An Introduction to the PACE System:

Performance Analysis System for Colleges of Education

Year 2
Angelo State University

Center for Research, Evaluation and Advancement of Teacher Education

www.createtx.org

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(PACE)

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Purpose and Objectives of PACE

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

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

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

PACE reports are intended to address the following objectives:

1. Present a system which describes and charts a Proximal Zone of Professional Impact (PZPI) for each CREATE institution, within which to consider long-term program interventions and measure effectiveness of university teacher preparation programs.
2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based teacher preparation programs.
3. Provide information that will enable university and 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 an information system, the PACE reports are a work in progress and subject to continuous quality improvement. For Year 2, the core reports have been retained but refined. New reports have been added in response to requests by constituents for additional information. 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 PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported institutional data prior to final analysis and interpretation. In efforts to refine the data, CREATE staff stand ready to assist in 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 the last page of this report.

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

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

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

B. Colleges of Education can and do influence continuous quality improvement of public school teaching and student learning through their core functions of:
   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 effects on public school teaching and student learning can best be assessed through:
   1) on-going analysis of the College's teacher production, placement and retention trends;
   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 the university and all school districts and campuses within a seventy-five mile radius. This proximal zone describes a "P-16" professional community in the immediate vicinity of each university, and provides each College of Education a professional laboratory setting in which to collaboratively design and implement program improvements over time and to gauge their long-term success.

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

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

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

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

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

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

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

Data Sets Used in the PACE Report

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

Teacher Certification Data Set. This data set, provided by TEA, includes each Texas teaching certificate obtained by a qualified applicant as well as the date the individual received the teaching certificate. The data matches individuals to the program recommending certification and is available from 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 2008 will likely differ somewhat from an analysis based on a data set purchased in July of 2008.

Teacher Assignment Data Set. This data set provided by TEA includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school. The data matches each teacher to the district and school or schools in which he or she teaches. The data set is available from the mid-1980s to the current year. The Teacher Assignment Data Set for each academic year is made available in March of that academic year.

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.

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. An interactive website (http://www.txhighereddata.org/Interactive/Accountability/) provides information related to four success goals of the Texas Higher Education Closing the Gaps plan. The goals call for closing the gaps within Texas in four areas: student participation, student success, excellence, and research. Mathematics, biological sciences, and physical science degree awards was downloaded from the THECB Prep Online site (http://www.txhighereddata.org/Interactive/PREP_New/).

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. Extend and augment these data with university data bases and programmatic information available only at your institution.
3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.
4. Plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects based on these planned interventions.
5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

How CREATE Can Assist

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

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

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

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

PACE 2008

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

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

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

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

***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance.

See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2005, Oct. 2004; and TEA Student Assessment Division)*

Limited English Proficient *(LEP)*: These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do.

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

At-Risk*:* Listed as a special category in PACE 2007, this category of students was discontinued in the 2008 TEA dataset.

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)*

Mobility *(from Campus Profile Section):* A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.,* has missed six or more weeks at a particular school). The district mobility rate reflects school-to-school mobility. See *Comparable Improvement. (Source: PEIMS, June 2000.*

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 the number of schools by school level for each district (elementary, middle, high, and elementary/

secondary). **A**ggregated student enrollment data for each district within the PZPI by school level for selected student subpopulations are shown as well as the number of students who were added to the mobility count.

A.3: Public 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 (which includes charter schools) by district within the university's PZPI. The listing includes the district name, campus code and name, school type (elementary, middle, high, and elementary/secondary) and size of school. The campus accountability rating has also been provided using the following system:

A=Academically Acceptable
L= Academically Unacceptable
R=Recognized
E= Exemplary
1=Not Rated
2=Not Rated
X=Not Rated

Requirements for each rating system can be found in the 2007 Accountability Manual on the TEA website.

Summary of Public School Enrollment in Proximal Zone of Professional Impact
2007-2008
Angelo State University

District Types in the PZPI:	N	%
Traditional Districts	45	100.0
Charter Schools		
TOTAL	45	100.0

Level	Number of Schools	Number of Students										Total
		African American		Hispanic		White		Asian		Native American		
		N	%	N	%	N	%	N	%	N	%	
ELEM	69	823	4.2%	8,166	41.8%	10,341	52.9%	175	0.9%	54	0.3%	19,559
MS	26	248	3.8%	2,681	40.6%	3,625	54.9%	34	0.5%	19	0.3%	6,607
HS	64	519	4.3%	4,614	37.9%	6,904	56.8%	94	0.8%	33	0.3%	12,164
EL/SEC	15	34	1.4%	681	28.0%	1,695	69.6%	15	0.6%	11	0.5%	2,436
Total	174	1,624	4.0%	16,142	39.6%	22,565	55.4%	318	0.8%	117	0.3%	40,766

Level	Number of Schools	Students in Special Categories									Mobility 2006 N=41,189	
		Eco Disadvantaged		Special Education		Bilingual		LEP				
		N	%	N	%	N	%	N	%		n	%
ELEM	69	11,043	56.5%	2,209	11.3%	1,161	5.9%	1,196	6.1%		3,495	8.5%
MS	26	3,165	47.9%	967	14.6%	193	2.9%	207	3.1%		1,237	3.0%
HS	64	4,729	38.9%	1,666	13.7%	297	2.4%	327	2.7%		3,012	7.3%
EL/SEC	15	1,207	49.5%	366	15.0%	35	1.4%	35	1.4%		792	1.9%
Total	174	20,144	49.4%	5,208	12.8%	1,686	4.1%	1,765	4.3%		8,536	20.7%

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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	Mobility 2006
BALLINGER ISD	Elem	1	0	0	0		11	199	249	0	2	461	278	40	12	12	66
	MS	0	1	0	0		4	91	123	0	1	219	115	27	3	3	37
	HS	0	0	2	0		13	118	189	1	1	322	140	41	3	4	74
	Total	1	1	2	0	4	28	408	561	1	4	1,002	533	108	18	19	177
BLACKWELL CISD	El/Sec	0	0	0	1		0	28	111	0	1	140	70	18	11	11	35
	Total	0	0	0	1	1	0	28	111	0	1	140	70	18	11	11	35
BRADY ISD	Elem	2	0	0	0		18	302	341	2	2	665	484	98	21	26	93
	HS	0	0	1	0		14	142	225	1	2	384	178	69	5	7	79
	El/Sec	0	0	0	1		5	115	152	2	0	274	158	52	1	1	53
	Total	2	0	1	1	4	37	559	718	5	4	1,323	820	219	27	34	225
BRONTE ISD	Elem	1	0	0	0		0	59	135	0	0	194	105	23	15	15	23
	HS	0	0	4	0		67	115	172	2	2	358	265	106	35	35	482
	Total	1	0	4	0	5	67	174	307	2	2	552	370	129	50	50	505
CHRISTOVAL ISD	Elem	3	0	0	0		6	32	136	0	0	174	50	18	4	4	28
	HS	0	0	3	0		0	2	1	1	0	4	2	4	0	0	5
	El/Sec	0	0	0	1		1	61	165	2	2	231	78	31	2	2	42
	Total	3	0	3	1	7	7	95	302	3	2	409	130	53	6	6	75
COAHOMA ISD	Elem	1	0	0	0		4	125	280	1	0	410	212	44	6	6	62
	MS	0	1	0	0		0	45	87	0	2	134	54	17	4	4	20
	HS	0	0	1	0		1	70	180	0	1	252	61	42	3	3	40
	Total	1	1	1	0	3	5	240	547	1	3	796	327	103	13	13	122
COLEMAN ISD	Elem	1	0	0	0		17	100	349	3	2	471	321	50	19	19	86
	MS	0	1	0	0		8	49	146	0	0	203	109	29	2	2	37
	HS	0	0	1	0		12	86	217	2	1	318	146	37	7	7	71
	Total	1	1	1	0	3	37	235	712	5	3	992	576	116	28	28	194
District Totals Including Charter Schools	Elem	69	0	0	0		823	8,166	10,341	175	54	19,559	11,043	2,209	1,161	1,196	3,495
	MS	0	26	0	0		248	2,681	3,625	34	19	6,607	3,165	967	193	207	1,237
	HS	0	0	64	0		519	4,614	6,904	94	33	12,164	4,729	1,666	297	327	3,012
	El/Sec	0	0	0	15		34	681	1,695	15	11	2,436	1,207	366	35	35	792
	Total	69	26	64	15	174	1,624	16,142	22,565	318	117	40,766	20,144	5,208	1,686	1,765	8,536

PACE System 2008

Public School Listings in the Proximal Zone of Professional Impact
2007-08
Angelo State University

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

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
BALLINGER ISD	200901001	BALLINGER H S	HS	313	A
BALLINGER ISD	200901003	FAIRVIEW ACCELERATED	HS	9	1
BALLINGER ISD	200901041	BALLINGER J H	MS	219	A
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	Elem	461	R
BLACKWELL CISD	177903001	BLACKWELL SCHOOL	El/Sec	140	A
BRADY ISD	160901001	BRADY H S	HS	384	A
BRADY ISD	160901101	BRADY EL	Elem	511	A
BRADY ISD	160901103	NORTH WARD PRI	Elem	154	X
BRADY ISD	160901041	BRADY MIDDLE SCHOOL	El/Sec	274	R
BRONTE ISD	41901002	JUVENILE DETENT CTR	HS	200	2
BRONTE ISD	41901001	BRONTE H S	HS	154	R
BRONTE ISD	41901003	FAIRVIEW ACCELERATED	HS	2	1
BRONTE ISD	41901005	FAIRVIEW DAEP	HS	2	X
BRONTE ISD	41901101	BRONTE EL	Elem	194	A
CHRISTOVAL ISD	226901195	FAIRVIEW SPECIAL PROGRAMS	HS	2	X
CHRISTOVAL ISD	226901002	FAIRVIEW ACCELERATED	HS	1	1
CHRISTOVAL ISD	226901199	SAN ANGELO SPECIAL PROGS	HS	1	X
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	Elem	171	E
CHRISTOVAL ISD	226901102	VERIBEST PPCD	Elem	2	X
CHRISTOVAL ISD	226901180	WALL SP PROG (FLC/BAC)	Elem	1	X
CHRISTOVAL ISD	226901001	CHRISTOVAL H S	El/Sec	231	A
COAHOMA ISD	114902001	COAHOMA H S	HS	252	A
COAHOMA ISD	114902041	COAHOMA J H	MS	134	A
COAHOMA ISD	114902101	COAHOMA EL	Elem	410	A

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 2004 to 2007. 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 2004 to 2007. The data are presented by school level and includes information by student racial/ethnic categories as well as other student subpopulations. The analysis provides the change in the number of students within the PZPI and the percentage change in student enrollment over the same time period. Data are depicted graphically by ethnicity and by students in special categories

B.2. Student Achievement Trends in the Proximal Zone of Professional Impact

B.2.a: and B.2.b: Percentage Passing Mathematics TAKS and Percentage Passing Reading TAKS.
These analyses provide trend data on the percentage of students passing the Mathematics and Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS) at all grade levels from 2004 to 2007. The pass rates of two school groups are compared: schools within the PZPI and schools that are not in the PZPI. Within each school group, 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 and for economically disadvantaged students.

B.2.c: Variability of TAKS Achievement Rates by Ethnicity. Figures 1 through 6 provide information about the percentage of subpopulations of students at each school level passing ALL TAKS for Mathematics and Reading/English Language Arts from 2004 to 2007. 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). These tables also provide the percent of students at the campus who are economically disadvantaged and the percent of students at the campus who are classified as minority students. Please note that the AEIS data base incorporates intermediate schools into the elementary school listings.

The first six reports show results for mathematics. The tables list the district and campus names, the respective campus code, the percentage of all students passing the Mathematics TAKS at the campus, the percentage of all students passing the Reading/English Language Arts TAKS at the campus, the percentage of economically disadvantaged students enrolled at the campus, and the

percentage of minority students (African American, Hispanic, or Native American) enrolled at the campus.

The rankings for the <u>highest</u> performing schools on Mathematics TAKS are in descending order. The rankings for the <u>lowest</u> performing schools on Mathematics TAKS show the lowest school first and then show scores in ascending order. The Reading/English Language Arts TAKS results are included in the mathematics section 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 highest performing schools for Reading/English Language Arts are listed first and then ranked in descending order. The rankings for lowest performing schools for Reading/English Language Arts list results on the Reading/English Language Arts TAKS first and then are ranked in ascending order.

Student Enrollment Trends in Proximal Zone of Professional Impact
2004-2007

	Angelo State University																				
	Elementary				Middle				High School				Both Elem./Second.				Total					
Headcount - Fall	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	Net change	Percentage Change
Total	19,345	19,091	19,158	19,559	8,245	8,014	7,223	6,607	11,871	11,705	12,290	12,164	2,512	2,505	2,518	2,436	41,973	41,315	41,189	40,766	(1,207)	-2.9%
African American	798	778	814	823	351	326	277	248	500	481	505	519	43	53	49	34	1,692	1,638	1,645	1,624	(68)	-4.0%
Hispanic	7,988	7,892	8,004	8,166	3,154	3,118	2,805	2,681	4,325	4,331	4,598	4,614	739	735	743	681	16,206	16,076	16,150	16,142	(64)	-0.4%
White	10,387	10,228	10,132	10,341	4,666	4,488	4,073	3,625	6,962	6,799	7,074	6,904	1,713	1,697	1,701	1,695	23,728	23,212	22,980	22,565	(1,163)	-4.9%
Asian American	127	144	155	175	59	60	47	34	62	67	83	94	11	13	16	15	259	284	301	318	59	22.8%
Native American	45	49	53	54	15	22	21	19	22	27	30	33	6	7	9	11	88	105	113	117	29	33.0%
Other																						
Eco. Disadv.	10,899	10,810	10,969	11,043	3,635	3,637	3,436	3,165	4,558	4,809	4,873	4,729	1,257	1,251	1,307	1,207	20,349	20,507	20,585	20,144	(205)	-1.0%
Special Ed.	2,634	2,600	2,405	2,209	1,075	1,067	1,069	967	1,681	1,674	1,664	1,666	394	404	375	366	5,784	5,745	5,513	5,208	(576)	-10.0%
Bilingual	1,343	1,291	1,165	1,161	192	225	223	193	230	251	263	297	82	84	67	35	1,847	1,851	1,718	1,686	(161)	-8.7%
LEP	1,287	1,240	1,200	1,196	223	243	239	207	264	288	294	327	84	85	67	35	1,858	1,856	1,800	1,765	(93)	-5.0%

Ethnic Comparisons by Level 2007

Ethnicity	Elementary School	Per Cent
African American	823	4.2%
Hispanic	8,166	41.8%
White	10,341	52.9%
Asian American	175	0.9%
Native American	54	0.3%
Total	**19,559**	**100.0%**

Elementary School

Middle School	Per Cent
248	3.8%
2,681	40.6%
3,625	54.9%
34	0.5%
19	0.3%
6,607	**100.0%**

Middle School

High School	Per Cent
519	4.3%
4,614	37.9%
6,904	56.8%
94	0.8%
33	0.3%
12,164	**100.0%**

