PACE 2016

**C
R
E
A
T
E**

*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 2016

Performance Analysis for Colleges of Education

YEAR 10
Released November 2016

PACE is published yearly by the:

Center for Research, Evaluation & Advancement of Teacher Education (CREATE)
as part of the
Institute for Educational Policy Research and Evaluation (IEPRE) at the University of Houston

CREATE ADVISORY COUNCIL

Andrea Burridge
Research and Data Analyst
Houston Community College System

Linda Mora
Deputy Superintendent
Curriculum & Instruction
Northside Independent School District

Charles Coble
Partner
The Third Mile Group, LLC

Robert McPherson
Dean, College of Education
University of Houston

Jeanne Gerlach
Associate Provost for K -16 Initiatives
The University of Texas at Arlington

Nancy Pelz-Paget
Director of Education & Society Program
Aspen Institute

John Miazga, Jr.
Dean, College of Education
Angelo State University

Rosanne Stripling
Professor of Education Leadership
Texas A&M University – Texarkana

Johnny Veselka
Executive Director
Texas Association of School Administrators

CREATE MEMBER SYSTEMS AND INSTITUTIONS

OPERATING PARTNERS

TEXAS A&M UNIVERSITY SYSTEM
Prairie View A&M University
Tarleton State University
Texas A&M International University
Texas A&M University
Texas A&M University-Central Texas
Texas A&M University-Commerce
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas A&M University-San Antonio
Texas A&M University-Texarkana
West Texas A&M University

UNIVERSITY OF TEXAS SYSTEM
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas of the Permian Basin
The University of Texas Rio Grande Valley
The University of Texas at San Antonio
The University of Texas at Tyler

TEXAS STATE UNIVERSITY SYSTEM
Lamar State College-Orange
Lamar University
Sam Houston State University
Sul Ross State University
Sul Ross State University-Rio Grande
Texas State University

UNIVERSITY OF HOUSTON SYSTEM
University of Houston
University of Houston-Clear Lake
University of Houston-Downtown
University of Houston-Victoria

PROGRAM PARTNERS

Abilene Christian University
Angelo State University
Austin College
Baylor University
East Texas Baptist University
Hardin-Simmons University
Houston Baptist University
Howard Payne University
McMurry University
Midwestern State University
Our Lady of the Lake University
Schreiner University
Southern Methodist University
Southwestern University

St. Edward's University
St. Mary's University
Stephen F. Austin State University
Texas Christian University
Texas Lutheran University
Texas Southern University
Texas Tech University
Texas Wesleyan University
Texas Woman's University
University of Mary Hardin-Baylor
University of North Texas
University of North Texas at Dallas
University of St. Thomas
University of the Incarnate Word
Wayland Baptist University

TABLE OF CONTENTS

Performance Analysis for Colleges of Education
(PACE)

Overview

PACE Reports

II. University and Teacher Education Trends

III. University Benchmarks to Guide Improvement

IV. Attachments

Attachment 1:   Public School Enrollment in the Proximal Zone of Professional Impact

Attachment 2:   Public School Listings in the Proximal Zone of Professional Impact

Attachment 3:   District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact

---

V.   Origins of Source Data for 2016 PACE Reports

Section A: TAPR, AY 2014-2015, TEA;
                  PZPI, CREATE

Section B: TAPR, AY 2012-2015, TEA;
                  PZPI, CREATE

Section C: IPEDS, Fall 2014
                  Teacher certification file FY 2014-2015, TEA;
                  THECB Accountability System, Prep Online, AY 2014-2015

Section D: Teacher certification file, FY 2014-2015, TEA;
                  Teacher assignment and employment files, AY 2015-2016, TEA;
                  TAPR, AY 2014-2015, TEA;
                  PZPI, CREATE

Section E: Teacher certification file, FY 2014-2015, TEA;
                  Teacher employment file, AY 2015-2016, TEA

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.

PACE and its Future

This year marks CREATE's 10th year to produce the Performance Analysis for Colleges of Education (PACE) for consortium members. To mark this anniversary, several changes were undertaken. During Phase I, we sought to improve the functionality of the data by moving it from a database to a data warehouse. This allowed us to automate the production of the PACE books and also to offer more expanded data services. In light of this change, this is the last year the printed book will be disseminated. In future years, each university will be able to run and print copies of their PACE book from the createtx.org website using a unique log in and password. During Phase II, we will be making the data more interactive and visual. This offering will be by subscription and will allow consortium members more flexibility in accessing detailed information about students in their programs through a web-based platform. We hope PACE continues to be a useful tool for improving policy, practice, and ultimately the capacity of our educators to enhance learning for all students in Texas.

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

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

PACE 2016 1

What PACE Provides
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 educator preparation programs.

2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based educator preparation programs.

3. Provide information that will enable university and public school leaders to track long-term trends related to public schools in their immediate area related to teacher production, teacher supply in relation to regional demand, and teacher retention patterns.

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

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

As an information system, the PACE reports are subject to continuous quality improvement. In Year 10, the core reports on university and teacher production, professional impact trends, and benchmarking 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.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported data prior to final analysis and interpretation. CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality and data definitions. A summary of changes made to the 2016 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 educator 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. Active collaboration between university faculty and public school officials in planning, implementing and/or assessing educational interventions in the PZPI should be 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 educator preparation programs, it does provide a common and consistent setting in which the university may measure program effects over time.

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

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

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

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

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

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

Data Sets Used in the PACE Report

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

Integrated Postsecondary Education Data System (IPEDS). University production data were 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 all teacher of record in every Texas public school.

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

Texas Academic Performance Reports (TAPR). Information about student academic performance is detailed and combined with financial reports and information about staff for every public school campus and district in Texas. STAAR performance, is available from the TEA website at (https://rptsvr1.tea.texas.gov/perfreport/tapr/) from 2012-2013 through 2014-2015. Prior to the 2012–13 school year, TAPR was known as the Academic Excellence Indicator System (AEIS). Those reports, for school years 1990–91 through 2011–12, are available in the AEIS Archives.
(https://rptsvr1.tea.texas.gov/perfreport/tapr/).

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. It is an interactive website (http://www.txhighereddata.org/Interactive/Accountability/), providing information related to the newly-initiated program, 60X30 TX. Information about university production was downloaded from the THECB Prep Online site http://www.txhighereddata.org/Interactive/PREP_New/).

How to Use and Apply the PACE Report

PACE is intended as a tool to assist universities, their Colleges of Education, and their leadership teams in analyzing teaching and learning trends within their institutions and within the public schools of the surrounding area. PACE offers a structure to monitor and gauge long-term professional improvement. The data included in this report are important, therefore, only to the degree that each university chooses to address them in a systematic and continuous manner. It is hoped that the PACE reports will be used as planning tools that universities will use to create institutional mechanisms for the on-going modification of their educator 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 an educator preparation leadership team which includes both university and public school partners (a standing work committee) to analyze and interpret these data as well as recommend organizational improvements based on the needs identified.

2. Verify and validate the state data sets to be certain that they are relatively consistent with comparable data reported by the university. Extend and augment the data in the PACE reports with university data bases and programmatic information available only at your institution.

3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.

4. In conjunction with school district partners, plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects with partners based on these planned interventions.

5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

How CREATE Can Assist

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

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

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

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

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

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

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

> ***Economically Disadvantaged***: Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. (*Source:* TEA, *Glossary for the 2014-2015 Texas Academic Performance Report (TAPR), page 10)* found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/glossary.pdf;

> ***Special Education:*** This refers to the population served by programs for students with disabilities. *(Source:* TEA, 2013. Subchapter AA. Commissioner's Rules Concerning Special Education Services found at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html; 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, 2015, 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, 2015. 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 2014-2015 Texas Academic Performance Report (TAPR), page 11 found at
https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/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. 2014). *Glossary for the 2014-2015 Texas Academic
Performance Report (TAPR)*, page 4 found at
https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/glossary.pdf.

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 2014-2015 STAAR accountability ratings.
The campus accountability rating uses the following system:

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

Requirements for each rating can be found in the *2015 Accountability Manual* on the TEA website
at https://rptsvr1.tea.texas.gov/perfreport//account/2015/manual/Chapter%2002_Final.pdf or the
Master Reference for Data Elements Used in the Accountability System found at
https://rptsvr1.tea.texas.gov/perfreport/account/2015/download/acctref.html.

.

Summary of Public School Enrollment in Proximal Zone of Professional Impact
2014-2015
Angelo State University

District Types in the PZPI	N	%
Traditional Districts	40	100.0
Charter Schools	0	0.0
Total	40	100.0

Number of Students

Level	Number of Schools	African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	68	573	3.0	9,153	47.2	9,090	46.9	124	0.6	58	0.3	19,372
MS	22	259	3.2	3,804	46.6	3,850	47.2	63	0.8	30	0.4	8,162
HS	52	326	3.0	4,847	44.5	5,442	49.9	101	0.9	24	0.2	10,901
EL/SEC	14	24	0.9	849	32.8	1,649	63.6	10	0.4	12	0.5	2,591
Total	156	1,182	2.9	18,653	45.5	20,031	48.8	298	0.7	124	0.3	41,026

Students in Special Categories

Level	Number of Schools	Eco Disadvantaged		Special Education		Bilingual		LEP		At-Risk (for dropping out)	
		N	%	N	%	N	%	N	%	N	%
ELEM	68	10,551	54.5	1,615	8.3	1,211	6.3	1,183	6.1	8,836	45.6
MS	22	3,982	48.8	815	10.0	256	3.1	258	3.2	3,647	44.7
HS	52	4,490	41.2	1,044	9.6	193	1.8	194	1.8	4,584	42.1
EL/SEC	14	1,150	44.4	220	8.5	27	1.0	27	1.0	949	36.6
Total	156	20,173	49.2	3,694	9.0	1,687	4.1	1,662	4.1	18,016	43.9

Public School Enrollment by District in the Proximal Zone of Professional Impact
2014-2015
Angelo State University

District Name	School Level	EL	MS	HS	El/Sec	Total	Afro-Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
BALLINGER ISD	ELEM	1	0	0	0	1	8	231	230	7	0	481	310	35	15	15	212
	HS	0	0	3	0	3	6	125	134	0	1	273	125	22	3	3	118
	MS	0	1	0	0	1	1	90	113	2	0	209	120	18	2	2	118
BANGS ISD	ELEM	1	0	0	0	1	9	103	243	0	0	365	158	41	8	8	123
	HS	0	0	1	0	1	14	60	230	0	0	315	112	22	6	6	126
	MS	0	1	0	0	1	9	83	234	0	1	334	151	41	2	2	138
BLACKWELL CISD	EL/SEC	0	0	0	1	1	0	20	107	0	2	131	53	21	3	3	36
BRADY ISD	ELEM	1	0	0	0	1	19	283	284	4	0	602	401	71	33	33	236
	HS	0	0	1	0	1	12	180	178	0	0	374	201	47	8	8	124
	MS	0	1	0	0	1	5	137	120	2	1	265	158	41	15	15	135
BRONTE ISD	ELEM	1	0	0	0	1	0	48	78	0	0	126	71	10	3	3	48
	HS	0	0	2	0	2	0	48	99	1	0	148	60	15	3	3	45
CHRISTOVAL ISD	EL/SEC	0	0	0	1	1	0	56	228	1	2	295	59	11	1	1	69
	ELEM	2	0	0	0	2	0	46	143	0	0	196	45	11	1	1	48
	HS	0	0	3	0	3	0	1	4	0	0	5	1	2	0	0	3
COLEMAN ISD	ELEM	1	0	0	0	1	11	117	316	5	4	467	320	51	12	12	210
	HS	0	0	1	0	1	10	66	159	3	1	244	126	19	1	1	120
	MS	0	1	0	0	1	8	65	136	0	1	214	137	26	5	5	114
COLORADO ISD	ELEM	2	0	0	0	2	47	269	203	4	1	530	311	34	15	15	341
	HS	0	0	2	0	2	23	159	107	3	0	300	130	37	2	2	182
	MS	0	1	0	0	1	17	105	74	1	1	199	112	14	4	4	115
CROCKETT COUNTY CONS	ELEM	1	0	0	0	1	1	357	123	1	4	488	298	31	148	112	304
	HS	0	0	1	0	1	0	152	51	2	0	205	111	13	9	9	96
	MS	0	1	0	0	1	2	134	32	0	3	171	127	13	26	26	123
EDEN CISD	EL/SEC	0	0	0	1	1	0	158	86	0	0	245	166	32	6	6	134
	HS	0	0	1	0	1	0	1	1	0	0	2	2	0	0	0	2
FORSAN ISD	EL/SEC	0	0	0	1	1	5	86	257	4	1	361	71	16	0	0	106
	ELEM	1	0	0	0	1	8	101	250	10	1	377	97	15	4	5	105
GLASSCOCK COUNTY ISD	ELEM	1	0	0	0	1	0	80	88	0	0	168	59	9	26	26	61
	HS	0	0	1	0	1	0	69	69	0	0	138	58	12	7	7	54

Public School Listings in the Proximal Zone of Professional Impact
2014-2015
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
BALLINGER ISD	200901001	BALLINGER H S	HS	267	M
BALLINGER ISD	200901005	FAIRVIEW ACCELERATED	HS	2	X
BALLINGER ISD	200901003	FAIRVIEW ACCELERATED	HS	4	Z
BALLINGER ISD	200901041	BALLINGER J H	MS	209	M
BALLINGER ISD	200901101	BALLINGER EL	EL	481	M
BANGS ISD	25901001	BANGS H S	HS	315	M
BANGS ISD	25901041	BANGS MIDDLE	MS	334	M
BANGS ISD	25901101	J B STEPHENS EL	EL	365	M
BLACKWELL CISD	177903001	BLACKWELL SCHOOL	MULTI	131	M
BRADY ISD	160901001	BRADY H S	HS	374	M
BRADY ISD	160901041	BRADY MIDDLE	MS	265	M
BRADY ISD	160901101	BRADY EL	EL	602	M
BRONTE ISD	41901001	BRONTE H S	HS	147	M
BRONTE ISD	41901003	FAIRVIEW ACCELERATED	HS	1	Z
BRONTE ISD	41901101	BRONTE EL	EL	126	M
CHRISTOVAL ISD	226901002	FAIRVIEW ACCELERATED	HS	3	Z
CHRISTOVAL ISD	226901195	FAIRVIEW SPECIAL PROGRAMS	HS	1	Z
CHRISTOVAL ISD	226901006	FAIRVIEW VT	HS	1	Z
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	EL	192	M
CHRISTOVAL ISD	226901180	WALL SP PROG (FLC/BAC)	EL	4	Z
CHRISTOVAL ISD	226901001	CHRISTOVAL H S	MULTI	295	M
COLEMAN ISD	42901001	COLEMAN H S	HS	244	M
COLEMAN ISD	42901041	COLEMAN J H	MS	214	M
COLEMAN ISD	42901102	COLEMAN EL	EL	467	M
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	HS	284	M
COLORADO ISD	168901003	WALLACE ACCELERATED H S	HS	16	A
COLORADO ISD	168901041	COLORADO MIDDLE	MS	199	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 were redesigned to accommodate updates to the State of Texas Assessments of Academic Readiness (STAAR®) examinations. There will be yearly changes to the rating criteria and targets of the performance standards until the performance index framework is fully implemented in 2022. Figures showing the performance standards for the phase-in levels can be found at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101cc.html#division4.

Please note that the material on accountability on the TEA website is constantly being updated, revised, and rearranged. STAAR data used in this section can be downloaded on the Texas Education Agency website at: https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/download/DownloadData.html. The technical guide explaining the accountability system can be found at http://ritter.tea.state.tx.us/perfreport/account/2015/manual/manual.pdf.

The STAAR data compiled for high schools has been limited to academic years 2013-2014 and 2014-2015. Data from previous years is not comparable due to changes by the legislature in the number of end-of-course (EOC) assessments required in high school. Data for the following EOC examinations are represented: English I (combined reading and writing score); English II (combined reading and writing score); algebra I; biology; and U.S history.

The STAAR data compiled for middle and elementary schools are for three academic years (2012-2013 through 2014-2015). Included are 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 FY 2012 to 2015. 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 (percent passing at Phase-in I, Level 2) of high school students in the PZPI with state high school STAAR performance in English I, English II, algebra I, biology, and U.S. history for academic years 2013-2014 and 2014-2015.

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 two 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 at Phase-in I, Level II or above are 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 state middle school STAAR performance in reading, writing, mathematics, science and social studies in academic years 2013-2015. The data for each core subject are aggregated by level and grade at Phase-in 1, Level II and above for campuses designated by the state as middle level.

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

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

This 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 at Phase-in 1, Level II and above for campuses designated by the state as elementary.

B.4.1- B.4.4: Elementary School STAAR Performance by Ethnicity in Reading, Writing, Mathematics, 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 at Phase-in 1, Level II or above are represented.

B.5: Highest and Lowest Performing Schools by Level.

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

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

B.5.3 and B.5.4: 25 Highest and Lowest Performing Middle Schools Ranked by STAAR Reading Performance: These two reports list the 25 highest- and lowest-performing middle schools in the PZPI on the following STAAR-tested subjects: Reading, Mathematics, Writing, Science, and Social Studies.

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

Student Enrollment Trends in Proximal Zone of Professional Impact
Fiscal Year 2012 - 2015

Angelo State University																					
	Elementary				Middle				High School				Both Elem/Second				Total				Net Change	Pct Change
Headcount - Fall of Fiscal Year	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015		
All	18,905	19,498	19,358	19,372	7,599	7,627	8,027	8,162	10,388	10,373	10,684	10,901	2,321	2,291	2,383	2,591	39,213	39,789	40,452	41,026	1,813	4.6
African American	602	636	555	573	250	242	259	259	305	326	327	326	36	25	20	24	1,193	1,229	1,161	1,182	-11	-0.9
Hispanic	8,970	9,370	9,340	9,153	3,450	3,534	3,665	3,804	4,353	4,475	4,640	4,847	697	711	750	849	17,470	18,090	18,395	18,653	1,183	6.8
White	8,839	8,973	8,927	9,090	3,692	3,650	3,873	3,850	5,460	5,291	5,431	5,442	1,524	1,489	1,545	1,649	19,515	19,403	19,776	20,031	516	2.6
Asian	111	137	129	124	68	57	72	63	97	95	96	101	9	9	6	10	285	298	303	298	13	4.6
Native American	68	60	56	58	31	25	25	30	36	37	26	24	16	18	15	12	151	140	122	124	-27	-17.9
Economically Disadvantaged	11,235	11,105	10,972	10,551	3,940	3,978	4,105	3,982	4,483	4,577	4,632	4,490	1,130	1,002	983	1,150	20,788	20,662	20,692	20,173	-615	-3
Special Education	1,706	1,656	1,642	1,615	771	775	810	815	1,291	1,159	1,109	1,044	204	195	203	220	3,972	3,785	3,764	3,694	-278	-7
Bilingual	1,120	1,165	1,177	1,211	169	146	210	256	155	157	180	193	26	16	15	27	1,470	1,484	1,582	1,687	217	14.8
LEP	1,107	1,153	1,157	1,183	171	147	204	258	158	159	182	194	26	16	15	27	1,462	1,475	1,558	1,662	200	13.7

Ethnic Comparisons by Level 2015

Ethnicity	Elementary School	%
Native American	58	0.3
Asian	124	0.6
White	9,090	46.9
Hispanic	9,153	47.2
African American	573	3.0
All	19,372	100.0

Elementary School

	Middle School	%
	30	0.4
	63	0.8
	3,850	47.2
	3,804	46.6
	259	3.2
	8,162	100.0

Middle School
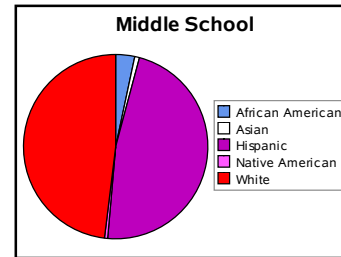
	High School	%
	24	0.2
	101	0.9
	5,442	49.9
	4,847	44.5
	326	3.0
	10,901	100.0

High School

Other Trends and Distributions

Ethnicity	Net Change 2012 - 2015
Native American	-27
Asian	13
White	516
Hispanic	1,183
African American	-11
All	1,813

Net Change in Zone Enrollment by Ethnicity
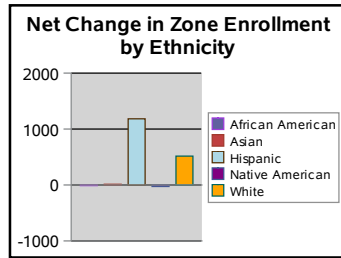
Eco. Disadvantaged

Year	Amount
2012	20,788
2013	20,662
2014	20,692
2015	20,173
3-Yr. Change	-3%

Economically Disadvantaged
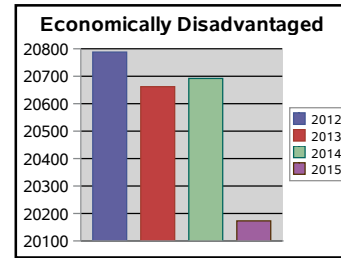
Bilingual

Year	Amount
2012	1,470
2013	1,484
2014	1,582
2015	1,687
3-Yr. Change	15%

Bilingual
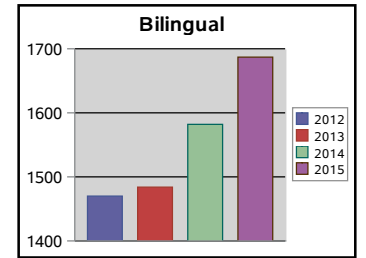
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)
2015

Angelo State University

Economically Disadvantaged
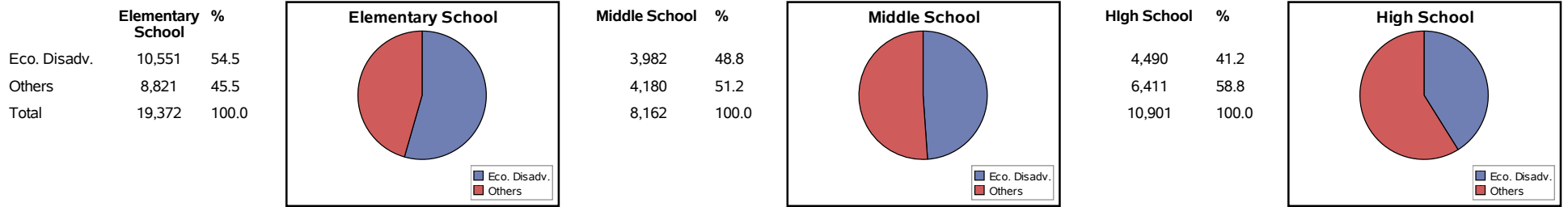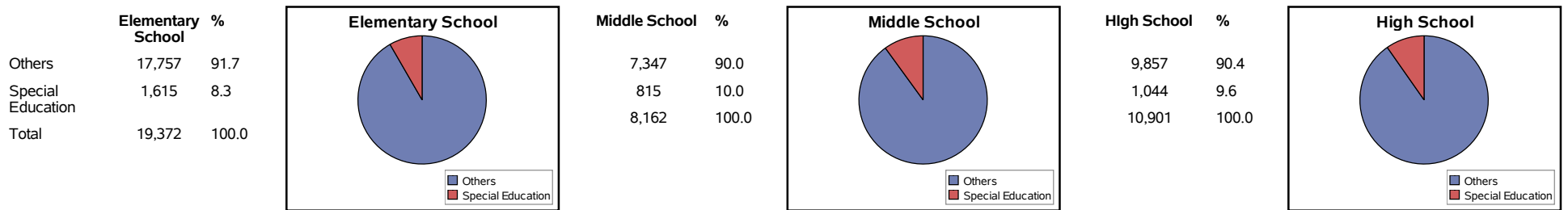
	Elementary School	%
Eco. Disadv.	10,551	54.5
Others	8,821	45.5
Total	19,372	100.0

