C R E A T E

PACE 2018

Performance Analysis for Colleges of Education

Angelo State University

CREATE

CENTER FOR RESEARCH, EVALUATION, & ADVANCEMENT OF TEACHER EDUCATION

UNIVERSITY of HOUSTON | COLLEGE OF EDUCATION

PACE 2018

Performance Analysis for Colleges of Education

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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 58 universities 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 educator preparation, educator retention and K-12 student achievement. Our priorities are focused on research with the greatest potential to make a difference to educator preparation practice and ultimately, student outcomes.

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

PACE and its Utility

For over a decade, one strand of the work of CREATE has been devoted to the development of planning tools and the integration of various data systems to support on-going analysis and continuous quality improvement of university-based teacher preparation. We hope the 2018 Performance Analysis for Colleges of Education (PACE) data reports continue to be a useful tool for improving policy, practice, and ultimately the capacity of our educators to enhance learning for all students in Texas. We anticipate being able to continue making the data available until the completion of the interactive state data systems.

Objectives of PACE

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 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. 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. In Year 12, the core descriptive reports on public school characteristics and public school educational trend reports have been retained. Modifications will continue to be made to the State of Texas Assessments of Academic Readiness (STAAR) accountability reports until the accountability system is fully implemented. University and teacher production, professional impact trends, and benchmarking have been updated.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2018 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:
    - educator 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 establishes parameters of a professional community that are consistently defined across the CREATE consortium, enabling long-term program benchmarking and institutional comparisons.

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

3. It provides Colleges of Education a field laboratory for research and development activities related to planned instructional interventions and/or public school collaborations.

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

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

Data Sets Used in the Performance Analysis for Colleges of Education (PACE) Reports

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

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

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

Teacher Assignment Data Set. This data set, obtained from the Texas Education Agency (TEA), matches each teacher to the district and campus(s) in which he or she teaches. The type of information available includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school for each school year since 1995.

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 Academic Performance Reports (TAPR). Extensive information about student academic performance is detailed and combined with staff and financial data for every public school and district in Texas. STAAR performance reports are available from 2012-2013 through 2016-2017 from the TEA website (https://tea.texas.gov/perfreport/tapr/index.html).

How to Use and Apply the PACE Report

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

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

Customized Dataset

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 the CREATE website at http://www.uh.edu/education/research/institutes-centers/create/.

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, *Glossary for the 2016-2017 Texas Academic Performance Report (TAPR), page 11)* found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

***Special Education**:* This refers to the population served by programs for students with disabilities. In Texas, special education rules are established by the SBOE and the Commissioner. *(Source:* TEA, 2018. Subchapter AA. Commissioner's Rules Concerning Special Education Services found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html; also see Texas Education Code (TEC) §29.001 - 29.020 found at http://www.statutes.legis.state.tx.us/Docs/ED/pdf/ED.29.pdf.

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, 2017, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html; also see the Texas Education Code (TEC) §29.051-29.064-Bilingual Education and ESL Programs found at http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#B).

***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, 2017. Commissioner's Rules Concerning State Plan for Educating English Language Learners. Chapter 89: Adaptations for Special Populations, Subchapter BB found

at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html); also see TEA, *Glossary for the 2016-2017 Texas Academic Performance Report (TAPR), page 12* found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/glossary.pdf.

***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:* PEIMS, Oct. 2017). *Glossary for the 2016-2017 Texas Academic Performance Report (TAPR)*, page 5 found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html and http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.081.

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 and school level. The last five columns disaggregate the district's enrollment of selected student subpopulations by school level.

A.3: Public School Listings 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 2016-2017 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-Data Integrity Issues
A =Not rated-Annexation

For a detailed explanation of the 2016-2017 accountability system, see the 2017 Accountability Manual, available at http://tea.texas.gov/2017accountabilitymanual.aspx. The *Master Reference for Data Elements Used in the Accountability System* for 2016-2017 may be found at https://rptsvr1.tea.texas.gov/perfreport/account/2017/download/acctref.html.

Summary of Public School Enrollment in Proximal Zone of Professional Impact
2016-2017
Angelo State University

District Types in the PZPI	N	%
Traditional Districts	112	95.7
Charter Schools	5	4.3
Total	117	100.0

		Number of Students										
		African American		Hispanic		White		Asian		Other [1]		
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%	Total
ELEM	191	3,557	4.9	38,095	52.5	28,310	39.0	850	1.2	1,717	2.4	72,529
MS	69	1,269	4.5	14,953	52.9	11,086	39.2	281	1.0	661	2.3	28,250
HS	110	1,813	4.7	18,949	49.6	16,220	42.4	437	1.1	799	2.1	38,218
EL/SEC	51	214	2.2	3,909	39.3	5,556	55.9	59	0.6	202	2.0	9,940
Total	**421**	**6,853**	**4.6**	**75,906**	**51.0**	**61,172**	**41.1**	**1,627**	**1.1**	**3,379**	**2.3**	**148,937**

		Students in Special Categories									
		Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
Level	Number of Schools	N	%	N	%	N	%	N	%	N	%
ELEM	191	44,861	61.9	6,011	8.3	6,795	9.4	6,934	9.6	29,601	40.8
MS	69	16,429	58.2	2,721	9.6	1,640	5.8	1,742	6.2	15,076	53.4
HS	110	18,463	48.3	3,468	9.1	1,475	3.9	1,551	4.1	19,137	50.1
EL/SEC	51	5,270	53.0	1,005	10.1	336	3.4	339	3.4	4,255	42.8
Total	**421**	**85,023**	**57.1**	**13,205**	**8.9**	**10,246**	**6.9**	**10,566**	**7.1**	**68,069**	**45.7**

[1]Other includes Native American, Pacific Islander & Two or more races.

Public School Enrollment by District in the Proximal Zone of Professional Impact
2016-2017
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	Other[1]	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABILENE ISD	EL/SEC	0	0	0	4	4	13	23	25	1	3	65	47	31	0	0	38
	ELEM	19	0	0	0	19	1,135	3,875	3,190	149	404	8,753	6,568	883	609	536	2,814
	HS	0	0	5	0	5	575	1,826	1,738	99	192	4,430	2,748	535	165	169	2,481
	MS	0	4	0	0	4	489	1,630	1,265	68	171	3,623	2,586	397	149	151	2,028
ALBANY ISD	ELEM	1	0	0	0	1	6	40	236	1	8	291	127	27	6	6	113
	HS	0	0	1	0	1	3	44	171	0	8	226	74	16	2	2	42
ANSON ISD	ELEM	1	0	0	0	1	7	173	165	1	11	357	251	43	5	5	153
	HS	0	0	1	0	1	6	116	97	3	3	225	134	21	7	7	121
	MS	0	1	0	0	1	1	78	86	2	4	171	104	20	2	2	96
ASPERMONT ISD	EL/SEC	0	0	0	1	1	5	45	74	1	0	125	61	6	5	5	52
	ELEM	1	0	0	0	1	2	38	78	5	1	124	74	6	4	3	22
BAIRD ISD	ELEM	1	0	0	0	1	1	33	124	0	1	159	108	20	1	1	28
	HS	0	0	1	0	1	0	17	68	0	0	85	52	10	0	0	54
	MS	0	1	0	0	1	1	11	58	0	0	70	48	10	1	1	41
BALLINGER ISD	ELEM	1	0	0	0	1	11	221	215	6	9	462	308	42	10	10	222
	HS	0	0	2	0	2	3	118	130	2	7	260	119	23	4	4	85
	MS	0	1	0	0	1	3	79	123	3	5	213	110	15	2	2	107
BANGS ISD	ELEM	1	0	0	0	1	6	79	236	0	13	334	181	36	6	6	92
	HS	0	0	1	0	1	9	66	260	0	5	340	164	31	2	2	66
	MS	0	1	0	0	1	7	94	171	0	7	279	132	24	3	3	134
BIG SPRING ISD	ELEM	5	0	0	0	5	88	1,083	422	15	46	1,654	1,258	130	58	80	818
	HS	0	0	1	0	1	59	665	293	9	26	1,052	572	80	15	22	561
	MS	0	2	0	0	2	78	828	274	7	24	1,211	871	131	46	52	727
BIG SPRINGS CHARTER	EL/SEC	0	0	0	2	2	20	98	83	0	3	204	188	91	1	1	180
BLACKWELL CISD	EL/SEC	0	0	0	1	1	0	25	122	0	3	150	63	15	2	2	49
BLANKET ISD	EL/SEC	0	0	0	1	1	2	60	114	1	3	180	104	28	3	4	61
BORDEN COUNTY ISD	EL/SEC	0	0	0	1	1	2	47	197	0	8	254	60	17	2	2	64
BRADY ISD	ELEM	1	0	0	0	1	11	262	293	6	18	590	410	67	35	35	161
	HS	0	0	1	0	1	7	174	169	1	2	353	207	50	5	5	107

[1]Other includes Native American, Pacific Islander & Two or more races.

Public School Listings in the Proximal Zone of Professional Impact
2016-2017
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	2,117	M
ABILENE ISD	221901010	ACADEMY FOR TECHNOLOGY ENGINEERING	HS	361	M
ABILENE ISD	221901002	COOPER H S	HS	1,825	M
ABILENE ISD	221901006	JEFFERSON OPPORTUNITY CTR	HS	14	X
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	HS	113	A
ABILENE ISD	221901047	CLACK MIDDLE	MS	799	M
ABILENE ISD	221901048	CRAIG MIDDLE	MS	954	M
ABILENE ISD	221901044	MADISON MIDDLE	MS	959	M
ABILENE ISD	221901045	MANN MIDDLE	MS	911	M
ABILENE ISD	221901102	AUSTIN EL	EL	595	M
ABILENE ISD	221901153	BASSETTI EL	EL	526	M
ABILENE ISD	221901103	BONHAM EL	EL	530	M
ABILENE ISD	221901104	BOWIE EL	EL	572	M
ABILENE ISD	221901107	CROCKETT EARLY HEADSTART	EL	1	X
ABILENE ISD	221901208	DAY NURSERY OF ABILENE	EL	52	M
ABILENE ISD	221901108	DYESS EL	EL	550	M
ABILENE ISD	221901112	JACKSON EL	EL	555	M
ABILENE ISD	221901113	JOHNSTON EL	EL	677	M
ABILENE ISD	221901116	LEE EL	EL	520	M
ABILENE ISD	221901117	LOCUST ECC	EL	343	M
ABILENE ISD	221901155	MARTINEZ EL	EL	573	M
ABILENE ISD	221901152	ORTIZ EL	EL	646	M
ABILENE ISD	221901154	REAGAN EARLY CHILDHOOD	EL	70	M
ABILENE ISD	221901120	REAGAN EL	EL	423	M
ABILENE ISD	221901121	TAYLOR EL	EL	646	M
ABILENE ISD	221901151	THOMAS EL	EL	521	M
ABILENE ISD	221901150	WARD EL	EL	557	M

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

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

Section B describes student enrollment and academic trends within the PZPI. The PACE reports in this section are continually updated to accommodate changes in the State of Texas Assessments of Academic Readiness (STAAR®) examinations. House Bill (HB) 3, passed by the Texas Legislature in 2009, redesigned the state assessment and accountability systems to focus on postsecondary readiness for all Texas public school students. A performance index framework is used to combine a broad range of indicators into a comprehensive measure of district and campus performance. The performance index framework has undergone several changes mandated by the legislature, but will be fully implemented in 2022. The 2017 Accountability Manual can be found at https://tea.texas.gov/2017accountabilitymanual.aspx.

The STAAR data are compiled for all three levels for academic years 2013-2014 to 2016-2017. For high schools, the following EOC examinations are represented: English I (combined reading and writing score in 2013-2014 and 2014-2015); English II (combined reading and writing score in 2013-2014 and 2014-2015); Algebra I; biology; and U.S History.

The STAAR data compiled for middle and elementary schools include annual assessments for: grades 3–8 reading and mathematics; grades 4 and 7 writing; grades 5 and 8 science; and grade 8 social studies.

The definitions used to generate the data in 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 fall 2014 to fall 2017. 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 report compares STAAR Performance of high school students in the PZPI with the State of Texas high school STAAR performance in English I, English II, Algebra I, biology, and U.S. History for academic years 2013-2014 through 2016-2017. The data are aggregated by subject for those campuses designated by the state as high schools.

B.2.1- B.2.5: High School STAAR Performance by Ethnicity in English I, English II, Algebra I, Biology, and U.S. History: This series compares three years of high school end of course STAAR performance in core academic subjects by ethnicity. For each core subject in the series, the number of students taking the exam and the percent passing that met or exceeded each year's standard are represented. Numbers less than 10 are not represented.

B.3: Student Academic Performance in the Proximal Zone of Professional Impact: Middle School STAAR Performance Summary.

These charts compare STAAR Performance of middle school students in the PZPI with the State of Texas middle school STAAR performance in reading, writing, mathematics, science and social

studies in academic years 2013-2014 through 2016-2017. The data for each core subject are aggregated by level and grade 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 that met or exceeded each year's standard are represented. Numbers less than 10 are not represented.

B.4: Student Academic Performance in the Proximal Zone of Professional Impact: Elementary School STAAR Performance Summary.

This report compares three years of STAAR Performance of elementary school students in the PZPI with state elementary school STAAR performance in reading, writing, mathematics, and science. The data are aggregated by subject and grades for campuses designated by the state as elementary.

B.4.1- B.4.4: Elementary School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, and Science. 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 that met or exceeded each year's standard are represented. Numbers less than 10 are not 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 met the 2017 standard, and the number and percent who passed 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. Writing, Science and Social Studies are not given every year.

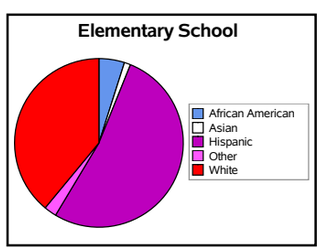
B.5.5 and B.5.6: 25 Highest and Lowest Performing Elementary Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing elementary schools in the PZPI on the following STAAR-tested subjects: Reading, Mathematics, Writing, and Science. Writing and Science are not given every year.

Student Enrollment Trends in Proximal Zone of Professional Impact
Fiscal Year 2014 - 2017

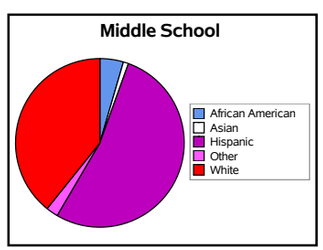
Angelo State University																						
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	Net Change	Pct Change
All	71,845	73,550	73,495	72,529	27,056	27,451	27,996	28,250	37,336	37,489	37,818	38,218	8,625	8,983	9,281	9,940	144,862	147,473	148,590	148,937	4,075	2.8
African American	3,318	3,526	3,524	3,557	1,212	1,254	1,245	1,269	1,710	1,731	1,739	1,813	122	122	171	214	6,362	6,633	6,679	6,853	491	7.7
Hispanic	37,946	38,865	38,954	38,095	13,577	14,110	14,562	14,953	17,852	18,150	18,681	18,949	3,138	3,410	3,554	3,909	72,513	74,535	75,751	75,906	3,393	4.7
White	28,343	28,710	28,545	28,310	11,441	11,201	11,219	11,086	16,664	16,460	16,241	16,220	5,138	5,226	5,314	5,556	61,586	61,597	61,319	61,172	-414	-0.7
Asian	667	755	804	850	249	250	288	281	387	398	398	437	37	44	47	59	1,340	1,447	1,537	1,627	287	21.4
Other[1]	1,571	1,694	1,668	1,717	577	636	682	661	723	750	759	799	190	181	195	202	3,061	3,261	3,304	3,379	318	10.4
Economically Disadvantaged	44,241	42,959	44,377	44,861	15,098	14,997	15,739	16,429	16,931	16,456	17,297	18,463	4,388	4,511	4,805	5,270	80,658	78,923	82,218	85,023	4,365	5.4
Special Education	5,672	5,722	5,880	6,011	2,608	2,641	2,713	2,721	3,516	3,406	3,348	3,468	888	949	1,020	1,005	12,684	12,718	12,961	13,205	521	4.1
Bilingual	6,644	6,818	7,036	6,795	1,164	1,445	1,490	1,640	1,040	1,243	1,409	1,475	295	311	338	336	9,143	9,817	10,273	10,246	1,103	12.1
LEP	6,672	7,033	7,241	6,934	1,222	1,527	1,582	1,742	1,076	1,287	1,470	1,551	296	313	342	339	9,266	10,160	10,635	10,566	1,300	14

Ethnic Comparisons by Level 2017

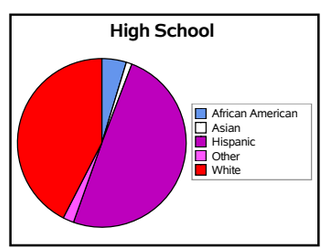
Ethnicity	Elementary School	%
Other[1]	1,717	2.4
Asian	850	1.2
White	28,310	39.0
Hispanic	38,095	52.5
African American	3,557	4.9
All	72,529	100.0



Middle School	%
661	2.3
281	1.0
11,086	39.2
14,953	52.9
1,269	4.5
28,250	100.0

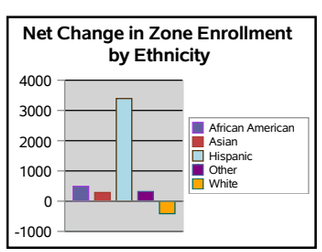


High School	%
799	2.1
437	1.1
16,220	42.4
18,949	49.6
1,813	4.7
38,218	100.0

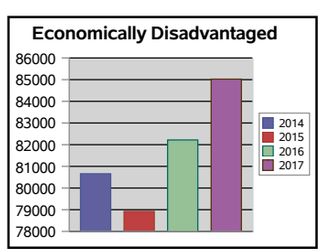


Other Trends and Distributions

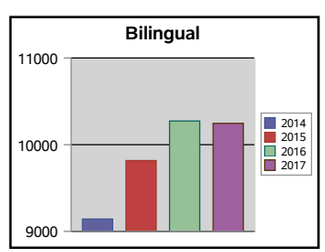
Ethnicity	Net Change 2014 - 2017
Other[1]	318
Asian	287
White	-414
Hispanic	3,393
African American	491
All	4,075



Eco. Disadvantaged	
Year	Amount
2014	80,658
2015	78,923
2016	82,218
2017	85,023
3-Yr. Change	5%



Bilingual	
Year	Amount
2014	9,143
2015	9,817
2016	10,273
2017	10,246
3-Yr. Change	12%



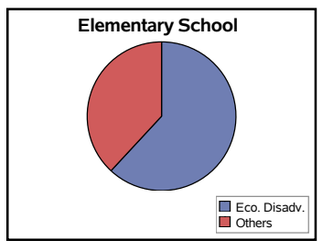
[1]Other includes Native American, Pacific Islander & Two or more races.

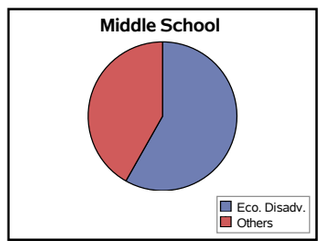
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)
Fiscal Year 2017

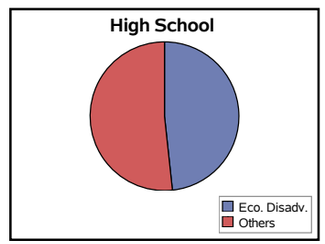
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	44,861	61.9	16,429	58.2	18,463	48.3
Others	27,668	38.1	11,821	41.8	19,755	51.7
Total	72,529	100.0	28,250	100.0	38,218	100.0

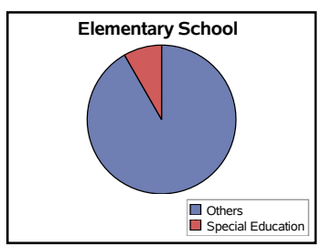


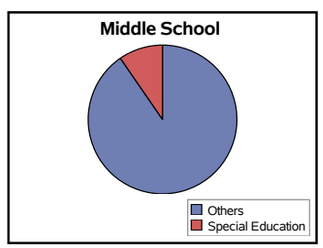


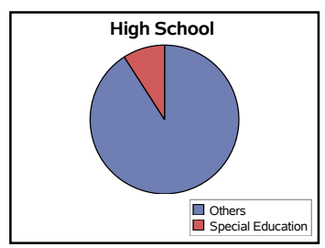


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	66,518	91.7	25,529	90.4	34,750	90.9
Special Education	6,011	8.3	2,721	9.6	3,468	9.1
Total	72,529	100.0	28,250	100.0	38,218	100.0

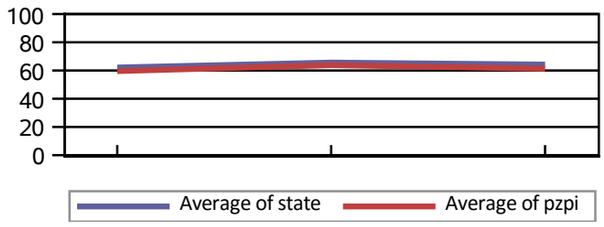






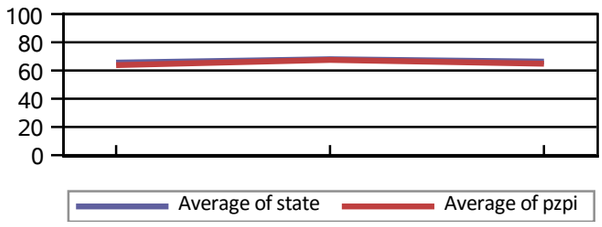
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance Summary
High Schools
Angelo State University

English I



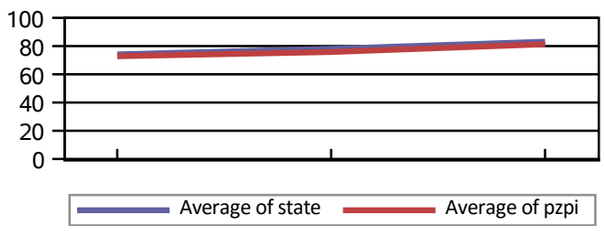
	2015 [1]	2016 [1]	2017 [2]
PZPI	59.6	63.8	61.3
State	62.1	65.6	64.2

English II



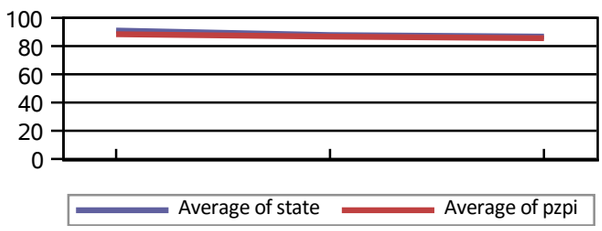
	2015 [1]	2016 [1]	2017 [2]
PZPI	63.8	67.5	64.8
State	65.6	68.0	66.3

Algebra I



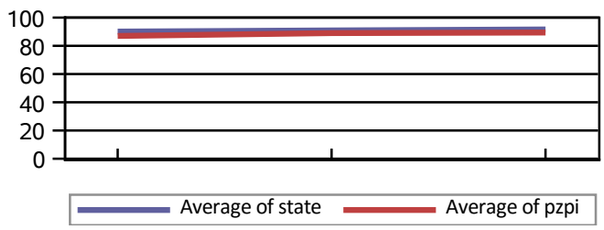
	2015 [1]	2016 [1]	2017 [2]
PZPI	72.8	75.8	81.3
State	74.1	78.1	83.1