High School
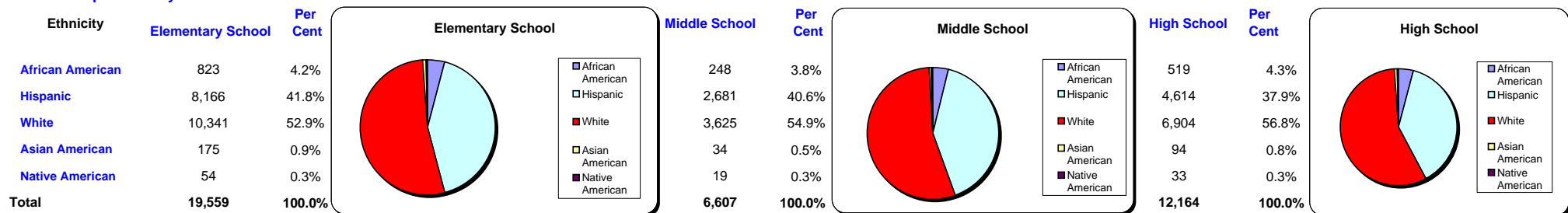
Other Trends and Distributions

Ethnicity	Net Change 2004 - 2007
African American	-68
Hispanic	-64
White	-1,163
Asian American	59
Native American	29
Total	**-1,207**

Net Change in Zone Enrollment by Ethnicity 2003-2006

Eco. Disadvantaged	
Amount	Year
20,349	2004
20,507	2005
20,585	2006
20,144	2007
3-Yr. Change	**-1.0%**

Economically Disadvantaged

Bilingual	
Amount	Year
1,847	2004
1,851	2005
1,718	2006
1,686	2007
3-Yr. Change	**-8.7%**

Bilingual

Student Enrollment in Proximal Zone of Professional Impact (Continued)
2007

Angelo State University

Economically Disadvantaged

	Elementary School	Per Cent		Middle School	Per Cent		High School	Per Cent	
Eco. Disadv.	11,043	56.5%		3,165	47.9%		4,729	38.9%	
Others	8,516	43.5%		3,442	52.1%		7,435	61.1%	
Total	**19,559**	**100.0%**		**6,607**	**100.0%**		**12,164**	**100.0%**	

Special Education

	Elementary School	Per Cent		Middle School	Per Cent		High School	Per Cent	
Special Education	2,209	11.3%		967	14.6%		1,666	13.7%	
Others	17,350	88.7%		5,640	85.4%		10,498	86.3%	
Total	**19,559**	**100.0%**		**6,607**	**100.0%**		**12,164**	**100.0%**	
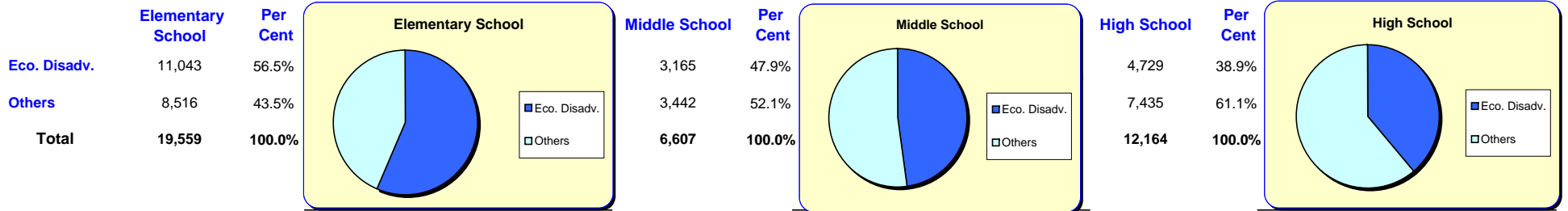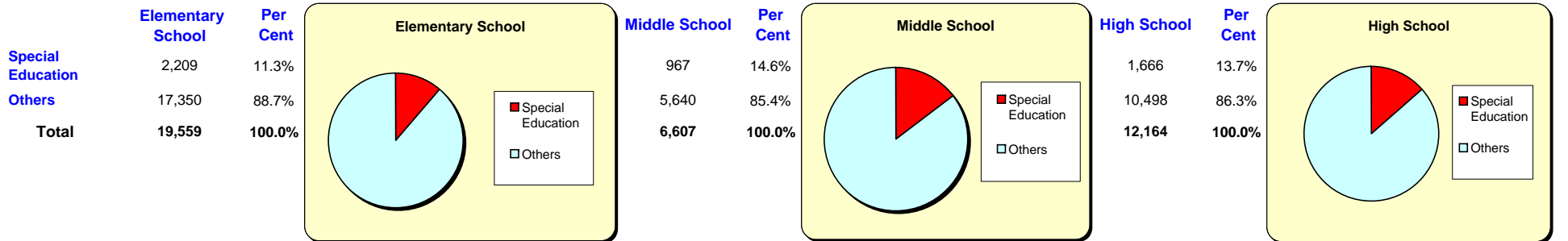
Student Achievement in the Proximal Zone of Professional Impact
Percentage Passing <u>Mathematics TAKS</u>
2004-2007

Angelo State University

School	All Students					African American Students					Hispanic Students				
Level	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change
Districts in University's Proximal Zone of Professional Impact															
Elem	82.3	87.1	88.8	88.3	6.0	71.5	81.2	84.0	81.9	10.3	75.1	82.1	83.8	83.9	8.8
Middle	63.8	69.4	73.7	77.7	14.0	48.3	61.6	55.8	64.4	16.1	49.3	57.1	65.9	70.9	21.6
High	61.0	68.7	72.8	75.3	14.4	34.4	41.8	44.5	52.2	17.8	48.0	58.1	62.8	67.3	19.3
El/Sec	62.2	67.2	71.9	75.5	13.3	37.0	40.0	50.0	80.0	43.0	50.9	51.1	61.6	68.4	17.5
Total	71.4	77.3	80.4	81.9	10.5	53.8	66.9	68.3	71.9	18.1	60.7	68.4	72.9	75.7	15.0
Other School Districts in State															
Elem	77.9	82.5	84.6	85.4	7.5	66.5	74.6	78.0	78.6	12.0	73.7	80.1	82.6	83.8	10.1
Middle	62.3	66.6	73.2	76.5	14.2	47.4	54.2	62.3	66.6	19.2	55.7	61.1	69.0	72.9	17.3
High	56.8	63.2	66.3	69.6	12.8	40.9	47.7	51.4	55.7	14.8	47.0	55.0	58.5	62.8	15.8
El/Sec	64.3	69.5	73.1	76.0	11.6	47.1	50.6	59.5	65.9	18.7	57.3	62.5	67.6	70.8	13.5
Total	70.6	75.5	78.8	80.6	9.9	57.2	64.9	69.6	71.8	14.6	64.8	71.4	75.3	77.7	12.8

School	White Students					Asian Students					Native American Students				
Level	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change
Districts in University's Proximal Zone of Professional Impact															
Elem	88.3	91.2	92.4	92.1	3.8		89.0	91.5	100.0	100.0	-	-	-	-	-
Middle	73.3	77.2	81.3	84.9	11.6	81.0	90.0	100.0	100.0	19.0	-	-	-	-	-
High	69.3	75.8	79.1	81.1	11.8	84.0	87.3	80.0	93.0	9.0	-	-	-	-	-
El/Sec	67.1	71.1	76.4	78.8	11.7	-	-	-	-	-	-	-	-	-	-
Total	78.2	82.7	85.4	86.6	8.4	82.8	88.9	91.5	97.7	14.9	-	-	-	-	-
Other School Districts in State															
Elem	85.3	89.9	91.0	91.3	6.0	85.9	94.4	95.7	96.2	10.3	72.0	87.0	84.9	83.7	11.7
Middle	72.2	75.9	81.2	83.6	11.4	80.8	87.0	90.3	91.2	10.4	61.7	71.9	77.9	80.2	18.6
High	66.9	73.2	75.7	78.5	11.7	75.8	82.2	84.6	86.5	10.8	57.7	67.2	71.6	72.3	14.6
El/Sec	69.3	74.7	77.8	79.9	10.6	87.6	90.4	96.0	95.0	7.4	58.5	78.3	74.0	84.8	26.3
Total	78.3	83.1	85.5	86.8	8.5	81.8	90.0	92.2	93.0	11.2	61.1	72.5	76.3	77.3	16.1

School	Economically Disadvantaged Students									
Level	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change
	Districts in Impact Zone					**Other School Districts in State**				
Elem	77.6	83.3	85.3	85.0	7.4	72.2	78.4	81.1	82.2	10.0
Middle	52.5	60.2	67.0	71.8	19.3	52.9	58.6	66.7	70.6	17.7
High	48.0	58.8	63.5	67.8	19.9	45.4	53.0	56.9	61.1	15.7
El/Sec	57.2	58.9	68.2	70.9	13.8	58.8	64.3	69.1	71.6	12.8
Total	63.3	70.6	74.9	77.0	13.7	63.1	69.5	73.6	75.9	12.8

PACE System 2008

Source Data: AEIS

Student Achievement Trends in the Proximal Zone of Professional Impact
Percentage Passing <u>English Language Arts/Reading TAKS</u>
2004-2007

Angelo State University

School	All Students					African American Students					Hispanic Students				
Level	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change
Districts in University's Proximal Zone of Professional Impact															
Elem	86.8	90.2	93.0	92.4	5.6	69.4	83.0	89.2	92.5	23.1	80.8	85.6	89.7	88.9	8.1
Middle	82.7	86.8	86.2	91.2	8.5	58.8	75.5	75.0	80.9	22.0	73.2	80.9	81.6	87.7	14.5
High	81.0	83.7	91.2	91.8	10.8	65.1	72.8	82.7	76.1	11.0	74.9	77.3	86.4	87.4	12.5
El/Sec	81.8	83.2	89.2	91.6	9.8	62.0	60.0	91.5	100.0	38.0	73.8	79.2	84.5	84.2	10.5
Total	84.1	87.2	91.0	92.0	7.9	65.6	78.2	85.3	86.8	21.2	77.1	82.0	86.9	87.8	10.7
Other School Districts in State															
Elem	82.7	86.7	89.2	89.5	6.8	75.6	82.9	86.0	86.6	11.0	77.8	84.4	87.2	87.8	9.9
Middle	79.4	83.6	84.8	88.8	9.4	71.4	79.2	80.4	85.2	13.8	73.4	79.0	80.9	86.1	12.7
High	78.6	80.3	88.5	88.3	9.8	70.6	74.5	85.2	84.8	14.2	71.0	75.2	84.3	84.2	13.2
El/Sec	81.1	84.4	88.4	90.0	8.9	66.8	73.1	81.4	82.8	16.0	71.7	78.1	83.4	85.2	13.5
Total	81.2	84.9	88.1	89.2	7.9	73.6	80.5	84.5	85.9	12.4	75.5	81.5	85.3	86.8	11.2

School	White Students					Asian Students					Native American Students				
Level	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change
Districts in University's Proximal Zone of Professional Impact															
Elem	91.2	93.9	96.0	95.7	4.4	0.0	92.0	100.0	100.0	100.0	-	-	-	-	-
Middle	89.9	91.7	90.9	94.9	5.0	90.7	100.0	100.0	100.0	9.3	-	-	-	100.0	100.0
High	85.6	87.2	94.2	94.9	9.3	80.5	89.7	95.7	96.7	16.2	-	-	-	100.0	100.0
El/Sec	83.8	85.1	90.9	93.6	9.8	-	-	-	-	-	-	-	-	80.0	80.0
Total	88.7	90.9	94.1	95.1	6.4	86.6	94.3	98.8	98.9	12.3	-	-	-	93.3	93.3
Other School Districts in State															
Elem	89.4	92.9	94.7	94.5	5.1	86.4	94.5	95.0	95.6	9.2	75.4	89.6	91.8	93.1	17.6
Middle	87.0	90.5	91.2	93.6	6.7	86.2	92.3	92.8	95.0	8.8	75.2	88.2	88.4	93.2	18.0
High	84.8	85.7	93.0	93.2	8.3	81.8	86.4	92.3	92.0	10.2	73.0	83.8	91.5	92.4	19.4
El/Sec	85.4	88.6	92.0	93.2	7.8	88.1	90.0	96.8	97.4	9.3	73.0	92.4	91.2	97.7	24.7
Total	87.8	90.9	93.5	94.0	6.2	85.3	92.3	93.9	94.8	9.5	74.2	86.4	90.5	92.9	18.7

School	Economically Disadvantaged Students									
Level	2004	2005	2006	2007	Change	2004	2005	2006	2007	Change
	Districts in Impact Zone					**Other School Districts in State**				
Elem	82.1	86.7	90.7	89.6	7.5	77.7	83.5	86.5	87.0	9.3
Middle	74.3	81.4	79.9	87.1	12.8	72.2	78.1	79.9	85.1	12.9
High	73.1	77.5	87.0	86.5	13.4	71.0	74.3	84.4	84.1	13.0
El/Sec	77.6	79.8	86.7	88.8	11.2	76.4	80.1	85.4	86.8	10.4
Total	77.9	82.7	87.6	88.3	10.4	75.3	80.7	84.7	86.1	10.8

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2004-2007

High School Mathematics[1]

