CREATE

August, 2007

An Introduction to the PACE System:

Performance Analysis System for Colleges of Education

Year 1 Prototype
Angelo State University

Center for Research, Evaluation and Advancement of Teacher Education

www.createtx.org

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TOWARD A PERFOMANCE ANALYSIS SYSTEM 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.

This PACE report offers a useful prototype of a reporting system for universities and their Colleges of Education centered on public schools. PACE is offered in support of the teacher preparation programs associated with the CREATE consortium. This analysis is 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 their 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 school leaders to track long-term trends related to public school teaching and learning in their immediate area.
4. Provide information that will enable university and school leaders to track long term teacher production trends in relation to regional demand.
5. Supply a structured format which will enable university and public school leaders to engage in systematic analysis of achievement and staffing patterns in their immediate vicinity.

As a newly designed information product, the PACE prototype is a work in progress. As a prototype, these PACE reports are also subject to continuous quality improvement and will be significantly enhanced and refined as they are applied and utilized for intended purposes. While these reports offer a "core" data set that can assist all consortium members in establishing a school-centered planning focus, these PACE data must be augmented with local 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 these initial 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 these data CREATE staff stand ready to assist in clarifying questions or issues regarding data quality. Further details on the procedures to follow to contact CREATE regarding data errors, questions, and further data requests can be found on page 65 of this report.

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

This 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:

   a. teacher preparation,
   b. research and development, and
   c. 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 effect on public school teaching and student learning can best be assessed through:
   1) on-going analysis of the College's teacher production/placement record,
   2) faculty and graduate student research and development activities; and
   3) 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, and faculty participation should be awarded paramount weight in the university's tenure and promotion criteria.

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 all school districts and campuses within a seventy-five mile radius of each 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 effect 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

These analyses are based on four data sets, three of which are available to the public through the Texas Education Agency.

Teacher Certification Data Set. This data set 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 1994 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. The TEA staff is constantly updating and refining errors in the data set. Thus, any analysis based on a Teacher Certification Data Set purchased in May of 2006 will likely differ somewhat from an analysis based on a data set purchased in July of 2006.

Teacher Assignment Data Set. This data set 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.

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.

Proximal Zone of Professional Impact (PZPI). This data set contains a list of the schools and districts within a 75 mile radius from each teacher preparation program associated with CREATE. The data set was produced by CREATE and simply indicates whether a district and school is in a preparation program's Proximal Zone of Professional Impact.

How to Use and Apply The PACE Report

PACE is intended as a tool to assist universities, their Colleges of Education, and their leadership team 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 will choose 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. (Where possible, we suggest you might provide the leadership team access to graduate student support to facilitate the work).
2. Verify and validate the state data sets to be certain that they are relatively consistent with comparable data reported by your university. (Where there appear to be significant discrepancies, please report these to CREATE staff. See page 65 for instructions on the process CREATE will follow to receive validation information or requests).
3. Extend and augment these data with university data bases and programmatic information available only at your institution.
4. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.
5. 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.
6. 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 My University's Proximal Zone of Professional Impact

PACE System

A. DESCRIPTIVE REPORTS ON THE CHARACTERISTICS OF SCHOOLS IN THE PROXIMAL ZONE OF PROFESSIONAL IMPACT

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

Section A consists of descriptive reports about the characteristics of public and charter schools identified to be 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.

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

This data provides a summary of the student enrollment by student subpopulation within the PZPI. The data include information by student race/ethnicity as well as by LEP status, At-Risk status, special education status, and economically disadvantaged status. The definitions of these subpopulations are described below:

Definitions:

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. In this section, the percent of LEP students is calculated by dividing the number of LEP pupils by the total number of students in the school or district.

For more information see *Campus Group* and *TAKS/SDAA II/TAKS-I Participation (Source: PEIMS, Oct. 2005).*

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081). At-risk status is obtained from PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at-risk, divided by the total number of students in membership:

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

1. was not advanced from one grade level to the next for one or more school years;
2. is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in pre-kindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
7. has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the PEIMS to have dropped out of school;
10. is a student of limited English proficiency, as defined by §TEC 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For more information on the identification of at-risk students, see the *Division of School Financial Audits*. *(Sources: PEIMS, Oct. 2005; Texas Education Code, 79th Texas Legislature)*

***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)*

***Economically Disadvantaged*:** The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students.

See also *Campus Group* and *Total Students*. *(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) giving an alphabetical listing of all districts and charter schools in the target university's PZPI. These data provide counts of schools by school level for each district (elementary, middle, high, and both elementary and secondary). **A**ggregate student enrollment data for each district within the PZPI by school level for selected student subpopulations is also shown.

A.3: School Listing in the 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 by district and charter schools within the university's PZPI. Public school and charter schools have been separated. The listing includes the district name, school name and code, type (high school, middle school, elementary school) and size of school.

A.4 School Enrollment in Proximal Zone of Professional Impact of 30 Largest Schools by Level

This section includes a listing for the 30 largest high, middle, and elementary schools in the PZPI. The name of the district, the name of the school, the school level, and the number of students enrolled in the school are listed in descending order by the total school enrollment. Public school and charter schools have been separated.

A.5 Concentration of University Program Completers in the Proximal Zone of Professional Impact

This analysis provides information about the percentage of Full Time Equivalents (FTEs) employed in a school within the PZPI from the target preparation program since 1996. Only schools whose percentage of teacher FTEs from the preparation program exceeded 10% were included in this report. The data is presented in descending order by the percentage of FTEs from the preparation program.

The first two columns provide the name of the district and school, respectively. The "School FTEs column" provides the total number of FTEs for all teachers of record in the school. The "Univ FTEs" column provides the total number of FTEs employed at that school that obtained certification from the target preparation program from 1995 through 2006. The "Percent from Univ" column is the percentage of teacher FTEs at the school from the target preparation program.

Summary of Public School Enrollment in Proximal Zone of Professional Impact
2006

Angelo State University

Districts Types in the PZPI:	N	%
Traditional Districts	44	97.8
Charter Schools	1	2.2

Level	Number of Schools	Number of Students						Students in Special Categories				
		African Amer	His-panic	White	Asian	Native Amer	Total	Eco Disadv	Spec Education	Bi-lingual	LEP	At-Risk
ELEM	71	814	8,004	10,132	155	53	19,158	10,969	2,405	1,165	1,200	6,575
MS	30	277	2,805	4,073	47	21	7,223	3,436	1,069	223	239	3,025
HS	58	505	4,598	7,074	83	30	12,290	4,873	1,664	263	294	5,707
EL/SEC	17	49	743	1,701	16	9	2,518	1,307	375	67	67	1,127
Total	176	1,645	16,150	22,980	301	113	41,189	20,585	5,513	1,718	1,800	16,434

Public School Enrollment by District in the Proximal Zone of Professional Impact
2006
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	African Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bi-lingual	LEP	At-Risk
ALAMO HEIGHTS ISD	Elem	3	0	0	0		39	653	1,238	52	6	1,988	475	176	145	155	578
	MS	0	1	0	0		28	330	722	18	0	1,098	203	81	35	38	281
	HS	0	0	1	0		30	359	1,038	13	1	1,441	159	98	28	32	322
	Total	3	1	1	0	5	97	1,342	2,998	83	7	4,527	837	355	208	225	1,181
BANDERA ISD	Elem	2	0	0	0		4	252	834	6	8	1,104	622	165	43	44	399
	MS	0	1	0	0		2	129	430	0	3	564	258	87	16	16	210
	HS	0	0	1	0		3	177	661	10	9	860	314	116	24	25	444
	Total	2	1	1	0	4	9	558	1,925	16	20	2,528	1,194	368	83	85	1,053
BOERNE ISD	Elem	4	0	0	0		30	699	2,279	35	12	3,055	654	393	171	180	616
	MS	0	2	0	0		17	273	1,211	11	2	1,514	233	202	26	26	356
	HS	0	0	1	0		17	270	1,138	4	6	1,435	178	196	29	30	387
	Total	4	2	1	0	7	64	1,242	4,628	50	20	6,004	1,065	791	226	236	1,359
BRACKETT ISD	Elem	1	0	0	0		8	229	78	0	1	316	234	48	34	41	133
	MS	0	1	0	0		3	86	30	0	0	119	86	17	1	1	45
	HS	0	0	2	0		7	105	73	0	2	187	98	34	3	6	89
	Total	1	1	2	0	4	18	420	181	0	3	622	418	99	38	48	267
CARRIZO SPRINGS CISD	Elem	3	0	0	0		3	999	51	4	0	1,057	866	80	115	123	555
	MS	0	2	0	0		4	600	56	2	0	662	525	71	42	44	272
	HS	0	0	1	0		14	611	76	1	2	704	549	85	53	56	424
	Total	3	2	1	0	6	21	2,210	183	7	2	2,423	1,940	236	210	223	1,251
CENTER POINT ISD	Elem	1	0	0	0		5	103	155	0	1	264	176	35	45	46	96
	MS	0	1	0	0		3	35	88	0	2	128	83	18	7	7	66
	HS	0	0	2	0		0	59	111	0	1	171	81	26	4	4	87
	Total	1	1	2	0	4	8	197	354	0	4	563	340	79	56	57	249
CHARLOTTE ISD	Elem	1	0	0	0		0	226	38	0	0	264	205	15	17	19	135
	MS	0	2	0	0		0	96	23	0	0	119	80	16	3	3	53
	HS	0	0	2	0		0	114	21	0	0	135	84	24	1	2	81
	Total	1	2	2	0	5	0	436	82	0	0	518	369	55	21	24	269
Non-Charter District Total	Elem	71	0	0	0		814	8,004	10,132	155	53	19,158	10,969	2,405	1,165	1,200	6,575
	MS	0	30	0	0		277	2,805	4,073	47	21	7,223	3,436	1,069	223	239	3,025
	HS	0	0	58	0		505	4,598	7,074	83	30	12,290	4,873	1,664	263	294	5,707
	El/Sec	0	0	0	16		48	681	1,688	16	9	2,442	1,262	361	35	35	1,061
	Total	71	30	58	16	175	1,644	16,088	22,967	301	113	41,113	20,540	5,499	1,686	1,768	16,368

School Listings in the Proximal Zone of Professional Impact

2006

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
BALLINGER ISD	200901001	BALLINGER H S	High	315
BALLINGER ISD	200901041	BALLINGER J H	Middle	237
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	Elem	460
BLACKWELL CISD	177903001	BLACKWELL SCHOOL	El/Sec	131
BRADY ISD	160901001	BRADY H S	High	401
BRADY ISD	160901041	BRADY MIDDLE SCHOOL	Middle	283
BRADY ISD	160901101	BRADY EL	Elem	475
BRADY ISD	160901103	NORTH WARD PRI	Elem	170
BRONTE ISD	41901001	BRONTE H S	High	152
BRONTE ISD	41901003	FAIRVIEW ACCELERATED	High	2
BRONTE ISD	41901005	FAIRVIEW DAEP	High	1
BRONTE ISD	41901002	JUVENILE DETENT CTR	High	175
BRONTE ISD	41901101	BRONTE EL	Elem	196
CHRISTOVAL ISD	226901005	FAIRVIEW DAEP	High	3
CHRISTOVAL ISD	226901195	FAIRVIEW SPECIAL PROGRAMS	High	2
CHRISTOVAL ISD	226901001	CHRISTOVAL H S	High	224
CHRISTOVAL ISD	226901006	FAIRVIEW VT	Middle	1
CHRISTOVAL ISD	226901199	SAN ANGELO SPECIAL PROGS	Middle	1
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	Elem	143
CHRISTOVAL ISD	226901102	VERIBEST PPCD	Elem	3
CHRISTOVAL ISD	226901180	WALL SP PROG (FLC/BAC)	Elem	2
COAHOMA ISD	114902001	COAHOMA H S	High	238
COAHOMA ISD	114902041	COAHOMA J H	Middle	133
COAHOMA ISD	114902101	COAHOMA EL	Elem	388

School Enrollment in the Proximal Zone of Professional Impact
30 Largest High Schools
2006

Angelo State University

District Name	Campus Code	Campus Name	School Size	Teacher FTEs
SAN ANGELO ISD	226903001	CENTRAL HIGH SCHOOL	2,213	140.3
SAN ANGELO ISD	226903002	LAKE VIEW HIGH SCHOOL	1,254	84.0
WYLIE ISD	221912001	WYLIE HIGH SCHOOL	916	59.3
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	806	54.1
SWEETWATER ISD	177902001	SWEETWATER HIGH SCHOOL	570	50.9
MERKEL ISD	221904001	MERKEL HIGH SCHOOL	408	38.4
BRADY ISD	160901001	BRADY HIGH SCHOOL	401	36.2
GRAPE CREEK ISD	226907001	GRAPE CREEK HIGH SCHOOL	363	30.0
JIM NED CISD	221911001	JIM NED HIGH SCHOOL	331	26.9
WALL ISD	226906001	WALL HIGH SCHOOL	321	27.7
BALLINGER ISD	200901001	BALLINGER HIGH SCHOOL	315	29.8
SONORA ISD	218901001	SONORA HIGH SCHOOL	303	30.6
COLEMAN ISD	42901001	COLEMAN HIGH SCHOOL	303	27.8
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	270	28.4
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HIGH SCHOOL	242	27.5
CROCKETT COUNTY CONSOLIDATED CSI	53001001	OZONA HIGH SCHOOL	240	24.7
COAHOMA ISD	114902001	COAHOMA HIGH SCHOOL	238	26.0
JUNCTION ISD	134901001	JUNCTION HIGH SCHOOL	216	22.4
MILES ISD	200902001	MILES HIGH SCHOOL	213	23.7
MASON ISD	157901001	MASON HIGH SCHOOL	199	21.8
IRION COUNTY ISD	118902001	IRION HIGH SCHOOL	192	15.8
WINTERS ISD	200904001	WINTERS HIGH SCHOOL	191	17.4
SCHLEICHER ISD	207901001	ELDORADO HIGH SCHOOL	184	21.0
BRONTE ISD	41901002	JUVENILE DETENT CTR	175	10.4
ROSCOE ISD	177901001	ROSCOE HIGH SCHOOL	169	14.0
BRONTE ISD	41901001	BRONTE HIGH SCHOOL	152	17.6
WATER VALLEY ISD	226905001	WATER VALLEY HIGH SCHOOL	142	17.4
EDEN CISD	48901001	EDEN HIGH SCHOOL	138	14.8
ROBERT LEE ISD	41902001	ROBERT LEE HIGH SCHOOL	134	16.9
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY HIGH SCHOOL	130	14.1

School Enrollment in the Proximal Zone of Professional Impact
30 Largest Middle Schools
2006

Angelo State University

District Name	Campus Code	Campus Name	School Size	Teacher FTEs
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	1,002	64.0
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	827	51.1
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	751	48.5
WYLIE ISD	221912041	WYLIE JUNIOR HIGH SCHOOL	517	30.6
SWEETWATER ISD	177902041	SWEETWATER MIDDLE SCHOOL	487	49.6
WYLIE ISD	221912104	WYLIE MIDDLE SCHOOL	451	25.0
MERKEL ISD	221904041	MERKEL MIDDLE SCHOOL	277	25.3
SONORA ISD	218901041	SONORA JUNIOR HIGH SCHOOL	275	26.6
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE SCHOOL	273	22.2
WALL ISD	226906041	WALL MIDDLE SCHOOL	243	23.4
JIM NED CISD	221911041	JIM NED MIDDLE SCHOOL	238	18.6
BALLINGER ISD	200901041	BALLINGER JUNIOR HIGH SCHOOL	237	23.9
COLEMAN ISD	42901041	COLEMAN JUNIOR HIGH SCHOOL	224	20.4
COLORADO ISD	168901041	COLORADO MIDDLE SCHOOL	217	27.9
CROCKETT COUNTY CONSOLIDATED CS	53001041	OZONA MIDDLE SCHOOL	174	18.7
SCHLEICHER ISD	207901041	ELDORADO MIDDLE SCHOOL	166	15.0
MASON ISD	157901041	MASON JUNIOR HIGH SCHOOL	165	12.8
JUNCTION ISD	134901041	JUNCTION MIDDLE SCHOOL	164	16.8
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE SCHOOL	148	16.3
COAHOMA ISD	114902041	COAHOMA JUNIOR HIGH SCHOOL	133	12.7
WINTERS ISD	200904041	WINTERS JUNIOR HIGH SCHOOL	104	9.5
MENARD ISD	164901041	MENARD JUNIOR HIGH SCHOOL	83	7.5
STERLING CITY ISD	216901041	STERLING CITY JUNIOR HIGH SCHOOL	59	6.5
WATER VALLEY ISD	226905180	WALL SPECIAL PROGRAMS	2	.
STERLING CITY ISD	216901195	FAIRVIEW SPECIAL PROGRAMS	1	.
NOVICE ISD	42906101	EARLY HIGH SCHOOL	1	.
CHRISTOVAL ISD	226901199	SAN ANGELO SPECIAL PROGS	1	.
CHRISTOVAL ISD	226901006	FAIRVIEW VT	1	.
WALL ISD	226906195	C B P	1	2.0
VERIBEST ISD	226908195	FAIRVIEW SPECIAL PROGRAMS	1	.

School Enrollment in the Proximal Zone of Professional Impact
30 Largest Elementary Schools
2006

Angelo State University

District Name	Campus Code	Campus Name	School Size	Teacher FTEs
SAN ANGELO ISD	226903123	LAMAR ELEMENTARY SCHOOL	680	40.7
SAN ANGELO ISD	226903122	BONHAM ELEMENTARY SCHOOL	586	34.3
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY SCHOOL	557	40.7
SAN ANGELO ISD	226903113	GOLIAD ELEMENTARY SCHOOL	547	32.3
SAN ANGELO ISD	226903105	BOWIE ELEMENTARY SCHOOL	547	31.1
SAN ANGELO ISD	226903102	AUSTIN ELEMENTARY SCHOOL	536	34.1
COLEMAN ISD	42901102	COLEMAN ELEMENTARY SCHOOL	487	37.0
SAN ANGELO ISD	226903108	CROCKETT ELEMENTARY SCHOOL	481	32.2
BRADY ISD	160901101	BRADY ELEMENTARY SCHOOL	475	40.7
SAN ANGELO ISD	226903120	SANTA RITA ELEMENTARY SCHOOL	463	26.3
BALLINGER ISD	200901101	BALLINGER ELEMENTARY SCHOOL	460	36.0
SAN ANGELO ISD	226903119	SAN JACINTO ELEMENTARY SCHOOL	449	31.1
SAN ANGELO ISD	226903106	BRADFORD ELEMENTARY SCHOOL	446	31.2
SONORA ISD	218901101	SONORA ELEMENTARY SCHOOL	431	31.2
WYLIE ISD	221912103	WYLIE INT	429	26.9
WYLIE ISD	221912101	WYLIE ELEMENTARY SCHOOL	424	28.7
SAN ANGELO ISD	226903116	REAGAN ELEMENTARY SCHOOL	412	32.4
SAN ANGELO ISD	226903110	FANNIN ELEMENTARY SCHOOL	398	26.2
SAN ANGELO ISD	226903112	GLENMORE ELEMENTARY SCHOOL	394	26.3
COAHOMA ISD	114902101	COAHOMA ELEMENTARY SCHOOL	388	28.9
SAN ANGELO ISD	226903103	BELAIRE ELEMENTARY SCHOOL	375	27.2
WALL ISD	226906101	WALL ELEMENTARY SCHOOL	369	31.6
WINTERS ISD	200904101	WINTERS ELEMENTARY SCHOOL	362	27.3
SWEETWATER ISD	177902105	SOUTHEAST ELEMENTARY SCHOOL	361	25.8
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY SCHOOL	347	27.2
SAN ANGELO ISD	226903101	ALTA LOMA ELEMENTARY SCHOOL	343	25.1
SAN ANGELO ISD	226903115	MCGILL ELEMENTARY SCHOOL	340	22.2
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	339	24.2
SWEETWATER ISD	177902102	EAST RIDGE ELEMENTARY SCHOOL	336	24.7
FORSAN ISD	114904101	ELBOW ELEMENTARY SCHOOL	330	23.0

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

2006

Angelo State University

District Name	Campus Code	Campus Name	No. Sch FTEs[2]	No. Univ FTEs[3]	% Univ FTEs[4]
WALL ISD	226906201	SPECIAL ED CAMPUS	0.3	0.3	100.0%
WALL ISD	226906002	FAIRVIEW ACCELERATED	4.7	3.5	75.0%
VERIBEST ISD	226908001	VERIBEST H S	10.1	4.8	47.0%
WATER VALLEY ISD	226905001	WATER VALLEY H S	17.1	6.6	38.0%
STERLING CITY ISD	216901001	STERLING CITY H S	12.7	4.7	37.0%
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	29.5	10.3	35.0%
BRONTE ISD	41901002	JUVENILE DETENT CTR	10.4	3.4	33.0%
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	54.1	16.6	31.0%
EDEN CISD	48901001	EDEN H S	14.6	4.5	31.0%
SAN ANGELO ISD	226903002	LAKE VIEW H S	84.0	25.6	30.0%
MILES ISD	200902001	MILES H S	23.5	7.0	30.0%
WALL ISD	226906001	WALL H S	27.4	8.1	30.0%
SAN ANGELO ISD	226903001	CENTRAL H S	140.3	41.3	29.0%
IRION COUNTY ISD	118902001	IRION H S	15.3	4.0	26.0%
MENARD ISD	164901001	MENARD H S	13.6	3.4	25.0%
CROCKETT CO CONSOLIDATED CSD	53001001	OZONA H S	24.1	5.6	23.0%
BRADY ISD	160901001	BRADY H S	35.6	8.0	22.0%
COAHOMA ISD	114902001	COAHOMA H S	25.8	5.0	19.0%
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	27.9	5.1	18.0%
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	26.4	4.0	15.0%
SCHLEICHER ISD	207901001	ELDORADO H S	20.8	3.1	15.0%
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	13.8	2.0	15.0%
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	14.1	2.0	14.0%
JUNCTION ISD	134901001	JUNCTION H S	22.4	3.1	14.0%
BALLINGER ISD	200901001	BALLINGER H S	29.8	3.4	11.0%
SWEETWATER ISD	177902001	SWEETWATER H S	50.4	4.6	9.0%
MASON ISD	157901001	MASON H S	21.7	2.0	9.0%
WINTERS ISD	200904001	WINTERS H S	17.0	1.5	9.0%
COLEMAN ISD	42901001	COLEMAN H S	27.3	2.4	9.0%
ROSCOE ISD	177901001	ROSCOE H S	13.9	1.0	7.0%

[1]Listing includes both charter and public schools.

[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 (1994-2006).

[4]Percent of University FTEs employed by the school (1994-2006).

Source Data:
AEIS, TEA

Concentration of University Program Completers in Middle Schools in the Proximal Zone of Professional Impact[1]
2006

Angelo State University

District Name	Campus Code	Campus Name	No. Sch FTEs[2]	No. Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	48.4	28.0	58.0%
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	22.2	10.4	47.0%
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	64.0	29.4	46.0%
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	51.1	21.2	42.0%
MENARD ISD	164901041	MENARD J H	7.5	2.4	32.0%
WINTERS ISD	200904041	WINTERS J H	9.5	2.5	26.0%
WALL ISD	226906041	WALL MIDDLE	23.4	5.6	24.0%
COAHOMA ISD	114902041	COAHOMA J H	12.7	3.0	24.0%
COLORADO ISD	168901041	COLORADO MIDDLE	27.9	6.5	23.0%
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	15.0	3.2	21.0%
BALLINGER ISD	200901041	BALLINGER J H	23.9	4.5	19.0%
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	16.3	3.0	18.0%
COLEMAN ISD	42901041	COLEMAN J H	20.4	2.6	13.0%
MASON ISD	157901041	MASON J H	12.8	1.5	12.0%
SONORA ISD	218901041	SONORA J H	26.6	2.0	8.0%
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	49.6	3.4	7.0%
CROCKETT CO CONSOLIDATED CSD	53001041	OZONA MIDDLE	18.7	1.2	7.0%
WYLIE ISD	221912104	WYLIE MIDDLE	25.0	1.0	4.0%
MERKEL ISD	221904041	MERKEL MIDDLE	25.3	0.7	3.0%
STERLING CITY ISD	216901041	STERLING CITY J H	6.4	0.2	3.0%
JUNCTION ISD	134901041	JUNCTION MIDDLE	16.8	0.4	2.0%
JIM NED CISD	221911041	JIM NED MIDDLE	18.6	0.4	2.0%
WYLIE ISD	221912041	WYLIE J H	30.6	0.0	0.0%
WALL ISD	226906195	C B P	2.0	0.0	0.0%
WALL ISD	226906201	SPECIAL ED CAMPUS	0.3	0.3	100.0%
WALL ISD	226906002	FAIRVIEW ACCELERATED	4.7	3.5	75.0%

[1]Listing includes both charter and public schools.

