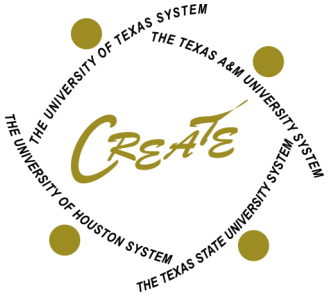
CREATE

PACE 2011

Performance Analysis for Colleges of Education

Angelo State University

PZPI: 150 Miles



Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2011

Performance Analysis for Colleges of Education

YEAR 5
Released September 2011

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Center for Research, Evaluation and Advancement of Teacher Education

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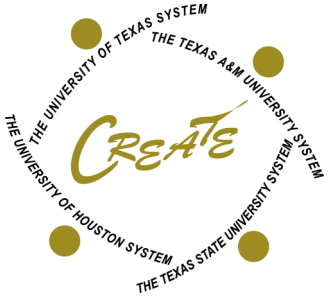

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V. Source Data for 2011 PACE Reports

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PERFOMANCE ANALYSIS FOR COLLEGES OF EDUCATION (PACE)

Purpose and Objectives of PACE

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

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

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

PACE reports are intended to address the following objectives:

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

As an information system, the PACE reports are a work in progress and subject to continuous quality improvement. For Year 5, the core reports have been retained but refined. While these reports offer a structure for data that can assist all consortium members in establishing a school-centered planning focus, PACE data must be augmented with university program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. In this regard, PACE is offered as a common data platform that will hopefully encourage expanded "mining" efforts related to local university information systems in order to inform improved teacher preparation practices at the campus and regional level.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported institutional data prior to final analysis and interpretation. In efforts to refine the data, CREATE staff stand ready to assist in answering questions or clarifying issues regarding data quality. A summary of changes made to the 2011 PACE reports and information about whom to contact regarding data requests and data errors can be found on page 61.

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

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

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

B. Colleges of Education can and do influence continuous quality improvement of public school teaching and student learning through their core functions of:
    - teacher preparation
    - research and development
    - service to the profession

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

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

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

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

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

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

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

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

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

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

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

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

Data Sets Used in the PACE Report

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

Academic Excellence Indicator System (AEIS). This data is available from the TEA website and includes data on students, staff, finances, accountability ratings, test scores, and non-test score information related to student achievement and drop outs. The data is available for every public school in Texas since 1993. Newly created schools are not included in the system until at least one year after they have opened.

Independent Colleges and Universities of Texas (ICUT). This data set provides institutional level data on a variety of variables for private universities including information on enrollment and degree awards.

Integrated Postsecondary Education Data System (IPEDS). This data set comes from data collected by The National Center for Education Statistics (NCES) on key variables from every institution of higher education that participates in the federal student financial aid programs. Data can be downloaded through the IPEDS Data Center (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, provided by TEA, includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school. The data matches each teacher to the district and school or schools in which he or she teaches. The data set is available from the mid-1980s to the current year. The Teacher Assignment Data Set for each academic year is made available in March of that academic year.

Teacher Certification Data Set. This data set, provided by TEA, includes each Texas teaching certificate obtained by a qualified applicant as well as the date the individual received the teaching certificate. The data matches individuals to the program recommending certification and is available from FY1994 through the current year. These data do not distinguish between middle and high school certificates, but do differentiate elementary and secondary certificates. The data include the race/ethnicity, gender, and age of each individual. Finally, the Teacher Certification Data Set is a dynamic data set in that changes are made on a **daily** basis. Thus, any analysis based on a Teacher Certification Data Set purchased in one month will likely differ somewhat from an analysis based on a data set purchased in another month.

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. An interactive website (http://www.txhighereddata.org/Interactive/Accountability/) provides information related to four success goals of the Texas Higher Education Closing the Gaps plans within Texas: student participation, student success, excellence, and research. Mathematics, biological sciences, and physical science degree awards were downloaded from the THECB Prep Online site (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, and organize mechanisms within their own institutions to apply these analyses for the on-going refinement of their own teacher preparation program, as well as other educational programs. Based on this intended use, we recommend the following actions associated with the PACE reports:

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

How CREATE Can Assist

CREATE will continue to refine the PACE reports and data sets for annual distribution. However, **for member institutions that seriously pursue the recommended steps above**, CREATE will make every effort to deliver additional support and technical assistance to university/school leadership teams by:

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

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

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

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

Section A consists of descriptive reports regarding the characteristics of public and charter schools located within a 75-mile radius of the target university. The data sources and definitions used to generate the various reports are discussed below. The source data for each report can be found in the lower right-hand corner of each document. The description of the source data for the 2011 PACE reports can be found in the Table of Contents on page iv.

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

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

> ***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2005, Oct. 2004; and TEA Student Assessment Division).*
>
> ***Limited English Proficient (LEP)*:** These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. For more information see *Campus Group* and *TAKS/SDAA II/TAKS-I Participation* *(Source: PEIMS, Oct. 2005).*
>
> ***Special Education*:** This refers to the population served by programs for students with disabilities. *(Source: PEIMS, Oct. 2005, Oct. 2004, and TEA Student Assessment Division).*

A.2: Public School Enrollment by District in the Proximal Zone of Professional Impact.

This report shows the first page of a supplemental document (See Attachment 1 for a full inventory) showing public school enrollment in the PZPI in different ways. First, an alphabetical listing of all district and charter schools in the target university's PZPI breaks out enrollment by school level (elementary, middle, high, and elementary/ secondary). Then districts' student enrollment by ethnicity by school level and for selected student subpopulations is represented.

A.3: Public School Listing in the Proximal Zone of Professional Impact.

This report is the first page of a supplemental document (See Attachment 2 for a full inventory) listing all public schools (including charter schools) by district 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 accountability rating. The campus accountability rating uses the following system:

A=Academically Acceptable
L= Academically Unacceptable
R=Recognized
E= Exemplary

In rare occasions, a campus may not have an accountability rating. The campus may include no students enrolled higher than kindergarten, have insufficient data due to small numbers, was designated a Juvenile Justice Alternative Program. The following system is used:

1=Not Rated
2=Not Rated
X=Not Rated

Requirements for each rating system can be found in the 2011 Accountability Manual on the TEA website.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2009-2010

Angelo State University

District Types in the PZPI	N	%
Traditional Districts	156	96.3
Charter Schools	6	3.7
Total	162	100.0

Level	Number of Schools	Number of Students										
		African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	271	5,936	5.8	51,162	49.6	44,736	43.3	925	0.9	449	0.4	103,208
MS	104	2,767	6.5	19,102	45.1	19,790	46.7	494	1.2	217	0.5	42,370
HS	174	3,169	5.7	23,622	42.2	28,256	50.5	567	1.0	324	0.6	55,938
EL/SEC	56	260	2.6	3,976	40.5	5,496	55.9	46	0.5	49	0.5	9,827
Total	**605**	**12,132**	**5.7**	**97,862**	**46.3**	**98,278**	**46.5**	**2,032**	**1.0**	**1,039**	**0.5**	**211,343**

Level	Number of Schools	Students in Special Categories							
		Eco Disadvantaged		Special Education		Bilingual		LEP	
		N	%	N	%	N	%	N	%
ELEM	271	67,267	65.2	8,843	8.6	10,350	10.0	11,062	10.7
MS	104	23,322	55.0	4,567	10.8	1,569	3.7	1,736	4.1
HS	174	24,898	44.5	6,843	12.2	1,389	2.5	1,525	2.7
EL/SEC	56	5,805	59.1	1,061	10.8	628	6.4	672	6.8
Total	**605**	**121,292**	**57.4**	**21,314**	**10.1**	**13,936**	**6.6**	**14,995**	**7.1**

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

2009-2010

Angelo State University

SAMPLE DOCUMENT: To view the Total School Listing for Your Proximal Zone of Professional Impact Refer to Attachment 1

District Name	School Level	EL	MS	HS	El/Sec	Total	Afro-Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
ABILENE ISD	EL/SEC	0	0	0	3	3	11	27	36	2	0	76	54	51	0	0	41
	ELEM	19	0	0	0	19	1,290	3,761	3,740	160	63	9,014	6,437	1,070	354	376	2,559
	HS	0	0	5	0	5	598	1,464	2,118	109	39	4,328	2,155	746	117	117	2,324
	MS	0	4	0	0	4	471	1,317	1,466	68	23	3,345	2,093	573	60	63	1,388
	Total	19	4	5	3	31	2,370	6,569	7,360	339	125	16,763	10,739	2,440	531	556	6,312
ALBANY ISD	ELEM	1	0	0	0	1	8	40	213	2	1	264	117	27	7	7	73
	HS	0	0	1	0	1	8	44	195	3	1	251	63	23	7	7	87
	Total	1	0	1	0	2	16	84	408	5	2	515	180	50	14	14	160
ANDREWS ISD	EL/SEC	0	0	0	1	1	1	9	1	1	0	12	10	4	0	2	12
	ELEM	3	0	0	0	3	41	1,017	504	7	2	1,571	961	107	235	240	543
	HS	0	0	1	0	1	17	504	343	7	2	873	249	117	18	58	376
	MS	0	1	0	0	1	14	407	249	6	2	678	308	59	18	28	287
	Total	3	1	1	1	6	73	1,937	1,097	21	6	3,134	1,528	287	271	328	1,218
ANSON ISD	ELEM	1	0	0	0	1	13	184	172	2	0	371	243	29	17	17	92
	HS	0	0	1	0	1	7	68	138	0	2	215	110	53	15	14	94
	MS	0	1	0	0	1	2	77	69	1	1	150	100	20	11	11	64
	Total	1	1	1	0	3	22	329	379	3	3	736	453	102	43	42	250
ASPERMONT ISD	ELEM	1	0	0	0	1	10	46	93	2	0	151	85	11	8	8	35
	HS	0	0	1	0	1	3	15	67	1	1	87	27	10	0	0	28
	Total	1	0	1	0	2	13	61	160	3	1	238	112	21	8	8	63
BAIRD ISD	ELEM	1	0	0	0	1	0	35	128	1	0	164	112	12	0	0	42
	HS	0	0	1	0	1	0	15	81	0	1	97	56	21	0	0	39
	MS	0	1	0	0	1	0	12	56	0	0	68	44	11	0	0	21
	Total	1	1	1	0	3	0	62	265	1	1	329	212	44	0	0	102
BALLINGER ISD	ELEM	1	0	0	0	1	11	220	237	0	3	471	315	39	16	16	188
	HS	0	0	2	0	2	8	109	181	0	4	302	135	41	2	2	121
	MS	0	1	0	0	1	8	104	129	0	1	242	137	23	3	3	97
	Total	1	1	2	0	4	27	433	547	0	8	1,015	587	103	21	21	406
BANDERA ISD	ELEM	2	0	0	0	2	8	339	801	5	2	1,155	698	147	76	76	380
	HS	0	0	1	0	1	1	189	600	4	5	799	322	102	19	16	397

Public School Listings in the Proximal Zone of Professional Impact

2009-2010

Angelo State University

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
ABILENE ISD	221901001	ABILENE H S	HS	2,091	A
ABILENE ISD	221901142	ABILENE PSYCHIATRIC INSTITUTE	HS	12	X
ABILENE ISD	221901002	COOPER H S	HS	1,981	A
ABILENE ISD	221901006	TRAVIS OPPORTUNITY CTR	HS	22	X
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	HS	222	1
ABILENE ISD	221901048	BYRON CRAIG MIDDLE	MS	906	R
ABILENE ISD	221901047	CLACK MIDDLE	MS	820	R
ABILENE ISD	221901044	MADISON MIDDLE	MS	864	A
ABILENE ISD	221901045	MANN MIDDLE	MS	755	A
ABILENE ISD	221901102	AUSTIN EL	EL	548	R
ABILENE ISD	221901153	BASSETTI EL	EL	614	A
ABILENE ISD	221901103	BONHAM EL	EL	592	R
ABILENE ISD	221901104	BOWIE EL	EL	611	E
ABILENE ISD	221901106	COLLEGE HEIGHTS EL	EL	365	R
ABILENE ISD	221901208	DAY NURSERY OF ABILENE	EL	152	X
ABILENE ISD	221901108	DYESS EL	EL	483	E
ABILENE ISD	221901110	FANNIN EL	EL	338	E
ABILENE ISD	221901112	JACKSON EL	EL	547	E
ABILENE ISD	221901113	JOHNSTON EL	EL	598	R
ABILENE ISD	221901116	LEE EL	EL	374	A
ABILENE ISD	221901117	LOCUST ECC	EL	361	X
ABILENE ISD	221901118	LONG EL	EL	345	R
ABILENE ISD	221901152	ORTIZ EL	EL	645	R
ABILENE ISD	221901120	REAGAN EL	EL	313	A
ABILENE ISD	221901121	TAYLOR EL	EL	543	E
ABILENE ISD	221901151	THOMAS EL	EL	591	E
ABILENE ISD	221901150	WARD EL	EL	564	E

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

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

Section B describes the trends within the PZPI for student enrollment and student achievement from 2007 to 2010. All of the data in this section come from the AEIS data files.

B.1: Student Enrollment Trends in the Proximal Zone of Professional Impact.
This two-page analysis describes the trends in student enrollment within the PZPI from 2007 to 2010. The data are presented by school level and includes information by student racial/ethnic categories as well as other student subpopulations. The analysis provides the change in the number of students within the PZPI and the percentage change in student enrollment over the same time period. Data are depicted graphically by ethnicity and by students in special categories.

B.2: Student Achievement Trends in the Proximal Zone of Professional Impact.
B.2.a: and B.2.b: Percentage Passing Mathematics TAKS and Percentage Passing English Language Arts/Reading TAKS. These analyses provide trend data on the percentage of students passing the Mathematics and English Language Arts/ Reading Texas Assessment of Knowledge and Skills (TAKS) at all grade levels from 2007 to 2010. The pass rates on TAKS for schools within the PZPI are compared to schools that are not in the PZPI. Within each school group, the percent of students passing the exam each year are provided, as well as the change in pass rates over time. The analyses supply information by student racial/ethnic subpopulations and for economically disadvantaged students.

B.2.c: Variability of TAKS Achievement Rates by Ethnicity. Figures 1 through 6 provide information about the percentage of subpopulations of students at each school level passing ALL TAKS for Mathematics and Language Arts/Reading from 2007 to 2010. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

"Percent Passing" is calculated by dividing the number of students achieving passing on the respective TAKS subject by the number of students tested in the subject.

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

B.2.d and B.2.e: 30 Highest and Lowest Achieving Schools in Mathematics and Reading by Level. This section includes a list of the 30 highest- and lowest-performing schools in the PZPI on the TAKS Mathematics and TAKS Language Arts/Reading examinations, by level (high school, middle school, elementary school). Language Arts/Reading has been shortened to Reading in this set of reports. Please note that the AEIS data base incorporates intermediate schools into the elementary school listings.

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

The rankings for the highest performing schools on Mathematics TAKS show the highest ranking school first and then show scores in descending order. The rankings for the lowest performing schools on Mathematics TAKS show the lowest performing school first and then show scores in ascending order.

The last six analyses show results for Language Arts/Reading TAKS. The tables list the district and campus names, the respective campus code, the campus enrollment, the percentage of all students passing the Reading TAKS at the campus, the percentage of all students passing the Mathematics TAKS at the campus, the percentage of student enrollment who are economically disadvantaged and the percentage of economically disadvantaged students enrolled at the campus, and the percentage of minority students (African American, Hispanic, or Native American) enrolled at the campus.

The highest performing schools for Reading are listed first and then ranked in descending order. The rankings for lowest performing schools for Reading list the lowest performing school first and then show rankings in ascending order.

Student Enrollment Trends in Proximal Zone of Professional Impact

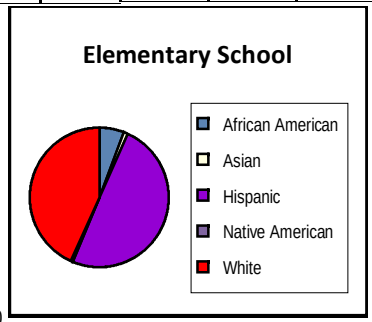
Fiscal Year 2007-2010

Angelo State University

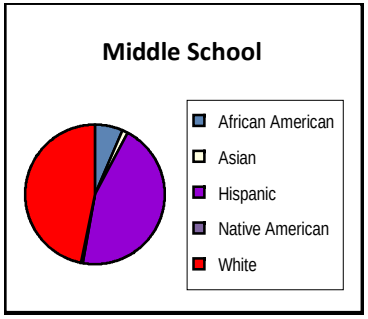
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	Net Change	Pct Change
All	102,391	101,528	103,416	103,208	40,180	41,780	41,997	42,370	58,382	57,651	56,749	55,938	9,526	9,676	9,674	9,827	210,479	210,635	211,836	211,343	864	0.4
African American	6,178	5,819	5,996	5,936	2,432	2,746	2,734	2,767	3,280	3,219	3,250	3,169	282	308	280	260	12,172	12,092	12,260	12,132	-40	-0.3
Hispanic	46,800	47,922	49,971	51,162	17,371	17,950	18,500	19,102	22,764	23,079	23,187	23,622	3,774	3,842	3,880	3,976	90,709	92,793	95,538	97,862	7,153	7.9
White	48,123	46,504	46,091	44,736	19,900	20,530	20,152	19,790	31,515	30,535	29,466	28,256	5,376	5,445	5,423	5,496	104,914	103,014	101,132	98,278	-6,636	-6.3
Asian	842	811	883	925	290	363	415	494	517	525	541	567	41	35	37	46	1,690	1,734	1,876	2,032	342	20.2
Native American	448	472	475	449	187	191	196	217	306	293	305	324	53	46	54	49	994	1,002	1,030	1,039	45	4.5
Economically Disadvantaged	61,975	60,698	61,852	67,267	20,615	20,948	20,991	23,322	23,238	22,641	22,324	24,898	5,349	5,307	5,290	5,805	111,177	109,594	110,457	121,292	10,115	9.1
Special Education	10,890	9,722	9,175	8,843	5,615	5,419	4,905	4,567	7,889	7,494	7,176	6,843	1,384	1,269	1,109	1,061	25,778	23,904	22,365	21,314	-4,464	-17.3
Bilingual	9,482	9,964	10,595	10,350	1,448	1,424	1,530	1,569	1,472	1,532	1,430	1,389	609	633	651	628	13,011	13,553	14,206	13,936	925	7.1
LEP	10,391	10,898	11,366	11,062	1,655	1,638	1,710	1,736	1,757	1,817	1,617	1,525	654	703	701	672	14,457	15,056	15,394	14,995	538	3.7

Ethnic Comparisons by Level 2010

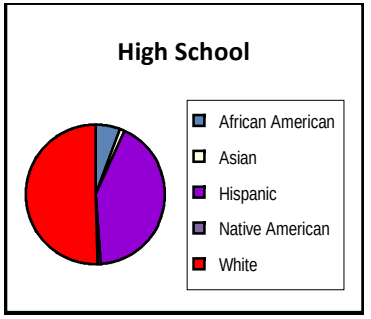
Ethnicity	Elementary School	%
Native American	449	0.4
Asian	925	0.9
White	44,736	43.3
Hispanic	51,162	49.6
African American	5,936	5.8
All	103,208	100.0



Middle School	%
217	0.5
494	1.2
19,790	46.7
19,102	45.1
2,767	6.5
42,370	100.0

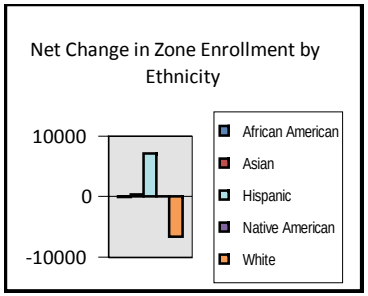


High School	%
324	0.6
567	1.0
28,256	50.5
23,622	42.2
3,169	5.7
55,938	100.0

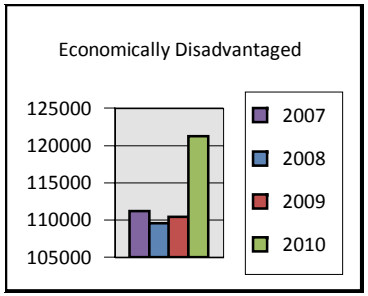


Other Trends and Distributions

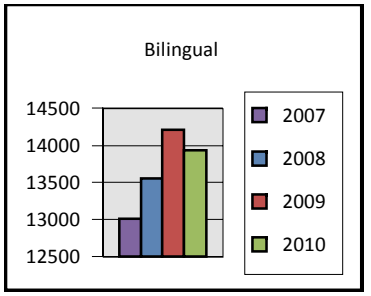
Ethnicity	Net Change 2007-2010
Native American	45
Asian	342
White	-6,636
Hispanic	7,153
African American	-40
All	864



Eco. Disadvantaged	
Year	Amount
2007	111,177
2008	109,594
2009	110,457
2010	121,292
3-Yr. Change	9



Bilingual	
Year	Amount
2007	13,011
2008	13,553
2009	14,206
2010	13,936
3-Yr. Change	7



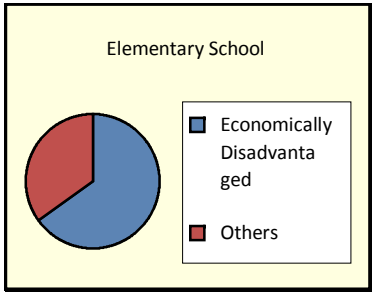
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

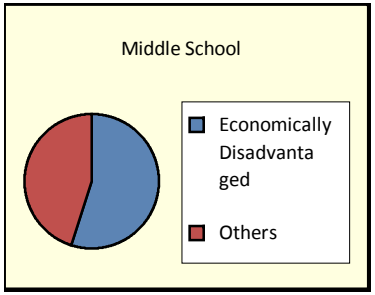
2010

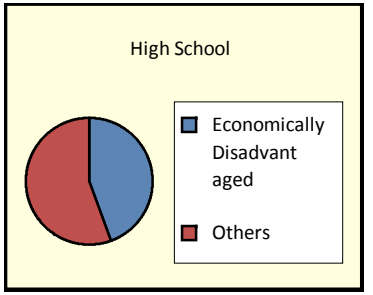
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	67,267	65.2	23,322	55.0	24,898	44.5
Others	35,941	34.8	19,048	45.0	31,040	55.5
Total	103,208	100.0	42,370	100.0	55,938	100.0