Biology



	2015 [1]	2016 [1]	2017 [2]
PZPI	88.4	86.7	85.6
State	91.0	87.8	86.7

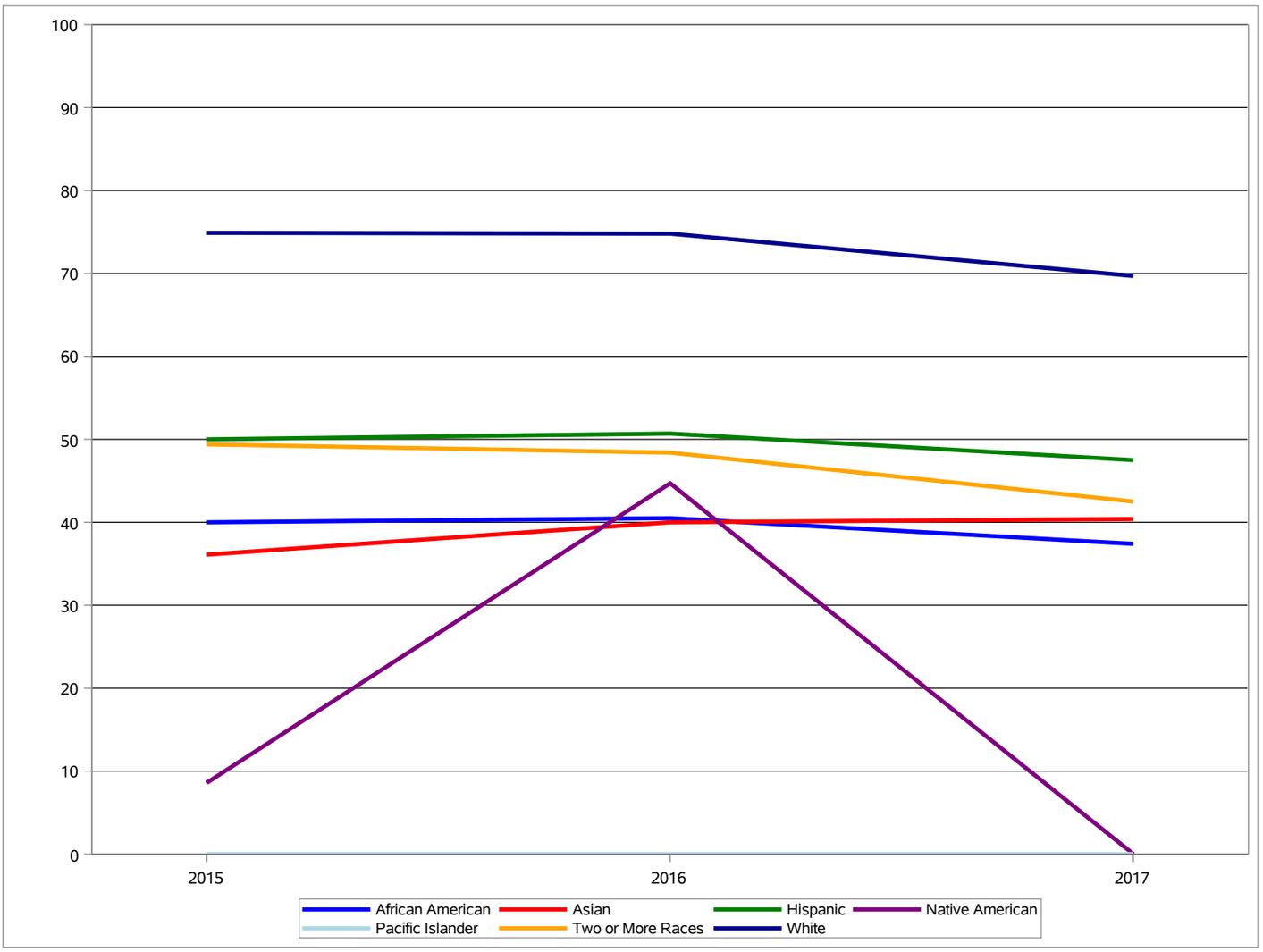
US History



	2015 [1]	2016 [1]	2017 [2]
PZPI	87.0	89.0	89.4
State	90.1	90.9	91.6

[1]Percent of assessments that meet or exceed the Phase-in I, Level II Satisfactory Standard aggregated by subject and grade for campuses designated by the state as high schools.
[2]Percent of assessments that meet or exceed the grade level standard aggregated by subject and grade for campuses designated by the state as high schools.

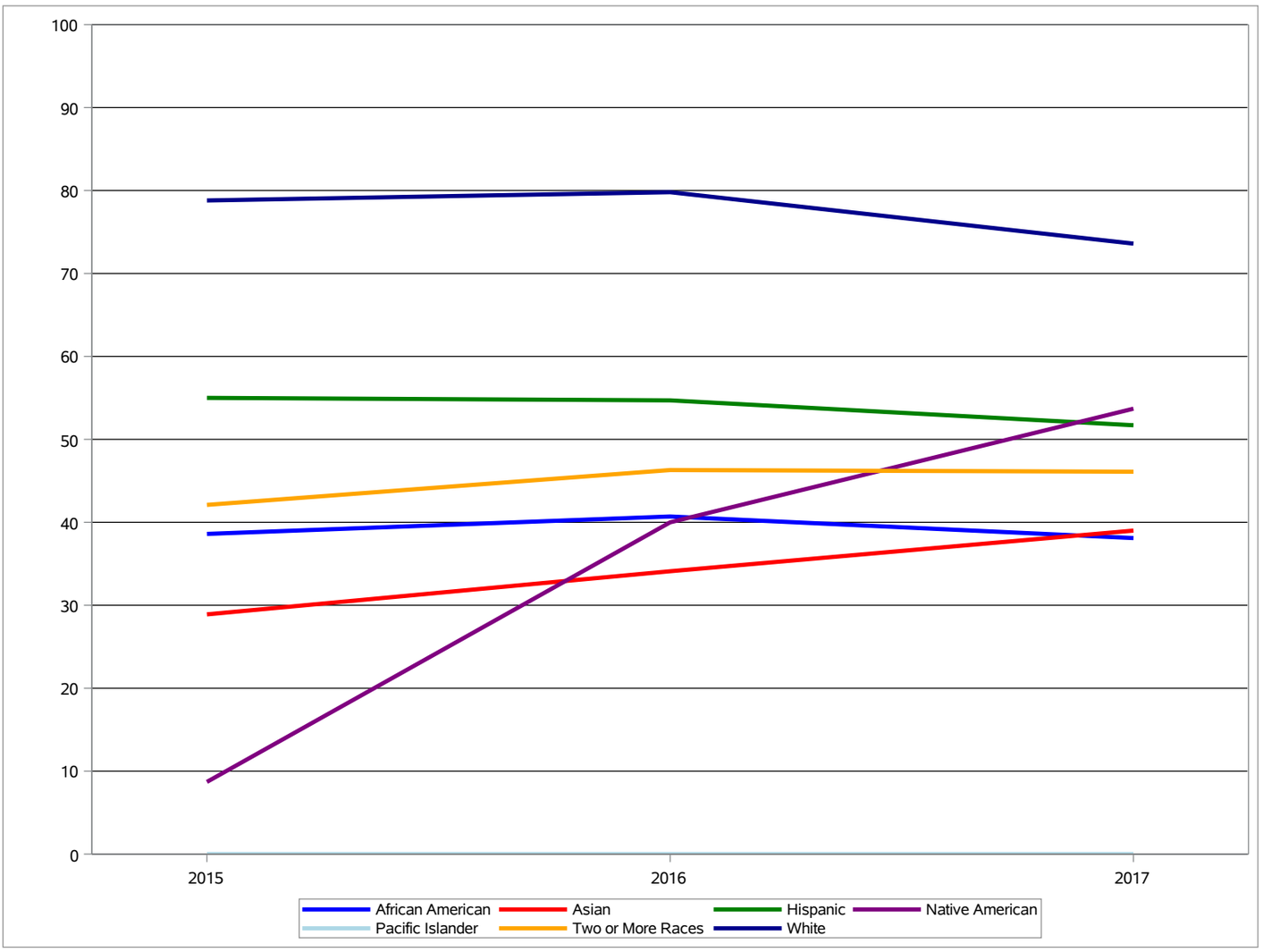
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: English I
High Schools
Angelo State University



	2015 [1,2]		2016 [1]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	532	40.0	561	40.5	674	37.4
Hispanic	5563	50.0	6277	50.7	7009	47.5
White	4226	74.9	4574	74.8	4752	69.7
Asian	122	36.1	130	40.0	146	40.4
Native American	35	8.6	76	44.7	37	0.0
Pacific Islander	5	0.0	8	0.0	5	0.0
Two or More Races	158	49.4	184	48.4	228	42.5

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above
[2]2015 includes combined scores for English I Reading and English I Writing.
[3]Number and percent of assessments approaching grade level standard and above.

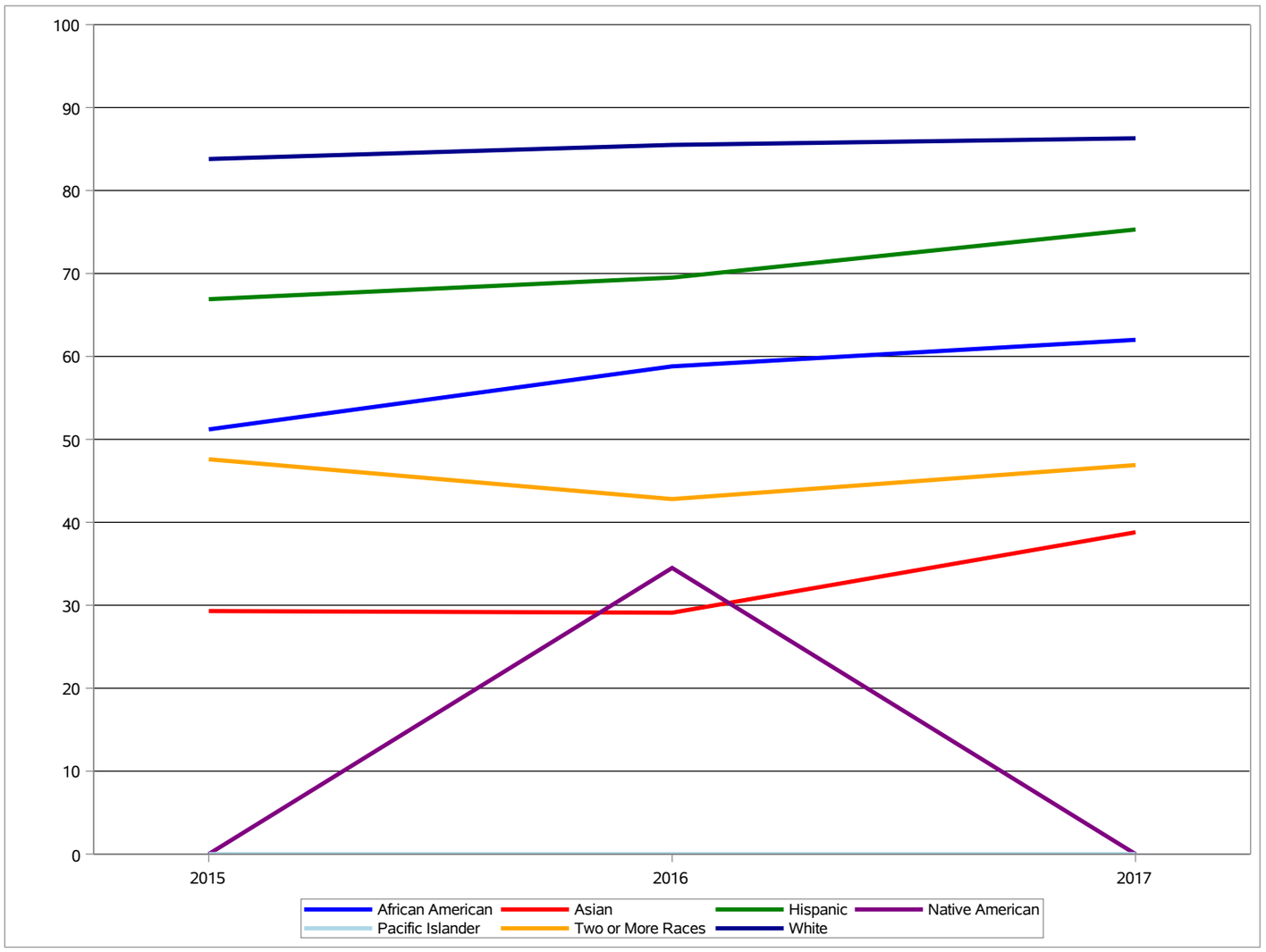
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: English II
High Schools
Angelo State University



	2015 [1,2]		2016 [1]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	485	38.6	496	40.7	536	38.1
Hispanic	5040	55.0	5529	54.7	5930	51.7
White	3966	78.8	4421	79.8	4515	73.6
Asian	128	28.9	135	34.1	146	39.0
Native American	46	8.7	60	40.0	67	53.7
Pacific Islander	9	0.0	6	0.0	6	0.0
Two or More Races	152	42.1	160	46.3	180	46.1

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]2015 includes combined scores for English I Reading and English I Writing.
[3]Number and percent of assessments approaching grade level standard and above.

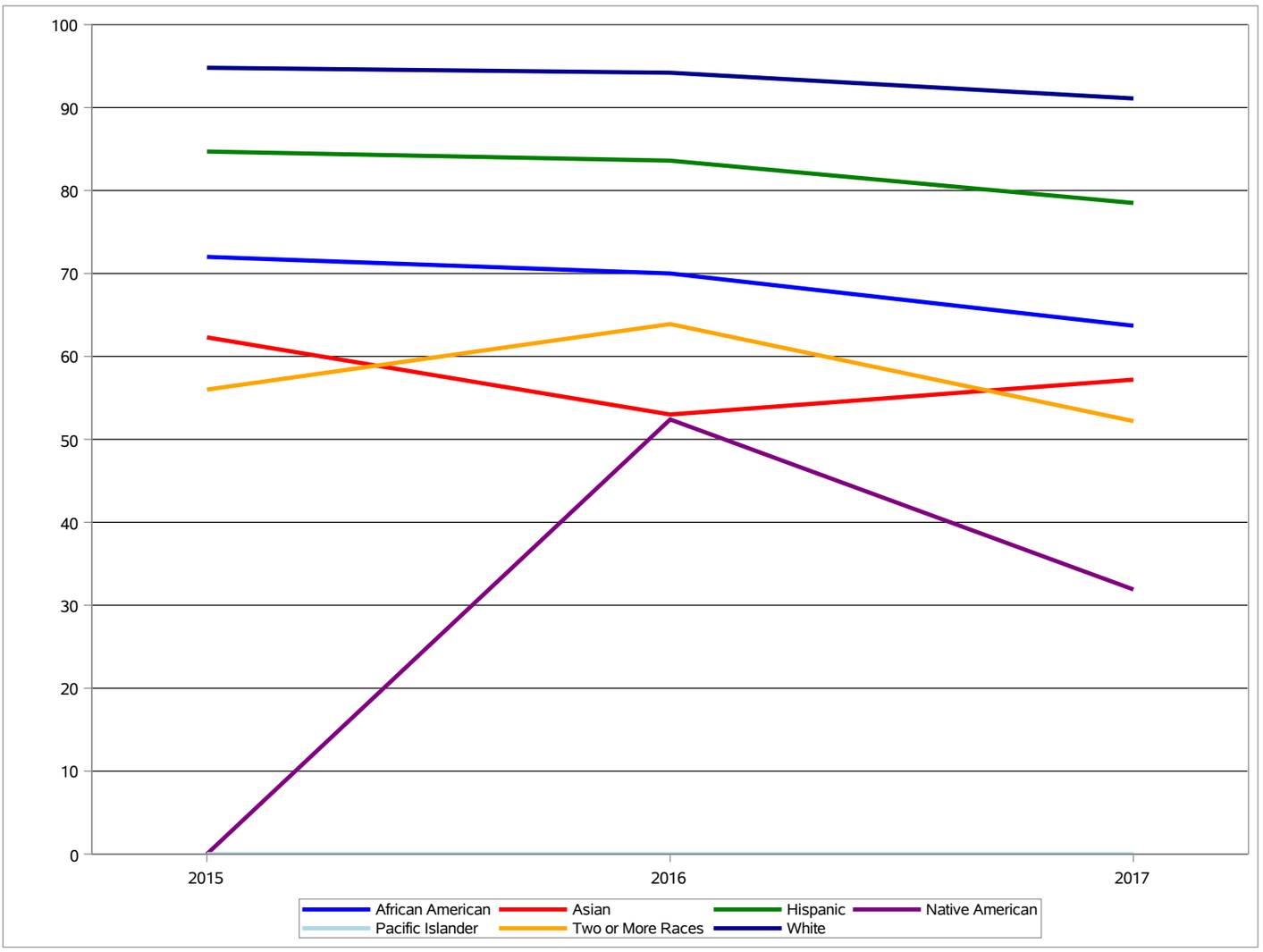
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Algebra I
High Schools
Angelo State University



	2015 [1]		2016 [1]		2017 [2]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	416	51.2	515	58.8	598	62.0
Hispanic	4532	66.9	5530	69.5	5999	75.3
White	3305	83.8	4307	85.5	4402	86.3
Asian	58	29.3	103	29.1	134	38.8
Native American	28	0.0	58	34.5	29	0.0
Pacific Islander	5	0.0	10	0.0	4	0.0
Two or More Races	126	47.6	159	42.8	226	46.9

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments approaching grade level standard and above.

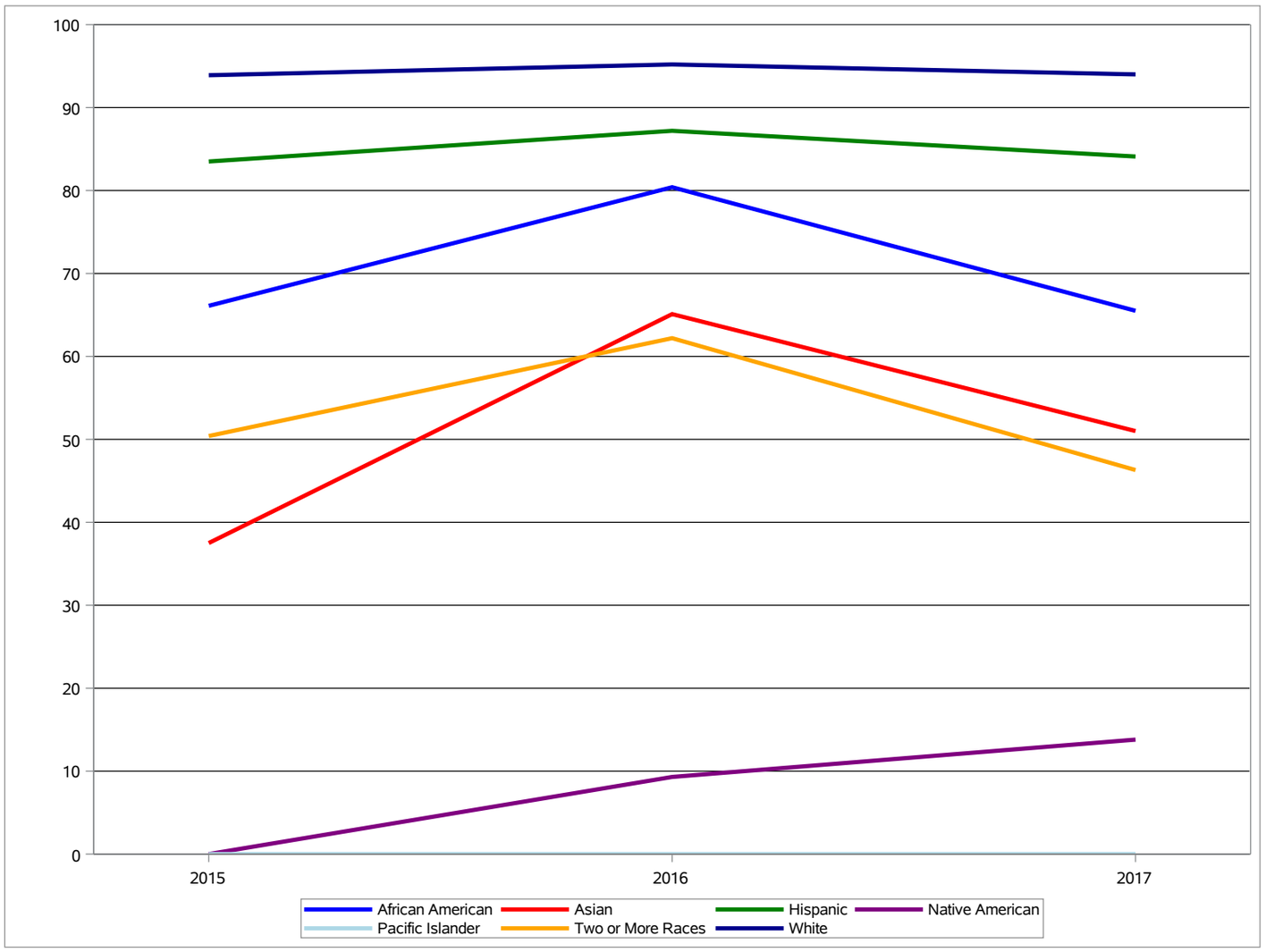
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Biology
High Schools
Angelo State University



	2015 [1]		2016 [1]		2017 [2]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	404	72.0	450	70.0	564	63.7
Hispanic	4504	84.7	4990	83.6	5478	78.5
White	3773	94.8	4121	94.2	4219	91.1
Asian	106	62.3	100	53.0	138	57.2
Native American	29	0.0	63	52.4	47	31.9
Pacific Islander	6	0.0	10	0.0	5	0.0
Two or More Races	141	56.0	169	63.9	205	52.2

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: U.S. History
High Schools
Angelo State University

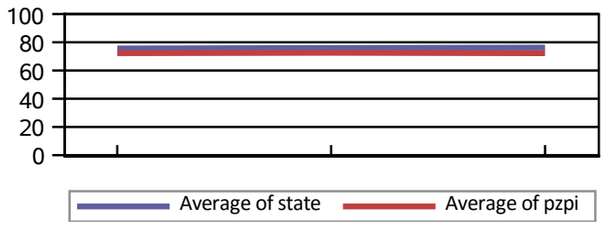


	2015 [1]		2016 [1]		2017 [2]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	375	66.1	484	80.4	296	65.5
Hispanic	4199	83.5	5007	87.2	4219	84.1
White	3608	93.9	4441	95.2	3690	94.0
Asian	88	37.5	126	65.1	102	51.0
Native American	28	0.0	43	9.3	29	13.8
Pacific Islander	7	0.0	9	0.0	8	0.0
Two or More Races	137	50.4	185	62.2	123	46.3

[1]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[2]Number and percent of assessments approaching grade level standard and above.