Angelo State University

Figure 1:
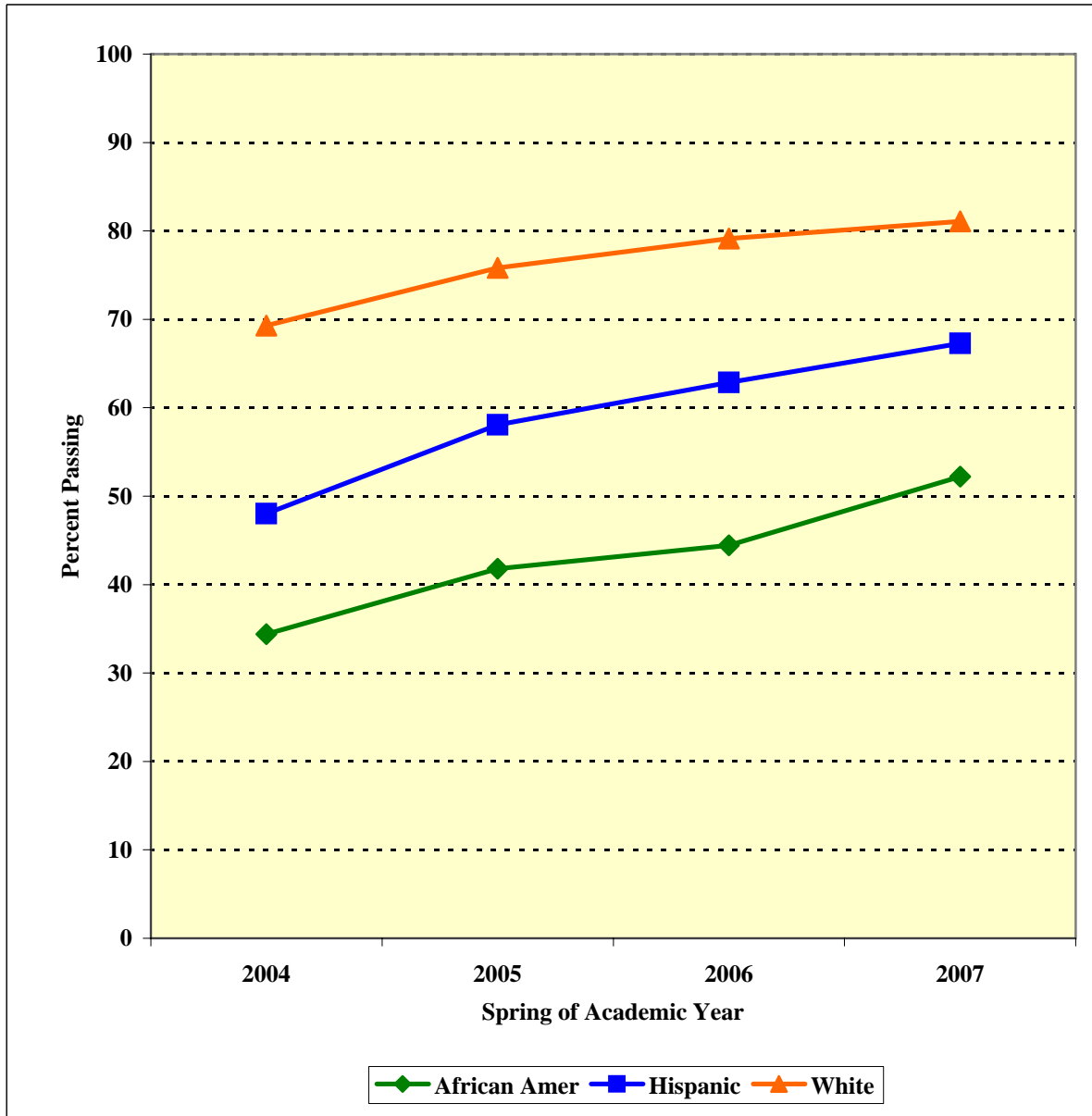
	2004	2005	2006	2007	Change
African Amer	34.4	41.8	44.5	52.2	**17.8**
Hispanic	48.0	58.1	62.8	67.3	**19.3**
White	69.3	75.8	79.1	81.1	**11.8**

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2004-2007

Middle School Mathematics[1]

Angelo State University

Figure 2:
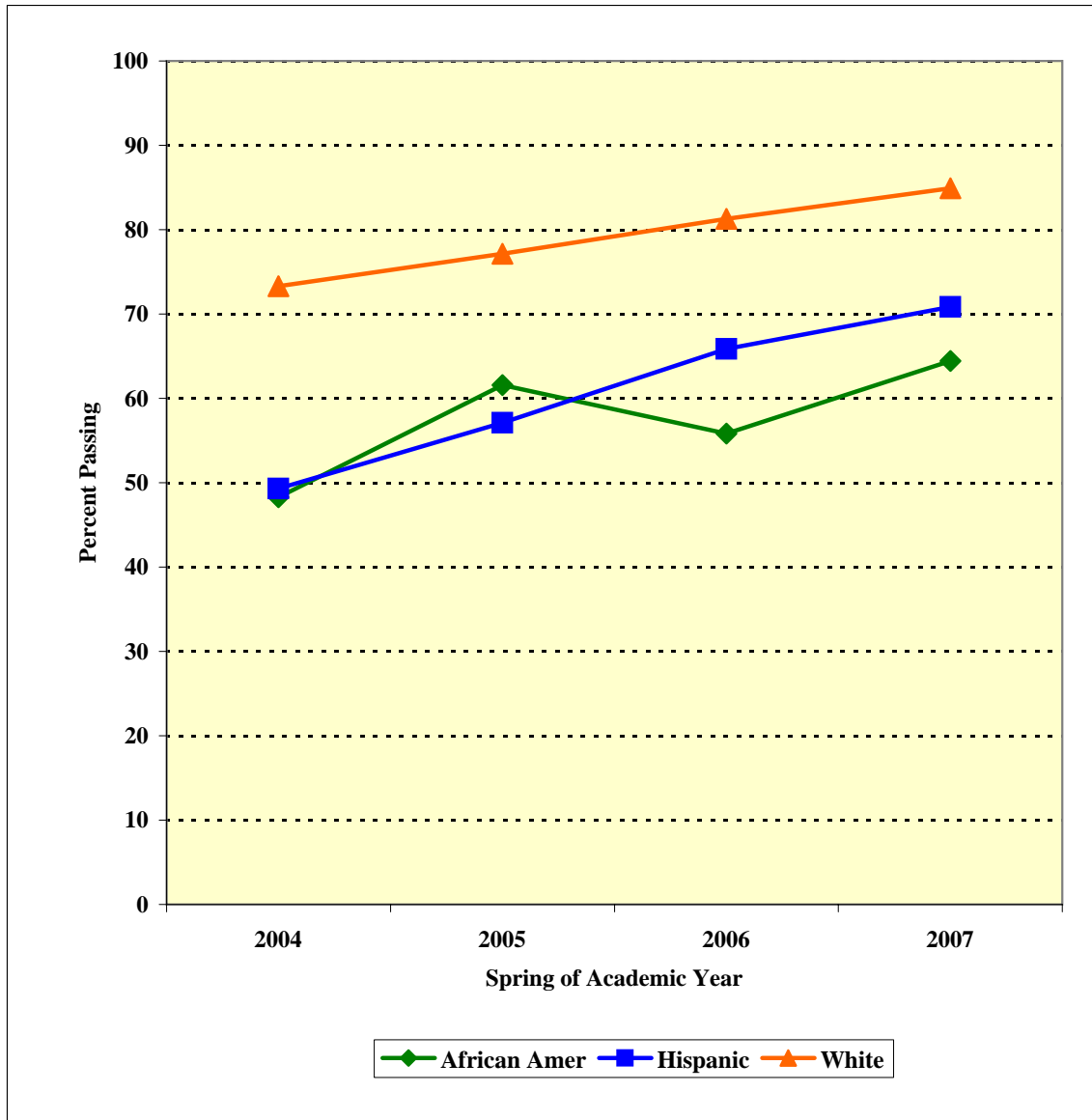
	2004	2005	2006	2007	Change
African Amer	48.3	61.6	55.8	64.4	**16.1**
Hispanic	49.3	57.1	65.9	70.9	**21.6**
White	73.3	77.2	81.3	84.9	**11.6**

[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
2004-2007
Elementary School Mathematics[1]
Angelo State University

Figure 3:
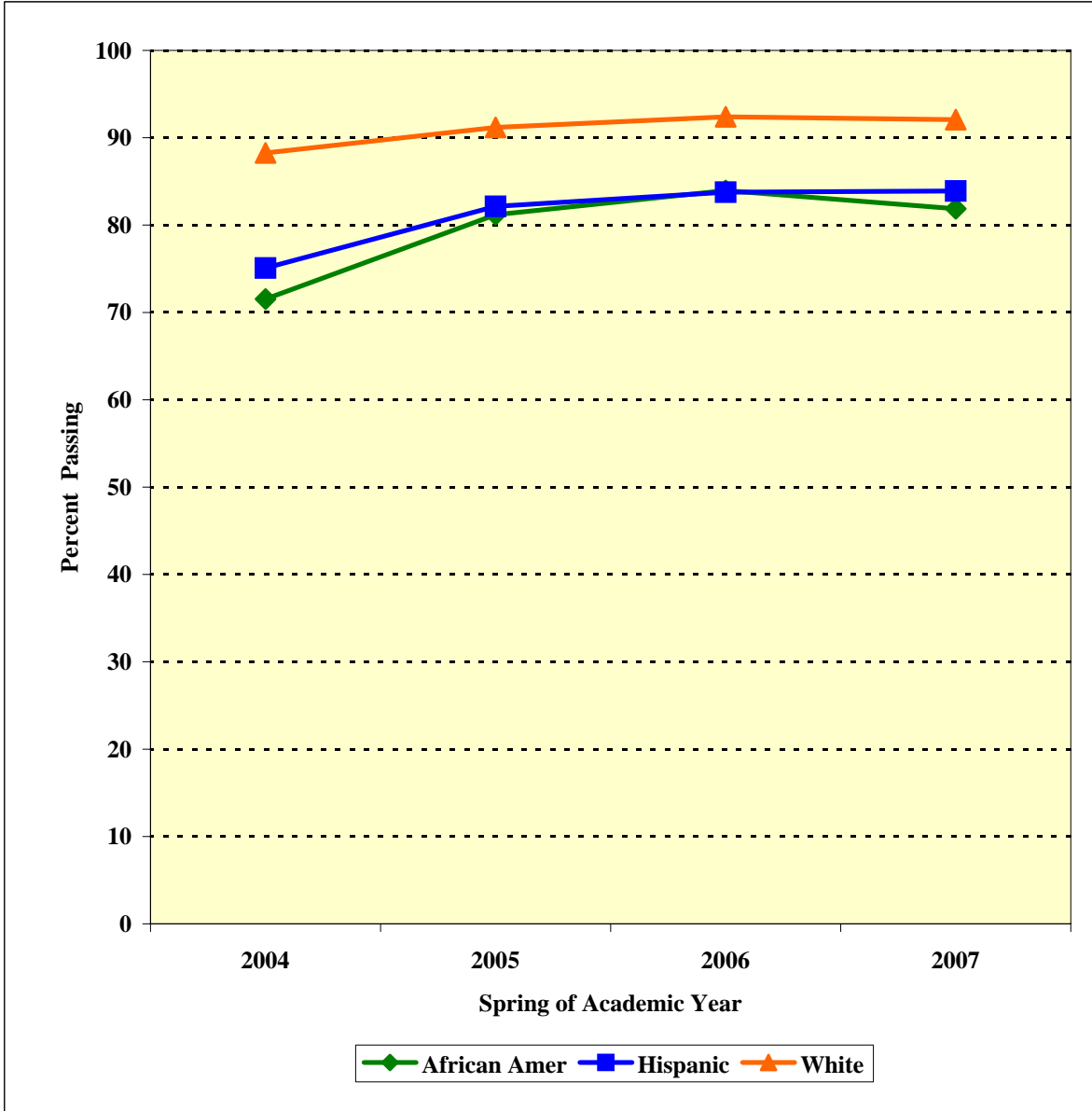
	2004	2005	2006	2007	Change
African Amer	71.5	81.2	84.0	81.9	**10.3**
Hispanic	75.1	82.1	83.8	83.9	**8.8**
White	88.3	91.2	92.4	92.1	**3.8**

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

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2004-2007

High School Reading[1]

Angelo State University

Figure 4:
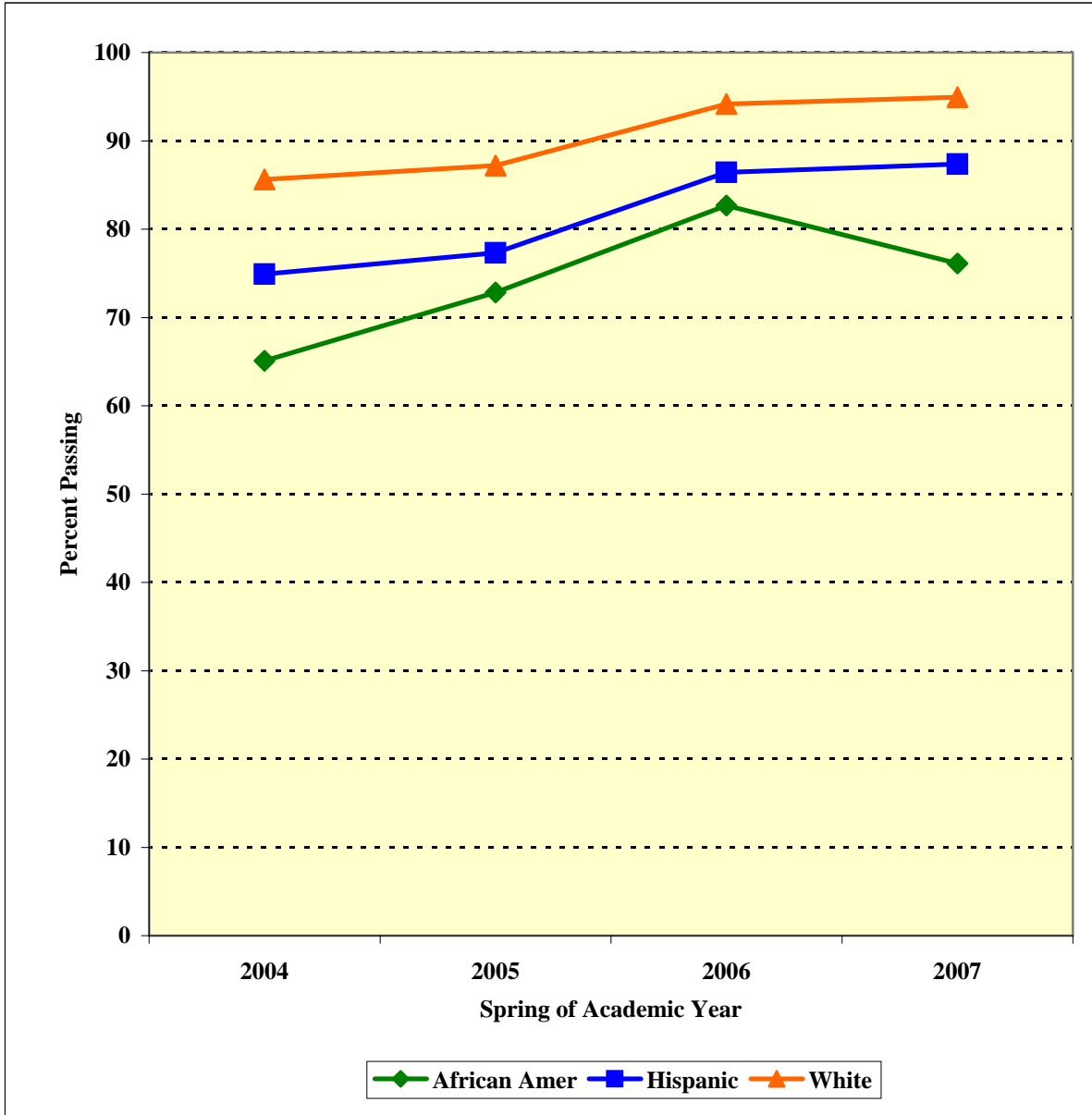
	2004	2005	2006	2007	Change
African Amer	65.1	72.8	82.7	76.1	**11.0**
Hispanic	74.9	77.3	86.4	87.4	**12.5**
White	85.6	87.2	94.2	94.9	**9.3**

[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
2004-2007
Middle School Reading[1]
Angelo State University