[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 (1994-2006).

[4]Percent of University FTEs employed by the school (1994-2006).

Concentration of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
2006

Angelo State University

District Name	Campus Code	Campus Name	No. Sch FTEs[2]	No. Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903119	SAN JACINTO EL	31.1	18.9	61.0%
SAN ANGELO ISD	226903114	HOLIMAN EL	20.2	11.9	59.0%
SAN ANGELO ISD	226903106	BRADFORD EL	31.2	17.9	58.0%
SAN ANGELO ISD	226903103	BELAIRE EL	27.2	15.0	55.0%
SAN ANGELO ISD	226903105	BOWIE EL	31.1	16.6	54.0%
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	40.7	20.3	50.0%
SAN ANGELO ISD	226903115	MCGILL EL	22.2	11.0	49.0%
SAN ANGELO ISD	226903113	GOLIAD EL	32.3	15.0	46.0%
SAN ANGELO ISD	226903116	REAGAN EL	32.4	15.0	46.0%
SAN ANGELO ISD	226903111	FT CONCHO EL	26.2	12.0	46.0%
SAN ANGELO ISD	226903101	ALTA LOMA EL	25.1	11.0	44.0%
OLFEN ISD	200906101	OLFEN EL	8.3	3.0	36.0%
VERIBEST ISD	226908101	VERIBEST EL	16.0	5.7	35.0%
SAN ANGELO ISD	226903102	AUSTIN EL	34.1	11.0	32.0%
SAN ANGELO ISD	226903108	CROCKETT EL	32.2	10.0	31.0%
SAN ANGELO ISD	226903112	GLENMORE EL	26.3	8.0	30.0%
COAHOMA ISD	114902101	COAHOMA EL	28.9	8.0	28.0%
SAN ANGELO ISD	226903123	LAMAR ELEMENTARY	40.7	11.0	27.0%
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	8.0	2.2	27.0%
SAN ANGELO ISD	226903110	FANNIN EL	26.2	7.0	27.0%
SAN ANGELO ISD	226903120	SANTA RITA EL	26.3	7.0	27.0%
CROCKETT CO CONSOLIDATED CSD	53001102	OZONA PRIMARY	15.1	4.0	26.0%
MILES ISD	200902101	MILES EL	19.2	5.0	26.0%
STERLING CITY ISD	216901101	STERLING CITY EL	7.8	2.0	26.0%
SCHLEICHER ISD	207901101	ELDORADO EL	19.5	4.7	24.0%
SAN ANGELO ISD	226903122	BONHAM EL	34.3	8.0	23.0%
SONORA ISD	218901101	SONORA EL	31.2	7.0	22.0%
WINTERS ISD	200904101	WINTERS EL	27.3	6.1	22.0%
WALL ISD	226906101	WALL EL	31.6	7.0	22.0%
EDEN CISD	48901101	EDEN EL	13.6	3.0	22.0%

[1]Listing includes both charter and public schools.

[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 (1994-2006).

[4]Percent of University FTEs employed by the school (1994-2006).

B. EDUCATIONAL TREND REPORTS ON SCHOOLS IN THE PROXIMAL ZONE OF PROFESSIONAL IMPACT

Achievement Trends

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

Section B describes the trends within the PZPI for student enrollment and student achievement from 2003 to 2006. 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 analysis describes the trends in student enrollment within the PZPI from 2003 to 2006. The data is 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 over the same time period.

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 Reading. These analyses provide trend data on the percentage of students passing the Reading/English Language Arts and Mathematics Texas Assessment of Knowledge and Skills (TAKS) at all grade levels from 2003 to 2006. The percent of students passing these exams each year are provided, as well as the change in pass rates over time. The analyses supply information by student racial/ethnic subpopulations as well as for economically disadvantaged students. The data compare the pass rates of two school groups: schools within the PZPI and schools that are not in the PZPI.

B.2.c: Variability of TAKS Achievement Rates by Ethnicity. These analyses provide information about the percentage of subpopulations of students at each school level passing ALL TAKS for both the Mathematics and Reading/English Language Arts from 2003 to 2006. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

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

The first six analyses show results for mathematics. Analyses include the district and school names, the campus codes, the percentage of all students passing the Mathematics TAKS or Reading/English Language Arts TAKS, as well as the percentage of economically disadvantaged students and the percentage of minority students in the school (African American, Hispanic, and Native American students).

The rankings for highest performing schools for mathematics include the results on the Mathematics TAKS first and then show scores in descending order. The rankings for lowest

performing schools for mathematics rank the lowest school first and then show scores in ascending order The Reading/English Language Arts TAKS results are included to show the relationship between Mathematics and Reading/English Language Arts performance.

The last six analyses show results for Reading/English Language Arts TAKS. The rankings for highest performing schools for Reading/English Language Arts include the results on the Reading/English Language Arts TAKS first and then rank schools in descending order. The rankings for lowest performing schools for Reading/English Language Arts include the results on the Reading/English Language Arts TAKS first and in ascending order.

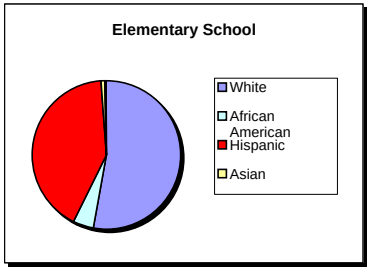
Student Enrollment Trends in Proximal Zone of Professional Impact
2003-2006

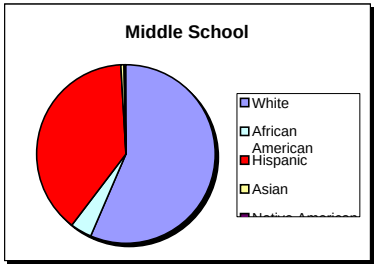
Angelo State University

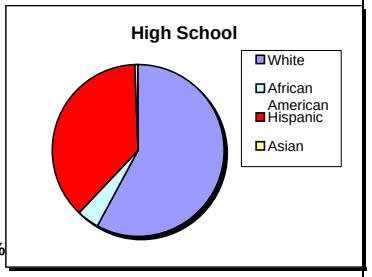
Headcount - Fall	Elementary				Middle				High School				Both Elem./Second.				Total					
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006	Net change	Percentage Change
Total	**19,392**	**19,345**	**19,091**	**19,158**	**8,273**	**8,245**	**8,014**	**7,223**	**11,999**	**11,871**	**11,705**	**12,290**	**2,607**	**2,512**	**2,505**	**2,518**	**42,271**	**41,973**	**41,569**	**41,189**	**(1,082)**	**-2.6%**
White	10,567	10,387	10,228	10,132	4,720	4,666	4,488	4,073	7,137	6,962	6,799	7,074	1,803	1,713	1,697	1,701	24,227	23,728	23,371	22,980	(1,247)	-5.1%
African American	813	798	778	814	335	351	326	277	507	500	481	505	36	43	53	49	1,691	1,692	1,658	1,645	(46)	-2.7%
Hispanic	7,845	7,988	7,892	8,004	3,151	3,154	3,118	2,805	4,267	4,325	4,331	4,598	752	739	735	743	16,015	16,206	16,172	16,150	135	0.8%
Asian	132	127	144	155	54	59	60	47	69	62	67	83	10	11	13	16	265	259	267	301	36	13.6%
Native American	35	45	49	53	13	15	22	21	19	22	27	30	6	6	7	9	73	88	101	113	40	54.8%
Other																						
Eco. Disadv.	10,696	10,899	10,810	10,969	3,573	3,635	3,637	3,436	4,335	4,558	4,809	4,873	1,316	1,257	1,251	1,307	19,920	20,349	20,507	20,585	665	3.3%
Special Ed.	2,625	2,634	2,600	2,405	1,135	1,075	1,067	1,069	1,742	1,681	1,674	1,664	403	394	404	375	5,905	5,784	5,745	5,513	(392)	-6.6%
Bilingual	1,355	1,343	1,291	1,165	155	192	225	223	215	230	251	263	92	82	84	67	1,817	1,847	1,851	1,718	(99)	-5.4%
LEP	1,286	1,287	1,240	1,200	186	223	243	239	246	264	288	294	93	84	85	67	1,811	1,858	1,856	1,800	(11)	-0.6%
At-Risk	0	0	6,296	6,575	0	0	3,075	3,025	0	0	5,092	5,707	0	0	1,019	1,127	n/a	n/a	15,482	16,434	n/a	n/a

Ethnic Comparisons by Level 2006

Ethnicity	Elementary School	%	Middle School	%	High School	%
White	10,132	52.9%	4,073	56.4%	7,074	57.6%
African American	814	4.2%	277	3.8%	505	4.1%
Hispanic	8,004	41.8%	2,805	38.8%	4,598	37.4%
Asian	155	0.8%	47	0.7%	83	0.7%
Native American	53	0.3%	21	0.3%	30	0.2%
Total	**19,158**	**100.0%**	**7,223**	**100.0%**	**12,290**	**100.0%**

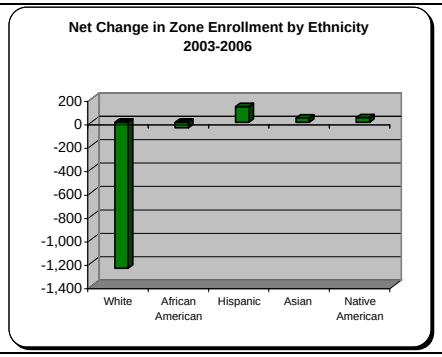




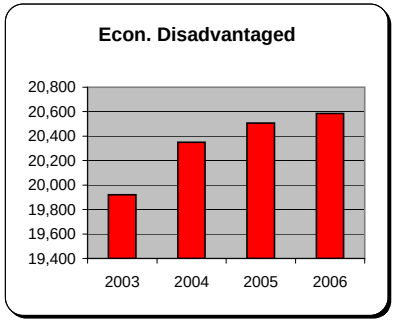


Other Trends and Distributions

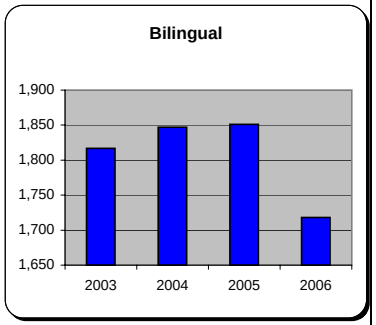
Ethnicity	Net Change 2003 - 2006
White	-1,247
African American	-46
Hispanic	135
Asian	36
Native American	40
Total	**-1,082**



Eco. Disadvantaged	
Amount	Year
19,920	2003
20,349	2004
20,507	2005
20,585	2006
3-Yr. Change	**3.3%**



Bilingual	
Amount	Year
1,817	2003
1,847	2004
1,851	2005
1,718	2006
3-Yr. Change	**-5.4%**



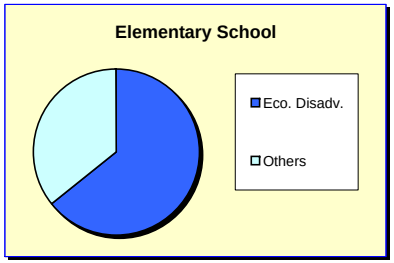
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

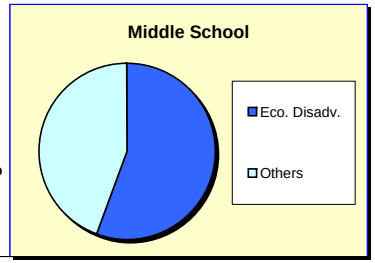
2003-2006

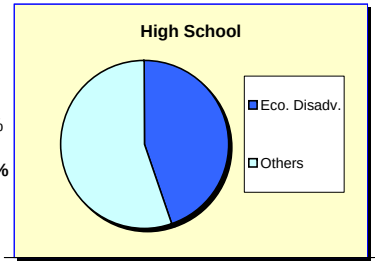
Angelo State University

Economically Disadvantaged

Ethnicity	Elementary School	%	Middle School	%	High School	%
Eco. Disadv.	10,969	2.4%	3,436	1.7%	4,873	2.0%
Others	441,541	97.6%	202,234	98.3%	238,115	98.0%
Total	**452,510**	**100.0%**	**205,670**	**100.0%**	**242,988**	**100.0%**

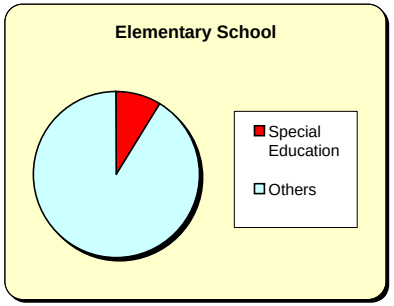


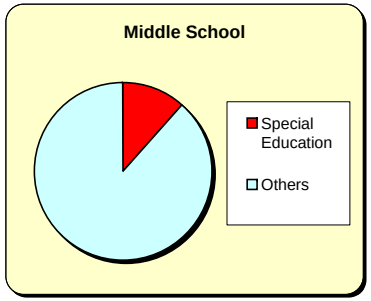


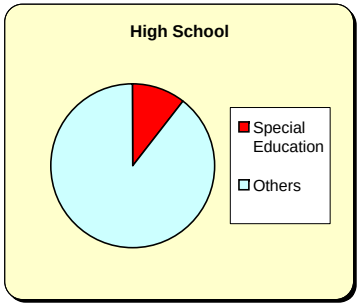


Special Education

Ethnicity	Elementary School		Middle School	%	High School	%
Special Education	2,405	0.5%	1,069	0.5%	1,664	0.7%
Others	450,105	99.5%	204,601	99.5%	241,324	99.3%
Total	**452,510**	**100.0%**	**205,670**	**100.0%**	**242,988**	**100.0%**







Student Achievement in the Proximal Zone of Professional Impact

Percentage Passing Mathematics TAKS

2003-2006

Angelo State University

School	All Students					African American Students					Hispanic Students				
Level	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**
Districts in University's Proximal Zone of Professional Impact															
Elem	74.7	82.5	87.2	88.9	**14.2**	54.6	71.5	82.0	84.2	**29.5**	67.6	75.3	81.9	83.9	**16.3**
Middle	57.6	65.3	70.2	74.6	**17.0**	32.0	53.8	65.1	60.9	**28.8**	44.8	51.6	58.7	67.2	**22.3**
High	49.7	61.0	68.7	72.8	**23.1**	24.6	34.4	41.8	44.5	**19.8**	35.5	48.0	58.1	62.8	**27.4**
El/Sec	54.2	62.2	67.2	71.9	**17.7**	25.0	37.0	40.0	50.0	**25.0**	41.3	50.9	51.1	61.6	**20.3**
Total	62.9	71.7	77.5	80.6	**17.7**	40.2	54.9	68.2	69.3	**29.2**	52.0	61.1	68.5	73.2	**21.2**
Other School Districts in State															
Elem	69.5	77.8	82.4	84.5	**15.0**	58.0	66.5	74.5	78.0	**20.0**	65.0	73.6	80.0	82.5	**17.6**
Middle	53.8	62.3	66.6	73.2	**19.3**	40.2	47.4	54.2	62.2	**22.0**	46.1	55.6	61.1	68.9	**22.8**
High	44.6	56.7	63.2	66.3	**21.7**	28.9	40.8	47.6	51.2	**22.3**	34.7	46.9	54.9	58.4	**23.8**
El/Sec	53.7	63.9	69.2	73.2	**19.6**	37.5	48.3	52.2	60.0	**22.5**	44.1	56.9	62.2	68.0	**23.9**
Total	61.4	70.6	75.5	78.8	**17.4**	48.4	57.2	64.9	69.5	**21.1**	55.2	64.8	71.4	75.3	**20.1**

School	White Students					Asian Students					Native American Students				
Level	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**
Districts in University's Proximal Zone of Professional Impact															
Elem	79.7	88.4	91.3	92.5	**12.8**	97.2	0.0	86.8	91.8	**-5.4**	0.0	0.0	0.0	0.0	**0.0**
Middle	65.7	74.1	77.6	82.0	**16.3**	96.9	81.0	92.0	100.0	**3.1**	0.0	0.0	0.0	0.0	**0.0**
High	58.9	69.3	75.8	79.1	**20.3**	91.7	84.0	87.3	80.0	**-11.7**	0.0	0.0	0.0	0.0	**0.0**
El/Sec	59.4	67.1	71.1	76.4	**16.9**	0.0	0.0	0.0	0.0	**0.0**	0.0	0.0	0.0	0.0	**0.0**
Total	69.5	78.4	82.8	85.5	**16.0**	96.0	82.8	88.9	92.2	**-3.7**	0.0	0.0	0.0	0.0	**0.0**
Other School Districts in State															
Elem	79.7	85.2	89.9	91.0	**11.3**	87.3	85.9	94.4	95.7	**8.5**	65.3	72.0	87.2	84.9	**19.6**
Middle	64.1	72.2	75.9	81.2	**17.0**	77.0	80.7	87.1	90.4	**13.4**	54.8	61.7	71.6	77.8	**23.0**
High	54.9	66.8	73.2	75.8	**20.9**	70.5	75.8	82.2	84.5	**14.0**	52.1	57.7	67.2	71.6	**19.5**
El/Sec	59.5	68.9	74.5	77.8	**18.2**	82.6	87.6	90.4	96.0	**13.4**	32.9	58.5	78.3	74.0	**41.2**
Total	70.8	78.2	83.2	85.5	**14.7**	81.2	81.8	90.1	92.2	**11.0**	55.4	61.2	72.5	76.3	**20.9**

School	Economically Disadvantaged Students									
Level	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**
	School Districts in Impact Zone					**Other School Districts in State**				
Elem	67.9	77.8	83.3	85.4	**17.5**	62.7	72.1	78.4	81.0	**18.3**
Middle	45.1	54.9	61.9	68.0	**22.9**	43.2	52.9	58.6	66.7	**23.4**
High	36.8	48.0	58.8	63.5	**26.7**	33.2	45.4	52.9	56.8	**23.6**
El/Sec	47.9	57.2	58.9	68.2	**20.3**	47.2	58.3	63.8	69.0	**21.8**
Total	53.5	63.8	70.8	75.0	**21.5**	52.9	63.1	69.5	73.6	**20.7**

Student Achievement Trends in the Proximal Zone of Professional Impact

Percentage Passing English Language Arts/Reading TAKS

2003-2006

Angelo State University

School	All Students					African American Students					Hispanic Students				
Level	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**
Districts in University's Proximal Zone of Professional Impact															
Elem	80.5	86.9	90.2	93.1	**12.5**	67.1	69.4	83.1	89.6	**22.5**	73.7	80.9	85.8	89.9	**16.2**
Middle	79.2	82.8	86.5	86.2	**7.0**	62.5	63.7	78.2	77.0	**14.5**	68.7	73.0	80.6	81.5	**12.8**
High	73.5	81.0	83.7	91.2	**17.7**	58.8	65.1	72.8	82.7	**23.9**	65.0	74.9	77.3	86.4	**21.5**
El/Sec	79.4	81.8	83.2	89.2	**9.8**	0.0	62.0	60.0	91.5	**91.5**	70.0	73.8	79.2	84.5	**14.5**
Total	78.3	84.2	87.2	91.0	**12.7**	64.0	66.4	78.9	85.8	**21.8**	70.1	77.1	82.0	86.9	**16.9**
Other School Districts in State															
Elem	75.4	82.7	86.6	89.2	**13.8**	67.9	75.6	82.9	86.0	**18.1**	70.9	77.8	84.3	87.2	**16.3**
Middle	73.6	79.4	83.6	84.8	**11.3**	63.7	71.3	79.1	80.4	**16.7**	66.8	73.3	79.0	80.9	**14.1**
High	69.6	78.5	80.3	88.5	**18.8**	59.4	70.5	74.4	85.1	**25.7**	62.0	71.0	75.2	84.3	**22.2**
El/Sec	77.3	80.9	84.2	88.5	**11.2**	63.3	68.1	74.1	81.5	**18.2**	64.8	71.5	77.9	83.6	**18.9**
Total	74.1	81.2	84.8	88.1	**14.0**	65.4	73.5	80.4	84.5	**19.1**	68.4	75.6	81.5	85.3	**16.9**

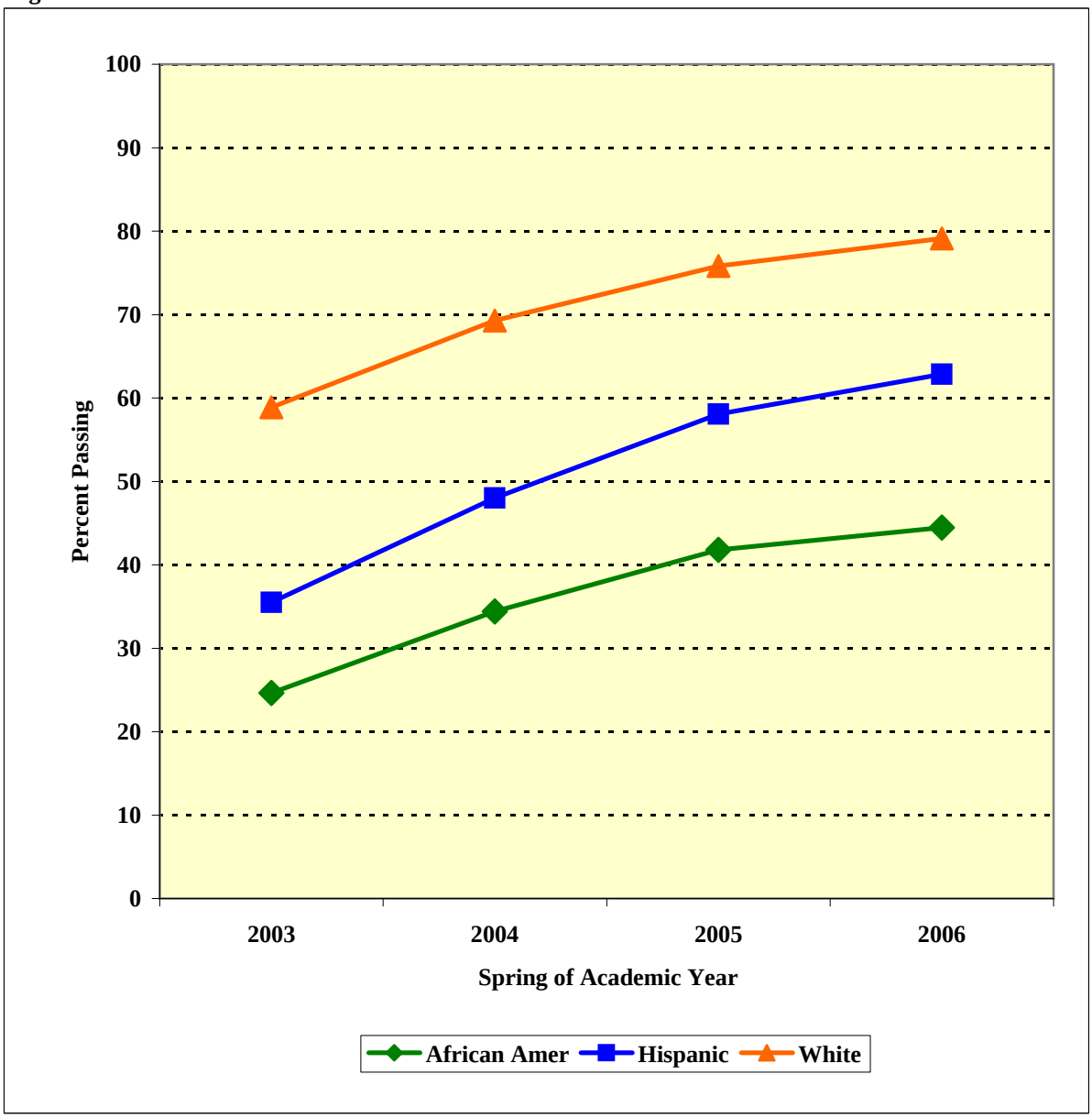
School	White Students					Asian Students					Native American Students				
Level	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**
Districts in University's Proximal Zone of Professional Impact															
Elem	84.8	91.3	94.0	96.0	**11.3**	0.0	0.0	0.0	0.0	**0.0**	100.0	0.0	91.4	100.0	**0.0**
Middle	86.2	89.6	91.4	91.0	**4.7**	0.0	0.0	0.0	0.0	**0.0**	95.3	90.7	100.0	100.0	**4.7**
High	79.3	85.6	87.2	94.2	**14.9**	0.0	0.0	0.0	0.0	**0.0**	0.0	80.5	89.7	95.7	**95.7**
El/Sec	82.5	83.8	85.1	90.9	**8.5**	0.0	0.0	0.0	0.0	**0.0**	0.0	0.0	0.0	0.0	**0.0**
Total	83.3	88.7	90.9	94.1	**10.8**	0.0	0.0	0.0	0.0	**0.0**	97.3	86.6	94.3	99.0	**1.7**
Other School Districts in State															
Elem	85.1	89.4	92.9	94.7	**9.7**	73.6	75.4	89.6	91.8	**18.2**	87.0	86.4	94.5	95.0	**8.0**
Middle	82.8	86.9	90.4	91.2	**8.4**	75.5	75.2	88.2	88.4	**12.9**	84.1	86.2	92.3	92.9	**8.8**
High	78.7	84.8	85.8	92.9	**14.2**	69.4	73.0	83.8	91.5	**22.1**	83.6	81.8	86.4	92.3	**8.7**
El/Sec	83.0	85.3	88.5	92.0	**9.0**	83.3	73.0	92.4	91.2	**7.9**	89.1	88.1	90.0	96.8	**7.7**
Total	83.3	87.8	90.9	93.5	**10.2**	73.5	74.2	86.4	90.5	**17.0**	85.7	85.3	92.3	93.9	**8.3**