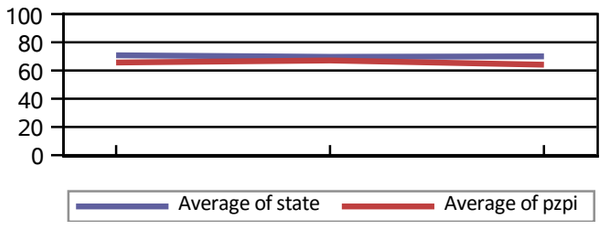
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance Summary
Middle Schools
Angelo State University

Reading



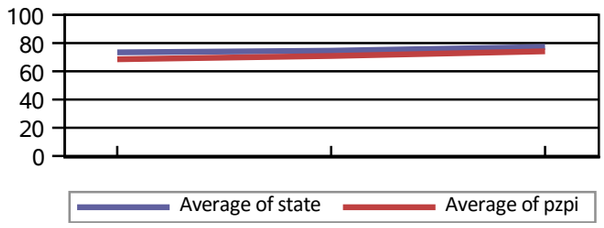
	2015 [1]	2016 [1]	2017 [2]
PZPI	72.3	72.5	72.2
State	75.6	76.0	76.2

Writing



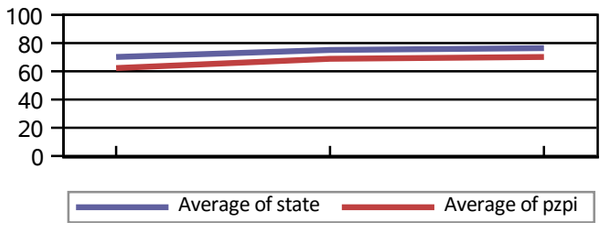
	2015 [1]	2016 [1]	2017 [2]
PZPI	65.7	67.1	64.1
State	70.8	69.7	70.0

Mathematics



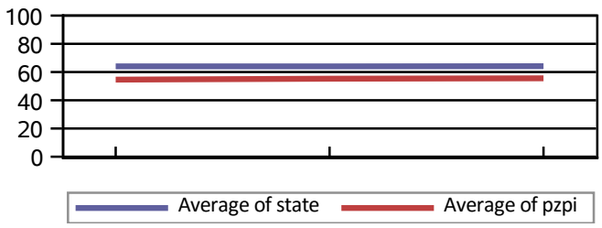
	2015 [1]	2016 [1]	2017 [2]
PZPI	68.5	70.9	74.2
State	73.4	74.6	77.2

Science



	2015 [1]	2016 [1]	2017 [2]
PZPI	62.3	68.9	70.2
State	70.2	75.1	76.4

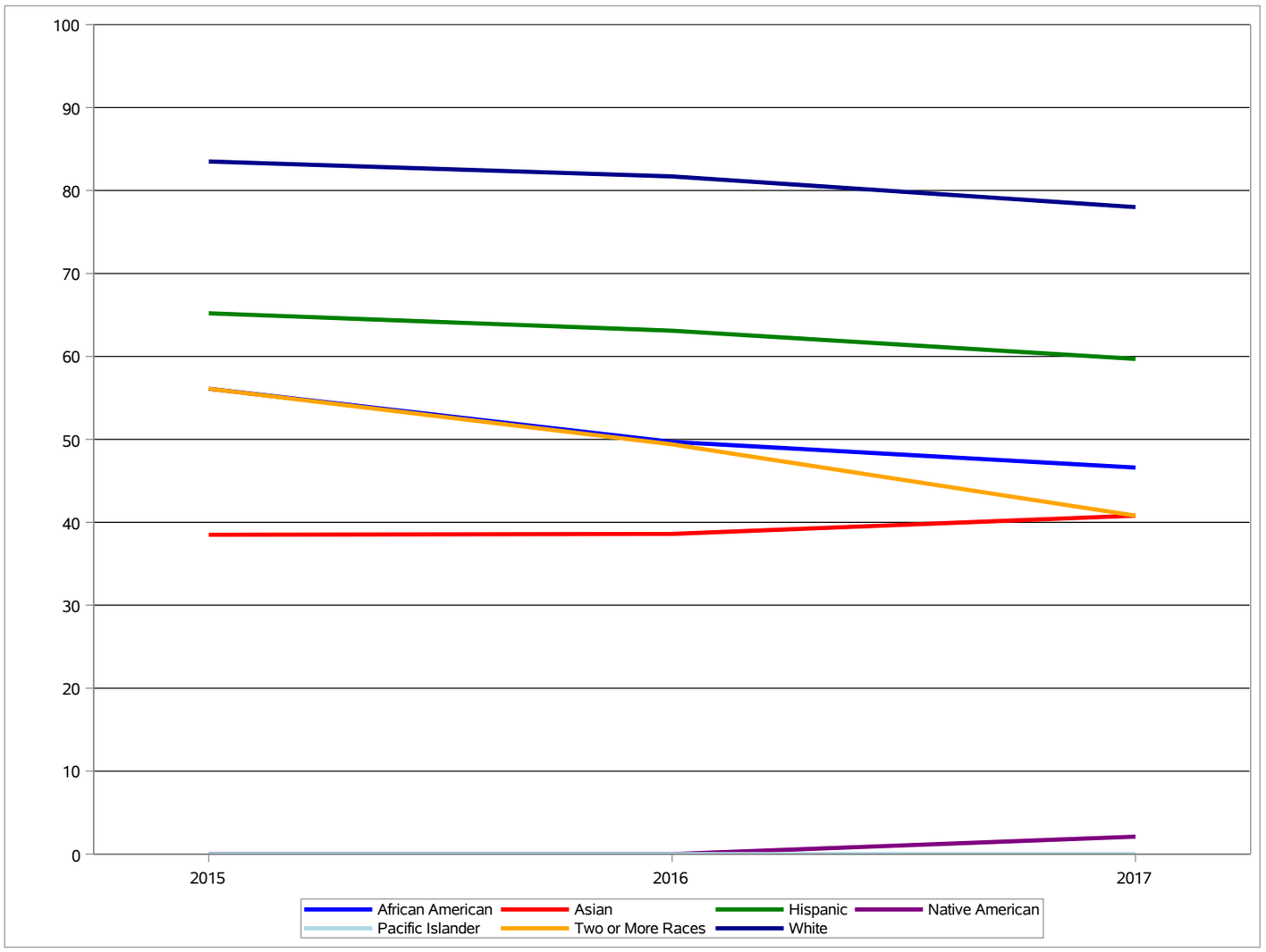
Social Studies



	2015 [1]	2016 [1]	2017 [2]
PZPI	54.6	55.3	55.6
State	64.0	64.0	64.1

[1]Percent of assessments that meet or exceed the Phase-in I, Level II satisfactory standard aggregated by subject and grade for campuses designated as middle schools.
[2]Percent of assessments that meet or exceed the 2017 grade level standard aggregated by subject and grade for campuses designated as middle schools.

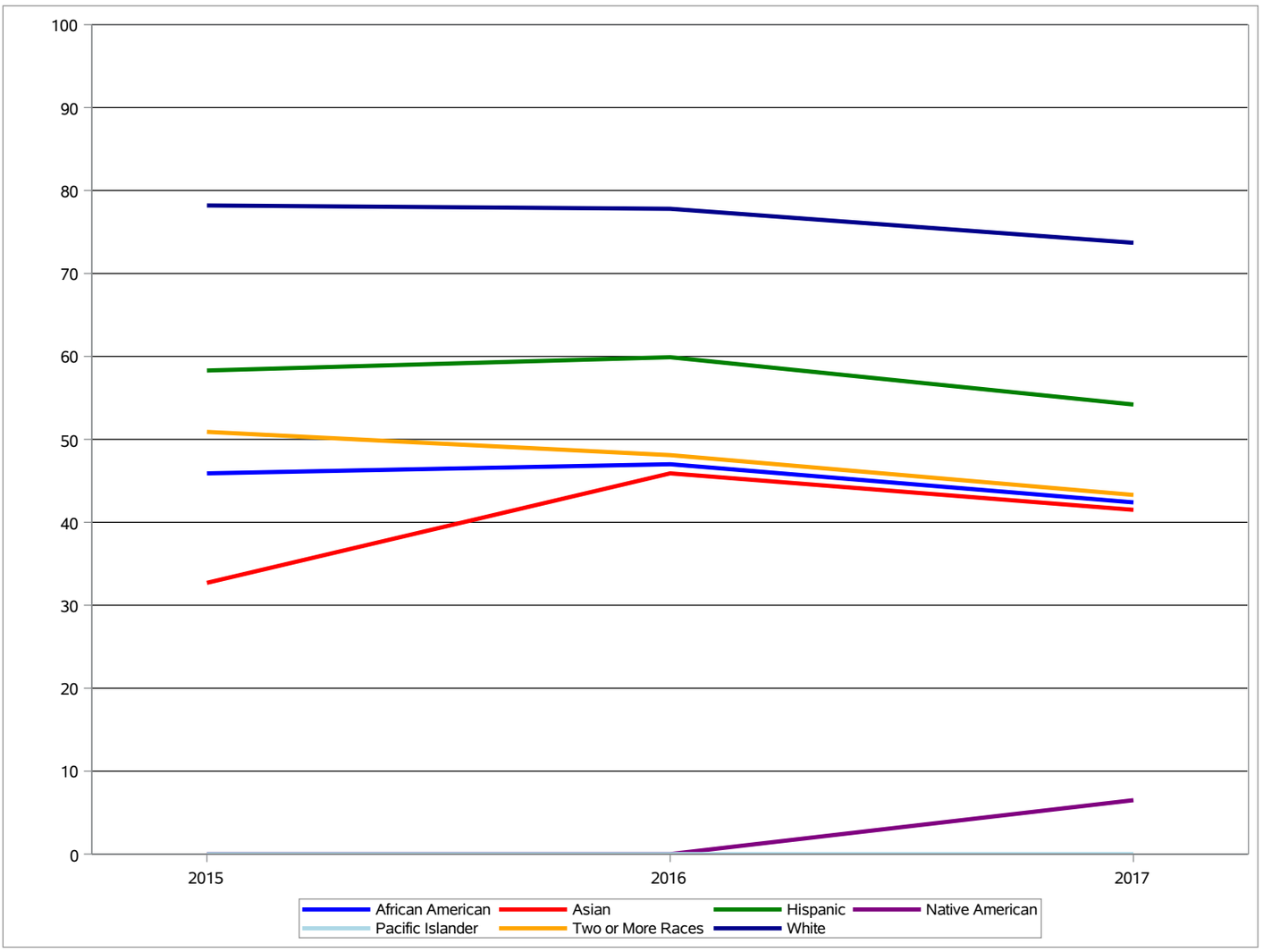
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Reading[1]
Middle Schools
Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1113	56.1	1321	49.7	1448	46.6
Hispanic	12670	65.2	15068	63.1	16594	59.7
White	10050	83.5	12332	81.7	13043	78.0
Asian	239	38.5	339	38.6	333	40.8
Native American	83	0.0	88	0.0	97	2.1
Pacific Islander	10	0.0	12	0.0	14	0.0
Two or More Races	478	56.1	573	49.4	640	40.8

[1]STAAR reading test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance by Ethnicity: Writing[1]
Middle Schools
Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	431	45.9	443	47.0	488	42.4
Hispanic	4529	58.3	5064	59.9	5664	54.2
White	3517	78.2	4108	77.8	4323	73.7
Asian	101	32.7	111	45.9	118	41.5
Native American	31	0.0	33	0.0	31	6.5
Pacific Islander	3	0.0	6	0.0	1	0.0
Two or More Races	169	50.9	181	48.1	201	43.3

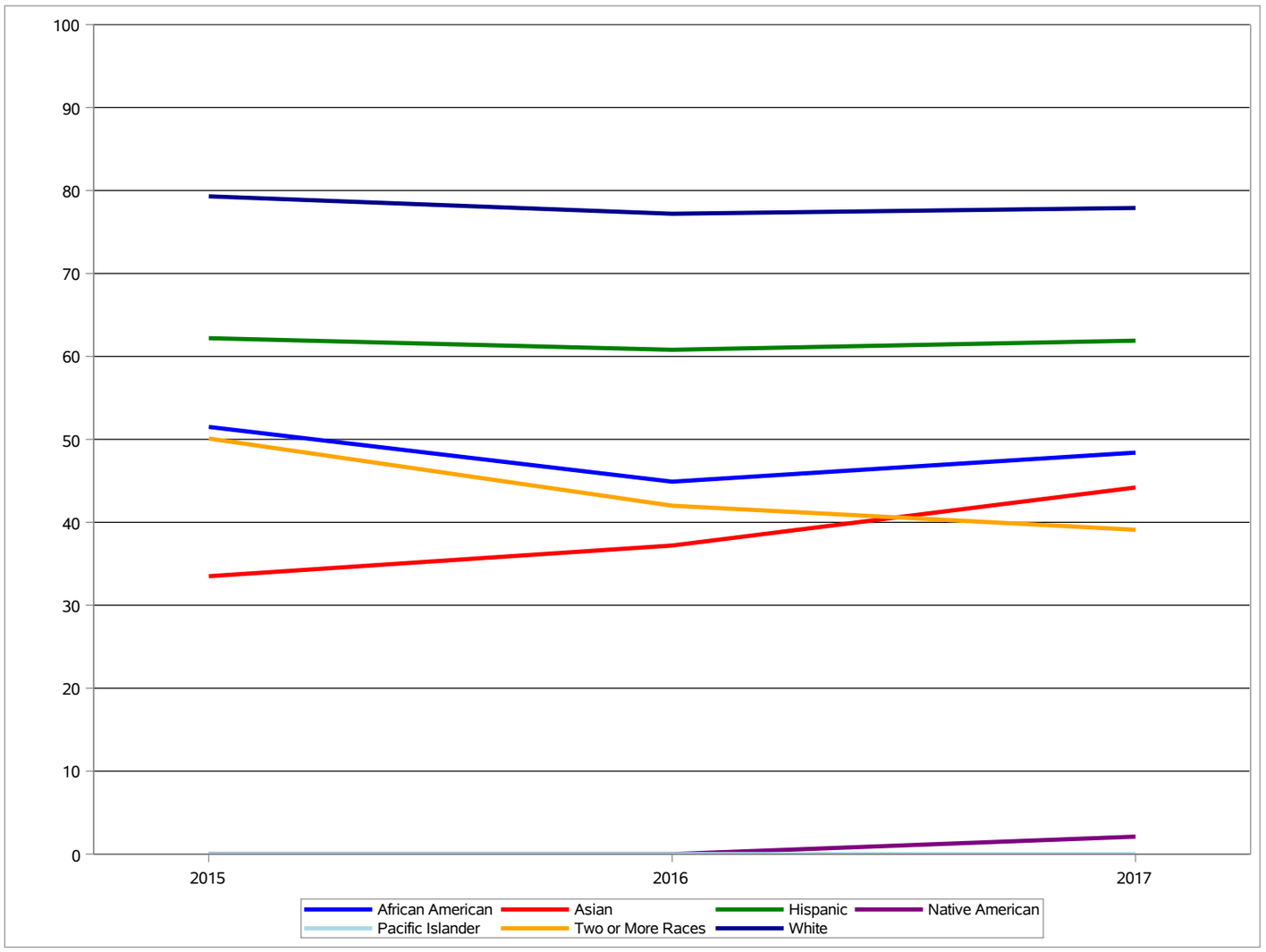
[1]STAAR writing test is administered in grades 4 and 7.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Mathematics[1]

Middle Schools

Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1041	51.5	1242	44.9	1415	48.4
Hispanic	12059	62.2	14530	60.8	16319	61.9
White	9176	79.3	11525	77.2	12297	77.9
Asian	185	33.5	261	37.2	301	44.2
Native American	79	0.0	84	0.0	95	2.1
Pacific Islander	11	0.0	11	0.0	14	0.0
Two or More Races	451	50.1	553	42.0	606	39.1

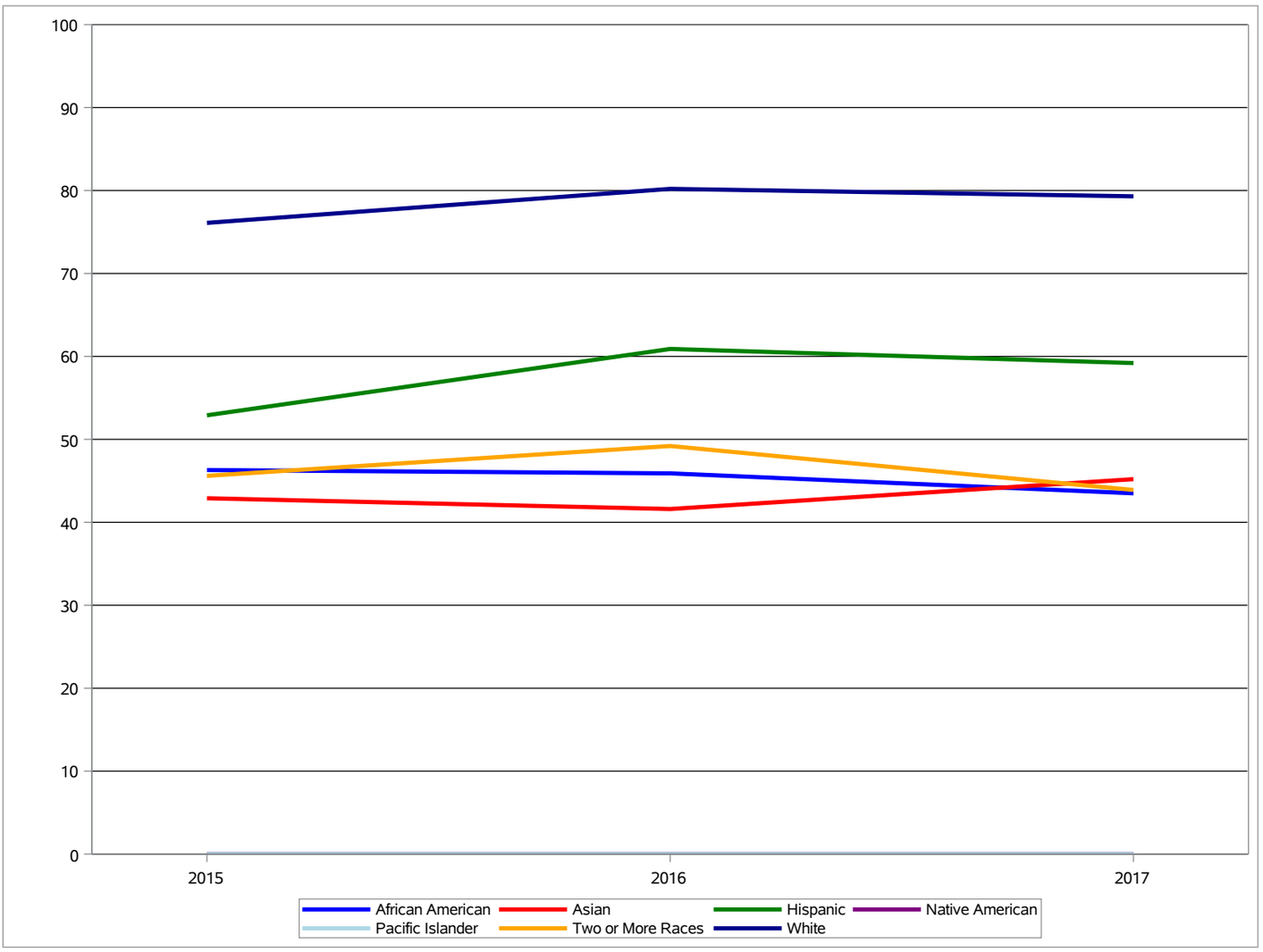
[1]STAAR mathematics test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Science[1]

Middle Schools

Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	397	46.3	416	45.9	467	43.5
Hispanic	4561	52.9	4695	60.9	5322	59.2
White	3575	76.1	4032	80.2	4326	79.3
Asian	84	42.9	89	41.6	104	45.2
Native American	28	0.0	28	0.0	39	0.0
Pacific Islander	7	0.0	5	0.0	6	0.0
Two or More Races	158	45.6	191	49.2	196	43.9

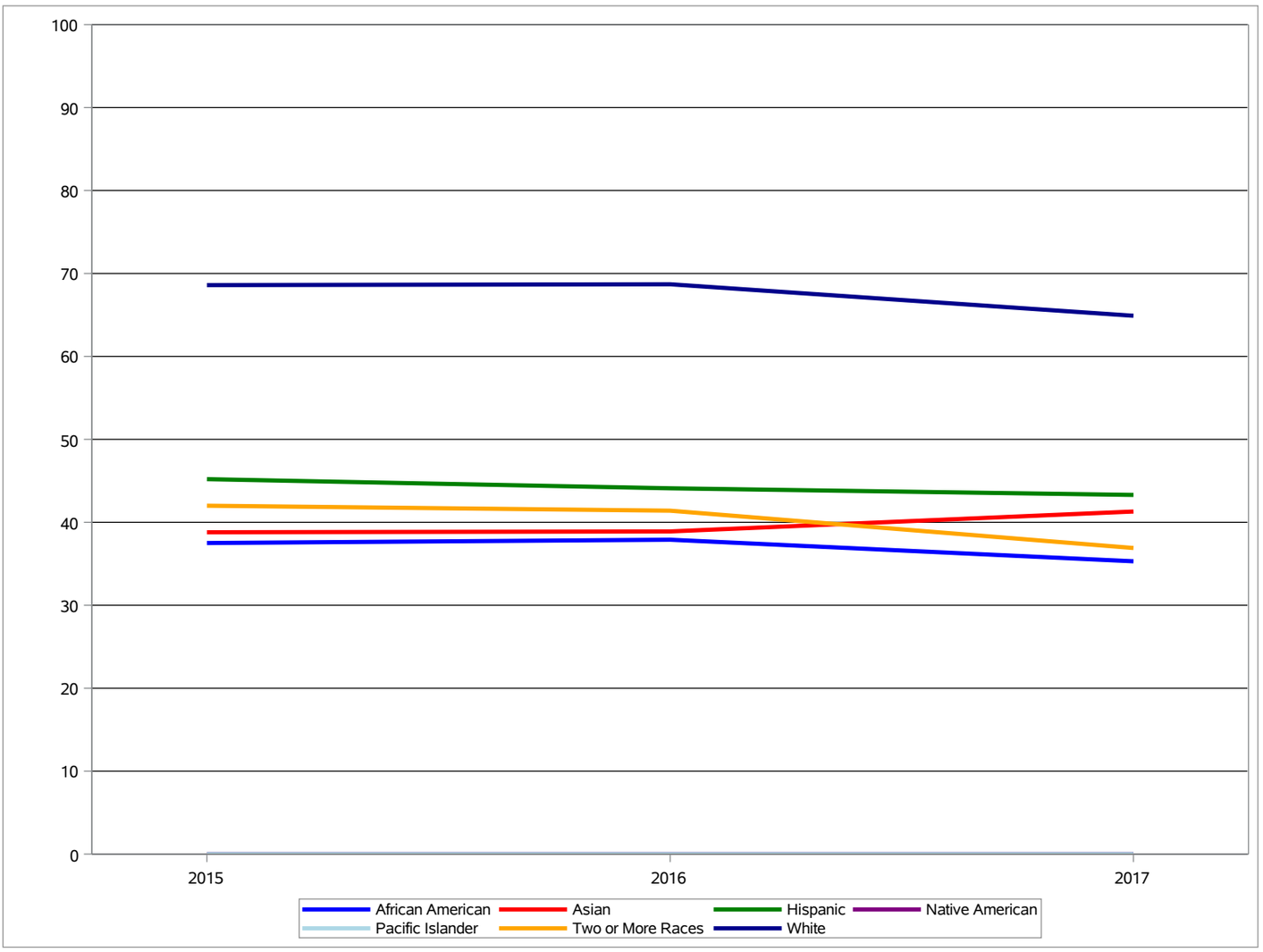
[1]STAAR science test is administered in grades 5 and 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Social Studies[1]