Figure 5:
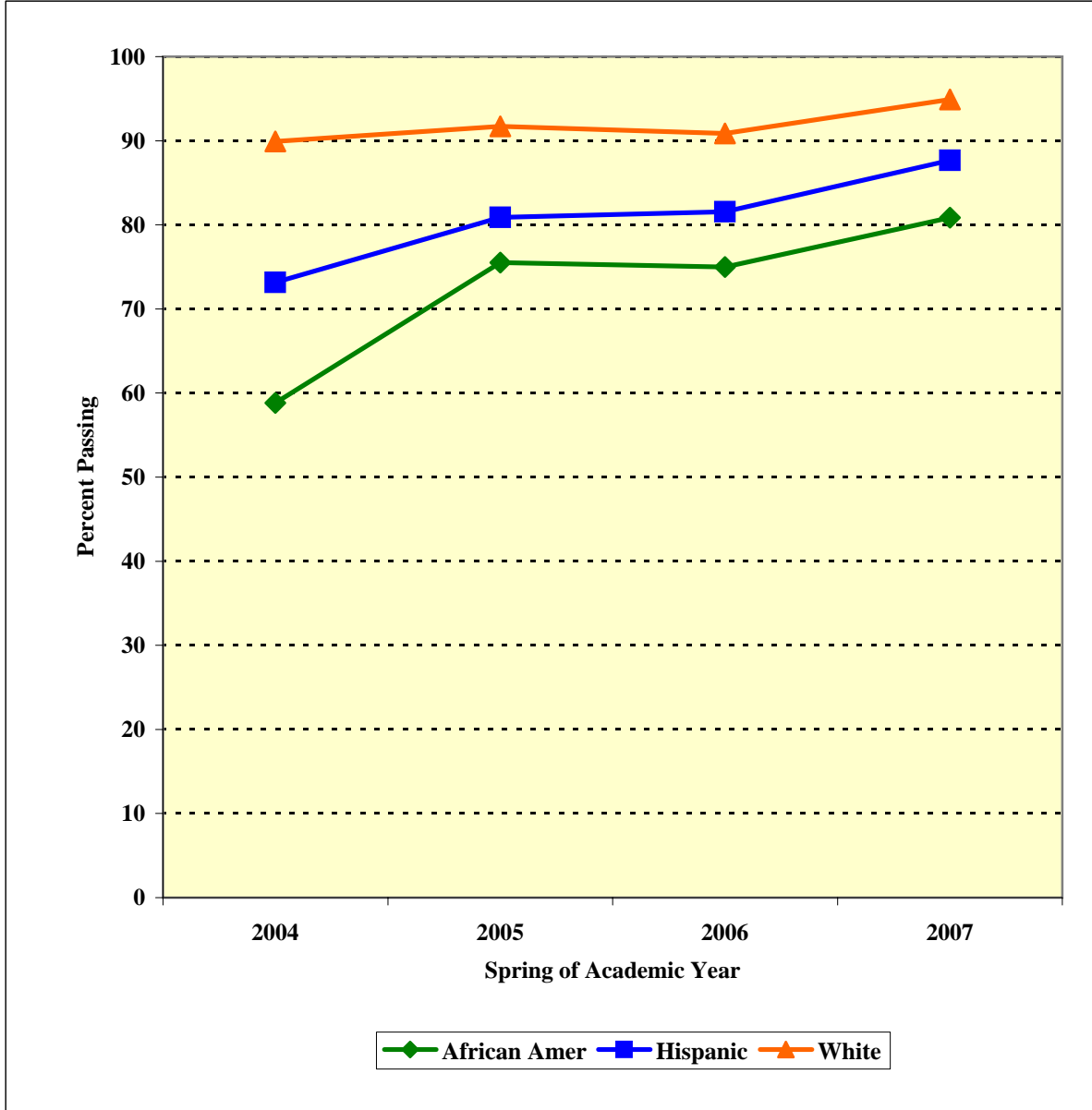
	2004	2005	2006	2007	Change
African Amer	58.8	75.5	75.0	80.9	**22.0**
Hispanic	73.2	80.9	81.6	87.7	**14.5**
White	89.9	91.7	90.9	94.9	**5.0**

[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
2004-2007

Elementary School Reading[1]
Angelo State University

Figure 6:
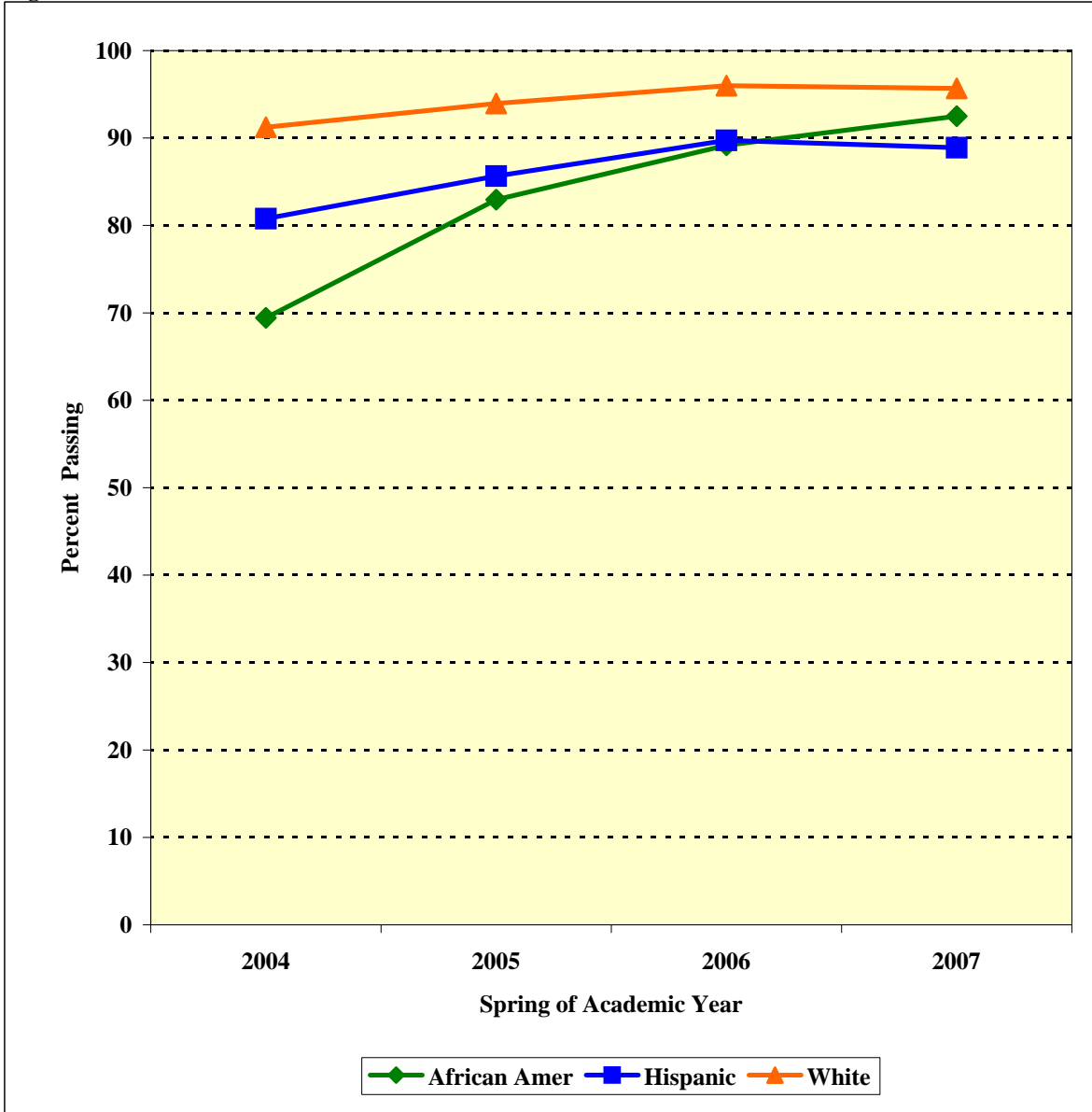
	2004	2005	2006	2007	Change
African Amer	69.4	83.0	89.2	92.5	**23.1**
Hispanic	80.8	85.6	89.7	88.9	**8.1**
White	91.2	93.9	96.0	95.7	**4.4**

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

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Highest-Achieving High Schools in Mathematics
2007

Angelo State University

Chart 1

| District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY HS	94.0	96.0	38.8	28.7
WALL ISD	226906001	WALL HS	93.0	97.0	19.3	18.9
ROBERT LEE ISD	41902001	ROBERT LEE HS	90.0	99.0	41.2	36.9
MASON ISD	157901001	MASON HS	90.0	97.0	50.9	30.2
WYLIE TWO ISD	221912001	WYLIE HS	87.0	97.0	7.4	10.5
JUNCTION ISD	134901001	JUNCTION HS	86.0	96.0	38.2	31.7
BRONTE ISD	41901001	BRONTE HS	85.0	94.0	40.3	20.1
IRION COUNTY ISD	118902001	IRION HS	84.0	94.0	44.6	36.2
WATER VALLEY ISD	226905001	WATER VALLEY HS	83.0	94.0	47.1	15.9
BALLINGER ISD	200901001	BALLINGER HS	82.0	94.0	42.8	39.9
ROSCOE ISD	177901001	ROSCOE HS	82.0	94.0	50.0	55.8
MILES ISD	200902001	MILES HS	82.0	93.0	45.7	38.7
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	78.0	91.0	46.4	50.8
SAN ANGELO ISD	226903001	CENTRAL HS	76.0	90.0	31.1	48.1
EDEN CISD	48901001	EDEN HS	75.0	92.0	53.1	47.7
MENARD ISD	164901001	MENARD HS	73.0	96.0	57.3	69.2
SONORA ISD	218901001	SONORA HS	73.0	93.0	28.0	65.6
MERKEL ISD	221904001	MERKEL HS	73.0	91.0	37.7	19.3
WINTERS ISD	200904001	WINTERS HS	73.0	90.0	58.9	46.5
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HS	73.0	84.0	39.2	65.7
SWEETWATER ISD	177902001	SWEETWATER HS	72.0	91.0	43.8	45.1
COLEMAN ISD	42901001	COLEMAN HS	71.0	90.0	45.9	31.1
CROCKETT COUNTY CONSOLIDATED C:	53001001	OZONA HS	70.0	94.0	0.0	61.9
STERLING CITY ISD	216901001	STERLING CITY HS	67.0	91.0	21.1	42.1
SAN ANGELO ISD	226903002	LAKE VIEW HS	67.0	85.0	56.0	62.1
JIM NED CISD	221911001	JIM NED HS	66.0	92.0	18.9	6.3
COLORADO ISD	168901001	COLORADO HS	66.0	86.0	45.6	59.6
BRADY ISD	160901001	BRADY HS	65.0	85.0	46.4	41.1
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	64.0	86.0	63.3	34.4
GRAPE CREEK ISD	226907001	GRAPE CREEK HS	64.0	86.0	46.4	31.6
		AVERAGE	**76.8**	**91.9**	**40.2**	**39.7**

Student Achievement Trends in Proximal Zone of Professional Impact
30 Lowest-Achieving High Schools in Mathematics
2007
Angelo State University

Chart 2

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
COAHOMA ISD	114902001	COAHOMA HS	59.0	92.0	24.2	28.6
VERIBEST ISD	226908001	VERIBEST HS	63.0	88.0	54.7	46.6
SCHLEICHER ISD	207901001	ELDORADO HS	63.0	90.0	43.9	66.7
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	64.0	86.0	63.3	34.4
GRAPE CREEK ISD	226907001	GRAPE CREEK HS	64.0	86.0	46.4	31.6
BRADY ISD	160901001	BRADY HS	65.0	85.0	46.4	41.1
COLORADO ISD	168901001	COLORADO HS	66.0	86.0	45.6	59.6
JIM NED CISD	221911001	JIM NED HS	66.0	92.0	18.9	6.3
SAN ANGELO ISD	226903002	LAKE VIEW HS	67.0	85.0	56.0	62.1
STERLING CITY ISD	216901001	STERLING CITY HS	67.0	91.0	21.1	42.1
CROCKETT COUNTY CONSOLIDATED C	53001001	OZONA HS	70.0	94.0	0.0	61.9
COLEMAN ISD	42901001	COLEMAN HS	71.0	90.0	45.9	31.1
SWEETWATER ISD	177902001	SWEETWATER HS	72.0	91.0	43.8	45.1
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HS	73.0	84.0	39.2	65.7
WINTERS ISD	200904001	WINTERS HS	73.0	90.0	58.9	46.5
MERKEL ISD	221904001	MERKEL HS	73.0	91.0	37.7	19.3
SONORA ISD	218901001	SONORA HS	73.0	93.0	28.0	65.6
MENARD ISD	164901001	MENARD HS	73.0	96.0	57.3	69.2
EDEN CISD	48901001	EDEN HS	75.0	92.0	53.1	47.7
SAN ANGELO ISD	226903001	CENTRAL HS	76.0	90.0	31.1	48.1
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	78.0	91.0	46.4	50.8
MILES ISD	200902001	MILES HS	82.0	93.0	45.7	38.7
BALLINGER ISD	200901001	BALLINGER HS	82.0	94.0	42.8	39.9
ROSCOE ISD	177901001	ROSCOE HS	82.0	94.0	50.0	55.8
WATER VALLEY ISD	226905001	WATER VALLEY HS	83.0	94.0	47.1	15.9
IRION COUNTY ISD	118902001	IRION HS	84.0	94.0	44.6	36.2
BRONTE ISD	41901001	BRONTE HS	85.0	94.0	40.3	20.1
JUNCTION ISD	134901001	JUNCTION HS	86.0	96.0	38.2	31.7
WYLIE TWO ISD	221912001	WYLIE HS	87.0	97.0	7.4	10.5
MASON ISD	157901001	MASON HS	90.0	97.0	50.9	30.2
		AVERAGE	**73.7**	**91.2**	**41.0**	**41.6**

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Middle Schools in Mathematics

2007

Angelo State University

Chart 3

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
WALL ISD	226906041	WALL MS	97.0	98.0	18.1	19.9
WYLIE TWO ISD	221912041	WYLIE JH	96.0	97.0	11.1	12.0
MASON ISD	157901041	MASON JH	92.0	99.0	59.6	33.5
JIM NED CISD	221911041	JIM NED MS	87.0	95.0	30.2	7.9
JUNCTION ISD	134901041	JUNCTION MS	86.0	96.0	55.5	37.6
SONORA ISD	218901041	SONORA JH	85.0	94.0	40.7	65.6
GRAPE CREEK ISD	226907041	GRAPE CREEK MS	84.0	91.0	60.9	29.7
COLEMAN ISD	42901041	COLEMAN JH	82.0	90.0	53.7	28.0
MENARD ISD	164901041	MENARD JH	81.0	100.0	63.2	60.3
SAN ANGELO ISD	226903042	GLENN MS	81.0	88.0	42.3	50.8
SCHLEICHER ISD	207901041	ELDORADO MS	81.0	84.0	56.9	65.5
BALLINGER ISD	200901041	BALLINGER JH	80.0	93.0	52.5	43.9
MERKEL ISD	221904041	MERKEL MS	77.0	88.0	51.6	18.9
COLORADO ISD	168901041	COLORADO MS	76.0	92.0	56.2	58.9
SWEETWATER ISD	177902041	SWEETWATER MS	76.0	91.0	57.9	46.1
WINTERS ISD	200904041	WINTERS JH	75.0	95.0	69.9	52.4
SAN ANGELO ISD	226903043	LEE MS	72.0	84.0	50.2	56.0
COAHOMA ISD	114902041	COAHOMA JH	66.0	86.0	40.3	35.1
SAN ANGELO ISD	226903045	LINCOLN MS	61.0	83.0	71.9	67.3
CROCKETT COUNTY CONSOLIDATED	53001041	OZONA MS	60.0	91.0	52.7	75.7
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MS	51.0	88.0	51.4	70.6
WYLIE TWO ISD	221912104	WYLIE MS	98.0	95.0	12.9	10.9
		AVERAGE	**79.3**	**91.7**	**48.2**	**43.0**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Lowest-Achieving Middle Schools in Mathematics
2007
Angelo State University