School	Economically Disadvantaged Students									
Level	2003	2004	2005	2006	**Change**	2003	2004	2005	2006	**Change**
	School Districts in Impact Zone					**Other School Districts in State**				
Elem	74.6	82.3	86.7	90.8	**16.2**	69.2	77.7	83.4	86.5	**17.3**
Middle	69.6	74.2	81.3	80.4	**10.8**	64.5	72.1	78.1	79.9	**15.4**
High	62.8	73.1	77.5	87.0	**24.2**	61.4	71.1	74.3	84.4	**23.0**
El/Sec	73.0	77.6	79.8	86.7	**13.7**	71.5	76.3	80.0	85.5	**14.0**
Total	70.4	78.0	82.7	87.6	**17.2**	66.8	75.3	80.6	84.7	**17.8**

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2003-2006

High School Mathematics[1]
Angelo State University

Figure 1:



	2003	2004	2005	2006	Change
African Amer	24.6	34.4	41.8	44.5	**19.8**
Hispanic	35.5	48.0	58.1	62.8	**27.4**
White	58.9	69.3	75.8	79.1	**20.3**

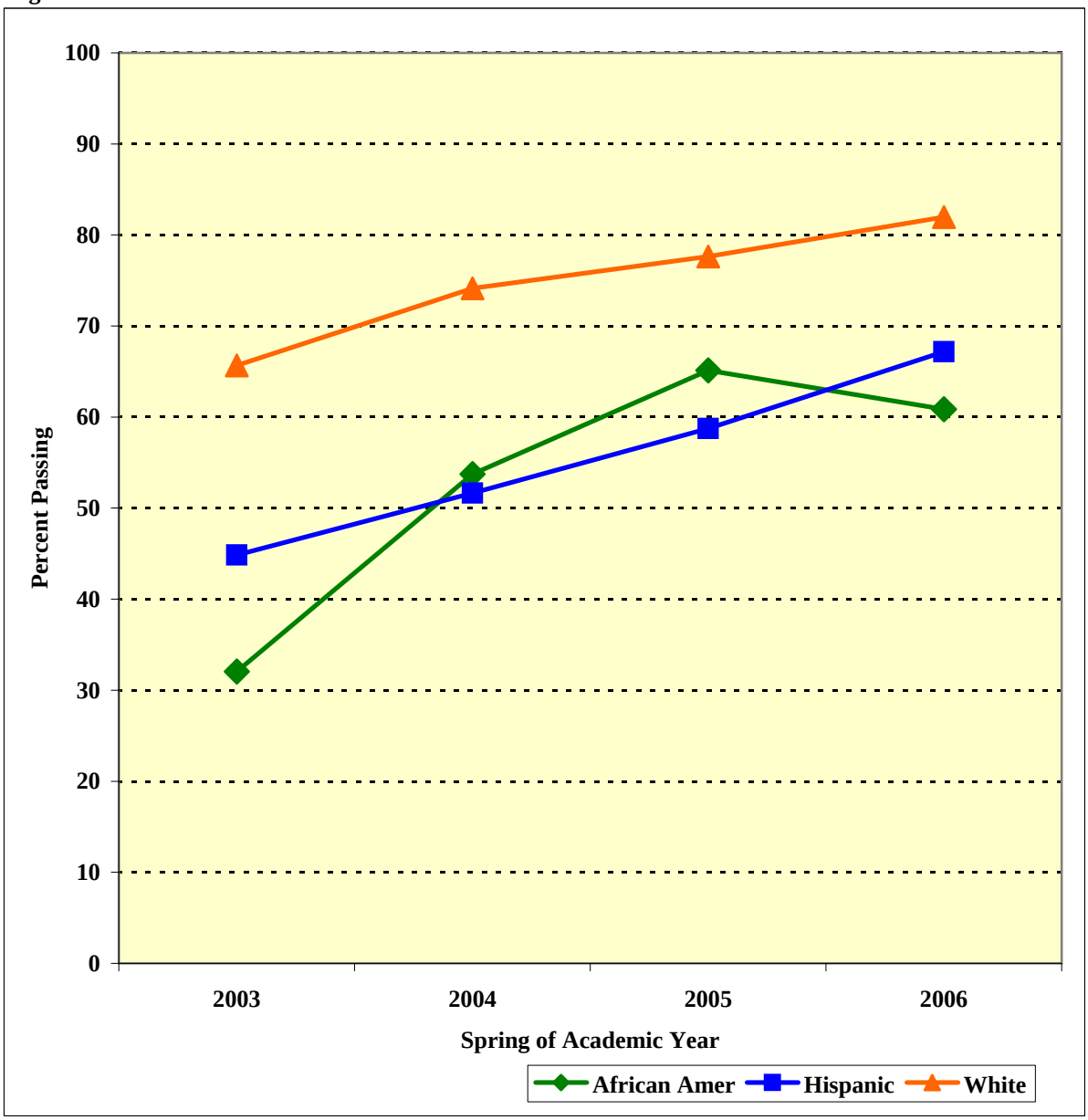
[1]Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2003-2006

Middle School Mathematics[1]

Angelo State University

Figure 2:

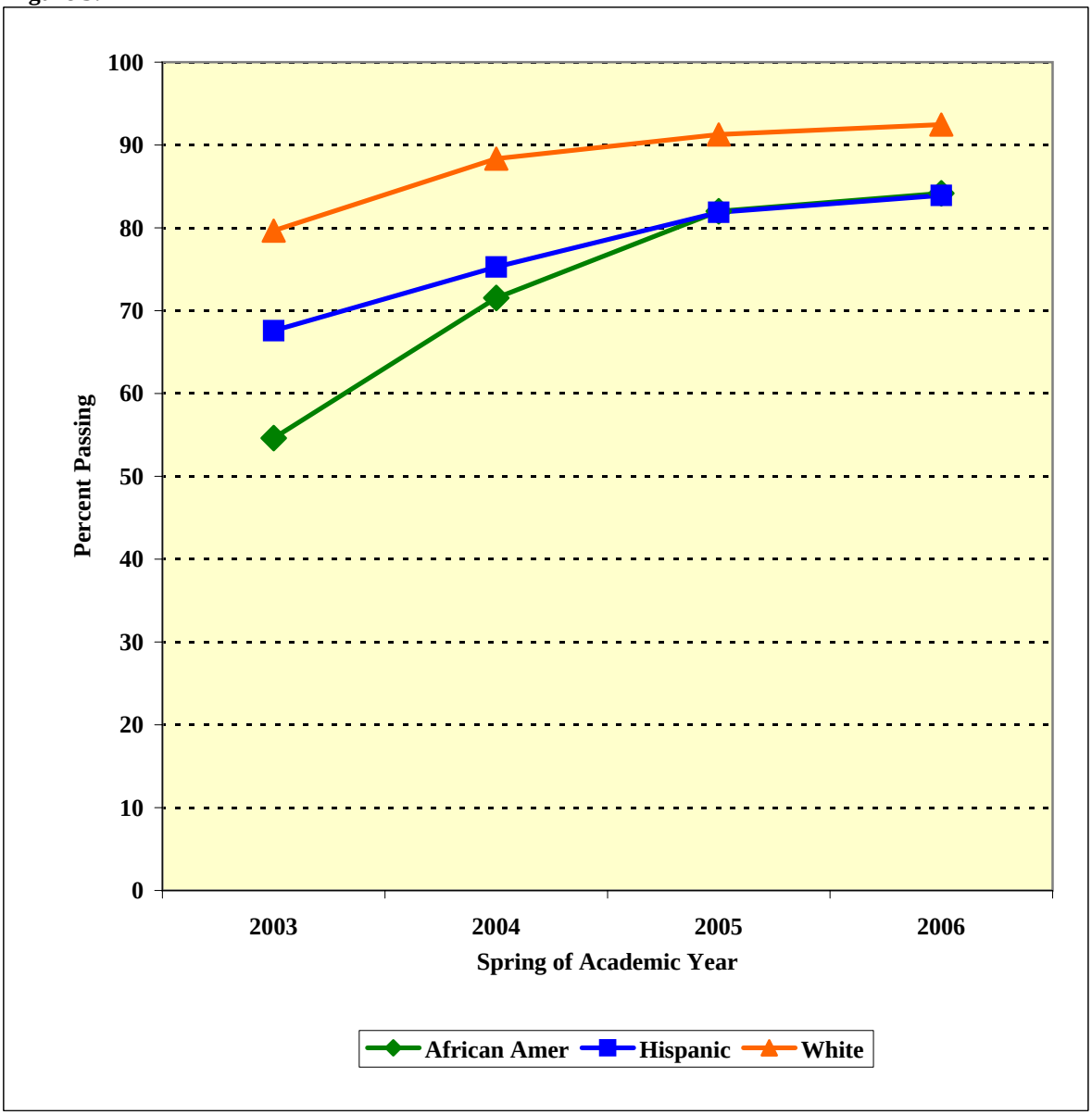


	2003	2004	2005	2006	Change
African Amer	32.0	53.8	65.1	60.9	**28.8**
Hispanic	44.8	51.6	58.7	67.2	**22.3**
White	65.7	74.1	77.6	82.0	**16.3**

[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
2003-2006
Elementary School Mathematics[1]
Angelo State University

Figure 3:

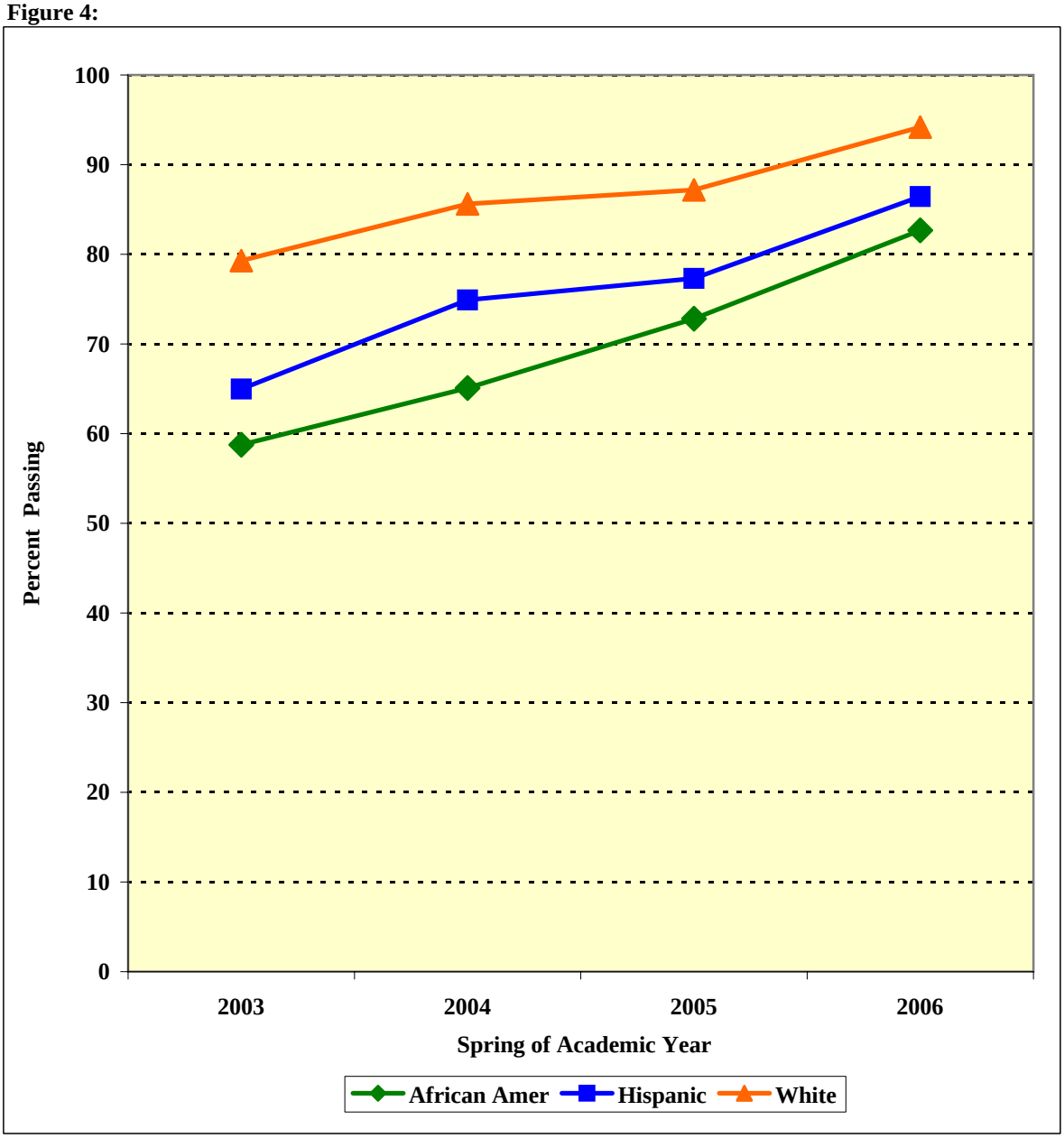


	2003	2004	2005	2006	Change
African Amer	54.6	71.5	82.0	84.2	**29.5**
Hispanic	67.6	75.3	81.9	83.9	**16.3**
White	79.7	88.4	91.3	92.5	**12.8**

[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 in TAKS Achievement Rates by Ethnicity
2003-2006
High School Reading[1]
Angelo State University

Figure 4:



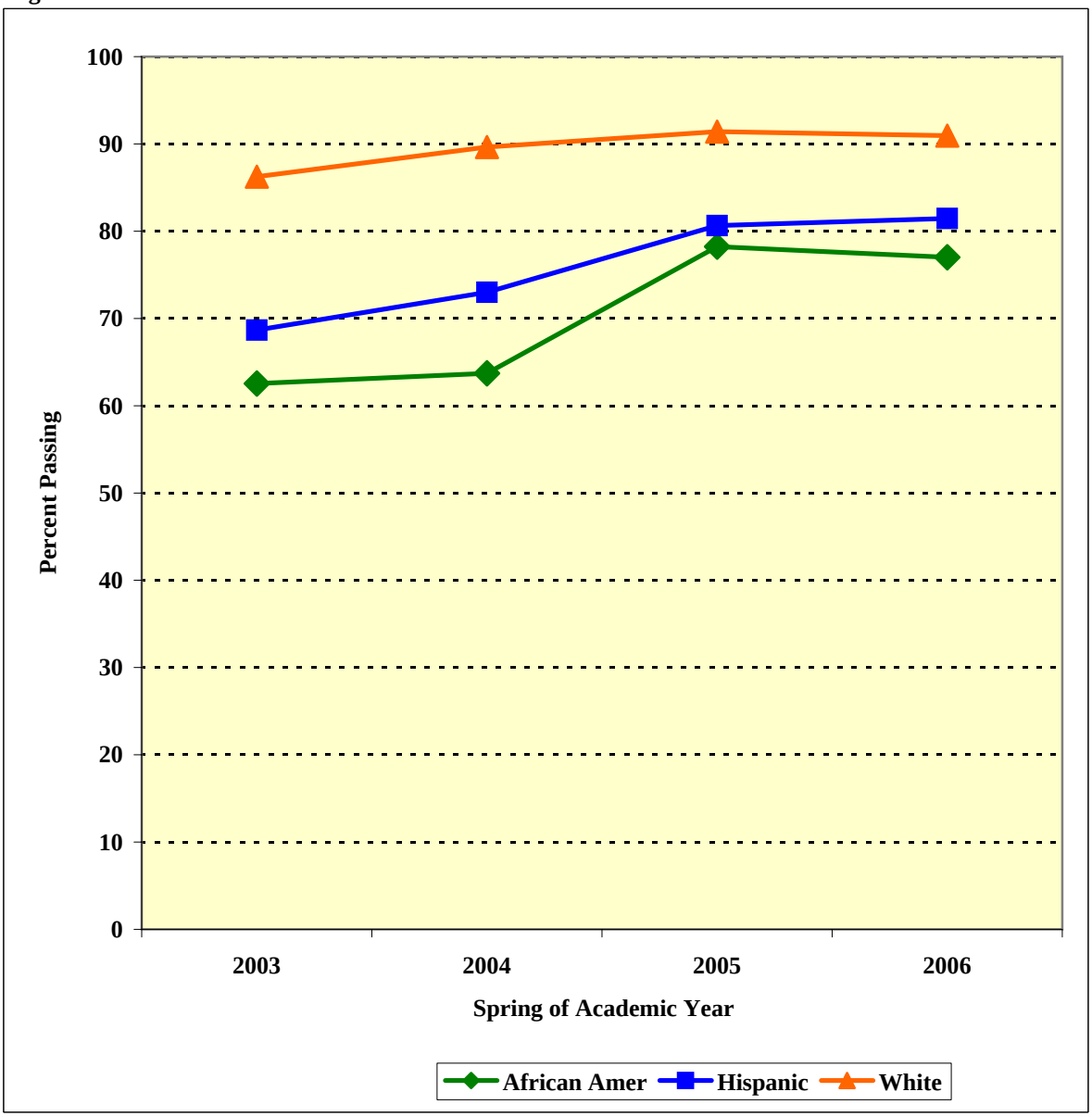
	2003	2004	2005	2006	Change
African Amer	58.8	65.1	72.8	82.7	**23.9**
Hispanic	65.0	74.9	77.3	86.4	**21.5**
White	79.3	85.6	87.2	94.2	**14.9**

[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 in TAKS Achievement Rates by Ethnicity
2003-2006

Middle School Reading[1]
Angelo State University

Figure 5:



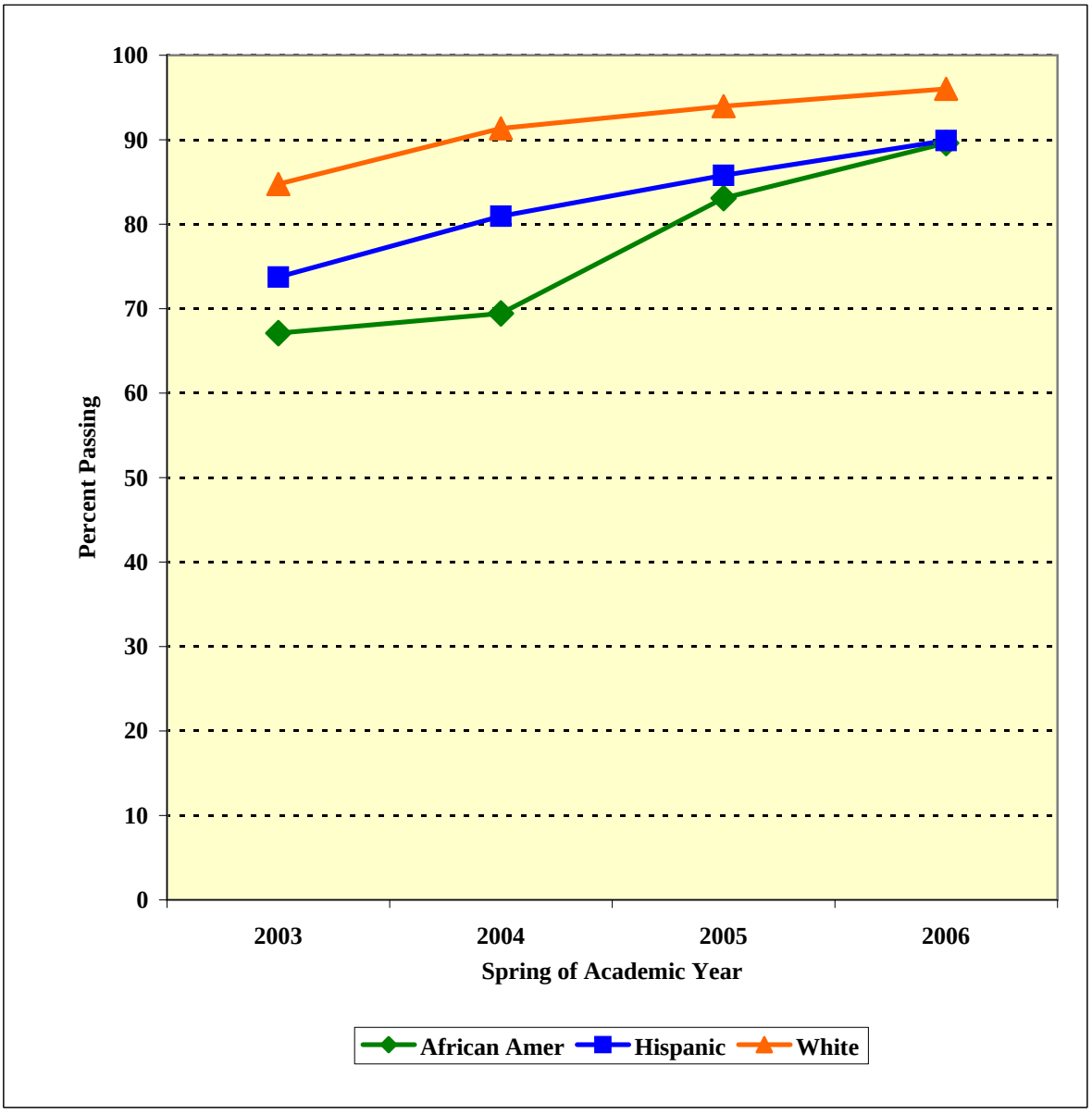
	2003	2004	2005	2006	Change
African Amer	62.5	63.7	78.2	77.0	**14.5**
Hispanic	68.7	73.0	80.6	81.5	**12.8**
White	86.2	89.6	91.4	91.0	**4.7**