Elementary School

	Middle School	%
	3,982	48.8
	4,180	51.2
	8,162	100.0

Middle School

	High School	%
	4,490	41.2
	6,411	58.8
	10,901	100.0

High School

Special Education

	Elementary School	%
Others	17,757	91.7
Special Education	1,615	8.3
Total	19,372	100.0

Elementary School

	Middle School	%
	7,347	90.0
	815	10.0
	8,162	100.0

Middle School

	High School	%
	9,857	90.4
	1,044	9.6
	10,901	100.0

High School

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] Summary
High Schools
Angelo State University

English I
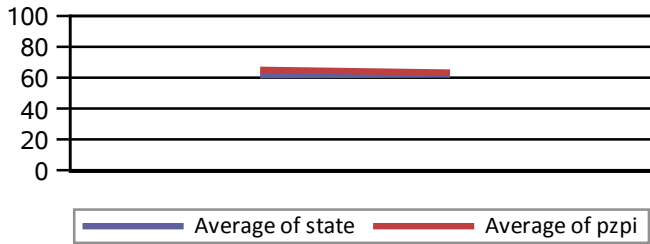
	2014	2015	
PZPI	65.1	63.3	
State	61.6	62.1	

English II
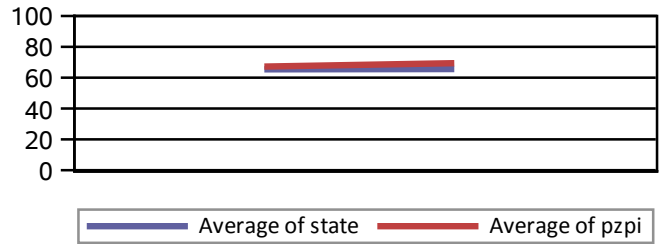
	2014	2015	
PZPI	67.2	69.4	
State	65.4	65.6	

Algebra I
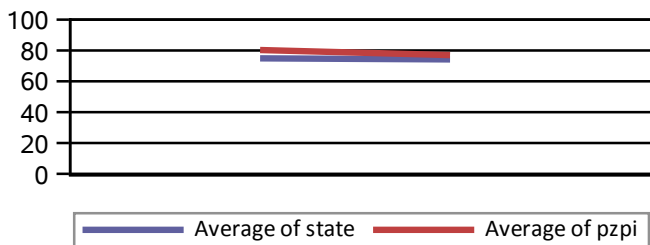
	2014	2015	
PZPI	80.3	77.0	
State	74.9	74.2	

Biology
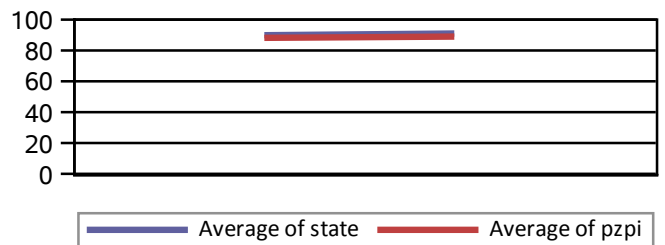
	2014	2015	
PZPI	88.2	89.0	
State	89.9	91.0	

US History
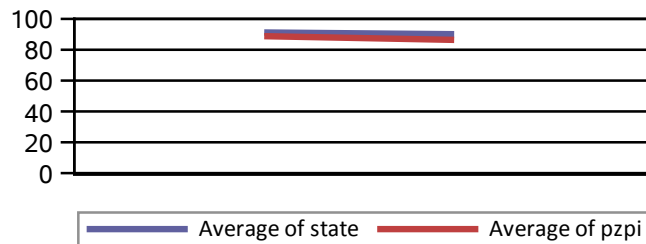
	2014	2015	
PZPI	88.8	86.4	
State	91.2	90.1	

[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: English I[2]
High Schools
Angelo State University
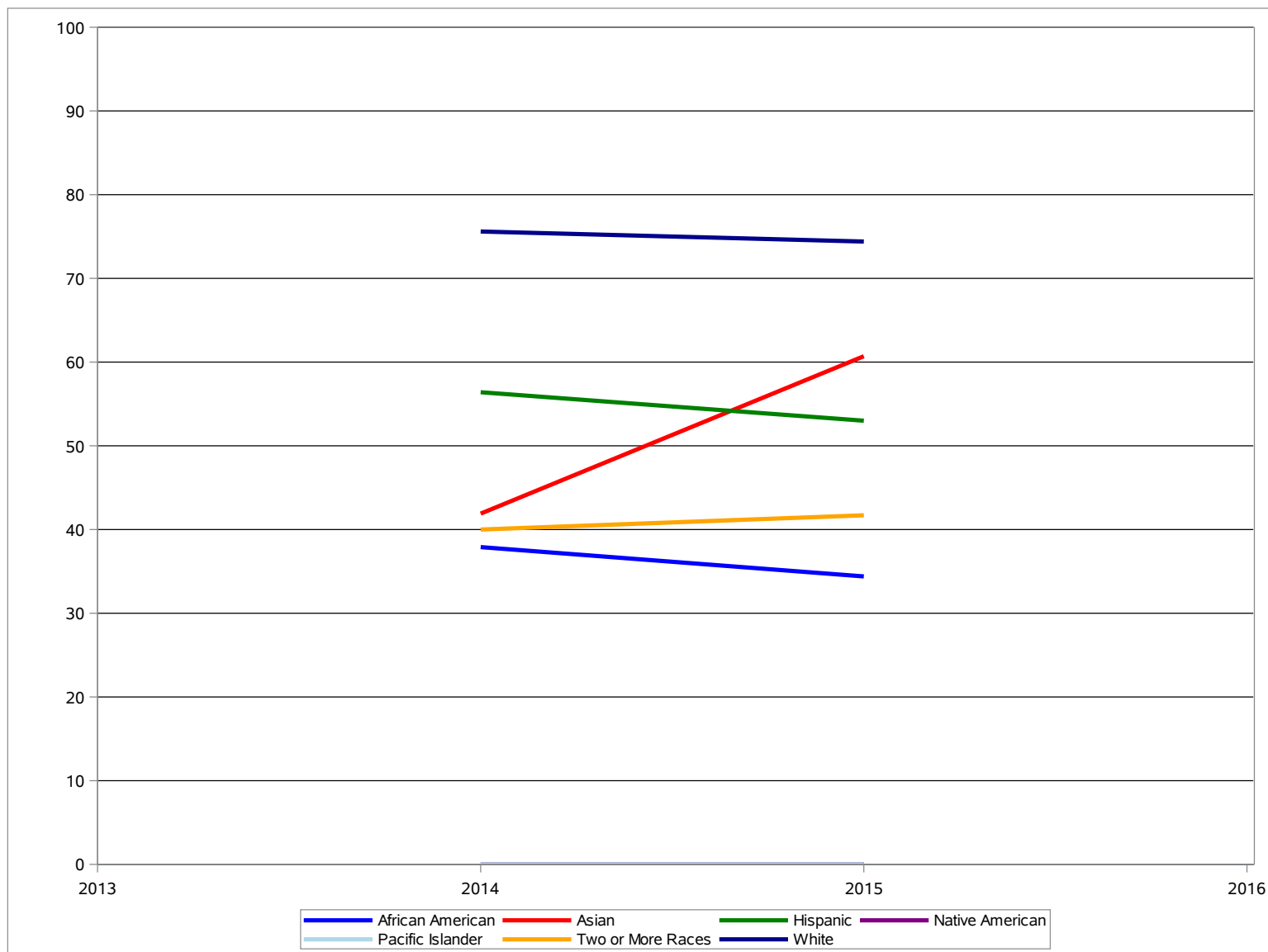
	2014		2015	
	N	**Level II: Satisfactory**	**N**	**Level II: Satisfactory**
African American	103	37.9	96	34.4
Hispanic	1785	56.4	1476	53.0
White	1742	75.6	1532	74.4
Asian	31	41.9	28	60.7
Native American	9	0.0	8	0.0
Pacific Islander	7	0.0	2	0.0
Two or More Races	65	40.0	36	41.7

[1]STAAR percent passing at Phase-in 1, level II or above.
[2]Includes English I Reading and English I Writing

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: English II[2]
High Schools
Angelo State University
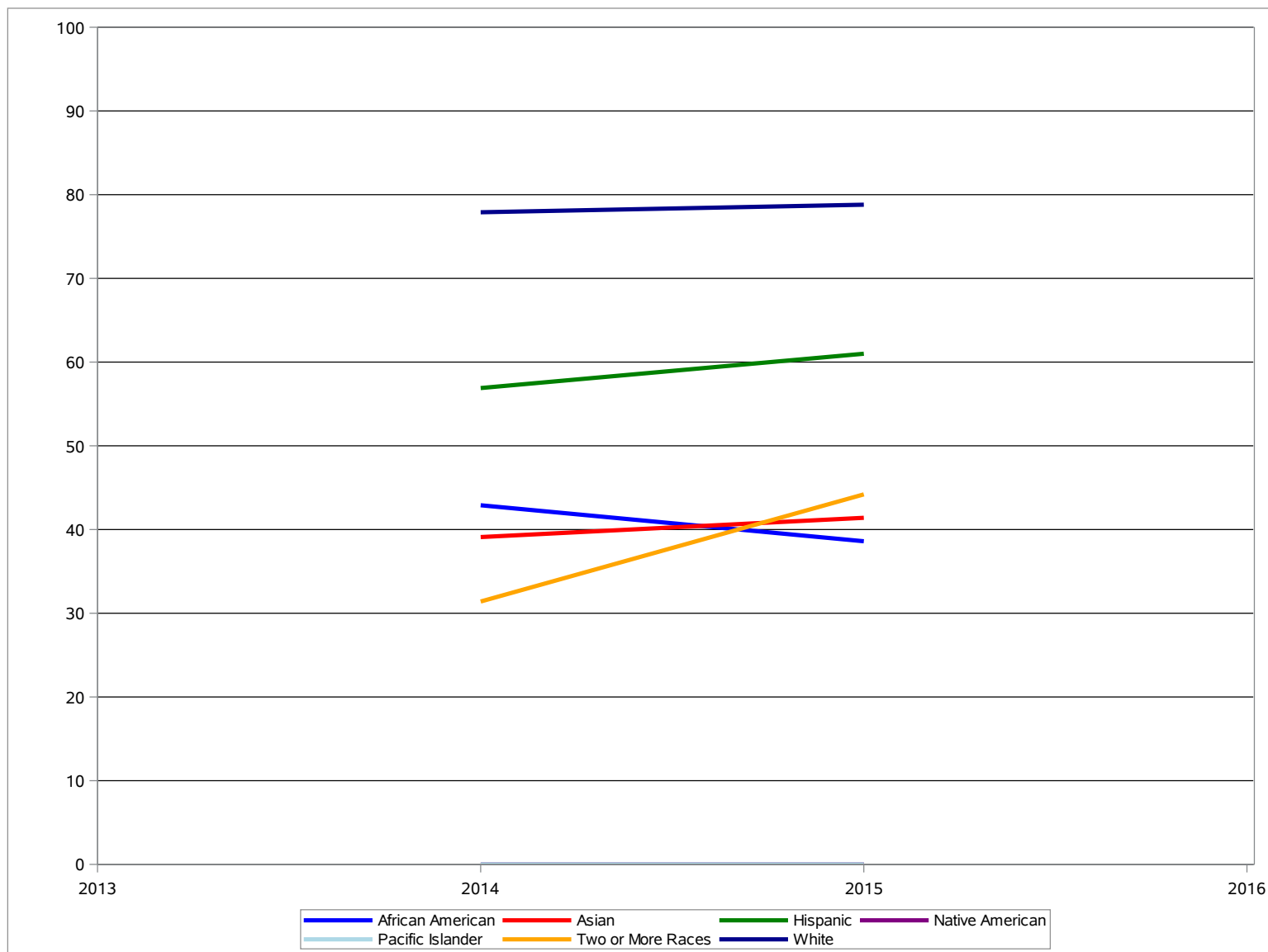
	2014		2015	
	N	**Level II: Satisfactory**	**N**	**Level II: Satisfactory**
African American	98	42.9	83	38.6
Hispanic	1432	56.9	1371	61.0
White	1505	77.9	1477	78.8
Asian	23	39.1	29	41.4
Native American	5	0.0	8	0.0
Pacific Islander	1	0.0	6	0.0
Two or More Races	35	31.4	52	44.2

[1]STAAR percent passing at Phase-in 1, level II or above.
[2]Includes English II Reading and English II Writing

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Algebra I
High Schools
Angelo State University
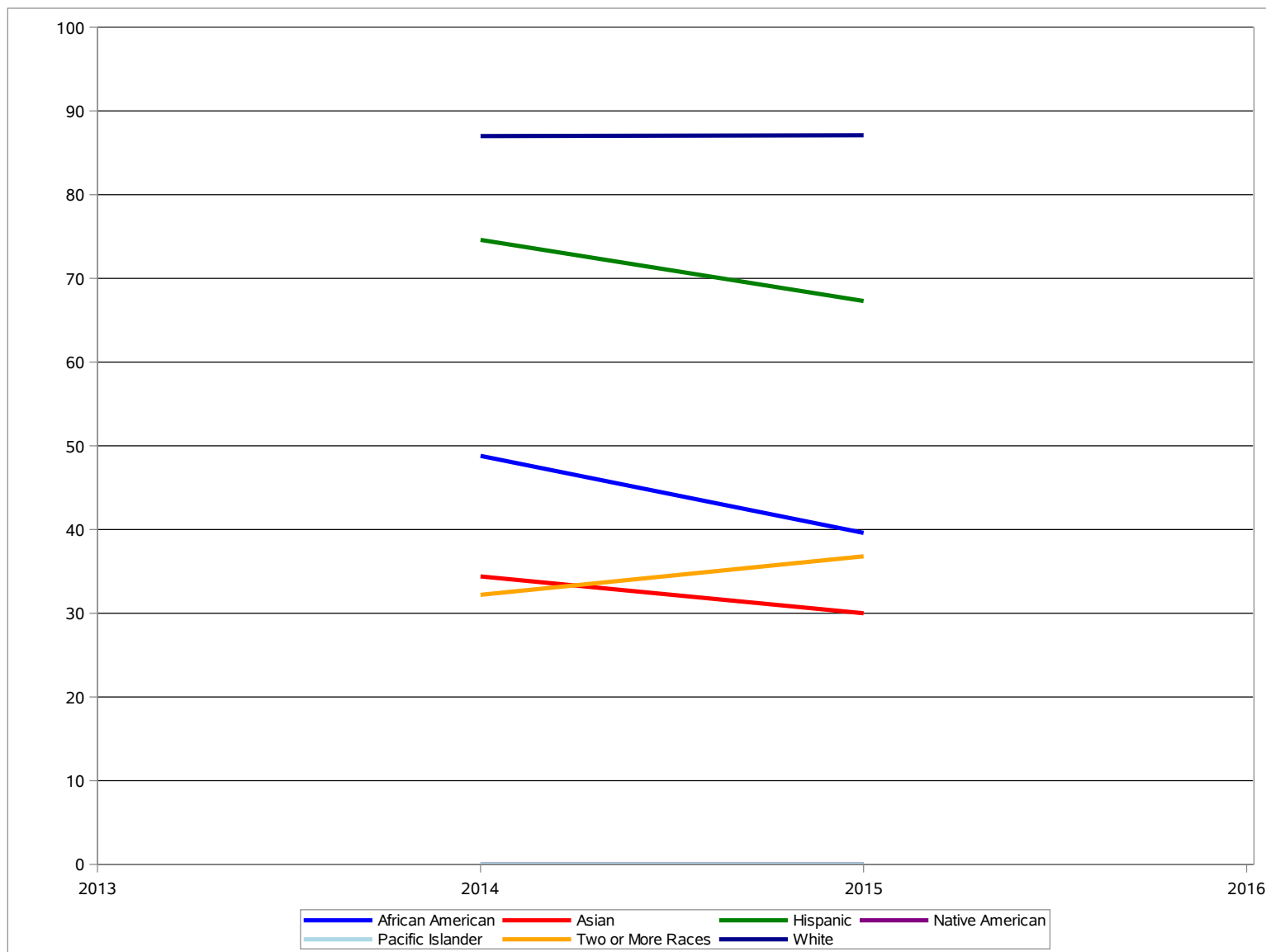
	2014		2015	
	N	**Level II: Satisfactory**	**N**	**Level II: Satisfactory**
African American	86	48.8	91	39.6
Hispanic	1367	74.6	1357	67.3
White	1509	87.0	1541	87.1
Asian	32	34.4	20	30.0
Native American	8	0.0	9	0.0
Pacific Islander	5	0.0	1	0.0
Two or More Races	59	32.2	38	36.8

[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Biology
High Schools
Angelo State University
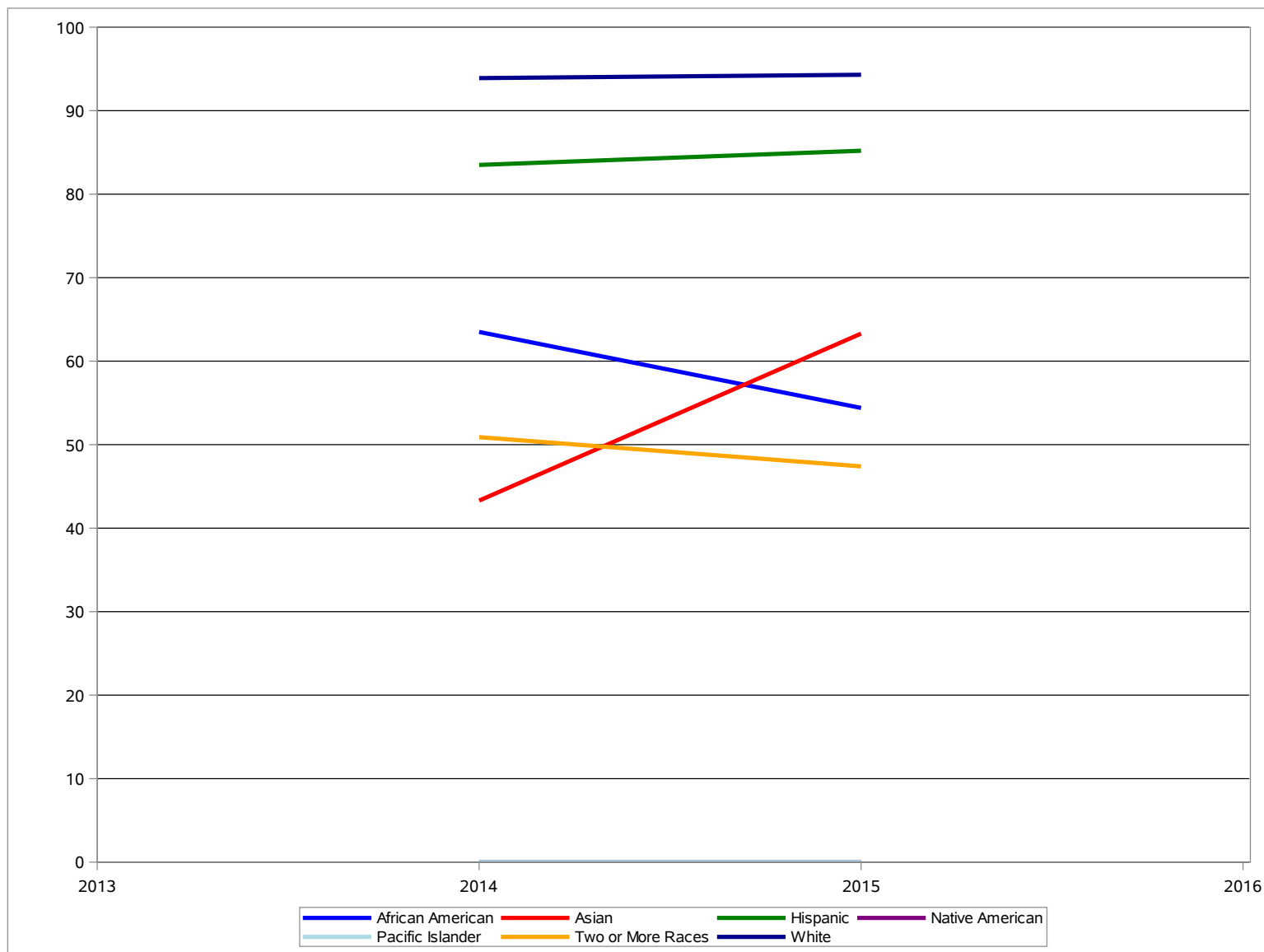
	2014		2015	
	N	**Level II: Satisfactory**	**N**	**Level II: Satisfactory**
African American	74	63.5	79	54.4
Hispanic	1254	83.5	1322	85.2
White	1371	93.9	1448	94.3
Asian	30	43.3	30	63.3
Native American	9	0.0	9	0.0
Pacific Islander	3	0.0	2	0.0
Two or More Races	55	50.9	38	47.4

[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: U.S. History
High Schools
Angelo State University
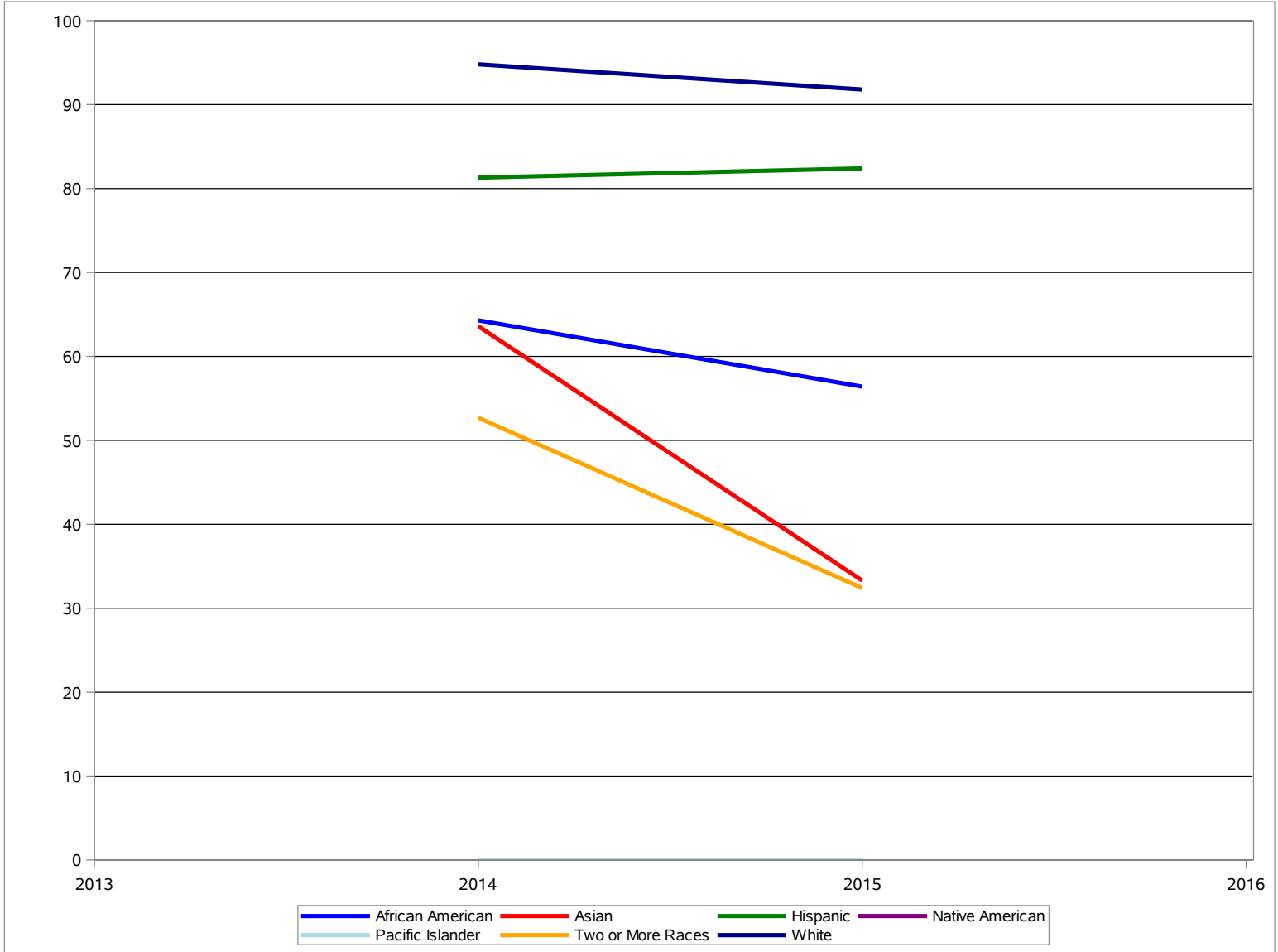
	2014		2015	
	N	**Level II: Satisfactory**	**N**	**Level II: Satisfactory**
African American	70	64.3	78	56.4
Hispanic	1177	81.3	1225	82.4
White	1642	94.8	1193	91.8
Asian	33	63.6	21	33.3
Native American	9	0.0	4	0.0
Pacific Islander	0	0.0	2	0.0
Two or More Races	55	52.7	34	32.4