Chart 4

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MS	51.0	88.0	51.4	70.6
CROCKETT COUNTY CONSOLIDATED	53001041	OZONA MS	60.0	91.0	52.7	75.7
SAN ANGELO ISD	226903045	LINCOLN MS	61.0	83.0	71.9	67.3
COAHOMA ISD	114902041	COAHOMA JH	66.0	86.0	40.3	35.1
SAN ANGELO ISD	226903043	LEE MS	72.0	84.0	50.2	56.0
WINTERS ISD	200904041	WINTERS JH	75.0	95.0	69.9	52.4
SWEETWATER ISD	177902041	SWEETWATER MS	76.0	91.0	57.9	46.1
COLORADO ISD	168901041	COLORADO MS	76.0	92.0	56.2	58.9
MERKEL ISD	221904041	MERKEL MS	77.0	88.0	51.6	18.9
BALLINGER ISD	200901041	BALLINGER JH	80.0	93.0	52.5	43.9
SCHLEICHER ISD	207901041	ELDORADO MS	81.0	84.0	56.9	65.5
SAN ANGELO ISD	226903042	GLENN MS	81.0	88.0	42.3	50.8
MENARD ISD	164901041	MENARD JH	81.0	100.0	63.2	60.3
COLEMAN ISD	42901041	COLEMAN JH	82.0	90.0	53.7	28.0
GRAPE CREEK ISD	226907041	GRAPE CREEK MS	84.0	91.0	60.9	29.7
SONORA ISD	218901041	SONORA JH	85.0	94.0	40.7	65.6
JUNCTION ISD	134901041	JUNCTION MS	86.0	96.0	55.5	37.6
JIM NED CISD	221911041	JIM NED MS	87.0	95.0	30.2	7.9
MASON ISD	157901041	MASON JH	92.0	99.0	59.6	33.5
WYLIE TWO ISD	221912041	WYLIE JH	96.0	97.0	11.1	12.0
WALL ISD	226906041	WALL MS	97.0	98.0	18.1	19.9
		AVERAGE	**78.4**	**91.6**	**49.8**	**44.6**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Highest-Achieving Elementary Schools in Mathematics
2007

Angelo State University

Chart 5

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
MERKEL ISD	221904104	MERKEL INT	100.0	87.0	50.5	22.7
MILES ISD	200902101	MILES EL	99.0	96.0	43.3	38.9
JIM NED CISD	221911101	LAWN EL	98.0	100.0	42.2	6.4
JIM NED CISD	221911102	BUFFALO GAP EL	98.0	99.0	23.9	10.1
WALL ISD	226906101	WALL EL	98.0	99.0	20.6	12.6
SAN ANGELO ISD	226903120	SANTA RITA EL	98.0	98.0	35.3	32.2
IRION COUNTY ISD	118902101	IRION EL	98.0	97.0	41.6	30.5
SWEETWATER ISD	177902104	SWEETWATER INT	98.0	95.0	63.4	47.8
WYLIE TWO ISD	221912104	WYLIE MS	98.0	95.0	12.9	10.9
MERKEL ISD	221904103	TYE EL	97.0	97.0	71.0	21.3
WYLIE TWO ISD	221912101	WYLIE EL	96.0	100.0	18.0	16.3
WYLIE TWO ISD	221912103	WYLIE INT	96.0	100.0	12.9	12.5
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL SCHOOL	96.0	95.0	59.1	42.8
SWEETWATER ISD	177902105	SOUTHEAST EL	95.0	100.0	81.1	63.7
SAN ANGELO ISD	226903114	HOLIMAN EL	95.0	97.0	57.2	54.7
SAN ANGELO ISD	226903102	AUSTIN EL	95.0	95.0	75.8	62.6
MENARD ISD	164901101	MENARD EL	94.0	92.0	67.5	58.6
SAN ANGELO ISD	226903115	MCGILL EL	93.0	99.0	61.0	52.9
FORSAN ISD	114904101	FORSAN EL AT ELBOW	93.0	97.0	38.2	25.4
SAN ANGELO ISD	226903122	BONHAM EL	93.0	96.0	19.0	26.1
SAN ANGELO ISD	226903123	LAMAR EL	92.0	97.0	34.4	36.1
SAN ANGELO ISD	226903105	BOWIE EL	92.0	95.0	33.1	33.4
SAN ANGELO ISD	226903112	GLENMORE EL	92.0	89.0	61.7	61.6
JUNCTION ISD	134901101	JUNCTION EL	91.0	99.0	62.6	40.7
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	91.0	96.0	28.1	21.6
ROBERT LEE ISD	41902101	ROBERT LEE EL	91.0	93.0	61.4	28.1
WATER VALLEY ISD	226905101	WATER VALLEY EL	91.0	90.0	43.5	15.2
MERKEL ISD	221904102	MERKEL EL	90.0	100.0	59.6	23.7
SANTA ANNA ISD	42903101	SANTA ANNA EL	90.0	97.0	69.0	38.7
SWEETWATER ISD	177902102	EAST RIDGE EL	89.0	96.0	59.2	46.1
		AVERAGE	**94.6**	**96.2**	**46.9**	**33.1**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Lowest-Achieving Elementary Schools in Mathematics
2007
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Chart 6

District Name	Campus Code	Campus Name	% Pass Math	% Pass Read	% Stds Eco Disad	% Stds Minority
OLFEN ISD	200906101	OLFEN EL	68.0	83.0	88.6	44.3
BRONTE ISD	41901101	BRONTE EL	72.0	91.0	54.1	30.4
SAN ANGELO ISD	226903111	FT CONCHO EL	76.0	82.0	71.3	74.3
SAN ANGELO ISD	226903106	BRADFORD EL	77.0	81.0	88.1	83.0
MASON ISD	157901101	MASON EL	77.0	87.0	61.9	36.5
COAHOMA ISD	114902101	COAHOMA EL	77.0	91.0	51.7	31.5
COLEMAN ISD	42901102	COLEMAN EL	80.0	84.0	68.2	25.2
SAN ANGELO ISD	226903116	REAGAN EL	81.0	85.0	86.5	90.9
SAN ANGELO ISD	226903119	SAN JACINTO EL	81.0	86.0	91.8	85.6
GRAPE CREEK ISD	226907101	GRAPE CREEK EL	81.0	89.0	67.5	34.8
SAN ANGELO ISD	226903110	FANNIN EL	81.0	91.0	82.0	69.8
BRADY ISD	160901101	BRADY EL	82.0	85.0	69.7	49.3
WINTERS ISD	200904101	WINTERS EL	82.0	89.0	74.5	53.5
EDEN CISD	48901101	EDEN EL	82.0	90.0	57.7	45.0
VERIBEST ISD	226908101	VERIBEST EL	82.0	96.0	58.2	39.8
SONORA ISD	218901101	SONORA EL	84.0	89.0	46.2	68.8
SAN ANGELO ISD	226903108	CROCKETT EL	84.0	91.0	57.3	50.5
STERLING CITY ISD	216901101	STERLING CITY EL	84.0	92.0	38.9	52.2
REAGAN COUNTY ISD	192901101	REAGAN COUNTY EL	85.0	88.0	62.1	76.4
COLORADO ISD	168901102	KELLEY EL	86.0	88.0	70.8	62.6
COLORADO ISD	168901101	HUTCHINSON EL	86.0	88.0	67.4	57.3
SAN ANGELO ISD	226903103	BELAIRE EL	86.0	89.0	75.4	76.7
SAN ANGELO ISD	226903101	ALTA LOMA EL	86.0	91.0	80.7	77.7
ROSCOE ISD	177901101	ROSCOE EL	87.0	90.0	70.3	69.5
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	87.0	100.0	72.6	26.0
CROCKETT COUNTY CONSOLIDATED CSD	53001102	OZONA PRIMARY	88.0	87.0	59.9	72.1
CROCKETT COUNTY CONSOLIDATED CSD	53001101	OZONA INT	88.0	87.0	59.5	71.4
SAN ANGELO ISD	226903113	GOLIAD EL	88.0	88.0	73.8	55.4
BALLINGER ISD	200901101	BALLINGER EL	88.0	90.0	60.3	46.0
SWEETWATER ISD	177902102	EAST RIDGE EL	89.0	96.0	59.2	46.1
		AVERAGE	**82.5**	**88.8**	**67.5**	**56.8**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Highest-Achieving High Schools in Reading
2007

Angelo State University

Chart 1

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
ROBERT LEE ISD	41902001	ROBERT LEE HS	99.0	90.0	41.2	36.9
WALL ISD	226906001	WALL HS	97.0	93.0	19.3	18.9
MASON ISD	157901001	MASON HS	97.0	90.0	50.9	30.2
WYLIE TWO ISD	221912001	WYLIE HS	97.0	87.0	7.4	10.5
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY HS	96.0	94.0	38.8	28.7
JUNCTION ISD	134901001	JUNCTION HS	96.0	86.0	38.2	31.7
MENARD ISD	164901001	MENARD HS	96.0	73.0	57.3	69.2
BRONTE ISD	41901001	BRONTE HS	94.0	85.0	40.3	20.1
IRION COUNTY ISD	118902001	IRION HS	94.0	84.0	44.6	36.2
WATER VALLEY ISD	226905001	WATER VALLEY HS	94.0	83.0	47.1	15.9
BALLINGER ISD	200901001	BALLINGER HS	94.0	82.0	42.8	39.9
ROSCOE ISD	177901001	ROSCOE HS	94.0	82.0	50.0	55.8
CROCKETT COUNTY CONSOLIDATED C	53001001	OZONA HS	94.0	70.0	0.0	61.9
MILES ISD	200902001	MILES HS	93.0	82.0	45.7	38.7
SONORA ISD	218901001	SONORA HS	93.0	73.0	28.0	65.6
EDEN CISD	48901001	EDEN HS	92.0	75.0	53.1	47.7
JIM NED CISD	221911001	JIM NED HS	92.0	66.0	18.9	6.3
COAHOMA ISD	114902001	COAHOMA HS	92.0	59.0	24.2	28.6
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	91.0	78.0	46.4	50.8
MERKEL ISD	221904001	MERKEL HS	91.0	73.0	37.7	19.3
SWEETWATER ISD	177902001	SWEETWATER HS	91.0	72.0	43.8	45.1
STERLING CITY ISD	216901001	STERLING CITY HS	91.0	67.0	21.1	42.1
SAN ANGELO ISD	226903001	CENTRAL HS	90.0	76.0	31.1	48.1
WINTERS ISD	200904001	WINTERS HS	90.0	73.0	58.9	46.5
COLEMAN ISD	42901001	COLEMAN HS	90.0	71.0	45.9	31.1
SCHLEICHER ISD	207901001	ELDORADO HS	90.0	63.0	43.9	66.7
VERIBEST ISD	226908001	VERIBEST HS	88.0	63.0	54.7	46.6
COLORADO ISD	168901001	COLORADO HS	86.0	66.0	45.6	59.6
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	86.0	64.0	63.3	34.4
GRAPE CREEK ISD	226907001	GRAPE CREEK HS	86.0	64.0	46.4	31.6
		AVERAGE	**92.5**	**76.1**	**39.6**	**38.8**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Lowest-Achieving High Schools in Reading
2007

Angelo State University

Chart 2

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HS	84.0	73.0	39.2	65.7
BRADY ISD	160901001	BRADY HS	85.0	65.0	46.4	41.1
SAN ANGELO ISD	226903002	LAKE VIEW HS	85.0	67.0	56.0	62.1
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	86.0	64.0	63.3	34.4
GRAPE CREEK ISD	226907001	GRAPE CREEK HS	86.0	64.0	46.4	31.6
COLORADO ISD	168901001	COLORADO HS	86.0	66.0	45.6	59.6
VERIBEST ISD	226908001	VERIBEST HS	88.0	63.0	54.7	46.6
SCHLEICHER ISD	207901001	ELDORADO HS	90.0	63.0	43.9	66.7
COLEMAN ISD	42901001	COLEMAN HS	90.0	71.0	45.9	31.1
WINTERS ISD	200904001	WINTERS HS	90.0	73.0	58.9	46.5
SAN ANGELO ISD	226903001	CENTRAL HS	90.0	76.0	31.1	48.1
STERLING CITY ISD	216901001	STERLING CITY HS	91.0	67.0	21.1	42.1
SWEETWATER ISD	177902001	SWEETWATER HS	91.0	72.0	43.8	45.1
MERKEL ISD	221904001	MERKEL HS	91.0	73.0	37.7	19.3
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	91.0	78.0	46.4	50.8
COAHOMA ISD	114902001	COAHOMA HS	92.0	59.0	24.2	28.6
JIM NED CISD	221911001	JIM NED HS	92.0	66.0	18.9	6.3
EDEN CISD	48901001	EDEN HS	92.0	75.0	53.1	47.7
SONORA ISD	218901001	SONORA HS	93.0	73.0	28.0	65.6
MILES ISD	200902001	MILES HS	93.0	82.0	45.7	38.7
CROCKETT COUNTY CONSOLIDATED C	53001001	OZONA HS	94.0	70.0	0.0	61.9
BALLINGER ISD	200901001	BALLINGER HS	94.0	82.0	42.8	39.9
ROSCOE ISD	177901001	ROSCOE HS	94.0	82.0	50.0	55.8
WATER VALLEY ISD	226905001	WATER VALLEY HS	94.0	83.0	47.1	15.9
IRION COUNTY ISD	118902001	IRION HS	94.0	84.0	44.6	36.2
BRONTE ISD	41901001	BRONTE HS	94.0	85.0	40.3	20.1
MENARD ISD	164901001	MENARD HS	96.0	73.0	57.3	69.2
JUNCTION ISD	134901001	JUNCTION HS	96.0	86.0	38.2	31.7
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY HS	96.0	94.0	38.8	28.7
WYLIE TWO ISD	221912001	WYLIE HS	97.0	87.0	7.4	10.5
		AVERAGE	**91.2**	**73.9**	**40.6**	**41.6**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Highest-Achieving Middle Schools in Reading
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Angelo State University