Middle Schools

Angelo State University

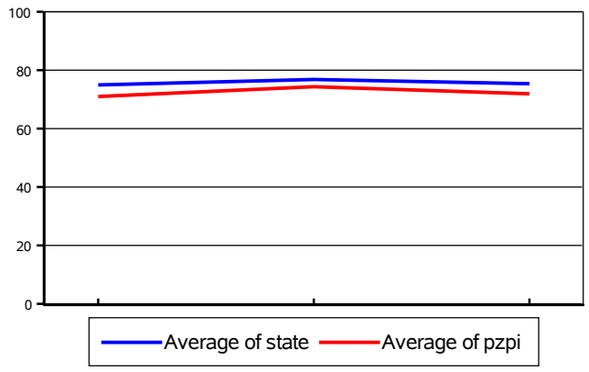


	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	395	37.5	417	37.9	468	35.3
Hispanic	4569	45.2	4749	44.1	5319	43.3
White	3574	68.6	4039	68.7	4331	64.9
Asian	85	38.8	90	38.9	104	41.3
Native American	28	0.0	28	0.0	39	0.0
Pacific Islander	7	0.0	5	0.0	6	0.0
Two or More Races	157	42.0	191	41.4	195	36.9

[1]STAAR social studies test is administered in grade 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

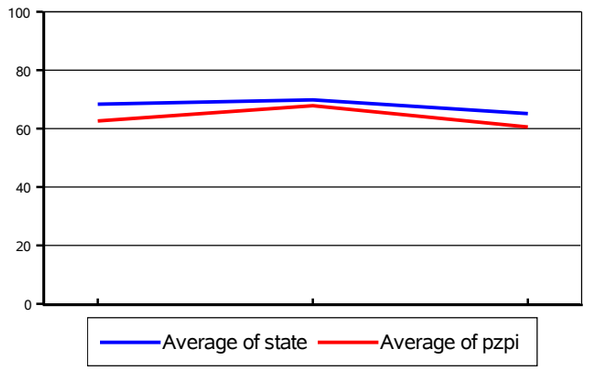
Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance Summary
Elementary Schools
Angelo State University

Reading



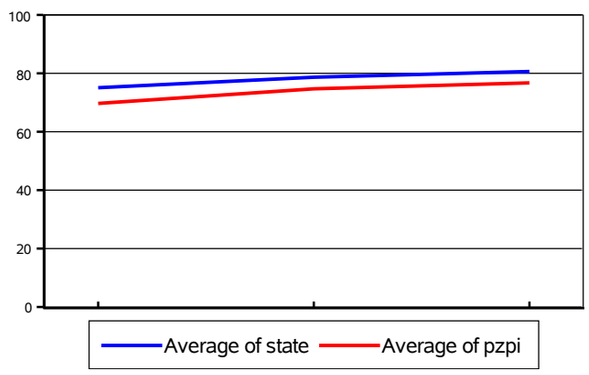
	2015 [1]	2016 [1]	2017 [2]
PZPI	71.0	74.3	71.9
State	74.9	76.8	75.4

Writing



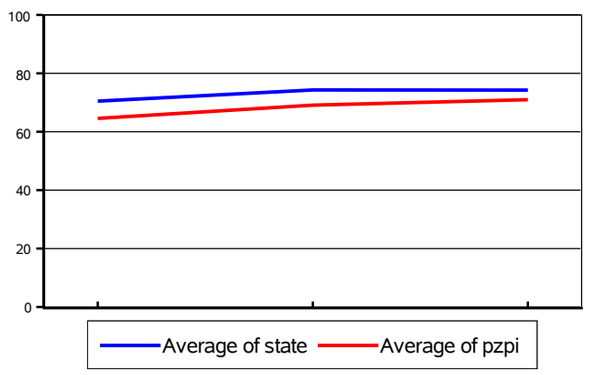
	2015 [1]	2016 [1]	2017 [2]
PZPI	62.6	67.8	60.5
State	68.4	69.8	65.1

Mathematics



	2015 [1]	2016 [1]	2017 [2]
PZPI	69.7	74.7	76.7
State	75.1	78.7	80.6

Science



	2015 [1]	2016 [1]	2017 [2]
PZPI	64.6	69.1	71.0
State	70.5	74.3	74.3

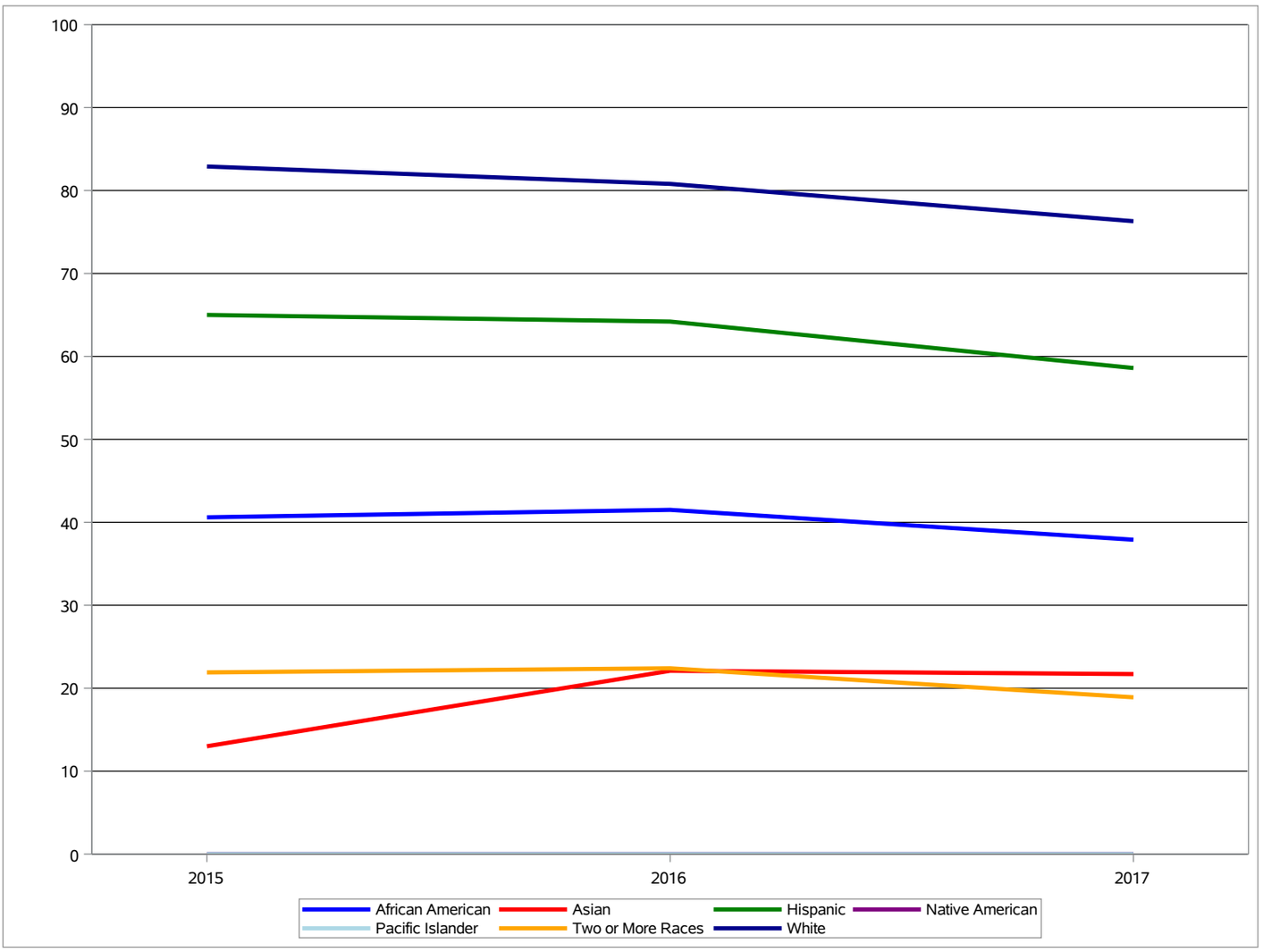
[1]Percent of assessments that meet or exceed the Phase-in I, Level II satisfactory standard aggregated by subject and grade for campuses designated by the state as elementary.
[2]Percent of assessments that meet or exceed the 2017 grade level standard aggregated by subject and grade for campuses designated by the state as elementary.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Reading[1]

Elementary Schools

Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1379	40.6	1467	41.5	1565	37.9
Hispanic	15085	65.0	16423	64.2	17024	58.6
White	11555	82.9	13243	80.8	13892	76.3
Asian	300	13.0	358	22.1	360	21.7
Native American	91	0.0	91	0.0	86	0.0
Pacific Islander	16	0.0	26	0.0	29	0.0
Two or More Races	589	21.9	678	22.4	694	18.9

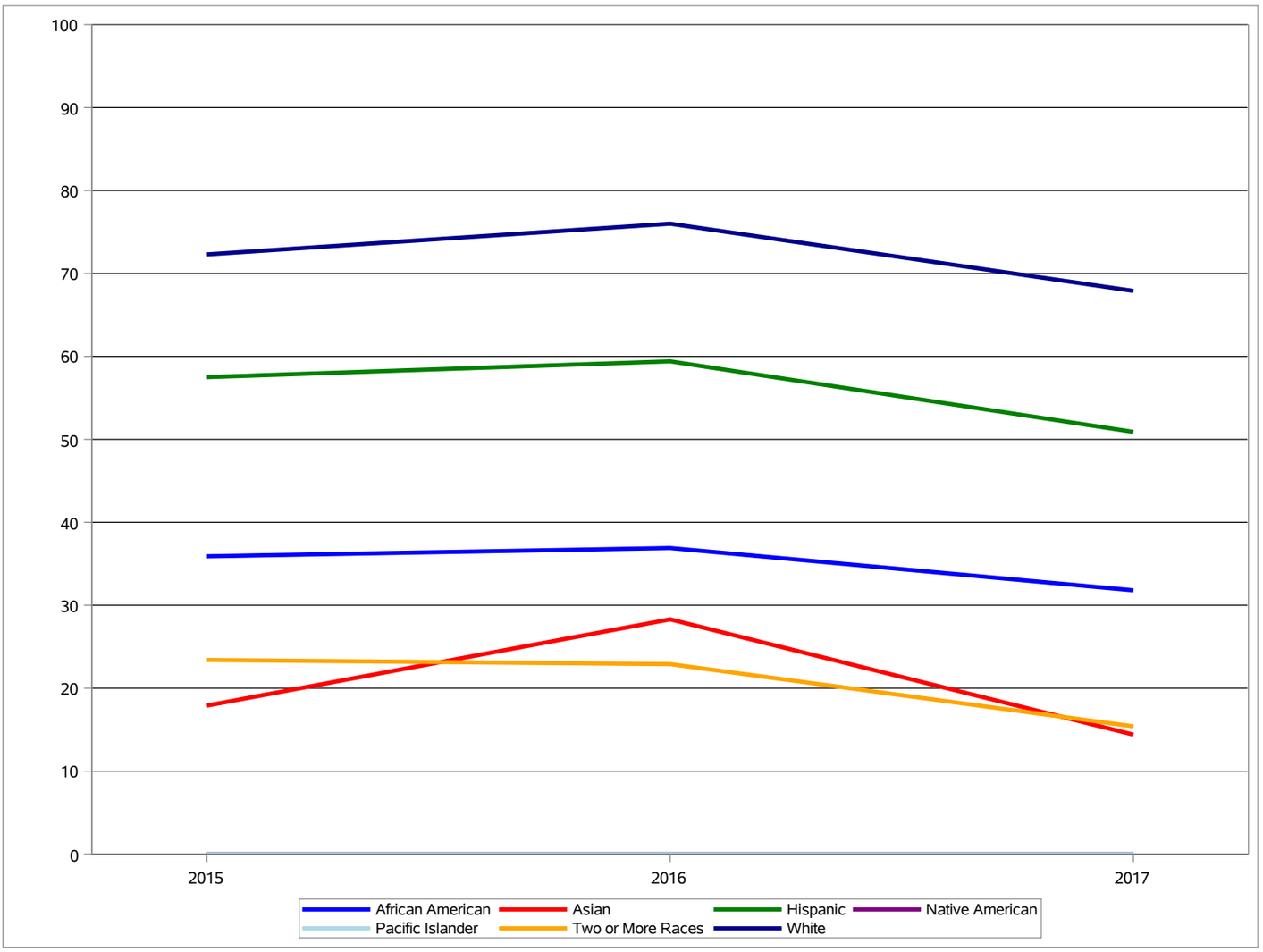
[1]STAAR reading test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Writing[1]

Elementary Schools

Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	443	35.9	483	36.9	547	31.8
Hispanic	5187	57.5	5466	59.4	5699	50.9
White	4031	72.3	4373	76.0	4677	67.9
Asian	95	17.9	120	28.3	125	14.4
Native American	26	0.0	33	0.0	32	0.0
Pacific Islander	7	0.0	7	0.0	10	0.0
Two or More Races	209	23.4	231	22.9	234	15.4

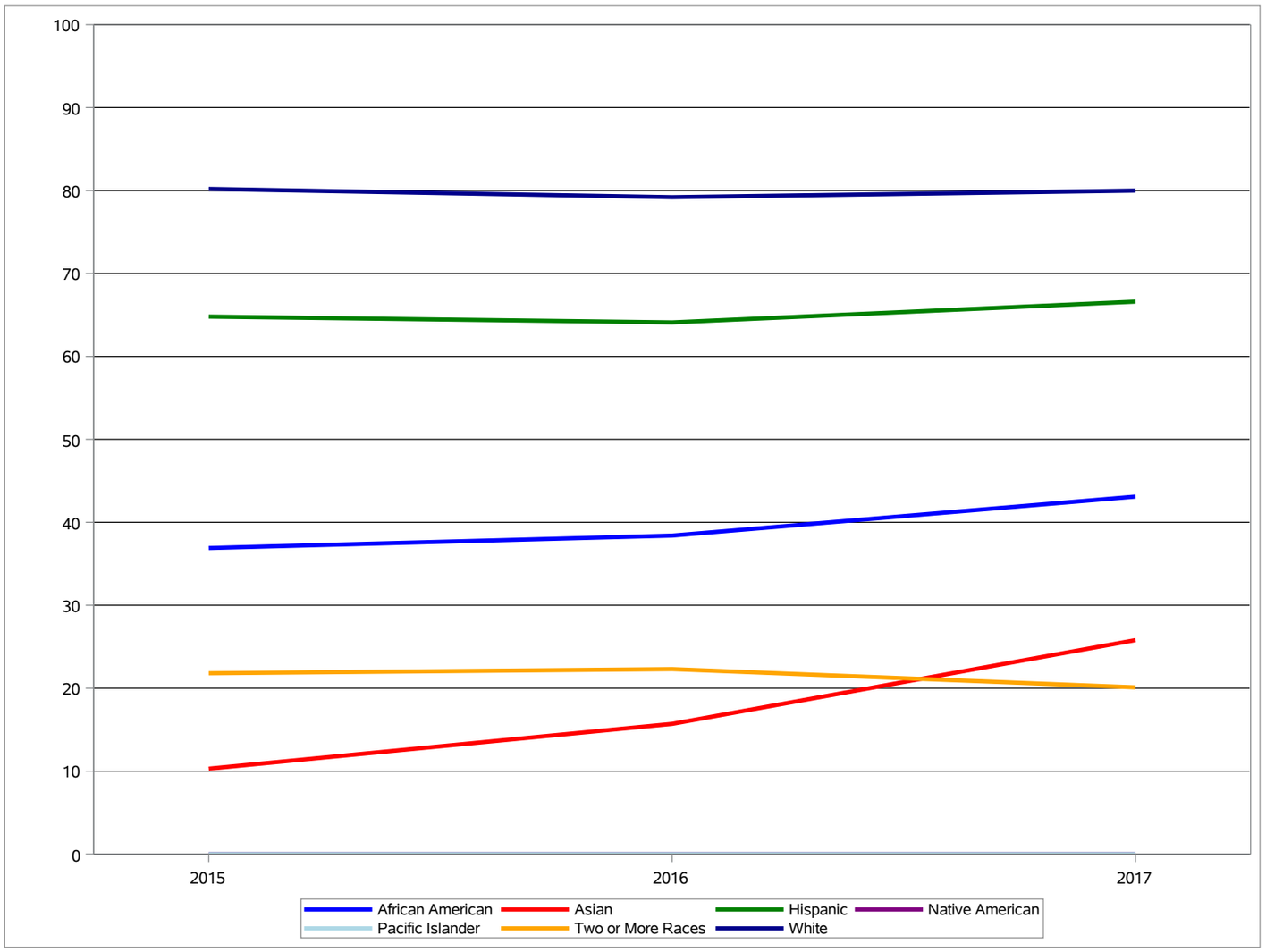
[1]STAAR writing test is administered in grades 4 and 7.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Mathematics[1]

Elementary Schools

Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	1348	36.9	1431	38.4	1564	43.1
Hispanic	14953	64.8	16412	64.1	17082	66.6
White	11568	80.2	13292	79.2	13895	80.0
Asian	263	10.3	312	15.7	361	25.8
Native American	88	0.0	91	0.0	86	0.0
Pacific Islander	16	0.0	26	0.0	29	0.0
Two or More Races	587	21.8	682	22.3	696	20.1

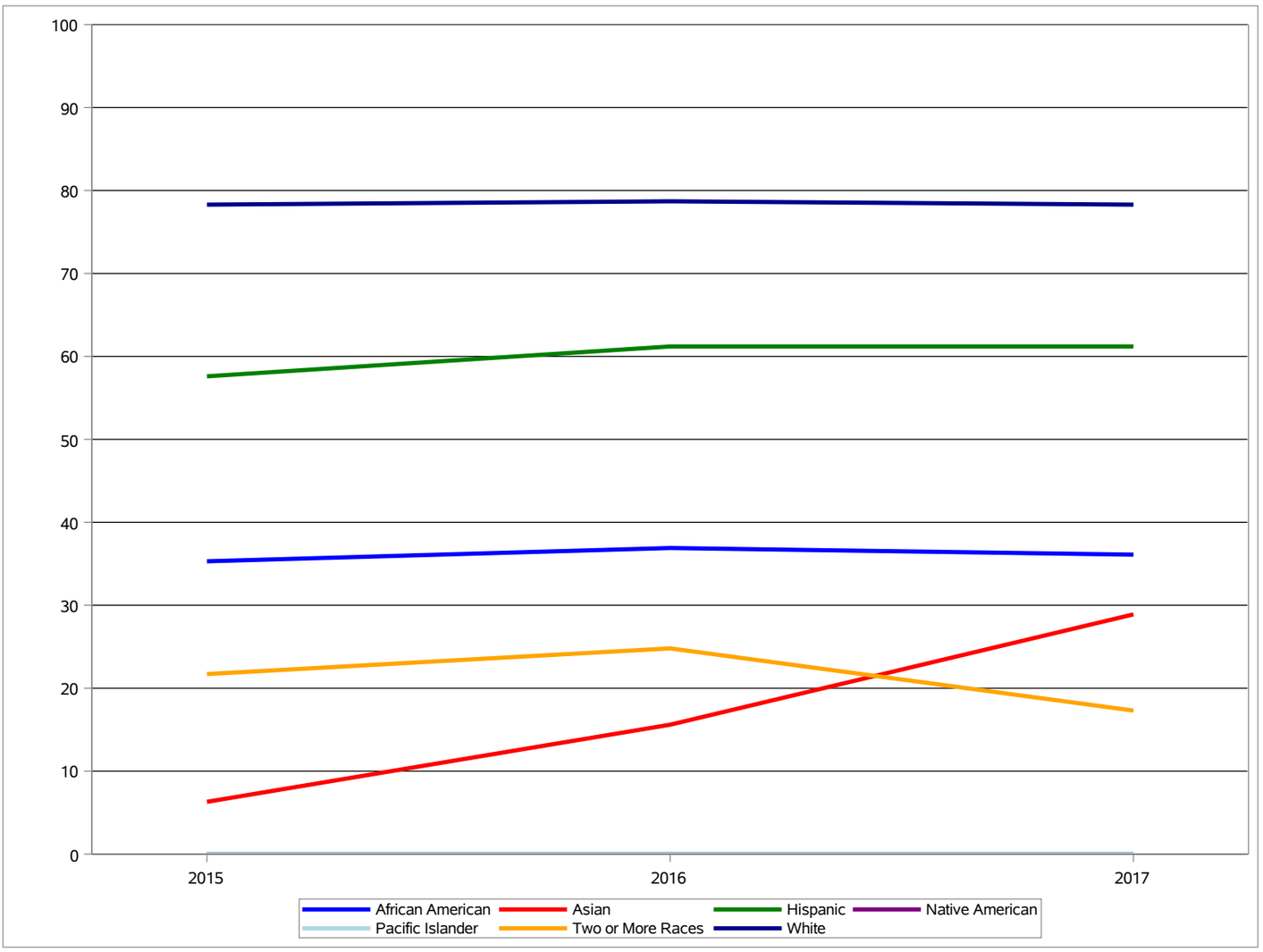
[1]STAAR mathematics test is administered in grades 3-8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact

STAAR Performance by Ethnicity: Science[1]

Elementary Schools

Angelo State University



	2015 [2]		2016 [2]		2017 [3]	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Approaches Grade Level
African American	431	35.3	455	36.9	496	36.1
Hispanic	4728	57.6	5499	61.2	5545	61.2
White	3370	78.3	4278	78.7	4471	78.3
Asian	96	6.3	96	15.6	121	28.9
Native American	30	0.0	26	0.0	32	0.0
Pacific Islander	1	0.0	9	0.0	11	0.0
Two or More Races	180	21.7	226	24.8	237	17.3

[1]STAAR science test is administered in grades 5 and 8.
[2]Number and percent of assessments meeting the Phase-in I, Level II Satisfactory Standard and above.
[3]Number and percent of assessments approaching grade level standard and above.