[1]STAAR percent passing at Phase-in 1, level II or above.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] Summary
Middle Schools
Angelo State University

Reading
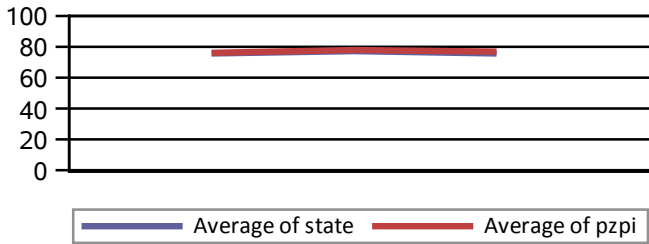
	2013	2014	2015
PZPI	76.1	77.9	76.9
State	75.7	77.2	75.7

Writing
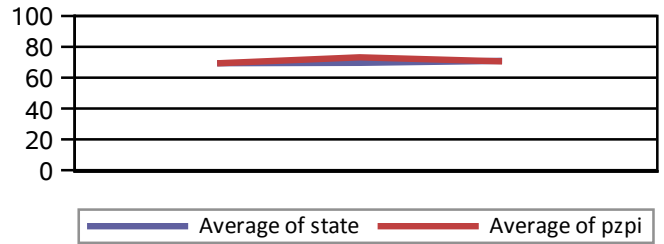
	2013	2014	2015
PZPI	69.3	73.2	70.6
State	69.4	69.6	70.9

Mathematics
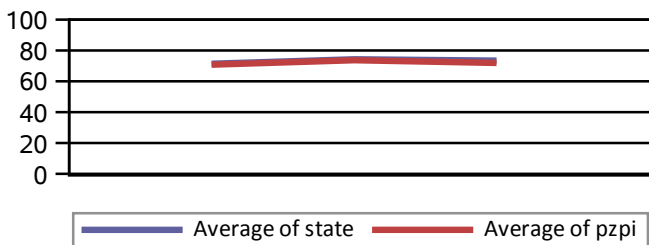
	2013	2014	2015
PZPI	70.8	73.7	71.9
State	71.4	74.3	73.4

Science
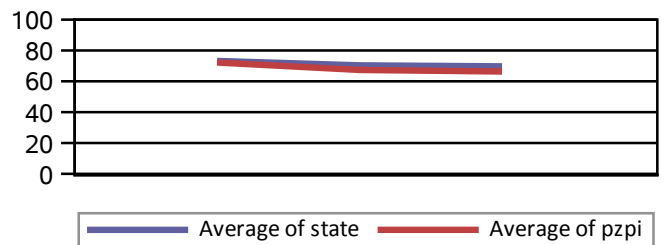
	2013	2014	2015
PZPI	72.2	67.4	66.4
State	73.2	70.4	69.7

Social Studies
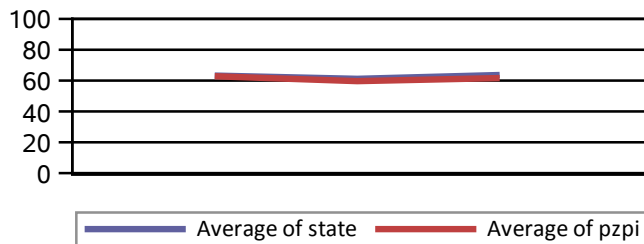
	2013	2014	2015
PZPI	62.8	59.6	61.6
State	63.2	61.2	63.6

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

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Reading[2]
Middle Schools
Angelo State University
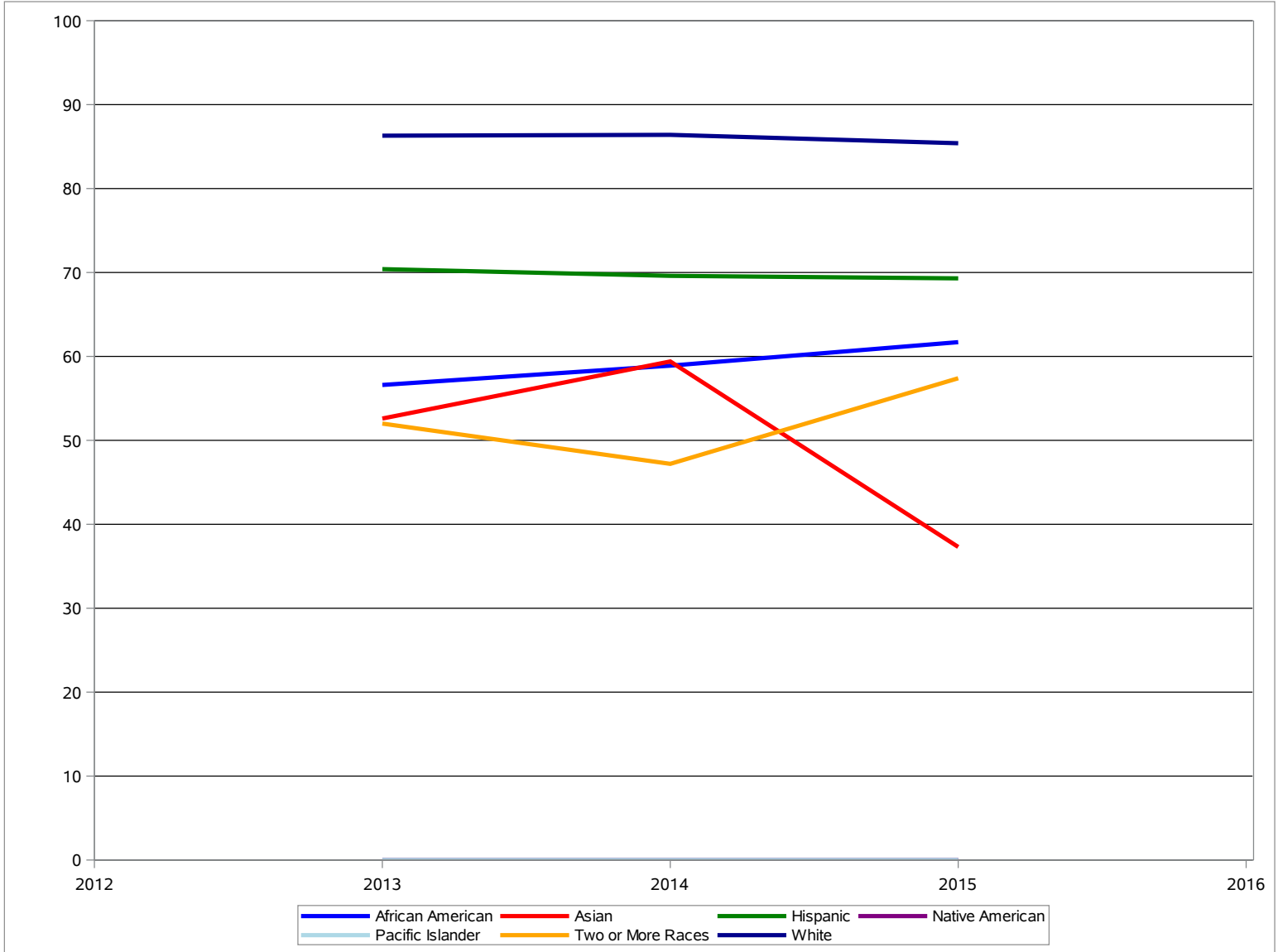
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	205	56.6	219	58.9	222	61.7
Hispanic	3277	70.4	3377	69.6	3418	69.3
White	3410	86.3	3397	86.4	3340	85.4
Asian	57	52.6	64	59.4	59	37.3
Native American	25	0.0	26	0.0	23	0.0
Pacific Islander	7	0.0	3	0.0	4	0.0
Two or More Races	102	52.0	106	47.2	136	57.4

[1]STAAR percent passing at Phase-in I level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Writing[2]
Middle Schools
Angelo State University
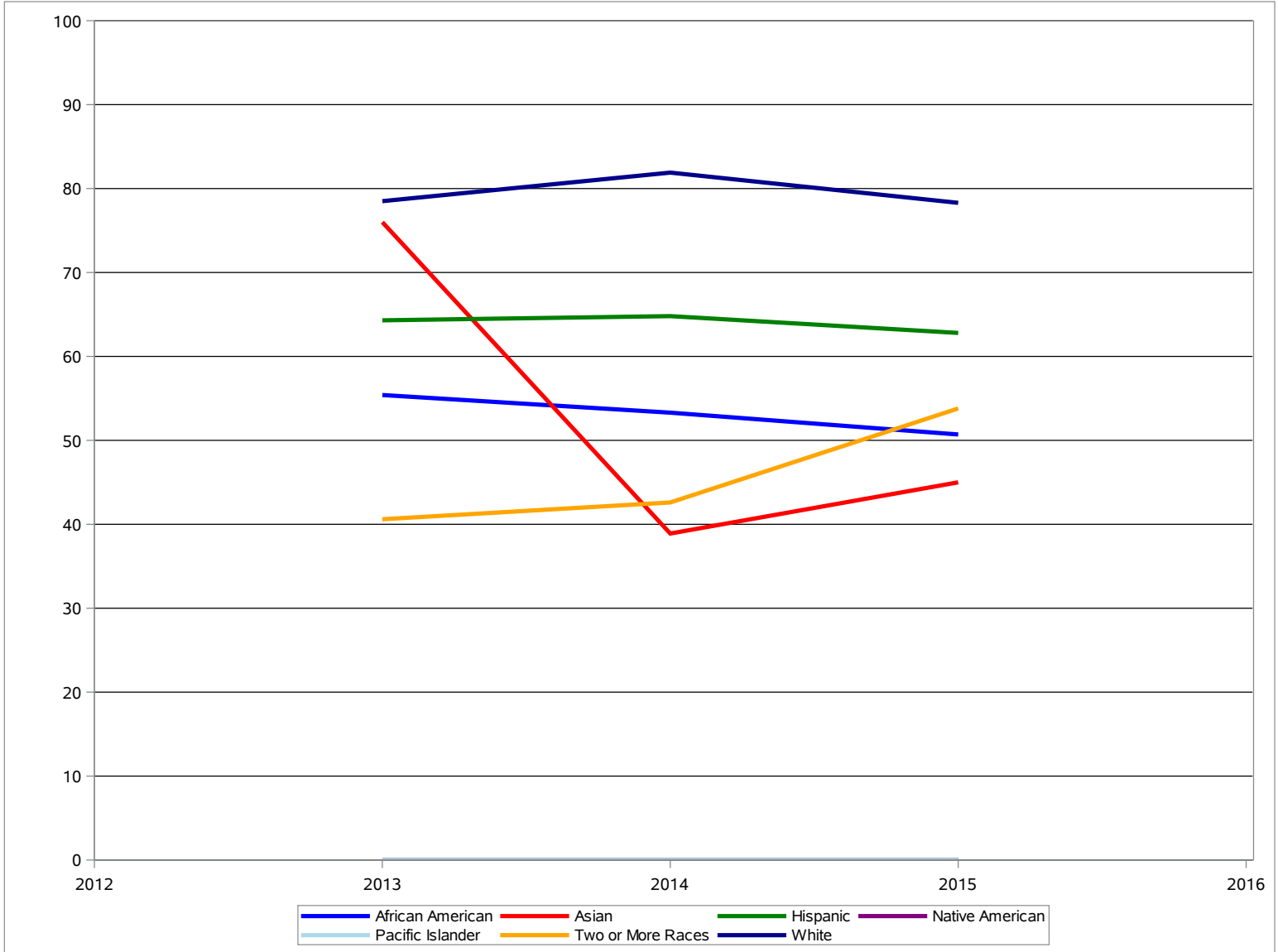
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	74	55.4	75	53.3	75	50.7
Hispanic	1085	64.3	1136	64.8	1122	62.8
White	1151	78.5	1133	81.9	1069	78.3
Asian	25	76.0	18	38.9	20	45.0
Native American	7	0.0	11	0.0	7	0.0
Pacific Islander	1	0.0	3	0.0	0	0.0
Two or More Races	32	40.6	47	42.6	39	53.8

[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Mathematics[2]
Middle Schools
Angelo State University
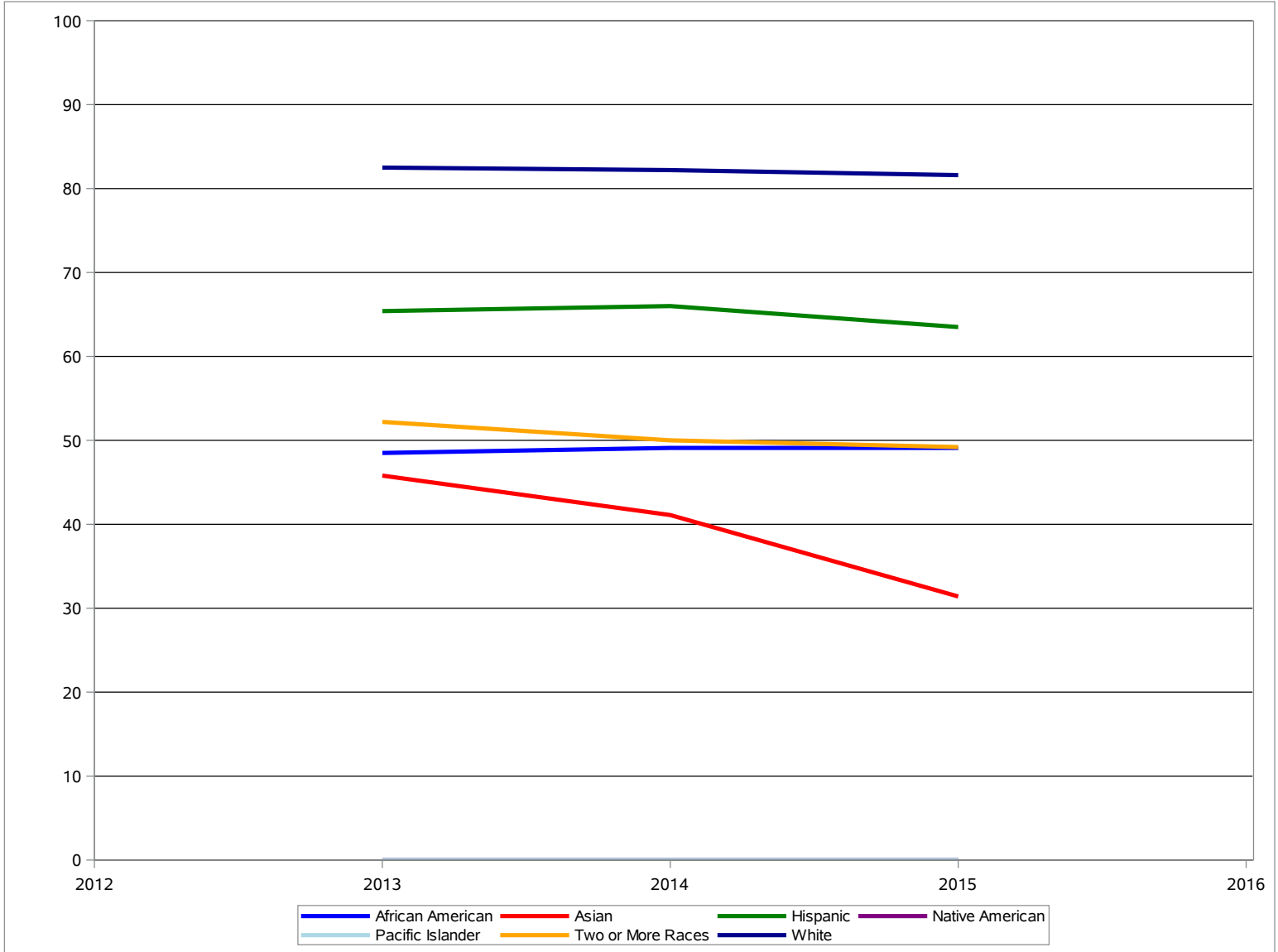
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	202	48.5	218	49.1	212	49.1
Hispanic	3119	65.4	3251	66.0	3310	63.5
White	3166	82.5	3225	82.2	3082	81.6
Asian	48	45.8	56	41.1	51	31.4
Native American	24	0.0	26	0.0	23	0.0
Pacific Islander	7	0.0	3	0.0	4	0.0
Two or More Races	92	52.2	100	50.0	130	49.2

[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Science[2]
Middle Schools
Angelo State University
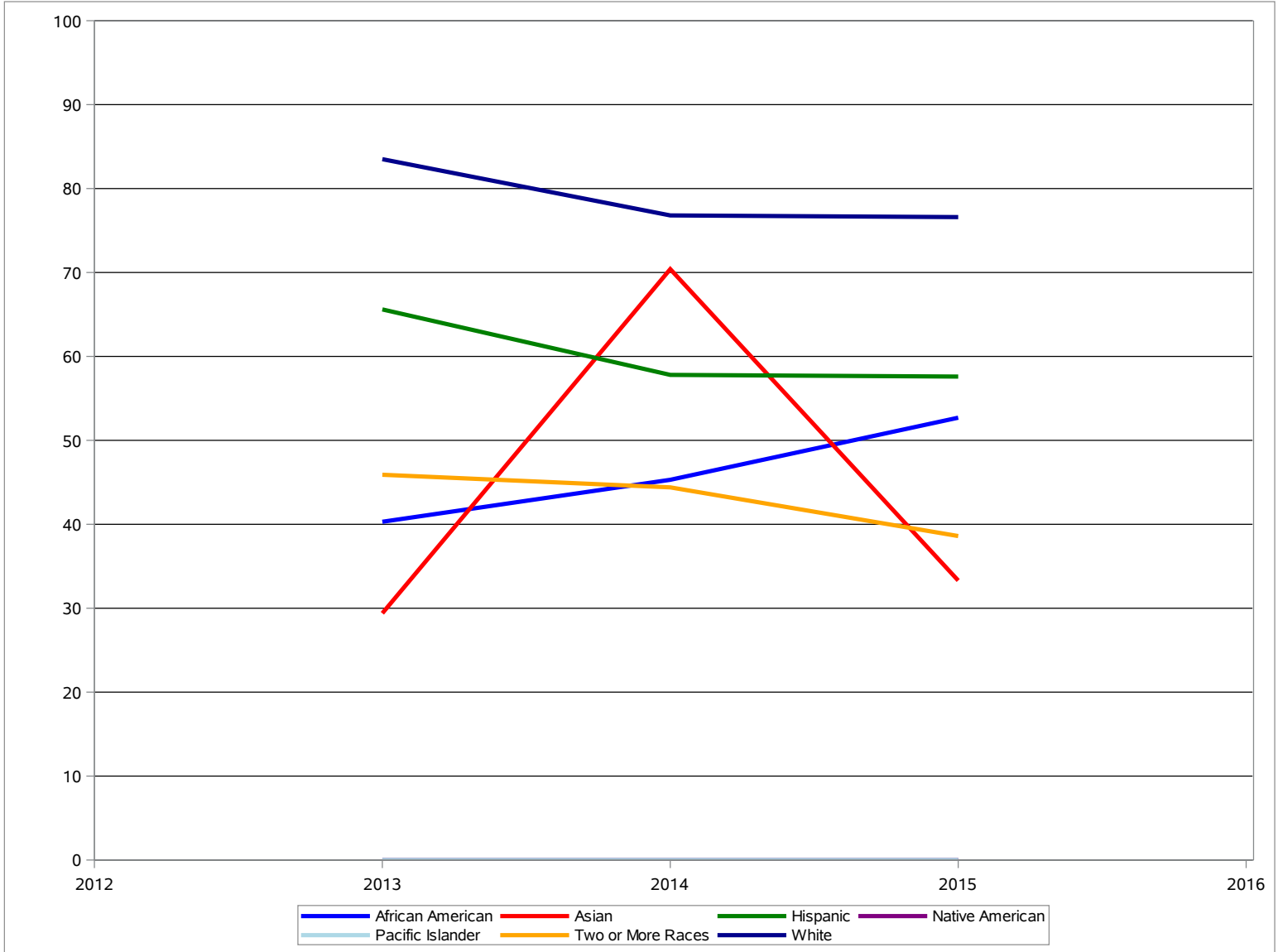
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	62	40.3	64	45.3	74	52.7
Hispanic	1077	65.6	1095	57.8	1101	57.6
White	1135	83.5	1179	76.8	1140	76.6
Asian	17	29.4	27	70.4	18	33.3
Native American	8	0.0	7	0.0	9	0.0
Pacific Islander	3	0.0	0	0.0	3	0.0
Two or More Races	37	45.9	27	44.4	44	38.6

[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Social Studies[2]
Middle Schools
Angelo State University
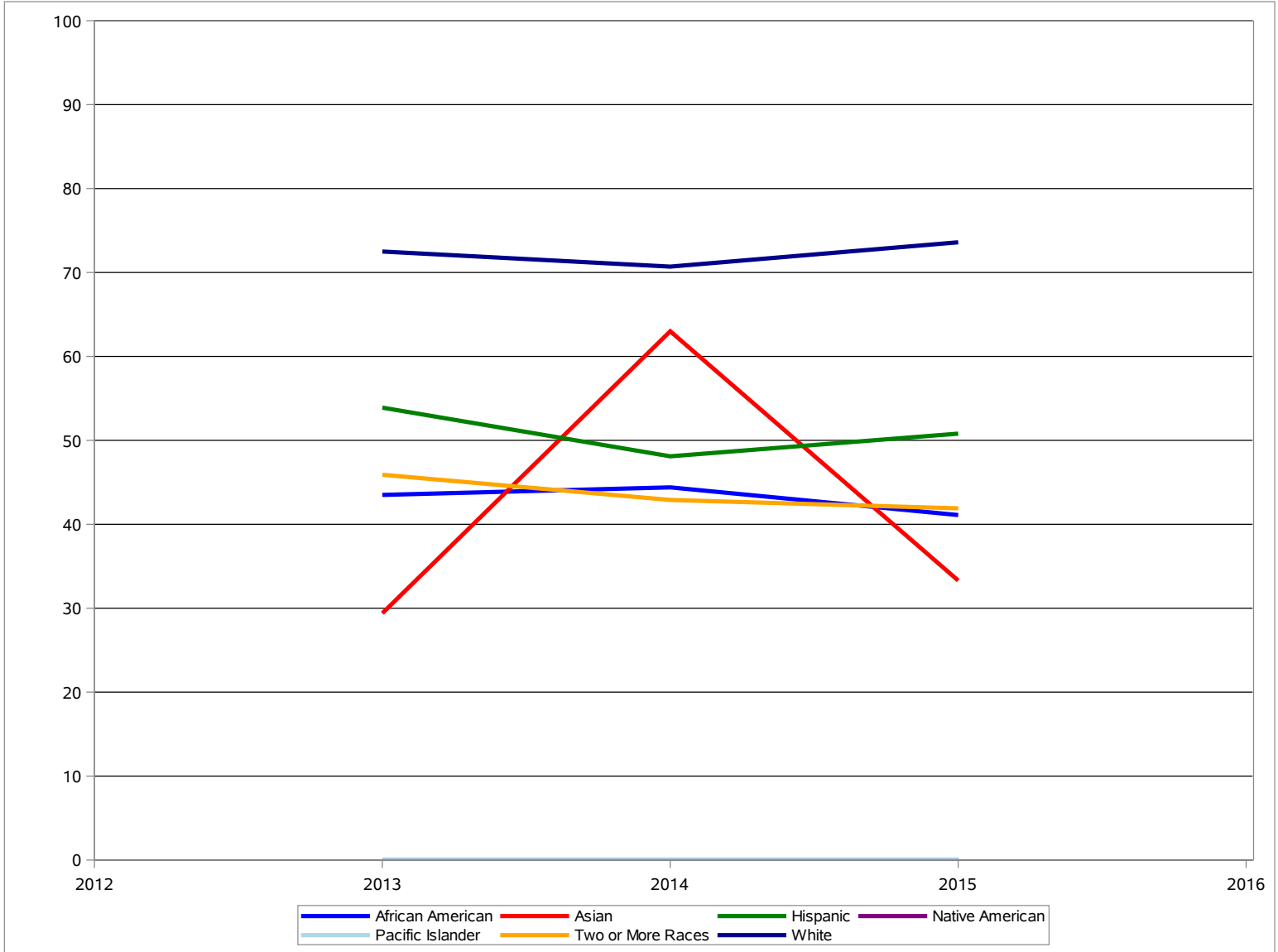
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	62	43.5	63	44.4	73	41.1
Hispanic	1073	53.9	1097	48.1	1101	50.8
White	1141	72.5	1183	70.7	1141	73.6
Asian	17	29.4	27	63.0	18	33.3
Native American	8	0.0	7	0.0	9	0.0
Pacific Islander	3	0.0	0	0.0	3	0.0
Two or More Races	37	45.9	28	42.9	43	41.9