Chart 3

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
MENARD ISD	164901041	MENARD JH	100.0	81.0	63.2	60.3
MASON ISD	157901041	MASON JH	99.0	92.0	59.6	33.5
WALL ISD	226906041	WALL MS	98.0	97.0	18.1	19.9
WYLIE TWO ISD	221912041	WYLIE JH	97.0	96.0	11.1	12.0
JUNCTION ISD	134901041	JUNCTION MS	96.0	86.0	55.5	37.6
JIM NED CISD	221911041	JIM NED MS	95.0	87.0	30.2	7.9
WINTERS ISD	200904041	WINTERS JH	95.0	75.0	69.9	52.4
SONORA ISD	218901041	SONORA JH	94.0	85.0	40.7	65.6
BALLINGER ISD	200901041	BALLINGER JH	93.0	80.0	52.5	43.9
COLORADO ISD	168901041	COLORADO MS	92.0	76.0	56.2	58.9
GRAPE CREEK ISD	226907041	GRAPE CREEK MS	91.0	84.0	60.9	29.7
SWEETWATER ISD	177902041	SWEETWATER MS	91.0	76.0	57.9	46.1
CROCKETT COUNTY CONSOLIDATED C	53001041	OZONA MS	91.0	60.0	52.7	75.7
COLEMAN ISD	42901041	COLEMAN JH	90.0	82.0	53.7	28.0
SAN ANGELO ISD	226903042	GLENN MS	88.0	81.0	42.3	50.8
MERKEL ISD	221904041	MERKEL MS	88.0	77.0	51.6	18.9
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MS	88.0	51.0	51.4	70.6
COAHOMA ISD	114902041	COAHOMA JH	86.0	66.0	40.3	35.1
SCHLEICHER ISD	207901041	ELDORADO MS	84.0	81.0	56.9	65.5
SAN ANGELO ISD	226903043	LEE MS	84.0	72.0	50.2	56.0
SAN ANGELO ISD	226903045	LINCOLN MS	83.0	61.0	71.9	67.3
		AVERAGE	**91.6**	**78.4**	**49.8**	**44.6**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Lowest-Achieving Middle Schools in Reading
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Chart 4

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
SAN ANGELO ISD	226903045	LINCOLN MS	83.0	61.0	71.9	67.3
SAN ANGELO ISD	226903043	LEE MS	84.0	72.0	50.2	56.0
SCHLEICHER ISD	207901041	ELDORADO MS	84.0	81.0	56.9	65.5
COAHOMA ISD	114902041	COAHOMA JH	86.0	66.0	40.3	35.1
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MS	88.0	51.0	51.4	70.6
MERKEL ISD	221904041	MERKEL MS	88.0	77.0	51.6	18.9
SAN ANGELO ISD	226903042	GLENN MS	88.0	81.0	42.3	50.8
COLEMAN ISD	42901041	COLEMAN JH	90.0	82.0	53.7	28.0
CROCKETT COUNTY CONSOLIDATED C	53001041	OZONA MS	91.0	60.0	52.7	75.7
SWEETWATER ISD	177902041	SWEETWATER MS	91.0	76.0	57.9	46.1
GRAPE CREEK ISD	226907041	GRAPE CREEK MS	91.0	84.0	60.9	29.7
COLORADO ISD	168901041	COLORADO MS	92.0	76.0	56.2	58.9
BALLINGER ISD	200901041	BALLINGER JH	93.0	80.0	52.5	43.9
SONORA ISD	218901041	SONORA JH	94.0	85.0	40.7	65.6
WINTERS ISD	200904041	WINTERS JH	95.0	75.0	69.9	52.4
JIM NED CISD	221911041	JIM NED MS	95.0	87.0	30.2	7.9
JUNCTION ISD	134901041	JUNCTION MS	96.0	86.0	55.5	37.6
WYLIE TWO ISD	221912041	WYLIE JH	97.0	96.0	11.1	12.0
WALL ISD	226906041	WALL MS	98.0	97.0	18.1	19.9
MASON ISD	157901041	MASON JH	99.0	92.0	59.6	33.5
MENARD ISD	164901041	MENARD JH	100.0	81.0	63.2	60.3
		AVERAGE	**91.6**	**78.4**	**49.8**	**44.6**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Highest-Achieving Elementary Schools in Reading
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Chart 5

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
JIM NED CISD	221911101	LAWN EL	100.0	98.0	42.2	6.4
WYLIE TWO ISD	221912101	WYLIE EL	100.0	96.0	18.0	16.3
WYLIE TWO ISD	221912103	WYLIE INT	100.0	96.0	12.9	12.5
SWEETWATER ISD	177902105	SOUTHEAST EL	100.0	95.0	81.1	63.7
MERKEL ISD	221904102	MERKEL EL	100.0	90.0	59.6	23.7
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	100.0	87.0	72.6	26.0
JIM NED CISD	221911102	BUFFALO GAP EL	99.0	98.0	23.9	10.1
WALL ISD	226906101	WALL EL	99.0	98.0	20.6	12.6
SAN ANGELO ISD	226903115	MCGILL EL	99.0	93.0	61.0	52.9
JUNCTION ISD	134901101	JUNCTION EL	99.0	91.0	62.6	40.7
SAN ANGELO ISD	226903120	SANTA RITA EL	98.0	98.0	35.3	32.2
IRION COUNTY ISD	118902101	IRION EL	97.0	98.0	41.6	30.5
MERKEL ISD	221904103	TYE EL	97.0	97.0	71.0	21.3
SAN ANGELO ISD	226903114	HOLIMAN EL	97.0	95.0	57.2	54.7
FORSAN ISD	114904101	FORSAN EL AT ELBOW	97.0	93.0	38.2	25.4
SAN ANGELO ISD	226903123	LAMAR EL	97.0	92.0	34.4	36.1
SANTA ANNA ISD	42903101	SANTA ANNA EL	97.0	90.0	69.0	38.7
MILES ISD	200902101	MILES EL	96.0	99.0	43.3	38.9
SAN ANGELO ISD	226903122	BONHAM EL	96.0	93.0	19.0	26.1
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	96.0	91.0	28.1	21.6
SWEETWATER ISD	177902102	EAST RIDGE EL	96.0	89.0	59.2	46.1
SCHLEICHER ISD	207901101	ELDORADO EL	96.0	89.0	59.3	61.1
VERIBEST ISD	226908101	VERIBEST EL	96.0	82.0	58.2	39.8
SWEETWATER ISD	177902104	SWEETWATER INT SCHOOL	95.0	98.0	63.4	47.8
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	95.0	96.0	59.1	42.8
SAN ANGELO ISD	226903102	AUSTIN EL	95.0	95.0	75.8	62.6
SAN ANGELO ISD	226903105	BOWIE EL	95.0	92.0	33.1	33.4
ROBERT LEE ISD	41902101	ROBERT LEE EL	93.0	91.0	61.4	28.1
MENARD ISD	164901101	MENARD EL	92.0	94.0	67.5	58.6
		AVERAGE	**97.1**	**93.6**	**49.3**	**34.9**

Student Achievement Trends in the Proximal Zone of Professional Impact
30 Lowest-Achieving Elementary Schools in Reading
2007

Angelo State University

Chart 6

District Name	Campus Code	Campus Name	% Pass Read	% Pass Math	% Stds Eco Disad	% Stds Minority
SAN ANGELO ISD	226903106	BRADFORD EL	81.0	77.0	88.1	83.0
SAN ANGELO ISD	226903111	FT CONCHO EL	82.0	76.0	71.3	74.3
OLFEN ISD	200906101	OLFEN EL	83.0	68.0	88.6	44.3
COLEMAN ISD	42901102	COLEMAN EL	84.0	80.0	68.2	25.2
SAN ANGELO ISD	226903116	REAGAN EL	85.0	81.0	86.5	90.9
BRADY ISD	160901101	BRADY EL	85.0	82.0	69.7	49.3
SAN ANGELO ISD	226903119	SAN JACINTO EL	86.0	81.0	91.8	85.6
MASON ISD	157901101	MASON EL	87.0	77.0	61.9	36.5
CROCKETT COUNTY CONSOLIDATED C	53001102	OZONA PRIMARY	87.0	88.0	59.9	72.1
CROCKETT COUNTY CONSOLIDATED C	53001101	OZONA INT	87.0	88.0	59.5	71.4
MERKEL ISD	221904104	MERKEL INT	87.0	100.0	50.5	22.7
REAGAN COUNTY ISD	192901101	REAGAN COUNTY EL	88.0	85.0	62.1	76.4
COLORADO ISD	168901102	KELLEY EL	88.0	86.0	70.8	62.6
COLORADO ISD	168901101	HUTCHINSON EL	88.0	86.0	67.4	57.3
SAN ANGELO ISD	226903113	GOLIAD EL	88.0	88.0	73.8	55.4
GRAPE CREEK ISD	226907101	GRAPE CREEK EL	89.0	81.0	67.5	34.8
WINTERS ISD	200904101	WINTERS EL	89.0	82.0	74.5	53.5
SONORA ISD	218901101	SONORA EL	89.0	84.0	46.2	68.8
SAN ANGELO ISD	226903103	BELAIRE EL	89.0	86.0	75.4	76.7
SAN ANGELO ISD	226903112	GLENMORE EL	89.0	92.0	61.7	61.6
EDEN CISD	48901101	EDEN EL	90.0	82.0	57.7	45.0
ROSCOE ISD	177901101	ROSCOE EL	90.0	87.0	70.3	69.5
BALLINGER ISD	200901101	BALLINGER EL	90.0	88.0	60.3	46.0
WATER VALLEY ISD	226905101	WATER VALLEY EL	90.0	91.0	43.5	15.2
BRONTE ISD	41901101	BRONTE EL	91.0	72.0	54.1	30.4
COAHOMA ISD	114902101	COAHOMA EL	91.0	77.0	51.7	31.5
SAN ANGELO ISD	226903110	FANNIN EL	91.0	81.0	82.0	69.8
SAN ANGELO ISD	226903108	CROCKETT EL	91.0	84.0	57.3	50.5
SAN ANGELO ISD	226903101	ALTA LOMA EL	91.0	86.0	80.7	77.7
STERLING CITY ISD	216901101	STERLING CITY EL	92.0	84.0	38.9	52.2
		AVERAGE	**87.9**	**83.3**	**66.4**	**56.3**

II. University and Teacher Education Trends

PACE 2008

C. UNIVERSITY AND TEACHER PRODUCTION REPORTS

PACE 2008

SECTION C:
University and Teacher Production Reports

Section C provides data on the university production trends, university teacher and certificate production, as well as data regarding other producers of teachers in the PZPI.

C.1: Five-Year University Production Trends.
This report shows five-year trend data (FY2003-2007) regarding university enrollment, degrees awarded and the number of teachers produced. Production ratios were calculated for two different populations. First, a ratio of total teacher production was calculated by dividing the total number of teachers produced by the total number of baccalaureate degrees awarded. Second a ratio of undergraduate teacher production ratio was calculated by dividing the number of traditional undergraduates certified by the total number of baccalaureate degrees awarded.

C.2: Teacher Production Trends for University Completers.
This analysis provides the total number of teachers produced from 1997 through 2007. Teacher production is defined as the total number of individuals (unduplicated) receiving initial teacher certification from a program during the complete academic year from September 1st through August 31st. Thus, the 2007 production counts include all individuals from a program who obtained certification from September 1, 2006 through August 31, 2007.

It is important to note that certification cohorts are not graduation cohorts. A program typically graduates more individuals than those who actually obtain certification in that year. Individuals often graduate and obtain certification in a subsequent academic year. Certification data are based upon when the individual initially applies for certification. For example, a person can complete a program in AY 2003, yet decide not to obtain certification until AY 2006. Such an individual would be included in the 2006 certification cohort rather than the 2003 certification cohort. TEA generally uses the date of the initial application as the date of certification.

C.3: Other Producers of Teachers in the Proximal Zone of Professional Impact.
This report shows the production trends for other suppliers of teachers in the same PZPI as the target university sorted from highest to lowest producer.

C4: Initial Teacher Certification Production by Level.
This analysis shows initial certificate production broken down by level over a ten-year period (1998-2007). The number of certificates is greater than the number of teachers produced since many teachers obtain more than one certificate. A 10-year and 5-year average certificate production is calculated. When possible a 5-year change is calculated. An asterisk (*) in the 5-year change column indicates the inability to calculate a 5-year change. The 5-year average for selected certificates is plotted in a table below the chart.

C.5: Teacher Production by Race/Ethnicity.
This analysis provides the number and percentages of individuals obtaining certification by race/ethnicity for AY 1997 through AY 2007 certification year equals fiscal year. The race/ethnicity of the individual is self-reported.

Five-Year University Production Trends

Angelo State University

University Production						
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Trend
Enrollment						
Total[1]	**6,255**	**6,033**	**6,130**	**6,140**	**6,211**	**-0.7%**
Undergraduate	5,661	5,465	5,569	5,589	5,729	**1.2%**
Masters	476	425	424	437	422	**-11.3%**
Degrees Awarded						
Total[2]	**1,042**	**1,066**	**1,043**	**1,046**	**1,039**	**-0.3%**
Bachelors	865	859	822	849	791	**-8.6%**
Mathematics	13	15	15	20	8	**-38.5%**
Biological Science	33	34	28	35	38	**15.2%**
Physical Science	13	14	12	8	12	**-7.7%**
Masters	135	163	145	126	157	**16.3%**
Teachers Produced						
Total	**242**	**237**	**233**	**194**	**181**	**-25.2%**
ACP Certified	-	-	-	-	-	-
Post-Baccalaureate Certified	25	26	10	14	23	**-8.0%**
Traditional Undergraduate Certifed	217	211	223	180	158	**-27.2%**
Production Ratios						
Ratio of Total Teacher Production[3]	28.0%	27.6%	28.3%	22.9%	22.9%	
Ratio of Undergraduate Teacher Production[4]	25.1%	24.6%	27.1%	21.2%	20.0%	

[1]Total enrollment also includes doctoral level students.

[2]Total degrees awarded also includes doctoral level degrees.

[3]Total number of teachers produced divided by the total number of baccalaureate degrees awarded.

[4]Total number of traditional undergraduates certified divided by the total number of bacc. degrees awarded.