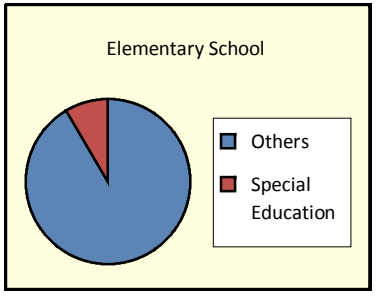


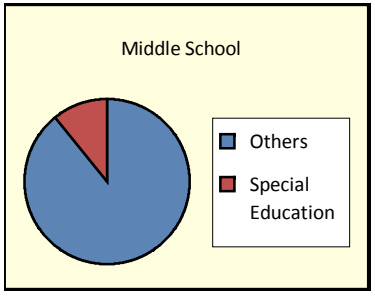


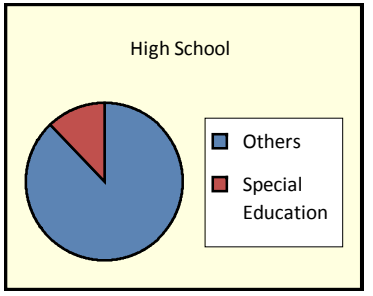


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	94,365	91.4	37,803	89.2	49,095	87.8
SPED	8,843	8.6	4,567	10.8	6,843	12.2
Total	103,208	100.0	42,370	100.0	55,938	100.0







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

2007-2010
Angelo State University

School Level	All Students					African American Students					Hispanic Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI															
Elem	87.3	87.1	85.8	85.8	-1.5	81.0	79.8	76.3	77.3	-3.7	82.9	82.7	81.0	81.4	-1.5
Middle	75.6	82.2	82.8	82.8	7.2	66.9	77.1	79.6	76.4	9.5	65.7	73.9	75.6	76.7	11.0
High	69.8	70.2	72.5	77.0	7.2	51.1	54.8	60.8	66.8	15.7	58.5	58.7	62.3	69.1	10.6
El/Sec	75.9	77.5	78.4	80.0	4.1	49.6	55.0	69.7	64.3	14.7	71.3	72.2	72.4	74.0	2.7
Total	79.6	81.0	81.3	82.5	2.9	69.1	71.8	72.8	74.1	5.0	72.8	74.4	75.0	77.1	4.3
Other School Districts in State															
Elem	85.5	87.1	88.0	88.6	3.1	76.2	78.5	80.1	81.5	5.3	82.4	84.6	85.6	86.6	4.2
Middle	76.6	83.4	84.0	84.6	8.0	63.8	72.7	73.8	75.0	11.2	70.4	78.8	79.8	81.1	10.7
High	67.5	69.1	73.1	78.1	10.6	51.3	54.0	59.4	66.6	15.3	57.7	60.3	66.0	72.8	15.1
El/Sec	65.7	70.5	72.4	76.0	10.3	50.1	55.4	61.0	65.6	15.5	61.1	66.6	68.8	73.5	12.4
Total	78.3	81.1	82.9	84.7	6.4	65.9	69.8	72.5	75.6	9.7	73.6	77.2	79.4	81.8	8.2

School Level	White Students					Asian Students					Native American Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI															
Elem	91.8	92.1	91.5	91.3	-0.5	97.6	95.4	95.1	95.6	-2.0	90.1	87.8	79.8	87.4	-2.7
Middle	84.3	89.5	89.6	89.2	4.9	89.1	97.2	96.1	90.0	0.9	86.4	83.3	86.1	82.6	-3.8
High	79.5	79.8	81.3	84.7	5.2	88.4	90.1	89.7	90.3	1.9	70.4	83.8	76.8	83.6	13.2
El/Sec	80.4	81.9	83.3	84.9	4.5	89.0	100.0	94.0	100.0	11.0	84.2	91.0	87.2	82.0	-2.2
Total	86.0	87.4	87.7	88.6	2.6	91.8	93.7	93.2	92.0	0.2	79.5	84.8	80.6	83.7	4.2
Other School Districts in State															
Elem	93.0	93.6	94.0	94.0	1.0	96.5	97.1	97.5	97.7	1.2	82.9	86.1	85.5	86.2	3.3
Middle	87.2	91.9	92.3	92.0	4.8	93.5	96.2	96.4	96.8	3.3	80.6	87.2	87.9	87.2	6.6
High	81.8	82.6	84.8	87.6	5.8	89.2	90.7	92.2	93.8	4.6	72.3	74.7	77.8	83.6	11.3
El/Sec	77.7	80.9	82.2	83.3	5.6	94.7	92.8	93.3	94.7	0.0	56.7	66.0	73.8	82.4	25.7
Total	88.0	89.6	90.6	91.4	3.4	93.7	95.1	95.7	96.4	2.7	75.5	79.6	81.8	85.1	9.6

School Level	Economically Disadvantaged Students									
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						**Other School Districts in State**				
Elem	83.1	82.8	81.1	81.5	-1.6	80.6	82.7	83.8	85.0	4.4
Middle	66.5	75.3	76.1	76.7	10.2	68.1	76.5	77.6	78.8	10.7
High	58.1	59.1	63.1	68.5	10.4	55.1	57.5	63.3	70.2	15.1
El/Sec	71.6	72.5	71.8	75.1	3.5	59.3	65.0	67.7	71.7	12.4
Total	74.0	75.8	76.0	77.5	3.5	72.0	75.5	77.6	80.1	8.1

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

2007-2010
Angelo State University

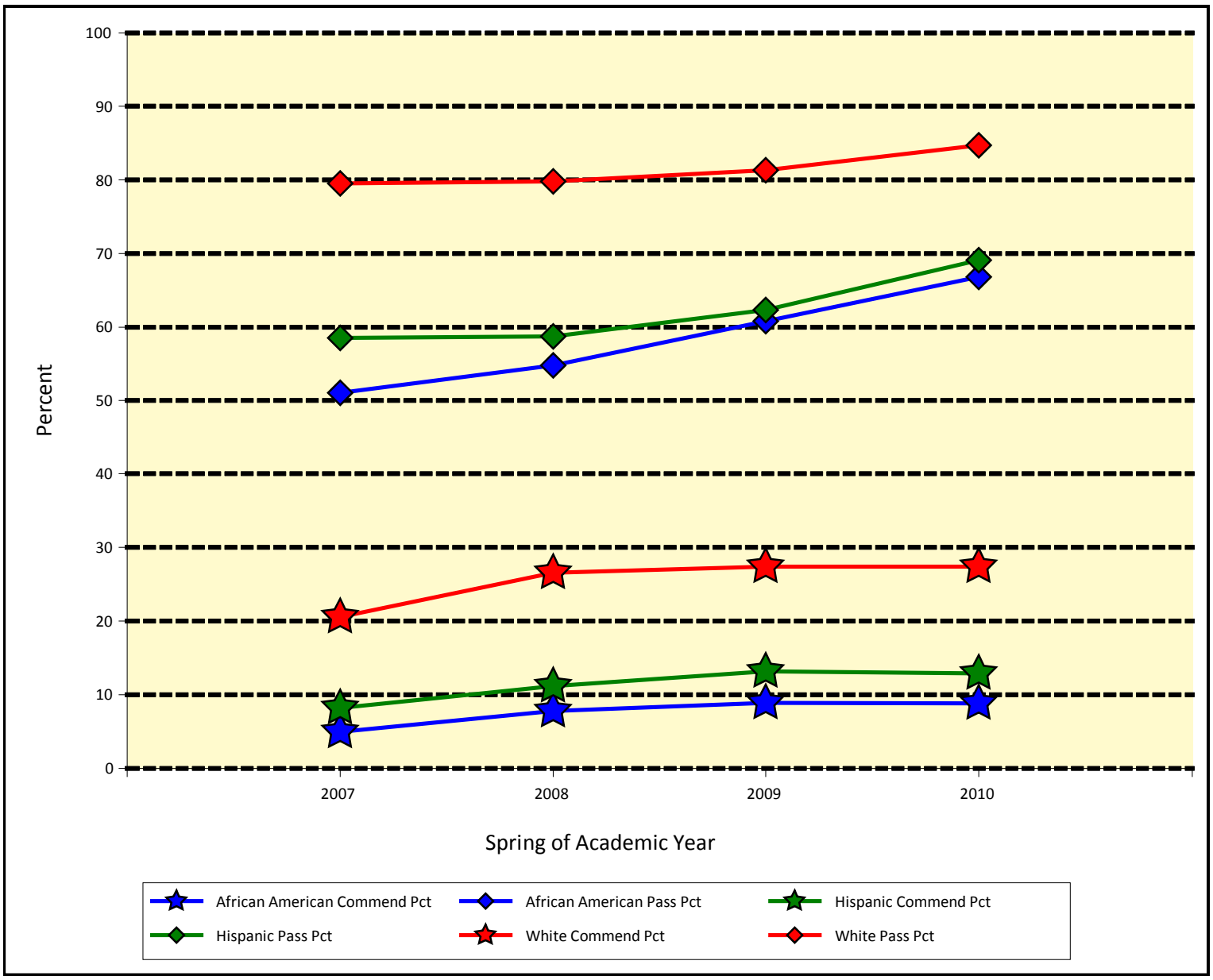
School Level	All Students					African American Students					Hispanic Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2007	Change	2007	2008	2009	2010	Change
Districts in University's PZPI															
Elem	91.4	92.1	90.7	88.9	-2.5	88.1	87.9	85.1	82.3	-5.8	87.4	88.8	86.8	85.0	-2.4
Middle	89.3	92.8	92.6	89.1	-0.2	84.5	90.8	90.4	86.8	2.3	84.1	89.1	89.2	84.7	0.6
High	88.1	90.7	91.8	91.7	3.6	80.3	86.4	88.9	88.0	7.7	81.9	85.7	87.6	88.3	6.4
El/Sec	89.8	90.5	91.2	88.9	-0.9	79.8	70.1	90.6	85.7	5.9	84.8	86.0	86.4	83.0	-1.8
Total	90.0	91.8	91.4	89.7	-0.3	85.0	87.9	87.5	85.0	0.0	85.2	87.9	87.5	85.7	0.5
Other School Districts in State															
Elem	89.4	90.5	90.5	89.8	0.4	84.6	85.9	85.9	85.5	0.9	86.0	87.5	87.6	87.0	1.0
Middle	88.7	92.5	91.8	89.1	0.4	84.0	89.8	89.4	86.0	2.0	84.1	89.3	88.3	85.0	0.9
High	87.0	88.7	90.9	91.9	4.9	82.2	84.3	87.9	89.1	6.9	81.2	83.9	87.0	89.1	7.9
El/Sec	83.7	86.8	87.9	87.2	3.5	74.2	78.7	82.8	80.6	6.4	79.1	84.3	84.5	84.5	5.4
Total	88.5	90.4	90.9	90.2	1.7	83.6	86.2	87.2	86.6	3.0	84.3	86.9	87.6	87.1	2.8

School Level	White Students					Asian Students					Native American Students				
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI															
Elem	95.2	95.8	95.0	93.7	-1.5	97.8	96.8	99.6	96.7	-1.1	92.7	95.4	90.6	95.4	2.7
Middle	94.1	96.0	95.9	93.6	-0.5	94.8	98.1	96.2	94.7	-0.1	89.9	92.8	99.0	96.3	6.4
High	93.1	94.5	95.5	94.8	1.7	95.1	95.5	94.9	91.7	-3.4	89.9	91.1	95.7	94.3	4.4
El/Sec	93.4	94.3	94.9	93.0	-0.4	89.0	100.0	100.0	100.0	11.0	94.7	100.0	100.0	100.0	5.3
Total	94.2	95.4	95.3	94.0	-0.2	95.9	96.6	96.9	94.3	-1.6	90.7	93.0	95.8	95.3	4.6
Other School Districts in State															
Elem	95.8	96.4	96.3	95.6	-0.2	96.1	97.0	97.1	97.0	0.9	90.3	91.3	88.9	93.2	2.9
Middle	95.1	97.0	97.0	95.1	0.0	96.1	97.5	97.4	96.6	0.5	93.1	95.5	95.5	93.1	0.0
High	94.3	95.1	96.2	96.2	1.9	93.1	94.6	95.5	95.9	2.8	92.3	92.1	94.4	94.6	2.3
El/Sec	92.2	93.4	93.7	92.6	0.4	97.0	94.8	96.1	95.4	-1.6	85.9	90.0	89.3	88.0	2.1
Total	95.1	96.1	96.4	95.6	0.5	95.2	96.4	96.7	96.6	1.4	91.9	92.8	93.7	93.7	1.8

School Level	Economically Disadvantaged Students									
	2007	2008	2009	2010	Change	2007	2008	2009	2010	Change
Districts in University's PZPI						**Other School Districts in State**				
Elem	87.8	88.9	87.1	85.0	-2.8	85.2	86.7	86.7	86.2	1.0
Middle	84.1	89.1	88.9	84.4	0.3	83.1	88.5	87.6	84.1	1.0
High	81.8	85.6	87.7	87.7	5.9	80.1	82.7	86.0	88.1	8.0
El/Sec	85.2	86.9	87.2	85.1	-0.1	79.5	82.9	84.4	83.8	4.3
Total	85.6	88.1	87.6	85.4	-0.2	83.5	86.1	86.7	86.1	2.6

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2010
High School Mathematics[1]
Angelo State University

Figure 1:

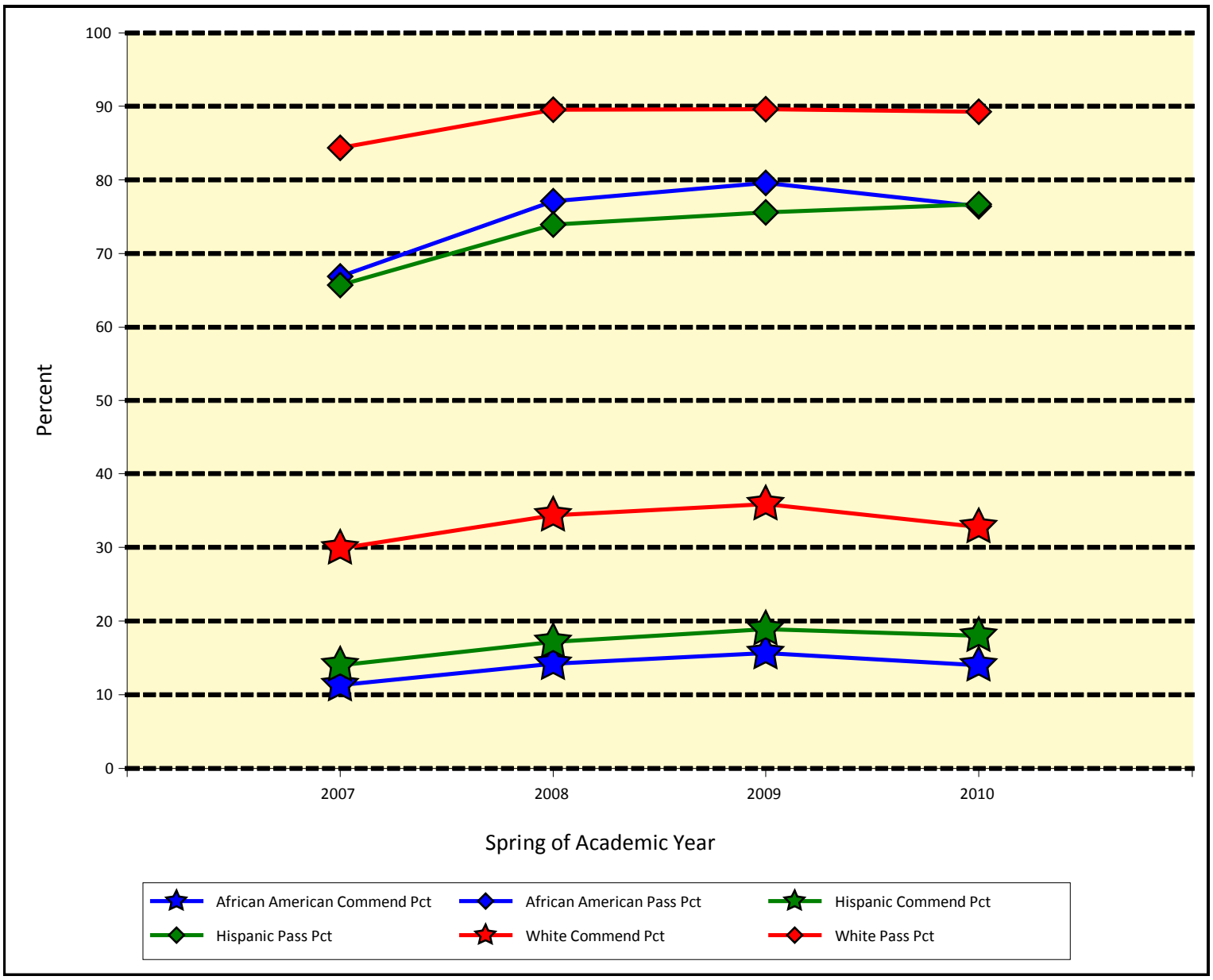


	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	51.1	5.0	54.8	7.8	60.8	8.9	66.8	8.8	15.7	3.8
Hispanic	58.5	8.2	58.7	11.2	62.3	13.2	69.1	12.9	10.6	4.7
White	79.5	20.6	79.8	26.6	81.3	27.4	84.7	27.4	5.2	6.8

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2010
Middle School Mathematics[1]
Angelo State University

Figure 2:

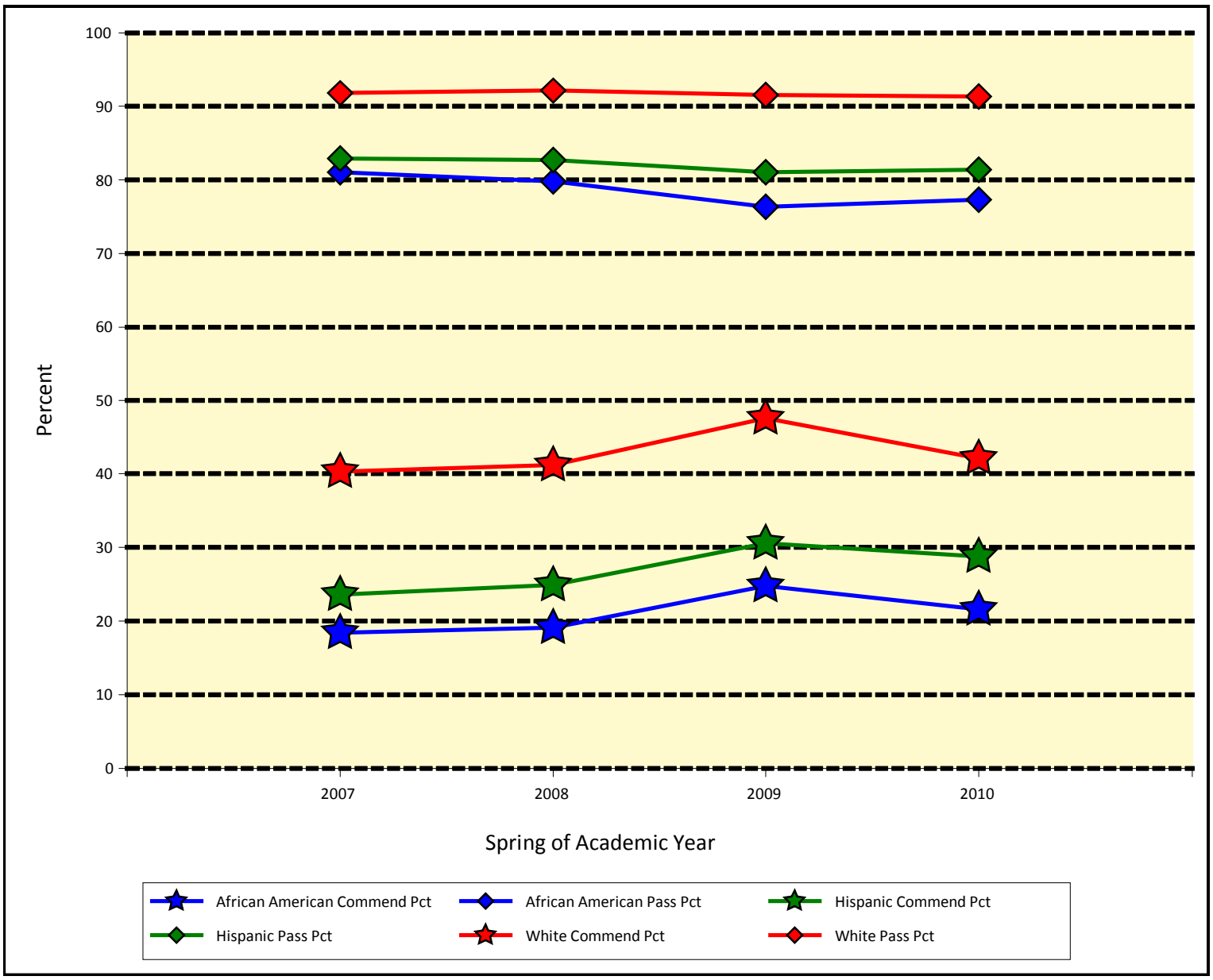


	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	66.9	11.3	77.1	14.2	79.6	15.7	76.4	14.0	9.5	2.7
Hispanic	65.7	14.0	73.9	17.2	75.6	18.9	76.7	18.0	11.0	4.0
White	84.3	29.9	89.5	34.4	89.6	35.9	89.2	32.8	4.9	2.9

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2010
Elementary School Mathematics[1]
Angelo State University

Figure 3:

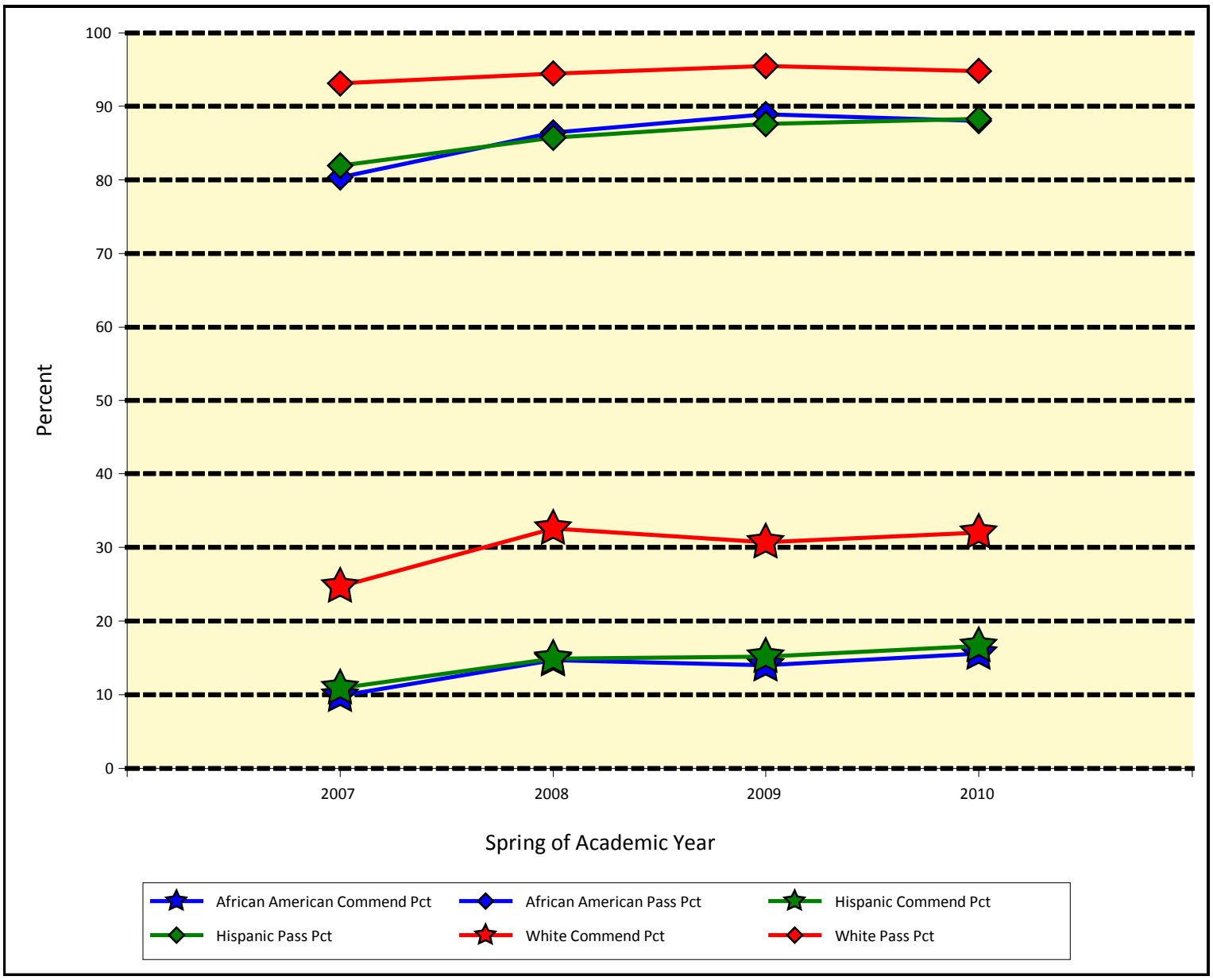


	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	81.0	18.4	79.8	19.1	76.3	24.8	77.3	21.6	-3.7	3.2
Hispanic	82.9	23.6	82.7	24.9	81.0	30.6	81.4	28.8	-1.5	5.2
White	91.8	40.3	92.1	41.2	91.5	47.6	91.3	42.1	-0.5	1.8

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2010
High School Language Arts/Reading [1]
Angelo State University

Figure 4:

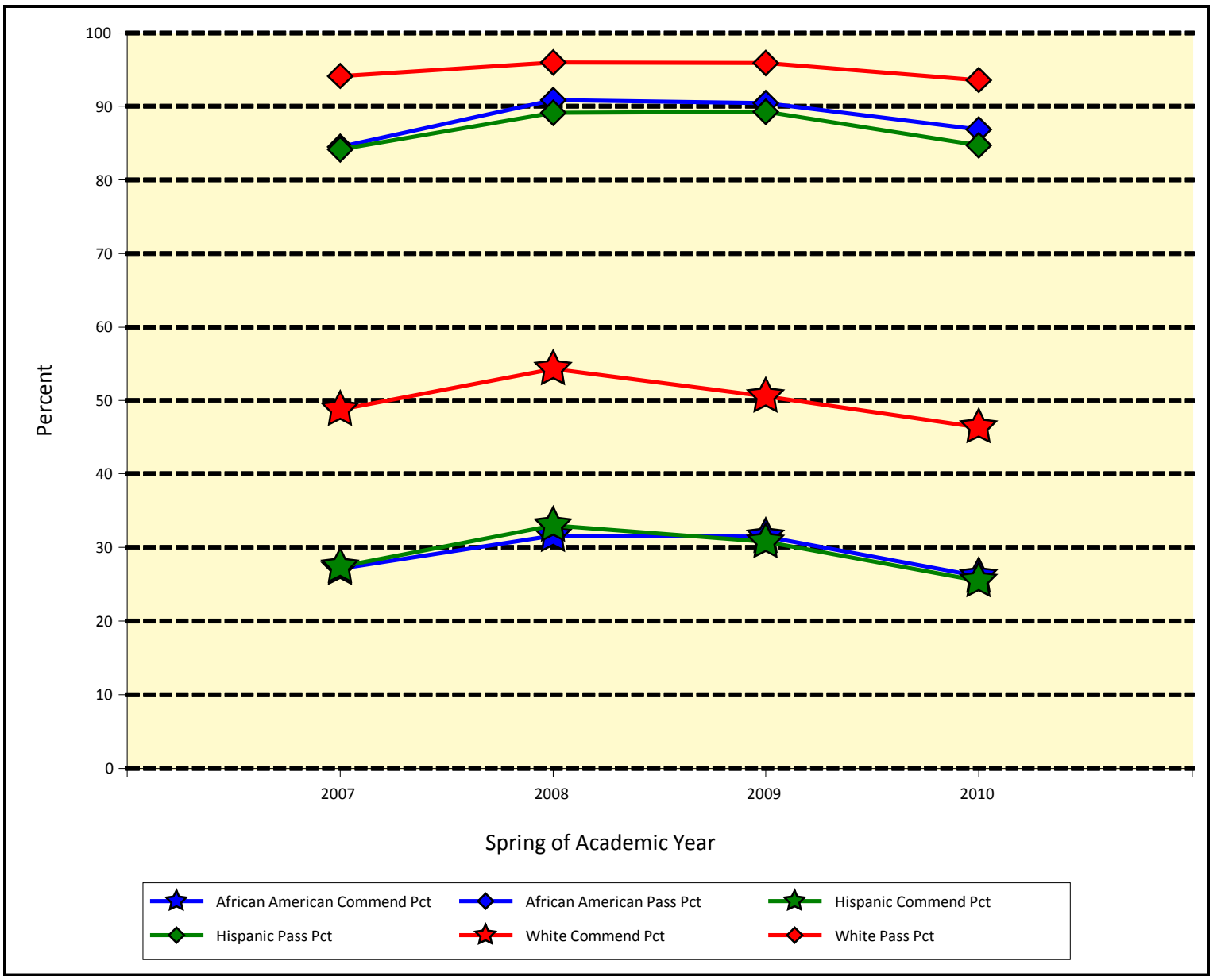


	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	80.3	9.9	86.4	14.7	88.9	14.0	88.0	15.6	7.7	5.7
Hispanic	81.9	10.9	85.7	14.9	87.6	15.2	88.3	16.6	6.4	5.7
White	93.1	24.7	94.5	32.6	95.5	30.7	94.8	32.0	1.7	7.3

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2010
Middle School Language Arts/Reading[1]
Angelo State University

Figure 5:

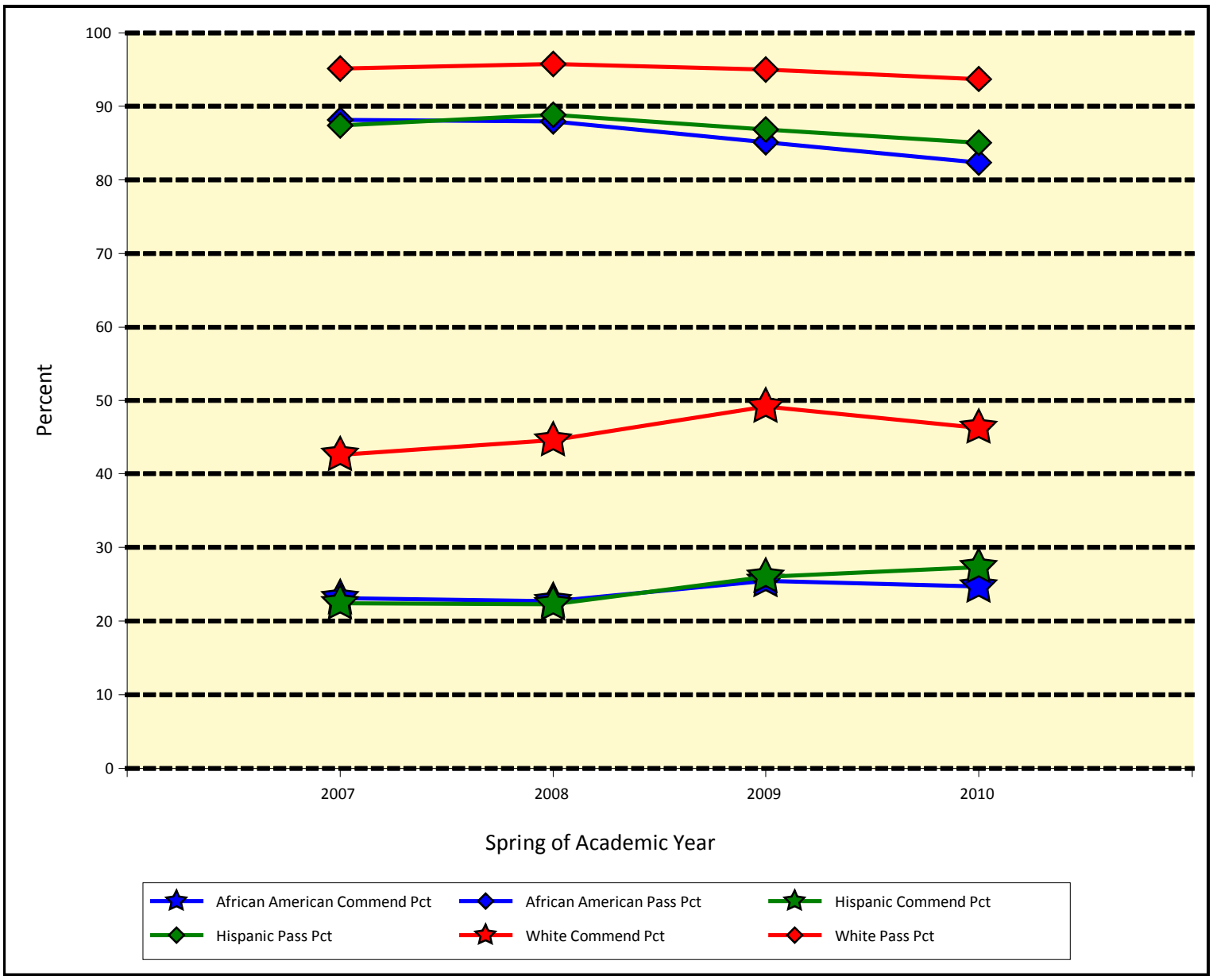


	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	84.5	27.1	90.8	31.6	90.4	31.5	86.8	26.1	2.3	-1.0
Hispanic	84.1	27.4	89.1	33.0	89.2	30.8	84.7	25.5	0.6	-1.9
White	94.1	48.8	96.0	54.3	95.9	50.6	93.6	46.4	-0.5	-2.4

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2010
Elementary School Language Arts/Reading [1]
Angelo State University

Figure 6:



	2007		2008		2009		2010		3-Yr Change	
	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend	Pass	Commend
African American	88.1	23.1	87.9	22.7	85.1	25.5	82.3	24.7	-5.8	1.6
Hispanic	87.4	22.4	88.8	22.3	86.8	26.0	85.0	27.3	-2.4	4.9
White	95.2	42.6	95.8	44.6	95.0	49.2	93.7	46.3	-1.5	3.7

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

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
IRAAN-SHEFFIELD ISD	186903002	T Y C SHEFFIELD CAMPUS	83	**100.0**	100.0	100.0	49.4
MASON ISD	157901001	MASON H S	184	**97.0**	97.0	58.2	39.7
WATER VALLEY ISD	226905001	WATER VALLEY H S	145	**96.0**	95.0	35.9	20.0
IRION COUNTY ISD	118902001	IRION H S	181	**95.0**	98.0	39.8	36.5
WALL ISD	226906001	WALL H S	321	**95.0**	96.0	16.2	18.7
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	127	**95.0**	92.0	50.4	42.5
WYLIE ISD	221912001	WYLIE H S	942	**94.0**	98.0	7.1	16.1
ZEPHYR ISD	25906001	ZEPHYR H S	90	**94.0**	97.0	45.6	5.6
HARPER ISD	86902001	HARPER H S	223	**94.0**	96.0	35.0	20.2
MEDINA ISD	10901001	MEDINA H S	160	**94.0**	94.0	50.6	23.1
LUEDERS-AVOCA ISD	127905001	LUEDERS-AVOCA H S	35	**94.0**	88.0	60.0	5.7
CISCO ISD	67902001	CISCO H S	229	**93.0**	97.0	50.7	17.5
MAY ISD	25905001	MAY H S	104	**92.0**	94.0	48.1	6.7
IRAAN-SHEFFIELD ISD	186903001	IRAAN H S	125	**90.0**	99.0	20.0	48.8
EARLY ISD	25909001	EARLY H S	354	**90.0**	98.0	33.6	14.1
BRACKETT ISD	136901001	BRACKETT H S	172	**90.0**	94.0	54.7	69.2
BRONTE ISD	41901001	BRONTE H S	149	**90.0**	92.0	43.6	22.8
GOLDTHWAITE ISD	167901001	GOLDTHWAITE HIGH SCHOOL	172	**89.0**	97.0	41.3	26.7
MILES ISD	200902001	MILES H S	182	**89.0**	94.0	37.4	39.6
VERIBEST ISD	226908001	VERIBEST H S	132	**89.0**	94.0	56.1	32.6
STERLING CITY ISD	216901001	STERLING CITY H S	62	**88.0**	100.0	32.3	51.6
STEPHENVILLE	72903001	STEPHENVILLE H S	1,039	**88.0**	95.0	36.8	26.9
BROOKESMITH ISD	25908001	BROOKESMITH H S	49	**88.0**	92.0	53.1	28.6
STAMFORD ISD	127906001	STAMFORD HIGH SCHOOL	181	**87.0**	99.0	64.1	53.6
COMANCHE ISD	47901001	COMANCHE H S	328	**87.0**	96.0	58.8	40.2
BROWNWOOD ISD	25902001	BROWNWOOD H S	829	**87.0**	95.0	51.3	40.9
ASPERMONT ISD	217901001	ASPERMONT HS	87	**86.0**	98.0	31.0	23.0
KERRVILLE ISD	133903001	TIVY H S	1,348	**86.0**	97.0	38.6	41.8
ROBERT LEE ISD	41902001	ROBERT LEE H S	101	**86.0**	96.0	50.5	36.6
COMFORT ISD	130902001	COMFORT H S	356	**86.0**	93.0	47.2	52.0
		AVERAGE	283.0	**91.0**	95.7	44.9	31.7

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SNYDER ISD	208902002	HOBBS ALTER ED CO-OP	15	**0.0**	33.0	73.3	66.7
SWEETWATER ISD	177902003	HOBBS ALTER ED CO-OP	37	**0.0**	75.0	81.1	62.2
IRAAN-SHEFFIELD ISD	186903004	PYOTE HS	43	**0.0**	85.0	100.0	76.7
BROWNWOOD ISD	25902003	BROWNWOOD ACCELERATED H S	39	**23.0**	85.0	79.5	51.3
CISCO ISD	67902004	CISCO LEARNING CENTER	41	**25.0**	73.0	85.4	68.3
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	222	**29.0**	77.0	75.7	68.0
COLORADO ISD	168901003	WALLACE ACCELERATED H S	32	**30.0**	90.0	90.6	40.6
COPPERAS COVE ISD	50910005	CROSSROADS HIGH SCHOOL	69	**45.0**	62.0	46.4	40.6
MIDLAND ISD	165901004	VIOLA M COLEMAN H S	145	**47.0**	90.0	51.0	81.4
BURNET CISD	27903003	QUEST	26	**57.0**	100.0	76.9	26.9
MULLIN ISD	167902001	MULLIN HIGH SCHOOL	59	**59.0**	90.0	86.4	30.5
ECTOR COUNTY ISD	68901002	ODESSA H S	2,713	**61.0**	84.0	42.9	76.6
LAMESA ISD	58906001	LAMESA H S	436	**62.0**	91.0	59.2	77.8
BAIRD ISD	30903001	BAIRD H S	97	**62.0**	92.0	57.7	16.5
MENARD ISD	164901001	MENARD H S	97	**63.0**	89.0	4.1	61.9
CENTER POINT ISD	133901001	CENTER POINT H S	169	**64.0**	83.0	60.9	36.7
CROCKETT COUNTY CONS	53001001	OZONA H S	211	**64.0**	92.0	39.3	76.8
FORT STOCKTON ISD	186902001	FORT STOCKTON HIGH SCHOOL	654	**64.0**	93.0	58.0	82.4
CHEROKEE ISD	206903001	CHEROKEE H S	121	**66.0**	91.0	60.3	19.8
MIDLAND ISD	165901042	LEE FRESHMAN HIGH SCHOOL	694	**66.0**	91.0	46.5	61.5
BIG SPRING ISD	114901001	BIG SPRING H S	974	**68.0**	92.0	50.3	64.6
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	196	**69.0**	90.0	41.3	65.8
SWEETWATER ISD	177902001	SWEETWATER H S	553	**69.0**	94.0	47.4	45.8
MIDLAND ISD	165901044	MIDLAND FRESHMAN HIGH SCHOOL	710	**70.0**	91.0	48.9	62.7
RANGER ISD	67907001	RANGER H S	109	**71.0**	87.0	64.2	17.4
MARBLE FALLS ISD	27904001	MARBLE FALLS HIGH SCHOOL	1,065	**71.0**	91.0	48.4	37.8
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,163	**72.0**	85.0	66.1	69.1
TAHOKA ISD	153904001	TAHOKA H S	162	**72.0**	85.0	48.8	59.9
SAN FELIPE-DEL RIO CISD	233901002	DEL RIO FRESHMAN SCHOOL	837	**72.0**	89.0	73.8	93.8
MIDLAND ISD	165901003	MIDLAND H S	2,164	**73.0**	85.0	34.9	61.7
		AVERAGE	461.8	**53.1**	85.2	60.0	56.7

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 3: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
HARPER ISD	86902041	HARPER MIDDLE	150	**98.0**	97.0	38.0	12.7
WYLIE ISD	221912041	WYLIE J H	759	**97.0**	98.0	12.8	18.1
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	177	**97.0**	92.0	62.1	63.8
WALL ISD	226906041	WALL MIDDLE	252	**96.0**	98.0	17.5	15.9
EARLY ISD	25909041	EARLY MIDDLE	289	**96.0**	93.0	41.2	23.5
MASON ISD	157901041	MASON J H	217	**95.0**	97.0	58.5	35.9
BAIRD ISD	30903041	BAIRD MIDDLE SCHOOL	68	**95.0**	90.0	64.7	17.6
GOLDTHWAITE ISD	167901002	GOLDTHWAITE MIDDLE SCHOOL	131	**95.0**	90.0	45.0	28.2
BRECKENRIDGE ISD	215901041	BRECKENRIDGE J H	216	**94.0**	95.0	60.2	35.2
KERRVILLE ISD	133903041	PETERSON MIDDLE	703	**94.0**	95.0	50.2	44.2
JOHNSON CITY ISD	16901041	LYNDON B JOHNSON MIDDLE	210	**93.0**	93.0	38.1	26.7
KERRVILLE ISD	133903104	B T WILSON SIXTH GRADE SCHOOL	318	**93.0**	93.0	54.4	47.8
STAMFORD ISD	127906041	STAMFORD MIDDLE SCHOOL	123	**93.0**	93.0	68.3	61.8
COPPERAS COVE ISD	50910104	C R CLEMENTS INT	859	**93.0**	92.0	47.1	48.5
EASTLAND ISD	67903041	EASTLAND MIDDLE	243	**92.0**	94.0	49.0	20.2
COPPERAS COVE ISD	50910041	COPPERAS COVE J H	781	**92.0**	93.0	46.5	44.7
TERRELL COUNTY ISD	222901041	SANDERSON J H	37	**91.0**	100.0	43.2	51.4
ROTAN ISD	76904041	ROTAN J H	63	**91.0**	96.0	58.7	49.2
COPPERAS COVE ISD	50910042	S C LEE J H	846	**91.0**	94.0	39.6	48.3
STEPHENVILLE	72903041	STEPHENVILLE J H	518	**91.0**	94.0	43.4	25.7
ABILENE ISD	221901048	BYRON CRAIG MIDDLE	906	**91.0**	91.0	68.5	63.2
CISCO ISD	67902041	CISCO J H	187	**90.0**	95.0	57.8	15.5
HAMILTON ISD	97902041	HAMILTON JUNIOR HIGH SCHOOL	200	**90.0**	94.0	51.0	16.5
LLANO ISD	150901041	LLANO JUNIOR HIGH	441	**90.0**	93.0	57.6	18.4
JIM NED CISD	221911041	JIM NED MIDDLE	241	**90.0**	92.0	30.3	10.0
STEPHENVILLE	72903103	GILBERT INTERMEDIATE SCHOOL	492	**90.0**	91.0	47.4	27.0
GREENWOOD ISD	165902041	JAMES R BROOKS MIDDLE SCHOOL	250	**89.0**	96.0	29.6	34.4
COPPERAS COVE ISD	50910107	LOVETT LEDGER INT	978	**89.0**	92.0	52.2	48.9
BROWNWOOD ISD	25902108	BROWNWOOD INT	528	**89.0**	90.0	65.9	46.6
MONAHANS-WICKETT-PY	238902041	WALKER J H	291	**89.0**	90.0	45.4	59.1
		AVERAGE	382.5	**92.5**	93.7	48.1	35.3