[1]STAAR percent passing at Phase-in 1 Level II or above aggregated by subject and grade for campuses designated by the state as middle level.
[2]STAAR social studies test is administered in grade 8.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] Summary
Elementary Schools
Angelo State University

Reading
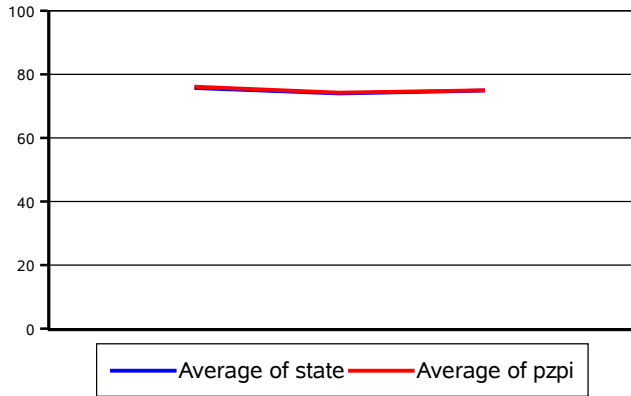
	2013	2014	2015
PZPI	76.1	74.2	75.0
State	75.7	74.0	74.9

Writing
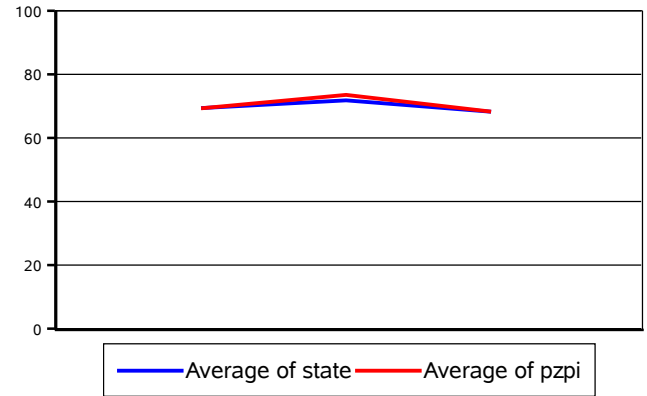
	2013	2014	2015
PZPI	69.3	73.5	68.3
State	69.4	71.8	68.2

Mathematics
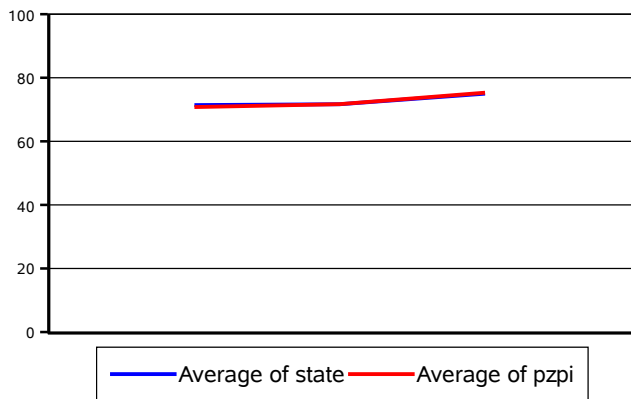
	2013	2014	2015
PZPI	70.8	71.7	75.3
State	71.4	71.7	75.0

Science
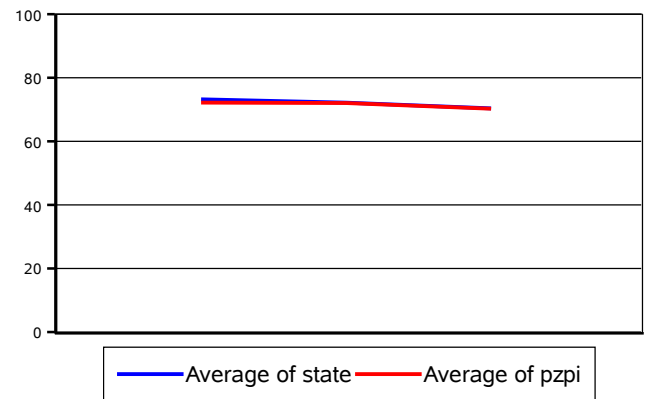
	2013	2014	2015
PZPI	72.2	72.0	70.3
State	73.2	72.2	70.4

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

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Reading[2]
Elementary Schools
Angelo State University
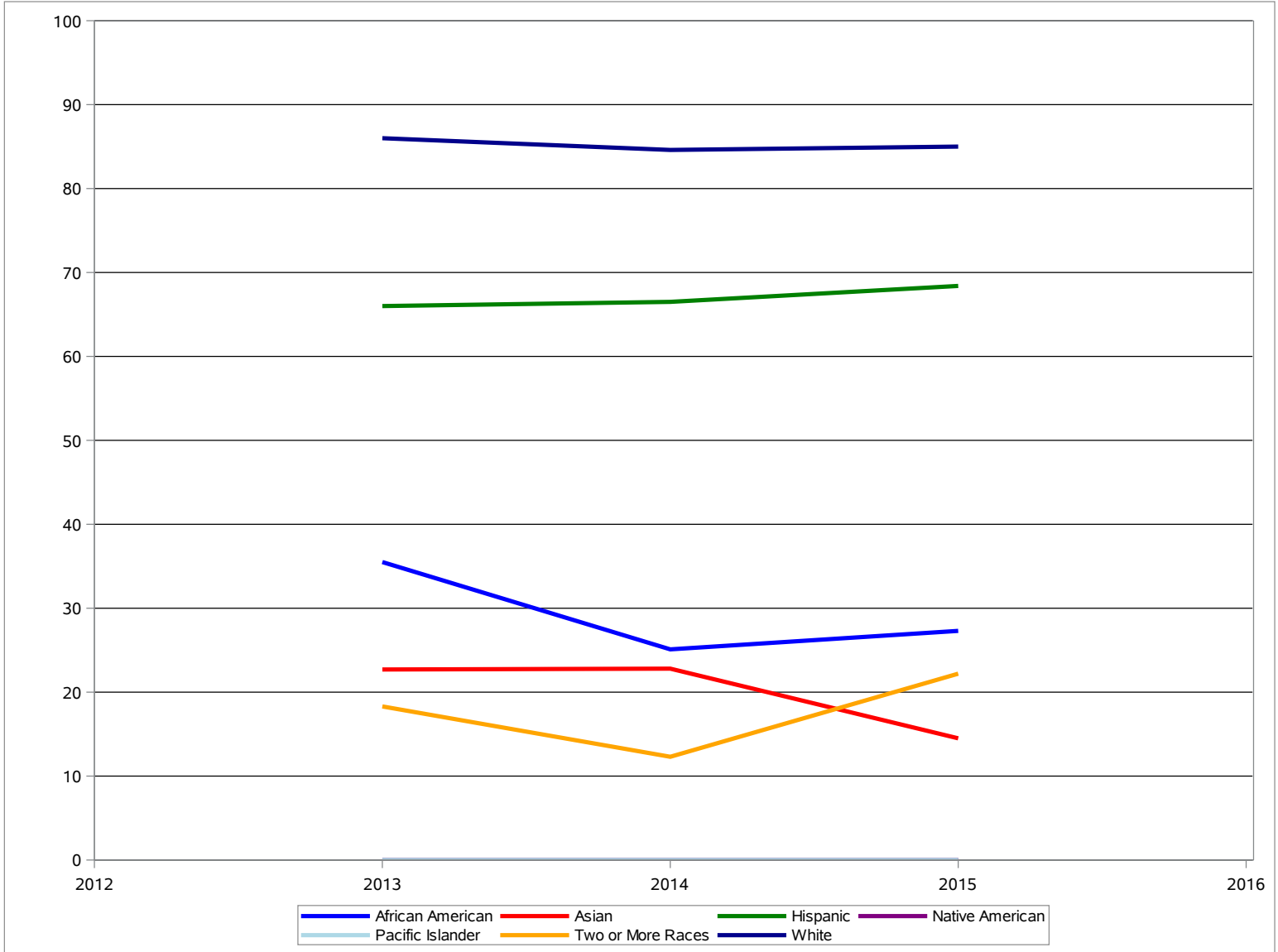
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	251	35.5	211	25.1	245	27.3
Hispanic	3823	66.0	3896	66.5	3802	68.4
White	3757	86.0	3605	84.6	3636	85.0
Asian	66	22.7	57	22.8	62	14.5
Native American	25	0.0	23	0.0	30	0.0
Pacific Islander	4	0.0	2	0.0	1	0.0
Two or More Races	126	18.3	146	12.3	153	22.2

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR reading test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Writing[2]
Elementary Schools
Angelo State University
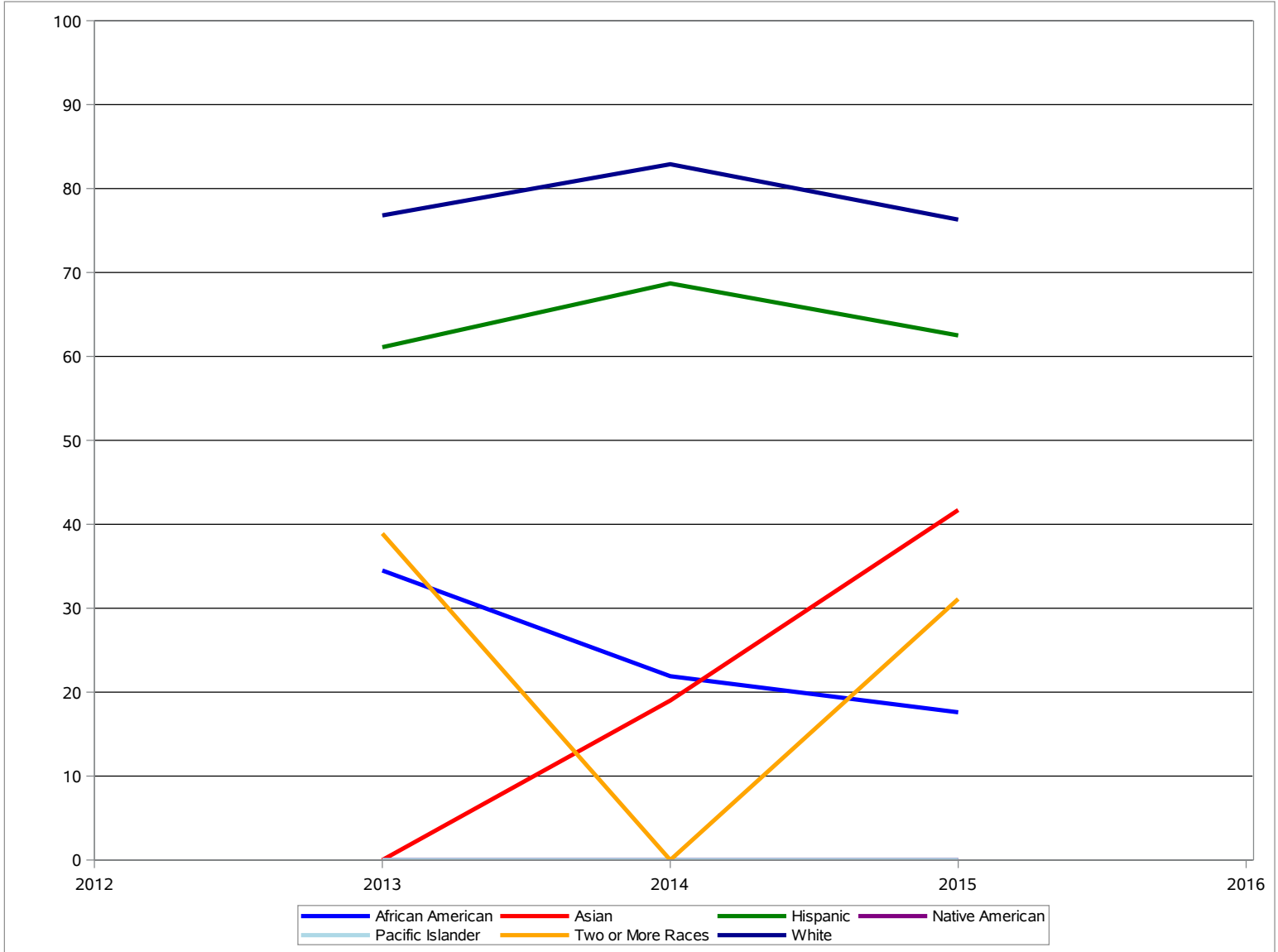
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	84	34.5	73	21.9	74	17.6
Hispanic	1330	61.1	1298	68.7	1303	62.5
White	1304	76.8	1247	82.9	1369	76.3
Asian	27	0.0	21	19.0	24	41.7
Native American	10	0.0	10	0.0	7	0.0
Pacific Islander	1	0.0	1	0.0	0	0.0
Two or More Races	54	38.9	45	0.0	61	31.1

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR writing test is administered in grades 4 and 7.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Mathematics[2]
Elementary Schools
Angelo State University
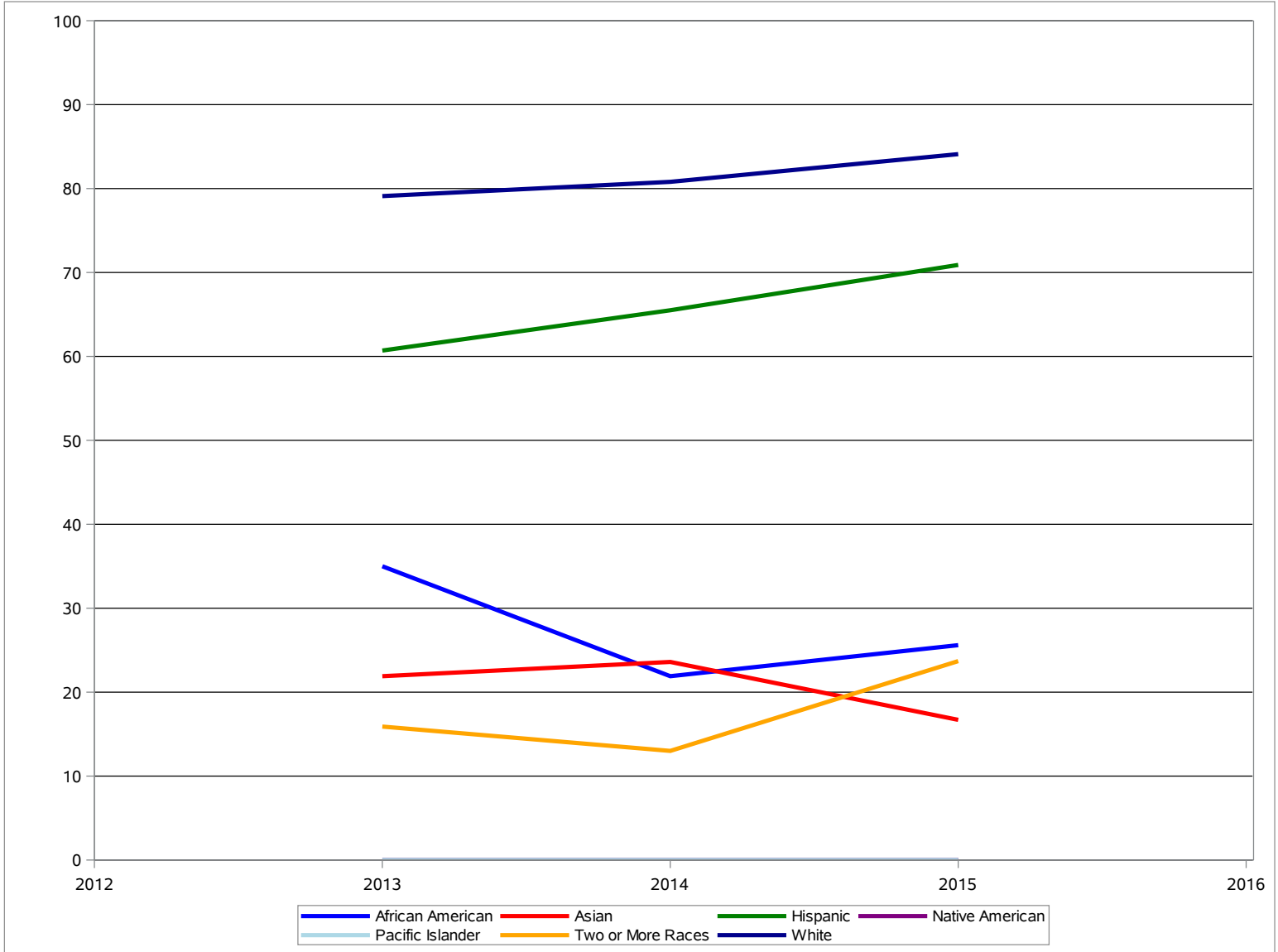
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	254	35.0	210	21.9	246	25.6
Hispanic	3837	60.7	3909	65.5	3800	70.9
White	3782	79.1	3622	80.8	3648	84.1
Asian	64	21.9	55	23.6	60	16.7
Native American	26	0.0	24	0.0	30	0.0
Pacific Islander	4	0.0	2	0.0	1	0.0
Two or More Races	126	15.9	146	13.0	152	23.7

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR mathematics test is administered in grades 3-8.

Student Academic Performance in the Proximal Zone of Professional Impact
STAAR Performance[1] by Ethnicity: Science[2]
Elementary Schools
Angelo State University
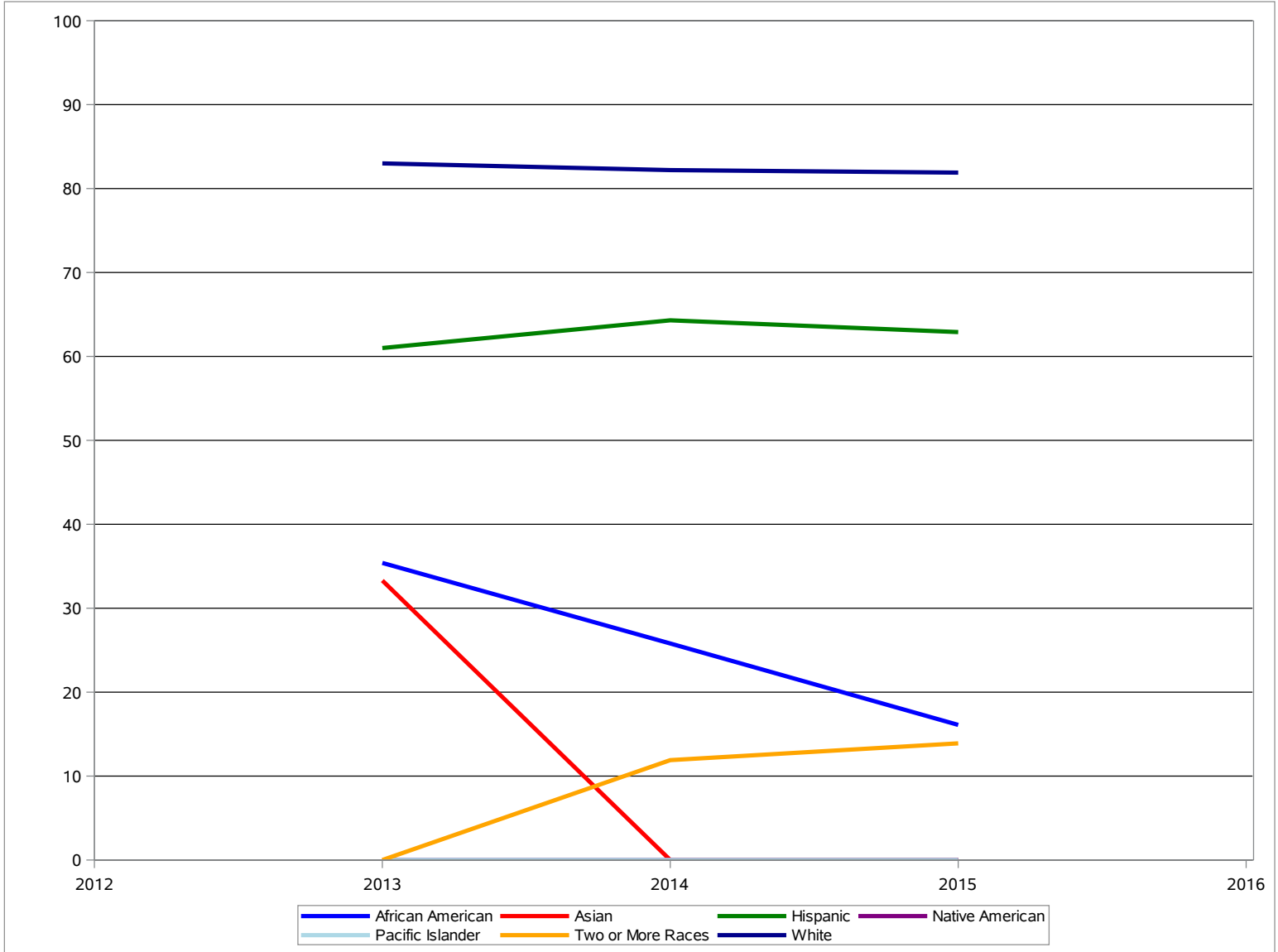
	2013		2014		2015	
	N	Level II: Satisfactory	N	Level II: Satisfactory	N	Level II: Satisfactory
African American	82	35.4	62	25.8	62	16.1
Hispanic	1185	61.0	1247	64.3	1150	62.9
White	1190	83.0	978	82.2	932	81.9
Asian	18	33.3	16	0.0	18	0.0
Native American	6	0.0	7	0.0	9	0.0
Pacific Islander	1	0.0	1	0.0	0	0.0
Two or More Races	26	0.0	42	11.9	36	13.9

[1]STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
[2]STAAR science test is administered in grades 5 and 8.