[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
Variability in TAKS Achievement Rates by Ethnicity
2003-2006

Elementary School Reading[1]
Angelo State University

Figure 6:



	2003	2004	2005	2006	Change
African Amer	67.1	69.4	83.1	89.6	**22.5**
Hispanic	73.7	80.9	85.8	89.9	**16.2**
White	84.8	91.3	94.0	96.0	**11.3**

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

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving High Schools in Mathematics

2006

Angelo State University

Chart 1

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
MASON ISD	157901001	MASON HIGH SCHOOL	91.0	96.0	50.8	29.1
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY HIGH SCHOOL	90.0	95.0	40.0	28.5
WYLIE ISD	221912001	WYLIE HIGH SCHOOL	87.0	97.0	8.2	9.7
WALL ISD	226906001	WALL HIGH SCHOOL	86.0	97.0	21.2	17.4
IRION COUNTY ISD	118902001	IRION HIGH SCHOOL	83.0	96.0	44.3	32.8
ROBERT LEE ISD	41902001	ROBERT LEE HIGH SCHOOL	82.0	91.0	43.3	37.3
MILES ISD	200902001	MILES HIGH SCHOOL	82.0	95.0	42.7	36.2
STERLING CITY ISD	216901001	STERLING CITY HIGH SCHOOL	79.0	84.0	28.9	40.2
ROSCOE ISD	177901001	ROSCOE HIGH SCHOOL	78.0	94.0	58.6	55.6
BALLINGER ISD	200901001	BALLINGER HIGH SCHOOL	77.0	98.0	42.9	42.8
WATER VALLEY ISD	226905001	WATER VALLEY HIGH SCHOOL	76.0	90.0	43.7	20.4
JIM NED CISD	221911001	JIM NED HIGH SCHOOL	75.0	89.0	20.5	7.2
VERIBEST ISD	226908001	VERIBEST HIGH SCHOOL	74.0	86.0	50.7	46.8
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	74.0	93.0	38.5	48.9
EDEN CISD	48901001	EDEN HIGH SCHOOL	73.0	88.0	52.9	44.9
SONORA ISD	218901001	SONORA HIGH SCHOOL	73.0	88.0	30.4	63.7
SAN ANGELO ISD	226903001	CENTRAL HIGH SCHOOL	73.0	88.0	29.9	47.0
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HIGH SCHOOL	72.0	92.0	43.8	62.8
JUNCTION ISD	134901001	JUNCTION HIGH SCHOOL	72.0	88.0	40.7	30.1
CROCKETT CO CONSOLIDATED CSD	53001001	OZONA HIGH SCHOOL	72.0	91.0	34.2	60.4
WINTERS ISD	200904001	WINTERS HIGH SCHOOL	69.0	90.0	62.8	53.4
SWEETWATER ISD	177902001	SWEETWATER HIGH SCHOOL	69.0	94.0	40.4	45.3
COAHOMA ISD	114902001	COAHOMA HIGH SCHOOL	69.0	95.0	29.0	27.7
MENARD ISD	164901001	MENARD HIGH SCHOOL	68.0	100.0	59.7	64.7
GRAPE CREEK ISD	226907001	GRAPE CREEK HIGH SCHOOL	68.0	86.0	50.7	33.2
MERKEL ISD	221904001	MERKEL HIGH SCHOOL	67.0	89.0	41.7	17.1
BRADY ISD	160901001	BRADY HIGH SCHOOL	66.0	92.0	48.4	41.4
BRONTE ISD	41901001	BRONTE HIGH SCHOOL	66.0	91.0	40.1	21.1
SCHLEICHER ISD	207901001	ELDORADO HIGH SCHOOL	62.0	96.0	44.6	64.1
SAN ANGELO ISD	226903002	LAKE VIEW HIGH SCHOOL	61.0	83.0	57.7	61.2
		AVERAGE	**74.5**	**91.7**	**41.4**	**39.7**

Student Achievement Trends in Proximal Zone of Professional Impact

30 Lowest-Achieving High Schools in Mathematics

2006

Angelo State University

Chart 2

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
COLORADO ISD	168901003	WALLACE ACCELERATED HIGH SCHOOL	13.0	93.0	68.8	78.1
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	55.0	90.0	69.3	36.2
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	57.0	89.0	47.0	61.1
COLEMAN ISD	42901001	COLEMAN HIGH SCHOOL	59.0	81.0	40.3	29.4
SAN ANGELO ISD	226903002	LAKE VIEW HIGH SCHOOL	61.0	83.0	57.7	61.2
SCHLEICHER ISD	207901001	ELDORADO HIGH SCHOOL	62.0	96.0	44.6	64.1
BRADY ISD	160901001	BRADY HIGH SCHOOL	66.0	92.0	48.4	41.4
BRONTE ISD	41901001	BRONTE HIGH SCHOOL	66.0	91.0	40.1	21.1
MERKEL ISD	221904001	MERKEL HIGH SCHOOL	67.0	89.0	41.7	17.1
MENARD ISD	164901001	MENARD HIGH SCHOOL	68.0	100.0	59.7	64.7
GRAPE CREEK ISD	226907001	GRAPE CREEK HIGH SCHOOL	68.0	86.0	50.7	33.2
WINTERS ISD	200904001	WINTERS HIGH SCHOOL	69.0	90.0	62.8	53.4
SWEETWATER ISD	177902001	SWEETWATER HIGH SCHOOL	69.0	94.0	40.4	45.3
COAHOMA ISD	114902001	COAHOMA HIGH SCHOOL	69.0	95.0	29.0	27.7
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HIGH SCHOOL	72.0	92.0	43.8	62.8
JUNCTION ISD	134901001	JUNCTION HIGH SCHOOL	72.0	88.0	40.7	30.1
CROCKETT COUNTY CONSOLID CSD	53001001	OZONA HIGH SCHOOL	72.0	91.0	34.2	60.4
EDEN CISD	48901001	EDEN HIGH SCHOOL	73.0	88.0	52.9	44.9
SONORA ISD	218901001	SONORA HIGH SCHOOL	73.0	88.0	30.4	63.7
SAN ANGELO ISD	226903001	CENTRAL HIGH SCHOOL	73.0	88.0	29.9	47.0
VERIBEST ISD	226908001	VERIBEST HIGH SCHOOL	74.0	86.0	50.6	46.8
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	74.0	93.0	38.5	48.9
JIM NED CISD	221911001	JIM NED HIGH SCHOOL	75.0	89.0	20.5	7.2
WATER VALLEY ISD	226905001	WATER VALLEY HIGH SCHOOL	76.0	90.0	43.7	20.4
BALLINGER ISD	200901001	BALLINGER HIGH SCHOOL	77.0	98.0	42.9	42.8
ROSCOE ISD	177901001	ROSCOE HIGH SCHOOL	78.0	94.0	58.6	55.6
STERLING CITY ISD	216901001	STERLING CITY HIGH SCHOOL	79.0	84.0	28.9	40.2
ROBERT LEE ISD	41902001	ROBERT LEE HIGH SCHOOL	82.0	91.0	43.3	37.3
MILES ISD	200902001	MILES HIGH SCHOOL	82.0	95.0	42.7	36.2
IRION COUNTY ISD	118902001	IRION HIGH SCHOOL	83.0	96.0	44.3	32.8
		AVERAGE	**68.8**	**90.7**	**44.9**	**43.7**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Middle Schools in Mathematics

2006

Angelo State University

Chart 3

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
WYLIE ISD	221912104	WYLIE MIDDLE SCHOOL	98.0	98.0	12.2	11.1
WALL ISD	226906041	WALL MIDDLE SCHOOL	94.0	96.0	23.1	18.5
WYLIE ISD	221912041	WYLIE J H	92.0	96.0	13.2	10.9
JIM NED CISD	221911041	JIM NED MIDDLE SCHOOL	88.0	92.0	30.7	6.7
SONORA ISD	218901041	SONORA J H	86.0	90.0	42.2	68.7
BALLINGER ISD	200901041	BALLINGER J H	85.0	95.0	50.2	41.7
MASON ISD	157901041	MASON J H	80.0	94.0	60.6	38.2
SWEETWATER ISD	177902041	SWEETWATER MIDDLE SCHOOL	79.0	88.0	59.8	45.1
JUNCTION ISD	134901041	JUNCTION MIDDLE SCHOOL	78.0	91.0	61.0	37.8
SCHLEICHER ISD	207901041	ELDORADO MIDDLE SCHOOL	78.0	82.0	50.0	68.1
CROCKETT CO CONSOLIDATED CSD	53001041	OZONA MIDDLE SCHOOL	76.0	89.0	51.7	73.6
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	76.0	82.0	41.0	48.4
MERKEL ISD	221904041	MERKEL MIDDLE SCHOOL	72.0	86.0	49.1	22.0
STERLING CITY ISD	216901041	STERLING CITY J H	71.0	75.0	39.0	45.8
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE SCHOOL	69.0	86.0	61.5	27.0
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	68.0	78.0	51.1	55.8
COLORADO ISD	168901041	COLORADO MIDDLE SCHOOL	66.0	88.0	59.9	55.3
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	64.0	81.0	71.0	65.8
COLEMAN ISD	42901041	COLEMAN J H	63.0	76.0	58.9	27.7
COAHOMA ISD	114902041	COAHOMA J H	61.0	79.0	36.8	27.1
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE SCHOOL	60.0	78.0	54.1	68.3
MENARD ISD	164901041	MENARD J H	59.0	90.0	74.7	67.5
WINTERS ISD	200904041	WINTERS J H	59.0	80.0	65.4	42.3
		AVERAGE	**74.9**	**86.5**	**48.6**	**42.3**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Middle Schools in Mathematics

2006

Angelo State University

Chart 4

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
MENARD ISD	164901041	MENARD J H	59.0	90.0	74.7	67.5
WINTERS ISD	200904041	WINTERS J H	59.0	80.0	65.4	42.3
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE SCHOOL	60.0	78.0	54.1	68.3
COAHOMA ISD	114902041	COAHOMA J H	61.0	79.0	36.8	27.1
COLEMAN ISD	42901041	COLEMAN J H	63.0	76.0	58.9	27.7
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	64.0	81.0	71.0	65.8
COLORADO ISD	168901041	COLORADO MIDDLE SCHOOL	66.0	88.0	59.9	55.3
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	68.0	78.0	51.1	55.8
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE SCHOOL	69.0	86.0	61.5	27.0
STERLING CITY ISD	216901041	STERLING CITY J H	71.0	75.0	39.0	45.8
MERKEL ISD	221904041	MERKEL MIDDLE SCHOOL	72.0	86.0	49.1	22.0
CROCKETT CO CONSOLIDATED CSD	53001041	OZONA MIDDLE SCHOOL	76.0	89.0	51.7	73.6
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	76.0	82.0	41.0	48.4
JUNCTION ISD	134901041	JUNCTION MIDDLE SCHOOL	78.0	91.0	61.0	37.8
SCHLEICHER ISD	207901041	ELDORADO MIDDLE SCHOOL	78.0	82.0	50.0	68.1
SWEETWATER ISD	177902041	SWEETWATER MIDDLE SCHOOL	79.0	88.0	59.8	45.1
MASON ISD	157901041	MASON J H	80.0	94.0	60.6	38.2
BALLINGER ISD	200901041	BALLINGER J H	85.0	95.0	50.2	41.7
SONORA ISD	218901041	SONORA J H	86.0	90.0	42.2	68.7
JIM NED CISD	221911041	JIM NED MIDDLE SCHOOL	88.0	92.0	30.7	6.7
WYLIE ISD	221912041	WYLIE J H	92.0	96.0	13.2	10.9
WALL ISD	226906041	WALL MIDDLE SCHOOL	94.0	96.0	23.0	18.5
WYLIE ISD	221912104	WYLIE MIDDLE SCHOOL	98.0	98.0	12.2	11.1
		AVERAGE	**74.9**	**86.5**	**48.6**	**42.3**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Elementary Schools in Mathematics

2006

Angelo State University

Chart 5

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
SAN ANGELO ISD	226903114	HOLIMAN EL	100.0	99.0	56.6	55.9
JIM NED CISD	221911101	LAWN EL	99.0	100.0	41.2	7.8
SWEETWATER ISD	177902105	SOUTHEAST EL	98.0	100.0	82.0	62.6
JIM NED CISD	221911102	BUFFALO GAP EL	98.0	100.0	27.1	8.9
SAN ANGELO ISD	226903120	SANTA RITA EL	97.0	99.0	33.5	34.1
WALL ISD	226906101	WALL EL	97.0	95.0	21.7	13.0
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	96.0	96.0	61.7	47.5
SAN ANGELO ISD	226903112	GLENMORE EL	96.0	94.0	60.4	61.7
IRION COUNTY ISD	118902101	IRION EL	96.0	97.0	41.1	30.1
WYLIE ISD	221912101	WYLIE EL	96.0	98.0	17.5	10.9
WYLIE ISD	221912102	BUTTERFIELD EL	96.0	98.0	12.9	14.2
WYLIE ISD	221912103	WYLIE INT	96.0	98.0	11.7	9.6
MENARD ISD	164901101	MENARD EL	95.0	97.0	78.3	61.1
SAN ANGELO ISD	226903105	BOWIE EL	95.0	96.0	33.3	31.8
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	94.0	92.0	73.4	34.7
SWEETWATER ISD	177902102	EAST RIDGE EL	94.0	98.0	59.2	47.0
MERKEL ISD	221904104	MERKEL INT	94.0	92.0	58.5	19.8
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	94.0	97.0	54.9	41.2
SAN ANGELO ISD	226903122	BONHAM EL	94.0	97.0	18.4	24.9
SCHLEICHER ISD	207901101	ELDORADO EL	93.0	89.0	56.7	62.4
MILES ISD	200902101	MILES EL	93.0	88.0	48.8	41.4
WATER VALLEY ISD	226905101	WATER VALLEY EL	93.0	99.0	44.6	14.4
SAN ANGELO ISD	226903102	AUSTIN EL	92.0	93.0	72.2	63.1
SANTA ANNA ISD	42903101	SANTA ANNA EL	92.0	97.0	71.0	35.8
SAN ANGELO ISD	226903111	FT CONCHO EL	92.0	87.0	70.0	75.8
SAN ANGELO ISD	226903115	MCGILL EL	92.0	99.0	61.8	58.0
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	92.0	93.0	60.4	46.3
JUNCTION ISD	134901101	JUNCTION EL	92.0	96.0	57.9	36.1
COAHOMA ISD	114902101	COAHOMA EL	91.0	96.0	52.3	29.0
SAN ANGELO ISD	226903123	LAMAR ELEMENTARY	91.0	94.0	31.9	36.5
		AVERAGE	**94.6**	**95.8**	**49.0**	**37.2**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Elementary Schools in Mathematics

2006

Angelo State University

Chart 6

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
OLFEN ISD	200906101	OLFEN EL	56.0	78.0	83.1	45.8
BRONTE ISD	41901101	BRONTE EL	72.0	86.0	50.5	28.1
SAN ANGELO ISD	226903106	BRADFORD EL	74.0	82.0	89.2	80.9
MERKEL ISD	221904103	TYE EL	79.0	96.0	72.6	19.5
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	79.0	88.0	57.6	77.5
SAN ANGELO ISD	226903116	REAGAN EL	80.0	82.0	87.6	92.4
SONORA ISD	218901101	SONORA EL	80.0	88.0	48.0	69.3
COLEMAN ISD	42901102	COLEMAN EL	81.0	88.0	65.5	23.8
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	81.0	97.0	31.5	20.3
SAN ANGELO ISD	226903110	FANNIN EL	84.0	90.0	79.1	67.4
WINTERS ISD	200904101	WINTERS EL	84.0	89.0	74.9	52.2
ROBERT LEE ISD	41902101	ROBERT LEE EL	84.0	95.0	66.2	30.1
CROCKETT COUNTY CONSOLID CSD	53001101	OZONA INT	84.0	86.0	61.4	72.2
CROCKETT COUNTY CONSOLID CSD	53001102	OZONA PRIMARY	84.0	86.0	60.6	73.4
COLORADO ISD	168901102	KELLEY ELEMENTARY	85.0	86.0	78.0	63.6
COLORADO ISD	168901101	HUTCHINSON ELEMENTARY	85.0	86.0	68.2	59.9
STERLING CITY ISD	216901101	STERLING CITY EL	85.0	95.0	39.2	49.4
BRADY ISD	160901101	BRADY EL	86.0	95.0	67.8	45.6
VERIBEST ISD	226908101	VERIBEST EL	86.0	93.0	58.7	36.9
SAN ANGELO ISD	226903119	SAN JACINTO EL	87.0	88.0	92.9	85.3
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	87.0	99.0	59.5	31.3
FORSAN ISD	114904101	ELBOW EL	87.0	93.0	37.9	24.5
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	88.0	96.0	77.9	24.4
SAN ANGELO ISD	226903101	ALTA LOMA EL	88.0	92.0	75.2	75.2
SAN ANGELO ISD	226903103	BELAIRE EL	88.0	93.0	72.3	78.7
SAN ANGELO ISD	226903113	GOLIAD EL	88.0	91.0	71.8	54.9
ROSCOE ISD	177901101	ROSCOE EL	88.0	97.0	70.7	63.3
SAN ANGELO ISD	226903108	CROCKETT EL	89.0	91.0	55.3	46.4
EDEN CISD	48901101	EDEN EL	90.0	88.0	61.2	44.0
MERKEL ISD	221904102	MERKEL EL	90.0	98.0	57.4	20.7
		AVERAGE	**83.3**	**90.4**	**65.7**	**51.9**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving High Schools in Reading

2006

Angelo State University

Chart 1

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
MENARD ISD	164901001	MENARD H S	100.0	68.0	59.7	64.7
BALLINGER ISD	200901001	BALLINGER H S	98.0	77.0	42.9	42.9
WALL ISD	226906001	WALL H S	97.0	86.0	21.2	17.4
WYLIE ISD	221912001	WYLIE H S	97.0	87.0	8.2	9.7
MASON ISD	157901001	MASON H S	96.0	91.0	50.8	29.1
SCHLEICHER ISD	207901001	ELDORADO H S	96.0	62.0	44.6	64.1
IRION COUNTY ISD	118902001	IRION H S	96.0	83.0	44.3	32.8
MILES ISD	200902001	MILES H S	95.0	82.0	42.7	36.2
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	95.0	90.0	40.0	28.5
COAHOMA ISD	114902001	COAHOMA H S	95.0	69.0	29.0	27.7
ROSCOE ISD	177901001	ROSCOE H S	94.0	78.0	58.6	55.6
SWEETWATER ISD	177902001	SWEETWATER H S	94.0	69.0	40.4	45.3
COLORADO ISD	168901003	WALLACE ACCELERATED H S	93.0	13.0	68.8	78.1
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	93.0	74.0	38.5	48.9
BRADY ISD	160901001	BRADY H S	92.0	66.0	48.4	41.4
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	92.0	72.0	43.8	62.8
ROBERT LEE ISD	41902001	ROBERT LEE H S	91.0	82.0	43.3	37.3
BRONTE ISD	41901001	BRONTE H S	91.0	66.0	40.1	21.1
CROCKETT COUNTY CONSOLIDATED CS	53001001	OZONA H S	91.0	72.0	34.2	60.4
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	90.0	55.0	69.3	36.2
WINTERS ISD	200904001	WINTERS H S	90.0	69.0	62.8	53.4
WATER VALLEY ISD	226905001	WATER VALLEY H S	90.0	76.0	43.7	20.4
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	89.0	57.0	47.0	61.1
MERKEL ISD	221904001	MERKEL H S	89.0	67.0	41.7	17.2
JIM NED CISD	221911001	JIM NED H S	89.0	75.0	20.5	7.3
EDEN CISD	48901001	EDEN H S	88.0	73.0	52.9	44.9
JUNCTION ISD	134901001	JUNCTION H S	88.0	72.0	40.7	30.1
SONORA ISD	218901001	SONORA H S	88.0	73.0	30.4	63.7
SAN ANGELO ISD	226903001	CENTRAL H S	88.0	73.0	29.9	47.1
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	86.0	68.0	50.7	33.1
		AVERAGE	**92.4**	**71.5**	**43.0**	**40.6**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving High Schools in Reading

2006

Angelo State University

Chart 2

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
COLEMAN ISD	42901001	COLEMAN H S	81.0	59.0	40.3	29.4
SAN ANGELO ISD	226903002	LAKE VIEW H S	83.0	61.0	57.7	61.2
STERLING CITY ISD	216901001	STERLING CITY H S	84.0	79.0	28.9	40.2
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	86.0	68.0	50.7	33.2
VERIBEST ISD	226908001	VERIBEST H S	86.0	74.0	50.6	46.8
EDEN CISD	48901001	EDEN H S	88.0	73.0	52.9	44.9
JUNCTION ISD	134901001	JUNCTION H S	88.0	72.0	40.7	30.1
SONORA ISD	218901001	SONORA H S	88.0	73.0	30.4	63.7
SAN ANGELO ISD	226903001	CENTRAL H S	88.0	73.0	29.9	47.0
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	89.0	57.0	47.0	61.1
MERKEL ISD	221904001	MERKEL H S	89.0	67.0	41.7	17.1
JIM NED CISD	221911001	JIM NED H S	89.0	75.0	20.5	7.2
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	90.0	55.0	69.3	36.2
WINTERS ISD	200904001	WINTERS H S	90.0	69.0	62.8	53.4
WATER VALLEY ISD	226905001	WATER VALLEY H S	90.0	76.0	43.7	20.4
ROBERT LEE ISD	41902001	ROBERT LEE H S	91.0	82.0	43.3	37.3
BRONTE ISD	41901001	BRONTE H S	91.0	66.0	40.1	21.1
CROCKETT COUNTY CONSOLIDATED C	53001001	OZONA H S	91.0	72.0	34.2	60.4
BRADY ISD	160901001	BRADY H S	92.0	66.0	48.4	41.4
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	92.0	72.0	43.8	62.8
COLORADO ISD	168901003	WALLACE ACCELERATED H S	93.0	13.0	68.8	78.1
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	93.0	74.0	38.5	48.9
ROSCOE ISD	177901001	ROSCOE H S	94.0	78.0	58.6	55.6
SWEETWATER ISD	177902001	SWEETWATER H S	94.0	69.0	40.4	45.3
MILES ISD	200902001	MILES H S	95.0	82.0	42.7	36.2
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	95.0	90.0	40.0	28.5
COAHOMA ISD	114902001	COAHOMA H S	95.0	69.0	29.0	27.7
MASON ISD	157901001	MASON H S	96.0	91.0	50.8	29.1
SCHLEICHER ISD	207901001	ELDORADO H S	96.0	62.0	44.6	64.1
IRION COUNTY ISD	118902001	IRION H S	96.0	83.0	44.3	32.8
		AVERAGE	**90.4**	**70.0**	**44.5**	**42.0**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Middle Schools in Reading