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 4: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
ECTOR COUNTY ISD	68901045	HOOD J H	596	**60.0**	80.0	56.9	64.6
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	185	**64.0**	86.0	59.5	75.7
BIG SPRING ISD	114901043	BIG SPRING JUNIOR HIGH	529	**65.0**	81.0	62.9	68.8
ECTOR COUNTY ISD	68901047	ECTOR J H	1,467	**68.0**	85.0	61.8	82.4
BIG SPRING ISD	114901041	GOLIAD INTERMEDIATE SCHOOL	580	**70.0**	82.0	70.0	69.8
ECTOR COUNTY ISD	68901044	CROCKETT J H	742	**71.0**	82.0	67.9	80.7
BALLINGER ISD	200901041	BALLINGER J H	242	**72.0**	89.0	56.6	46.7
LAMESA ISD	58906041	LAMESA MIDDLE	409	**74.0**	85.0	77.0	80.2
FORT STOCKTON ISD	186902041	FORT STOCKTON MIDDLE SCHOOL	494	**75.0**	82.0	68.4	85.2
MCCAMEY ISD	231901041	MCCAMEY MIDDLE	144	**75.0**	85.0	57.6	68.1
KNOX CITY-O'BRIEN CISD	138902041	O'BRIEN MIDDLE	82	**75.0**	88.0	69.5	46.3
O'DONNELL ISD	153903041	O'DONNELL J H	70	**75.0**	90.0	78.6	75.7
ECTOR COUNTY ISD	68901046	NIMITZ J H	992	**75.0**	91.0	35.2	57.6
RADIANCE ACADEMY OF L	15815041	RADIANCE ACADEMY OF LEARNING (DEL	175	**75.0**	94.0	59.4	86.3
SAN FELIPE-DEL RIO CISD	233901043	DEL RIO MIDDLE SCHOOL	1,480	**76.0**	83.0	75.5	93.6
HASKELL CISD	104901041	ROCHESTER J H	123	**76.0**	89.0	77.2	49.6
RANGER ISD	67907041	RANGER MIDDLE SCHOOL	104	**76.0**	90.0	76.9	17.3
POST ISD	85902041	POST MIDDLE	171	**77.0**	85.0	63.2	63.2
STANTON ISD	156902041	STANTON MIDDLE	168	**77.0**	86.0	56.5	58.9
MERKEL ISD	221904041	MERKEL MIDDLE	241	**77.0**	87.0	51.5	18.7
MIDLAND ISD	165901045	SAN JACINTO JUNIOR HIGH	687	**77.0**	87.0	53.6	66.5
EULA ISD	30906041	EULA MIDDLE	44	**77.0**	90.0	47.7	13.6
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	225	**78.0**	85.0	71.1	37.8
DUBLIN ISD	72902041	DUBLIN MIDDLE	265	**78.0**	86.0	72.8	54.7
CRANE ISD	52901041	CRANE MIDDLE SCHOOL	209	**78.0**	87.0	45.9	69.9
SAN FELIPE-DEL RIO CISD	233901104	SAN FELIPE MEMORIAL MIDDLE SCHOOL	734	**79.0**	82.0	77.9	92.4
COLEMAN ISD	42901041	COLEMAN J H	226	**79.0**	84.0	61.9	26.1
MIDLAND ISD	165901046	GODDARD JUNIOR HIGH	845	**79.0**	88.0	50.8	61.7
ECTOR COUNTY ISD	68901042	BONHAM J H	1,020	**79.0**	92.0	41.8	59.6
DE LEON ISD	47902041	PERKINS MIDDLE	94	**79.0**	95.0	58.5	36.2
		AVERAGE	444.8	**74.5**	86.5	62.1	60.3

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 5: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
DIVIDE ISD	133905101	DIVIDE EL	28	**100.0**	100.0	0.0	28.6
ECTOR COUNTY ISD	68901118	EL MAGNET AT REAGAN EL	658	**100.0**	100.0	19.1	57.9
HARPER ISD	86902101	HARPER EL	254	**100.0**	99.0	46.1	16.1
WALL ISD	226906101	WALL EL	443	**100.0**	99.0	18.1	17.8
FREDERICKSBURG ISD	86901103	STONEWALL EL	100	**100.0**	98.0	34.0	17.0
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	311	**100.0**	95.0	65.0	57.6
ROTAN ISD	76904101	ROTAN EL	156	**100.0**	94.0	72.4	51.3
BROWNWOOD ISD	25902107	WOODLAND HEIGHTS EL	468	**99.0**	100.0	55.8	31.0
SAN ANGELO ISD	226903120	SANTA RITA EL	389	**99.0**	99.0	43.7	35.2
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	279	**99.0**	98.0	63.8	37.6
WYLIE ISD	221912101	WYLIE EL	714	**99.0**	98.0	19.6	20.6
WYLIE ISD	221912103	WYLIE INT	756	**99.0**	98.0	17.6	18.8
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	175	**99.0**	97.0	21.7	16.0
MORGAN MILL ISD	72910101	MORGAN MILL EL	103	**99.0**	90.0	46.6	8.7
JIM NED CISD	221911101	LAWN EL	242	**98.0**	99.0	46.3	6.6
SWEETWATER ISD	177902102	EAST RIDGE EL	392	**98.0**	99.0	60.5	47.7
KERRVILLE ISD	133903103	NIMITZ EL	510	**98.0**	98.0	61.0	47.1
KERRVILLE ISD	133903102	STARKEY EL	542	**98.0**	98.0	50.4	51.7
RISING STAR ISD	67908101	RISING STAR EL	131	**98.0**	98.0	75.6	15.3
VERIBEST ISD	226908101	VERIBEST EL	119	**98.0**	98.0	46.2	31.9
SAN ANGELO ISD	226903115	MCGILL EL	285	**97.0**	98.0	71.6	65.6
STAMFORD ISD	127906101	OLIVER EL	337	**97.0**	98.0	79.5	59.1
FORSAN ISD	114904101	FORSAN ELEMENTARY AT ELBOW	322	**97.0**	97.0	36.0	29.2
KERRVILLE ISD	133903101	DANIELS EL	599	**97.0**	97.0	63.9	54.6
KERRVILLE ISD	133903109	FRED H TALLY ELEMENTARY	551	**97.0**	97.0	51.5	48.6
ALBANY ISD	209901101	NANCY SMITH EL	264	**97.0**	96.0	44.3	19.3
IRION COUNTY ISD	118902101	IRION EL	154	**97.0**	95.0	39.6	28.6
JOHNSON CITY ISD	16901101	LYNDON B JOHNSON EL	267	**97.0**	95.0	47.9	34.8
SAN ANGELO ISD	226903122	BONHAM EL	493	**97.0**	95.0	29.2	34.1
SAN FELIPE-DEL RIO CISD	233901111	RUBEN CHAVIRA ELEMENTARY	535	**97.0**	95.0	75.0	88.0
		AVERAGE	352.6	**98.4**	97.3	46.7	35.9

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 6: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
BIG SPRING ISD	114901102	BAUER EL	306	**44.0**	73.0	77.1	79.7
MIDLAND ISD	165901118	TRAVIS ELEMENTARY	534	**52.0**	61.0	84.5	87.5
MONAHANS-WICKETT-PY	238902108	TATOM EL	453	**57.0**	73.0	64.9	69.1
MIDLAND ISD	165901105	CR0CKETT ELEMENTARY	469	**59.0**	77.0	89.1	98.1
MIDLAND ISD	165901113	MILAM ELEMENTARY	446	**60.0**	65.0	84.8	94.2
BIG SPRING ISD	114901108	KENTWOOD EL	199	**63.0**	77.0	49.2	51.3
BIG SPRING ISD	114901113	WASHINGTON EL	394	**63.0**	78.0	77.7	71.3
MIDLAND ISD	165901117	SOUTH ELEMENTARY	442	**65.0**	72.0	85.7	97.7
EDEN CISD	48901101	EDEN EL	149	**66.0**	92.0	61.1	49.7
MIDLAND ISD	165901104	BURNET ELEMENTARY	558	**69.0**	73.0	78.9	78.5
MIDLAND ISD	165901101	BONHAM ELEMENTARY	570	**69.0**	78.0	60.0	68.1
SAN FELIPE-DEL RIO CISD	233901106	LAMAR EL	529	**70.0**	66.0	93.8	98.9
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	549	**70.0**	81.0	70.7	43.5
BROOKESMITH ISD	25908101	BROOKESMITH EL	132	**70.0**	93.0	51.5	23.5
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	390	**71.0**	70.0	66.7	82.8
MIDLAND ISD	165901106	DE ZAVALA ELEMENTARY	404	**71.0**	71.0	87.9	98.0
DUBLIN ISD	72902101	DUBLIN EL	377	**71.0**	78.0	76.1	58.6
DUBLIN ISD	72902102	DUBLIN INTERMEDIATE	316	**71.0**	78.0	72.8	53.8
KNOX CITY-O'BRIEN CISD	138902101	KNOX CITY EL	146	**71.0**	86.0	76.7	50.0
WINTERS ISD	200904101	WINTERS EL	364	**71.0**	88.0	71.4	56.6
RANKIN ISD	231902101	JAMES D GOSSETT EL	159	**72.0**	76.0	63.5	45.9
ECTOR COUNTY ISD	68901110	GOLIAD EL	627	**72.0**	77.0	87.2	70.8
LAMESA ISD	58906103	NORTH EL	464	**72.0**	81.0	77.2	80.4
LAMESA ISD	58906105	SOUTH EL	600	**72.0**	81.0	81.2	82.3
FORT STOCKTON ISD	186902102	ALAMO ELEMENTARY	490	**72.0**	85.0	75.9	85.5
BIG SPRING ISD	114901110	MARCY EL	520	**73.0**	75.0	73.3	70.4
MIDLAND ISD	165901111	LAMAR ELEMENTARY	438	**73.0**	78.0	82.4	84.0
ECTOR COUNTY ISD	68901107	DOWLING EL	694	**73.0**	81.0	76.2	76.5
ECTOR COUNTY ISD	68901126	MURRY FLY EL	771	**73.0**	81.0	78.1	76.4
SANTA ANNA ISD	42903101	SANTA ANNA EL	151	**73.0**	85.0	76.8	37.7
		AVERAGE	421.4	**67.6**	77.7	75.1	70.7

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
IRAAN-SHEFFIELD ISD	186903002	T Y C SHEFFIELD CAMPUS	83	**100.0**	100.0	100.0	49.4
STERLING CITY ISD	216901001	STERLING CITY H S	62	**100.0**	88.0	32.3	51.6
ROBY CISD	76903001	ROBY H S	98	**100.0**	85.0	54.1	29.6
BURNET CISD	27903003	QUEST	26	**100.0**	57.0	76.9	26.9
IRAAN-SHEFFIELD ISD	186903001	IRAAN H S	125	**99.0**	90.0	20.0	48.8
STAMFORD ISD	127906001	STAMFORD HIGH SCHOOL	181	**99.0**	87.0	64.1	53.6
HASKELL CISD	104901001	HASKELL H S	179	**99.0**	81.0	58.1	35.8
IRION COUNTY ISD	118902001	IRION H S	181	**98.0**	95.0	39.8	36.5
WYLIE ISD	221912001	WYLIE H S	942	**98.0**	94.0	7.1	16.1
EARLY ISD	25909001	EARLY H S	354	**98.0**	90.0	33.6	14.1
ASPERMONT ISD	217901001	ASPERMONT HS	87	**98.0**	86.0	31.0	23.0
BLANKET ISD	25904001	BLANKET H S	67	**98.0**	85.0	56.7	41.8
KNOX CITY-O'BRIEN CISD	138902001	KNOX CITY H S	69	**98.0**	82.0	62.3	53.6
BALLINGER ISD	200901001	BALLINGER H S	297	**98.0**	79.0	43.8	39.7
MASON ISD	157901001	MASON H S	184	**97.0**	97.0	58.2	39.7
ZEPHYR ISD	25906001	ZEPHYR H S	90	**97.0**	94.0	45.6	5.6
CISCO ISD	67902001	CISCO H S	229	**97.0**	93.0	50.7	17.5
GOLDTHWAITE ISD	167901001	GOLDTHWAITE HIGH SCHOOL	172	**97.0**	89.0	41.3	26.7
KERRVILLE ISD	133903001	TIVY H S	1,348	**97.0**	86.0	38.6	41.8
CROSS PLAINS ISD	30901001	CROSS PLAINS H S	150	**97.0**	85.0	45.3	5.3
HAMILTON ISD	97902001	HAMILTON HIGH SCHOOL	253	**97.0**	85.0	45.1	13.0
LLANO ISD	150901001	LLANO H S	513	**97.0**	85.0	43.5	18.9
HAWLEY ISD	127904001	HAWLEY H S	227	**97.0**	84.0	46.3	10.6
EULA ISD	30906001	EULA H S	112	**97.0**	83.0	42.9	15.2
SAN SABA ISD	206901001	SAN SABA H S	201	**97.0**	76.0	43.3	41.8
WALL ISD	226906001	WALL H S	321	**96.0**	95.0	16.2	18.7
HARPER ISD	86902001	HARPER H S	223	**96.0**	94.0	35.0	20.2
COMANCHE ISD	47901001	COMANCHE H S	328	**96.0**	87.0	58.8	40.2
ROBERT LEE ISD	41902001	ROBERT LEE H S	101	**96.0**	86.0	50.5	36.6
THROCKMORTON ISD	224901001	THROCKMORTON H S	70	**96.0**	85.0	50.0	12.9
		AVERAGE	242.4	**97.7**	86.8	46.4	29.5

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SNYDER ISD	208902002	HOBBS ALTER ED CO-OP	15	**33.0**	0.0	73.3	66.7
COPPERAS COVE ISD	50910005	CROSSROADS HIGH SCHOOL	69	**62.0**	45.0	46.4	40.6
CISCO ISD	67902004	CISCO LEARNING CENTER	41	**73.0**	25.0	85.4	68.3
SWEETWATER ISD	177902003	HOBBS ALTER ED CO-OP	37	**75.0**	0.0	81.1	62.2
ABILENE ISD	221901003	WOODSON CENTER FOR EXCELLENCE	222	**77.0**	29.0	75.7	68.0
CENTER POINT ISD	133901001	CENTER POINT H S	169	**83.0**	64.0	60.9	36.7
ECTOR COUNTY ISD	68901002	ODESSA H S	2,713	**84.0**	61.0	42.9	76.6
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	112	**84.0**	80.0	67.0	33.0
IRAAN-SHEFFIELD ISD	186903004	PYOTE HS	43	**85.0**	0.0	100.0	76.7
BROWNWOOD ISD	25902003	BROWNWOOD ACCELERATED H S	39	**85.0**	23.0	79.5	51.3
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,163	**85.0**	72.0	66.1	69.1
TAHOKA ISD	153904001	TAHOKA H S	162	**85.0**	72.0	48.8	59.9
MIDLAND ISD	165901003	MIDLAND H S	2,164	**85.0**	73.0	34.9	61.7
HAMLIN ISD	127903001	HAMLIN H S	139	**86.0**	77.0	51.1	43.2
RANGER ISD	67907001	RANGER H S	109	**87.0**	71.0	64.2	17.4
EVANT ISD	50901001	EVANT H S	116	**87.0**	81.0	56.9	19.0
RISING STAR ISD	67908001	RISING STAR H S	97	**88.0**	75.0	59.8	16.5
COLEMAN ISD	42901001	COLEMAN H S	274	**88.0**	78.0	44.5	34.7
ROTAN ISD	76904001	ROTAN H S	116	**88.0**	78.0	58.6	45.7
ANDREWS ISD	2901001	ANDREWS HIGH SCHOOL	873	**88.0**	81.0	28.5	60.7
LUEDERS-AVOCA ISD	127905001	LUEDERS-AVOCA H S	35	**88.0**	94.0	60.0	5.7
MENARD ISD	164901001	MENARD H S	97	**89.0**	63.0	4.1	61.9
SAN FELIPE-DEL RIO CISD	233901002	DEL RIO FRESHMAN SCHOOL	837	**89.0**	72.0	73.8	93.8
ECTOR COUNTY ISD	68901003	PERMIAN H S	2,322	**89.0**	73.0	29.8	59.4
EASTLAND ISD	67903001	EASTLAND H S	307	**89.0**	78.0	34.5	24.8
JOHNSON CITY ISD	16901001	LYNDON B JOHNSON H S	202	**89.0**	79.0	34.7	27.2
POST ISD	85902001	POST H S	220	**89.0**	84.0	43.6	52.3
COLORADO ISD	168901003	WALLACE ACCELERATED H S	32	**90.0**	30.0	90.6	40.6
MIDLAND ISD	165901004	VIOLA M COLEMAN H S	145	**90.0**	47.0	51.0	81.4
MULLIN ISD	167902001	MULLIN HIGH SCHOOL	59	**90.0**	59.0	86.4	30.5
		AVERAGE	431.0	**83.3**	58.8	57.8	49.5

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 3: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
TERRELL COUNTY ISD	222901041	SANDERSON J H	37	**100.0**	91.0	43.2	51.4
WYLIE ISD	221912041	WYLIE J H	759	**98.0**	97.0	12.8	18.1
WALL ISD	226906041	WALL MIDDLE	252	**98.0**	96.0	17.5	15.9
HARPER ISD	86902041	HARPER MIDDLE	150	**97.0**	98.0	38.0	12.7
MASON ISD	157901041	MASON J H	217	**97.0**	95.0	58.5	35.9
ROTAN ISD	76904041	ROTAN J H	63	**96.0**	91.0	58.7	49.2
GREENWOOD ISD	165902041	JAMES R BROOKS MIDDLE SCHOOL	250	**96.0**	89.0	29.6	34.4
BRECKENRIDGE ISD	215901041	BRECKENRIDGE J H	216	**95.0**	94.0	60.2	35.2
KERRVILLE ISD	133903041	PETERSON MIDDLE	703	**95.0**	94.0	50.2	44.2
CISCO ISD	67902041	CISCO J H	187	**95.0**	90.0	57.8	15.5
ANSON ISD	127901041	ANSON MIDDLE	150	**95.0**	88.0	66.7	54.0
MENARD ISD	164901041	MENARD J H	74	**95.0**	88.0	1.4	51.4
DE LEON ISD	47902041	PERKINS MIDDLE	94	**95.0**	79.0	58.5	36.2
EASTLAND ISD	67903041	EASTLAND MIDDLE	243	**94.0**	92.0	49.0	20.2
COPPERAS COVE ISD	50910042	S C LEE J H	846	**94.0**	91.0	39.6	48.3
STEPHENVILLE	72903041	STEPHENVILLE J H	518	**94.0**	91.0	43.4	25.7
HAMILTON ISD	97902041	HAMILTON JUNIOR HIGH SCHOOL	200	**94.0**	90.0	51.0	16.5
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	337	**94.0**	85.0	52.5	22.6
EARLY ISD	25909041	EARLY MIDDLE	289	**93.0**	96.0	41.2	23.5
JOHNSON CITY ISD	16901041	LYNDON B JOHNSON MIDDLE	210	**93.0**	93.0	38.1	26.7
KERRVILLE ISD	133903104	B T WILSON SIXTH GRADE SCHOOL	318	**93.0**	93.0	54.4	47.8
STAMFORD ISD	127906041	STAMFORD MIDDLE SCHOOL	123	**93.0**	93.0	68.3	61.8
COPPERAS COVE ISD	50910041	COPPERAS COVE J H	781	**93.0**	92.0	46.5	44.7
LLANO ISD	150901041	LLANO JUNIOR HIGH	441	**93.0**	90.0	57.6	18.4
IRAAN-SHEFFIELD ISD	186903041	IRAAN J H	80	**93.0**	88.0	27.5	55.0
BRACKETT ISD	136901041	BRACKETT JUNIOR HIGH	102	**93.0**	84.0	70.6	68.6
DE LEON ISD	47902042	DE LEON INTERMEDIATE	100	**93.0**	84.0	55.0	34.0
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	489	**93.0**	84.0	58.7	47.6
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	177	**92.0**	97.0	62.1	63.8
COPPERAS COVE ISD	50910104	C R CLEMENTS INT	859	**92.0**	93.0	47.1	48.5
		AVERAGE	308.8	**94.5**	90.9	47.2	37.6

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Angelo State University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
ECTOR COUNTY ISD	68901045	HOOD J H	596	**80.0**	60.0	56.9	64.6
BIG SPRING ISD	114901043	BIG SPRING JUNIOR HIGH	529	**81.0**	65.0	62.9	68.8
BIG SPRING ISD	114901041	GOLIAD INTERMEDIATE SCHOOL	580	**82.0**	70.0	70.0	69.8
ECTOR COUNTY ISD	68901044	CROCKETT J H	742	**82.0**	71.0	67.9	80.7
FORT STOCKTON ISD	186902041	FORT STOCKTON MIDDLE SCHOOL	494	**82.0**	75.0	68.4	85.2
SAN FELIPE-DEL RIO CISD	233901104	SAN FELIPE MEMORIAL MIDDLE SCHOOL	734	**82.0**	79.0	77.9	92.4
SAN FELIPE-DEL RIO CISD	233901043	DEL RIO MIDDLE SCHOOL	1,480	**83.0**	76.0	75.5	93.6
COLEMAN ISD	42901041	COLEMAN J H	226	**84.0**	79.0	61.9	26.1
HAWLEY ISD	127904041	HAWLEY MIDDLE	172	**84.0**	83.0	58.1	18.0
ANDREWS ISD	2901041	ANDREWS MIDDLE SCHOOL	678	**84.0**	86.0	45.4	63.3
ECTOR COUNTY ISD	68901047	ECTOR J H	1,467	**85.0**	68.0	61.8	82.4
LAMESA ISD	58906041	LAMESA MIDDLE	409	**85.0**	74.0	77.0	80.2
MCCAMEY ISD	231901041	MCCAMEY MIDDLE	144	**85.0**	75.0	57.6	68.1
POST ISD	85902041	POST MIDDLE	171	**85.0**	77.0	63.2	63.2
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	225	**85.0**	78.0	71.1	37.8
CENTER POINT ISD	133901041	CENTER POINT MIDDLE	134	**85.0**	82.0	66.4	41.0
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	185	**86.0**	64.0	59.5	75.7
STANTON ISD	156902041	STANTON MIDDLE	168	**86.0**	77.0	56.5	58.9
DUBLIN ISD	72902041	DUBLIN MIDDLE	265	**86.0**	78.0	72.8	54.7
COLORADO ISD	168901041	COLORADO MIDDLE	223	**86.0**	80.0	65.5	57.4
MIDLAND ISD	165901041	ALAMO JUNIOR HIGH	736	**86.0**	80.0	58.4	71.1
SAN SABA ISD	206901041	SAN SABA MIDDLE SCHOOL	209	**86.0**	84.0	68.4	50.2
INGRAM ISD	133904041	INGRAM MIDDLE	239	**86.0**	89.0	62.8	40.6
MERKEL ISD	221904041	MERKEL MIDDLE	241	**87.0**	77.0	51.5	18.7
MIDLAND ISD	165901045	SAN JACINTO JUNIOR HIGH	687	**87.0**	77.0	53.6	66.5
CRANE ISD	52901041	CRANE MIDDLE SCHOOL	209	**87.0**	78.0	45.9	69.9
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	888	**87.0**	80.0	76.6	68.8
SNYDER ISD	208902041	SNYDER J H	550	**87.0**	82.0	51.6	56.5
SONORA ISD	218901041	SONORA J H	282	**87.0**	85.0	55.7	69.5
KNOX CITY-O'BRIEN CISD	138902041	O'BRIEN MIDDLE	82	**88.0**	75.0	69.5	46.3
		AVERAGE	458.2	84.9	76.8	63.0	61.3