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing High Schools ranked by STAAR Algebra Performance[1]
2015
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
WALL ISD	WALL H S	331	9	17	67	100	33	80	100	21	78	99	31	88	91	15	78	94	5
ROSCOE ISD	ROSCOE COLLEGIATE H S	207	47	63	43	95	21	56	100	9	25	100	16	26	81	23	36	86	3
SANTA ANNA ISD	SANTA ANNA SECONDARY	110	65	36	21	95	24	19	100	16	23	91	17	21	67	10	22	68	0
WATER VALLEY ISD	WATER VALLEY H S	138	47	25	19	95	26	17	100	18	1	0	0	17	82	12	29	79	3
WYLIE ISD	WYLIE H S	1,026	9	21	197	95	21	256	98	27	35	91	43	256	87	14	250	90	4
MILES ISD	MILES H S	203	27	35	35	94	23	1	0	0	23	100	35	40	73	10	46	78	2
GLASSCOCK COUNTY ISD	GARDEN CITY H S	138	42	50	27	93	30	28	100	4	25	92	12	30	63	7	20	65	0
JIM NED CISD	JIM NED H S	320	18	14	50	92	8	75	99	33	91	98	37	77	86	9	74	77	3
BRONTE ISD	BRONTE H S	147	40	33	23	91	26	23	96	26	10	100	30	25	84	0	33	79	3
WINTERS ISD	WINTERS H S	150	64	59	23	91	13	32	100	9	34	94	41	43	58	5	30	53	3
VERIBEST ISD	VERIBEST H S	139	50	40	20	90	5	21	95	0	20	90	20	20	80	0	19	74	5
ROBERT LEE ISD	ROBERT LEE H S	108	57	32	19	89	26	3	0	0	21	100	29	21	67	0	20	80	0
SCHLEICHER ISD	ELDORADO H S	156	27	69	25	88	8	33	97	12	35	97	31	41	71	2	50	62	0
COLEMAN ISD	COLEMAN H S	244	52	35	66	86	33	34	82	32	61	89	25	72	76	11	71	63	3
IRION COUNTY ISD	IRION H S	175	34	31	36	86	8	36	94	14	21	95	29	39	72	5	34	71	0
COLORADO ISD	COLORADO HIGH SCHOOL	284	42	64	88	83	18	108	92	6	75	72	3	92	68	4	75	65	0
BALLINGER ISD	BALLINGER H S	267	45	51	65	80	12	55	85	7	79	80	9	73	60	4	66	65	0
GRAPE CREEK ISD	GRAPE CREEK H S	306	51	36	82	80	10	82	94	11	74	95	23	84	57	6	104	66	0
BRADY ISD	BRADY H S	374	54	52	82	79	23	93	94	5	78	92	10	83	70	5	99	73	1
MERKEL ISD	MERKEL H S	328	47	30	94	76	10	94	95	5	85	84	13	102	73	1	77	69	0
SAN ANGELO ISD	CENTRAL FRESHMAN CAMPUS	738	46	60	602	74	13	710	89	8	0	0	0	726	67	12	0	0	0
BANGS ISD	BANGS H S	315	36	27	75	72	3	94	93	10	82	83	11	85	69	6	86	74	1
SONORA ISD	SONORA H S	268	37	69	47	70	0	62	89	2	112	87	12	67	58	4	79	63	3
MENARD ISD	MENARD H S	88	56	52	22	68	14	21	95	14	37	78	24	25	48	8	29	72	3
REAGAN COUNTY ISD	REAGAN COUNTY H S	245	24	81	46	63	2	53	94	8	83	55	5	69	25	1	68	46	1

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

[2]Total number of students taking STAAR exam

Student Academic Performance in the Proximal Zone of Professional Impact
25 Lowest Performing High Schools ranked by STAAR Algebra Performance[1]
2015
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
CHRISTOVAL ISD	FAIRVIEW ACCELERATED	3	0	33	1	0	0	1	0	0	1	0	0	2	0	0	2	0	0
WALL ISD	FAIRVIEW ACCELERATED	5	60	60	3	0	0	3	0	0	0	0	0	2	0	0	0	0	0
BALLINGER ISD	FAIRVIEW ACCELERATED	4	75	50	2	0	0	0	0	0	0	0	0	1	0	0	1	0	0
GRAPE CREEK ISD	FAIRVIEW ACCELERATED	10	70	40	3	0	0	1	0	0	3	0	0	1	0	0	1	0	0
ROBERT LEE ISD	FAIRVIEW ACCELERATED	4	75	25	2	0	0	2	0	0	0	0	0	3	0	0	0	0	0
STERLING CITY ISD	FAIRVIEW SPECIAL PROGRAMS	1	0	100	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0
COLORADO ISD	WALLACE ACCELERATED H S	16	75	75	2	0	0	3	0	0	6	100	0	1	0	0	3	0	0
SAN ANGELO ISD	CENTRAL H S	2,089	39	61	58	17	0	69	70	9	648	90	28	103	10	0	771	72	6
SWEETWATER ISD	WALLACE ACCELERATED H S	30	70	60	5	20	0	2	0	0	11	73	0	5	0	0	14	21	0
SAN ANGELO ISD	LAKE VIEW H S	1,214	65	74	312	54	3	338	80	8	271	83	12	389	45	1	315	55	1
SWEETWATER ISD	SWEETWATER H S	485	51	53	108	56	3	128	87	10	117	96	24	140	64	3	137	65	1
CROCKETT COUNTY CONSOLIDATED CSD	OZONA H S	205	54	75	40	60	5	55	85	4	44	98	16	51	55	4	64	66	3
REAGAN COUNTY ISD	REAGAN COUNTY H S	245	24	81	46	63	2	53	94	8	83	55	5	69	25	1	68	46	1
MENARD ISD	MENARD H S	88	56	52	22	68	14	21	95	14	37	78	24	25	48	8	29	72	3
SONORA ISD	SONORA H S	268	37	69	47	70	0	62	89	2	112	87	12	67	58	4	79	63	3
BANGS ISD	BANGS H S	315	36	27	75	72	3	94	93	10	82	83	11	85	69	6	86	74	1
SAN ANGELO ISD	CENTRAL FRESHMAN CAMPUS	738	46	60	602	74	13	710	89	8	0	0	0	726	67	12	0	0	0
MERKEL ISD	MERKEL H S	328	47	30	94	76	10	94	95	5	85	84	13	102	73	1	77	69	0
BRADY ISD	BRADY H S	374	54	52	82	79	23	93	94	5	78	92	10	83	70	5	99	73	1
BALLINGER ISD	BALLINGER H S	267	45	51	65	80	12	55	85	7	79	80	9	73	60	4	66	65	0
GRAPE CREEK ISD	GRAPE CREEK H S	306	51	36	82	80	10	82	94	11	74	95	23	84	57	6	104	66	0
COLORADO ISD	COLORADO HIGH SCHOOL	284	42	64	88	83	18	108	92	6	75	72	3	92	68	4	75	65	0
COLEMAN ISD	COLEMAN H S	244	52	35	66	86	33	34	82	32	61	89	25	72	76	11	71	63	3
IRION COUNTY ISD	IRION H S	175	34	31	36	86	8	36	94	14	21	95	29	39	72	5	34	71	0
SCHLEICHER ISD	ELDORADO H S	156	27	69	25	88	8	33	97	12	35	97	31	41	71	2	50	62	0

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

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing Middle Schools ranked by STAAR Reading Performance[1]
2015
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	287	14	20	274	99	35	255	98	15	84	95	12	85	78	16	85	71	13
WYLIE ISD	WYLIE MIDDLE	630	17	24	324	94	34	324	95	23	0	0	0	0	0	0	0	0	0
WYLIE ISD	WYLIE J H	625	10	23	591	91	39	533	90	16	308	83	14	285	78	20	286	77	10
JIM NED CISD	JIM NED MIDDLE	276	34	14	270	88	29	243	86	14	81	78	9	89	76	15	90	67	8
BANGS ISD	BANGS MIDDLE	334	45	30	251	84	19	230	74	5	97	78	11	90	64	10	91	82	21
SONORA ISD	SONORA J H	209	49	68	193	84	22	175	87	5	67	72	7	70	76	13	70	76	17
BRADY ISD	BRADY MIDDLE	265	60	55	217	82	19	218	82	11	79	72	3	62	85	24	62	73	8
MENARD ISD	MENARD J H	65	74	63	60	82	23	56	70	2	22	68	14	21	71	10	20	70	5
BALLINGER ISD	BALLINGER J H	209	57	46	189	79	20	184	66	3	62	74	10	63	76	17	64	67	19
MERKEL ISD	MERKEL J H	136	62	30	131	79	11	131	71	5	64	64	16	68	59	4	68	65	3
COLORADO ISD	COLORADO MIDDLE	199	56	63	163	78	19	163	68	2	45	80	4	59	71	12	60	45	3
CROCKETT COUNTY CONSOLIDATED CSD	OZONA MIDDLE	171	74	81	145	78	10	127	73	7	48	92	19	47	57	6	47	40	6
SAN ANGELO ISD	GLENN MIDDLE	1,201	48	63	1,172	76	19	1,089	71	7	407	66	8	362	74	19	364	68	7
SAN ANGELO ISD	LEE MIDDLE	980	57	65	970	75	19	916	67	5	301	66	6	330	72	21	326	60	13
MERKEL ISD	MERKEL MIDDLE	167	50	31	84	74	11	84	71	11	0	0	0	0	0	0	0	0	0
SWEETWATER ISD	SWEETWATER MIDDLE	481	67	61	432	74	14	436	64	4	129	60	2	170	48	6	170	61	9
SCHLEICHER ISD	ELDORADO MIDDLE	187	49	75	130	69	15	130	87	10	45	84	11	39	72	10	39	74	21
GRAPE CREEK ISD	GRAPE CREEK MIDDLE	241	59	48	251	67	11	249	60	3	71	58	4	95	61	13	95	69	7
WINTERS ISD	WINTERS J H	137	74	61	126	67	17	118	49	3	51	63	6	39	51	8	39	33	0
COLEMAN ISD	COLEMAN J H	214	64	36	193	66	16	189	59	4	53	64	2	67	54	10	65	63	9
SAN ANGELO ISD	LINCOLN MIDDLE	955	74	80	855	64	9	785	59	5	264	61	2	301	55	8	301	41	3
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	193	31	88	183	58	7	179	46	1	54	54	2	49	53	4	48	40	2

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

Student Academic Performance in the Proximal Zone of Professional Impact
25 Lowest Performing Middle Schools ranked by STAAR Reading Performance[1]
2015
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
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	193	31	88	183	58	7	179	46	1	54	54	2	49	53	4	48	40	2
SAN ANGELO ISD	LINCOLN MIDDLE	955	74	80	855	64	9	785	59	5	264	61	2	301	55	8	301	41	3
COLEMAN ISD	COLEMAN J H	214	64	36	193	66	16	189	59	4	53	64	2	67	54	10	65	63	9
GRAPE CREEK ISD	GRAPE CREEK MIDDLE	241	59	48	251	67	11	249	60	3	71	58	4	95	61	13	95	69	7
WINTERS ISD	WINTERS J H	137	74	61	126	67	17	118	49	3	51	63	6	39	51	8	39	33	0
SCHLEICHER ISD	ELDORADO MIDDLE	187	49	75	130	69	15	130	87	10	45	84	11	39	72	10	39	74	21
MERKEL ISD	MERKEL MIDDLE	167	50	31	84	74	11	84	71	11	0	0	0	0	0	0	0	0	0
SWEETWATER ISD	SWEETWATER MIDDLE	481	67	61	432	74	14	436	64	4	129	60	2	170	48	6	170	61	9
SAN ANGELO ISD	LEE MIDDLE	980	57	65	970	75	19	916	67	5	301	66	6	330	72	21	326	60	13
SAN ANGELO ISD	GLENN MIDDLE	1,201	48	63	1,172	76	19	1,089	71	7	407	66	8	362	74	19	364	68	7
COLORADO ISD	COLORADO MIDDLE	199	56	63	163	78	19	163	68	2	45	80	4	59	71	12	60	45	3
CROCKETT COUNTY CONSOLIDATED CSD	OZONA MIDDLE	171	74	81	145	78	10	127	73	7	48	92	19	47	57	6	47	40	6
BALLINGER ISD	BALLINGER J H	209	57	46	189	79	20	184	66	3	62	74	10	63	76	17	64	67	19
MERKEL ISD	MERKEL J H	136	62	30	131	79	11	131	71	5	64	64	16	68	59	4	68	65	3
BRADY ISD	BRADY MIDDLE	265	60	55	217	82	19	218	82	11	79	72	3	62	85	24	62	73	8
MENARD ISD	MENARD J H	65	74	63	60	82	23	56	70	2	22	68	14	21	71	10	20	70	5
BANGS ISD	BANGS MIDDLE	334	45	30	251	84	19	230	74	5	97	78	11	90	64	10	91	82	21
SONORA ISD	SONORA J H	209	49	68	193	84	22	175	87	5	67	72	7	70	76	13	70	76	17
JIM NED CISD	JIM NED MIDDLE	276	34	14	270	88	29	243	86	14	81	78	9	89	76	15	90	67	8
WYLIE ISD	WYLIE J H	625	10	23	591	91	39	533	90	16	308	83	14	285	78	20	286	77	10
WYLIE ISD	WYLIE MIDDLE	630	17	24	324	94	34	324	95	23	0	0	0	0	0	0	0	0	0
WALL ISD	WALL MIDDLE	287	14	20	274	99	35	255	98	15	84	95	12	85	78	16	85	71	13

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

Student Academic Performance in the Proximal Zone of Professional Impact
25 Highest Performing Elementary Schools ranked by STAAR Reading Performance[1]
2015
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
JIM NED CISD	BUFFALO GAP EL	272	26	12	131	95	46	132	94	28	46	93	17	41	80	22
JIM NED CISD	LAWN EL	265	35	17	123	94	41	124	87	14	47	87	19	42	69	12
WALL ISD	WALL EL	475	17	25	234	94	40	233	97	27	69	94	28	89	91	17
WYLIE ISD	WYLIE INT	618	18	23	594	93	32	596	95	29	303	93	12	0	0	0
SAN ANGELO ISD	GLENMORE EL	464	58	62	177	92	27	180	89	18	64	97	16	49	96	18
MILES ISD	MILES EL	233	39	39	87	92	29	87	92	17	28	89	4	24	71	21
FORSAN ISD	FORSAN EL AT ELBOW	377	26	34	172	91	35	172	83	16	52	87	8	54	65	4
SAN ANGELO ISD	MCGILL EL	359	67	51	129	91	25	129	86	14	40	85	10	38	87	18
SAN ANGELO ISD	SANTA RITA EL	379	47	49	168	90	30	169	89	23	55	89	4	51	82	16
BRONTE ISD	BRONTE EL	126	56	38	44	89	25	44	82	14	18	83	6	14	93	14
CHRISTOVAL ISD	CHRISTOVAL EL	192	23	28	97	88	26	97	88	18	26	85	15	34	82	9
SANTA ANNA ISD	SANTA ANNA EL	155	72	34	68	87	28	68	66	1	31	65	6	21	76	5
SWEETWATER ISD	EAST RIDGE EL	364	76	58	176	86	18	177	88	12	0	0	0	0	0	0
SAN ANGELO ISD	BONHAM EL	526	28	48	257	85	26	254	88	19	77	82	6	77	81	9
VERIBEST ISD	VERIBEST EL	142	50	40	56	84	16	56	66	11	17	76	6	21	81	5
SAN ANGELO ISD	CROCKETT EL	361	54	56	165	82	23	167	77	8	61	75	5	50	86	10
SAN ANGELO ISD	FT CONCHO EL	484	49	56	252	82	40	249	84	31	83	78	18	90	86	36
IRION COUNTY ISD	IRION EL	159	39	36	66	82	30	64	88	14	26	77	23	25	88	8
BANGS ISD	J B STEPHENS EL	365	43	33	131	82	21	131	69	3	57	70	5	0	0	0
SCHLEICHER ISD	ELDORADO EL	249	53	75	83	81	14	83	89	18	44	84	2	0	0	0
SAN ANGELO ISD	LAMAR EL	598	38	52	297	79	24	297	75	13	79	77	8	106	76	12
SONORA ISD	SONORA INT	196	49	79	182	79	16	187	91	21	63	78	0	61	92	16
GLASSCOCK COUNTY ISD	GARDEN CITY EL	168	35	48	60	78	17	60	83	20	26	96	23	9	56	0
ROBERT LEE ISD	ROBERT LEE EL	156	61	39	49	78	22	49	76	10	16	63	6	15	60	0
STERLING CITY ISD	STERLING CITY EL	170	36	44	76	78	13	77	81	21	29	66	3	18	89	0

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

Student Academic Performance in the Proximal Zone of Professional Impact
25 Lowest Performing Elementary Schools ranked by STAAR Reading Performance[1]
2015
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
OLFEN ISD	OLFEN EL	55	69	69	12	33	0	12	50	0	9	56	0	2	0	0
GRAPE CREEK ISD	GRAPE CREEK INT	250	62	48	245	52	11	244	70	11	93	42	4	78	59	6
SAN ANGELO ISD	BRADFORD EL	431	88	85	207	56	8	203	58	3	71	34	1	59	41	2
CROCKETT COUNTY CONSOLIDATED CSD	OZONA EL	488	61	75	174	60	11	171	56	5	54	59	4	54	50	4
SAN ANGELO ISD	AUSTIN EL	463	73	69	199	62	9	209	71	6	66	42	2	63	70	0
REAGAN COUNTY ISD	REAGAN COUNTY EL	449	43	83	166	62	13	166	55	7	48	60	0	58	55	9
WINTERS ISD	WINTERS EL	300	80	72	139	63	9	139	63	9	43	37	0	48	50	2
SAN ANGELO ISD	ALTA LOMA EL	319	80	83	132	64	14	132	76	11	52	75	0	34	62	9
SAN ANGELO ISD	SAN JACINTO EL	410	86	88	129	64	9	132	73	8	38	71	0	41	63	10
COLEMAN ISD	COLEMAN EL	467	69	32	159	65	18	159	65	8	53	43	2	60	73	7
SAN ANGELO ISD	FANNIN EL	361	83	76	126	65	8	127	73	9	44	50	0	42	81	7
BALLINGER ISD	BALLINGER EL	481	64	52	213	69	17	211	70	6	79	66	3	67	61	1
SAN ANGELO ISD	GOLIAD EL	606	76	69	297	70	12	294	63	10	97	60	0	109	52	5
ROSCOE ISD	ROSCOE EL	372	44	52	132	70	14	128	84	13	50	60	2	36	75	22
COLORADO ISD	HUTCHINSON ELEMENTARY	206	50	60	163	71	21	163	68	12	50	62	6	58	67	10
MERKEL ISD	MERKEL INT	186	55	30	172	71	15	177	53	7	95	54	2	0	0	0
SWEETWATER ISD	SWEETWATER INT	338	70	65	299	71	17	299	76	10	150	59	1	149	71	13
SAN ANGELO ISD	BELAIRE EL	381	78	75	185	72	17	184	74	8	66	64	5	53	85	17
SAN ANGELO ISD	HOLIMAN EL	420	55	61	184	73	22	184	88	22	78	67	5	38	76	11
BRADY ISD	BRADY EL	602	67	53	254	74	23	253	74	17	88	59	5	81	60	9
WATER VALLEY ISD	WATER VALLEY EL	170	54	29	54	74	19	55	78	16	19	63	0	19	68	0
SAN ANGELO ISD	REAGAN EL	358	85	89	136	75	12	134	70	4	44	68	2	41	73	2
SAN ANGELO ISD	BOWIE EL	447	48	54	220	77	16	222	73	8	75	56	3	72	69	8
MENARD ISD	MENARD EL	151	68	41	62	77	13	62	76	6	20	70	0	17	76	6
GLASSCOCK COUNTY ISD	GARDEN CITY EL	168	35	48	60	78	17	60	83	20	26	96	23	9	56	0

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

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 2005 through FY 2015 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 2015 production count includes university completers from all university pathways who obtained certification in any academic semester between September 1, 2014 and August 31, 2015. 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: 2015-2014/2014 x 100%. The formula used to calculate the five-year change was: 2015-2010/2010 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals produced from FY 2005 through FY 2015 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 <u>initial standard certificate</u> production disaggregated by level over a ten-year period (FY 2006-2015). 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 2010, yet decide not to obtain certification until FY 2013. Such an individual would be included in the 2012-2013 certification cohort rather than the 2009-2010 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
2011 - 2015
Angelo State University

University Production	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total[1,4]	**6,860**	**7,077**	**6,826**	**6,430**	**6,389**	**-6.9%**
Undergraduate	6,031	6,157	5,881	5,433	5,329	-11.6%
Masters	664	754	789	842	916	38.0%
Degrees Awarded (End of fiscal year)						
Total[2]	**1,147**	**1,343**	**1,399**	**1,374**	**1,378**	**20.1%**
Baccalaureate Degrees	805	932	938	1,031	1,003	24.6%
Mathematics	15	17	18	19	16	6.7%
Biological Science	39	46	55	42	44	12.8%
Physical Science	6	22	31	29	39	550.0%
Masters	187	251	283	317	357	90.9%
Teachers Produced by Pathway (End of fiscal year)						
Total[3]	**148**	**151**	**141**	**165**	**138**	**-6.8%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	37	24	15	28	25	-32.4%
Traditional Undergraduate Certified	111	127	126	137	113	1.8%

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

Teacher Production Trends for University Completers[1]
FY 2005 - 2015[2]
Angelo State University
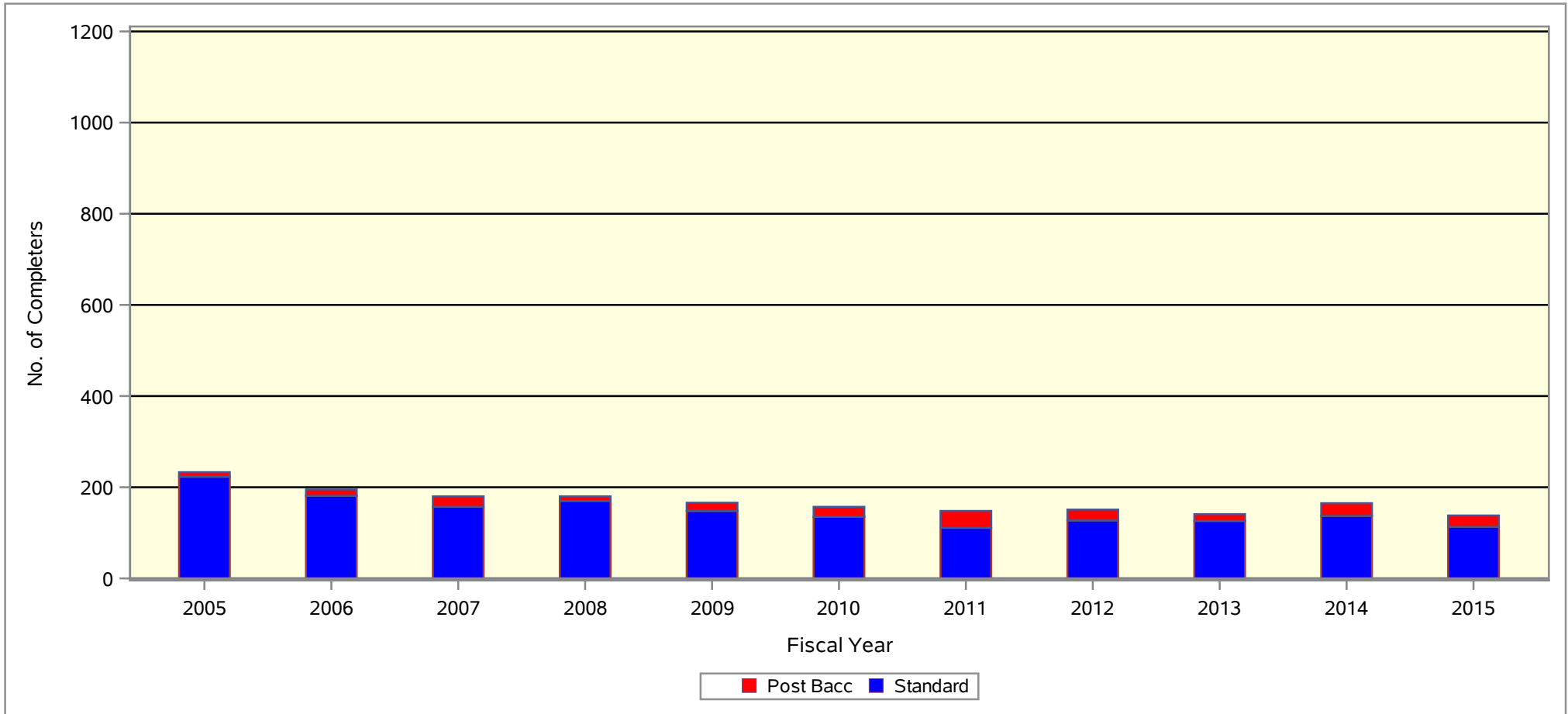
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015		2014-2015	2010-2015
233	195	180	180	166	157	148	151	141	165	138	1,854	-16.4%	-12.1%