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing High Schools Ranked by STAAR Algebra Performance[1]
2017
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
MIDLAND ISD	EARLY COLLEGE H S AT MIDLAND COLLE	310	42	81	52	100	56	73	100	34	56	100	68	79	99	20	96	93	11
EULA ISD	EULA H S	116	45	20	32	100	9	22	100	18	21	100	62	38	76	0	31	87	0
MILES ISD	MILES H S	208	25	38	36	100	75	30	100	13	32	97	72	39	69	13	38	76	3
ROBY CISD	ROBY H S	74	43	27	22	100	55	14	100	64	20	95	65	25	76	12	17	76	12
STAMFORD ISD	STAMFORD H S	169	57	55	43	98	37	52	96	10	41	95	49	65	75	3	56	57	4
BAIRD ISD	BAIRD H S	85	61	20	30	97	7	21	95	10	21	100	33	32	72	0	32	66	3
MASON ISD	MASON H S	222	40	35	35	97	31	51	96	41	57	96	42	53	87	13	70	87	13
EARLY ISD	EARLY H S	372	41	24	92	96	51	99	93	16	100	97	32	103	83	13	107	82	18
LAMESA ISD	LAMESA H S	513	80	83	141	96	27	149	82	4	149	75	6	199	56	2	181	55	1
WYLIE ISD	WYLIE H S	1,106	11	24	260	96	46	324	96	32	235	99	62	340	88	21	299	87	10
ABILENE ISD	ACADEMY FOR TECHNOLOGY ENGINEERING	361	48	51	44	95	14	91	98	26	0	0	0	105	80	10	110	82	14
ALBANY ISD	ALBANY JR-SR H S	226	33	24	43	95	47	31	94	35	48	100	46	47	85	6	40	65	0
ROBERT LEE ISD	ROBERT LEE H S	111	58	40	19	95	16	13	100	23	22	82	9	22	55	0	23	74	0
CISCO ISD	CISCO H S	252	46	25	71	94	28	60	98	23	54	96	43	76	87	8	71	86	4
WALL ISD	WALL H S	337	9	20	67	94	27	88	100	27	80	100	31	88	91	13	87	87	10
GOLDTHWAITE ISD	GOLDTHWAITE H S	165	39	25	41	93	22	51	96	33	25	84	16	55	73	13	44	73	0
WATER VALLEY ISD	WATER VALLEY H S	141	52	26	15	93	13	19	95	21	28	100	29	20	65	10	31	87	6
COMANCHE ISD	COMANCHE H S	330	58	55	91	92	21	95	93	6	80	99	35	99	67	4	87	74	8
COLEMAN ISD	COLEMAN H S	238	44	35	57	91	18	61	97	18	44	100	50	65	72	6	60	75	8
NUECES CANYON CISD	NUECES CANYON JH/HS	115	55	49	23	91	35	0	0	0	15	93	20	29	69	14	23	78	13
BRONTE ISD	BRONTE H S	255	47	35	21	90	24	22	91	9	23	96	48	26	73	8	26	73	8
CRANE ISD	CRANE H S	327	41	77	82	90	12	100	88	9	79	99	35	136	50	1	105	62	3
ANSON ISD	ANSON H S	225	60	57	46	89	2	54	93	19	66	97	21	69	67	1	68	66	0
SAN SABA ISD	SAN SABA H S	194	41	52	61	89	20	57	88	9	62	89	23	73	66	7	62	66	6
KERRVILLE ISD	TIVY H S	1,438	42	49	349	89	27	330	95	37	333	96	50	447	70	13	408	76	7

[1]STAAR percent passing the meets or masters course standard.
[2]Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact
25 Lowest Performing High Schools Ranked by STAAR Algebra Performance[1]
2017
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
MIDLAND ISD	VIOLA M COLEMAN H S	161	49	88	45	33	0	27	44	4	32	69	6	61	30	0	57	40	0
SAN ANGELO ISD	CENTRAL H S	2,181	42	60	180	42	0	168	50	1	811	90	36	284	22	0	946	62	6
MIDLAND ISD	MIDLAND H S	2,229	31	69	200	48	0	128	53	2	666	90	27	418	32	0	1,072	55	2
MIDLAND ISD	LEE H S	2,240	33	72	259	51	0	169	62	0	701	89	33	393	40	0	1,063	55	3
ABILENE ISD	WOODSON CENTER FOR EXCELLENCE	113	85	61	27	52	4	18	78	0	30	90	3	46	15	2	44	23	0
LAMESA ISD	LAMESA SUCCESS ACADEMY	24	92	83	9	56	0	0	0	0	14	64	0	0	0	0	16	56	0
BIG SPRING ISD	BIG SPRING H S	1,052	54	72	447	57	4	354	80	6	306	71	11	489	43	1	374	50	1
MCCAMEY ISD	MCCAMEY H S	146	48	73	58	67	9	46	85	4	40	80	10	66	44	2	54	37	2
MENARD ISD	MENARD H S	88	63	63	36	67	11	27	89	15	28	89	18	30	63	3	31	65	0
REAGAN COUNTY ISD	REAGAN COUNTY H S	210	54	82	90	67	3	54	80	6	73	62	1	90	38	3	78	47	1
MAY ISD	MAY H S	145	61	19	19	68	11	30	97	27	25	96	20	23	65	4	38	68	0
SNYDER ISD	SNYDER H S	737	38	60	195	68	4	196	76	11	172	87	19	281	44	2	271	49	3
LUEDERS-AVOCA ISD	LUEDERS-AVOCA H S	39	67	18	13	69	0	13	77	8	8	88	13	16	50	0	18	61	0
SAN ANGELO ISD	LAKE VIEW H S	1,159	69	78	373	70	3	339	80	12	289	78	12	479	48	2	408	44	1
BALLINGER ISD	BALLINGER H S	259	46	50	84	71	8	87	78	10	78	88	19	94	54	3	91	58	2
MERKEL ISD	MERKEL H S	281	54	32	78	71	5	58	83	10	145	92	23	87	48	5	83	60	1
SONORA ISD	SONORA H S	275	45	67	70	71	0	81	86	17	19	95	0	107	68	4	86	76	5
GRAPE CREEK ISD	GRAPE CREEK H S	300	49	43	73	73	10	71	76	1	65	94	32	92	54	2	101	73	3
HAWLEY ISD	HAWLEY H S	209	37	20	45	73	2	59	85	7	47	91	34	70	70	3	63	71	2
MULLIN ISD	MULLIN H S	46	100	17	11	73	0	9	89	11	8	88	38	0	0	0	11	64	0
CROSS PLAINS ISD	CROSS PLAINS H S	140	59	9	19	74	5	15	73	13	22	95	18	22	68	0	34	68	3
SCHLEICHER ISD	ELDORADO H S	157	42	70	34	74	26	64	88	9	37	92	24	52	50	6	48	58	2
SWEETWATER ISD	SWEETWATER H S	519	58	61	155	74	4	143	86	10	104	92	28	194	55	4	176	68	1
EASTLAND ISD	EASTLAND H S	331	40	32	118	75	7	107	87	13	89	94	17	134	63	1	107	56	2
JUNCTION ISD	JUNCTION H S	200	55	40	55	75	16	50	76	14	45	96	40	60	63	5	61	66	0

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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	WALL MIDDLE	272	12	24	265	97	44	247	98	32	86	92	21	103	97	32	103	94	32
WYLIE ISD	WYLIE J H	643	17	27	623	92	37	568	95	23	299	88	17	323	89	34	323	82	39
DE LEON ISD	PERKINS MIDDLE	162	54	30	158	91	21	157	88	15	57	89	9	44	75	11	44	41	7
HARPER ISD	HARPER MIDDLE	192	38	20	146	90	25	146	86	30	41	95	20	56	73	7	56	63	21
SONORA ISD	SONORA J H	181	56	79	174	89	21	162	90	16	62	81	5	55	84	16	56	75	30
WYLIE ISD	WYLIE MIDDLE	678	18	26	337	88	30	337	97	34	0	0	0	0	0	0	0	0	0
EARLY ISD	EARLY MIDDLE	277	51	28	263	86	24	245	84	13	95	88	12	76	86	14	75	67	17
MASON ISD	MASON J H	207	52	41	146	86	27	134	90	19	49	90	16	40	98	25	40	70	18
CISCO ISD	CISCO J H	205	59	27	194	85	22	194	74	14	62	85	26	63	79	6	63	76	14
JIM NED CISD	JIM NED MIDDLE	304	21	15	292	84	26	268	82	18	82	80	7	102	85	20	102	75	24
KERRVILLE ISD	PETERSON MIDDLE	723	52	53	678	84	30	651	83	26	355	74	12	321	85	32	321	79	30
BANGS ISD	BANGS MIDDLE	279	47	39	188	82	16	176	77	4	62	73	10	66	86	21	68	85	41
GOLDTHWAITE ISD	GOLDTHWAITE MIDDLE	123	46	28	118	82	27	113	95	27	44	89	14	32	78	25	32	78	13
IRAAN-SHEFFIELD ISD	IRAAN J H	66	56	70	62	81	11	62	81	13	26	65	0	17	82	6	17	59	6
ANSON ISD	ANSON MIDDLE	171	61	50	162	80	20	153	72	6	49	71	12	57	51	5	57	51	9
BRADY ISD	BRADY MIDDLE	269	64	52	251	80	24	250	82	19	78	68	8	89	84	26	89	72	26
CLYDE CISD	CLYDE J H	334	54	15	310	78	17	292	84	15	100	68	5	113	67	10	113	42	5
HAWLEY ISD	HAWLEY MIDDLE	170	58	23	160	78	14	146	77	4	46	59	7	55	80	11	55	67	7
SAN SABA ISD	SAN SABA MIDDLE	191	61	52	143	78	24	143	94	31	46	72	13	47	89	32	47	74	21
EULA ISD	EULA J H	58	57	19	56	77	21	55	76	7	33	76	9	22	73	18	23	57	9
INGRAM ISD	INGRAM MIDDLE	211	64	42	194	77	20	178	84	17	76	68	5	55	84	18	55	69	15
EASTLAND ISD	EASTLAND MIDDLE	257	58	32	247	76	20	248	84	16	84	71	14	92	78	18	92	72	16
FREDERICKSBURG ISD	FREDERICKSBURG MIDDLE	715	53	50	681	76	25	618	79	17	225	75	15	234	79	21	234	57	10
COMANCHE ISD	JEFFERIES J H	293	66	48	282	76	19	282	75	11	84	82	12	100	74	15	100	63	9
LLANO ISD	LLANO J H	411	64	29	384	76	24	349	72	10	127	70	7	126	78	25	126	61	24

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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
BIG SPRING ISD	BIG SPRING INT	598	70	77	275	48	9	275	60	9	0	0	0	0	0	0	0	0	0
BROWNWOOD ISD	BROWNWOOD INT	530	63	53	263	57	9	262	57	6	0	0	0	0	0	0	0	0	0
SAN ANGELO ISD	LINCOLN MIDDLE	900	78	80	823	57	8	792	61	8	261	44	0	265	55	9	263	38	2
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	205	65	85	198	57	8	197	59	5	58	52	5	74	58	5	74	20	5
SNYDER ISD	SNYDER J H	627	51	70	587	57	10	537	52	4	220	54	4	174	57	7	174	40	9
LAMESA ISD	LAMESA MIDDLE	405	89	90	372	58	8	373	58	5	118	52	3	120	63	5	120	38	3
BIG SPRING ISD	BIG SPRING J H	613	74	78	566	60	10	537	53	2	288	56	7	270	51	4	272	36	8
SAN FELIPE-DEL RIO CISD	SAN FELIPE MEMORIAL MIDDLE	760	79	95	729	60	12	729	74	14	0	0	0	0	0	0	0	0	0
SCHLEICHER ISD	ELDORADO MIDDLE	164	62	81	124	62	15	107	75	11	44	52	5	41	73	24	41	56	15
SWEETWATER ISD	SWEETWATER MIDDLE	483	70	66	464	62	11	442	67	4	156	54	5	142	51	5	143	43	7
SAN FELIPE-DEL RIO CISD	DEL RIO MIDDLE	1,570	75	96	1,338	63	10	1,402	66	9	761	54	5	749	57	7	746	51	10
WINTERS ISD	WINTERS J H	140	61	68	136	64	10	125	58	2	50	72	4	43	60	14	43	44	14
MIDLAND ISD	ALAMO J H	731	61	80	693	66	11	667	63	3	345	49	2	346	58	12	346	45	7
GRAPE CREEK ISD	GRAPE CREEK MIDDLE	265	59	50	242	66	15	242	67	10	76	53	7	76	79	17	76	53	13
CRANE ISD	CRANE MIDDLE	233	52	78	221	67	15	222	73	7	81	58	9	63	68	2	64	45	2
MENARD ISD	MENARD J H	62	76	53	59	68	15	59	53	7	22	55	0	18	56	0	18	33	6
GORMAN ISD	GORMAN MIDDLE	69	77	43	67	69	13	67	72	7	19	68	5	16	88	6	16	56	0
JUNCTION ISD	JUNCTION MIDDLE	135	70	41	125	69	17	125	59	10	43	58	0	34	53	9	34	15	0
ABILENE ISD	MANN MIDDLE	911	75	71	847	69	16	775	72	9	298	54	3	280	59	11	280	43	10
CROCKETT COUNTY CONSOLIDATED C	OZONA MIDDLE	161	65	81	155	69	12	145	69	3	56	66	4	49	82	8	49	67	12
MIDLAND ISD	SAN JACINTO J H	765	53	76	702	69	14	653	69	7	337	49	2	359	66	10	359	45	8
STANTON ISD	STANTON MIDDLE	221	51	69	203	69	16	203	70	8	64	73	9	59	64	12	59	56	8
BAIRD ISD	BAIRD MIDDLE	70	69	17	60	70	17	58	66	3	24	71	4	23	61	0	23	48	9
ABILENE ISD	CRAIG MIDDLE	954	70	67	852	70	18	770	72	10	301	62	12	262	63	18	260	61	17
MIDLAND ISD	GODDARD J H	1,063	51	71	996	70	14	943	73	10	526	58	3	471	70	11	470	53	12

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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	450	12	40	245	100	76	245	100	73	78	100	41	85	100	76
WALL ISD	WALL EL	495	16	21	239	94	51	238	96	50	77	88	17	85	94	28
JIM NED CISD	LAWN EL	224	32	16	115	92	44	115	90	43	40	95	38	36	81	22
CHRISTOVAL ISD	CHRISTOVAL EL	196	24	24	99	90	31	99	92	21	28	82	14	40	93	28
DE LEON ISD	DE LEON EL	361	65	38	165	90	32	165	87	23	55	80	9	63	84	16
WYLIE ISD	WYLIE INT	669	21	27	643	90	42	643	92	40	303	85	19	0	0	0
JIM NED CISD	BUFFALO GAP EL	315	25	15	133	89	44	133	92	35	46	93	15	44	86	20
CISCO ISD	CISCO EL	417	59	20	194	89	33	194	81	15	55	56	4	70	86	21
SAN ANGELO ISD	GLENMORE EL	433	55	62	163	89	39	163	96	44	53	83	8	49	96	39
GOLDTHWAITE ISD	GOLDTHWAITE EL	270	55	31	131	89	42	130	82	18	50	76	18	44	89	18
ALBANY ISD	NANCY SMITH EL	291	44	19	100	89	24	100	96	29	33	94	21	39	79	5
ABILENE ISD	DYESS EL	550	52	49	234	88	36	234	87	35	88	80	27	67	87	22
HUNT ISD	HUNT SCHOOL	167	50	42	49	88	27	49	80	16	15	47	7	16	50	6
IRION COUNTY ISD	IRION EL	120	33	38	41	88	34	41	90	20	13	85	15	10	100	20
MASON ISD	MASON EL	277	51	37	97	88	30	98	92	48	44	80	14	0	0	0
MILES ISD	MILES EL	247	43	44	101	88	34	101	92	36	34	82	3	35	80	14
ABILENE ISD	WARD EL	557	51	47	250	88	36	250	92	30	93	78	22	76	79	7
ABILENE ISD	AUSTIN EL	595	46	45	292	87	38	292	90	34	99	77	16	102	87	31
FORSAN ISD	FORSAN EL	395	35	37	205	87	35	205	92	31	61	77	13	78	76	8
IRAAN-SHEFFIELD ISD	IRAAN EL	261	50	73	94	86	27	94	89	26	34	79	15	29	100	38
STAMFORD ISD	OLIVER EL	324	72	61	147	86	24	147	84	18	50	58	8	47	83	19
ROBERT LEE ISD	ROBERT LEE EL	172	64	41	64	86	31	64	84	17	18	56	17	21	67	5
SONORA ISD	SONORA INT	167	71	77	159	86	26	159	94	36	46	83	15	57	93	14
SAN ANGELO ISD	FT CONCHO EL	462	41	52	250	85	50	250	92	48	85	86	36	83	92	46
FREDERICKSBURG ISD	STONEWALL EL	104	30	26	48	85	35	48	88	42	16	81	19	16	94	31

[1]STAAR percent passing the meets or masters course standard.
[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]
2017
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
MCCAMEY ISD	MCCAMEY PRI	236	67	72	61	39	8	61	31	3	30	20	0	0	0	0
BIG SPRING ISD	MARCY EL	371	78	81	147	43	10	147	50	10	91	36	1	0	0	0
MIDLAND ISD	CROCKETT EL	412	86	96	154	44	12	154	57	6	52	33	2	50	58	8
BIG SPRING ISD	GOLIAD EL	397	78	72	157	44	8	157	53	18	78	27	1	0	0	0
LAMESA ISD	NORTH EL	481	89	90	459	44	6	459	50	6	172	33	0	154	56	3
BIG SPRING ISD	WASHINGTON EL	420	76	71	146	44	8	146	53	13	67	33	1	0	0	0
TEXAS LEADERSHIP ACADEMY	TEXAS LEADERSHIP OF MIDLAND	467	43	72	138	47	9	138	60	7	51	43	2	36	56	11
MIDLAND ISD	TRAVIS EL	700	85	94	231	47	4	231	50	3	84	36	0	72	43	6
MIDLAND ISD	HOUSTON EL	490	70	80	148	50	16	149	67	13	50	34	0	43	51	7
MIDLAND ISD	SOUTH EL	588	87	97	212	50	6	211	52	6	73	32	3	68	40	1
GRAPE CREEK ISD	GRAPE CREEK INT	259	63	45	233	52	10	234	68	10	78	40	0	72	63	13
MIDLAND ISD	RALPH BUNCHE EL	773	79	90	269	52	7	267	67	11	94	50	3	80	68	6
COLEMAN ISD	COLEMAN EL	389	65	30	127	55	14	127	79	18	65	60	3	0	0	0
SAN ANGELO ISD	GOLIAD EL	587	78	71	266	55	14	266	67	17	90	48	4	83	55	6
TEXAS LEADERSHIP ACADEMY	TEXAS LEADERSHIP OF ARLINGTON	501	62	79	143	57	20	143	53	10	46	35	2	32	31	3
MIDLAND ISD	BUSH EL	456	49	66	146	58	15	147	66	10	47	47	6	41	76	15
BIG SPRING ISD	MOSS EL	361	70	75	139	58	17	139	66	19	71	65	8	0	0	0
ABILENE ISD	ORTIZ EL	646	93	86	269	58	12	270	71	17	91	57	3	81	62	6
SAN ANGELO ISD	BRADFORD EL	440	94	85	197	59	10	197	70	9	62	37	0	65	57	11
SAN FELIPE-DEL RIO CISD	LAMAR EL	559	88	97	295	59	16	295	63	12	95	36	2	102	71	21
MIDLAND ISD	LONG EL	524	74	90	182	59	10	182	60	9	60	33	2	60	73	8
BROWNWOOD ISD	EAST EL	336	71	46	78	60	15	78	68	15	0	0	0	0	0	0
MIDLAND ISD	LAMAR EL	525	78	90	205	60	8	204	65	7	69	54	1	71	45	6
SAN ANGELO ISD	LAMAR EL	591	45	52	286	60	14	286	64	13	89	52	6	100	56	4
ABILENE ISD	LEE EL	520	87	74	236	61	18	236	63	13	102	45	2	59	69	7

[1]STAAR percent passing the meets or masters course standard.
[2]Administered only to 4th grade students.
[3]Administered only to 5th 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 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 2007 through FY 2017 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a university-based program during a complete academic year that runs from September 1st of one year through August 31st of the next year. For example, the 2017 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2016 and August 31, 2017. 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: 2017-2016/2016 x 100%. The formula used to calculate the five-year change was: 2017-2011/2012 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2007 through FY 2017 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 (FY 2007-2017). 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 five-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 FY 2012, yet decide not to obtain certification until FY 2015. Such an individual would be included in the 2014-2015 certification cohort rather than the 2011-2012 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.

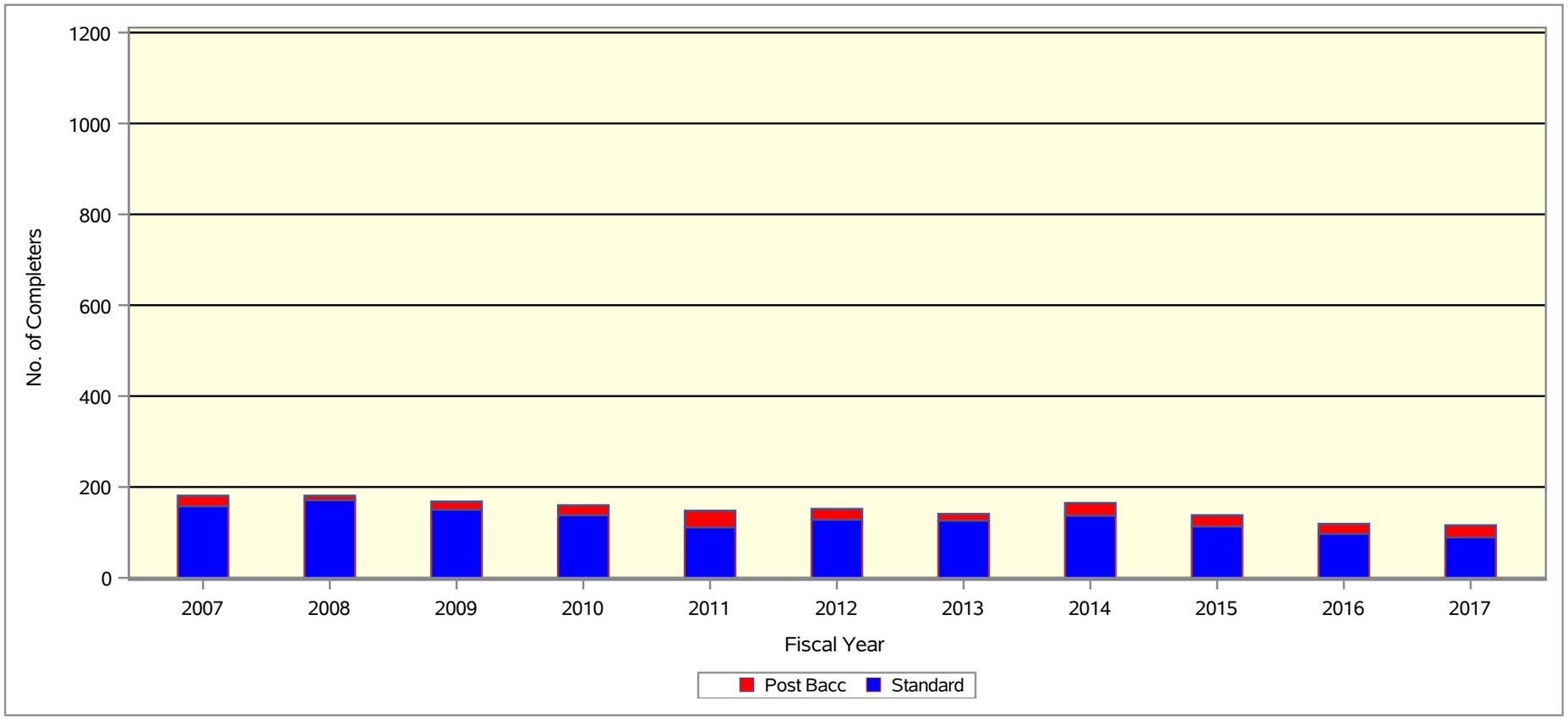
Five-Year University Production Trends
FY 2013 - 2017
Angelo State University

University Production	2013	2014	2015	2016	2017	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total[1,4]	**6,826**	**6,430**	**6,389**	**8,343**	**9,581**	**40.4%**
Undergraduate	5,881	5,433	5,329	7,126	8,032	36.6%
Masters	789	842	916	1,069	1,549	96.3%
Degrees Awarded (End of fiscal year)						
Total[2]	**1,399**	**1,374**	**1,378**	**1,307**	**1,508**	**7.8%**
Baccalaureate Degrees	938	1,031	1,003	911	992	5.8%
Mathematics	18	19	16	18	4	-77.8%
Biological Science	55	42	44	40	44	-20.0%
Physical Science	31	29	39	16	14	-54.8%
Masters	283	317	357	373	485	71.4%
Teachers Produced by Pathway (End of fiscal year)						
Total[3]	**141**	**165**	**138**	**119**	**116**	**-17.7%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccaleaureate Certified	15	28	25	22	27	80.0%
Traditional Undergraduate Certified	126	137	113	97	89	-29.4%

[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.