2006

Angelo State University

Chart 3

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
WYLIE ISD	221912104	WYLIE MIDDLE	98.0	98.0	12.2	11.1
WALL ISD	226906041	WALL MIDDLE	96.0	94.0	23.0	18.5
WYLIE ISD	221912041	WYLIE J H	96.0	92.0	13.2	10.8
BALLINGER ISD	200901041	BALLINGER J H	95.0	85.0	50.2	41.8
MASON ISD	157901041	MASON J H	94.0	80.0	60.6	38.2
JIM NED CISD	221911041	JIM NED MIDDLE	92.0	88.0	30.7	6.7
JUNCTION ISD	134901041	JUNCTION MIDDLE	91.0	78.0	61.0	37.8
MENARD ISD	164901041	MENARD J H	90.0	59.0	74.7	67.5
SONORA ISD	218901041	SONORA J H	90.0	86.0	42.2	68.7
CROCKETT COUNTY CONSOLIDATED C	53001041	OZONA MIDDLE	89.0	76.0	51.7	73.6
COLORADO ISD	168901041	COLORADO MIDDLE	88.0	66.0	59.9	55.3
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	88.0	79.0	59.8	45.2
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	86.0	69.0	61.5	27.1
MERKEL ISD	221904041	MERKEL MIDDLE	86.0	72.0	49.1	22.0
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	82.0	78.0	50.0	68.1
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	82.0	76.0	41.0	48.4
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	81.0	64.0	71.0	65.8
WINTERS ISD	200904041	WINTERS J H	80.0	59.0	65.4	42.3
COAHOMA ISD	114902041	COAHOMA J H	79.0	61.0	36.8	27.1
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	78.0	60.0	54.1	68.2
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	78.0	68.0	51.1	55.8
COLEMAN ISD	42901041	COLEMAN J H	76.0	63.0	58.9	27.7
STERLING CITY ISD	216901041	STERLING CITY J H	75.0	71.0	39.0	45.8
SWEETWATER ISD	177902105	SOUTHEAST EL	100.0	98.0	82.0	62.6
MENARD ISD	164901001	MENARD H S	100.0	68.0	59.7	64.7
JIM NED CISD	221911101	LAWN EL	100.0	99.0	41.1	7.8
JIM NED CISD	221911102	BUFFALO GAP EL	100.0	98.0	27.1	8.9
SAN ANGELO ISD	226903115	MCGILL EL	99.0	92.0	61.8	57.9
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	99.0	87.0	59.5	31.3
SAN ANGELO ISD	226903114	HOLIMAN EL	99.0	100.0	56.6	55.9
		AVERAGE	**89.6**	**78.8**	**50.2**	**42.1**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Middle Schools in Reading

2006

Angelo State University

Chart 4

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
STERLING CITY ISD	216901041	STERLING CITY J H	75.0	71.0	39.0	45.8
COLEMAN ISD	42901041	COLEMAN J H	76.0	63.0	58.9	27.7
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	78.0	60.0	54.1	68.3
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	78.0	68.0	51.1	55.8
COAHOMA ISD	114902041	COAHOMA J H	79.0	61.0	36.8	27.1
WINTERS ISD	200904041	WINTERS J H	80.0	59.0	65.4	42.3
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	81.0	64.0	71.0	65.8
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	82.0	78.0	50.0	68.1
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	82.0	76.0	41.0	48.4
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	86.0	69.0	61.5	27.0
MERKEL ISD	221904041	MERKEL MIDDLE	86.0	72.0	49.1	22.0
COLORADO ISD	168901041	COLORADO MIDDLE	88.0	66.0	59.9	55.3
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	88.0	79.0	59.8	45.1
CROCKETT COUNTY CONSOLID CSD	53001041	OZONA MIDDLE	89.0	76.0	51.7	73.6
MENARD ISD	164901041	MENARD J H	90.0	59.0	74.7	67.5
SONORA ISD	218901041	SONORA J H	90.0	86.0	42.2	68.7
JUNCTION ISD	134901041	JUNCTION MIDDLE	91.0	78.0	61.0	37.8
JIM NED CISD	221911041	JIM NED MIDDLE	92.0	88.0	30.7	6.7
MASON ISD	157901041	MASON J H	94.0	80.0	60.6	38.2
BALLINGER ISD	200901041	BALLINGER J H	95.0	85.0	50.2	41.7
WALL ISD	226906041	WALL MIDDLE	96.0	94.0	23.0	18.5
WYLIE ISD	221912041	WYLIE J H	96.0	92.0	13.2	10.9
WYLIE ISD	221912104	WYLIE MIDDLE	98.0	98.0	12.2	11.1
		AVERAGE	**86.5**	**74.9**	**48.6**	**42.3**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Elementary Schools in Reading

2006

Angelo State University

Chart 5

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
SWEETWATER ISD	177902105	SOUTHEAST EL	100.0	98.0	82.0	62.6
JIM NED CISD	221911101	LAWN EL	100.0	99.0	41.1	7.8
JIM NED CISD	221911102	BUFFALO GAP EL	100.0	98.0	27.1	8.9
SAN ANGELO ISD	226903115	MCGILL EL	99.0	92.0	61.8	57.9
MASON ISD	157901101	MASON ELEMENTARY SCHOOL	99.0	87.0	59.5	31.3
SAN ANGELO ISD	226903114	HOLIMAN EL	99.0	100.0	56.6	55.9
WATER VALLEY ISD	226905101	WATER VALLEY EL	99.0	93.0	44.6	14.5
SAN ANGELO ISD	226903120	SANTA RITA EL	99.0	97.0	33.5	34.1
SWEETWATER ISD	177902102	EAST RIDGE EL	98.0	94.0	59.2	47.0
MERKEL ISD	221904102	MERKEL EL	98.0	90.0	57.4	20.7
WYLIE ISD	221912101	WYLIE EL	98.0	96.0	17.5	10.8
WYLIE ISD	221912102	BUTTERFIELD EL	98.0	96.0	12.9	14.2
WYLIE ISD	221912103	WYLIE INT	98.0	96.0	11.7	9.6
MENARD ISD	164901101	MENARD EL	97.0	95.0	78.3	61.1
SANTA ANNA ISD	42903101	SANTA ANNA EL	97.0	92.0	70.9	35.8
ROSCOE ISD	177901101	ROSCOE EL	97.0	88.0	70.7	63.3
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	97.0	94.0	54.9	41.2
IRION COUNTY ISD	118902101	IRION EL	97.0	96.0	41.1	30.1
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	97.0	81.0	31.5	20.3
SAN ANGELO ISD	226903122	BONHAM EL	97.0	94.0	18.4	24.9
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	96.0	88.0	77.9	24.4
MERKEL ISD	221904103	TYE EL	96.0	79.0	72.6	19.5
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	96.0	96.0	61.7	47.5
JUNCTION ISD	134901101	JUNCTION EL	96.0	92.0	57.9	36.1
COAHOMA ISD	114902101	COAHOMA EL	96.0	91.0	52.3	28.9
SAN ANGELO ISD	226903105	BOWIE EL	96.0	95.0	33.3	31.8
BRADY ISD	160901101	BRADY EL	95.0	86.0	67.8	45.7
ROBERT LEE ISD	41902101	ROBERT LEE EL	95.0	84.0	66.2	30.1
STERLING CITY ISD	216901101	STERLING CITY EL	95.0	85.0	39.2	49.4
WALL ISD	226906101	WALL EL	95.0	97.0	21.7	13.0
AVERAGE			**97.3**	**92.3**	**49.4**	**32.6**

Student Achievment Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving Elementary Schools in Reading

2006

Angelo State University

Chart 6

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
OLFEN ISD	200906101	OLFEN EL	78.0	56.0	83.1	45.8
SAN ANGELO ISD	226903106	BRADFORD EL	82.0	74.0	89.2	80.9
SAN ANGELO ISD	226903116	REAGAN EL	82.0	80.0	87.6	92.4
COLORADO ISD	168901102	KELLEY ELEMENTARY	86.0	85.0	78.0	63.6
COLORADO ISD	168901101	HUTCHINSON ELEMENTARY	86.0	85.0	68.2	59.9
CROCKETT COUNTY CONSOLIDATED CS	53001101	OZONA INT	86.0	84.0	61.4	72.2
CROCKETT COUNTY CONSOLIDATED CS	53001102	OZONA PRIMARY	86.0	84.0	60.6	73.4
BRONTE ISD	41901101	BRONTE EL	86.0	72.0	50.5	28.1
SAN ANGELO ISD	226903111	FT CONCHO EL	87.0	92.0	70.0	75.8
SAN ANGELO ISD	226903119	SAN JACINTO EL	88.0	87.0	92.9	85.3
COLEMAN ISD	42901102	COLEMAN EL	88.0	81.0	65.5	23.8
EDEN CISD	48901101	EDEN EL	88.0	90.0	61.2	44.0
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	88.0	79.0	57.6	77.5
MILES ISD	200902101	MILES EL	88.0	93.0	48.8	41.4
SONORA ISD	218901101	SONORA EL	88.0	80.0	48.0	69.3
WINTERS ISD	200904101	WINTERS EL	89.0	84.0	74.9	52.2
SCHLEICHER ISD	207901101	ELDORADO EL	89.0	93.0	56.7	62.4
SAN ANGELO ISD	226903110	FANNIN EL	90.0	84.0	79.1	67.4
SAN ANGELO ISD	226903113	GOLIAD EL	91.0	88.0	71.8	54.9
SAN ANGELO ISD	226903108	CROCKETT EL	91.0	89.0	55.3	46.4
SAN ANGELO ISD	226903101	ALTA LOMA EL	92.0	88.0	75.2	75.2
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	92.0	94.0	73.4	34.7
MERKEL ISD	221904104	MERKEL INT	92.0	94.0	58.5	19.8
SAN ANGELO ISD	226903103	BELAIRE EL	93.0	88.0	72.3	78.7
SAN ANGELO ISD	226903102	AUSTIN EL	93.0	92.0	72.2	63.1
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	93.0	92.0	60.4	46.3
VERIBEST ISD	226908101	VERIBEST EL	93.0	86.0	58.7	36.9
FORSAN ISD	114904101	ELBOW EL	93.0	87.0	37.9	24.5
SAN ANGELO ISD	226903112	GLENMORE EL	94.0	96.0	60.4	61.7
SAN ANGELO ISD	226903123	LAMAR ELEMENTARY	94.0	91.0	31.9	36.5
		AVERAGE	**88.9**	**85.6**	**65.4**	**56.5**

II. Teacher Education Trends in My University

C. TEACHER PRODUCTION REPORTS

SECTION C:
Teacher Production Reports

Section C provides data on the university production of teachers and certificate production. All data used in the analyses in this section comes from the teacher certification files from TEA.

C.1: Teacher Production Trends for University Completers.

This analyses provides the total number of teachers produced from the 1996-2006 academic years. Teacher production is defined as the total number of individuals receiving initial teacher certification from a program during the complete academic year from September 1st through August 31st. Thus, the 2006 production counts include all individuals from a program who obtained certification from September 1, 2005 through August 31, 2006.

It is important to note that ertification 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. 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.

It is also important to note that the certification data is based upon when the individual initially applies for certification. TEA generally uses the date of the initial application as the date of certification.

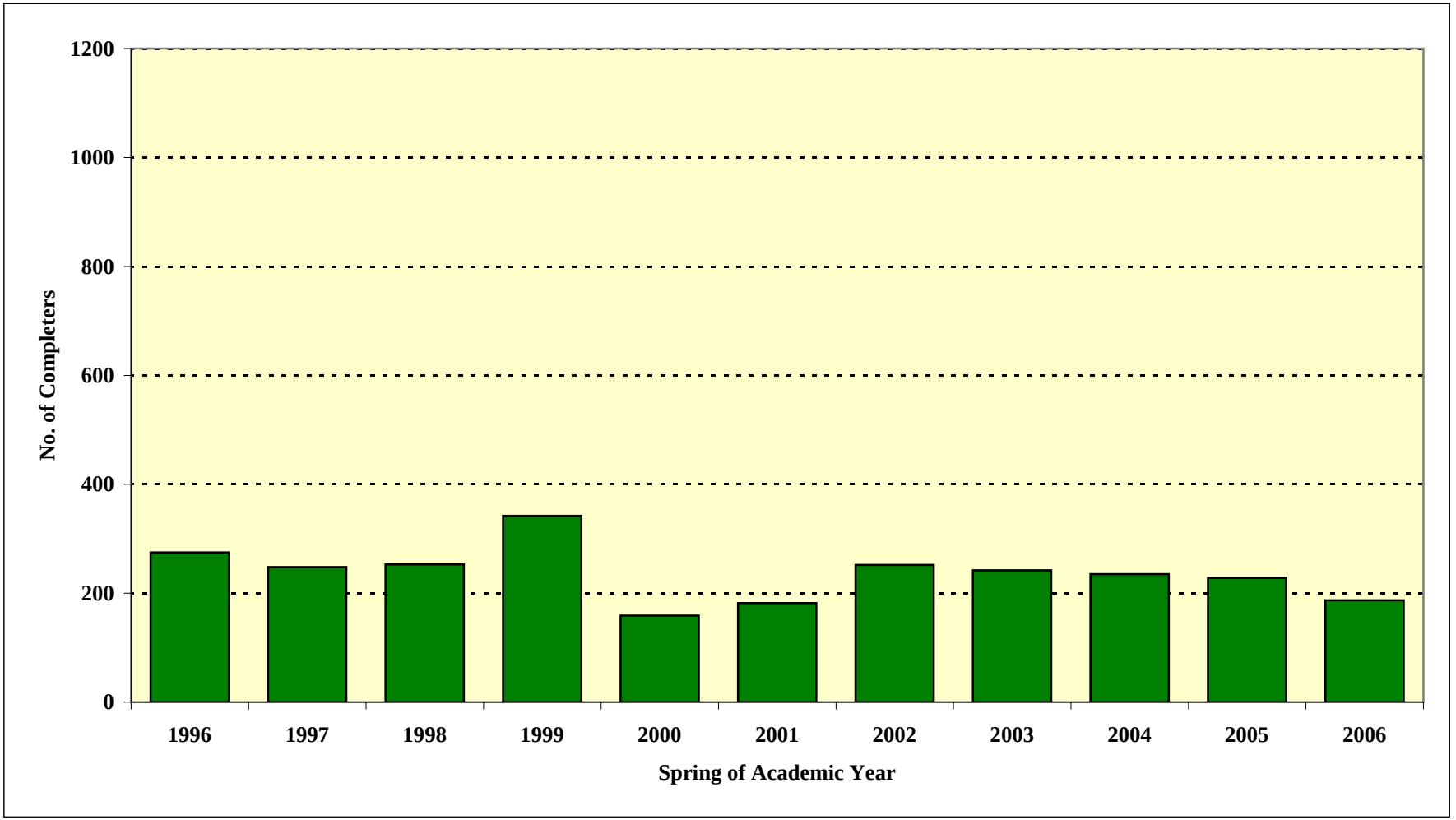
C.2: Initial Teacher Certification Production by Level.

This analysis shows initial certificate production broken down by level over a ten-year period (1997-2006). The 10-year average for the target university is plotted below the table. The number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. The data is this data set does not differentiate between EC-4 Generalist and 4-8 Generalist.

C.3: Teacher Production by Race/Ethnicity.

This analysis provides the number and percentages of individuals obtaining certification by race/ethnicity for AY 1996 through AY 2006. The race/ethnicity of the individual is self-reported.

Teacher Production Trends for University Completers[1]
1996-2006
Angelo State University



	Spring of Academic Year											Total
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
Total	275	248	253	342	159	182	252	242	235	228	187	2,603

[1]Number of Completers is the number of individuals obtaining certification.

Source Data:
Teacher certification data, TEA

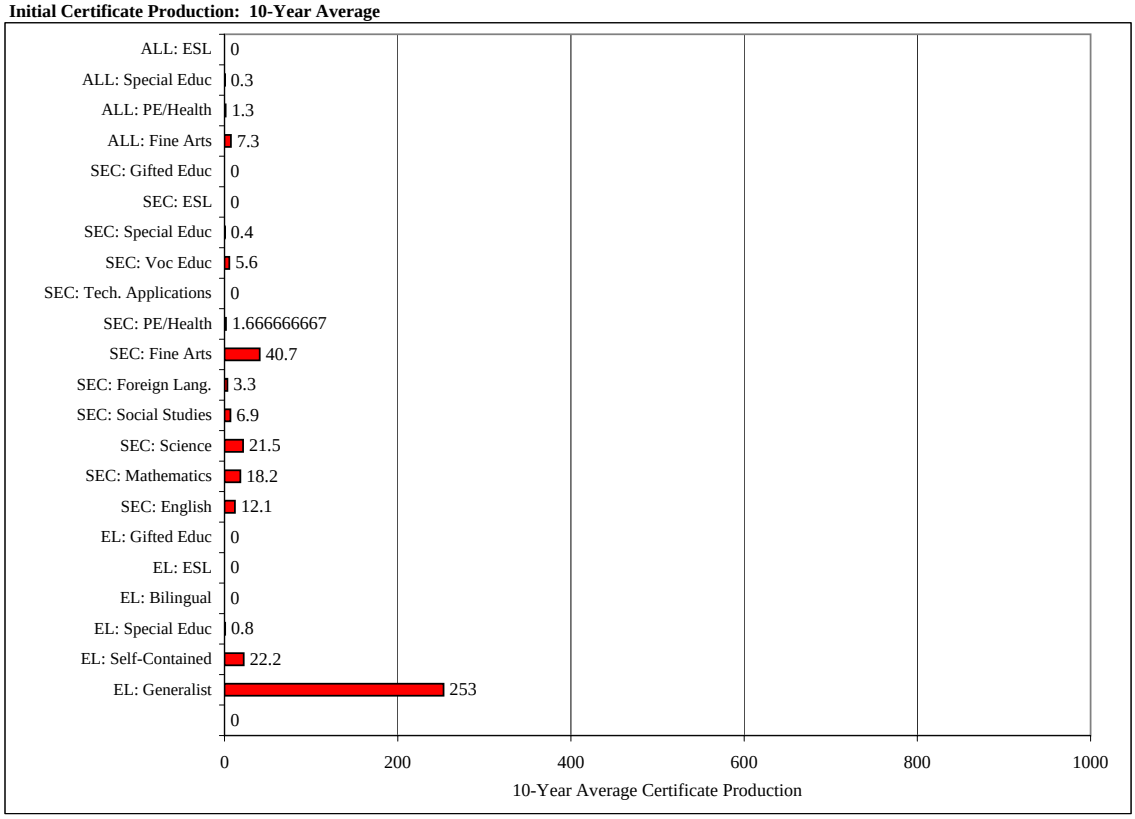
Initial Certification Production by Level[1]

1997-2006

Angelo State University

Certificate	Spring of Academic Year										10-Year
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Average
ELEMENTARY											
Generalist[2]							4	100	117	96	79.3
Self-Contained	357	362	397	229	271	370	415	106	10	13	253.0
Special Educ	37	30	39	19	19	27	20	16	2	13	22.2
Bilingual	2	2	3	0	1	0	0	0	0	0	0.8
ESL	0	0	0	0	0	0	0	0	0	0	0.0
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
SECONDARY											
English	41	23	36	12	9	15	14	15	6	7	17.8
Mathematics	14	18	19	7	7	15	11	7	14	9	12.1
Science	30	27	47	11	13	14	18	9	8	5	18.2
Social Studies	30	38	40	13	23	23	19	11	9	9	21.5
Foreign Lang.	6	6	14	2	5	10	12	7	4	3	6.9
Fine Arts	3	3	3	1	3	4	3	3	7	3	3.3
PE/Health	37	51	87	32	36	51	34	33	37	9	40.7
Tech. Applications	0	1	1		1	1	0	11	0	0	1.7
Voc Educ	0	0	0	0	0	0	0	0	0	0	0.0
Special Educ	8	1	9	5	5	10	7	5	4	2	5.6
ESL	1	0	1	1	1	0	0	0	0	0	0.4
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
ALL LEVEL											
Fine Arts	4	9	13	3	5	6	3	8	6	1	5.8
PE/Health	1	0	1	1	0	0	1	9	22	38	7.3
Special Educ	0	0	0	0	0	0	0	2	3	8	1.3
ESL	0	0	1	0	0	0	2	0	0	0	0.3
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
Total	**571**	**571**	**711**	**336**	**399**	**546**	**563**	**342**	**249**	**216**	

Initial Certificate Production: 10-Year Average



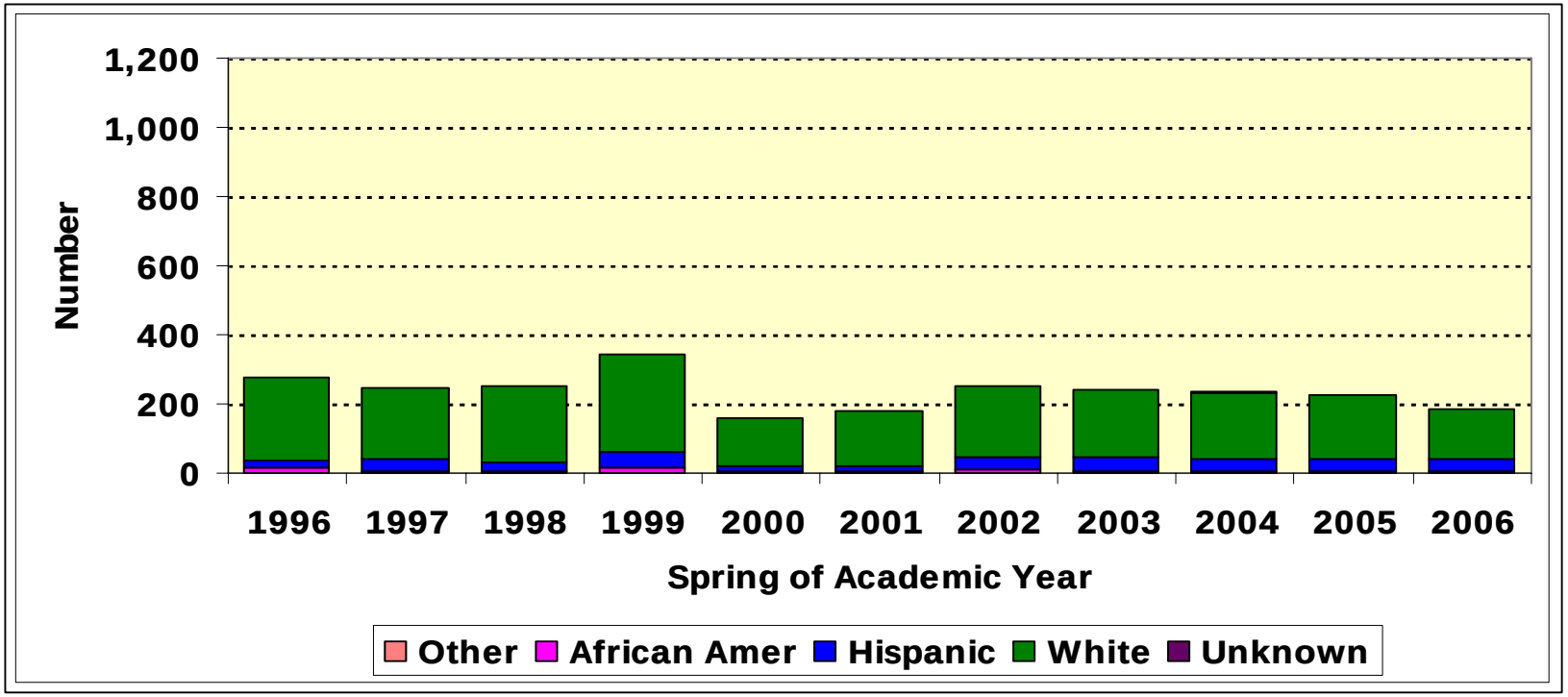
[1]**Individual candidates may receive multiple certificates.** [2]**The data does not differentiate between EC-4 Generalist and 4-8 Generalist.**

Source Data:
Teacher certification files, TEA

Annual Teacher Certificate Production by Ethnicity[1]

1996-2006

Angelo State University



	Spring of Academic Year											Change:
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	1996 to 2006
Other	1	1	0	2	0	1	2	2	1	1	0	-1
African Amer	13	5	3	13	3	5	6	4	2	4	3	-10
Hispanic	23	35	28	46	16	16	39	41	39	38	37	14
White	238	207	222	281	140	158	204	195	191	184	146	-92
Unknown	0	0	0	0	0	2	1	0	2	1	1	1
TOTAL	**275**	**248**	**253**	**342**	**159**	**182**	**252**	**242**	**235**	**228**	**187**	**-88**

[1] **Race/ethnicity is self-reported.**

D. PROFESSIONAL IMPACT TREND REPORTS

SECTION D:
Professional Impact Trend Reports

Section D includes information regarding teacher production (supply) and demand, employment, teacher concentration in relationship to student achievement, as well as teacher retention and attrition rates in the PZPI.