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Source Data:
THECB Accountability
System, PREP Online

Teacher Production Trends for University Completers[1]
1997-2007

Angelo State University
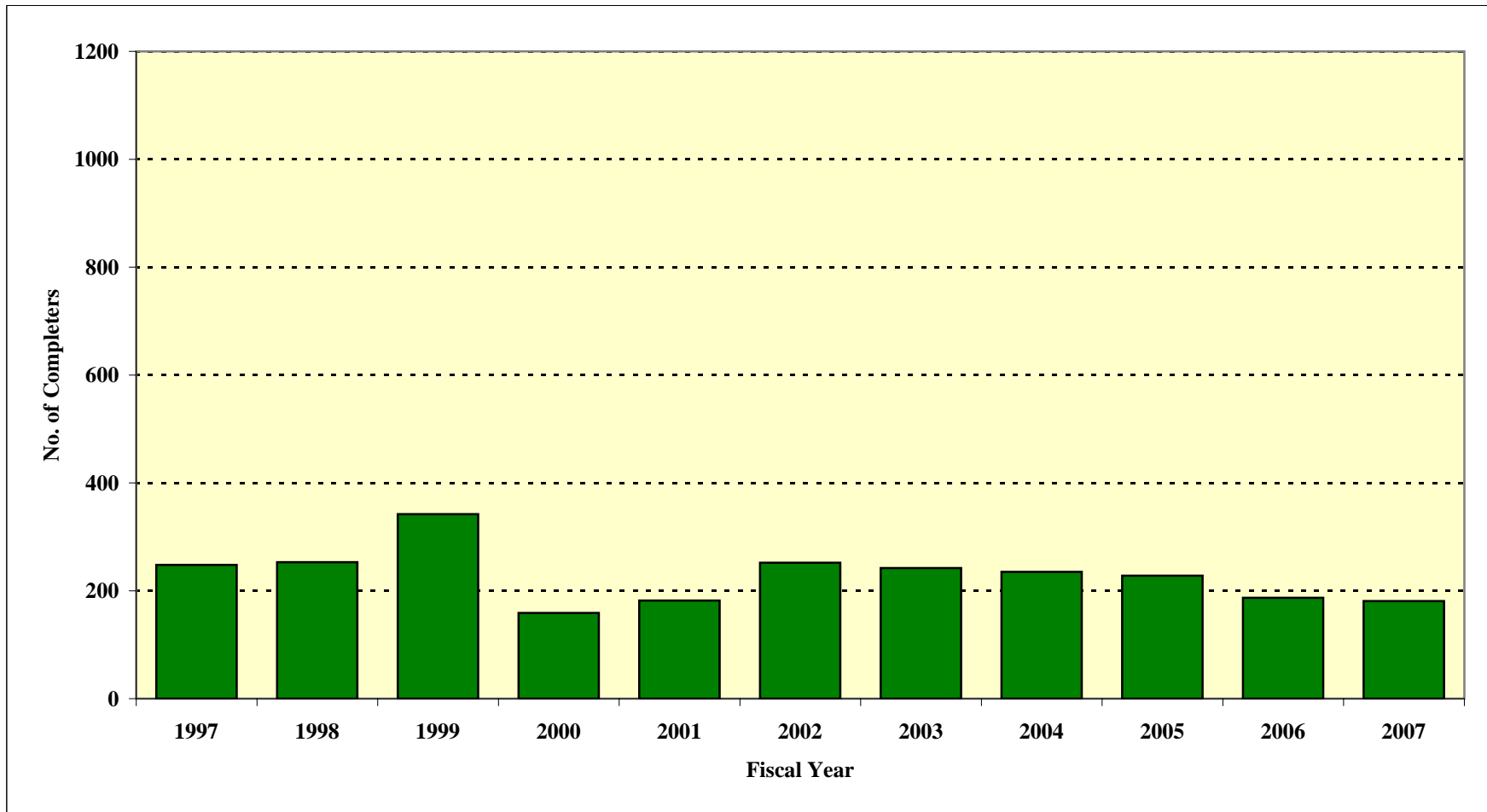
	Fiscal Year[2]											Total	1-Year Change	5-Year Change
1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007			2006-2007	2002-2007
248	253	342	159	182	252	242	235	228	187	181		2,509	-3.2%	-28.2%

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

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

Other Producers of Teachers in the Proximal Zone of Professional Impact
1997-2007

Angelo State University

There are no other producers of teachers in this zone.

Initial Certification Production by Level[1]
1998-2007

Angelo State University

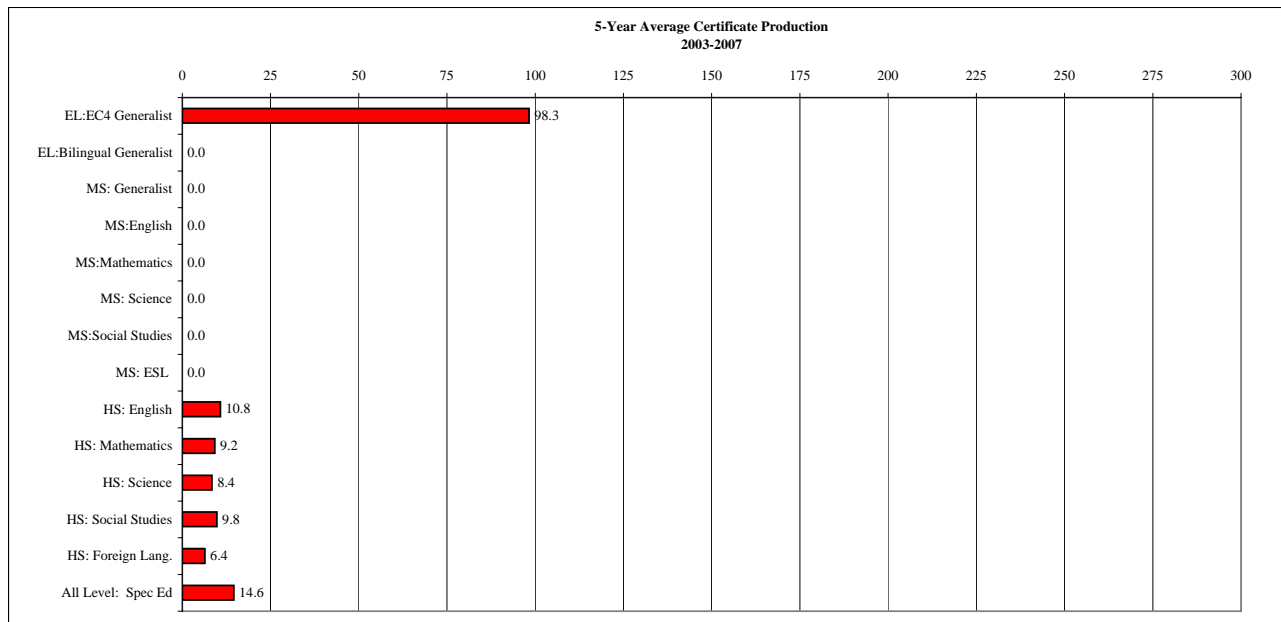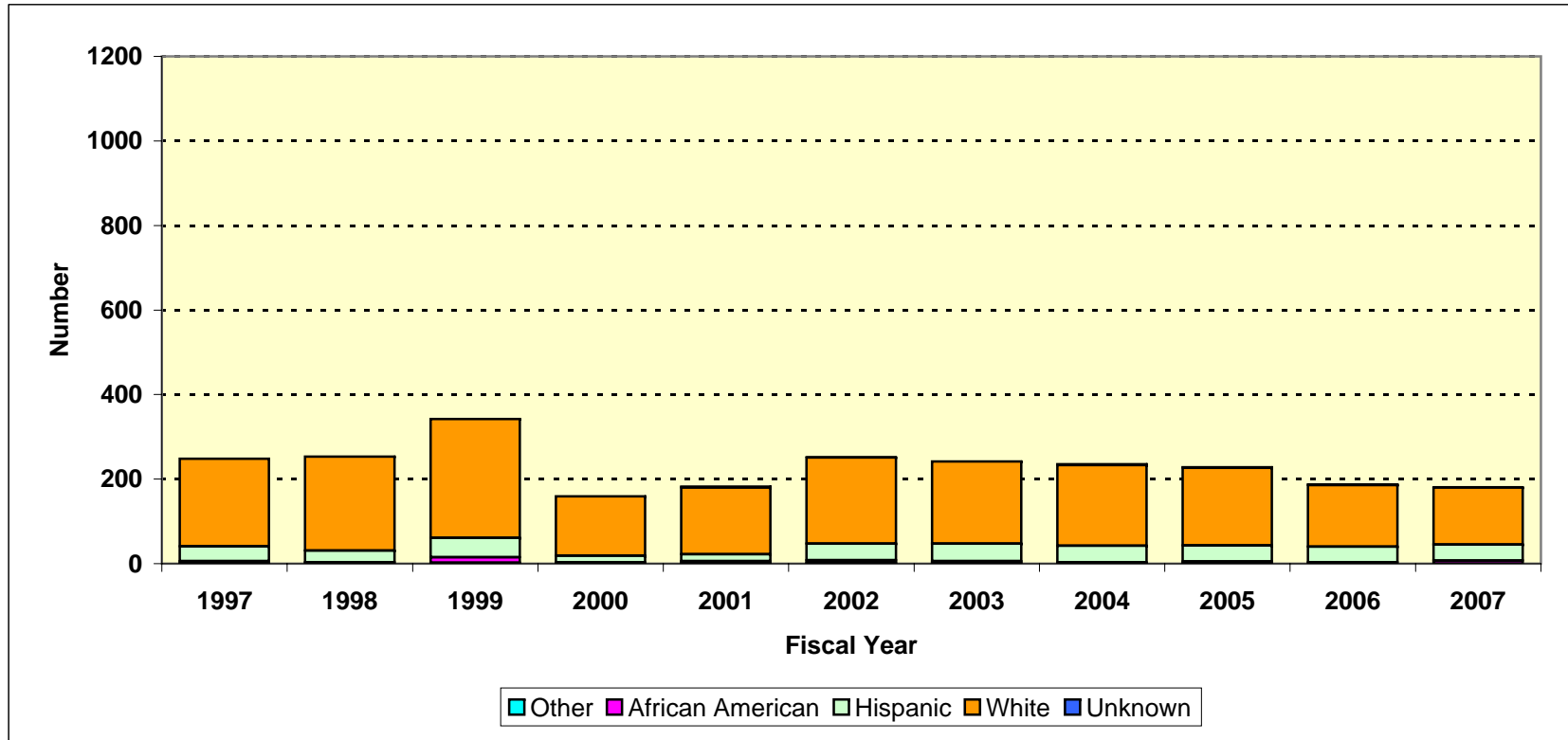| Certificate	Fiscal Year[2]										10-Year Average	5-Year Average	5-Year Change
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	1998-2007	2003-2007	2002-2007
ELEMENTARY (EC-4)													
EC-4 Generalist	-	-	-	-	-	4	95	118	97	83	-	98.3	-
Self-Contained	218	249	142	134	168	162	43	0	1	0	111.7	41.2	*
Other[3]	148	152	79	140	203	256	57	0	1	0	103.6	62.8	*
Bilingual Generalist	0	0	0	0	0	0	0	0	0	0	0.0	0.0	*
ESL[4]	0	0	0	0	0	0	0	0	0	0	0.0	0.0	*
SUBTOTAL	**366**	**401**	**221**	**274**	**371**	**422**	**195**	**118**	**99**	**83**	**255.0**	**183.4**	**-77.6%**
MIDDLE SCHOOL (4-8)													
MS Generalist	-	-	-	-	-	-	6	0	3	6	-	-	-
Bilingual Generalist	-	-	-	-	-	-	0	0	0	0	-	-	-
English	-	-	-	-	-	-	2	2	5	5	-	-	-
Mathematics	-	-	-	-	-	-	3	8	7	4	-	-	-
Science	-	-	-	-	-	-	1	1	1	3	-	-	-
Social Studies	-	-	-	-	-	-	0	1	1	1	-	-	-
ESL[4]	-	-	-	-	-	-	0	0	0	0	-	-	-
SUBTOTAL	**-**	**-**	**-**	**-**	**-**	**-**	**12**	**12**	**17**	**19**	**-**	**-**	**-**
HIGH SCHOOL (6-12 and 8-12)													
English	23	36	11	9	15	14	14	8	7	11	14.8	10.8	-26.7%
Mathematics	18	19	7	7	15	11	7	14	9	5	11.2	9.2	-66.7%
Science	27	47	11	13	14	18	8	7	4	5	15.4	8.4	-64.3%
Social Studies	36	38	12	21	21	17	11	8	8	5	17.7	9.8	-76.2%
Foreign Lang.	6	14	2	5	10	12	7	4	3	6	6.9	6.4	-40.0%
Fine Arts	3	3	1	3	4	3	3	7	3	1	3.1	3.4	-75.0%
PE/Health	48	87	32	36	51	33	33	37	8	0	36.5	22.2	*
Voc Educ	0	0	0	0	0	0	0	0	0	0	0.0	0.0	*
Special Education[4]	1	9	5	5	10	7	5	0	0	0	4.2	2.4	*
ESL[4]	0	0	0	0	0	0	0	0	0	0	0.0	0.0	*
SUBTOTAL	**162**	**253**	**81**	**99**	**140**	**115**	**88**	**85**	**42**	**33**	**109.8**	**72.6**	**-76.4%**
ALL LEVEL (K-12)													
Fine Arts	9	13	3	5	6	3	8	7	1	6	6.1	5.0	0.0%
PE/Health	3	1	1	0	0	2	9	22	42	40	12.0	23.0	*
Special Education	30	39	19	19	27	20	18	8	17	10	20.7	14.6	-63.0%
ESL[4]	0	0	0	0	0	0	0	0	0	0	0.0	0.0	*
SUBTOTAL	**42**	**53**	**23**	**24**	**33**	**25**	**35**	**37**	**60**	**56**	**38.8**	**42.6**	**69.7%**
OTHER SUPPLEMENTALS													
ESL	2	5	1	2	0	2	0	0	0	0	1.2	0.4	*
Bilingual	0	0	0	0	0	0	0	0	0	0	0.0	0.0	*
Special Education	0	0	0	0	0	0	0	1	7	2	1.0	2.0	*
TOTAL	**572**	**712**	**326**	**399**	**544**	**564**	**330**	**253**	**225**	**193**	**411.8**	**313.0**	**-64.5%**

5-Year Average Certificate Production
2003-2007

Certificate	Value
EL:EC4 Generalist	98.3
EL:Bilingual Generalist	0.0
MS: Generalist	0.0
MS:English	0.0
MS:Mathematics	0.0
MS: Science	0.0
MS:Social Studies	0.0
MS: ESL	0.0
HS: English	10.8
HS: Mathematics	9.2
HS: Science	8.4
HS: Social Studies	9.8
HS: Foreign Lang.	6.4
All Level: Spec Ed	14.6

Teacher Production by Race/Ethnicity[1]
1997-2007

Angelo State University

	Fiscal Year[2]											3-Year Change	5-Year Change
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2204-2007	2002-2007
Other	1	0	2	0	1	2	2	1	1	0	0	-1	-2
African American	5	3	13	3	5	6	4	2	4	3	7	5	1
Hispanic	35	28	46	16	16	39	41	39	38	37	38	-1	-1
White	207	222	281	140	158	204	195	191	184	146	135	-56	-69
Unknown	0	0	0	0	2	1	0	2	1	1	1	0	0
TOTAL	248	253	342	159	182	252	242	235	228	187	181		

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

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 in the PZPI, as well as teacher retention and attrition data for the 2003 certification cohort.

D.1: Production and Demand in the Proximal Zone of Professional Impact.
This section consists of 3 charts comparing the demand by subject area for new high, middle, and elementary teachers in the PZPI to the production (supply) of new teachers provided by a preparation program. 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. Demand is defined as the number of newly-hired teacher Full Time Equivalents (FTEs) in the PZPI in 2007. For these reports, the certification year is 2006 and the employment year is 2007. A supply/demand ratio has been calculated representing the impact of university teacher production in the PZPI. The data capture teachers new to the PZPI as well as any teacher increase due to increased student enrollment. Newly-hired teacher FTEs could come from a number of sources, 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.

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 employed. In the Zone refers to the 75-mile impact area of the PZPI.

D.3: Highest Employing Districts of University-Prepared Teachers.
Two charts provide information about the highest employing districts of the university's teachers. The first chart provides information regarding newly-certified teachers. The second chart shows all university-prepared teachers employed by a district from 1994-2007.

D.4 Concentration of University Completers in School 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 1995. The first four columns provide the name of the district, campus code, campus name and percent of school students classified as economically disadvantaged respectively. The "# School FTEs" column shows 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 2007. The "% Univ FTEs" column is the percentage of teacher FTEs at the school from the target preparation program.