Source Data
IPEDS, Teacher Certification File, TEA

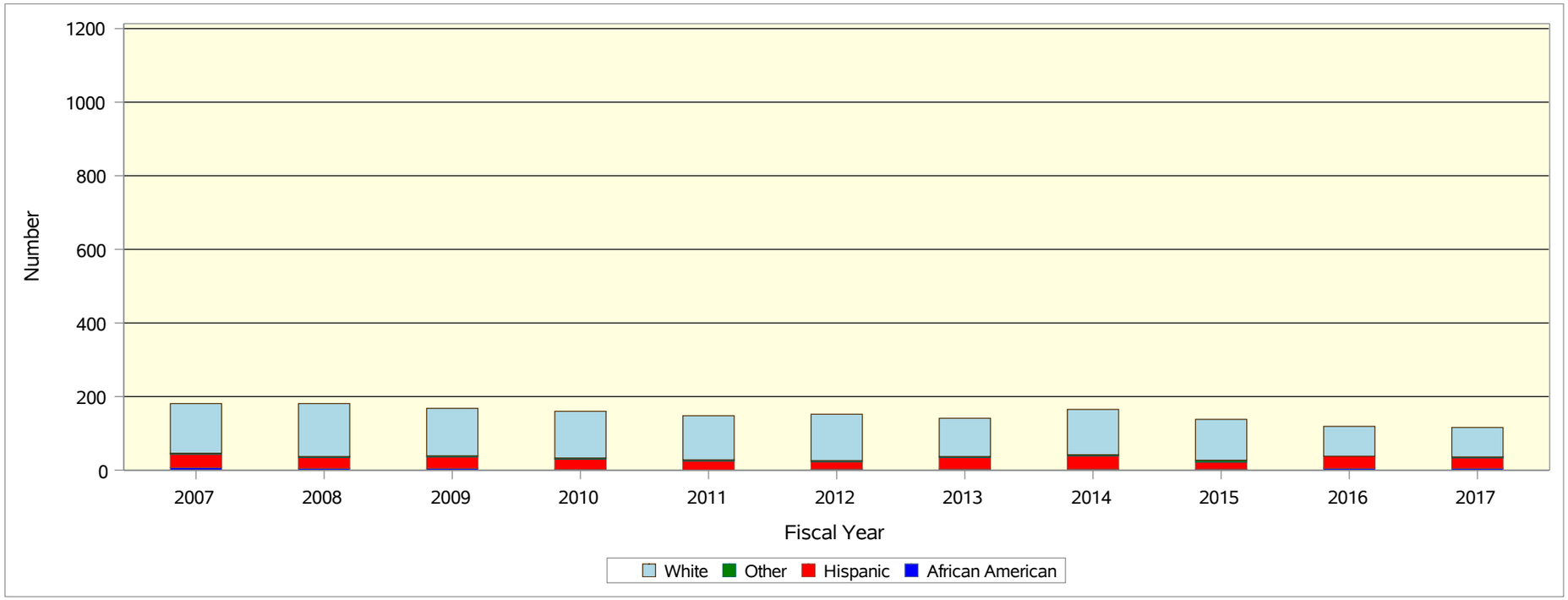
Teacher Production Trends for University Completers[1]
FY 2007 - 2017[2]
Angelo State University



Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017		2016-2017	2012-2017
181	181	168	160	148	152	141	165	138	119	116	**1,669**	**-2.5%**	**-23.7%**

[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 2007 - 2017[2]
Angelo State University



	Fiscal Year											3-Year Change	5-Year Change
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2014-2017	2012-2017
African American	7	5	5	2	0	3	3	3	3	5	5	2	2
Hispanic	37	31	31	28	25	20	32	36	19	33	30	-6	10
Other	2	1	3	3	3	3	2	3	5	0	1	-2	-2
White	135	144	129	127	120	126	104	123	111	81	80	-43	-46
TOTAL	**181**	**181**	**168**	**160**	**148**	**152**	**141**	**165**	**138**	**119**	**116**		

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

Initial Certification Production by Level[1]
FY 2008 - 2017[2]
Angelo State University

Certificate	Fiscal Year										5-Year Average
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2013-2017
ELEMENTARY (EC-4 and EC-6)											
Core Subjects	0	0	0	0	0	0	0	3	59	67	25.8
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	88	87	78	64	79	78	88	64	8	4	48.4
Subtotal	**88**	**87**	**78**	**64**	**79**	**78**	**88**	**67**	**67**	**71**	**74.2**
MIDDLE SCHOOL (4-8)											
Core Subjects	0	0	0	0	0	0	0	0	7	13	4.0
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[5]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	4	9	17	27	25	18	22	15	7	0	12.4
ELA/Reading	4	0	2	3	4	2	3	2	2	4	2.6
ELA/Reading/Social Studies	0	0	0	0	0	1	0	1	0	0	0.4
Mathematics	3	5	5	2	5	1	2	2	0	0	1.0
Mathematics/Science	2	2	3	0	0	0	0	0	0	0	0.0
Science	3	1	2	1	0	0	1	0	0	1	0.4
Social Studies	0	1	2	0	0	0	1	2	1	0	0.8
Subtotal	**16**	**18**	**31**	**33**	**34**	**22**	**29**	**22**	**17**	**18**	**21.6**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technical Education[6]	0	0	1	1	1	4	11	9	5	1	6.0
Chemistry	0	1	1	0	1	0	1	0	0	0	0.2
Computer Science	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	9	9	9	9	8	12	9	6	3	6	7.2
History	4	4	6	5	2	5	10	14	5	6	8.0
Journalism	1	0	1	1	0	0	0	1	0	0	0.2
Life Science	5	5	9	7	2	3	1	3	1	6	2.8
Mathematics	8	7	5	9	10	7	10	10	7	4	7.6
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physical Science	0	0	0	1	0	0	0	0	0	0	0.0
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	1	0	0	0	0	0	1	1	0.4
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	6	6	2	3	0	0	0	0	0	0	0.0
Social Studies	4	3	2	2	1	2	2	1	3	2	2.0
Speech	7	5	7	2	1	2	2	3	2	2	2.2
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**44**	**40**	**44**	**40**	**26**	**35**	**46**	**47**	**27**	**28**	**36.6**
ALL LEVEL (EC-12 and PK-12)											
Fine Arts[7]	13	7	11	9	8	13	10	4	9	5	8.2
Health And Phy Education	35	27	18	11	14	4	4	4	5	1	3.6
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0.0
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	1	1	4	1	2	2	2	2.2
Special Education[8]	16	16	13	13	27	33	30	18	19	24	24.8
Technology Applications	0	0	0	0	1	0	0	0	0	0	0.0
Subtotal	**64**	**50**	**42**	**34**	**51**	**54**	**45**	**28**	**35**	**32**	**38.8**
SUPPLEMENTALS											
Bilingual Education	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	1	1	0	0	0	1	0	0	1	0.4
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[8]	1	0	1	0	0	0	0	0	0	0	0.0
Subtotal	**1**	**1**	**2**	**0**	**0**	**0**	**1**	**0**	**0**	**1**	**0.4**

[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 4-8 and 6-12 ESL certificates.

[6]Includes certificates in technology education; family and consumer sciences composite; human development and family studies; hospitality, nutrition, and food sciences; agriculture, science, and technology; agriculture, food and natural resources; business education, business, and finance; science, technology, engineering, and mathematics; marketing education; marketing; health science technology; health science; trade and industrial education; career and technical education.

[7]Includes certificates issued in art, dance (8-12 & 6-12), music, theatre.

[8]Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment, early childhood education-handicapped child.

Other Producers of Teachers in the Proximal Zone of Professional Impact[1]
FY 2007 - 2017[2]
Angelo State University

Production Entity	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
Angelo State University	**181**	**181**	**168**	**160**	**148**	**152**	**141**	**165**	**138**	**119**	**116**	**1,669**
University of Texas - Permian Basin	164	117	139	134	127	100	81	100	115	124	167	**1,368**
Region 18 Education Service Center	68	107	103	109	83	62	68	93	67	73	79	**912**
Abilene Christian University	93	111	100	95	47	72	72	60	66	41	54	**811**
McMurry University	64	58	74	83	49	62	51	43	40	44	34	**602**
Hardin-Simmons University	82	79	58	59	45	60	47	51	29	39	36	**585**
Howard Payne University	48	36	39	43	30	35	21	26	37	28	31	**374**
Region 14 Education Service Center	14	17	22	22	27	30	32	18	20	23	21	**246**
Albany ISD	0	1	0	0	0	0	0	0	0	0	0	**1**
TOTAL	**714**	**707**	**703**	**705**	**556**	**573**	**513**	**556**	**512**	**491**	**538**	**6,568**

[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 impact: teacher and district hiring patterns, the placement of university completers within the PZPI, and retention rates for the 2014 cohort of first-year teachers.

D.1.1-3: 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 2016-2017 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 2017-2018. 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 2017-2018 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 2017-2018 who were newly-certified in 2016-2017. The second shows the same information for all teachers employed in the PZPI in 2017-2018 who were certified through the university between 1994-1995 and 2016-2017.

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 1994-1995 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 1994-1995 through 2016-2017.

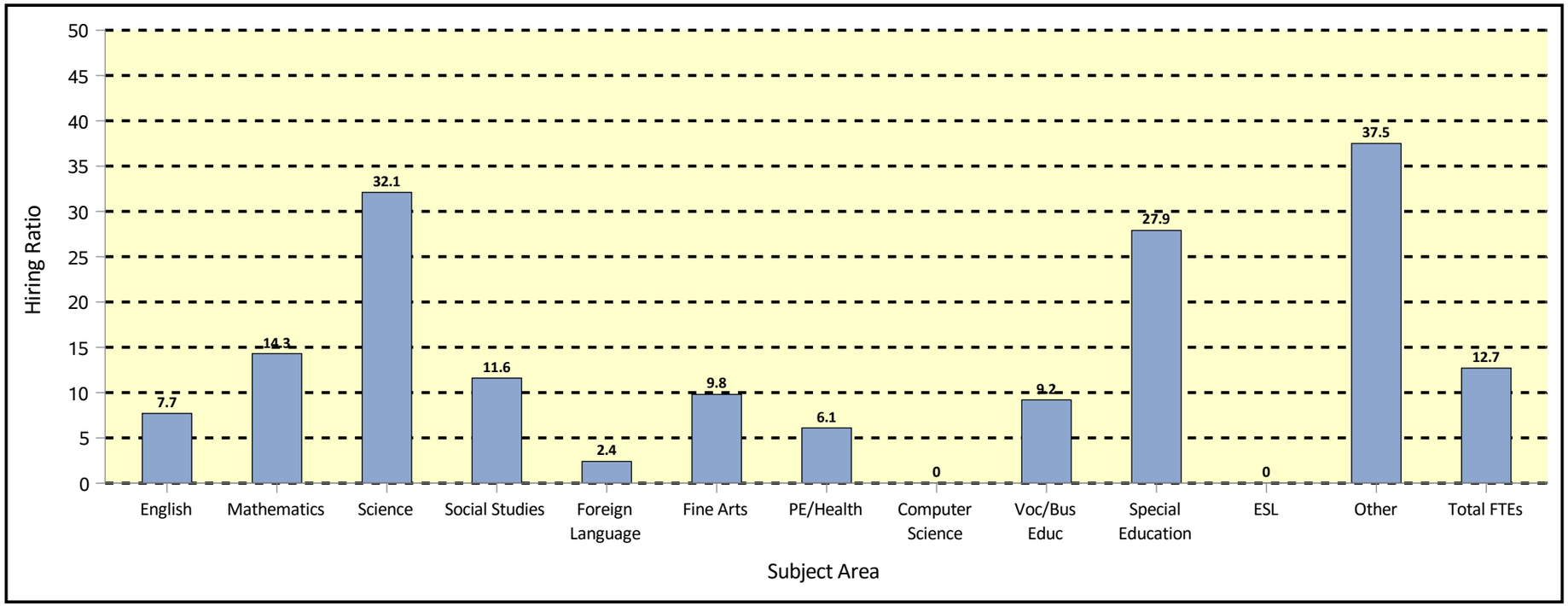
D.5: Comparison of Teacher Retention Trends. *D.5: Five-Year Retention of First-Year Teachers.* The table and corresponding graphic displays the five-year teacher retention and attrition rates for first-year teachers certified in 2012-2013 who became employed in a Texas public school in 2013-2014. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2012-2013 who had no prior teaching experience. The retention rate for spring 2014 is Year 1 and is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2013-2014. 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 by high, middle, and elementary school level. Numbers less than 10 are not represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2017-2018



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]	1.5	1.6	2.7	1.6	0.1	0.8	0.5	0.0	1.8	1.2	0.0	0.9	**12.7**
District Hires[2]	19.5	11.2	8.4	13.8	4.2	8.2	8.2	0.3	19.6	4.3	0.1	2.4	**100.1**
Hiring Ratio[3]	**7.7%**	**14.3%**	**32.1%**	**11.6%**	**2.4%**	**9.8%**	**6.1%**	**0.0%**	**9.2%**	**27.9%**	**0.0%**	**37.5%**	**12.7%**

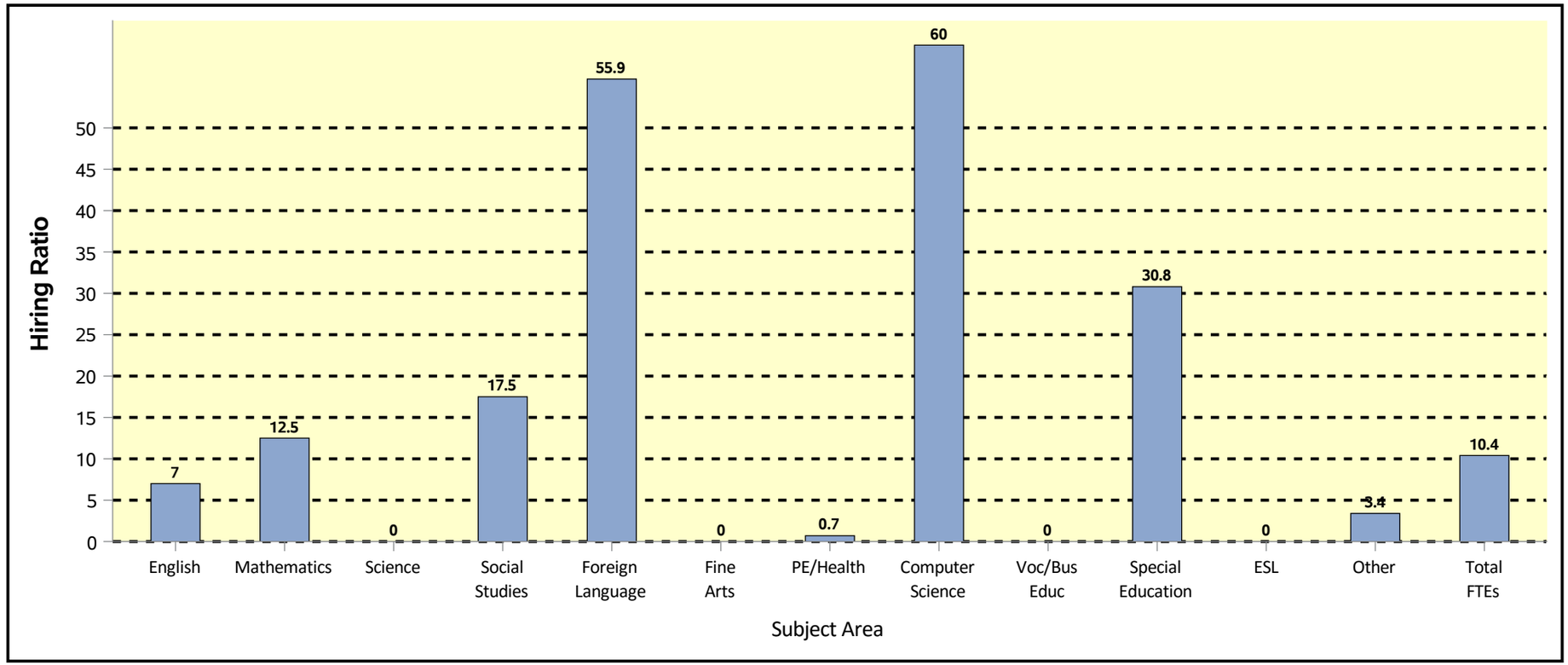
1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2017 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2017-2018
3 Newly-hired university FTEs divided by number of newly-hired 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 2017-2018



Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	1.4	2.4	0.0	2.8	1.9	0.0	0.1	0.3	0.0	2.0	0.0	0.2	11.2
District Hires[2]	0.0	20.1	19.2	12.2	16.0	3.4	7.8	13.9	0.5	1.3	6.5	0.5	5.9	107.2
Hiring Ratio[3]	**0.0%**	**7.0%**	**12.5%**	**0.0%**	**17.5%**	**55.9%**	**0.0%**	**0.7%**	**60.0%**	**0.0%**	**30.8%**	**0.0%**	**3.4%**	**10.4%**

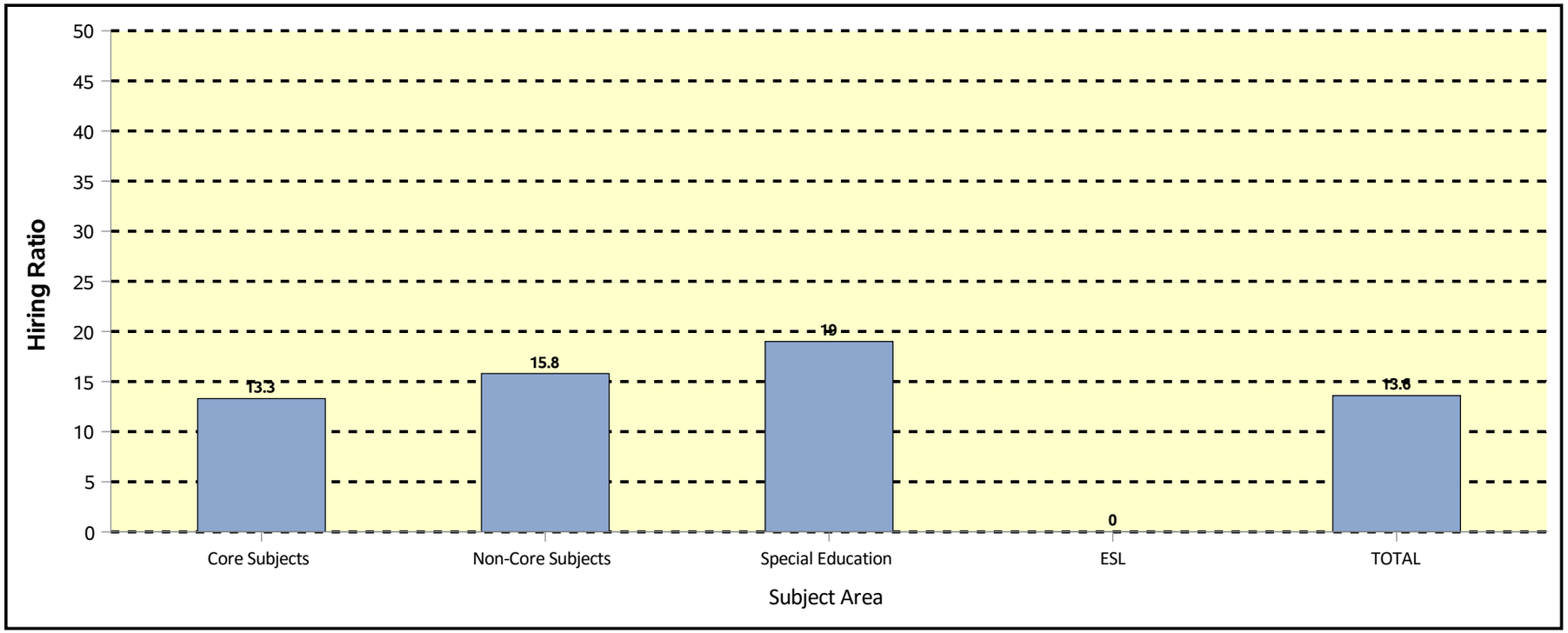
1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2017 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2017-2018
3 Newly-hired university FTEs divided by number of newly-hired 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 2017-2018

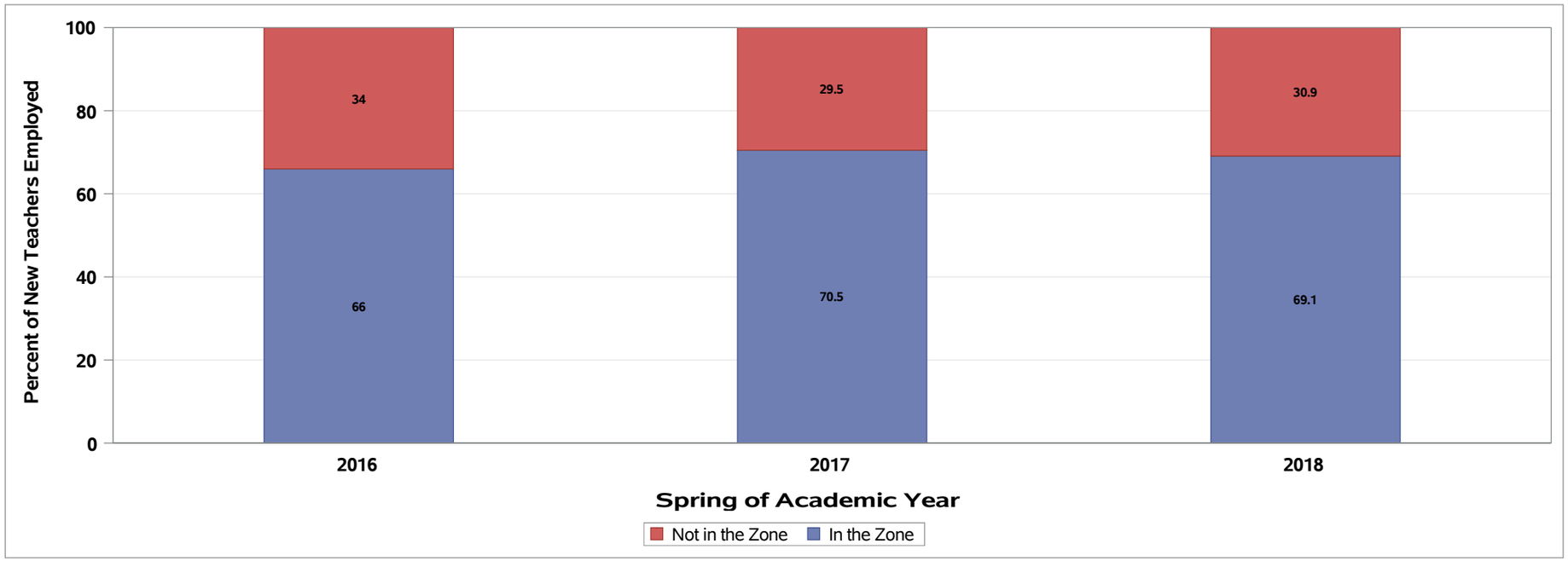


Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	20.6	6.4	2.0	0.0	**29.0**
District Hires [2]	154.8	40.5	10.5	8.0	**213.9**
Hiring Ratio [3]	**13.3%**	**15.8%**	**19.0%**	**0.0%**	**13.6%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2017 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2017-2018
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.
4 Core subjects are subjects that are STAAR tested.
5 Non-core subjects are all subjects not STAAR tested.

Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact
2016 - 2018

Angelo State University



	New Teachers Employed						
	2016		2017		2018		% Change
	Number	Percent	Number	Percent	Number	Percent	2016 to 2018
In the Zone	68	66.0	67	70.5	67	69.1	3.1
Not in the Zone	35	34.0	28	29.5	30	30.9	-3.1
Total	**103**	**100.0**	**95**	**100.0**	**97**	**100.0**	**0.0**

Source Data
Teacher Certification and Assignment Files, TEA

District Hiring Patterns of University-Prepared Teachers in PZPI
2017-2018
Angelo State University

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

Teachers Newly-Certified[1] in FY 2016-2017

Employing District	University-Prepared Employed by District in 2017-2018	New Teachers Employed by District in 2017-2018	% University Newly-Certified Compared to New Teachers Employed
GLASSCOCK COUNTY ISD	1	1	100.0
PAINT ROCK ISD	1	1	100.0
SANTA ANNA ISD	1	1	100.0
RANKIN ISD	1	2	50.0
WALL ISD	1	2	50.0
COLEMAN ISD	2	5	40.0
SAN ANGELO ISD	26	66	39.4
GRAPE CREEK ISD	5	15	33.3
MILES ISD	1	4	25.0
BRADY ISD	1	5	20.0
MCCAMEY ISD	1	5	20.0
WINTERS ISD	1	5	20.0
SAN SABA ISD	1	6	16.7
SONORA ISD	1	6	16.7
BIG SPRING ISD	1	11	9.1

All Teachers Certified

Employing District	University-Prepared (1994-1995-2016-2017) Employed by District in 2017-2018	Total Teachers Employed by District in 2017-2018	Percent of Univ-Prepared Teachers in District
BRONTE ISD	8	11	72.7
VERIBEST ISD	12	18	66.7
WALL ISD	50	78	64.1
SAN ANGELO ISD	426	721	59.1
PAINT ROCK ISD	10	17	58.8
CHRISTOVAL ISD	23	41	56.1
SCHLEICHER ISD	23	43	53.5
ROBERT LEE ISD	10	19	52.6
WATER VALLEY ISD	13	25	52.0
GRAPE CREEK ISD	37	75	49.3
MILES ISD	15	31	48.4
PANTHER CREEK CISD	6	13	46.2
BALLINGER ISD	25	56	44.6
CROCKETT COUNTY CONSOLIDAT	22	50	44.0
IRION COUNTY ISD	11	25	44.0

[1] Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
2016-2017
Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
WATER VALLEY ISD	226905202	80.0	SAN ANGELO STATE SCHOOL	1.0	0.6	**62.9**
SCHLEICHER ISD	207901001	42.0	ELDORADO H S	22.9	10.8	**47.4**
WALL ISD	226906001	8.6	WALL H S	36.3	15.7	**43.1**
GRAPE CREEK ISD	226907001	49.0	GRAPE CREEK H S	31.6	12.7	**40.2**
SAN ANGELO ISD	226903041	52.8	CENTRAL FRESHMAN CAMPUS	42.6	16.9	**39.7**
WATER VALLEY ISD	226905001	51.8	WATER VALLEY H S	15.4	5.8	**37.7**
SAN ANGELO ISD	226903002	69.3	LAKE VIEW H S	88.9	32.8	**36.9**
BALLINGER ISD	200901001	45.6	BALLINGER H S	28.9	9.7	**33.7**
COAHOMA ISD	114902001	42.4	COAHOMA H S	24.4	7.7	**31.7**
CROCKETT COUNTY CONSOLIDATED CSD	53001001	49.5	OZONA H S	20.9	6.5	**31.2**
SAN ANGELO ISD	226903001	42.1	CENTRAL H S	138.3	42.5	**30.7**
BRADY ISD	160901001	58.6	BRADY H S	31.0	8.0	**25.8**
BRONTE ISD	41901001	47.1	BRONTE H S	24.5	6.0	**24.4**
WALL ISD	226906002	66.7	FAIRVIEW ACCELERATED	3.1	0.7	**24.1**
IRION COUNTY ISD	118902001	30.9	IRION H S	17.0	4.0	**23.7**
VERIBEST ISD	226908001	44.5	VERIBEST H S	13.5	3.0	**22.2**
WALL ISD	226906005	66.7	FAIRVIEW ACCELERATED DAEP	3.3	0.7	**20.1**
NUECES CANYON CISD	69902001	54.8	NUECES CANYON JH/HS	16.9	3.1	**18.4**
ROBERT LEE ISD	41902001	57.7	ROBERT LEE H S	14.9	2.7	**18.1**
REAGAN COUNTY ISD	192901001	53.8	REAGAN COUNTY H S	25.2	4.2	**16.7**
JUNCTION ISD	134901001	54.5	JUNCTION H S	18.2	2.8	**15.4**
WINTERS ISD	200904001	59.1	WINTERS H S	16.4	2.5	**15.1**
COLEMAN ISD	42901001	43.7	COLEMAN H S	26.6	3.9	**14.8**
MILES ISD	200902001	25.0	MILES H S	21.1	3.1	**14.8**
SONORA ISD	218901001	45.5	SONORA H S	28.7	3.9	**13.5**
CRANE ISD	52901001	41.0	CRANE H S	32.4	4.0	**12.5**
GLASSCOCK COUNTY ISD	87901001	36.4	GARDEN CITY H S	17.9	2.2	**12.4**

[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]
2016-2017
Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903042	51.6	GLENN MIDDLE	71.6	37.6	**52.5**
SAN ANGELO ISD	226903043	56.5	LEE MIDDLE	56.7	27.7	**48.9**
REAGAN COUNTY ISD	192901041	64.9	REAGAN COUNTY MIDDLE	18.0	8.0	**44.4**
GRAPE CREEK ISD	226907041	58.9	GRAPE CREEK MIDDLE	18.1	7.5	**41.4**
WALL ISD	226906041	11.8	WALL MIDDLE	26.8	10.3	**38.4**
SAN ANGELO ISD	226903045	77.6	LINCOLN MIDDLE	60.9	22.4	**36.9**
BALLINGER ISD	200901041	51.6	BALLINGER J H	19.0	7.0	**36.8**
SCHLEICHER ISD	207901041	62.2	ELDORADO MIDDLE	14.0	4.6	**32.7**
SONORA ISD	218901041	55.8	SONORA J H	20.4	5.1	**25.0**
BRADY ISD	160901041	63.6	BRADY MIDDLE	23.8	5.8	**24.4**
MENARD ISD	164901041	75.8	MENARD J H	4.2	1.0	**23.8**
MASON ISD	157901041	52.2	MASON J H	20.8	4.8	**23.2**
BAIRD ISD	30903041	68.6	BAIRD MIDDLE	7.1	1.4	**20.4**
CROCKETT COUNTY CONSOLIDATED CSD	53001041	64.6	OZONA MIDDLE	15.5	3.2	**20.4**
GORMAN ISD	67904042	76.8	GORMAN MIDDLE	5.0	1.0	**20.0**
STANTON ISD	156902041	50.7	STANTON MIDDLE	15.8	3.0	**19.0**
WINTERS ISD	200904041	60.7	WINTERS J H	10.9	1.4	**13.0**
SNYDER ISD	208902041	50.6	SNYDER J H	40.8	5.0	**12.3**
SWEETWATER ISD	177902041	70.0	SWEETWATER MIDDLE	35.0	4.0	**11.4**
CISCO ISD	67902041	58.5	CISCO J H	18.0	2.0	**11.1**
COLEMAN ISD	42901041	54.6	COLEMAN J H	23.2	2.5	**10.6**
MCCAMEY ISD	231901041	59.4	MCCAMEY MIDDLE	12.7	1.3	**10.1**
COMANCHE ISD	47901041	66.2	JEFFERIES J H	25.2	2.2	**8.9**
EARLY ISD	25909041	50.9	EARLY MIDDLE	24.1	2.0	**8.3**
LAMESA ISD	58906041	89.1	LAMESA MIDDLE	24.7	2.0	**8.1**
GOLDTHWAITE ISD	167901002	45.5	GOLDTHWAITE MIDDLE	12.8	1.0	**7.8**
BROWNWOOD ISD	25902041	61.8	BROWNWOOD MIDDLE	40.3	3.0	**7.4**

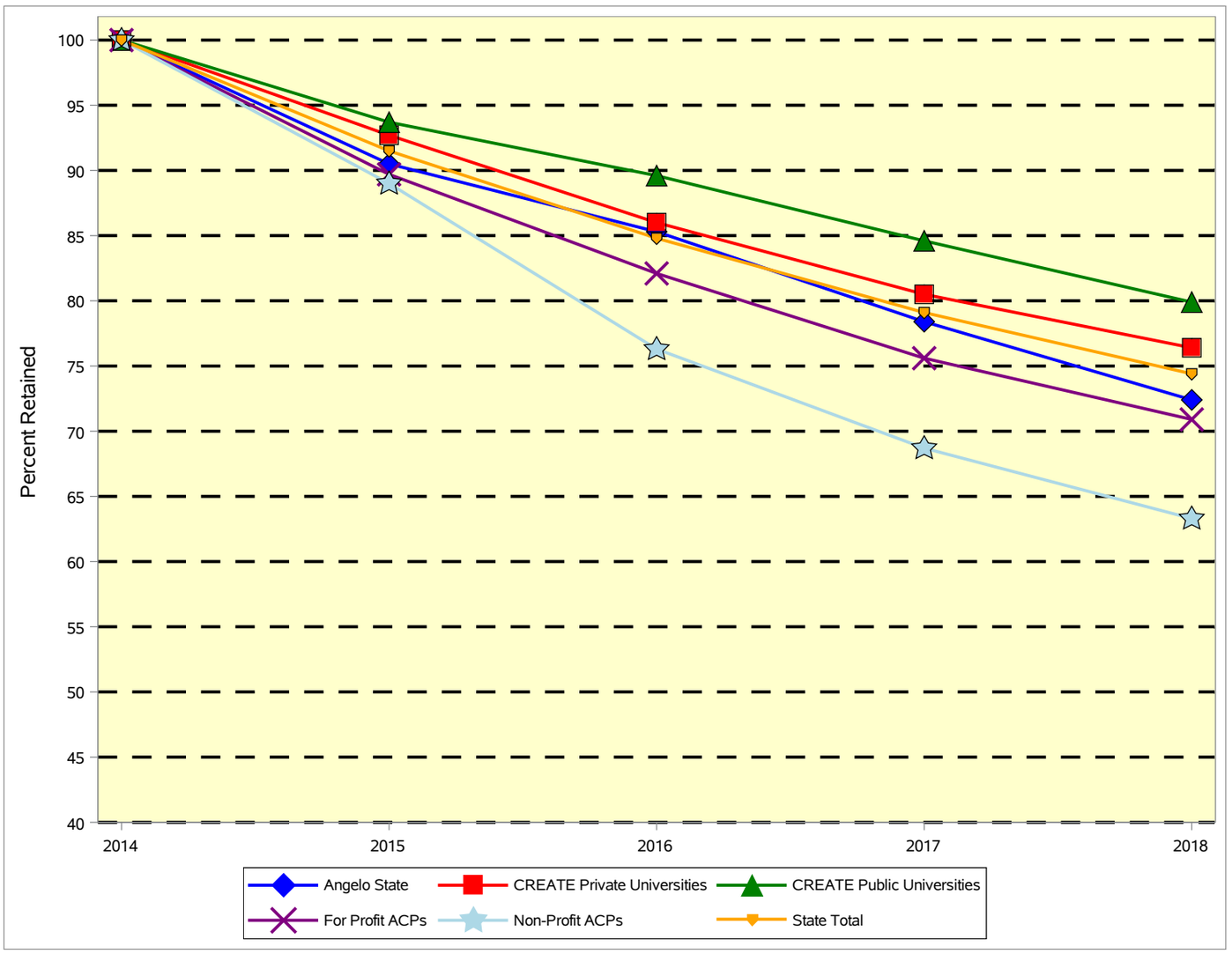
[1]Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2]Number of Full Time Equivalents (FTEs) employed by the campus.
[3]Number of Full Time Equivalents (FTEs) employed by the campus from the university.
[4]Percent of University FTEs employed by the campus.

Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
2016-2017
Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903104	83.3	BLACKSHEAR HEAD START	1.9	1.9	**97.9**
VERIBEST ISD	226908101	48.4	VERIBEST EL	10.5	9.0	**85.7**
SAN ANGELO ISD	226903115	68.6	MCGILL EL	24.0	17.9	**74.8**
MILES ISD	200902101	42.5	MILES EL	19.3	12.9	**66.7**
SAN ANGELO ISD	226903105	56.2	BOWIE EL	27.8	18.1	**65.1**
SAN ANGELO ISD	226903113	78.2	GOLIAD EL	35.4	22.5	**63.6**
IRION COUNTY ISD	118902101	32.5	IRION EL	10.0	5.7	**57.4**
SAN ANGELO ISD	226903103	73.4	BELAIRE EL	22.2	12.6	**56.7**
SAN ANGELO ISD	226903112	55.4	GLENMORE EL	27.0	15.0	**55.6**
SAN ANGELO ISD	226903114	58.0	HOLIMAN EL	26.2	14.3	**54.5**
OLFEN ISD	200906101	89.3	OLFEN EL	8.4	4.6	**54.2**
SAN ANGELO ISD	226903101	81.5	ALTA LOMA EL	22.0	11.8	**53.5**
GRAPE CREEK ISD	226907101	62.9	GRAPE CREEK INT	17.1	8.9	**52.0**
SAN ANGELO ISD	226903106	93.6	BRADFORD EL	28.5	14.6	**51.3**
SAN ANGELO ISD	226903102	78.5	AUSTIN EL	29.5	15.1	**51.1**
SAN ANGELO ISD	226903116	91.3	REAGAN EL	27.2	13.8	**50.6**
SAN ANGELO ISD	226903119	86.6	SAN JACINTO EL	26.5	13.3	**50.2**
SAN ANGELO ISD	226903111	41.1	FT CONCHO EL	25.5	12.5	**48.9**
WALL ISD	226906101	15.8	WALL EL	40.0	19.0	**47.5**
CHRISTOVAL ISD	226901101	24.5	CHRISTOVAL EL	17.2	8.0	**46.5**
SAN ANGELO ISD	226903110	86.6	FANNIN EL	23.0	10.4	**45.2**
SAN ANGELO ISD	226903108	61.8	CROCKETT EL	21.2	9.5	**44.9**
GRAPE CREEK ISD	226907104	61.7	GRAPE CREEK PRI	22.8	9.5	**41.7**
SAN ANGELO ISD	226903120	42.7	SANTA RITA EL	23.0	9.5	**41.2**
SAN ANGELO ISD	226903122	24.2	BONHAM EL	32.1	13.0	**40.5**
ROBERT LEE ISD	41902101	64.0	ROBERT LEE EL	11.5	4.6	**39.9**
SAN ANGELO ISD	226903123	44.8	LAMAR EL	33.0	13.1	**39.7**

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

Comparison of Teacher Retention Trends
Five-Year Retention of First-Year Teachers[1,2]
2014 - 2018
Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Angelo State	116	100.0	90.5	85.3	78.4	72.4	27.6
CREATE Public Universities	7460	100.0	93.7	89.6	84.6	79.9	20.1
CREATE Private Universities	821	100.0	92.7	86.0	80.5	76.4	23.6
For Profit ACPs	6711	100.0	89.7	82.1	75.6	70.9	29.1
Non-Profit ACPs	2614	100.0	89.0	76.3	68.7	63.3	36.7
State Total	20625	100.0	91.5	84.8	79.1	74.4	25.6

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

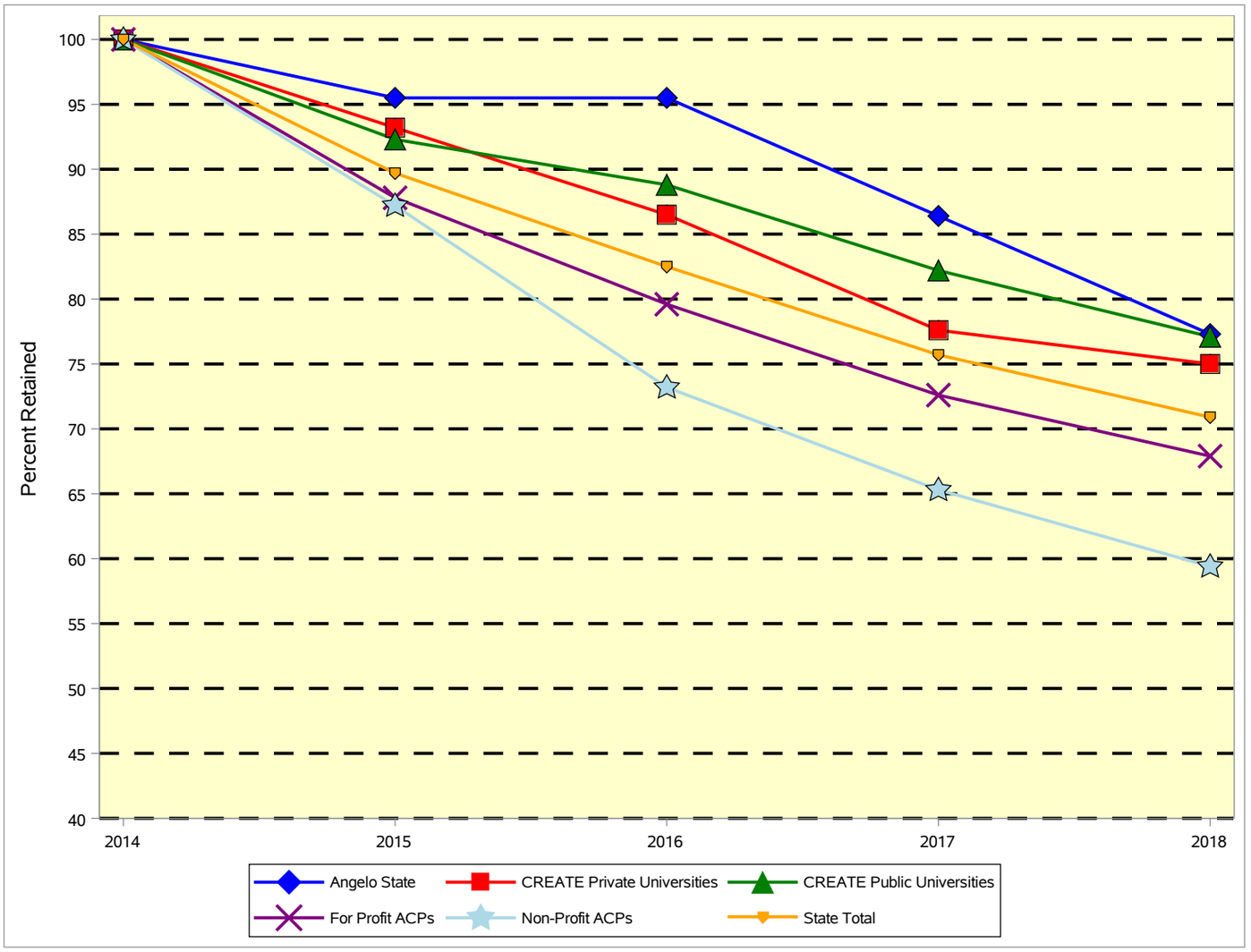
Comparison of Teacher Retention Trends

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

2014 - 2018

High School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Angelo State	22	100.0	95.5	95.5	86.4	77.3	22.7
CREATE Public Universities	1549	100.0	92.3	88.8	82.2	77.1	22.9
CREATE Private Universities	192	100.0	93.2	86.5	77.6	75.0	25.0
For Profit ACPs	2234	100.0	87.8	79.6	72.6	67.9	32.1
Non-Profit ACPs	678	100.0	87.2	73.2	65.3	59.4	40.6
State Total	5239	100.0	89.7	82.5	75.7	70.9	29.1

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

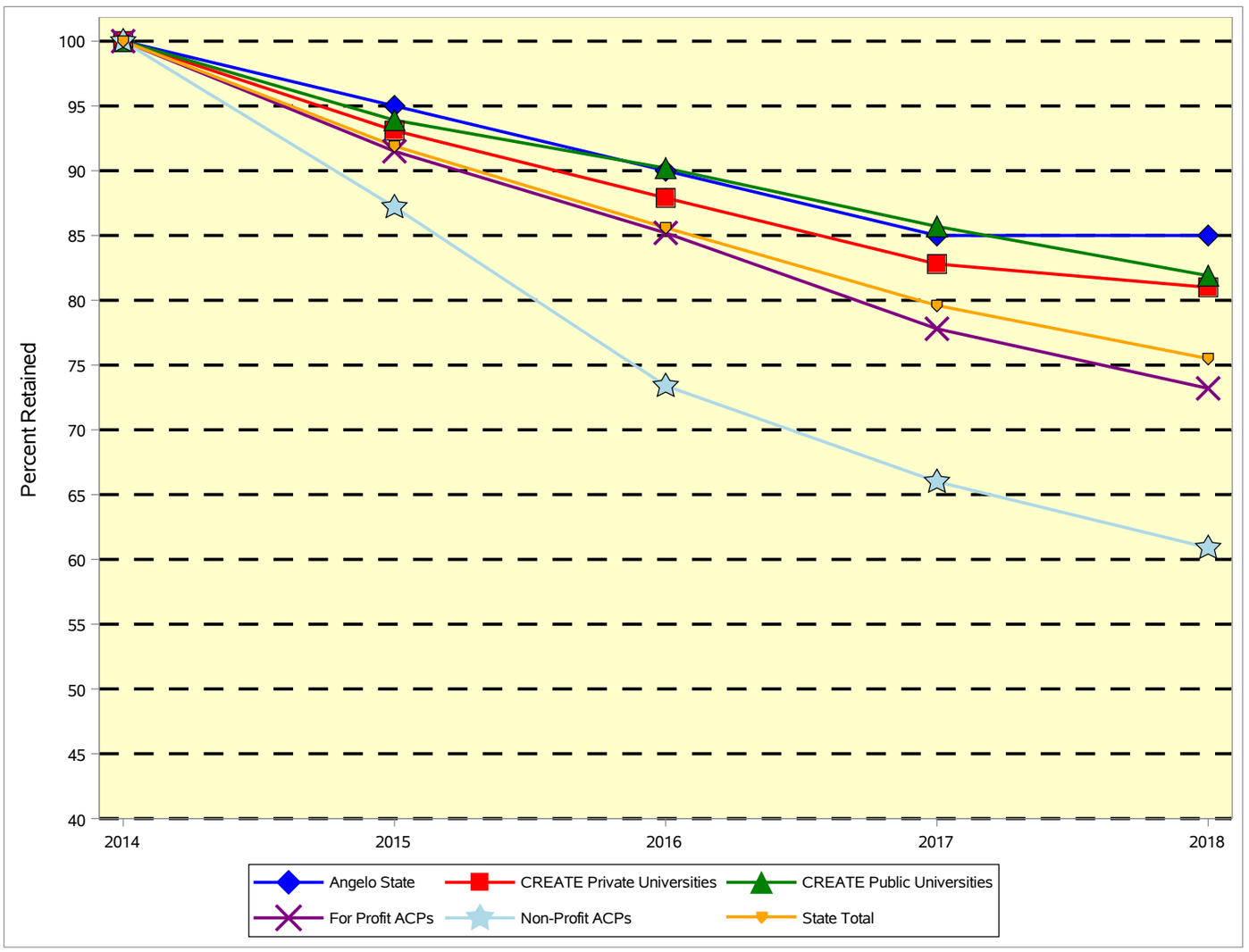
Comparison of Teacher Retention Trends

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

2014 - 2018

Middle School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Angelo State	20	100.0	95.0	90.0	85.0	85.0	15.0
CREATE Public Universities	1599	100.0	93.9	90.2	85.7	81.9	18.1
CREATE Private Universities	174	100.0	93.1	87.9	82.8	81.0	19.0
For Profit ACPs	2034	100.0	91.5	85.2	77.8	73.2	26.8
Non-Profit ACPs	698	100.0	87.2	73.4	66.0	60.9	39.1
State Total	5425	100.0	91.9	85.6	79.6	75.5	24.5