D.1: Production and Demand in the Proximal Zone of Professional Impact.

This section compares the demand for new teachers in the PZPI to the production (supply) of new teachers provided by a preparation program. Demand is defined as the number of newly hired teacher Full Time Equivalents (FTEs) in the PZPI. The data captures 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, such as teacher preparation programs, the reserve pool of teachers, out-of-state transfers, or teachers transferring into the zone from another zone in Texas. This analysis is reported by level and subject area.

Production (supply) is defined as the number of newly hired teacher FTEs in the PZPI who obtained certification from the preparation program in the preceding year. In this case, the certification year is 2005 and the employment year is 2006. A supply/demand percentage has been calculated and represents the percentage of newly hired teachers in the PZPI who obtained certification from the preparation program in the preceding year.

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 are hired. In the Zone refers to the 75-mile impact area of the PZPI. The percent change examines any changes in the percent of FTEs in or out of the zone rather than the number of FTEs moving in and out of the zone.

D.3: Student Achievement Trends in the PZPI Related to the Percentage of Program FTEs.

This section examines the relationship between the concentration of teachers from a target university preparation program and the percentage of economically disadvantaged students passing All TAKS tests from 2003 to 2006. The percent of teacher FTEs from a program is the number of FTEs who obtained a certificate from the target university.

To control for the factors such as school demographics, prior levels of achievement, and ceiling effects, the analysis focuses on the pass rates of economically disadvantaged students in schools that serve more than 40% economically disadvantaged students. Depending on the concentration of teacher FTEs in the school from the preparation program, schools are placed into one of six groups as follows:

0 Program FTEs employed in the school
0.1 to 4.0% Program FTEs employed in the school
4.1-8.0% Program FTEs employed in the school
> 8.1% Program FTEs employed in the school

D.4: Teacher Retention Trends

D.4.a: Five-Year Retention Rates for the Certification Cohort of 2002. This table and corresponding graphic displays the 5-year teacher retention rates for the individuals in the 2002 certification cohort who became employed in a Texas public school in the 2002-03 academic year, denoted as 2003 in the tables. Thus, an individual must have obtained an initial certificate in AY 2002 and become employed in a Texas public school in 2003 to be included in the analysis. The retention rate for 2003 is always 100% in each analysis since the analysis starts with all cohort members employed in Texas public schools in the 2002-03 academic year. In this data analysis "Alternative Certification Programs" refers to only non-university-based certification programs and does not include university post-baccalaureate certification programs.

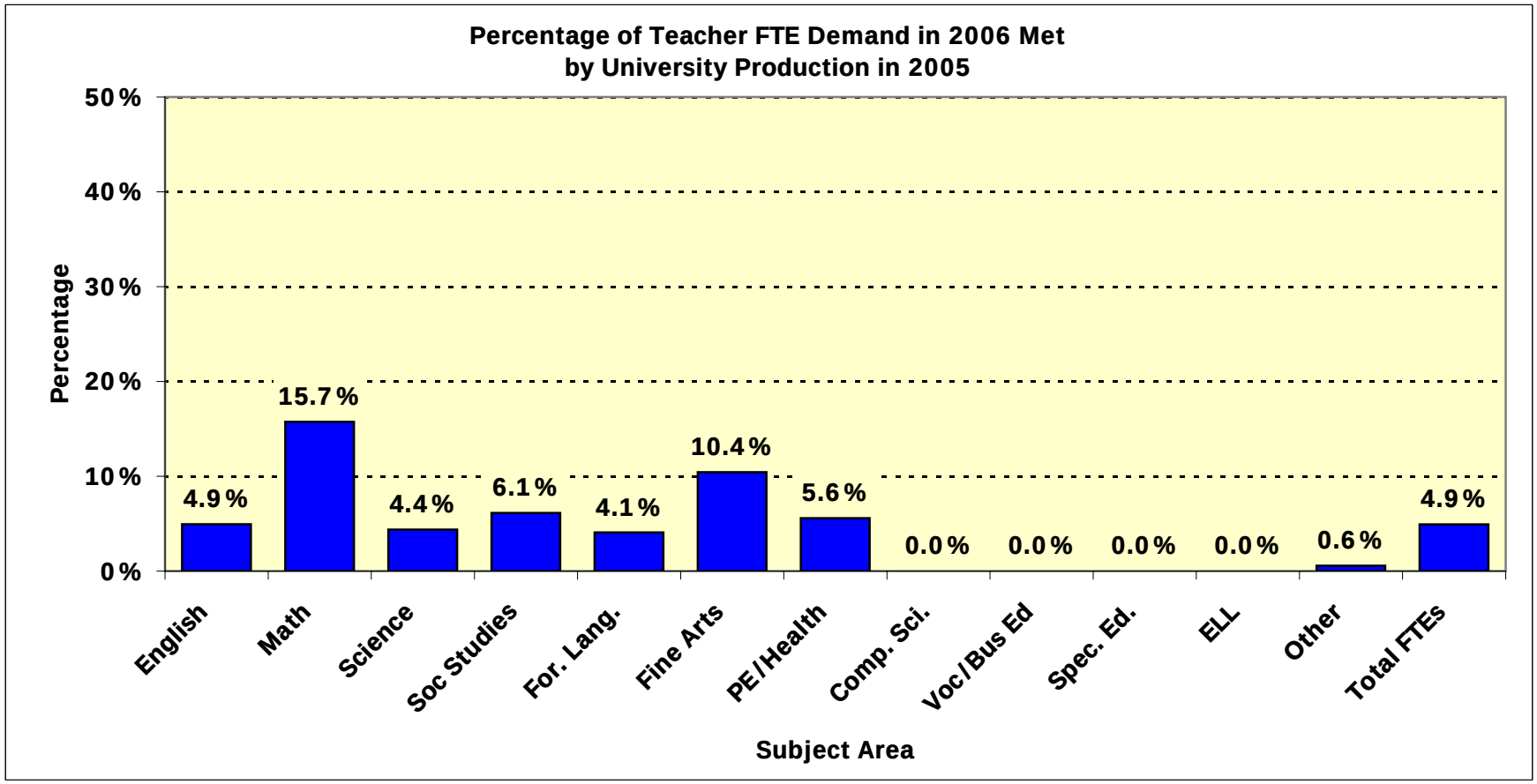
D.4.b-d: University Teacher Retention Compared to Retention of Other Teacher Preparation Providers by Level. These analyses further augment the 5-year retention trends by showing retention rates and 5-year attrition rates by school level.

Teacher Production and Demand in the Proximal Zone of Professional Impact

High Schools

Angelo State University

Chart 1:



Measure	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/ Health	Computer Science	Voc/Bus Educ	Special Educ	Bilingual/ ESL	Other Assign.	Total FTEs
Production (2005)	1.6	3.0	1.0	1.8	0.4	1.6	1.3	0.0	0.0	0.0	0.0	0.3	11.0
Demand (2006)[1]	31.9	19.3	22.9	29.4	10.0	15.0	23.6	0.5	20.8	2.7	0.9	45.2	222.0
Production/Demand	4.9%	15.7%	4.4%	6.1%	4.1%	10.4%	5.6%	0.0%	0.0%	0.0%	0.0%	0.6%	4.9%

[1]**Demand is calculated as the number of newly-hired teacher FTEs in the PZPI in 2006.**

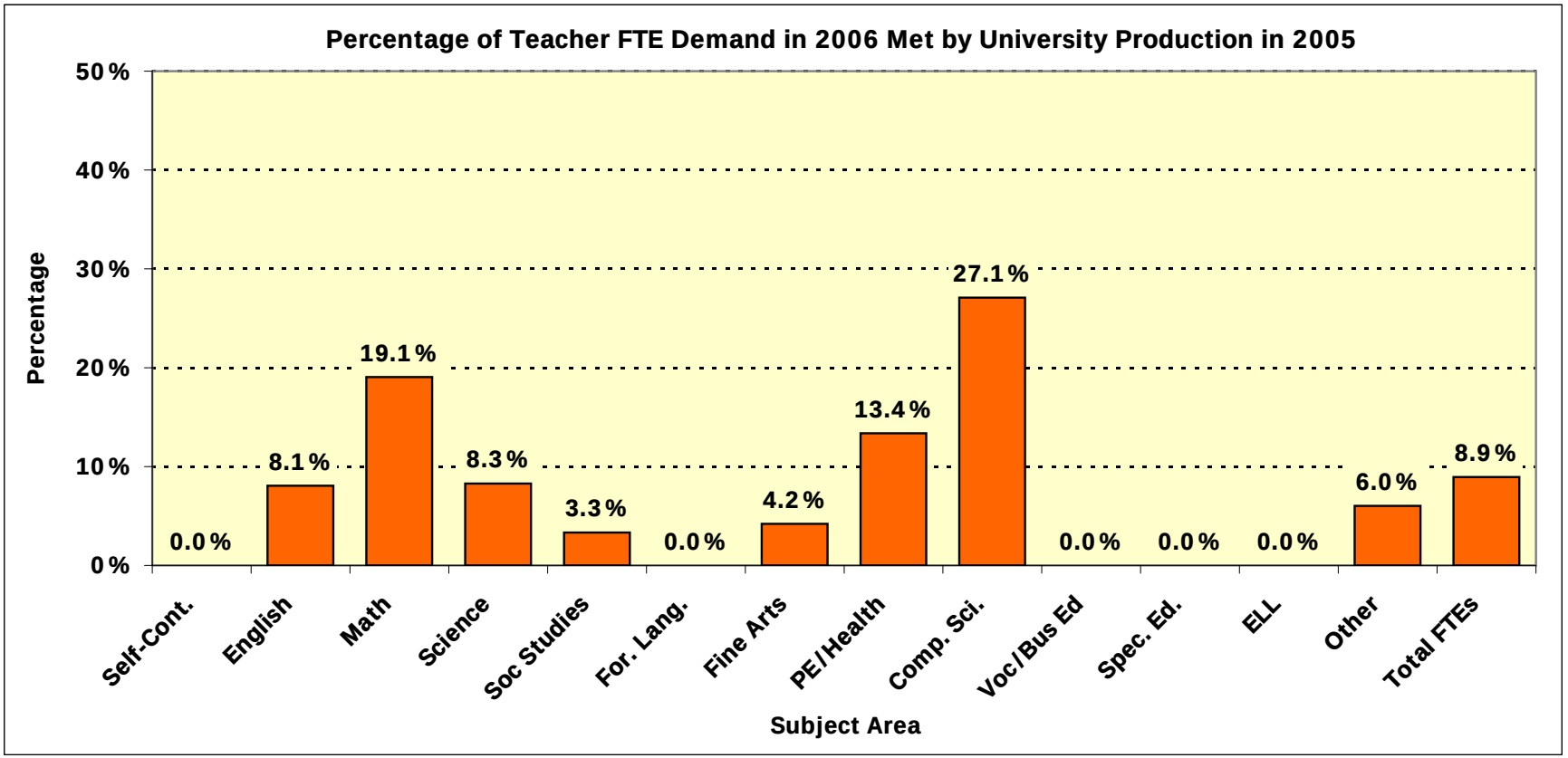
Source Data:
Teacher assignment
and certification files, TEA

Teacher Production and Demand in the Proximal Zone of Professional Impact

Middle Schools

Angelo State University

Chart 2:



Measure	Self-Contained	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/ Health	Computer Science	Voc/Bus Educ	Special Educ	Bilingual/ ESL	Other Assign.	Total FTEs
Production (2005)	0.0	1.7	2.9	0.8	0.4	0.0	0.4	2.5	0.3	0.0	0.0	0.0	1.1	10.1
Demand (2006)[1]	0.0	21.5	15.1	10.0	12.9	1.6	9.7	18.7	1.0	1.7	3.1	0.0	17.9	113.3
Production/Demand	na	8.1%	19.1%	8.3%	3.3%	0.0%	4.2%	13.4%	27.1%	0.0%	0.0%	na	6.0%	8.9%

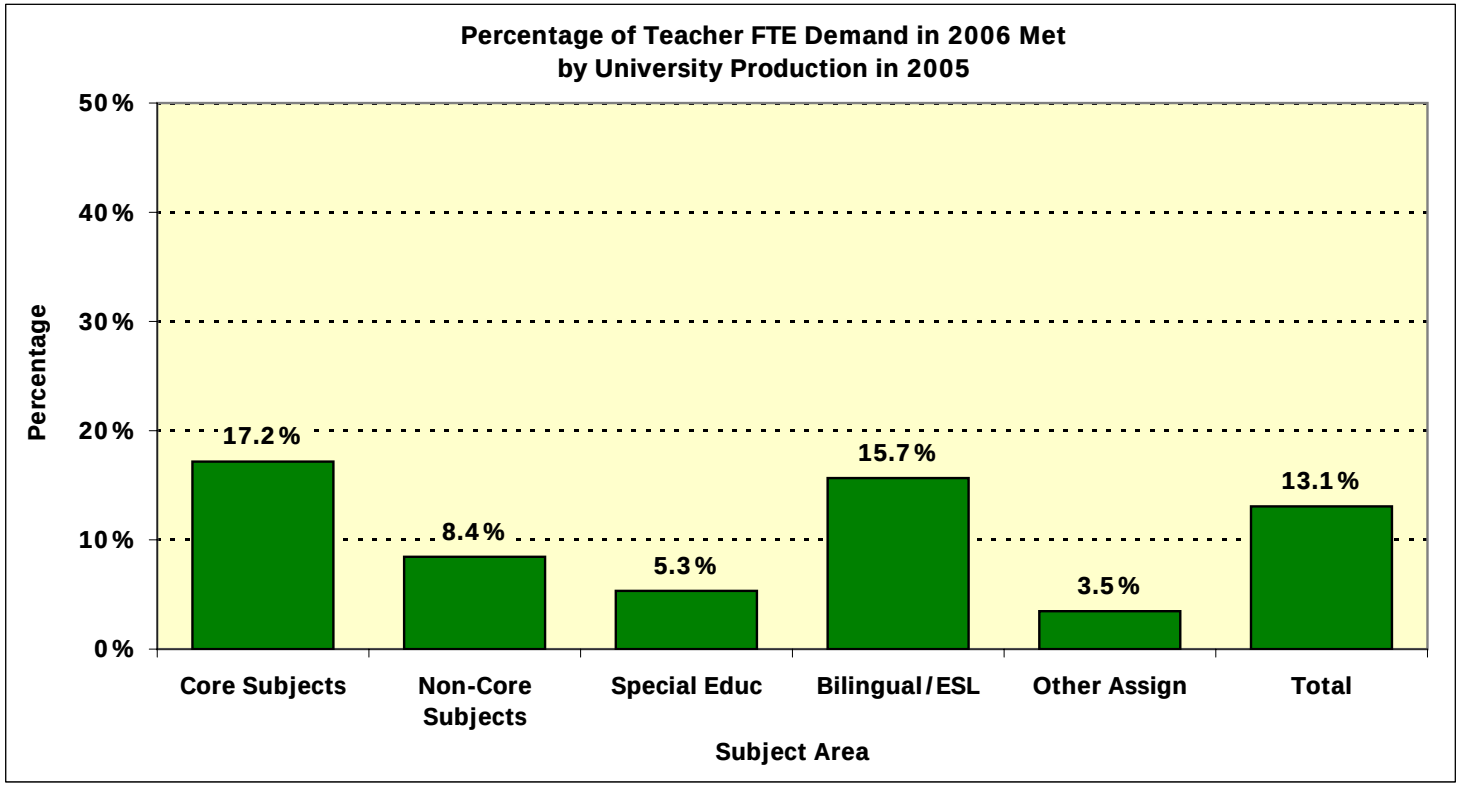
[1]**Demand is calculated as the number of newly-hired teacher FTEs in the PZPI in 2006.**

Source Data:
Teacher assignment
and certification files, TEA

Teacher Production and Demand in the Proximal Zone of Professional Impact

Elementary Schools
Angelo State University

Chart 3:



Measure	Core Subjects[2]	Non-Core Subjects[3]	Special Education	Bilingual/ ESL	Other Assign	Total
Production (2005)	45.5	8.1	1.0	0.3	1.8	56.7
Demand (2006)[1]	264.9	95.9	18.8	2.0	52.3	433.8
Production/Demand	17.2%	8.4%	5.3%	15.7%	3.5%	13.1%

[1]Demand is calculated as the number of newly-hired teacher FTEs in the PZPI in 2006.

[2]Core subjects are subjects that are TAKS tested.

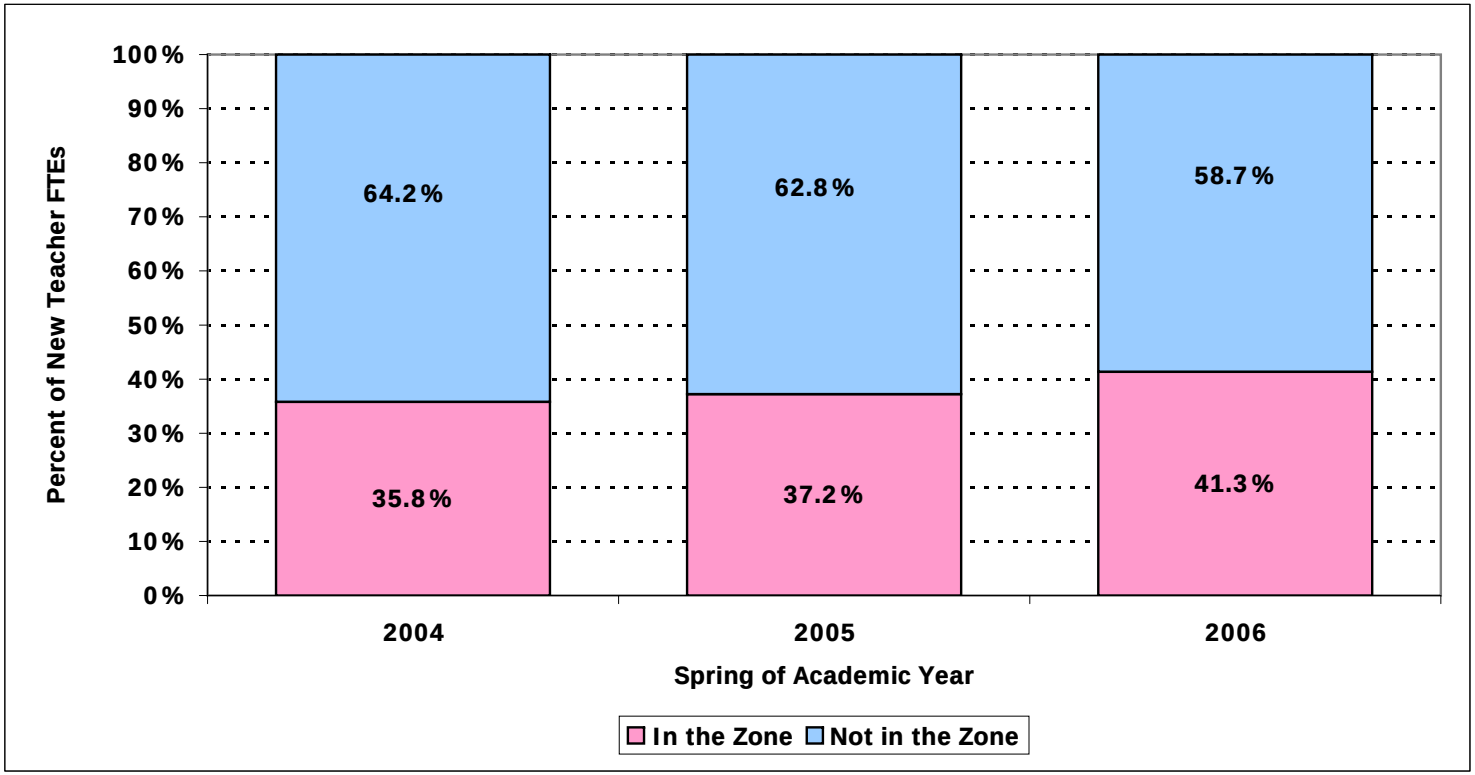
[3]Non-core subjects are all subjects not TAKS tested.

Source Data:
Teacher assisgnment and certification files, TEA

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

2004-2006

Angelo State University



	New Teacher FTEs						
	2004		2005		2006		% Change
	# FTEs	% of FTEs	# FTEs	% of FTEs	# FTEs	% of FTEs	2004 to 2006
In the Zone	65.9	35.8%	59.7	37.2%	62.7	41.3%	5.5
Not in the Zone	118.2	64.2%	100.7	62.8%	89.0	58.7%	-5.5
Total	**184.0**	**100.0%**	**160.3**	**100.0%**	**151.7**	**100.0%**	**0.0**

Source Data:
Teacher assignment files, TEA

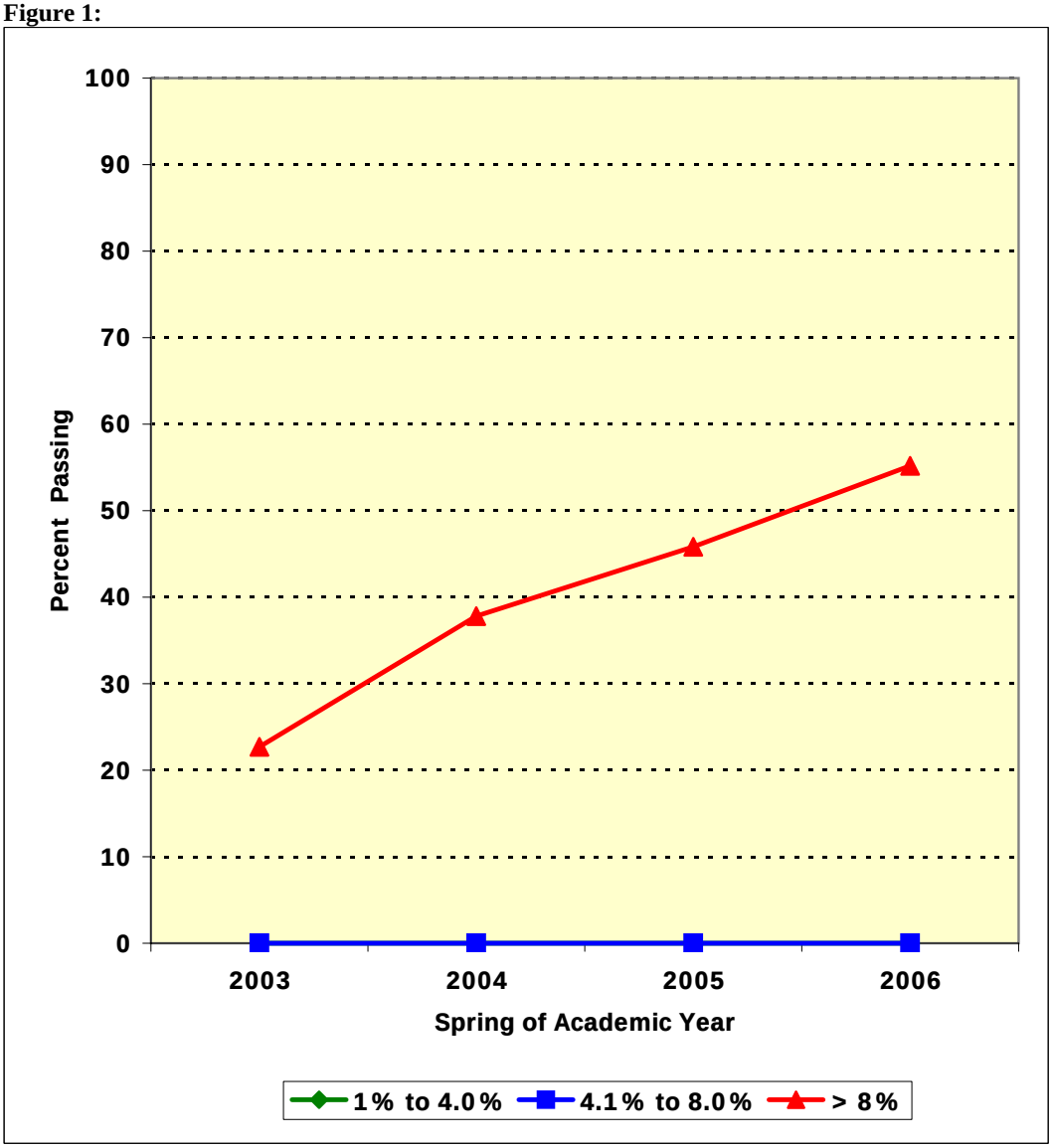
Achievement Trends of Low SES Students in the Proximal Zone of Professional Impact in Relationship to University Program Concentration[1]

2003-2006

High Schools

Angelo State University

Figure 1:



% of Teacher FTEs from Program	Number Schools	% Passing All TAKS Tests 2003	2004	2005	2006	CHG
1% to 4.0%	0.00					
4.1% to 8.0%	1					
> 8%	11	22.7	37.8	45.8	55.2	32.5
Total	**12**	**24.5**	**39.3**	**46.8**	**56.4**	**32.0**

[1]Achievement (percent passing All TAKS tests) is calculated only for the percentage of economically disadvantaged students in predominantly low SES schools (40% free/reduced lunch). See page 46 Section D.3 for further information regarding definitions.