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

Teacher Production by Race/Ethnicity[1]
FY 2005 - 2015[2]
Angelo State University
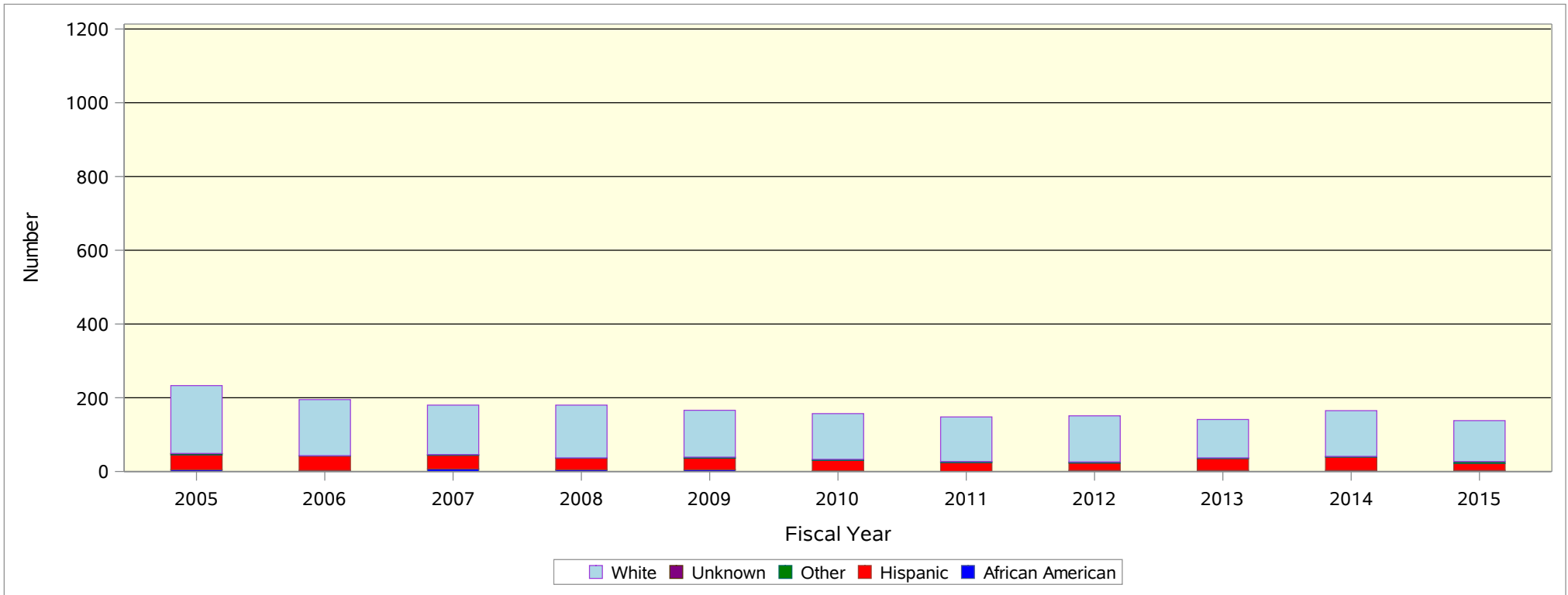
	Fiscal Year											3-Year Change	5-Year Change
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2012-2015	2010-2015
African American	5	3	7	5	5	2	0	3	3	3	3	0	1
Hispanic	40	39	37	31	31	28	24	20	32	36	19	-1	-9
Other	3	1	2	1	3	3	3	3	2	2	5	2	2
Unknown	1	0	0	0	0	0	0	0	0	0	0	0	0
White	184	152	134	143	127	124	121	125	104	124	111	-14	-13
TOTAL	233	195	180	180	166	157	148	151	141	165	138		

[1]Race/ethnicity is self-reported.

[2]Certification year equals fiscal year (September 1 - August 31).

Initial Certification Production by Level[1]
FY 2006 - 2015[2]
Angelo State University

Certificate	Fiscal Year										5-Year Average 2011-2015
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
ELEMENTARY (EC-4 and EC-6)											
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0
Bilingual Other[3]	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Other[4]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	97	84	88	87	77	64	79	78	87	64	74.4
Other[5]	1	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**98**	**84**	**88**	**87**	**77**	**64**	**79**	**78**	**87**	**64**	**74.4**
MIDDLE SCHOOL (4-8)											
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Generalist	0	0	0	0	0	0	0	0	0	0	0.0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0.0
Generalist	3	6	4	9	17	27	25	18	22	15	21.4
ELA/Reading	5	5	4	0	2	3	4	2	3	2	2.8
ELA/Reading/Social Studies	0	0	0	0	0	0	0	1	0	1	0.4
Mathematics	3	3	3	5	5	2	5	1	2	2	2.4
Mathematics/Science	4	1	2	2	3	0	0	0	0	0	0.0
Science	1	3	3	1	2	1	0	0	1	0	0.4
Social Studies	1	1	0	1	2	0	0	0	1	2	0.6
Subtotal	**17**	**19**	**16**	**18**	**31**	**33**	**34**	**22**	**29**	**22**	**28.0**
HIGH SCHOOL (6-12, 7-12 and 8-12)											
Career & Technical Education[7]	0	0	0	0	1	1	1	4	11	9	5.2
Chemistry	0	0	0	1	1	0	1	0	1	0	0.4
Computer Science	0	0	0	0	0	0	0	0	0	0	0.0
Dance	0	0	0	0	0	0	0	0	0	0	0.0
ELA/Reading	6	10	9	9	9	9	8	12	9	6	8.8
History	4	3	4	4	6	5	2	5	10	14	7.2
Journalism	0	0	1	0	1	1	0	0	0	1	0.4
Life Science	3	4	5	5	9	7	2	3	1	3	3.2
Mathematics	9	5	8	7	5	9	10	7	10	10	9.2
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0.0
Physical Science	1	1	0	0	0	1	0	0	0	0	0.2
Physics	0	0	0	0	0	0	0	0	0	0	0.0
Physics/Mathematics	0	0	0	0	1	0	0	0	0	0	0.0
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	3	6	6	6	2	3	0	0	0	0	0.6
Social Studies	1	2	4	3	2	2	1	2	2	1	1.6
Speech	5	1	7	5	7	2	1	2	2	3	2.0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**32**	**32**	**44**	**40**	**44**	**40**	**26**	**35**	**46**	**47**	**38.8**
ALL LEVEL (EC-12 and PK-12)											
Fine Arts[8]	2	6	13	7	11	9	8	13	10	4	8.8
Health and Phy Education	42	41	35	27	17	11	14	4	4	4	7.4
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	0	0	1	1	4	1	2	1.8
Special Education[9]	14	10	16	16	13	13	27	33	30	18	24.2
Technology Applications	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	**58**	**57**	**64**	**50**	**41**	**34**	**50**	**54**	**45**	**28**	**42.2**
SUPPLEMENTALS											
Bilingual Education	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	1	1	0	0	0	1	0	0.2
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0.0
Special Education[9]	7	4	1	0	1	0	0	0	0	0	0.0
Subtotal	**7**	**4**	**1**	**1**	**2**	**0**	**0**	**0**	**1**	**0**	**0.2**

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

[7]Includes certificates 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.
[8]Includes certificates issued in art, music, theatre.
[9]Includes certificates issued in special education, teacher of the deaf and hard of hearing, and teacher of students with visual impairment.

Other Producers of Teachers in the Proximal Zone of Professional Impact[1]
FY 2005 - 2015[2]
Angelo State University

Production Entity	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Angelo State University	**233**	**195**	**180**	**180**	**166**	**157**	**148**	**151**	**141**	**165**	**138**	**1,854**
Region 15 Education Service Center	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**233**	**195**	**180**	**180**	**166**	**157**	**148**	**151**	**141**	**165**	**138**	**1,854**

[1]Number of university completers is the unduplicated number of individuals obtaining standard certification.

[2]Certificate year equals fiscal year (September 1-August 31).

D.
Professional Impact Reports

SECTION D:
Professional Impact Trend Reports

Section D includes information about teacher and district hiring patterns, the placement of university completers within the PZPI, and retention rates for the 2012 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 <u>new</u> 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 2014-2015 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 2015-2016. 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 2015-2016 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 2015-2016 who were newly-certified in 2014-2015. The second shows the same information for all teachers employed in the PZPI in 2015-2016 who were certified through the university between 1994-1995 and 2014-2015.

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 2014-2015.

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 2010-2011 who became employed in a Texas public school in 2011-2012. A first-year teacher is defined as an individual issued either a standard or probationary certificate in 2010-2011 who had no prior teaching experience. The retention rate for spring 2012 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in 2011-2012. 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.

Teacher Hiring in the Proximal Zone of Professional Impact
High Schools
Angelo State University

Newly-Hired Teachers in PZPI in FY 2015-2016
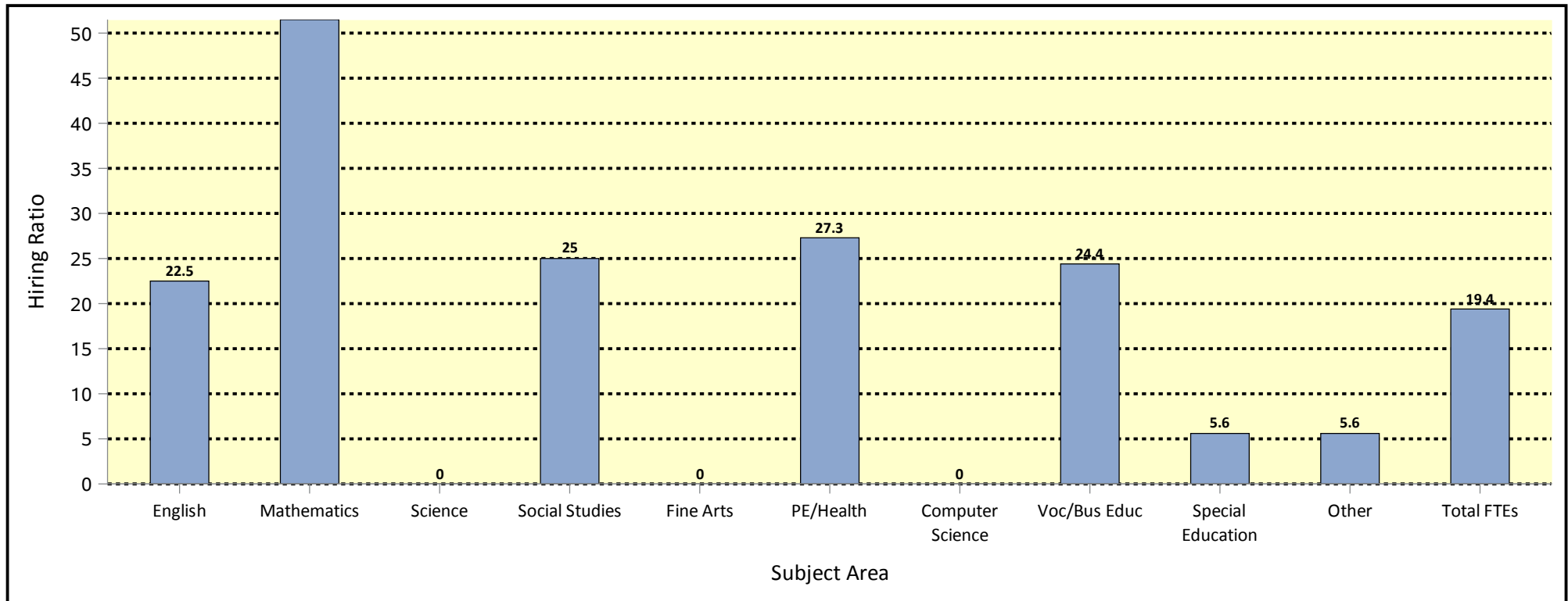
Subject Area	English	Mathe- matics	Science	Social Studies	Foreign Language	Fine Arts	PE/Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	1.8	1.7	0.0	0.6	0.0	0.0	0.9	0.0	2.0	0.1	0.0	0.1	7.2
District Hires[2]	8.0	3.3	3.0	2.4	0.0	5.2	3.3	0.1	8.2	1.8	0.0	1.8	37.1
Hiring Ratio[3]	22.5%	51.5%	0.0%	25.0%	0.0%	0.0%	27.3%	0.0%	24.4%	5.6%	0.0%	5.6%	19.4%

1 Includes number of newly-hired FTEs from university perparation programs who obtained standard or probationary certification in FY 2015 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2015-2016
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Newly-Hired Teachers in PZPI in FY 2015-2016
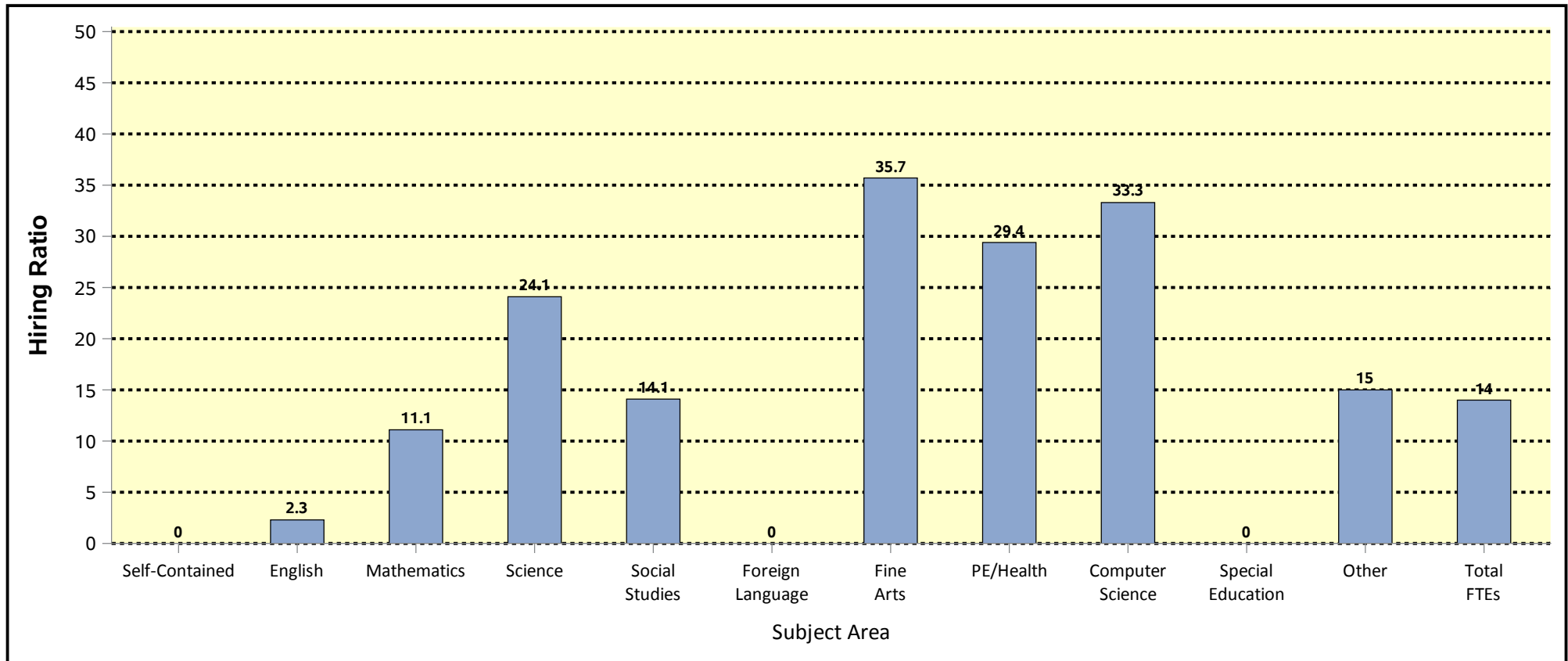
Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	0.2	1.0	0.7	1.0	0.0	1.0	1.0	0.7	0.0	0.0	0.0	0.3	5.8
District Hires[2]	0.2	8.6	9.0	2.9	7.1	0.4	2.8	3.4	2.1	0.0	2.9	0.0	2.0	41.4
Hiring Ratio[3]	0.0%	2.3%	11.1%	24.1%	14.1%	0.0%	35.7%	29.4%	33.3%	0.0%	0.0%	0.0%	15.0%	14.0%

1 Includes number of newly-hired FTEs from university perparation programs who obtained standard or probationary certification in FY 2015 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2015-2016
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Elementary Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2015-2016
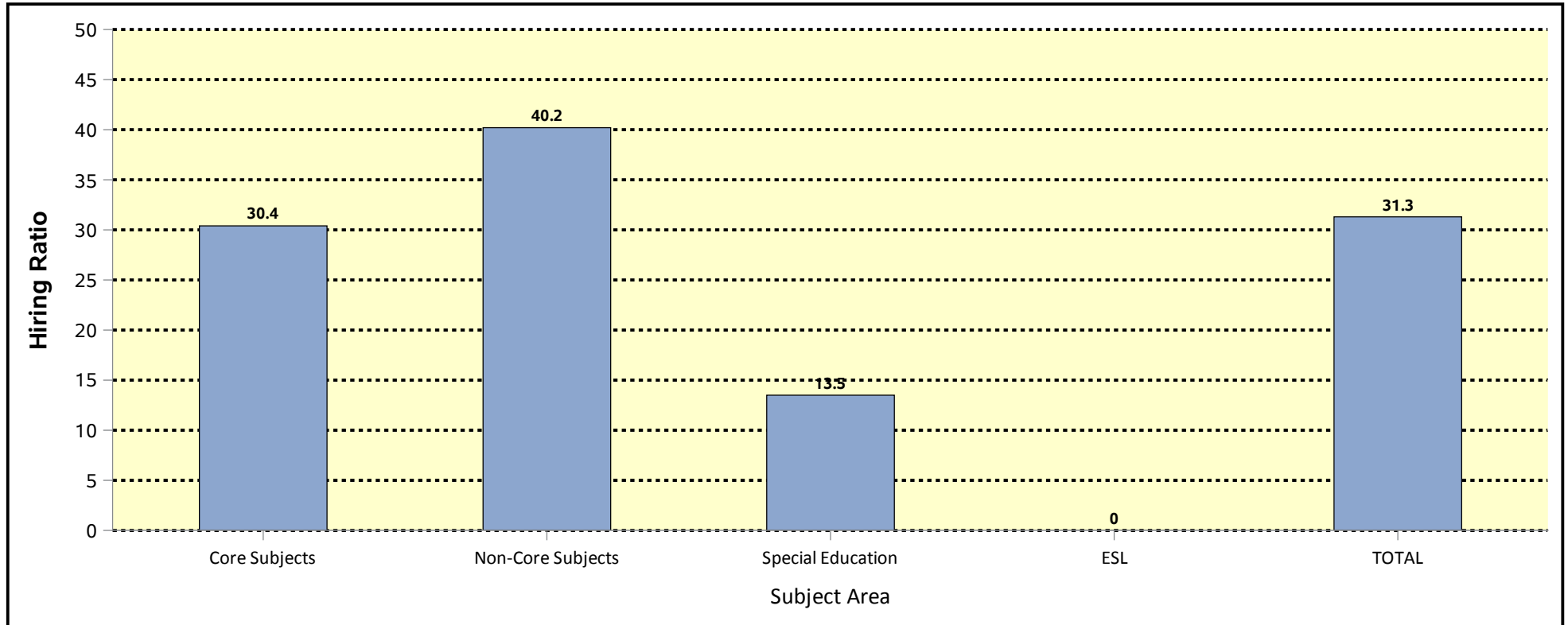
Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	17.3	8.6	1.0	0.0	26.9
District Hires [2]	57.0	21.4	7.4	0.2	85.9
Hiring Ratio [3]	30.4%	40.2%	13.5%	0.0%	31.3%

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2015 with no prior teaching experience.
2 The number of newly-hired teacher FTEs in the PZPI in AY 2015-2016
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
2014 - 2016

Angelo State University
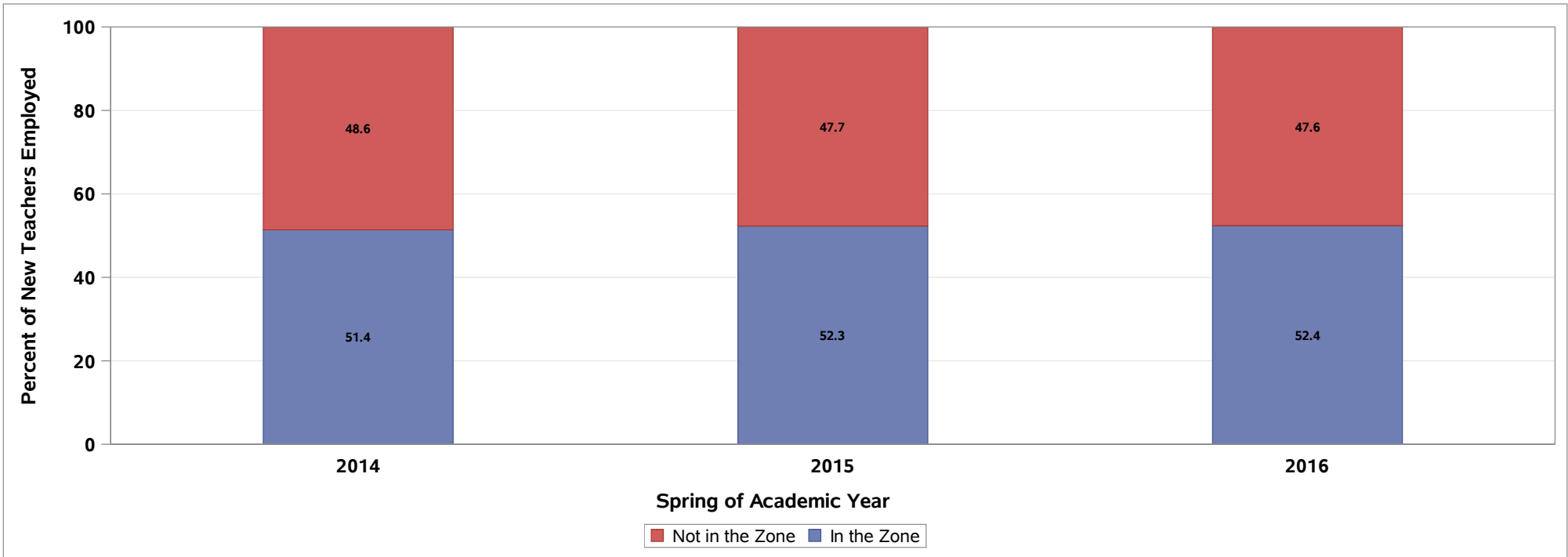
	New Teachers Employed						% Change
	2014		2015		2016		
	Number	Percent	Number	Percent	Number	Percent	2014 to 2016
In the Zone	57	51.4	67	52.3	54	52.4	1.0
Not in the Zone	54	48.6	61	47.7	49	47.6	-1.0
Total	111	100.0	128	100.0	103	100.0	0.0

District Hiring Patterns of University-Prepared Teachers in PZPI
2015-2016
Angelo State University