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

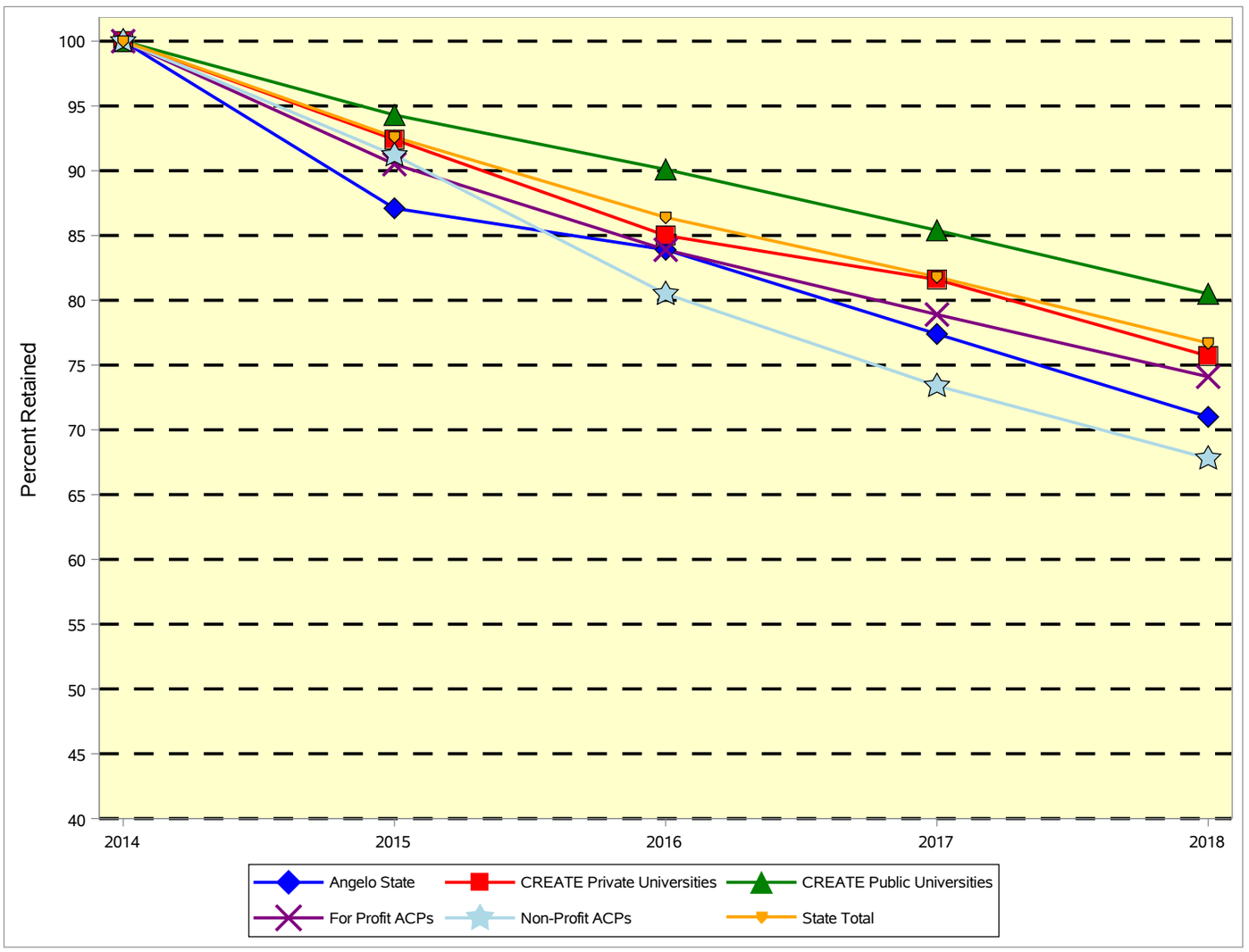
Comparison of Teacher Retention Trends

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

2014 - 2018

Elementary School

Angelo State University



Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2014	2015	2016	2017	2018	
Angelo State	62	100.0	87.1	83.9	77.4	71.0	29.0
CREATE Public Universities	4051	100.0	94.3	90.1	85.4	80.5	19.5
CREATE Private Universities	419	100.0	92.4	85.0	81.6	75.7	24.3
For Profit ACPs	2051	100.0	90.5	83.9	78.9	74.1	25.9
Non-Profit ACPs	1133	100.0	91.2	80.5	73.4	67.8	32.2
State Total	9045	100.0	92.6	86.4	81.8	76.7	23.3

[1]Includes teachers obtaining a standard or probationary certificate in 2012-2013, becoming employed in 2013-2014 with no prior teaching experience.
[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

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 represent 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.

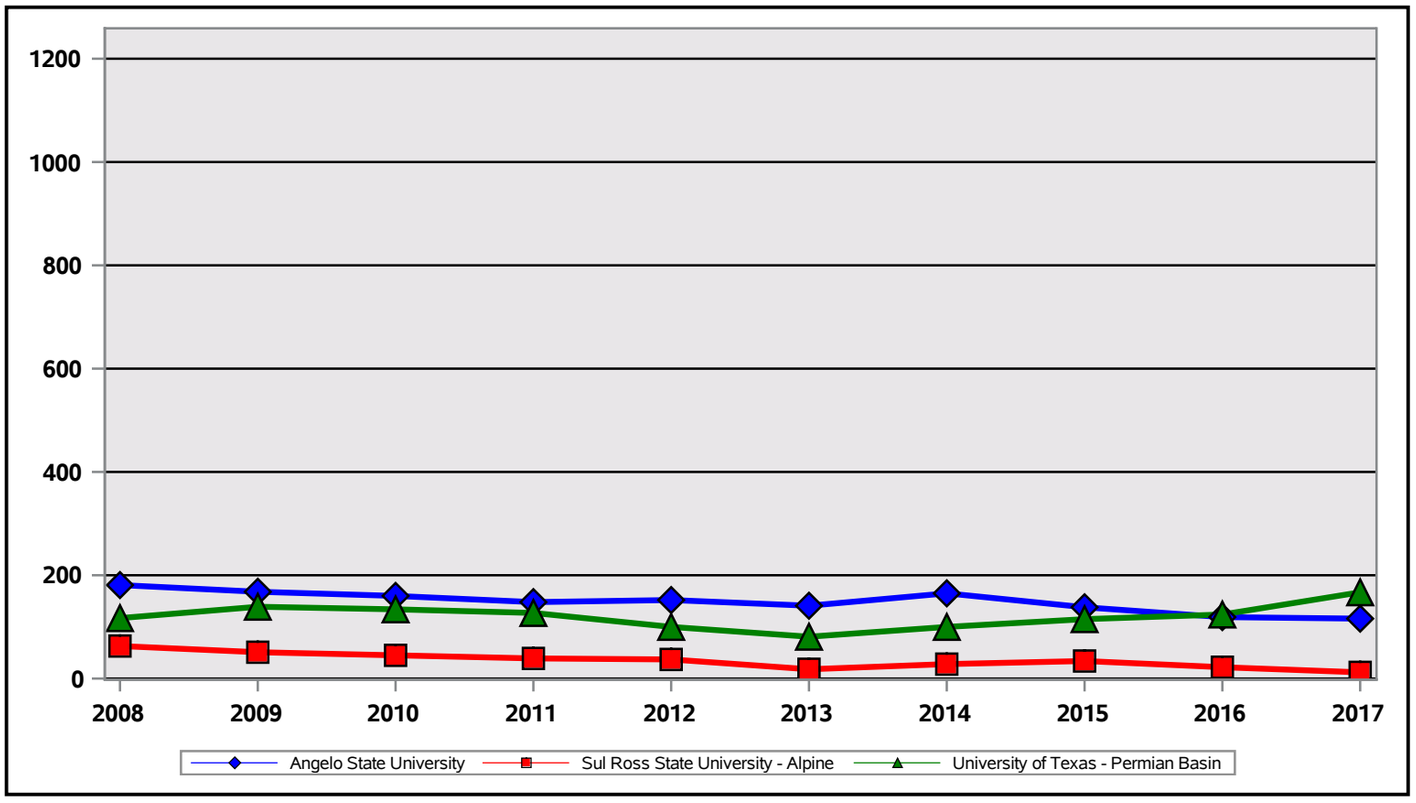
E.2: Five-Year Teacher Production of Consortium Universities.
This report shows the five-year teacher production of all CREATE consortium institutions from 2013-2017. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, 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 teachers who obtained a standard or probationary certificate in 2012-2013, had no prior teaching experience, became employed in a Texas public school in 2013-2014, and were still teaching in the spring of each academic year. The column labeled *Attrition Rate* is calculated by subtracting the 2018 retention rate from 100%.

Comparison of Teacher Production
2008 - 2017
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas - Permian Basin	Sul Ross State University - Alpine	
10-Year Total	1,488	1,204	349	3,041
2008	181	117	63	361
2009	168	139	51	358
2010	160	134	45	339
2011	148	127	39	314
2012	152	100	37	289
2013	141	81	18	240
2014	165	100	28	293
2015	138	115	34	287
2016	119	124	22	265
2017	116	167	12	295
10-Year Avg	148.8	120.4	34.9	304.1



Five-Year Teacher Production of Consortium Universities
2013 - 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5-Year Average
Quintile 1 (500+)						
Texas State University	819.0	742.0	661.0	639.0	694.0	711.00
University of North Texas	684.0	669.0	548.0	620.0	563.0	616.80
Texas A&M University	684.0	605.0	560.0	545.0	580.0	594.80
Quintile 2 (300-499)						
Sam Houston State University	531.0	557.0	492.0	455.0	442.0	495.40
University of Texas - Rio Grande Valley	508.0	517.0	535.0	440.0	378.0	475.60
Texas A&M University - Commerce	536.0	459.0	466.0	402.0	408.0	454.20
Texas Tech University	593.0	407.0	449.0	408.0	390.0	449.40
University of Texas - El Paso	585.0	492.0	414.0	332.0	321.0	428.80
Stephen F. Austin State University	504.0	455.0	429.0	367.0	379.0	426.80
University of Texas - San Antonio	436.0	451.0	415.0	358.0	371.0	406.20
University of Texas - Austin	445.0	400.0	333.0	394.0	342.0	382.80
University of Houston	364.0	406.0	346.0	349.0	342.0	361.40
University of Texas - Arlington	370.0	352.0	353.0	287.0	267.0	325.80
West Texas A&M University	294.0	349.0	382.0	299.0	239.0	312.60
Quintile 3 (200-299)						
Texas Woman's University	329.0	272.0	286.0	293.0	267.0	289.40
Tarleton State University	277.0	279.0	247.0	261.0	243.0	261.40
University of Houston - Clear Lake	260.0	248.0	238.0	193.0	167.0	221.20
University of Houston - Downtown	256.0	236.0	206.0	187.0	205.0	218.00
Texas A&M University - San Antonio	173.0	201.0	234.0	216.0	207.0	206.20
Quintile 4 (100-199)						
Texas A&M University - Corpus Christi	223.0	234.0	195.0	166.0	175.0	198.60
Texas A&M University - Kingsville	151.0	146.0	151.0	110.0	172.0	146.00
University of Texas - Tyler	162.0	156.0	117.0	116.0	131.0	136.40
Angelo State University	141.0	165.0	138.0	119.0	116.0	135.80
Baylor University	153.0	148.0	124.0	121.0	133.0	135.80
Lamar University	152.0	135.0	132.0	132.0	95.0	129.20
University of Texas - Dallas	144.0	142.0	120.0	115.0	108.0	125.80
Southern Methodist University	57.0	40.0	161.0	181.0	175.0	122.80
University of Texas - Permian Basin	81.0	100.0	115.0	124.0	167.0	117.40
University of Houston - Victoria	122.0	113.0	111.0	100.0	107.0	110.60

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5-Year Average
Quintile 5 (below 99)						
Texas Christian University	103.0	94.0	104.0	96.0	93.0	98.00
Midwestern State University	124.0	98.0	92.0	71.0	71.0	91.20
Texas A&M University - Texarkana	102.0	102.0	95.0	67.0	68.0	86.80
University of Mary Hardin-Baylor	69.0	87.0	71.0	75.0	92.0	78.80
Wayland Baptist University	102.0	64.0	64.0	55.0	46.0	66.20
Abilene Christian University	72.0	60.0	66.0	41.0	54.0	58.60
Prairie View A&M University	63.0	74.0	56.0	49.0	45.0	57.40
Texas Wesleyan University	69.0	57.0	49.0	38.0	60.0	54.60
Houston Baptist University	49.0	60.0	54.0	61.0	33.0	51.40
University of North Texas - Dallas	2.0	36.0	76.0	61.0	77.0	50.40
University of the Incarnate Word	50.0	54.0	51.0	42.0	49.0	49.20
Sul Ross State University - Rio Grande	35.0	57.0	38.0	34.0	56.0	44.00
McMurry University	51.0	43.0	40.0	44.0	34.0	42.40
Concordia University	33.0	49.0	45.0	45.0	30.0	40.40
Hardin-Simmons University	47.0	51.0	29.0	39.0	36.0	40.40
Texas A&M University - Central Texas	8.0	43.0	40.0	34.0	68.0	38.60
Texas Southern University	44.0	42.0	35.0	38.0	32.0	38.20
East Texas Baptist University	41.0	46.0	33.0	30.0	37.0	37.40
St. Edward's University	45.0	40.0	32.0	25.0	25.0	33.40

Five-Year Teacher Production of Consortium Universities
2013 - 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5-Year Average
Texas Lutheran University	30.0	25.0	38.0	45.0	27.0	33.00
Howard Payne University	21.0	26.0	37.0	28.0	31.0	28.60
University of St. Thomas	31.0	28.0	22.0	32.0	29.0	28.40
Trinity University	24.0	33.0	31.0	34.0	17.0	27.80
St. Mary's University	29.0	25.0	32.0	23.0	24.0	26.60
Sul Ross State University - Alpine	18.0	28.0	34.0	22.0	12.0	22.80
Our Lady of the Lake University	25.0	24.0	17.0	8.0	29.0	20.60
Schreiner University	18.0	17.0	25.0	22.0	18.0	20.00
Austin College	18.0	15.0	20.0	15.0	14.0	16.40
Southwestern University	16.0	15.0	10.0	14.0	16.0	14.20
Rice University	5.0	9.0	8.0	3.0	7.0	6.40

Comparison of Longitudinal Certificate Production Trends[1]

FY 2013 - 2017[2]

Angelo State University

Certificate	Angelo State University					University of Texas - Permian Basin					Sul Ross State University - Alpine				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
ELEMENTARY (EC-4 and EC-6)															
Core Subjects	0	0	3	59	67	0	0	0	55	96	0	0	0	2	3
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	78	88	64	8	4	55	67	75	40	10	10	7	10	2	0
Subtotal	**78**	**88**	**67**	**67**	**71**	**55**	**67**	**75**	**95**	**106**	**10**	**8**	**10**	**5**	**3**
MIDDLE SCHOOL (4-8)															
Core Subjects	0	0	0	7	13	0	0	0	11	16	0	0	0	0	1
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	18	22	15	7	0	14	18	15	8	3	0	1	2	1	0
ELA/Reading	2	3	2	2	4	1	2	3	6	4	2	2	2	1	0
ELA/Reading/Social Studies	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0
Mathematics	1	2	2	0	0	0	2	2	6	9	0	0	0	0	2
Mathematics/Science	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0
Science	0	1	0	0	1	0	3	3	4	3	1	1	2	0	0
Social Studies	0	1	2	1	0	1	1	1	3	4	0	0	0	1	1
Subtotal	**22**	**29**	**22**	**17**	**18**	**16**	**27**	**24**	**39**	**42**	**3**	**5**	**6**	**3**	**4**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Tech. Education[6]	4	11	9	5	1	1	3	1	4	2	3	4	4	3	1
Chemistry	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELA/Reading	12	9	6	3	6	8	7	11	16	17	2	3	2	1	0
History	5	10	14	5	6	7	7	7	11	4	0	1	0	0	1
Journalism	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0
Life Science	3	1	3	1	6	4	4	3	3	5	0	2	1	0	0
Mathematics	7	10	10	7	4	7	9	15	17	15	1	2	1	1	1
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Science	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	1	2	4	4	9	0	0	2	1	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies	2	2	1	3	2	2	1	1	5	6	2	0	3	0	1
Speech	2	2	3	2	2	0	2	1	4	3	1	2	1	0	1
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**35**	**46**	**47**	**27**	**28**	**30**	**35**	**44**	**65**	**62**	**9**	**14**	**14**	**6**	**5**
ALL LEVEL (EC-12 and PK-12)															
Fine Arts[7]	13	10	4	9	5	3	7	12	14	13	3	5	4	0	1
Health And Phy Education	4	4	4	5	1	5	11	18	11	9	4	5	8	8	3
LOTE - American Sign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	4	1	2	2	2	7	7	8	4	13	1	1	0	0	0
Special Education[8]	33	30	18	19	24	9	9	13	16	20	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**54**	**45**	**28**	**35**	**32**	**24**	**34**	**51**	**45**	**55**	**8**	**11**	**12**	**8**	**4**
SUPPLEMENTALS															
Bilingual Education	0	0	0	0	0	3	6	3	7	5	0	0	0	0	0
ESL	0	1	0	0	1	5	7	9	5	7	0	0	0	0	0
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[8]	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Subtotal	**0**	**1**	**0**	**0**	**1**	**9**	**13**	**13**	**12**	**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.

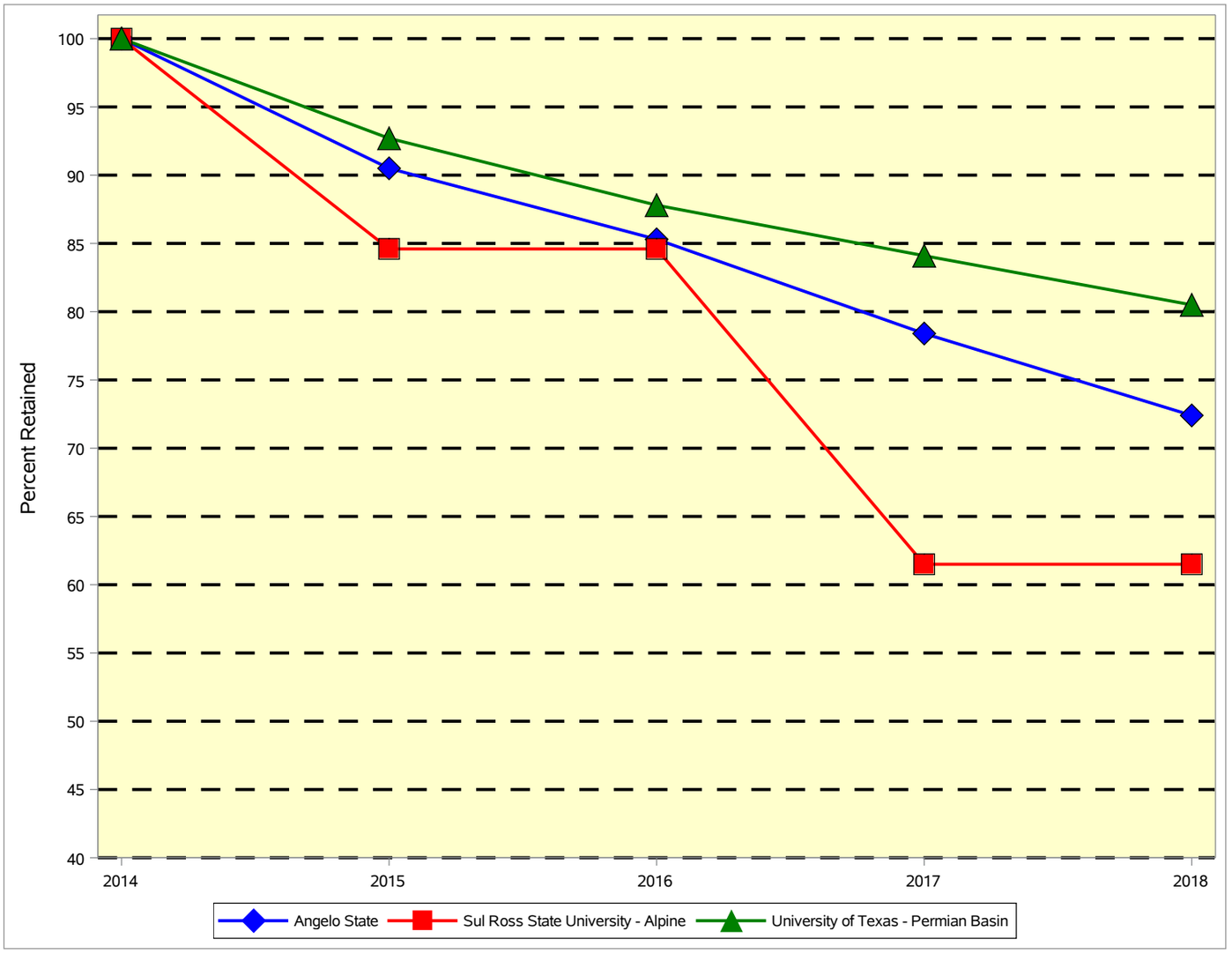
[5]Includes all other 4-8 and 6-12 ESL certificates.

[6]Includes certificates in technology education; family and consumer sciences composite; human development and family studies; hospitality, nutrition, and food sciences; agriculture, science, and technology; agriculture, food and natural resources; business education, business, and finance; science, technology, engineering, and mathematics; marketing education; marketing; health science technology; health science; trade and industrial education; career and technical education.

[7]Includes certificates issued in art, dance (8-12 & 6-12), music, theatre.

[8]Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment, early childhood education-handicapped child.

Teacher Retention Comparison
Five-Year Retention of First-Year Teachers[1,2]
2014 - 2018
Angelo State University



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Sul Ross State University - Alpine	13	100.0	84.6	84.6	61.5	61.5	38.5

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[2]Texas data only tracks public school employment.
[3]Numbers less than 10 are not represented on this figure.

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2018 PACE Reports

Data Sets Used in the PACE Report: Deletion of Texas Higher Education Accountability System as a data set.

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

B.2, B.3, B.4: Footnote changes. The 2015 and 2016 STAAR data standard was calculated as percent of assessments that meet or exceed Phase 1, Level II Satisfactory. In 2017 data standard was calculated as percent of assesments that approaches, meets or masters grade level standard. We are reporting only on assessments that meet and masters grade level standard.

B.2.1-B.2.5, B.3.1-B.3.5, B.4.1-B.4.4: Footnote changes. The 2015 and 2016 STAAR data standard was calculated as percent of assessments that meet or exceed Phase 1, Level II Satisfactory. In 2017 data standard was calculated as percent of assesments that approaches, meets or masters grade level standard. We are reporting only on assessments that meet and masters grade level standard.

C.1: Change in 4: Enrollment and degrees awarded data downloaded from IPEDS.

Data Corrections and Data Requests

The 2018 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Customized data are available for purchase based on university production. For all inquiries regarding PACE and information about how to order a customized data set please contact Sherri Lowrey at salowrey@uh.edu.

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