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 5: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
DIVIDE ISD	133905101	DIVIDE EL	28	**100.0**	100.0	0.0	28.6
ECTOR COUNTY ISD	68901118	EL MAGNET AT REAGAN EL	658	**100.0**	100.0	19.1	57.9
BROWNWOOD ISD	25902107	WOODLAND HEIGHTS EL	468	**100.0**	99.0	55.8	31.0
HARPER ISD	86902101	HARPER EL	254	**99.0**	100.0	46.1	16.1
WALL ISD	226906101	WALL EL	443	**99.0**	100.0	18.1	17.8
SAN ANGELO ISD	226903120	SANTA RITA EL	389	**99.0**	99.0	43.7	35.2
JIM NED CISD	221911101	LAWN EL	242	**99.0**	98.0	46.3	6.6
SWEETWATER ISD	177902102	EAST RIDGE EL	392	**99.0**	98.0	60.5	47.7
FREDERICKSBURG ISD	86901103	STONEWALL EL	100	**98.0**	100.0	34.0	17.0
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	279	**98.0**	99.0	63.8	37.6
WYLIE ISD	221912101	WYLIE EL	714	**98.0**	99.0	19.6	20.6
WYLIE ISD	221912103	WYLIE INT	756	**98.0**	99.0	17.6	18.8
KERRVILLE ISD	133903103	NIMITZ EL	510	**98.0**	98.0	61.0	47.1
KERRVILLE ISD	133903102	STARKEY EL	542	**98.0**	98.0	50.4	51.7
RISING STAR ISD	67908101	RISING STAR EL	131	**98.0**	98.0	75.6	15.3
VERIBEST ISD	226908101	VERIBEST EL	119	**98.0**	98.0	46.2	31.9
SAN ANGELO ISD	226903115	MCGILL EL	285	**98.0**	97.0	71.6	65.6
STAMFORD ISD	127906101	OLIVER EL	337	**98.0**	97.0	79.5	59.1
BANGS ISD	25901101	J B STEPHENS EL	430	**98.0**	93.0	64.4	28.1
BROWNWOOD ISD	25902109	EAST EL	285	**98.0**	80.0	67.0	41.4
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	175	**97.0**	99.0	21.7	16.0
FORSAN ISD	114904101	FORSAN ELEMENTARY AT ELBOW	322	**97.0**	97.0	36.0	29.2
KERRVILLE ISD	133903101	DANIELS EL	599	**97.0**	97.0	63.9	54.6
KERRVILLE ISD	133903109	FRED H TALLY ELEMENTARY	551	**97.0**	97.0	51.5	48.6
ABILENE ISD	221901108	DYESS EL	483	**97.0**	96.0	46.6	41.8
ABILENE ISD	221901112	JACKSON EL	547	**97.0**	96.0	56.5	42.8
ABILENE ISD	221901150	WARD EL	564	**97.0**	95.0	45.2	43.3
COMANCHE ISD	47901101	COMANCHE ELEMENTARY	401	**97.0**	95.0	70.3	48.9
BANDERA ISD	10902102	HILL COUNTRY EL	511	**97.0**	93.0	50.5	29.7
FORT STOCKTON ISD	186902104	APACHE ELEMENTARY	371	**97.0**	91.0	76.0	87.1
		AVERAGE	396.2	**98.0**	96.9	48.6	37.2

Student Achievement Trends in the Proximal Zone of Professional Impact

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

2010

Table 6: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
MIDLAND ISD	165901118	TRAVIS ELEMENTARY	534	**61.0**	52.0	84.5	87.5
MIDLAND ISD	165901113	MILAM ELEMENTARY	446	**65.0**	60.0	84.8	94.2
SAN FELIPE-DEL RIO CISD	233901106	LAMAR EL	529	**66.0**	70.0	93.8	98.9
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	390	**70.0**	71.0	66.7	82.8
MIDLAND ISD	165901106	DE ZAVALA ELEMENTARY	404	**71.0**	71.0	87.9	98.0
MIDLAND ISD	165901117	SOUTH ELEMENTARY	442	**72.0**	65.0	85.7	97.7
BIG SPRING ISD	114901102	BAUER EL	306	**73.0**	44.0	77.1	79.7
MONAHANS-WICKETT-PY	238902108	TATOM EL	453	**73.0**	57.0	64.9	69.1
MIDLAND ISD	165901104	BURNET ELEMENTARY	558	**73.0**	69.0	78.9	78.5
ABILENE ISD	221901120	REAGAN EL	313	**73.0**	74.0	86.6	73.5
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	84	**74.0**	83.0	79.8	26.2
BIG SPRING ISD	114901110	MARCY EL	520	**75.0**	73.0	73.3	70.4
RANKIN ISD	231902101	JAMES D GOSSETT EL	159	**76.0**	72.0	63.5	45.9
SAN ANGELO ISD	226903106	BRADFORD EL	475	**76.0**	80.0	91.8	77.1
MIDLAND ISD	165901105	CR0CKETT ELEMENTARY	469	**77.0**	59.0	89.1	98.1
BIG SPRING ISD	114901108	KENTWOOD EL	199	**77.0**	63.0	49.2	51.3
ECTOR COUNTY ISD	68901110	GOLIAD EL	627	**77.0**	72.0	87.2	70.8
ECTOR COUNTY ISD	68901122	EL MAGNET AT TRAVIS	633	**77.0**	78.0	82.1	84.0
SAN SABA ISD	206901101	SAN SABA EL	269	**77.0**	79.0	73.2	54.3
BIG SPRING ISD	114901113	WASHINGTON EL	394	**78.0**	63.0	77.7	71.3
MIDLAND ISD	165901101	BONHAM ELEMENTARY	570	**78.0**	69.0	60.0	68.1
DUBLIN ISD	72902101	DUBLIN EL	377	**78.0**	71.0	76.1	58.6
DUBLIN ISD	72902102	DUBLIN INTERMEDIATE	316	**78.0**	71.0	72.8	53.8
MIDLAND ISD	165901111	LAMAR ELEMENTARY	438	**78.0**	73.0	82.4	84.0
MIDLAND ISD	165901109	HOUSTON ELEMENTARY	632	**80.0**	74.0	60.8	65.5
DOSS CONSOLIDATED CSD	86024101	DOSS EL	20	**80.0**	80.0	0.0	15.0
ECTOR COUNTY ISD	68901103	BURLESON EL	588	**80.0**	80.0	77.2	79.3
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	549	**81.0**	70.0	70.7	43.5
LAMESA ISD	58906103	NORTH EL	464	**81.0**	72.0	77.2	80.4
LAMESA ISD	58906105	SOUTH EL	600	**81.0**	72.0	81.2	82.3
		AVERAGE	425.3	**75.2**	69.6	74.5	71.3

II.
University and Teacher Education Trends

C.
University and Teacher Production Reports

SECTION C:
University and Teacher Production Reports

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

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2006-2010) describing university enrollment, degrees awarded and the number of teachers produced. An Undergraduate Teacher Production Ratio was calculated by dividing the number of traditional undergraduates obtaining certification by the total number of baccalaureate degrees awarded. The Teachers Produced by Pathway section shows teacher production for all university pathways.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from FY2000 through FY2010 for all university pathways. Teacher production is defined as the total number of individuals (unduplicated) receiving any type of teacher certification from a program during the complete academic year (fiscal year) from September 1st through August 31st. Thus, the 2010 production counts include all individuals from all university pathways who obtained standard or probationary certification from September 1, 2009 through August 31, 2010.

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

The formula used to calculate the one-year change as a percent is: 2010-2009/2009 x100%. To calculate the five-year percent change, data from years: 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010 was used in the formula: 2010-2005/2005 x 100%.

C.3: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals obtaining certification by race/ethnicity for FY2000 through FY2010. See C.2 for further information about certification year. The race/ethnicity of the individual is self-reported.

C4: Initial Certification Production by Level.
This analysis shows initial standard certificate production broken down by level over a ten-year period (2001-2010). The number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 5-year average certificate production is calculated and when possible a 5-year change is calculated. An asterisk (*) in the 5-year change column indicates the inability to calculate a 5-year change. See page 61 for a list of changes made to this report from last year.

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

Five-Year University Production Trends

2006-2010

Angelo State University

University Production	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5-Year Inc/Dec
Enrollment (Fall of fiscal year)						
Total [1]	**6,140**	**6,211**	**6,185**	**6,113**	**6,376**	**3.8%**
Undergraduate	5,589	5,729	5,718	5,592	5,767	3.2%
Masters	437	422	378	465	506	15.8%
Degrees Awarded (Spring of academic year)						
Total [2]	**1,039**	**969**	**998**	**1,049**	**1,098**	**5.7%**
Baccalaureate Degrees	791	760	785	782	816	3.2%
Mathematics	20	8	17	11	15	-25.0%
Biological Science	35	38	34	37	40	14.3%
Physical Science	8	12	14	14	14	75.0%
Masters	157	137	143	169	157	0.0%
Teachers Produced by Pathway (End of fiscal year)						
Total [3]	**195**	**180**	**180**	**164**	**156**	**-20.0%**
ACP Certified	0	0	0	0	0	0.0%
Post-Baccalaureate Certified	14	23	10	17	21	50.0%
Traditional Undergraduate Certified	181	157	170	147	135	-25.4%
Production Ratio						
Undergraduate Teacher Production [4]	22.9%	20.7%	21.7%	18.8%	16.5%	

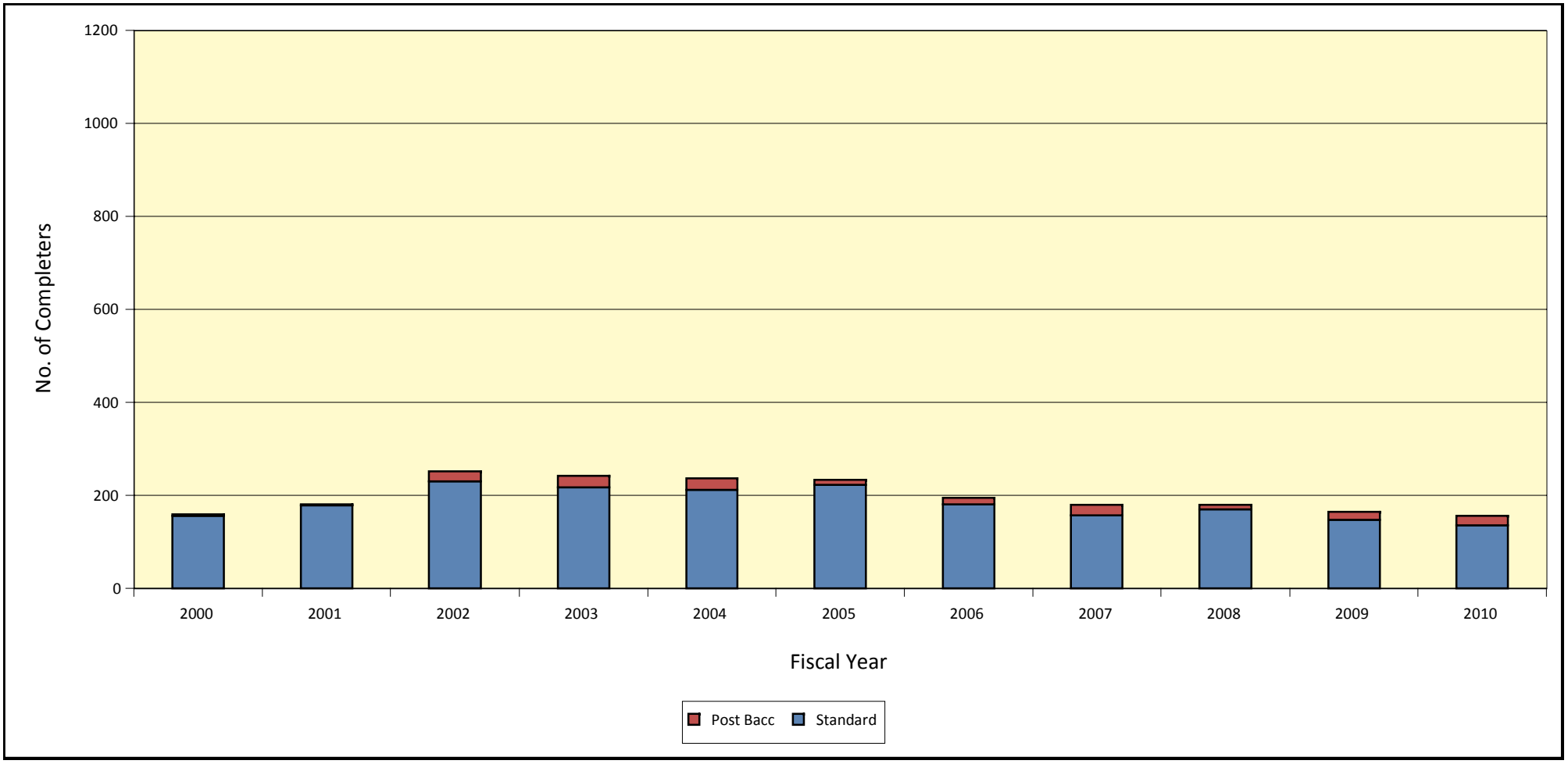
[1] Total enrollment also includes doctoral level students.
[2] Total degrees awarded also includes doctoral level degrees.
[3] Program numbers may not add up to Total because of missing data.
[4] Total number of traditional undergraduates certified divided by the total number of baccalaureate degrees awarded.

Source Data
THECB Accountability System, PREP Online, ICUT,
IPEDS (Private Universities Only)

Teacher Production Trends for University Completers[1]

FY 2000-2010[2]

Angelo State University



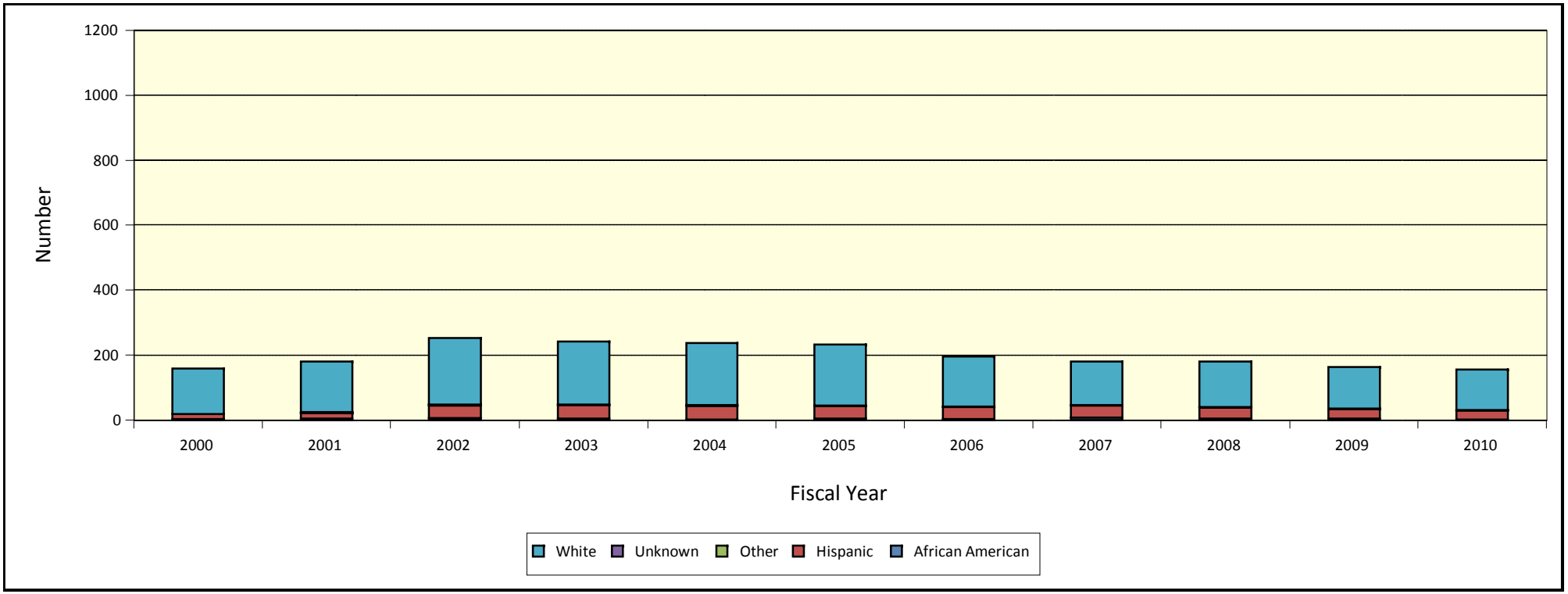
Total Teachers Produced by Fiscal Year											Total	1-Year Change	5-Year Change
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		2009-2010	2005-2010
159	181	252	242	237	233	195	180	180	164	156	**2,179**	-4.9%	-33.0%

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

Teacher Production by Race/Ethnicity [1]

FY 2000-2010 [2]

Angelo State University



	Fiscal Year											3-Year Change	5-Year Change
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2007-2010	2005-2010
African American	3	5	6	4	2	5	3	7	5	4	2	-5	-3
Hispanic	16	16	39	42	41	38	37	38	33	30	27	-11	-11
Other	0	1	2	2	1	1	0	0	1	0	2	2	1
Unknown	0	2	1	0	2	1	2	1	1	2	0	0	0
White	140	157	204	194	191	188	153	134	140	128	125	-9	-63
TOTAL	**159**	**181**	**252**	**242**	**237**	**233**	**195**	**180**	**180**	**164**	**156**		

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

Initial Certification Production by Level [1]

FY 2001-2010 [2]

Angelo State University

Certificate	Fiscal Year										5-Year Average	5-Year Change
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2006-2010	2005-2010
ALL LEVEL (K-12)												
ESL [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Fine Arts	5	6	3	8	7	1	6	11	7	11	7.2	57.1%
Foreign Language	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
PE/Health	0	0	2	10	22	42	39	32	25	17	31.0	-22.7%
Special Education	0	0	0	7	7	14	10	16	16	12	13.6	71.4%
SUBTOTAL	**5**	**6**	**5**	**25**	**36**	**57**	**55**	**59**	**48**	**40**	**51.8**	**11.1%**
ELEMENTARY (EC-4 and EC-6)												
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
ESL	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Generalist	0	0	4	95	118	97	83	88	86	76	86.0	-35.6%
Special Education [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
SUBTOTAL	**0**	**0**	**4**	**95**	**118**	**97**	**83**	**88**	**86**	**76**	**86.0**	**-35.6%**
HIGH SCHOOL (6-12 and 8-12)												
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Career & Tech Education [4]	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
English	9	15	11	13	8	6	10	9	6	9	8.0	12.5%
ESL [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Fine Arts	3	4	3	3	6	3	1	0	0	0	0.8	-100.0%
Foreign Language	5	10	12	7	4	3	6	5	5	1	4.0	-75.0%
Mathematics	7	15	11	7	14	9	5	8	7	5	6.8	-64.3%
PE/Health	36	50	32	33	37	8	0	0	0	0	1.6	-100.0%
Science	12	14	18	8	7	4	5	3	6	7	5.0	0.0%
Social Studies	13	14	13	8	6	5	5	7	7	7	6.2	16.7%
Special Education [3]	5	10	7	5	0	0	0	0	0	0	0.0	0.0%
SUBTOTAL	**90**	**132**	**107**	**84**	**82**	**38**	**32**	**32**	**31**	**29**	**32.4**	**-64.6%**
MIDDLE SCHOOL (4-8)												
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
English	0	0	0	2	2	5	5	3	0	1	2.8	-50.0%
ESL [3]	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
Generalist	0	0	0	6	0	3	6	4	5	11	5.8	0.0%
Mathematics	0	0	0	3	8	7	4	5	7	7	6.0	-12.5%
Science	0	0	0	1	1	1	3	3	1	2	2.0	100.0%
Social Studies	0	0	0	0	1	1	1	0	1	2	1.0	100.0%
SUBTOTAL	**0**	**0**	**0**	**12**	**12**	**17**	**19**	**15**	**14**	**23**	**17.6**	**91.7%**
OTHER SUPPLEMENTALS												
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0%
ESL	1	0	2	0	0	0	0	0	0	1	0.2	0.0%
Special Education	0	0	0	0	1	7	2	1	0	1	2.2	0.0%
SUBTOTAL	**1**	**0**	**2**	**0**	**1**	**7**	**2**	**1**	**0**	**2**	**2.4**	**100.0%**
TOTAL	**96**	**138**	**118**	**216**	**249**	**216**	**191**	**195**	**179**	**170**	**190.2**	**-21.3 %**

1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 For this analysis, endorsement and supplemental certificates are reported separately.
4 Career and technical education includes the following certificates: Ag sciences and technology, health science technology, marketing education, trade and industrial education.