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

Teachers Newly-Certified[1] in FY 2014-2015

Employing District	University-Prepared Employed by District in 2015-2016	New Teachers Employed by District in 2015-2016	% University Newly-Certified Compared to New Teachers Employed
SANTA ANNA ISD	1	2	50.0
SAN ANGELO ISD	29	79	36.7
BALLINGER ISD	2	6	33.3
CROCKETT COUNTY CONSOLIDAT	2	7	28.6
BRADY ISD	1	4	25.0
PAINT ROCK ISD	1	4	25.0
SONORA ISD	2	8	25.0
GRAPE CREEK ISD	1	8	12.5
SWEETWATER ISD	1	22	4.5
BANGS ISD	0	2	0.0
CHRISTOVAL ISD	0	4	0.0
COLEMAN ISD	0	5	0.0
COLORADO ISD	0	2	0.0
FORSAN ISD	0	2	0.0
GLASSCOCK COUNTY ISD	0	1	0.0

All Teachers Certified

Employing District	University-Prepared (1994-1995-2014-2015) Employed by District in 2015-2016	Total Teachers Employed by District in 2015-2016	Percent of Univ-Prepared Teachers in District
GRAPE CREEK ISD	43	79	54.4
MILES ISD	17	33	51.5
WALL ISD	45	88	51.1
OLFEN ISD	4	8	50.0
SAN ANGELO ISD	435	873	49.8
PAINT ROCK ISD	10	22	45.5
VERIBEST ISD	10	22	45.5
SCHLEICHER ISD	23	52	44.2
BALLINGER ISD	31	73	42.5
BRONTE ISD	7	17	41.2
WATER VALLEY ISD	10	25	40.0
REAGAN COUNTY ISD	27	70	38.6
IRION COUNTY ISD	9	27	33.3
CHRISTOVAL ISD	12	37	32.4
SONORA ISD	23	73	31.5

1. Includes standard certificates from all university pathways.

Percentage of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
2014-2015
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	100.0	SAN ANGELO STATE SCHOOL	0.7	0.5	**78.5**
GRAPE CREEK ISD	226907001	50.7	GRAPE CREEK H S	30.9	13.7	**44.5**
SAN ANGELO ISD	226903041	46.2	CENTRAL FRESHMAN CAMPUS	40.7	16.5	**40.6**
WALL ISD	226906001	9.4	WALL H S	35.1	13.9	**39.6**
SCHLEICHER ISD	207901001	26.9	ELDORADO H S	23.6	8.7	**36.7**
SAN ANGELO ISD	226903002	64.7	LAKE VIEW H S	92.3	33.6	**36.4**
BALLINGER ISD	200901001	45.3	BALLINGER H S	29.2	9.8	**33.7**
VERIBEST ISD	226908001	49.6	VERIBEST H S	12.2	4.0	**32.8**
MILES ISD	200902001	26.6	MILES H S	21.1	6.0	**28.6**
SAN ANGELO ISD	226903001	39.4	CENTRAL H S	137.8	38.6	**28.0**
WINTERS ISD	200904001	64.0	WINTERS H S	16.6	4.0	**24.1**
WATER VALLEY ISD	226905001	47.1	WATER VALLEY H S	14.4	3.3	**22.7**
BRADY ISD	160901001	53.7	BRADY H S	31.3	7.0	**22.4**
WALL ISD	226906002	60.0	FAIRVIEW ACCELERATED	4.2	0.9	**22.4**
BRONTE ISD	41901001	40.1	BRONTE H S	15.9	3.4	**21.3**
GLASSCOCK COUNTY ISD	87901001	42.0	GARDEN CITY H S	17.1	3.6	**20.9**
ROBERT LEE ISD	41902001	57.4	ROBERT LEE H S	14.2	2.8	**19.8**
IRION COUNTY ISD	118902001	34.3	IRION H S	18.1	3.4	**18.8**
MENARD ISD	164901001	55.7	MENARD H S	10.4	1.9	**18.7**
SONORA ISD	218901001	37.3	SONORA H S	33.7	6.1	**18.0**
CROCKETT COUNTY CONSOLIDATED CSD	53001001	54.1	OZONA H S	20.9	3.7	**17.7**
COLORADO ISD	168901001	41.5	COLORADO HIGH SCHOOL	23.9	4.1	**17.2**
REAGAN COUNTY ISD	192901001	24.1	REAGAN COUNTY H S	26.3	4.1	**15.6**
COLEMAN ISD	42901001	51.6	COLEMAN H S	24.1	3.7	**15.3**
SANTA ANNA ISD	42903001	65.5	SANTA ANNA SECONDARY	12.9	1.3	**10.3**
SWEETWATER ISD	177902001	50.9	SWEETWATER H S	43.1	3.9	**9.1**
JIM NED CISD	221911001	18.1	JIM NED H S	35.7	2.7	**7.7**

[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.

Percentage of University Completers in Middle Schools in the Proximal Zone of Professional Impact[1]
2014-2015
Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
REAGAN COUNTY ISD	192901041	31.1	REAGAN COUNTY MIDDLE	17.1	9.0	52.6
SAN ANGELO ISD	226903042	48.0	GLENN MIDDLE	67.3	33.8	50.2
SAN ANGELO ISD	226903043	57.0	LEE MIDDLE	56.3	27.1	48.2
GRAPE CREEK ISD	226907041	59.3	GRAPE CREEK MIDDLE	18.0	7.4	41.3
SAN ANGELO ISD	226903045	73.9	LINCOLN MIDDLE	61.7	23.4	38.0
BALLINGER ISD	200901041	57.4	BALLINGER J H	19.0	7.0	37.0
BRADY ISD	160901041	59.6	BRADY MIDDLE	23.4	7.5	32.1
WALL ISD	226906041	13.9	WALL MIDDLE	27.0	8.5	31.5
SCHLEICHER ISD	207901041	48.7	ELDORADO MIDDLE	16.1	4.5	28.1
CROCKETT COUNTY CONSOLIDATED CSD	53001041	74.3	OZONA MIDDLE	16.3	4.3	26.4
SONORA ISD	218901041	49.3	SONORA J H	17.5	3.6	20.7
COLORADO ISD	168901041	56.3	COLORADO MIDDLE	22.8	4.5	19.9
MENARD ISD	164901041	73.8	MENARD J H	5.7	1.0	17.5
COLEMAN ISD	42901041	64.0	COLEMAN J H	17.7	1.8	10.1
JIM NED CISD	221911041	33.7	JIM NED MIDDLE	17.5	1.3	7.2
SWEETWATER ISD	177902041	66.7	SWEETWATER MIDDLE	36.1	2.0	5.5
WYLIE ISD	221912107	16.5	WYLIE MIDDLE	30.5	1.0	3.3
BANGS ISD	25901041	45.2	BANGS MIDDLE	24.4	0.7	2.8
WYLIE ISD	221912041	10.2	WYLIE J H	37.5	1.0	2.7

[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.

Percentage of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
2014-2015
Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Campus FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903114	54.5	HOLIMAN EL	25.5	17.6	**68.9**
GRAPE CREEK ISD	226907101	61.6	GRAPE CREEK INT	18.1	12.3	**67.7**
SAN ANGELO ISD	226903105	47.7	BOWIE EL	26.0	16.2	**62.2**
SAN ANGELO ISD	226903119	86.3	SAN JACINTO EL	28.7	17.8	**62.1**
SAN ANGELO ISD	226903115	67.1	MCGILL EL	24.7	15.1	**61.3**
SAN ANGELO ISD	226903102	73.2	AUSTIN EL	31.7	18.5	**58.4**
VERIBEST ISD	226908101	50.0	VERIBEST EL	9.8	5.7	**58.0**
SAN ANGELO ISD	226903110	82.5	FANNIN EL	25.2	14.2	**56.5**
SAN ANGELO ISD	226903113	76.2	GOLIAD EL	34.0	18.8	**55.4**
SAN ANGELO ISD	226903111	49.2	FT CONCHO EL	26.0	13.1	**50.5**
SAN ANGELO ISD	226903112	57.8	GLENMORE EL	27.0	13.3	**49.4**
SAN ANGELO ISD	226903120	46.7	SANTA RITA EL	22.8	11.0	**48.4**
SAN ANGELO ISD	226903103	78.2	BELAIRE EL	24.2	11.5	**47.5**
MILES ISD	200902101	39.5	MILES EL	19.2	9.0	**46.7**
OLFEN ISD	200906101	69.1	OLFEN EL	8.0	3.7	**45.7**
SAN ANGELO ISD	226903116	85.5	REAGAN EL	28.1	12.6	**44.9**
SAN ANGELO ISD	226903122	28.3	BONHAM EL	29.6	13.1	**44.4**
SAN ANGELO ISD	226903101	79.6	ALTA LOMA EL	22.0	9.7	**44.2**
GRAPE CREEK ISD	226907104	70.7	GRAPE CREEK PRI	22.1	9.8	**44.2**
SAN ANGELO ISD	226903123	38.0	LAMAR EL	31.0	13.7	**44.1**
WALL ISD	226906101	16.8	WALL EL	36.3	15.3	**42.2**
SAN ANGELO ISD	226903108	53.7	CROCKETT EL	23.2	9.4	**40.5**
BALLINGER ISD	200901101	64.4	BALLINGER EL	34.0	13.0	**38.2**
SCHLEICHER ISD	207901101	53.4	ELDORADO EL	21.7	8.0	**36.9**
SAN ANGELO ISD	226903106	88.4	BRADFORD EL	28.1	10.2	**36.2**
REAGAN COUNTY ISD	192901101	42.5	REAGAN COUNTY EL	34.0	11.4	**33.5**
SONORA ISD	218901101	56.5	SONORA EL	20.1	6.6	**32.8**

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

Comparison of Teacher Retention Trends
Five-Year Retention of First-Year Teachers[1,2]
2012 - 2016
Angelo State University
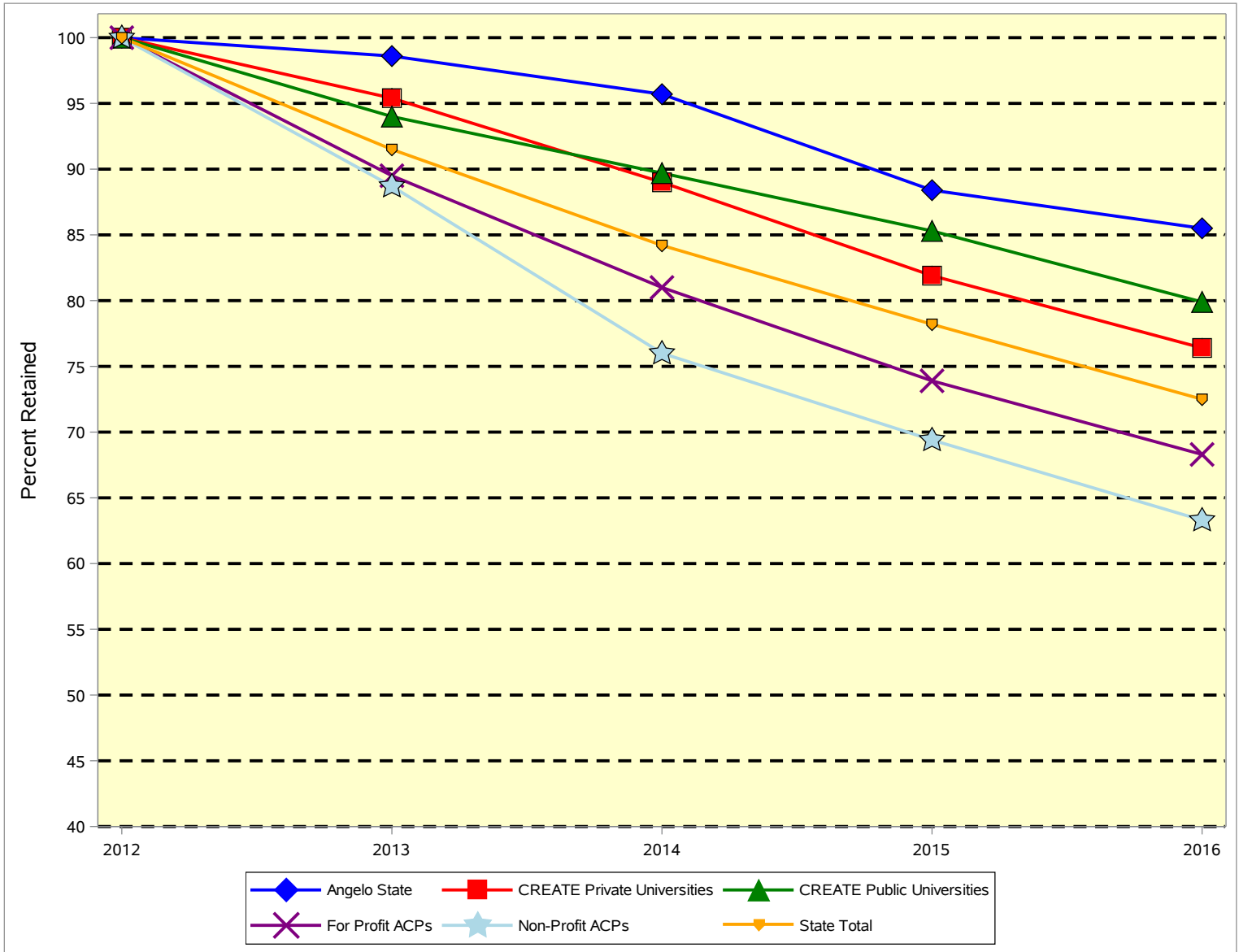
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2012	2013	2014	2015	2016	
Angelo State	69	100.0	98.6	95.7	88.4	85.5	14.5
CREATE Public Universities	4536	100.0	94.0	89.7	85.3	79.9	20.1
CREATE Private Universities	453	100.0	95.4	89.0	81.9	76.4	23.6
For Profit ACPs	2892	100.0	89.5	81.0	73.9	68.3	31.7
Non-Profit ACPs	1888	100.0	88.7	76.0	69.4	63.3	36.7
State Total	10644	100.0	91.5	84.2	78.2	72.5	27.5

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 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]
2012 - 2016
High School
Angelo State University
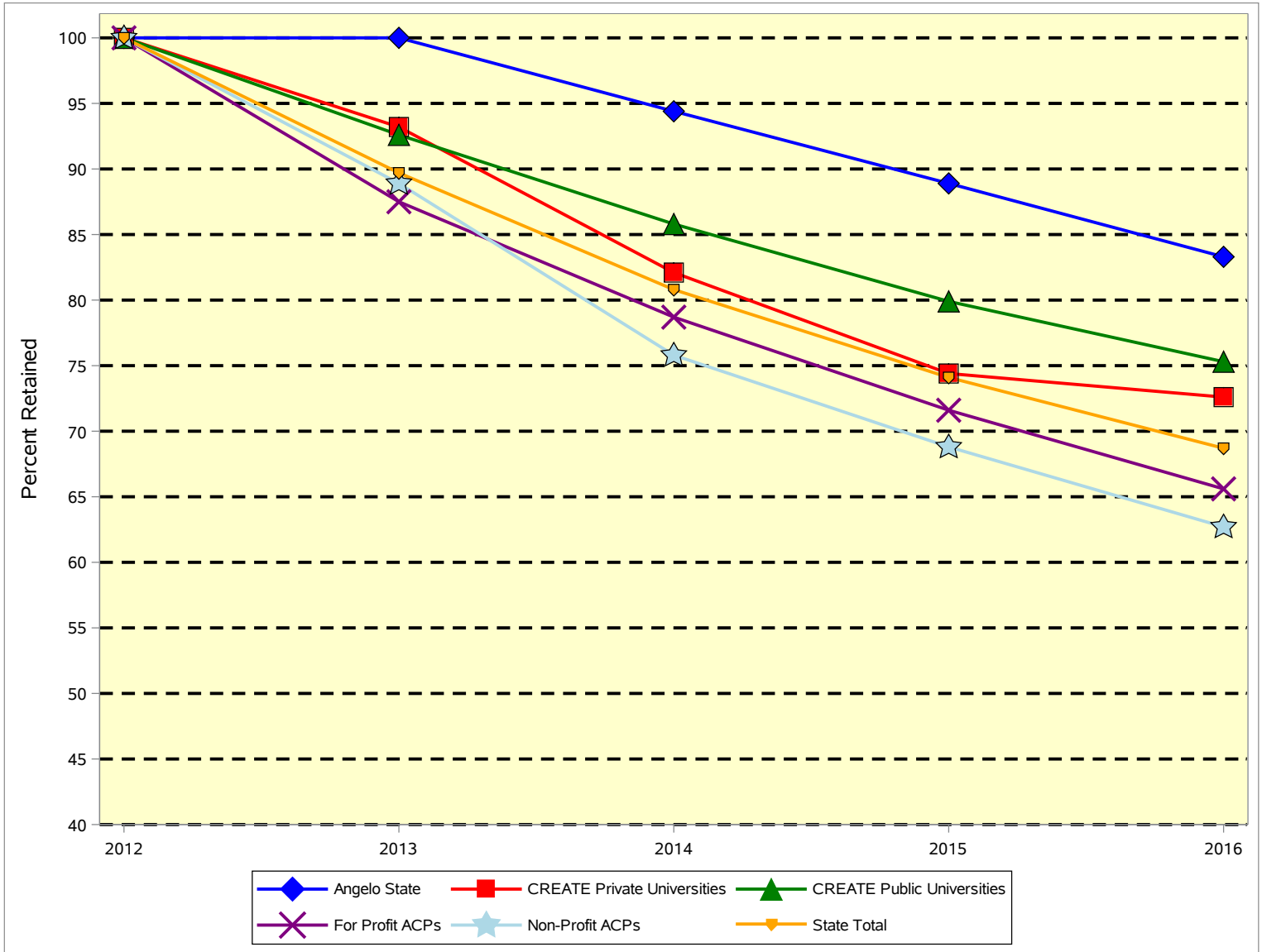
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2012	2013	2014	2015	2016	
Angelo State	18	100.0	100.0	94.4	88.9	83.3	16.7
CREATE Public Universities	1047	100.0	92.6	85.8	79.9	75.3	24.7
CREATE Private Universities	117	100.0	93.2	82.1	74.4	72.6	27.4
For Profit ACPs	1085	100.0	87.5	78.7	71.6	65.6	34.4
Non-Profit ACPs	574	100.0	88.9	75.8	68.8	62.7	37.3
State Total	2989	100.0	89.7	80.8	74.1	68.7	31.3

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 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]
2012 - 2016
Middle School
Angelo State University
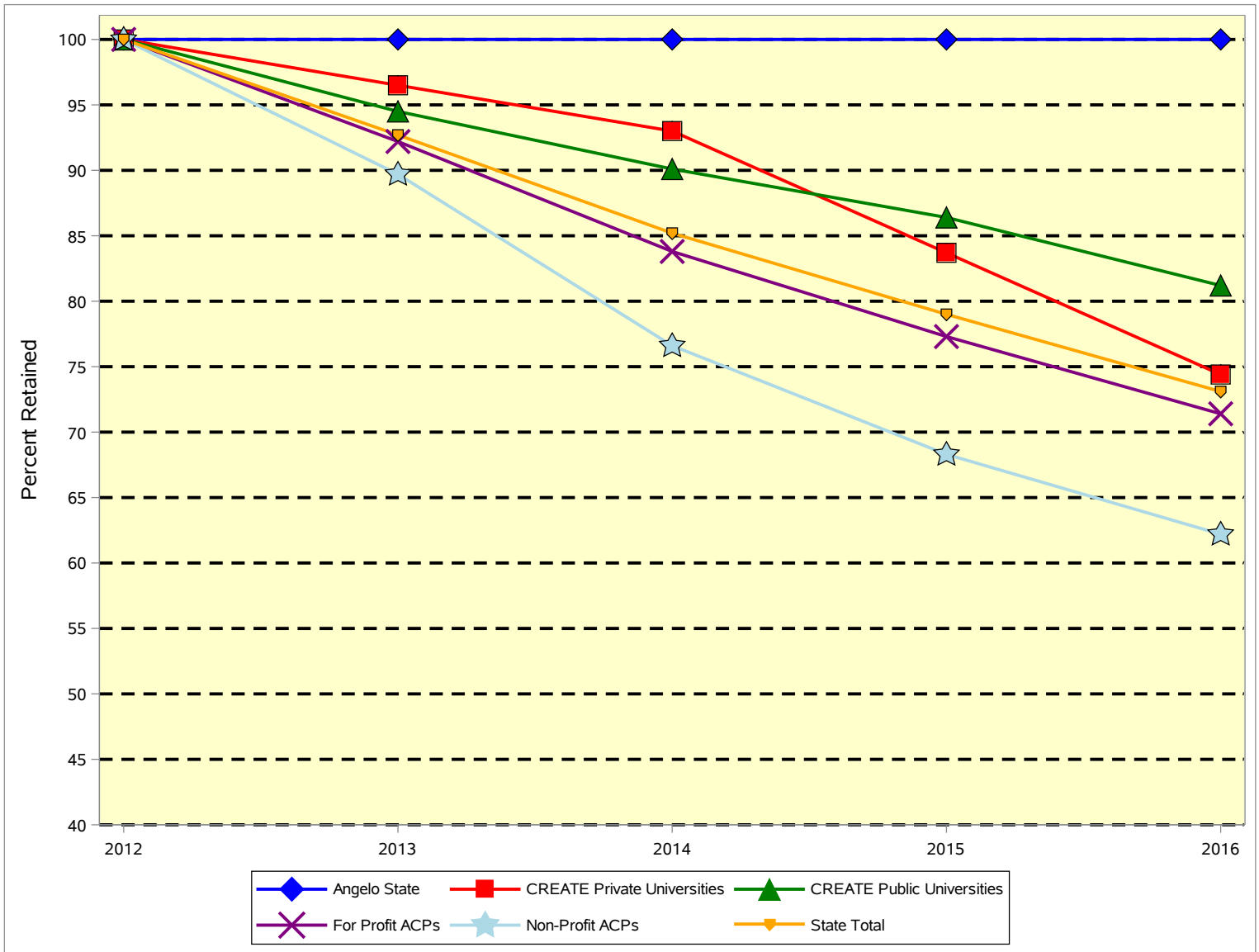
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2012	2013	2014	2015	2016	
Angelo State	14	100.0	100.0	100.0	100.0	100.0	0.0
CREATE Public Universities	915	100.0	94.5	90.1	86.4	81.2	18.8
CREATE Private Universities	86	100.0	96.5	93.0	83.7	74.4	25.6
For Profit ACPs	822	100.0	92.2	83.8	77.3	71.4	28.6
Non-Profit ACPs	436	100.0	89.7	76.6	68.3	62.2	37.8
State Total	2462	100.0	92.7	85.2	79.0	73.1	26.9

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 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]
2012 - 2016
Elementary School
Angelo State University
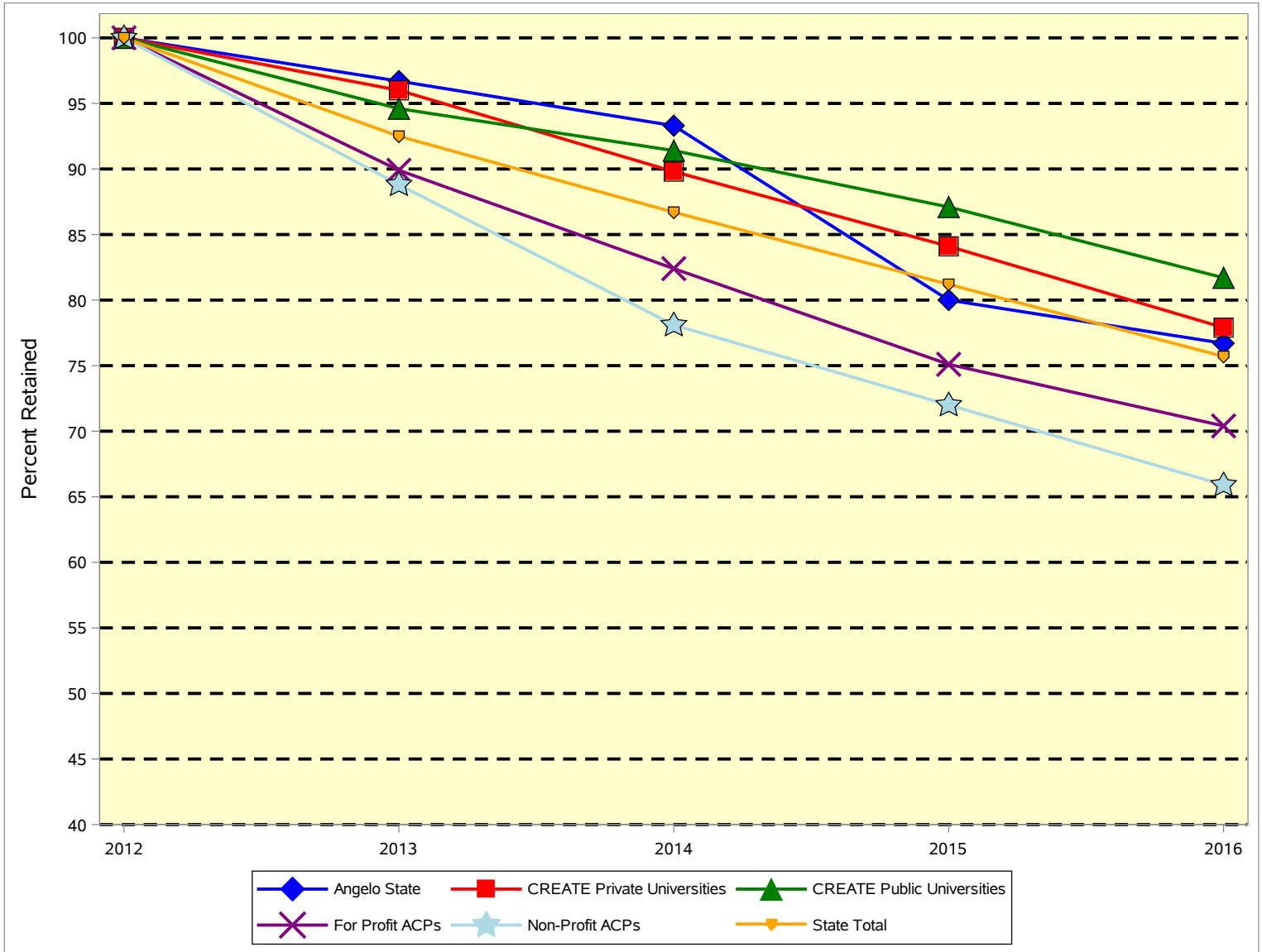
Entity/ Organization	Number Teachers[3]	Percent Retained in Spring of Academic Year					Attrition Rate
		2012	2013	2014	2015	2016	
Angelo State	30	100.0	96.7	93.3	80.0	76.7	23.3
CREATE Public Universities	2350	100.0	94.6	91.4	87.1	81.7	18.3
CREATE Private Universities	226	100.0	96.0	89.8	84.1	77.9	22.1
For Profit ACPs	796	100.0	89.9	82.4	75.1	70.4	29.6
Non-Profit ACPs	743	100.0	88.8	78.1	72.0	65.9	34.1
State Total	4565	100.0	92.5	86.7	81.2	75.7	24.3

[1]Includes teachers obtaining a standard or probationary certificate in 2010-2011 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 2011-2015. The data are sorted into quintiles by the five-year average with the universities in Quintile 1 having the highest average number of teachers, and Quintile 5 having the fewest.

