	2	0	2	1	0	2	0	0	0	1	2
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**44**	**40**	**26**	**35**	**46**	**46**	**42**	**28**	**29**	**34**	**21**	**18**	**10**	**6**	**12**
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]	11	9	8	13	10	9	6	5	3	7	4	5	2	3	5
Health and Phy Education	17	11	14	4	4	11	5	5	5	11	12	7	4	4	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	1	1	4	1	0	0	1	7	7	1	0	3	1	1
Special Education[9]	13	13	27	33	30	14	9	6	9	9	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**41**	**34**	**50**	**54**	**45**	**34**	**20**	**17**	**24**	**34**	**17**	**12**	**9**	**8**	**11**
SUPPLEMENTALS															
Bilingual	0	0	0	0	0	7	7	2	3	6	0	0	0	0	0
ESL	1	0	0	0	1	7	5	6	5	6	0	0	0	0	0
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[9]	1	0	0	0	0	0	2	0	1	0	0	0	0	0	0
Subtotal	**2**	**0**	**0**	**0**	**1**	**14**	**14**	**8**	**9**	**12**	**0**	**0**	**0**	**0**	**0**

1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 Includes all other elementary bilingual ESL and bilingual certificates.
4 Includes all other elementary ESL certificates.
5 Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.
6 Includes all other 4-8 and 6-12 ESL certificates.
7 Includes 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 2010[1]

2011-2015

Angelo State University

Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2011	2012	2013	2014	2015	
Angelo State University	100.0	83.8	86.5	83.8	79.7	20.3
University of Texas - Permian Basin	100.0	88.4	88.4	81.4	83.7	16.3
Sul Ross State University - Alpine	100.0	91.7	66.7	66.7	58.3	41.7

[1] Includes only teachers obtaining certification in FY 2010, becoming employed in AY 2011 with no teaching experience prior to 2011.

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2015 PACE Reports

Data Sets Used in the PACE Report: Deletion of the Independent Colleges and Universities of Texas (ICUT) as a data source (page 5).

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

B.2-B.2.5: This series of reports shows changes in the number of subjects comprising each subject category as a result of changes in state requirements for end-of-course testing (from fifteen to five exams). Academic performance is only reported for English I (reading and writing combined), English II (reading and writing combined), algebra, biology, and U.S. history.

B.5.1-B.5.2: The subject categories for this report were changed to reflect the change in state requirements for end-of-course testing. Reading I and Writing I are no longer reported as separate scores but reported as a single English I score. Reading II and Writing II are no longer reported as separate scores but reported as a single English II score.

Data Corrections and Data Requests

The 2015 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university's particular need, CREATE offers additional support and technical assistance. Customized data are available for purchase based on university production. All inquiries regarding PACE and information about how to order a customized data set can be found on the CREATE website at www.createtx.org or by contacting:

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