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

FY 2000-2010 [2]

Angelo State University

Production Entity	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Tarleton State University	231	277	341	458	436	412	411	350	397	318	298	**3,929**
Angelo State University	**159**	**181**	**252**	**242**	**237**	**233**	**195**	**180**	**180**	**164**	**156**	**2,179**
University of Texas - Permian Basin	106	158	145	184	241	150	148	164	111	136	131	**1,674**
Abilene Christian University	129	139	154	143	148	114	120	92	111	100	95	**1,345**
Region 18 Education Service Center	93	114	113	83	79	73	90	68	106	103	107	**1,029**
Hardin-Simmons University	73	89	90	81	80	73	55	77	80	58	58	**814**
McMurry University	50	60	58	73	63	69	78	64	60	75	82	**732**
Howard Payne University	52	40	63	54	59	59	65	48	36	39	43	**558**
Schreiner University	11	13	30	37	47	40	30	19	39	21	17	**304**
Region 14 Education Service Center	10	19	11	15	13	21	14	14	17	22	22	**178**
Region 15 Education Service Center	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**914**	**1,090**	**1,257**	**1,370**	**1,403**	**1,244**	**1,206**	**1,076**	**1,137**	**1,036**	**1,009**	**12,742**

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

D.
Professional Impact Trend Reports

SECTION D:
Professional Impact Trend Reports

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

D.1 a-c: Teacher Hiring in the Proximal Zone of Professional Impact.
This section consists of charts comparing school district hiring patterns to the supply of new teachers provided by a preparation program by subject area and school level in the PZPI. 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 FY2010 with no prior teaching experience. The category "District Hires" is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) employed in the PZPI in AY 2010-2011. A hiring ratio was calculated to represent the impact of university teacher production in the PZPI. The data capture teachers new to the PZPI as well as any teacher increase due to increased student enrollment. Newly-hired teacher FTEs could come from a number of sources including teacher preparation programs, the reserve pool of teachers, out-of-state transfers, or teachers transferring in from another zone in Texas.

D.2: Percentage of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact.
This analysis shows where the target university's newly certified teachers, those obtaining a standard certificate with no prior teaching experience, are employed.

D.3: District Hiring Patterns of University-Prepared Teachers in the Proximal Zone of Professional Impact.
Two charts provide information regarding the highest employing districts of the university's teachers. The first chart provides information regarding teachers with a standard certificate in 2009-2010 from all university pathways. The second chart shows all target university-prepared teachers employed by a district from 1994-2010. See Attachment 3 to view full hiring pattern report.

D.4 a-c: Percentage of University Completers in the Proximal Zone of Professional Impact by Level.
This set of analyses provides information about the percentage of Full Time Equivalents (FTEs) employed at a campus within the PZPI by level from the university preparation program since 1995. The first four columns provide the name of the district, campus code, percent of school students classified as economically disadvantaged, and campus name, respectively. The "# School FTEs" column shows the total number of FTEs for all teachers of record working at the campus. The "# Univ FTEs" column provides the total number of FTEs employed at that campus who obtained certification from the target university's preparation program from 1995 through 2010. The "% Univ FTEs" column is the percentage of teacher FTEs at the campus in AY2010-2011 from the target university's preparation program.

D.5: Comparison of Teacher Retention Trends.
D.5.a: Five-Year Retention of First-Year Teachers. This table and corresponding graphic displays the 5-year teacher retention and attrition rates for individuals obtaining a standard or probationary certificate in 2005-2006 who became employed in a Texas public school in the 2006-2007 academic year with no prior teaching experience. The retention rate for FY 2007 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2006-2007 academic years. Retention has been broken down comparing the target university with CREATE public and private universities and profit and nonprofit ACPs.

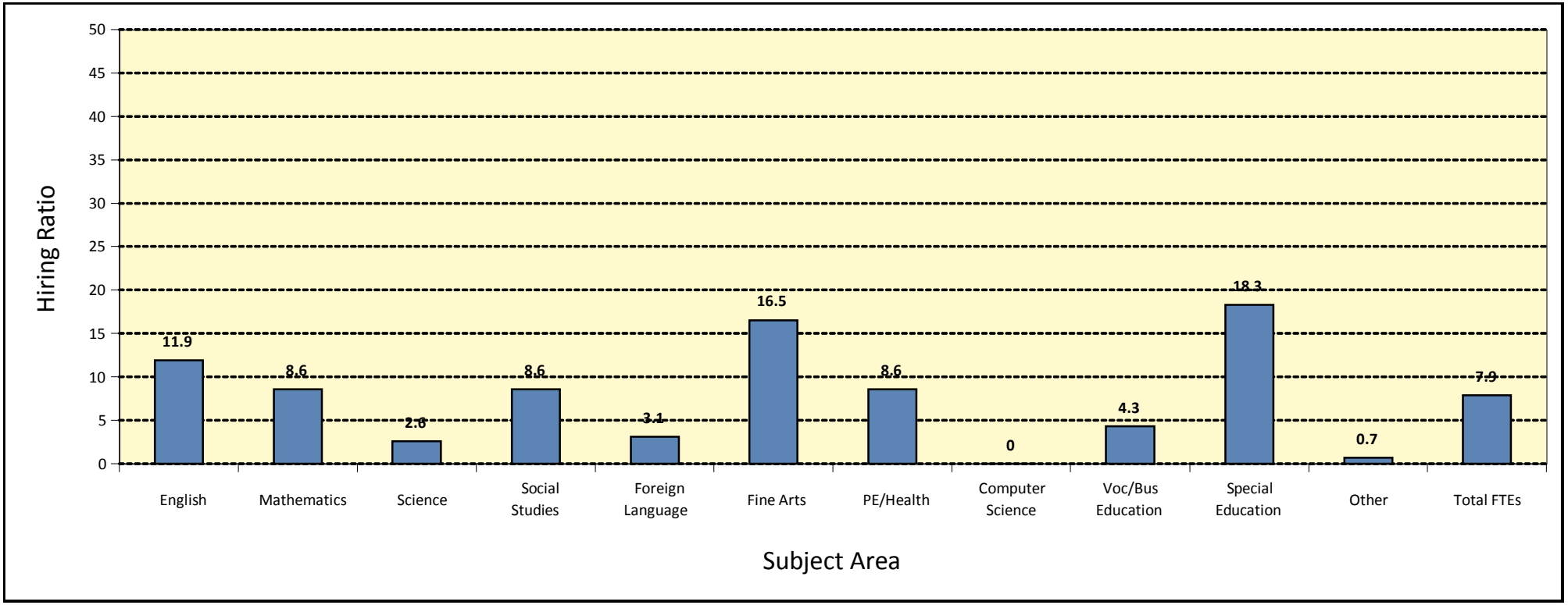
D.5.b-d: University-Prepared Teacher Retention Compared to Retention of Other Teacher Preparation Providers by Level. These analyses further augment the 5-year retention trends by showing retention rates and 5-year attrition rates for high, middle, and elementary school level. Numbers less than 10 are not graphically represented.

Teacher Hiring in the Proximal Zone of Professional Impact

High Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2010-2011



Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied [1]	3.9	3.8	1.0	2.4	0.5	1.7	2.4	0.0	1.0	3.9	0.0	0.1	**20.6**
District Hires[2]	32.9	44.0	38.2	27.8	16.1	10.3	28.0	1.2	23.5	21.3	0.0	14.1	**259.2**
Hiring Ratio [3]	**11.9%**	**8.6%**	**2.6%**	**8.6%**	**3.1%**	**16.5%**	**8.6%**	**0.0%**	**4.3%**	**18.3%**	**0.0%**	**0.7%**	**7.9%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2010 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2010-2011.

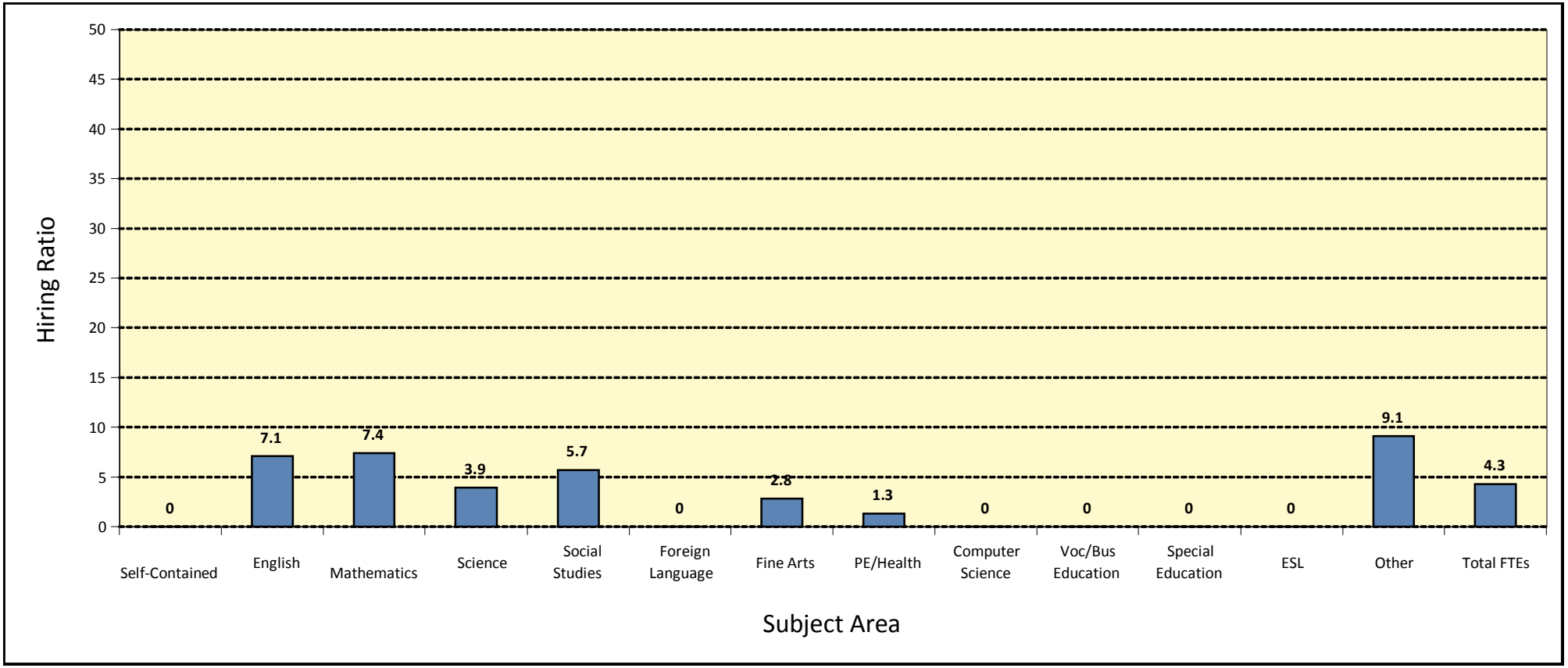
3 Newly-hired university FTEs divided by number of newly-hired district FTEs in the PZPI.

Teacher Hiring in the Proximal Zone of Professional Impact

Middle Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2010-2011



Subject Area	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE / Health	Computer Science	Voc / Bus Education	Special Education	Bilingual / ESL	Other Assign	Total FTEs
Teachers Supplied[1]	0.0	2.5	2.2	0.9	0.8	0.0	0.3	0.3	0.0	0.0	0.0	0.0	0.8	7.8
District Hires[2]	6.8	35.0	29.7	22.8	14.0	3.9	10.9	22.6	0.6	2.9	20.8	2.7	8.8	181.5
Hiring Ratio[3]	**0.0%**	**7.1%**	**7.4%**	**3.9%**	**5.7%**	**0.0%**	**2.8%**	**1.3%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**9.1%**	**4.3%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2010 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2010-2011.

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

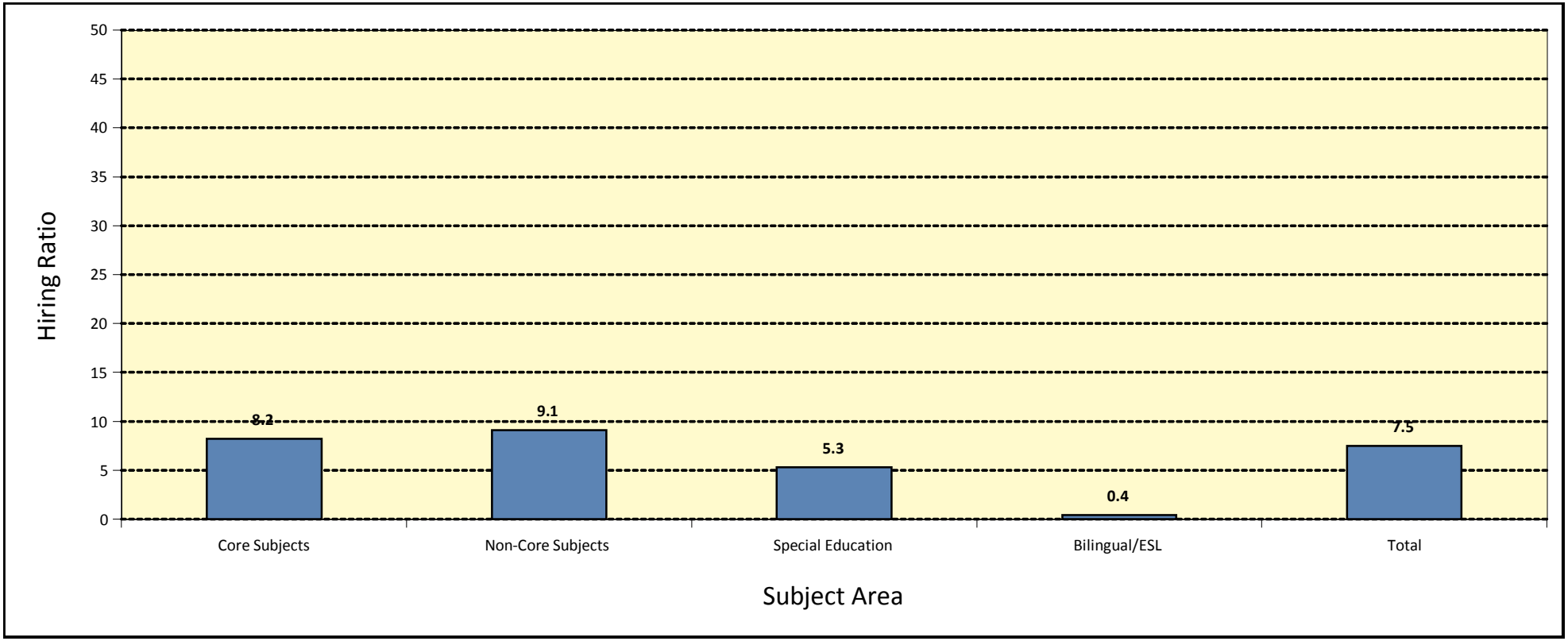
Source Data
Teacher Assignment and Certification Files, TEA

Teacher Hiring in the Proximal Zone of Professional Impact

Elementary Schools

Angelo State University

Newly-Hired Teachers in PZPI in FY 2010-2011



Subject Area	Core Subjects [4]	Non-Core Subjects [5]	Special Education	Bilingual/ ESL	Total FTEs
Teachers Supplied [1]	21.4	5.2	2.0	0.1	28.6
District Hires [2]	261.2	56.9	37.6	27.4	383.0
Hiring Ratio [3]	**8.2%**	**9.1%**	**5.3%**	**0.4%**	**7.5%**

1 Includes number of newly-hired FTEs from university preparation programs who obtained standard or probationary certification in FY 2010 with no prior teaching experience.

2 The number of newly-hired teacher FTEs in the PZPI in AY 2010-2011.

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

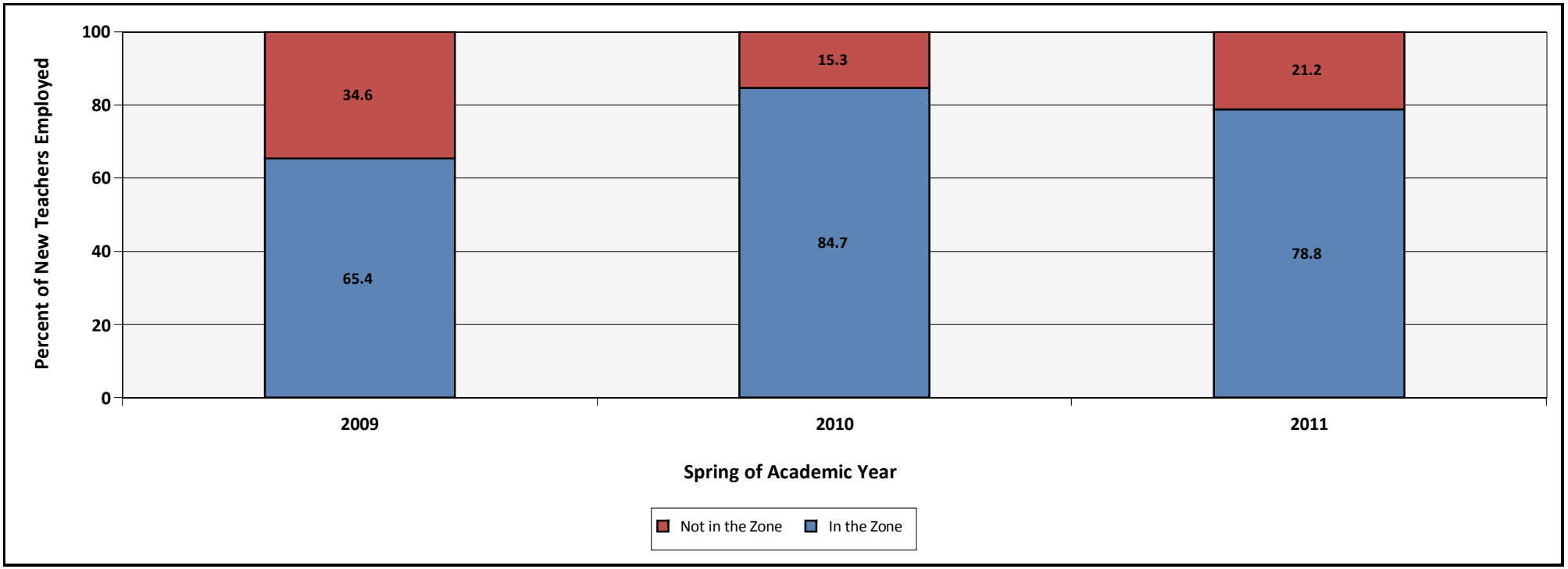
4 Core subjects are subjects that are TAKS tested.

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

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

2009-2011

Angelo State University



	New Teachers Employed						
	2009		2010		2011		% Change
	Number	Percent	Number	Percent	Number	Percent	2009 to 2011
In the Zone	83	65.4	83	84.7	67	78.8	13.4
Not in the Zone	44	34.6	15	15.3	18	21.2	-13.4
Total	**127**	**100.0**	**98**	**100.0**	**85**	**100.0**	**0.0**

Source Data
Teacher Assignment and Certification Files
TEA

District Hiring Patterns of University-Prepared Teachers in PZPI[1]

2010-2011

Angelo State University

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

Teachers Newly-Certified in FY 2009-2010

Employing District	University-Prepared Employed by District in 2010-2011	New Teachers Employed by District in 2010-2011	% University Newly-Certified Compared to New Teachers Employed
MILES ISD	2	2	100.0
PAINT ROCK ISD	1	1	100.0
VERIBEST ISD	1	1	100.0
GRAPE CREEK ISD	7	10	70.0
WATER VALLEY ISD	2	3	66.7
CHRISTOVAL ISD	3	5	60.0
HERMLEIGH ISD	1	2	50.0
REAGAN COUNTY ISD	2	4	50.0
JUNCTION ISD	2	5	40.0
SONORA ISD	2	5	40.0
SAN ANGELO ISD	18	53	34.0
HAWLEY ISD	1	3	33.3
LOMETA ISD	1	3	33.3
ROSCOE ISD	1	3	33.3
WALL ISD	1	3	33.3

All Teachers Certified

Employing District	University-Prepared (1995-2010) Employed by District in 2010-2011	Total Teachers Employed by District in 2010-2011	Percent of Univ-Prepared Teachers in District
CHRISTOVAL ISD	18	38	47.4
GRAPE CREEK ISD	42	92	45.7
VERIBEST ISD	10	22	45.5
OLFEN ISD	4	9	44.4
MILES ISD	18	41	43.9
BLACKWELL CISD	9	22	40.9
SAN ANGELO ISD	395	985	40.1
NOVICE ISD	6	16	37.5
WALL ISD	38	104	36.5
STERLING CITY ISD	9	25	36.0
IRION COUNTY ISD	11	32	34.4
GLASSCOCK COUNTY ISD	8	25	32.0
REAGAN COUNTY ISD	22	74	29.7
SONORA ISD	24	87	27.6
WATER VALLEY ISD	8	29	27.6

1. Includes standard certificates from all university pathways.

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

2009-2010

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
WALL ISD	226906005	0.0	FAIRVIEW ACCELERATED DAEP	1.2	1.1	**96.5**
WALL ISD	226906002	61.5	FAIRVIEW ACCELERATED	4.7	3.1	**66.7**
MILES ISD	200902001	37.4	MILES H S	20.2	9.6	**47.4**
VERIBEST ISD	226908150	50.0	FAIRVIEW VOC TRAINING	0.1	0.1	**42.5**
WALL ISD	226906001	16.2	WALL H S	32.0	13.1	**41.0**
VERIBEST ISD	226908001	56.1	VERIBEST H S	12.0	4.9	**40.4**
WATER VALLEY ISD	226905001	35.9	WATER VALLEY H S	13.7	5.4	**39.3**
SAN ANGELO ISD	226903041	50.5	CENTRAL FRESHMAN CAMPUS	55.4	21.1	**38.0**
STERLING CITY ISD	216901001	32.3	STERLING CITY H S	11.9	4.5	**38.0**
GRAPE CREEK ISD	226907001	52.3	GRAPE CREEK H S	29.5	10.8	**36.4**
GLASSCOCK COUNTY ISD	87901001	50.4	GLASSCOCK COUNTY H S	13.0	4.5	**35.1**
SAN ANGELO ISD	226903002	66.1	LAKE VIEW H S	96.9	33.4	**34.5**
IRION COUNTY ISD	118902001	39.8	IRION H S	18.7	6.0	**32.1**
SAN ANGELO ISD	226903001	42.4	CENTRAL H S	143.7	42.3	**29.5**
BRADY ISD	160901001	49.4	BRADY H S	38.2	10.8	**28.1**
BURNET CISD	27903003	76.9	QUEST	3.5	0.8	**23.2**
EDEN CISD	48901001	55.8	EDEN H S	13.7	3.0	**21.8**
MCCAMEY ISD	231901001	42.0	MCCAMEY H S	17.4	3.7	**21.5**
MENARD ISD	164901001	4.1	MENARD H S	13.7	2.7	**19.8**
SCHLEICHER ISD	207901001	50.6	ELDORADO H S	22.8	4.4	**19.4**
ROBERT LEE ISD	41902001	50.5	ROBERT LEE H S	14.0	2.5	**18.0**
REAGAN COUNTY ISD	192901001	41.3	REAGAN COUNTY H S	28.0	5.0	**17.8**
WINTERS ISD	200904001	54.8	WINTERS H S	20.0	3.4	**17.2**
COAHOMA ISD	114902001	24.7	COAHOMA H S	25.3	3.7	**14.8**
CROCKETT COUNTY CONSOLIDATED CS	53001001	39.3	OZONA H S	30.5	4.0	**13.1**
RANGER ISD	67907001	64.2	RANGER H S	14.4	1.8	**12.5**
HARPER ISD	86902001	35.0	HARPER H S	21.4	2.7	**12.4**