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

E.4: Teacher Retention Comparison.
The data for this comparison includes only those teachers with no prior teaching experience who obtained a standard certificate in FY 2011, became employed in a Texas public school in AY 2011-2012, and were still teaching in the spring of each academic year. This report should **NOT** be compared with the D.5 report found on page 54 because that report includes all first year teachers whether they obtained a probationary or a standard certificate in 2011-2012. Report E.4, on the other hand, includes only those individuals who obtained a **standard** certificate in 2010-2011 and met the above criteria. The column labeled *Attrition Rate* is calculated by subtracting the 2016 retention rate from 100%.

Comparison of Teacher Production
2006 - 2015
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas - Permian Basin	Sul Ross State University - Alpine	
10-Year Total	1,621	1,204	413	3,238
2006	195	148	76	419
2007	180	164	54	398
2008	180	112	57	349
2009	166	136	45	347
2010	157	132	39	328
2011	148	122	36	306
2012	151	98	32	281
2013	141	81	15	237
2014	165	98	27	290
2015	138	113	32	283
10-Year Avg	162.1	120.4	41.3	323.8
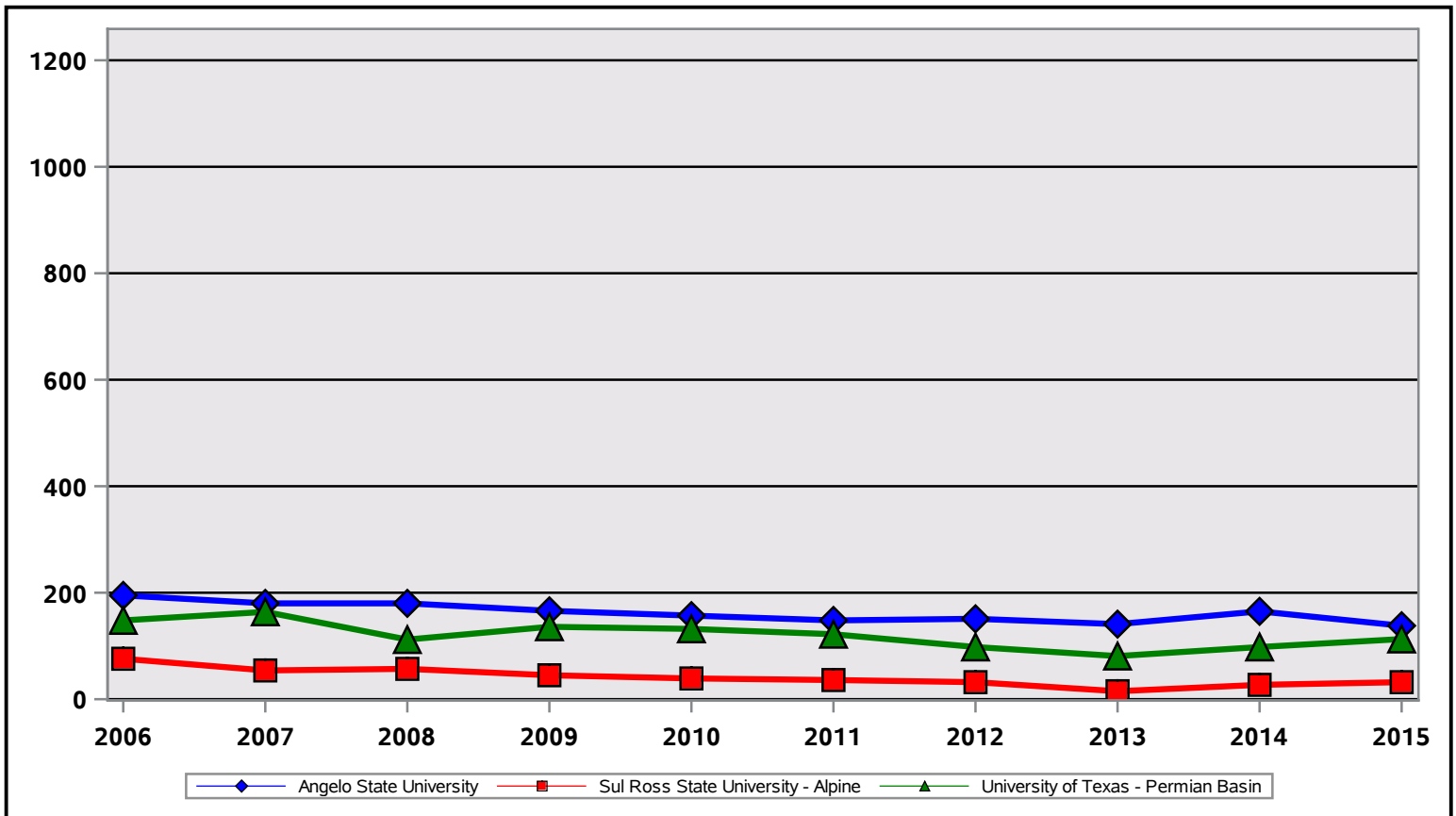
Five-Year Teacher Production of Consortium Universities
2011 - 2015

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year Average
Quintile 1 (500+)						
Texas State University	752.0	791.0	812.0	736.0	656.0	749.40
University of North Texas	676.0	704.0	676.0	665.0	547.0	653.60
Texas A&M University	635.0	606.0	682.0	604.0	559.0	617.20
Texas A&M University - Commerce	626.0	569.0	528.0	454.0	456.0	526.60
Sam Houston State University	535.0	496.0	532.0	554.0	486.0	520.60
University of Texas - El Paso	566.0	522.0	574.0	491.0	412.0	513.00
University of Texas - Rio Grande Valley	537.0	486.0	491.0	510.0	504.0	505.60
Quintile 2 (300-499)						
Texas Tech University	540.0	514.0	573.0	382.0	429.0	487.60
Stephen F. Austin State University	534.0	487.0	482.0	427.0	409.0	467.80
University of Texas - San Antonio	455.0	440.0	433.0	450.0	414.0	438.40
University of Texas - Austin	401.0	377.0	437.0	387.0	331.0	386.60
University of Houston	313.0	325.0	360.0	402.0	344.0	348.80
West Texas A&M University	378.0	290.0	294.0	349.0	382.0	338.60
University of Texas - Arlington	325.0	343.0	343.0	319.0	336.0	333.20
Quintile 3 (200-299)						
Texas Woman's University	333.0	279.0	319.0	267.0	283.0	296.20
Tarleton State University	317.0	296.0	277.0	277.0	240.0	281.40
University of Houston - Clear Lake	231.0	247.0	260.0	248.0	238.0	244.80
Texas A&M University - Corpus Christi	234.0	267.0	224.0	231.0	194.0	230.00
University of Houston - Downtown	209.0	223.0	255.0	235.0	206.0	225.60
Quintile 4 (100-199)						
Texas A&M University - Kingsville	246.0	164.0	151.0	143.0	150.0	170.80
University of Texas - Tyler	174.0	153.0	158.0	155.0	116.0	151.20
Texas A&M University - San Antonio	23.0	116.0	173.0	201.0	234.0	149.40
Angelo State University	148.0	151.0	141.0	165.0	138.0	148.60
University of Texas - Dallas	154.0	158.0	145.0	142.0	120.0	143.80
Baylor University	143.0	134.0	151.0	148.0	123.0	139.80
Lamar University	143.0	122.0	152.0	135.0	131.0	136.60
University of Houston - Victoria	139.0	120.0	119.0	111.0	111.0	120.00
Midwestern State University	127.0	137.0	124.0	98.0	92.0	115.60
Texas A&M University - Texarkana	132.0	142.0	100.0	98.0	95.0	113.40
Texas A&M International University	144.0	71.0	81.0	116.0	104.0	103.20
Texas Christian University	100.0	115.0	103.0	94.0	104.0	103.20
University of Texas - Permian Basin	122.0	98.0	81.0	98.0	113.0	102.40

Five-Year Teacher Production of Consortium Universities
2011 - 2015

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year Average
Quintile 5 (below 99)						
Wayland Baptist University	98.0	88.0	102.0	64.0	63.0	83.00
University of Mary Hardin-Baylor	100.0	73.0	69.0	87.0	71.0	80.00
Southern Methodist University	66.0	70.0	51.0	35.0	154.0	75.20
Abilene Christian University	47.0	72.0	72.0	60.0	66.0	63.40
Texas Wesleyan University	64.0	73.0	68.0	56.0	49.0	62.00
Prairie View A&M University	64.0	39.0	61.0	74.0	55.0	58.60
Houston Baptist University	46.0	49.0	48.0	59.0	54.0	51.20
McMurry University	49.0	62.0	51.0	43.0	40.0	49.00
University of the Incarnate Word	46.0	37.0	50.0	54.0	51.0	47.60
Lamar State College - Orange	105.0	69.0	44.0	16.0	3.0	47.40
Hardin-Simmons University	44.0	60.0	47.0	51.0	28.0	46.00
Sul Ross State University - Rio Grande	53.0	37.0	35.0	57.0	38.0	44.00
East Texas Baptist University	45.0	47.0	41.0	46.0	33.0	42.40
Texas Southern University	48.0	26.0	44.0	42.0	35.0	39.00
St. Edward's University	33.0	35.0	45.0	40.0	32.0	37.00
Texas Lutheran University	44.0	26.0	30.0	25.0	38.0	32.60
Howard Payne University	30.0	35.0	21.0	26.0	37.0	29.80
St. Mary's University	27.0	33.0	28.0	25.0	32.0	29.00
Sul Ross State University - Alpine	36.0	32.0	15.0	27.0	32.0	28.40
University of St. Thomas	30.0	16.0	27.0	25.0	22.0	24.00
Our Lady of the Lake University	30.0	19.0	24.0	24.0	17.0	22.80
University of North Texas at Dallas			2.0	35.0	76.0	22.60
Schreiner University	23.0	20.0	18.0	17.0	25.0	20.60
Texas A&M University - Central Texas			8.0	43.0	40.0	18.20
Austin College	17.0	18.0	18.0	15.0	20.0	17.60
Southwestern University	6.0	14.0	16.0	15.0	10.0	12.20

Comparison of Longitudinal Certificate Production Trends[1]

FY 2011 - 2015[2]

Angelo State University

Certificate	Angelo State University					University of Texas - Permian Basin					Sul Ross State University - Alpine				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	0	0	0	0	0	1	0	0	0	0	0	3	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	1	0	0	0	0	0	0	0	0	0
ESL Other[4]	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Generalist	64	79	78	87	64	62	60	55	67	75	9	15	10	7	10
Other[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**64**	**79**	**78**	**87**	**64**	**64**	**61**	**55**	**67**	**75**	**9**	**18**	**10**	**8**	**10**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
ESL Generalist	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
ESL Other[6]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Generalist	27	25	18	22	15	14	14	14	18	15	0	0	0	1	2
ELA/Reading	3	4	2	3	2	2	1	1	2	3	0	1	2	2	2
ELA/Reading/Social Studies	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0
Mathematics	2	5	1	2	2	1	1	0	2	2	1	0	0	0	0
Mathematics/Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	1	0	0	1	0	1	0	0	3	3	0	1	1	1	2
Social Studies	0	0	0	1	2	0	0	1	1	1	4	1	0	0	0
Subtotal	**33**	**34**	**22**	**29**	**22**	**18**	**17**	**16**	**27**	**24**	**5**	**4**	**3**	**5**	**6**
HIGH SCHOOL (6-12, 7-12 and 8-12)															
Career & Technical Education[7]	1	1	4	11	9	4	1	0	2	1	8	3	0	2	2
Chemistry	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0
Computer Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELA/Reading	9	8	12	9	6	7	5	8	7	11	1	2	2	3	2
History	5	2	5	10	14	9	8	7	7	7	3	2	0	1	0
Journalism	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Life Science	7	2	3	1	3	2	5	4	4	3	1	1	0	2	1
Mathematics	9	10	7	10	10	5	6	7	9	14	1	0	1	2	1
Mathematics/Physical Sc/Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Science	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics/Mathematics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	3	1	1	2	4	3	1	0	0	2
Secondary French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Latin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Spanish	3	0	0	0	0	7	0	0	0	0	0	0	0	0	0
Social Studies	2	1	2	2	1	3	1	2	1	1	1	1	2	0	3
Speech	2	1	2	2	3	2	1	0	2	1	0	0	1	2	1
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**40**	**26**	**35**	**46**	**47**	**42**	**28**	**29**	**34**	**43**	**18**	**10**	**6**	**12**	**12**
ALL LEVEL (EC-12 and PK-12)															
Fine Arts[8]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health and Phy Education	9	8	13	10	4	6	5	3	7	12	5	2	3	5	4
LOTE - American Sign Language	11	14	4	4	4	5	5	5	11	18	7	4	4	5	8
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	1	1	4	1	2	0	1	7	7	8	0	3	1	1	0
Special Education[9]	13	27	33	30	18	9	6	9	9	13	0	0	0	0	0
Technology Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	**34**	**50**	**54**	**45**	**28**	**20**	**17**	**24**	**34**	**51**	**12**	**9**	**8**	**11**	**12**
SUPPLEMENTALS															
Bilingual Education	0	0	0	0	0	7	2	3	6	3	0	0	0	0	0
ESL	0	0	0	1	0	5	6	5	6	9	0	0	0	0	0
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education[9]	0	0	0	0	0	2	0	1	0	1	0	0	0	0	0
Subtotal	**0**	**0**	**0**	**1**	**0**	**14**	**8**	**9**	**12**	**13**	**0**	**0**	**0**	**0**	**0**

[1]Individual candidates may receive multiple certificates.

[2]Certificate year equals fiscal year (Sept. 1 - Aug. 31).

[3]Includes all other elementary bilingual ESL and bilingual certificates.

[4]Includes all other elementary ESL certificates.

[5]Includes all other 1-6, 1-8, and PK-6 self contained certificates no longer issued.

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

[7]Includes technology education, family and consumer sciences composite, human development and family studies, hospitality, nutrition, and food sciences, agriculture, science, and technology, business education, marketing education, health science technology education, trade and industrial education, career and technical education.

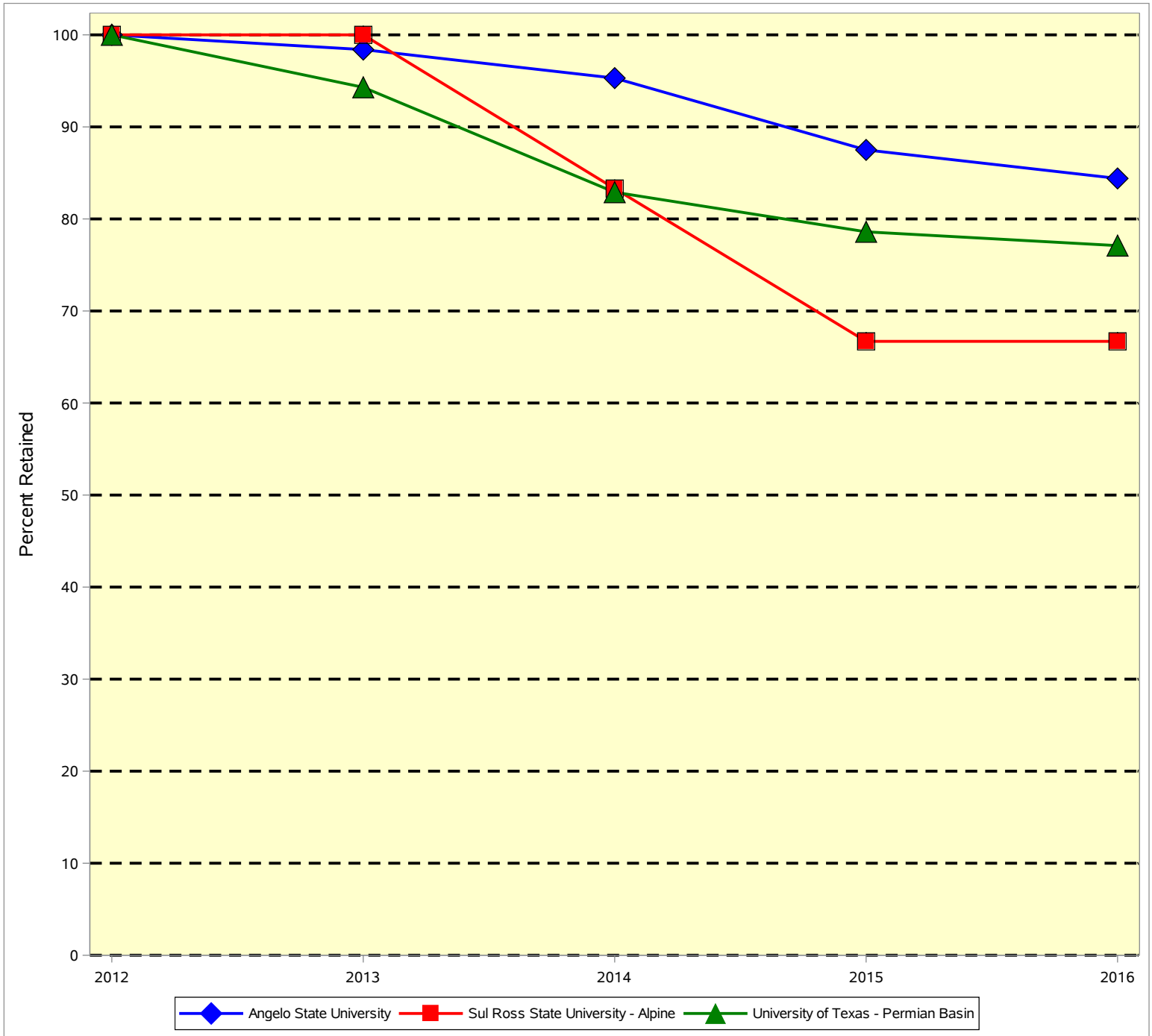[8]Includes certificates issued in art, music, theatre.

[9]Includes certificates issued in special education, deaf and hard of hearing and teacher of students with visual impairment.

Teacher Retention Comparison
Five-Year Retention Rates for the Certification Cohort of 2011[1]
2012 - 2016
Angelo State University

Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition
	2012	2013	2014	2015	2016	Rate
Angelo State University	100.0	98.4	95.3	87.5	84.4	15.6
University of Texas - Permian Basin	100.0	94.3	82.9	78.6	77.1	22.9
Sul Ross State University - Alpine	100.0	100.0	83.3	66.7	66.7	33.3

[1]Includes only teachers obtaining certification in FY 2011, becoming employed in AY 2012 with no teaching experience prior to 2012.

PERFORMANCE ANALYSIS for COLLEGES of EDUCATION

Changes Made to the 2016 PACE Reports

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

B.2, B.3, B.4: STAAR performance summary represents each end of course subject as a separate chart (pages 16, 22, 28).

B.2.1-B.2.5: Change in chart type for STAAR academic performance by ethnicity. Current end of course subjects are represented: English I (reading and writing combined), English II (reading and writing combined), Algebra 1, Biology, and U. S. History.

B.3.1-B.3.5: Change in chart type (pages 23-27).

B.4.1-B.4.4: Change in chart type (pages 29-32).

C.4: Minor changes to some certificate names (page 43).

D.1.1-D.1.3: Change in numbering system from D.1.a-D.1.c (pages 46-48).

Data Corrections and Data Requests

The 2016 PACE Report is intended for use by various educational stakeholders. The data presented should be validated by each individual university. Depending on each university's particular need, CREATE offers additional support and technical assistance.

Customized data are available for purchase based on university production. All inquiries regarding PACE, information about how to order a customized data set, or how to obtain a university username and password can be found either on the CREATE website at www.createtx.org or by contacting the following person:

Sherri Lowrey
CREATE Director of Research
713-743-0870
slowrey@createtx.org

Performance Analysis for Colleges of Education (PACE)

2016 REQUEST FOR CUSTOMIZED
TEACHER CERTIFICATION AND EMPLOYMENT DATA

Please allow a minimum of 4 weeks for the report to be completed and delivered.

University: _____

Date of Request: _____

Name: (Person requesting data report) _____

Title: _____

Mailing Address: _____

City: _____ State/Zip: _____

Email Address: _____ Phone: _____

Upon receipt of the request, CREATE will send an invoice for payment. Please indicate to whom and where the invoice should be directed if it is different than the information above.

Name: (Send invoice to) _____

Mailing Address: _____

City: _____ State/Zip: _____

If using a Purchase Order, please submit a copy of the purchase order addressed to University of Houston Attn: CREATE with this request.

P.O. Number: _____

To order a customized data set, complete this form and email to Sherri Lowrey at
slowrey@createtx.org

CREATE Executive Team

Catherine Horn, PhD
Executive Director
chorn@createtx.org

Jeanette Narvaez
Director of Operations & Research Dissemination
jnarvaez@createtx.org

Sherri Lowrey
Director of Research
slowrey@createtx.org

Center for Research, Evaluation & Advancement of Teacher Education
Stephen Power Farish Hall
3657 Cullen BLVD, Suite 401
Houston, TX 77204-5023
www.createtx.org