Source Data:
AEIS, TEA

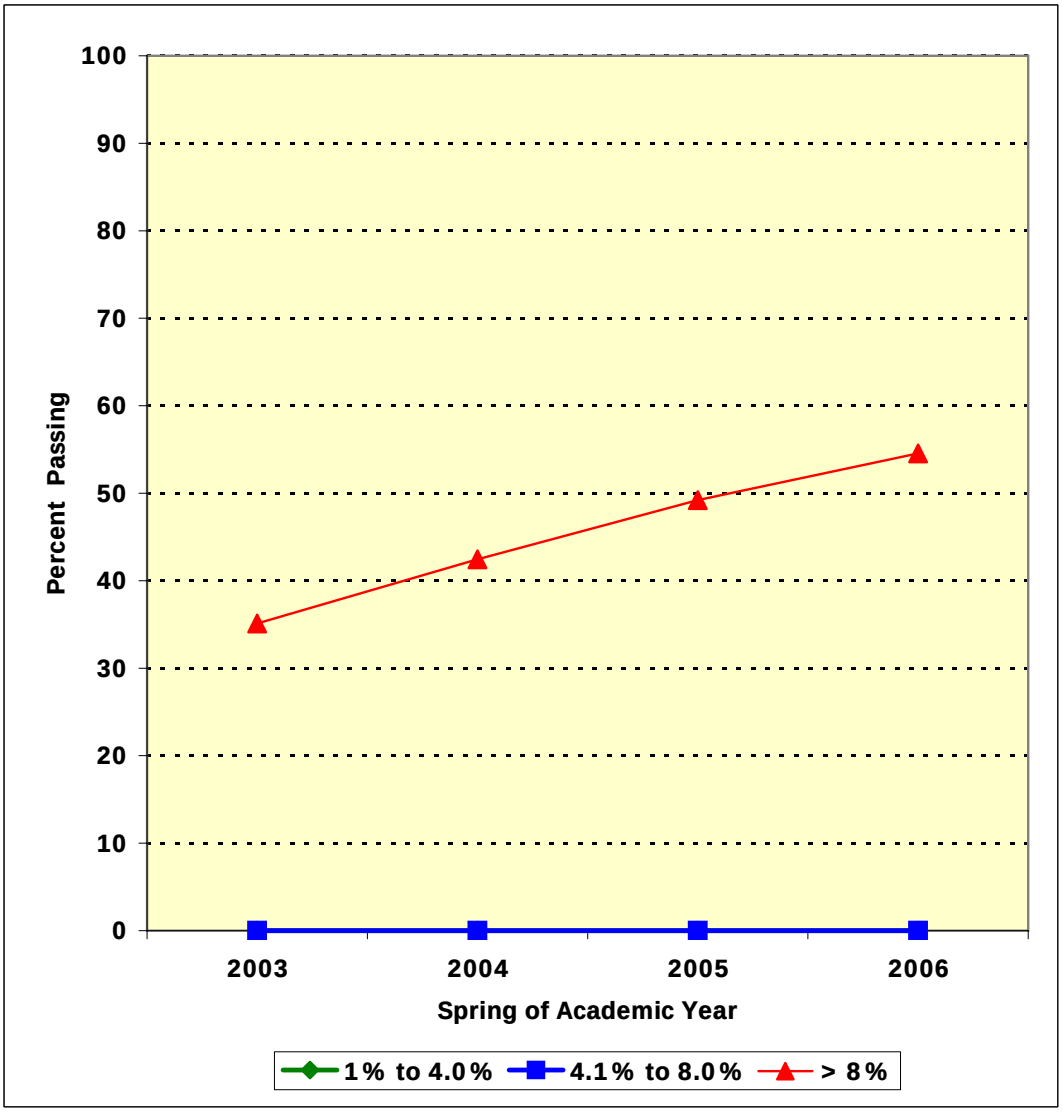
Achievement Trends in the Proximal Zone of Professional Impact in Relationship to University Program Concentration[1]

2003-2006

Middle Schools

Angelo State University

Figure 2:



% of Teacher FTEs from Program	Number Schools	% Passing All TAKS Tests 2003	2004	2005	2006	CHG
1% to 4.0%	2					
4.1% to 8.0%	2					
> 8%	9	35.1	42.4	49.2	54.6	19.4
Total	**13**	**35.3**	**43.6**	**52.5**	**57.3**	**22.0**

[1]Achievement (percent passing All TAKS tests) is calculated only for the percentage of economically disadvantaged students in predominantly low SES schools (40% free/reduced lunch). See page 46 Section D.3 for further information regarding definitions.

Source Data:
AEIS, TEA

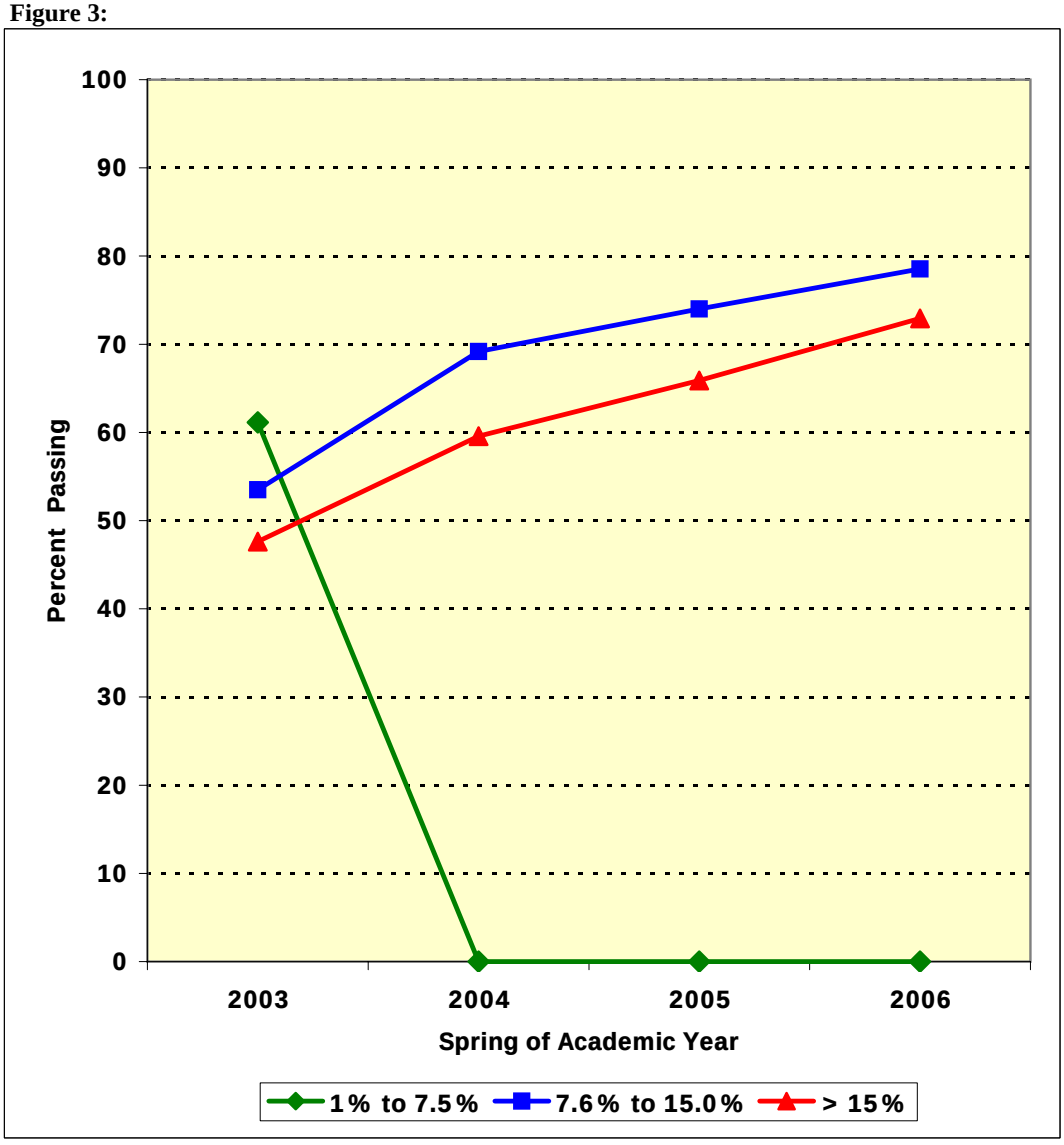
Achievement Trends of Low SES Students in the Proximal Zone of Professional Impact in Relationship to University Program Concentration[1]

2003-2006

Elementary Schools

Angelo State University

Figure 3:



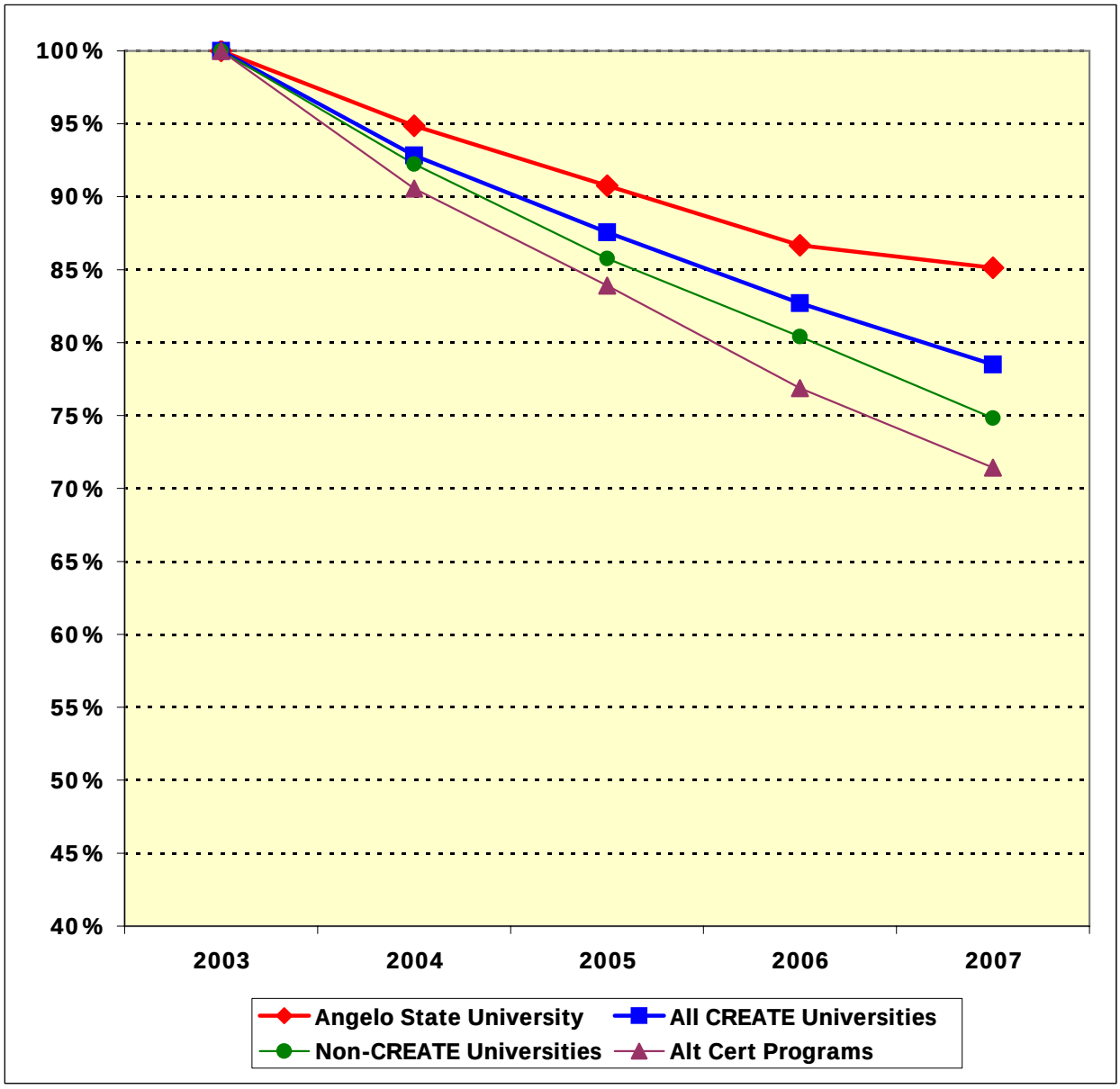
% of Teacher FTEs from Program	Number Schools	% Passing All TAKS Tests 2003	2004	2005	2006	CHG
1% to 7.5%	4	61.1				
7.6% to 15.0%	11	53.5	69.2	74.0	78.5	25.0
> 15%	28	47.6	59.6	65.9	72.9	25.3
Total	**43**	**50.2**	**62.6**	**68.8**	**74.5**	**24.3**

[1]Achievement (percent passing All TAKS tests) is calculated only for the percentage of economically disadvantaged students in predominantly low SES schools (40% free/reduced lunch). See page 46 Section D.3 for further information regarding definitions.

Source Data:
AEIS, TEA

Comparison of Teacher Retention Trends
Five-Year Retention Rates for the Certification Cohort of 2002
2003-2007

Angelo State University



Entity/Orgnanization	Spring of Academic Year				
	2003	2004	2005	2006	2007
Angelo State University	**100.0%**	**94.9%**	**90.8%**	**86.7%**	**85.1%**
All CREATE Universities	100.0%	92.8%	87.6%	82.7%	78.5%
Non-CREATE Universities	100.0%	92.2%	85.8%	80.4%	74.8%
Alt Cert Programs	100.0%	90.6%	83.9%	76.9%	71.4%

Source Data:
Teacher certification and teacher assignment files.
TEA

Comparison of Teacher Retention Trends

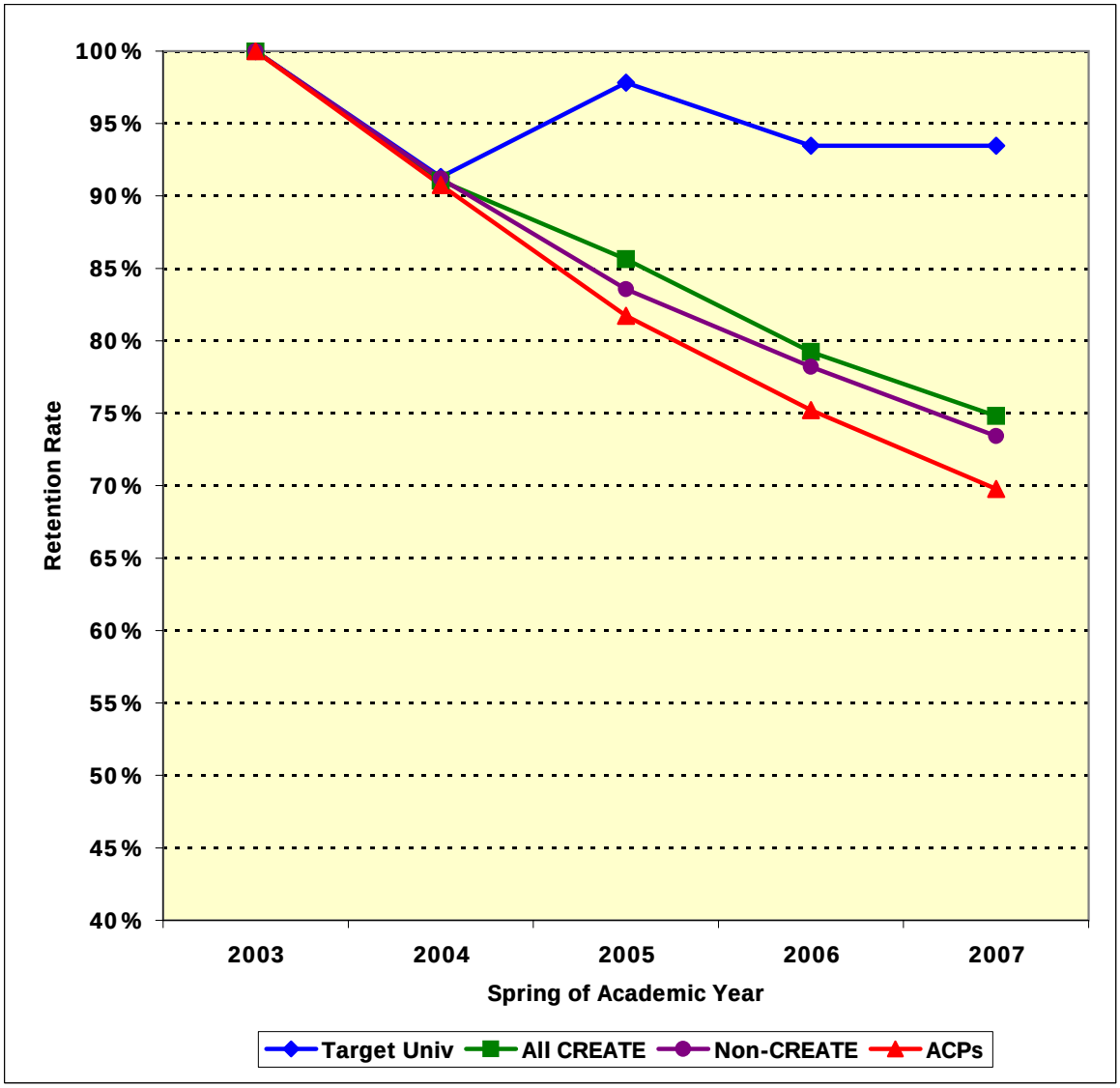
Five-Year Retention by School Level[1]

2003-2007

High School

Angelo State University

Figure 1:



Organization/ Entity	Number of Teachers	Spring of Academic Year 2003	2004	2005	2006	2007	Attrition Rate
Angelo State Univ	46	100.0%	91.3%	97.8%	93.5%	93.5%	6.5%
All CREATE	2080	100.0%	91.1%	85.6%	79.2%	74.8%	25.2%
Non-CREATE	523	100.0%	91.2%	83.6%	78.2%	73.4%	26.6%
ACPs	920	100.0%	90.8%	81.7%	75.2%	69.8%	30.2%
Total	3523	100.0%	91.0%	84.3%	78.0%	73.3%	26.7%

[1]**Data reflects 2002 Certification Cohort.**

Source Data:
Teacher certification files,
teacher assignment files,
AEIS, TEA

Comparison of Teacher Retention Trends

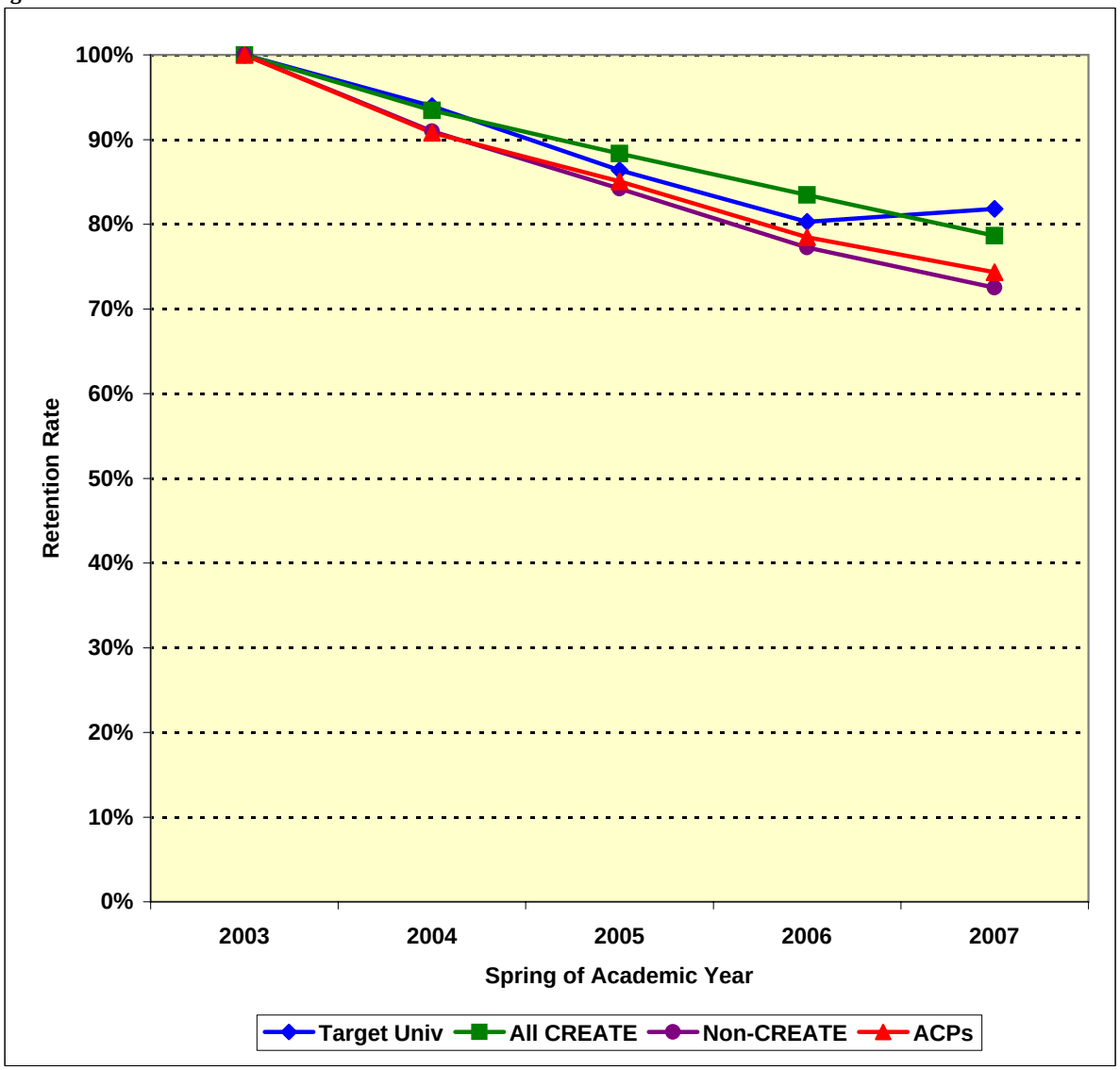
Five-Year Retention by School Level[1]

2003-2007

Middle School

Angelo State University

Figure 2:



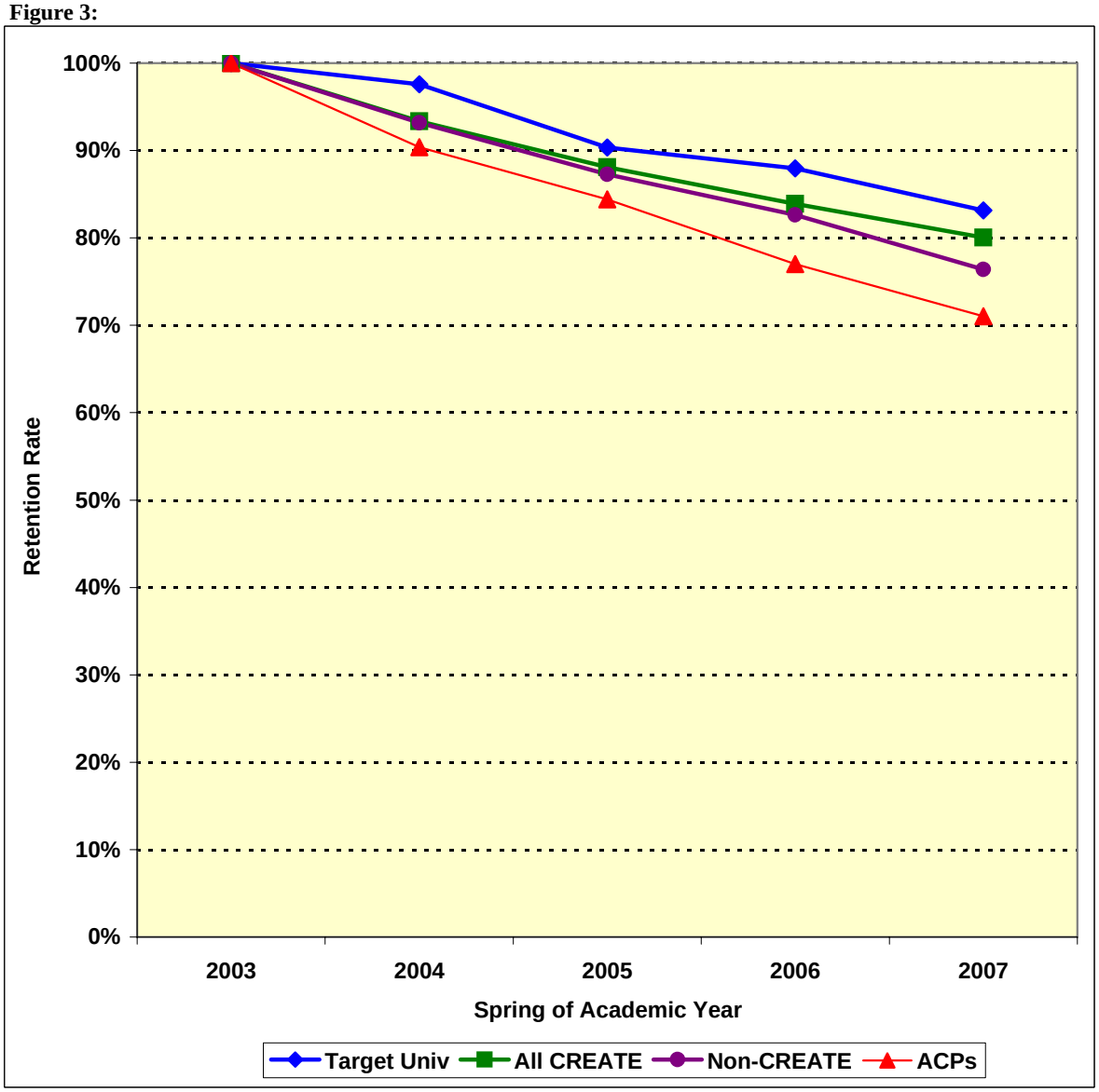
Organization/ Entity	Number of Teachers	Spring of Academic Year 2003	2004	2005	2006	2007	Attrition Rate
Angelo State Univ	66	100.0%	93.9%	86.4%	80.3%	81.8%	18.2%
All CREATE	2150	100.0%	93.4%	88.3%	83.4%	78.7%	21.3%
Non-CREATE	633	100.0%	91.0%	84.2%	77.3%	72.5%	27.5%
ACPs	803	100.0%	90.8%	85.1%	78.5%	74.3%	25.7%
Total	**3586**	**100.0%**	**92.4%**	**86.9%**	**81.2%**	**76.6%**	**23.4%**

[1]**Data reflects 2002 Certification Cohort.**

SOURCE DATA:
Teacher certification files,
teacher assignment files,
AEIS, TEA

Comparison of Teacher Retention Trends
Five-Year Retention by School Level[1]
2003-2007
Elementary School
Angelo State University

Figure 3:



Organization/ Entity	Number of Teachers	Spring of Academic Year 2003	2004	2005	2006	2007	Attrition Rate
Angelo State Univ	83	100.0%	97.6%	90.4%	88.0%	83.1%	16.9%
All CREATE	4740	100.0%	93.3%	88.1%	83.9%	80.0%	20.0%
Non-CREATE	1423	100.0%	93.2%	87.3%	82.6%	76.4%	23.6%
ACPs	2067	100.0%	90.4%	84.4%	77.0%	71.0%	29.0%
Total	**8230**	**100.0%**	**92.6%**	**87.0%**	**81.9%**	**77.1%**	**22.9%**

[1]**Data reflects 2002 Certification Cohort.**

SOURCE DATA:
Teacher certification files,
teacher assignment files,
AEIS, TEA

III. University Benchmarks to Guide Improvement

PACE System

E. COMPARISON REPORTS OF TEACHER PRODUCTION

SECTION E:
Comparison Reports of Teacher Production

Section E contains comparison information between universities regarding teacher production, certificate production, employment of newly-certified teachers, 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 to select from, the two having the highest correlation based on the number of students in the schools in the PZPI were chosen as the comparison universities. When there were no universities in the PZPI, a consensus was arrived at based on the professional judgment of a panel of PACE committee members.

E.1: Comparison of Longitudinal Teacher Production Between Target University and Other Universities

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

The data for this comparison comes from individual university data found in C.2. The data associated with each university represents that university's Proximal Zone of Professional Impact.

E.3: Comparison of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact Between Target University and Other Universities

The data for this comparison comes from individual university data found in D.2. The data associated with each university represents that university's Proximal Zone of Professional Impact.

E.4: Teacher Retention Comparison Between Target University and Other Universities

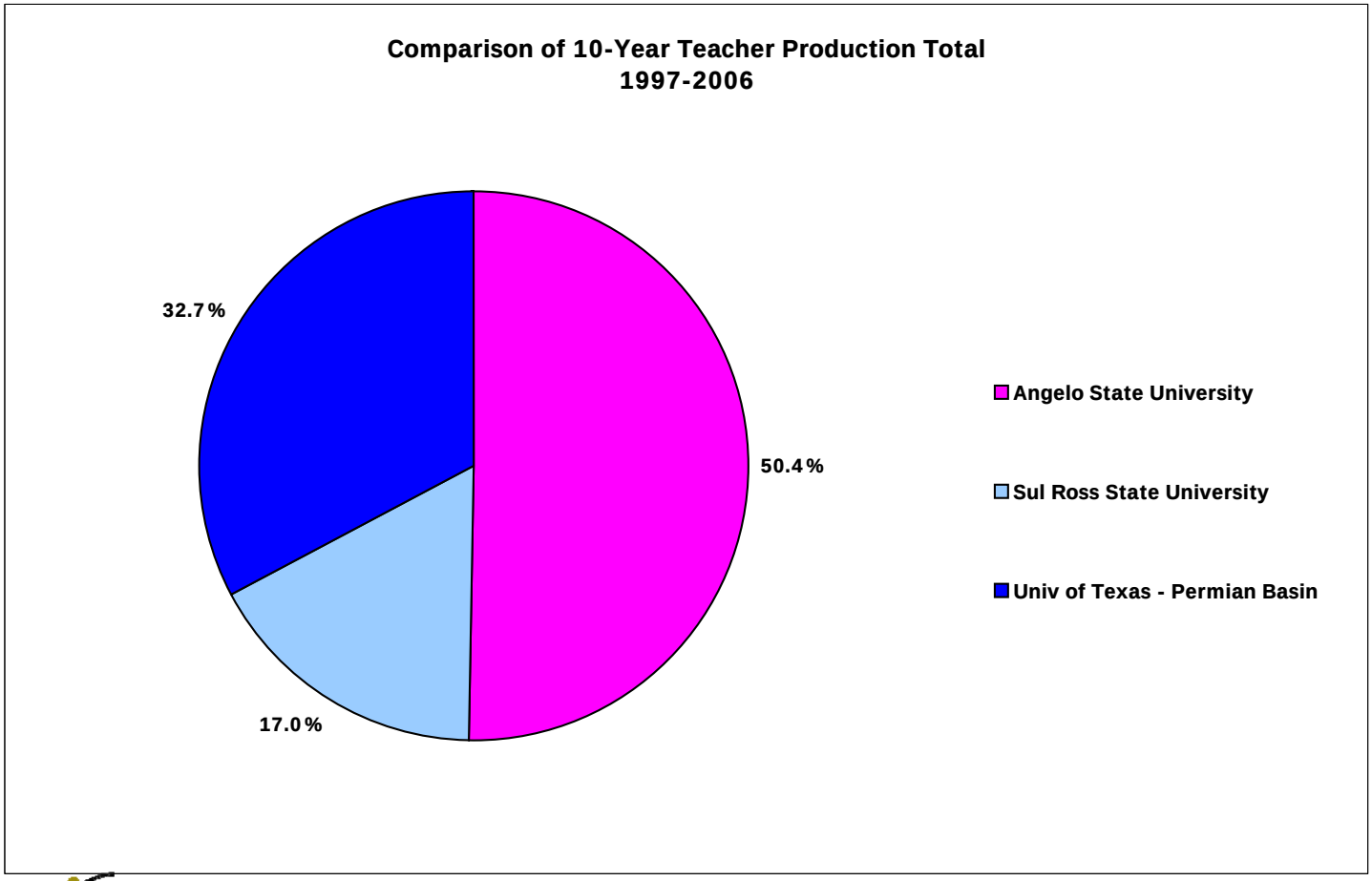
The data for this comparison comes from individual university data found in D.4.a. It represents the 5-year teacher retention rates for the individuals in the 2002 certification cohort who became employed in a Texas public school in the 2002-03 academic year, denoted as 2003 in the tables. The attrition rate is calculated by subtracting the 2007 retention rate from 100%.

Comparison of Longitudinal Teacher Production Between Target University and Two Comparison Universities

1997-2006

Angelo State University

Academic Year	Preparation Program Production Comparison			Total	Comparison of Percentage of Teachers Produced		
	Angelo State University	Sul Ross State University	Univ of Texas - Permian Basin		Angelo State University	Sul Ross State University	Univ of Texas - Permian Basin
10-Year Total	**2,328**	**784**	**1,511**	**4,623**	**50.4%**	**17.0%**	**32.7%**
1997	248	87	124	459	54.0%	19.0%	27.0%
1998	253	88	110	451	56.1%	19.5%	24.4%
1999	342	96	138	576	59.4%	16.7%	24.0%
2000	159	75	106	340	46.8%	22.1%	31.2%
2001	182	80	159	421	43.2%	19.0%	37.8%
2002	252	57	146	455	55.4%	12.5%	32.1%
2003	242	70	187	499	48.5%	14.0%	37.5%
2004	235	86	241	562	41.8%	15.3%	42.9%
2005	228	69	154	451	50.6%	15.3%	34.1%
2006	187	76	146	409	45.7%	18.6%	35.7%
10-Year Avg	**233**	**78**	**151**	**462**	**50.1%**	**17.2%**	**32.7%**



Source Data:
Teacher certification data, TEA

Comparison of Longitudinal Certificate Production Trends Between Target University and Other Universities

Angelo State University

Certificate	Spring of Academic Year										10-Year
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Average
ELEMENTARY											
Generalist*							4	100	117	96	79.3
Self-Contained	357	362	397	229	271	370	415	106	10	13	253.0
Special Educ	37	30	39	19	19	27	20	16	2	13	22.2
Bilingual	2	2	3	0	1	0	0	0	0	0	0.8
ESL	0	0	0	0	0	0	0	0	0	0	0.0
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
SECONDARY											
English	41	23	36	12	9	15	14	15	6	7	17.8
Mathematics	14	18	19	7	7	15	11	7	14	9	12.1
Science	30	27	47	11	13	14	18	9	8	5	18.2
Social Studies	30	38	40	13	23	23	19	11	9	9	21.5
Foreign Lang.	6	6	14	2	5	10	12	7	4	3	6.9
Fine Arts	3	3	3	1	3	4	3	3	7	3	3.3
PE/Health	37	51	87	32	36	51	34	33	37	9	40.7
Tech. Applications	0	1	1		1	1	0	11	0	0	1.7
Voc Educ	0	0	0	0	0	0	0	0	0	0	0.0
Special Educ	8	1	9	5	5	10	7	5	4	2	5.6
ESL	1	0	1	1	1	0	0	0	0	0	0.4
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
ALL LEVEL											
Fine Arts	4	9	13	3	5	6	3	8	6	1	5.8
PE/Health	1	0	1	1	0	0	1	9	22	38	7.3
Special Educ	0	0	0	0	0	0	0	2	3	8	1.3
ESL	0	0	1	0	0	0	2	0	0	0	0.3
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
Total	**571**	**571**	**711**	**336**	**399**	**546**	**563**	**342**	**249**	**216**	

University of Texas-Permain Basin

Certificate	Spring of Academic Year										10-Year
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Average
ELEMENTARY											
Generalist*							8	65	64	54	47.8
Self-Contained	155	145	189	132	172	207	201	117	14	9	134.1
Special Educ	1	4	8	1	4	1	4	4	2	2	3.1
Bilingual	13	11	18	15	27	16	25	28	15	25	19.3
ESL	3	2	1	2	3	3	4	8	3	11	4.0
Gifted Educ	0	0	0	0	0	0	0	1	0	0	0.1
SECONDARY											
English	11	8	13	7	17	6	17	12	11	15	11.7
Mathematics	7	6	3	5	7	3	7	6	8	5	5.7
Science	6	10	7	10	8	9	4	9	7	8	7.8
Social Studies	17	9	17	13	17	15	18	26	16	14	16.2
Foreign Lang.	5	4	2	4	2	4	5	18	6	11	6.1
Fine Arts	0	1	0	0	2	2	2	1	1	0	0.9
PE/Health	0	5	5	4	12	8	8	5	4	3	5.4
Tech. Applications	2	2	2	3	3	0	1	3	0	0	1.6
Voc Educ	6	2	2	4	5	7	8	14	6	8	6.2
Special Educ	1	0	0	0	5	1	1	3	0	0	1.1
Bilingual	0	0	0	0	0	0	0	0	0	0	
ESL	0	1	1	1	1	1	2	3	0	5	1.5
Gifted Educ	0	0	0	0	0	0	0	0	0	0	0.0
ALL LEVEL											
Fine Arts	1	0	1	1	2	1	5	4	6	3	2.4
PE/Health	7	4	4	1	10	3	8	9	5	8	5.9
Special Educ	3	1	1	0	0	0	0	2	3	1	1.1
ESL	1	1	4	2	2	2	1		1	1	1.7
Gifted Educ	1	1	0	0	0	0	5	4	2	0	1.3
Total	**240**	**217**	**278**	**205**	**299**	**289**	**334**	**342**	**174**	**183**	

Source Data:
Teacher certification files, TEA

Comparison of Longitudinal Certificate Production Trends Between Target University and Other Universities

Sul Ross State University

Certificate	Spring of Academic Year										10-Year
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Average
ELEMENTARY											
Generalist*							4	12	9	7	8.0
Self-Contained	69	56	69	44	66	31	36	20	5	5	40.1
Special Educ	8	7	9	5	3	3	2	1	1	0	3.9
Bilingual	4	4	7	4	4	4	7	4	9	2	4.9
ESL	0	1	1	0	0	0	0	1	0	0	0.3
Gifted Educ	0	0	0	0	0	0	1	1	0	0	0.2
SECONDARY											
English	9	6	5	7	8	6	9	7	5	3	6.5
Mathematics	8	3	3	5	4	3	4	1	2	0	3.3
Science	9	3	12	4	3	3	6	16	6	7	6.9
Social Studies	5	7	9	4	0	5	4	13	8	6	6.1
Foreign Lang.	2	5	3	1	0	3	0	4	3	6	2.7
Fine Arts	3	1	2	0	1	2	5	3	0	2	1.9
PE/Health	7	13	13	9	9	9	5	13	6	3	8.7
Tech. Applications	1	2	1	3	1	0	0	0	0	0	0.8
Voc Educ	11	8	11	7	6	8	5	7	7	15	8.5
Special Educ	2	0	3	3	2	4	1	0	0	0	1.5
ESL	0	1	1	0	0	0	0	0	0	0	0.2
Gifted Educ	0	1	0	0	0	1	1	0	0	0	0.3
ALL LEVEL											
Fine Arts	1	3	2	1	2	0	2	4	1	0	1.6
PE/Health	4	3	4	8	6	6	7	2	11	25	7.6
Special Educ	5	5	0	0	0	0	0	0	0	0	1.0
ESL	0	0	0	0	0	0	0	0	0	0	0.0
Gifted Educ	0	0	0	2	3	0	2	0	0	0	0.7
Total	**148**	**129**	**155**	**107**	**118**	**88**	**101**	**109**	**73**	**81**	

* The data does not differentiate between EC-4 Generalist and 4-8 Generalist.

Comparison of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact Between Target University and Other Universities 2004-2006

Angelo State University

Zone Placement	New Teacher FTEs						% Change 2004 - 2006
	2004		2005		2006		
	# FTEs	% of FTEs	# FTEs	% of FTEs	# FTEs	% of FTEs	
In the Zone	65.9	35.8%	59.7	37.2%	62.7	41.3%	5.5
Out of the Zone	118.2	64.2%	100.7	62.8%	89.0	58.7%	-5.5
Total	**184.0**	**100.0%**	**160.3**	**100.0%**	**151.7**	**100.0%**	**0.0**

University of Texas-Permian Basin

Zone Placement	New Teacher FTEs						% Change 2004 - 2006
	2004		2005		2006		
	# FTEs	% of FTEs	# FTEs	% of FTEs	# FTEs	% of FTEs	
In the Zone	127.6	87.0%	158.2	86.0%	106.1	91.4%	4.3
Out of the Zone	19.0	13.0%	25.8	14.0%	10.0	8.6%	-4.3
Total	**146.6**	**100.0%**	**184.0**	**100.0%**	**116.1**	**100.0%**	**0.0**

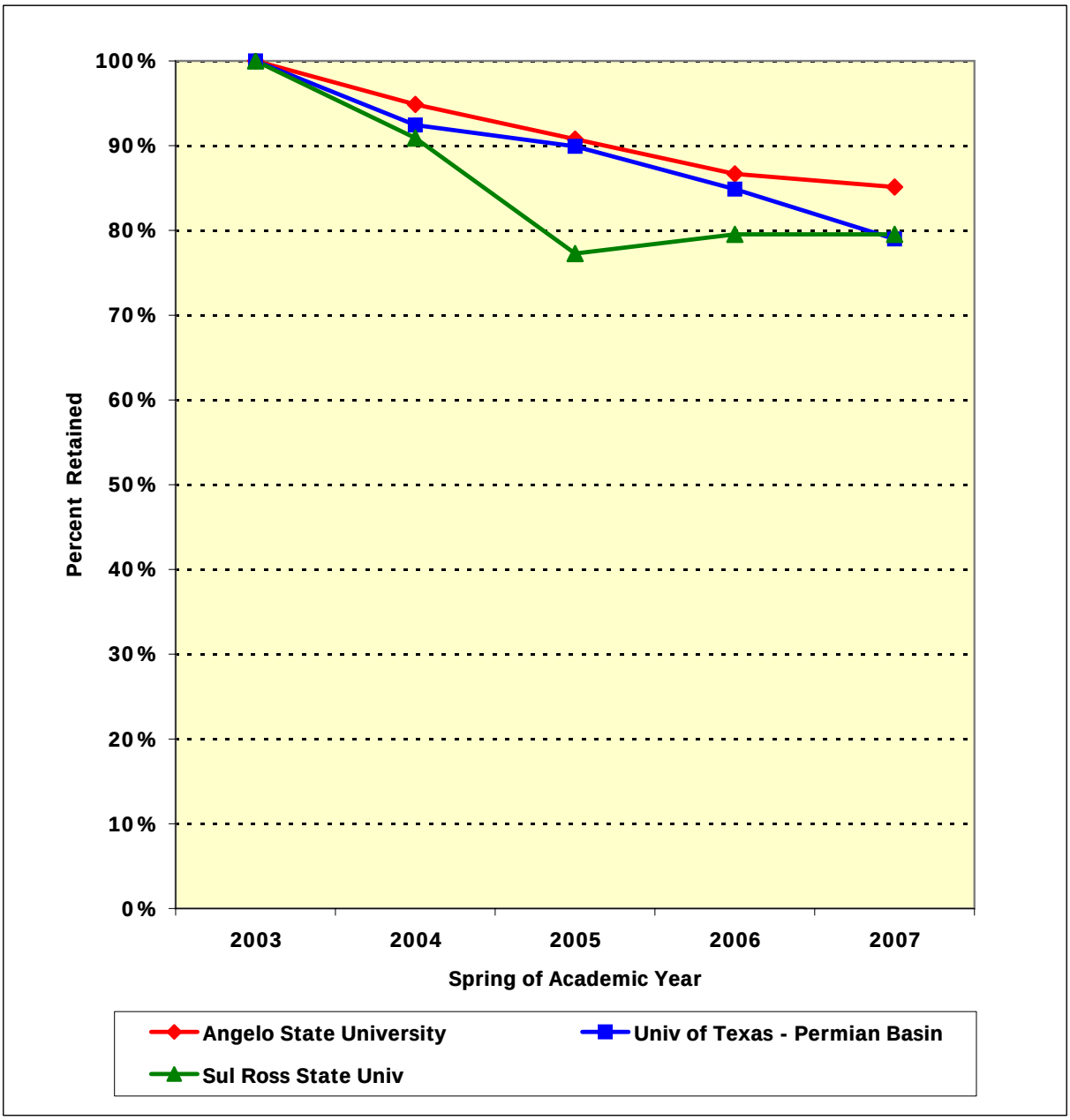
Sul Ross State University

Zone Placement	New Teacher FTEs						% Change 2004 - 2006
	2004		2005		2006		
	# FTEs	% of FTEs	# FTEs	% of FTEs	# FTEs	% of FTEs	
In the Zone	12.2	22.0%	17.4	24.0%	18.8	34.4%	12.4
Out of the Zone	43.3	78.0%	55.0	76.0%	35.8	65.6%	-12.4
Total	**55.5**	**100.0%**	**72.4**	**100.0%**	**54.5**	**100.0%**	**0.0**

Teacher Retention Comparison Between Target University and Other Universities

2003-2007

Angelo State University



Preparation Program Name	Spring of Academic Year					Attrition Rate
	2003	2004	2005	2006	2007	
Angelo State University	100.0%	94.9%	90.8%	86.7%	85.1%	**14.9%**
Univ of Texas-Permian Basin	100.0%	92.4%	89.9%	84.9%	79.0%	**21.0%**
Sul Ross State Univ	100.0%	90.9%	77.3%	79.5%	79.5%	**20.5%**

Source Data:
Teacher assignment files, TEA

Performance Analysis System for Colleges of Education (PACE)

Information Regarding Data Correction and Data Requests

The Year One PACE Report is offered as a prototype reporting system for 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.

All inquiries regarding PACE should be forwarded to:

CREATE
Associate Director of Research
ATTN: Sherri Lowrey
salowrey@uh.edu
936-273-7661

The following forms can be downloaded from the CREATE website at www.createtx.org.

Data Correction Form

If data in the PACE Report varies substantially from your university's data, please follow the directions on the Data Correction Form found on the CREATE website. After completion, the Data Correction Form should be submitted to the Associate Director of Research. Contact information is listed above.

Request for Custom Reports

If further information and reports are needed, please follow the directions on the Request for Custom Report Form found on the CREATE website. After completion, the Data Correction Form should be submitted to the Associate Director of Research. Contact information is listed above.

Request for Professional Development

Requests for on-site professional development regarding the PACE Reporting System can be directed to the Associate Director of Research using the contact information cited above.

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