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

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

2009-2010

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903045	76.6	LINCOLN MIDDLE SCHOOL	61.1	26.3	**43.0**
SAN ANGELO ISD	226903042	49.0	GLENN MIDDLE SCHOOL	72.6	31.0	**42.7**
SAN ANGELO ISD	226903043	58.6	LEE MIDDLE SCHOOL	73.4	29.5	**40.2**
GRAPE CREEK ISD	226907041	71.1	GRAPE CREEK MIDDLE	19.8	7.6	**38.2**
SONORA ISD	218901041	55.7	SONORA J H	27.2	9.0	**33.1**
WALL ISD	226906041	17.5	WALL MIDDLE	22.2	6.9	**31.1**
MCCAMEY ISD	231901041	57.6	MCCAMEY MIDDLE	12.6	3.3	**26.0**
BALLINGER ISD	200901041	56.6	BALLINGER J H	21.8	5.6	**25.7**
REAGAN COUNTY ISD	192901041	59.5	REAGAN COUNTY MIDDLE	16.3	3.9	**23.6**
TERRELL COUNTY ISD	222901041	43.2	SANDERSON J H	4.5	1.0	**22.2**
COLORADO ISD	168901041	65.5	COLORADO MIDDLE	26.2	5.7	**21.9**
WINTERS ISD	200904041	54.9	WINTERS J H	7.2	1.4	**19.2**
MENARD ISD	164901041	1.4	MENARD J H	7.8	1.3	**16.5**
CROCKETT COUNTY CONSOLIDATED CS	53001041	55.3	OZONA MIDDLE	19.3	3.2	**16.5**
SCHLEICHER ISD	207901041	62.1	ELDORADO MIDDLE	15.5	2.4	**15.2**
HAMILTON ISD	97902041	51.0	HAMILTON JUNIOR HIGH SCHOOL	12.4	1.5	**12.1**
BIG SPRING ISD	114901041	70.0	GOLIAD INTERMEDIATE SCHOOL	35.6	4.0	**11.2**
SNYDER ISD	208902041	51.6	SNYDER J H	45.0	5.0	**11.1**
MONAHANS-WICKETT-PYOTE ISD	238902041	45.4	WALKER J H	24.5	2.7	**11.0**
COAHOMA ISD	114902041	41.2	COAHOMA J H	11.9	1.3	**10.5**
MIDLAND ISD	165901045	53.6	SAN JACINTO JUNIOR HIGH	50.0	4.7	**9.4**
BIG SPRING ISD	114901043	62.9	BIG SPRING JUNIOR HIGH	43.5	4.0	**9.2**
HARPER ISD	86902041	38.0	HARPER MIDDLE	12.5	1.1	**8.9**
IRAAN-SHEFFIELD ISD	186903041	27.5	IRAAN J H	7.5	0.7	**8.9**
ECTOR COUNTY ISD	68901044	67.9	CROCKETT J H	46.0	4.0	**8.7**
ANSON ISD	127901041	66.7	ANSON MIDDLE	16.8	1.4	**8.4**
JUNCTION ISD	134901041	50.7	JUNCTION MIDDLE	12.1	1.0	**8.3**

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

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

2009-2010

Angelo State University

District Name	Campus Code	% School Econ Disadvantaged	Campus Name	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903114	57.8	HOLIMAN EL	23.2	16.0	**69.0**
SAN ANGELO ISD	226903103	76.8	BELAIRE EL	26.2	15.0	**57.3**
SAN ANGELO ISD	226903119	90.6	SAN JACINTO EL	29.6	16.5	**55.7**
OLFEN ISD	200906101	80.6	OLFEN EL	9.0	5.0	**55.6**
SAN ANGELO ISD	226903113	76.8	GOLIAD EL	36.7	19.7	**53.7**
SAN ANGELO ISD	226903115	71.6	MCGILL EL	22.5	12.0	**53.4**
SAN ANGELO ISD	226903105	43.0	BOWIE EL	29.8	15.0	**50.3**
SAN ANGELO ISD	226903122	29.2	BONHAM EL	31.6	15.0	**47.5**
SAN ANGELO ISD	226903101	83.7	ALTA LOMA EL	23.5	11.0	**46.9**
GRAPE CREEK ISD	226907101	70.7	GRAPE CREEK ELEMENTARY	41.4	19.4	**46.9**
SAN ANGELO ISD	226903111	70.7	FT CONCHO EL	24.2	11.0	**45.4**
SAN ANGELO ISD	226903112	68.2	GLENMORE EL	29.4	13.0	**44.2**
SAN ANGELO ISD	226903116	87.1	REAGAN EL	30.8	13.4	**43.6**
SAN ANGELO ISD	226903106	91.8	BRADFORD EL	32.5	14.0	**43.1**
SAN ANGELO ISD	226903102	80.7	AUSTIN EL	32.8	13.4	**40.8**
MILES ISD	200902101	40.8	MILES EL	17.5	7.1	**40.7**
VERIBEST ISD	226908101	46.2	VERIBEST EL	8.4	3.3	**39.1**
WATER VALLEY ISD	226905101	49.2	WATER VALLEY EL	15.2	5.6	**37.0**
EDEN CISD	48901101	61.1	EDEN EL	11.3	4.0	**35.5**
WALL ISD	226906101	18.1	WALL EL	31.9	10.0	**31.4**
BALLINGER ISD	200901101	66.9	BALLINGER ELEMENTARY	35.8	11.0	**30.8**
CROCKETT COUNTY CONSOLIDATED CS	53001103	71.1	OZONA ELEMENTARY	33.8	10.4	**30.8**
SONORA ISD	218901101	65.5	SONORA EL	35.4	10.8	**30.6**
SWEETWATER ISD	177902105	80.9	SOUTHEAST EL	26.4	8.0	**30.3**
IRION COUNTY ISD	118902101	39.6	IRION EL	13.3	4.0	**30.1**
SAN ANGELO ISD	226903123	39.4	LAMAR ELEMENTARY	33.4	10.0	**29.9**
ROBERT LEE ISD	41902101	64.5	ROBERT LEE EL	10.8	3.2	**29.5**

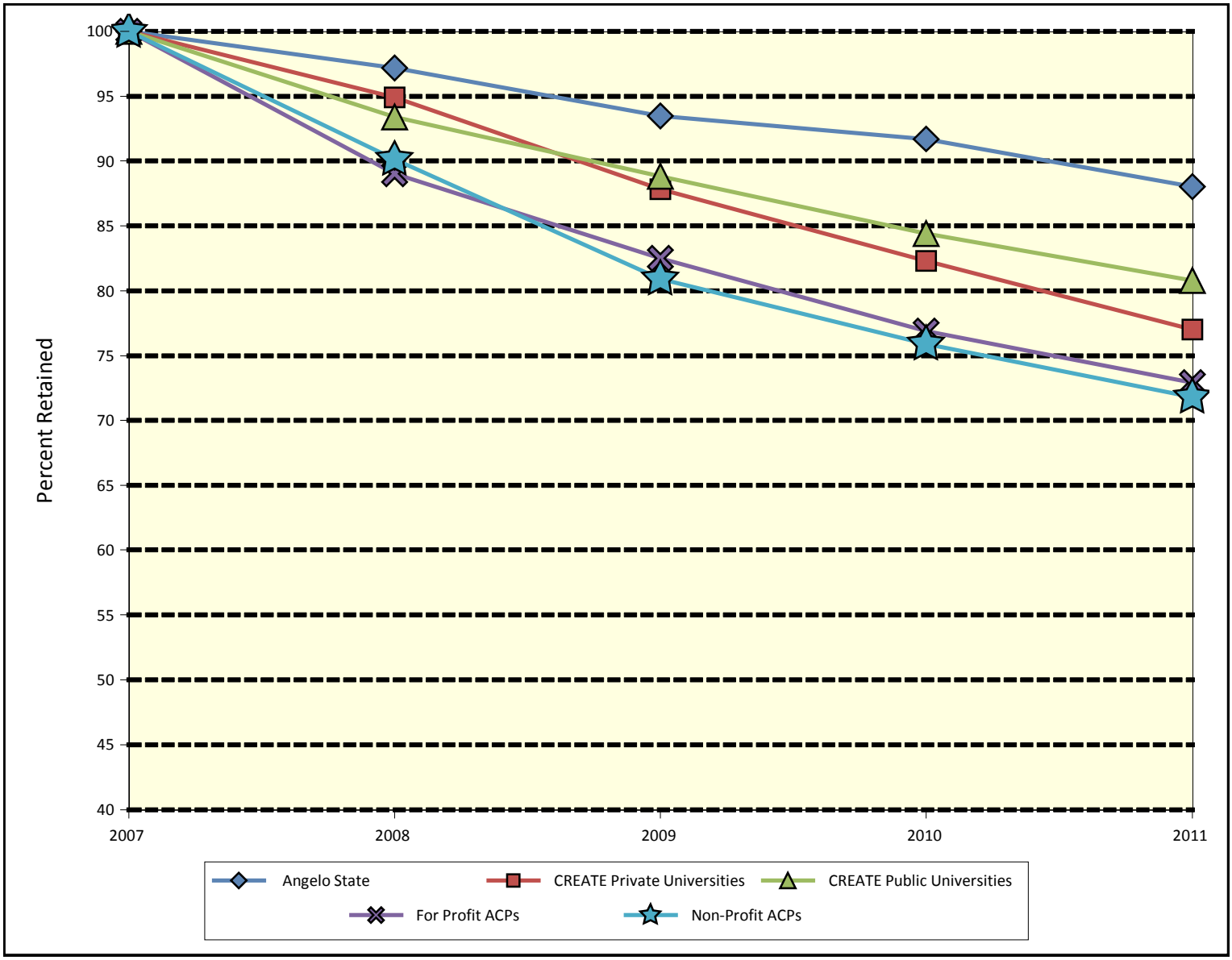
[1] Listing includes both charter and public schools. Only the first 25 campuses are listed.
[2] Number of Full Time Equivalents (FTEs) employed by the school.
[3] Number of Full Time Equivalents (FTEs) employed by the school from the university.
[4] Percent of University FTEs employed by the school.

Comparison of Teacher Retention Trends

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

2007-2011

Angelo State University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Angelo State	108	100.0	97.2	93.5	91.7	88.0	12.0
CREATE Public Universities	8429	100.0	93.4	88.8	84.4	80.8	19.2
CREATE Private Universities	474	100.0	94.9	87.8	82.3	77.0	23.0
For Profit ACPs	4705	100.0	89.0	82.5	76.9	72.9	27.1
Non-Profit ACPs	4304	100.0	90.1	80.9	75.9	71.8	28.2
Total	18909	100.0	91.6	85.3	80.4	76.5	23.5

[1] Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

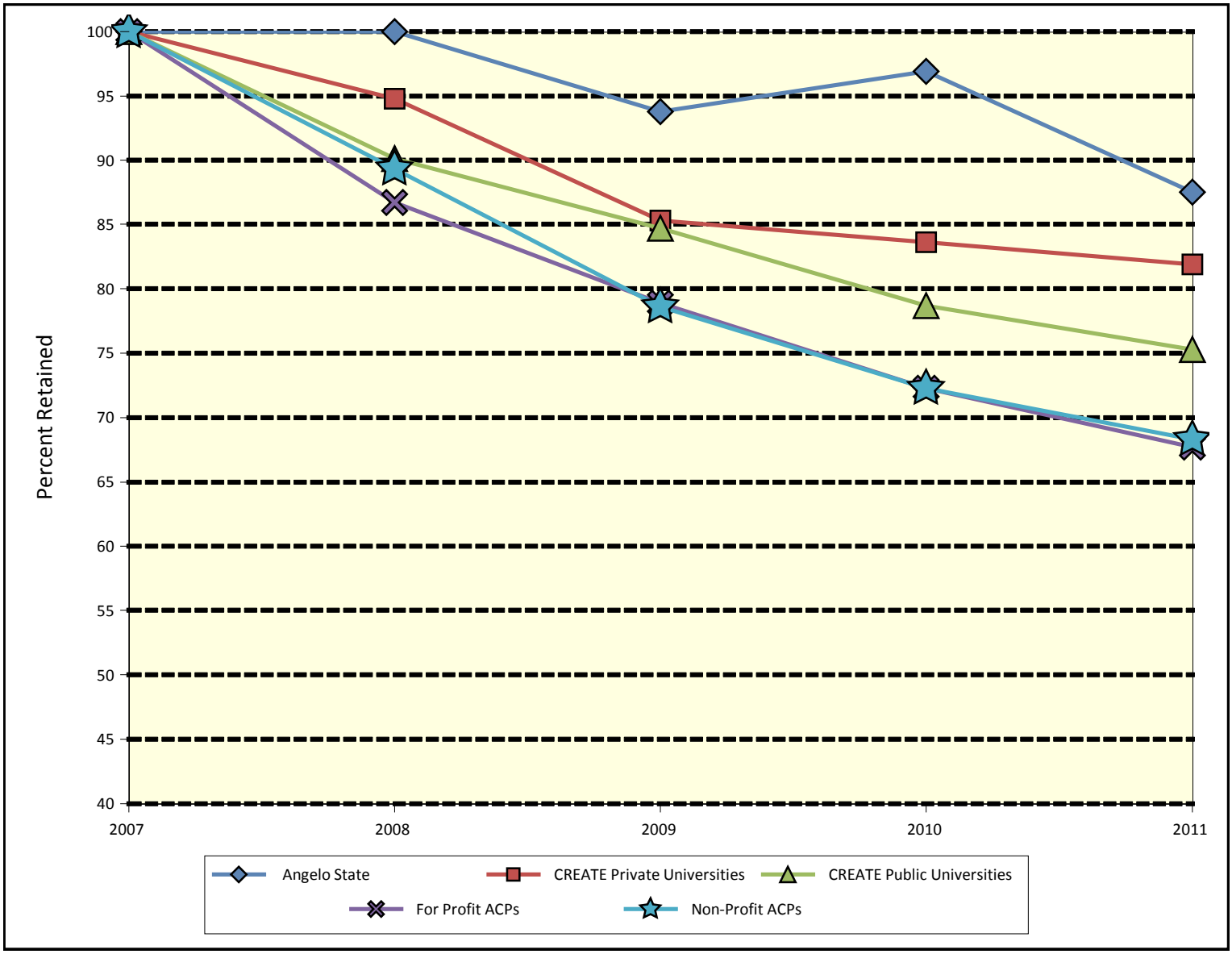
Comparison of Teacher Retention Trends

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

2007-2011

High School

Angelo State University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Angelo State	32	100.0	100.0	93.8	96.9	87.5	12.5
CREATE Public Universities	1856	100.0	90.1	84.7	78.7	75.3	24.7
CREATE Private Universities	116	100.0	94.8	85.3	83.6	81.9	18.1
For Profit ACPs	1565	100.0	86.7	78.9	72.3	67.7	32.3
Non-Profit ACPs	1097	100.0	89.3	78.6	72.3	68.3	31.7
Total	4849	100.0	89.2	81.5	75.2	71.4	28.6

[1] Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

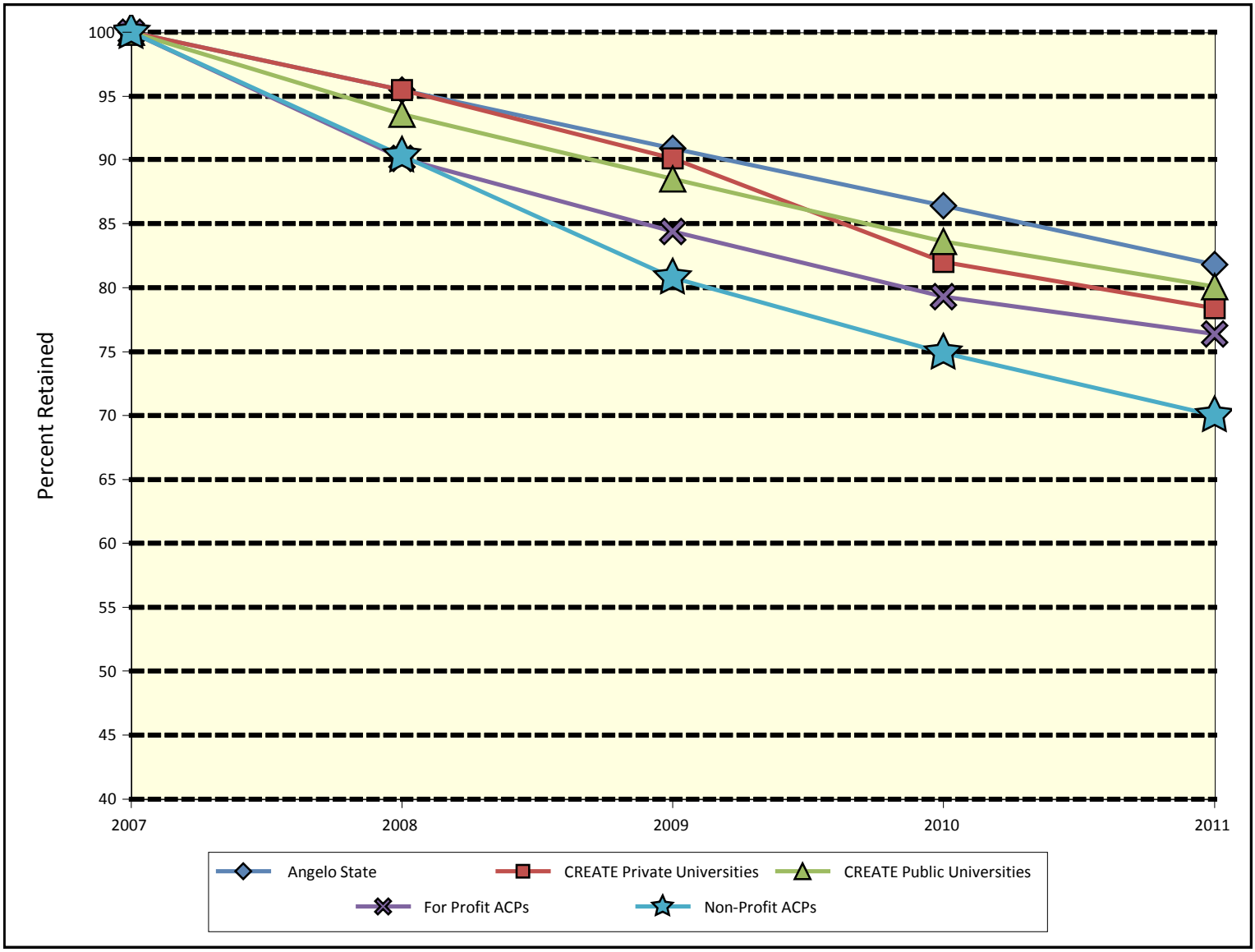
Comparison of Teacher Retention Trends

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

2007-2011

Middle School

Angelo State University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Angelo State	22	100.0	95.5	90.9	86.4	81.8	18.2
CREATE Public Universities	1652	100.0	93.6	88.5	83.6	80.1	19.9
CREATE Private Universities	111	100.0	95.5	90.1	82.0	78.4	21.6
For Profit ACPs	1384	100.0	90.1	84.4	79.3	76.4	23.6
Non-Profit ACPs	1159	100.0	90.3	80.8	74.9	70.0	30.0
Total	4516	100.0	91.6	85.2	79.8	76.1	23.9

[1] Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

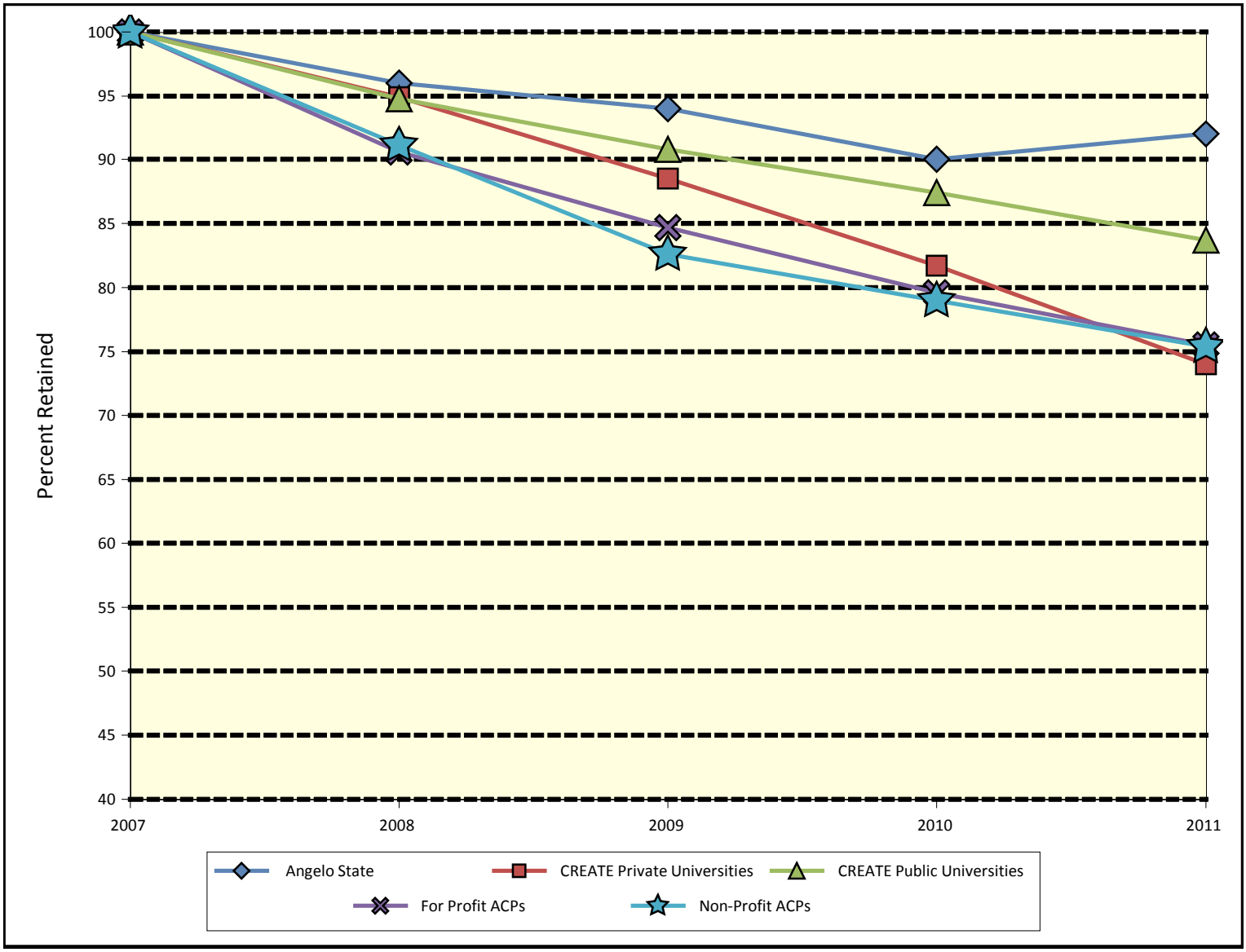
Comparison of Teacher Retention Trends

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

2007-2011

Elementary School

Angelo State University



Entity/ Organization	Number Teachers	Spring of Academic Year Retention Rate					Attrition Rate
		2007	2008	2009	2010	2011	
Angelo State	50	100.0	96.0	94.0	90.0	92.0	8.0
CREATE Public Universities	4731	100.0	94.8	90.8	87.4	83.7	16.3
CREATE Private Universities	235	100.0	94.9	88.5	81.7	74.0	26.0
For Profit ACPs	1622	100.0	90.6	84.7	79.6	75.5	24.5
Non-Profit ACPs	1887	100.0	91.1	82.6	79.0	75.4	24.6
Total	9006	100.0	93.2	87.8	83.9	80.0	20.0

[1] Includes teachers obtaining a standard or probationary certificate in 2005-2006 with no prior teaching experience.
[2] Texas data only tracks public school employment.

Source Data
Teacher Certification and Assignment Files, AEIS, TEA

III.
University Benchmarks to Guide Improvement

E.
University Comparison Reports

SECTION E:
University Comparison Reports

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

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

E.1: Comparison of Teacher Production in Nearby Geographic Area.
This analysis describes teacher production over a 10-year time period between the target university and the comparisons. The 10-year total production data is graphically represented.

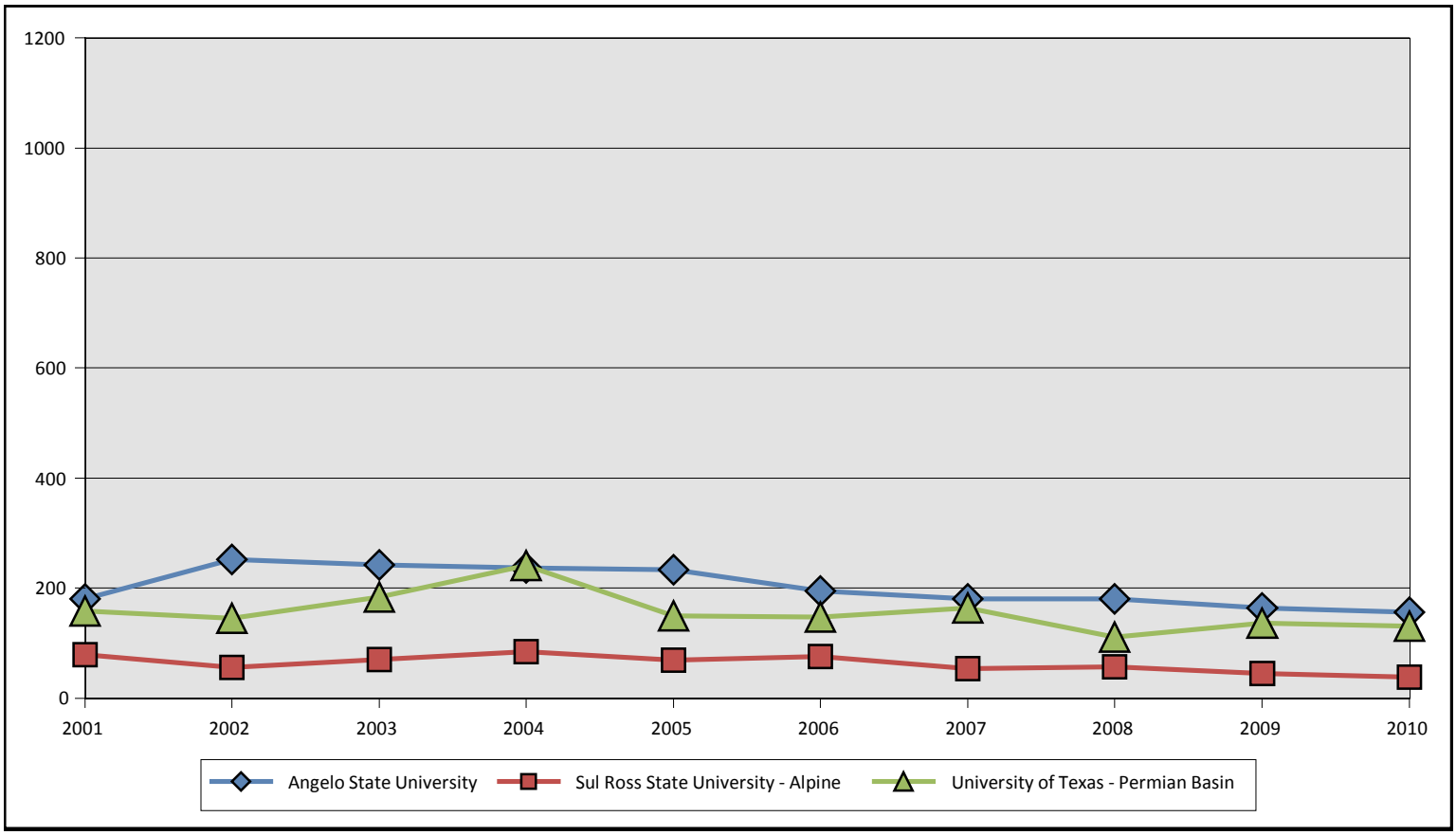
E.2: Five-Year Production Ratios of Consortium Universities.
This report compares the ratio of teacher production to baccalaureate degrees awarded of all CREATE consortium members from 2006-20010 by quintiles.

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

E.4: Teacher Retention Comparison.
The data for this comparison includes only teachers who obtained a standard certificate in FY2005-2006 who became employed in a Texas public school in AY2006-2007 with no prior teaching experience. The data in this comparison does not include individuals who have obtained a probationary certificate and should not be compared to data found in report D.5.a. The attrition rate is calculated by subtracting the 2010 retention rate from 100%.

Comparison of Teacher Production
2001-2010
Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas - Permian Basin	Sul Ross State University - Alpine	
10-Year Total	2,020	1,568	630	4,218
2001	181	158	79	418
2002	252	145	56	453
2003	242	184	70	496
2004	237	241	85	563
2005	233	150	69	452
2006	195	148	76	419
2007	180	164	54	398
2008	180	111	57	348
2009	164	136	45	345
2010	156	131	39	326
10-Year Avg	202.0	156.8	63.0	421.8



Five-Year Production Ratios of Consortium Universities

Percentage of Total Teacher Production Compared to Baccalaureate Degrees Awarded[1]

2006-2010

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5-Year Trend
Quintile 1						
Texas A&M University - Commerce	60.8	51.3	55.0	57.3	54.0	↓
Sul Ross State University - Rio Grande	68.1	64.6	64.5	60.7	42.9	↓
Texas A&M University - Texarkana	40.1	44.9	37.6	38.4	39.6	↓
University of Houston - Victoria	54.7	51.0	41.5	32.7	39.6	↓
Texas A&M University - Kingsville	30.4	26.6	28.6	22.4	39.0	↑
McMurry University	31.5	28.7	23.9	33.2	35.3	↑
West Texas A&M University	36.7	35.9	29.7	29.1	31.4	↓
Texas A&M International University	49.4	40.3	41.6	40.3	31.1	↓
University of Texas - Permian Basin	30.5	32.3	21.4	23.7	25.5	↓
Quintile 2						
Stephen F. Austin State University	28.4	28.4	24.9	25.4	25.2	↓
University of Texas - Brownsville	31.3	30.0	33.2	26.5	23.2	↓
University of Texas - El Paso	27.0	27.1	23.2	22.7	22.9	↓
Sul Ross State University - Alpine	44.4	30.3	25.9	23.6	22.2	↓
Texas A&M University - Corpus Christi	25.7	24.5	22.8	19.3	21.9	↓
Tarleton State University	28.0	22.9	23.0	18.9	21.3	↓
Texas Woman's University	25.8	23.3	21.9	22.8	20.6	↓
University of Houston - Clear Lake	21.0	20.4	20.2	17.4	19.3	↓
Angelo State University	24.7	23.7	22.9	21.0	19.1	↓
Quintile 3						
Howard Payne University	28.8	20.2	16.6	19.4	18.4	↓
University of Texas - Tyler	16.4	17.2	17.0	16.0	18.2	↑
University of Mary Hardin-Baylor	18.9	22.8	14.8	15.8	17.9	↓
Texas State University-San Marcos	23.0	18.5	17.6	17.4	17.2	↓
Hardin-Simmons University	17.9	23.1	20.9	15.3	16.5	↓
Sam Houston State University	19.5	18.1	18.2	17.3	16.1	↓
University of Texas - Pan American	26.5	23.3	23.0	18.8	14.5	↓
Lamar University	25.9	19.1	16.5	12.6	12.1	↓

[1] Total number of teachers prepared through all university pathways divided by total number of baccalaureate degrees awarded.

Five-Year Production Ratios of Consortium Universities

Percentage of Total Teacher Production Compared to Baccalaureate Degrees Awarded[1]

2006-2010

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5-Year Trend
Quintile 4						
Texas Lutheran University	22.8	15.7	18.8	14.4	11.7	↓
University of North Texas	15.6	14.8	14.6	12.6	11.6	↓
Abilene Christian University	14.8	11.6	15.2	11.8	11.6	↓
Texas Tech University	11.8	13.3	11.9	11.0	11.0	↓
University of Texas - San Antonio	19.5	16.3	15.6	12.2	10.9	↓
Prairie View A&M University	19.2	17.3	19.4	10.2	9.7	↓
University of Houston - Downtown	7.7	8.8	8.3	9.2	9.2	↑
University of St. Thomas	16.2	9.4	8.6	7.8	8.2	↓
University of Texas - Arlington	10.6	9.6	8.4	8.8	8.1	↓
Quintile 5						
Texas A&M University	10.7	9.9	9.5	8.1	7.7	↓
Austin College	8.3	9.2	6.1	6.6	7.3	↓
University of Houston	8.2	7.6	7.1	7.9	7.2	↓
University of Texas - Dallas	10.7	9.0	7.5	7.7	7.0	↓
University of the Incarnate Word	6.0	8.1	9.3	9.7	6.6	↑
Baylor University	6.8	7.0	6.6	6.8	5.5	↓
St. Edward's University	3.7	3.5	4.9	3.0	4.3	↑
University of Texas - Austin	5.1	5.2	4.9	4.6	4.2	↓

[1] Total number of teachers prepared through all university pathways divided by total number of baccalaureate degrees awarded.

Comparison of Longitudinal Certificate Production Trends[1]

FY 2006-2010 [2]

Angelo State University

Certificate	Angelo State University					University of Texas - Permian Basin					Sul Ross State University - Alpine				
	Fiscal Year					Fiscal Year					Fiscal Year				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
ELEMENTARY (EC-4 and EC-6)															
Bilingual Generalist	0	0	0	0	0	23	20	13	6	8	2	4	5	0	3
ESL	0	0	0	0	0	7	9	1	2	1	0	0	0	0	0
Generalist	97	83	88	86	76	54	64	42	60	46	7	8	9	13	6
Special Education [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**97**	**83**	**88**	**86**	**76**	**84**	**93**	**56**	**68**	**55**	**9**	**12**	**14**	**13**	**9**
MIDDLE SCHOOL (4-8)															
Bilingual Generalist	0	0	0	0	0	2	1	0	0	3	0	0	0	0	0
English	5	5	3	0	1	1	7	0	4	3	1	2	4	3	4
ESL [3]	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0
Generalist	3	6	4	5	11	1	9	2	4	14	0	0	0	0	0
Mathematics	7	4	5	7	7	3	3	0	4	1	1	0	1	4	0
Science	1	3	3	1	2	3	0	1	1	0	1	3	1	1	1
Social Studies	1	1	0	1	2	1	2	1	0	0	1	1	4	3	1
SUBTOTAL	**17**	**19**	**15**	**14**	**23**	**12**	**23**	**4**	**13**	**22**	**4**	**6**	**10**	**11**	**6**
HIGH SCHOOL (6-12 and 8-12)															
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Career & Tech Ed [4]	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0
English	6	10	9	6	9	15	13	13	6	6	3	1	0	2	2
ESL [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts	3	1	0	0	0	0	1	0	0	0	1	3	1	0	0
Foreign Language	3	6	5	5	1	11	12	8	5	6	6	2	3	1	3
Mathematics	9	5	8	7	5	5	8	5	5	4	0	0	1	1	2
PE/Health	8	0	0	0	0	2	0	0	0	0	2	0	0	0	0
Science	4	5	3	6	7	5	8	2	6	6	6	3	5	4	1
Social Studies	5	5	7	7	7	13	10	7	10	11	3	4	4	1	3
Special Education [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**38**	**32**	**32**	**31**	**29**	**51**	**52**	**35**	**32**	**33**	**23**	**14**	**14**	**9**	**11**
ALL LEVEL (K-12)															
ESL [3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts	1	6	11	7	11	3	1	4	6	7	0	2	3	3	1
Foreign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PE/Health	42	39	32	25	17	9	11	8	11	10	26	18	12	6	10
Special Education	14	10	16	16	12	2	1	13	11	12	0	0	0	0	0
SUBTOTAL	**57**	**55**	**59**	**48**	**40**	**14**	**13**	**25**	**28**	**29**	**26**	**20**	**15**	**9**	**11**
OTHER SUPPLEMENTALS															
Bilingual Generalist	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0
ESL	0	0	0	0	1	9	14	11	14	6	0	0	0	0	0
Special Education	7	2	1	0	1	1	0	0	0	0	0	0	0	0	0
SUBTOTAL	**7**	**2**	**1**	**0**	**2**	**10**	**14**	**11**	**14**	**9**	**0**	**0**	**0**	**0**	**0**
Total	**216**	**191**	**195**	**179**	**170**	**171**	**195**	**131**	**155**	**148**	**62**	**52**	**53**	**42**	**37**

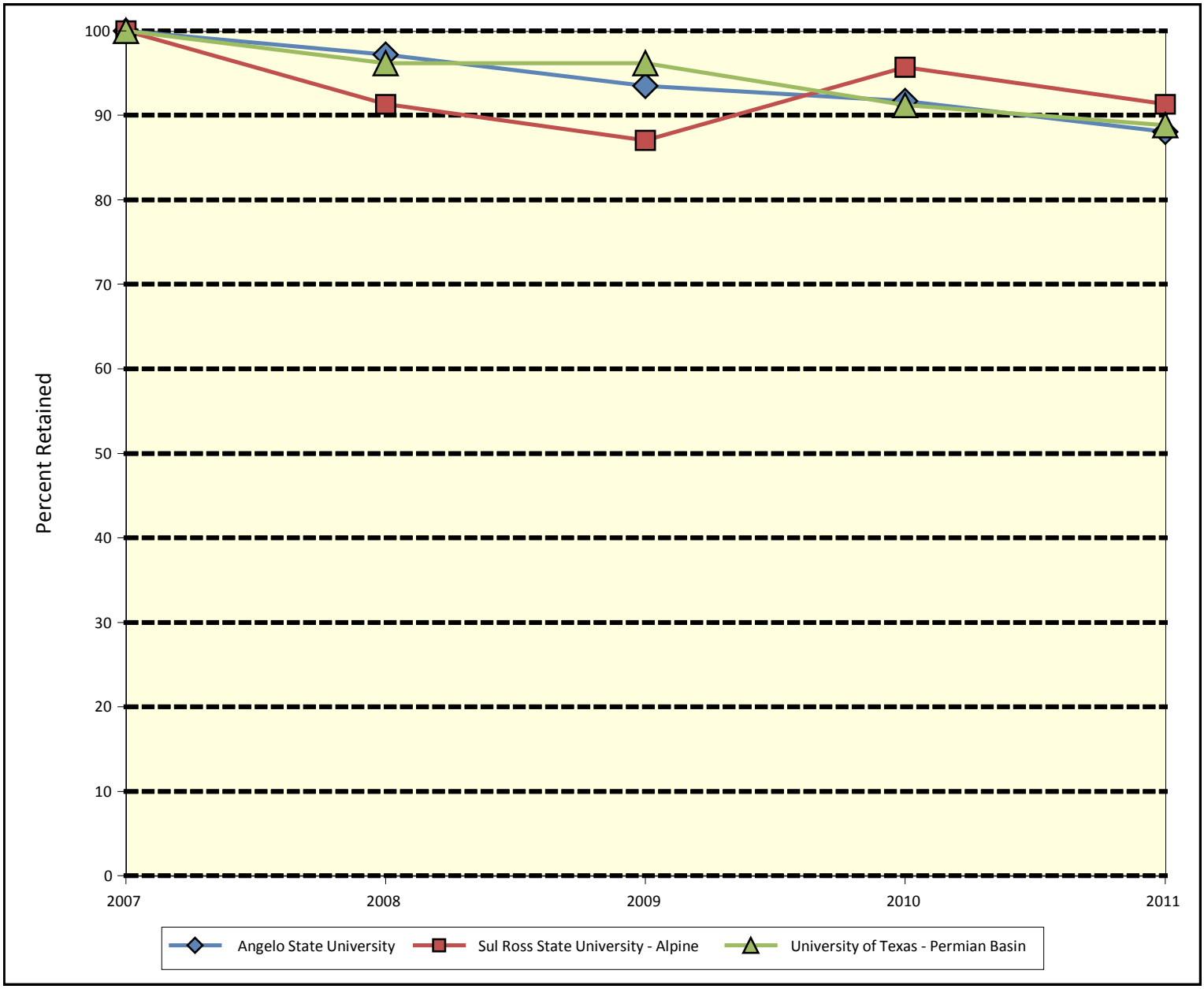
1 Individual candidates may receive multiple certificates.
2 Certificate year equals fiscal year (Sept. 1 - Aug. 31).
3 For this analysis, endorsement and supplemental certificates are reported separately.
4 Career and technical education includes the following certificates: Ag sciences and technology, health science technology, marketing education, trade and industrial education.

Teacher Retention Comparison

Five-Year Retention Rates for the Certification Cohort of 2006[1]

2007-2011

Angelo State University



Preparation Program Name	Percent Retained in Spring of Academic Year					Attrition Rate
	2007	2008	2009	2010	2011	
Angelo State University	100.0	97.2	93.5	91.7	88.0	12.0
University of Texas - Permian Basin	100.0	96.2	96.2	91.2	88.8	11.2
Sul Ross State University - Alpine	100.0	91.3	87.0	95.7	91.3	8.7

[1] Includes only teachers obtaining standard certification in FY 2006, becoming employed in AY 2007 with no teaching experience prior to 2007.

Performance Analysis System for Colleges of Education

Changes made to the 2011 PACE Reports

B.2.c: Student Achievement Trends in the Proximal Zone of Professional Impact: Variability of TAKS Achievement Rates by Ethnicity. The percent of students commended on TAKS was added to the high, middle, and elementary school mathematics and language arts/reading graphs. Percent commended was calculated using the state definition (See B.2.c on page 12).

B.2.c: Student Achievement Trends in the Proximal Zone of Professional Impact: 30 Highest and Lowest Achieving Schools by Level in Mathematics and Language Arts/Reading. Respective columns for mathematics and language arts/reading were bolded.

C.1: Five-Year University Production Trends. "Degrees Awarded, Bachelors (from Colleges of Arts & Sciences)" was changed to "Baccalaureate Degrees." "Teachers Produced" was changed to "Teachers Produced by Pathway.**"**

C.2: Teacher Production Trends. The legend was standardized and the phrase "Total Teachers Produced by" was added to Fiscal Year in the data table.

C.4: Initial Certificate Production by Level. The "10-Year Average" column and the "5-Year Certificate Production" chart were omitted from the report. The graph was eliminated.

D.3: District Hiring Patterns of University-Prepared Teachers in PZPI. Footnote 1 was changed from "Includes all university pathways" to "Includes standard certificates from all university pathways."

D.4.a-c: Percentage of University Completers (by Level) in the Proximal Zone of Professional Impact. The title was changed from "Concentration of University Completers (Insert Level) in the Proximal Zone of Professional Impact. The "% of School Econ Disadvantaged" column was moved between Campus Code and Campus Name. The "% Univ FTEs" column was bolded.

D.5a-d: Comparison of Teacher Retention Trends. Retention was added to "Spring of Academic Year" in the data table.

E.3: Comparison of Longitudinal Certificate Production Trends. "In Nearby Geographic Area" was omitted from the PACE 2010 report title.

E.4: Comparison of Newly-Certified Teacher Employment in Nearby Geographic Area. The entire report was omitted from PACE 2011.

E.5: Teacher Retention Comparison. "In Nearby Geographic Area was omitted from the 2010 PACE report title and the report became the new **E.4.**

Data Corrections and Data Requests

The 2011 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 outlined on page 6 of this report. All inquiries regarding PACE, including data corrections and data requests, should be forwarded to:

Sherri Lowrey
CREATE Associate Director of Research
936-273-7661
slowrey@createtx.org

Mona S. Wineburg
Executive Director
mwineburg@createtx.org

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

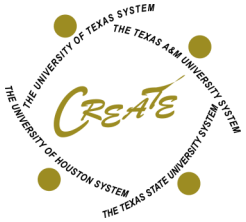
Sherri Lowrey
Associate Director of Research
slowrey@createtx.org

John Beck
Higher Education Research Liaison
jbeck@createtx.org

Robert Cox
Higher Education Research Liaison
rcox@createtx.org

Paula Hart
Administrative Assistant
phart@createtx.org

Nancy Olson
Administrative Secretary
nolson@createtx.org



Center for Research, Evaluation & Advancement of Teacher Education
3232 College Park Drive, Suite 303
The Woodlands, TX 77384
www.createtx.org