D.5: Teacher Retention Trends
D.5.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 2003 certification cohort who became employed in a Texas public school in the 2003-04 academic year, denoted as 2004 in the tables. To be included in the analysis, an individual must have obtained an initial certificate in AY 2003, become employed in a Texas public school in 2004 with no teaching experience prior to 2004. The retention rate for 2004 is always 100% in each analysis because the analysis starts with all cohort members employed in Texas public schools in the 2003-04 academic year. In this data analysis "All CREATE" refers to university undergraduate and post-baccalaureate teacher education programs. "Non-CREATE Programs" refer to certification programs from providers other than CREATE.

D.5.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. Numbers less than 10 will not be graphically represented.

Teacher Supply and Demand in the Proximal Zone of Professional Impact

High Schools
Angelo State University

Chart 1:

Percentage of Teacher FTE Demand in 2007 Met by University Supply in 2006
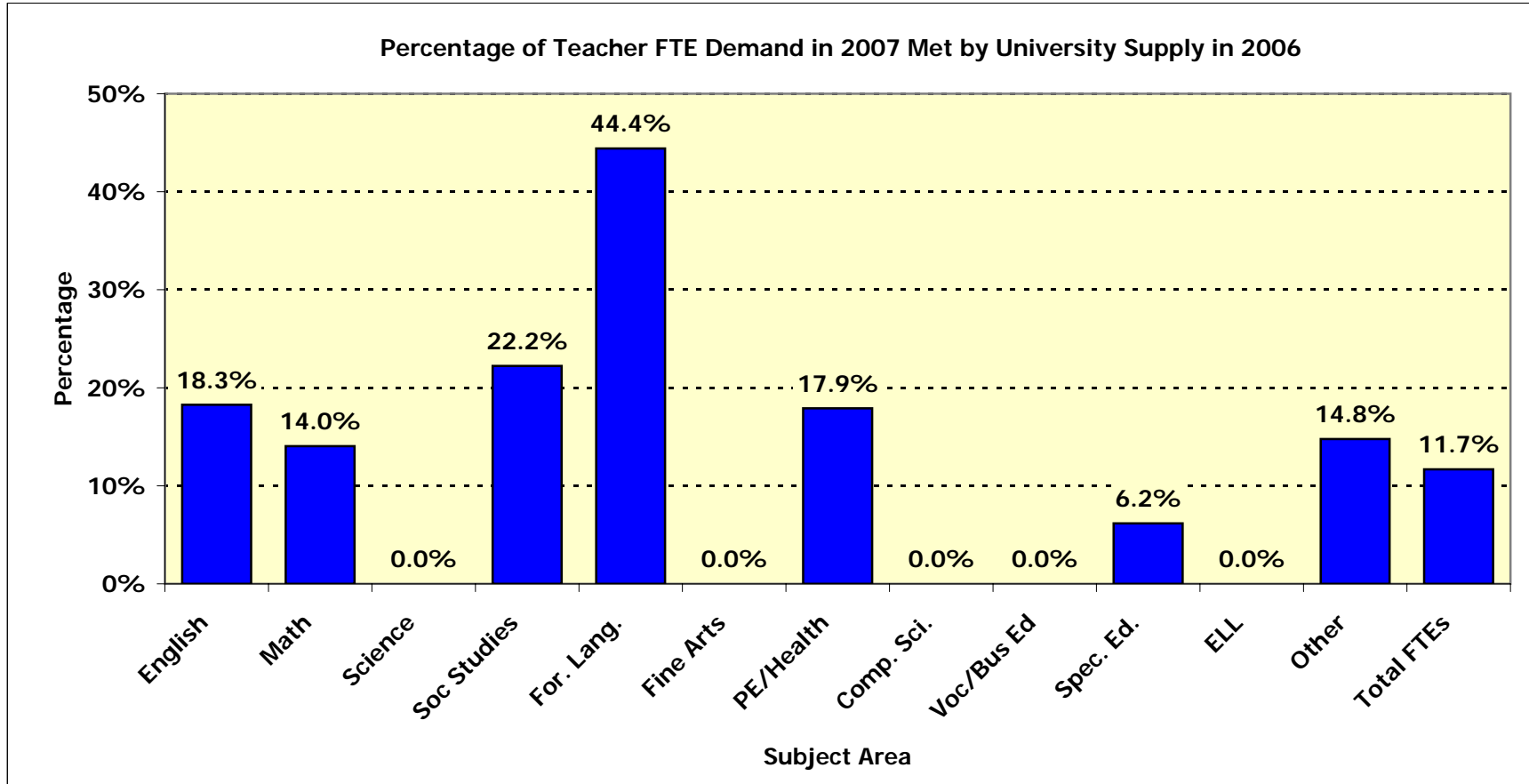
Subject Area	English	Mathe-matics	Science	Social Studies	Foreign Language	Fine Arts	PE/ Health	Computer Science	Voc/Bus Educ	Special Educ	Bilingual/ ESL	Other Assign.	Total FTEs
Supply (2006)[1]	1.8	0.9	0.0	1.7	0.8	0.0	0.9	0.0	0.0	1.0	0.0	1.7	**8.9**
Demand (2007)[2]	10.1	6.1	9.0	7.8	1.9	2.7	5.2	0.5	5.3	16.1	0.0	11.7	**76.2**
Supply/Demand	**18.3%**	**14.0%**	**0.0%**	**22.2%**	**44.4%**	**0.0%**	**17.9%**	**0.0%**	**0.0%**	**6.2%**	**.0.0**	**14.8%**	**11.7%**

[1]Supply is the number of newly-hired FTEs who obtained certification through target university preparation program in FY 2006-07.

[2]Demand is the number of newly-hired teacher FTEs in the PZPI in AY 2007-08

Teacher Supply and Demand in the Proximal Zone of Professional Impact

Angelo State University

Chart 2:

Percentage of Teacher FTE Demand in 2007 Met by University Supply in 2006

Bar chart showing Percentage (y-axis, 0% to 50%) by Subject Area (x-axis):
- Self-Cont.: 0.0%
- English: 6.7%
- Math: 9.7%
- Science: 16.1%
- Soc Studies: 7.5%
- For. Lang.: 0.0%
- Fine Arts: 0.0%
- PE/Health: 16.7%
- Comp. Sci.: 0.0%
- Voc/Bus Ed: 25.5%
- Spec. Ed.: 0.0%
- ELL: 0.0%
- Other: 4.7%
- Total FTEs: 7.0%

Subject Area	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
Supply (2006)[1]	0.0	0.8	0.8	1.6	0.6	0.0	0.0	0.8	0.0	0.1	0.0	0.0	0.6	**5.5**
Demand (2007)[2]	0.1	12.4	8.7	10.1	8.2	1.0	4.2	4.5	0.0	0.6	12.9	1.7	13.5	**77.9**
Supply/Demand	**0.0%**	**6.7%**	**9.7%**	**16.1%**	**7.5%**	**0.0%**	**0.0%**	**16.7%**	**0.0%**	**25.5%**	**0.0%**	**0.0%**	**4.7%**	**7.0%**

[1]Supply is the number of newly-hired FTEs who obtained certification through target university preparation program in FY 2006-07.

[2]Demand is the number of newly-hired teacher FTEs in the PZPI in AY 2007-08

PACE System 2008

D.1
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Source Data:
Teacher assignment
and certification files, TEA

Teacher Supply and Demand in the Proximal Zone of Professional Impact

Elementary Schools

Angelo State University

Chart 3:

Percentage of Teacher FTE Demand in 2007 Met by University Supply in 2006
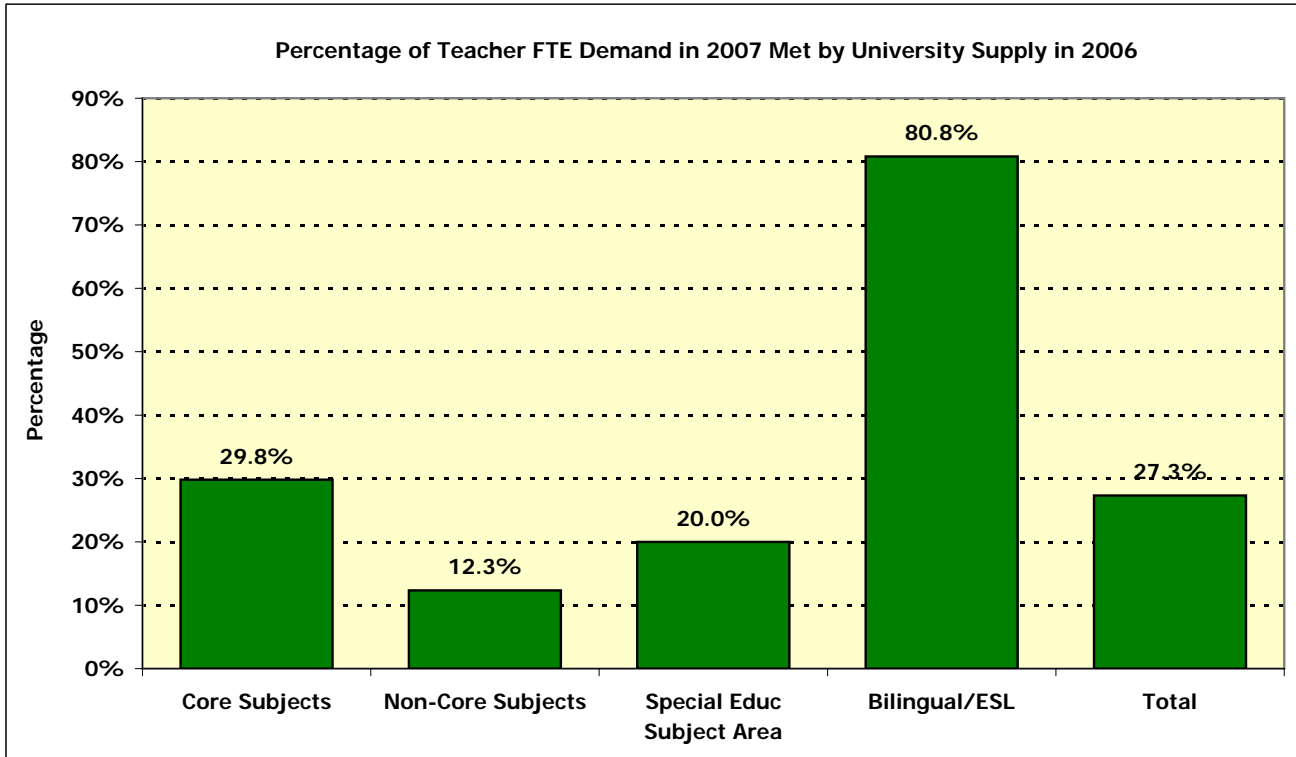
Subject Area	Core Subjects[3]	Non-Core Subjects[4]	Special Education	Bilingual/ ESL	Total FTEs
Supply (2006)[1]	12.7	1.8	1.5	2.5	**18.5**
Demand (2007)[2]	42.6	14.5	7.5	3.1	**67.7**
Supply/Demand	**29.8%**	**12.3%**	**20.0%**	**80.8%**	**27.3%**

[1]Supply is the number of newly-hired FTEs who obtained certification through target university preparation program in FY 2006-07.

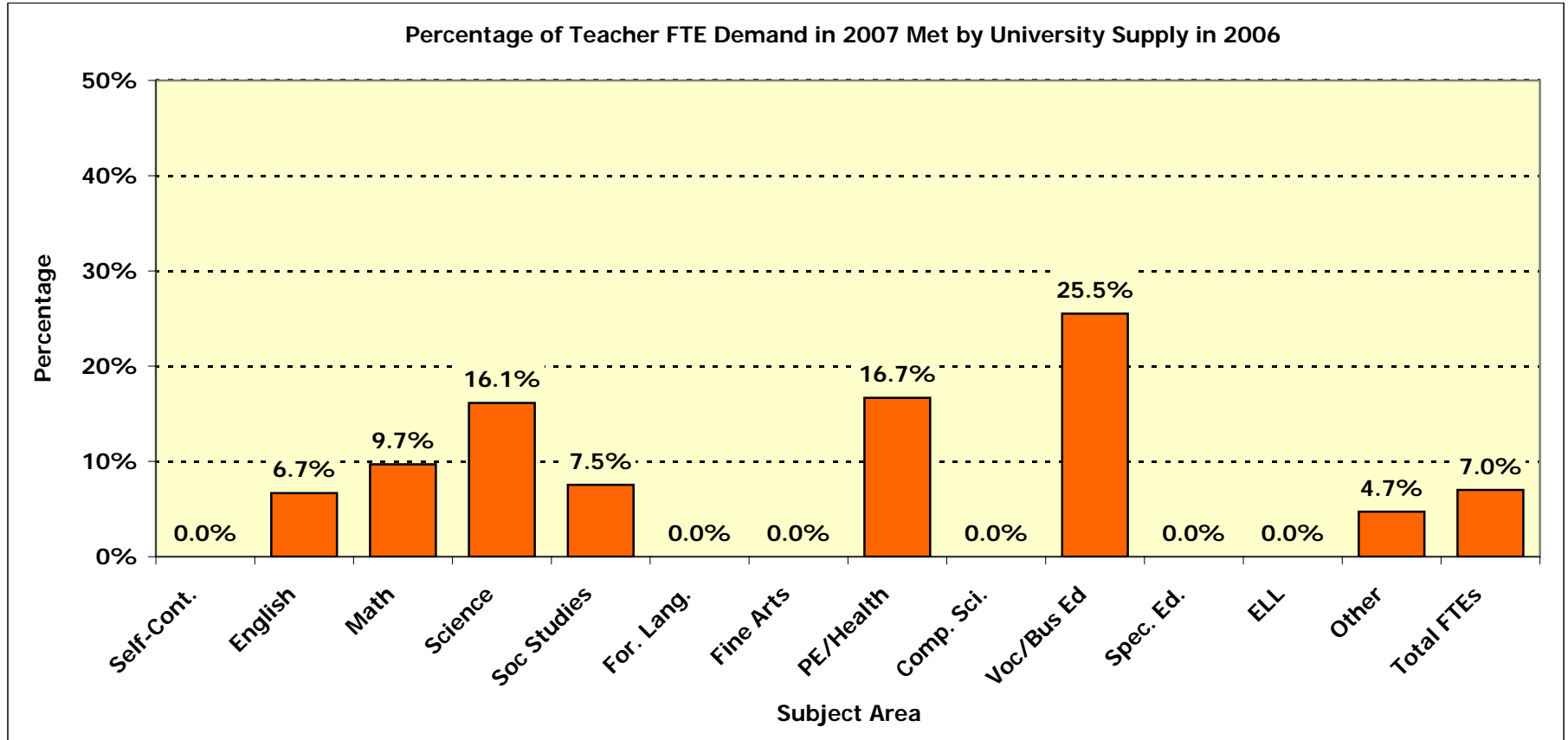[2]Demand is the number of newly-hired teacher FTEs in the PZPI in AY 2007-08.

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

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

Percentage of Newly-Certifed Teachers Employed Inside and Outside
the Proximal Zone of Professional Impact
2006-2008

Angelo State University
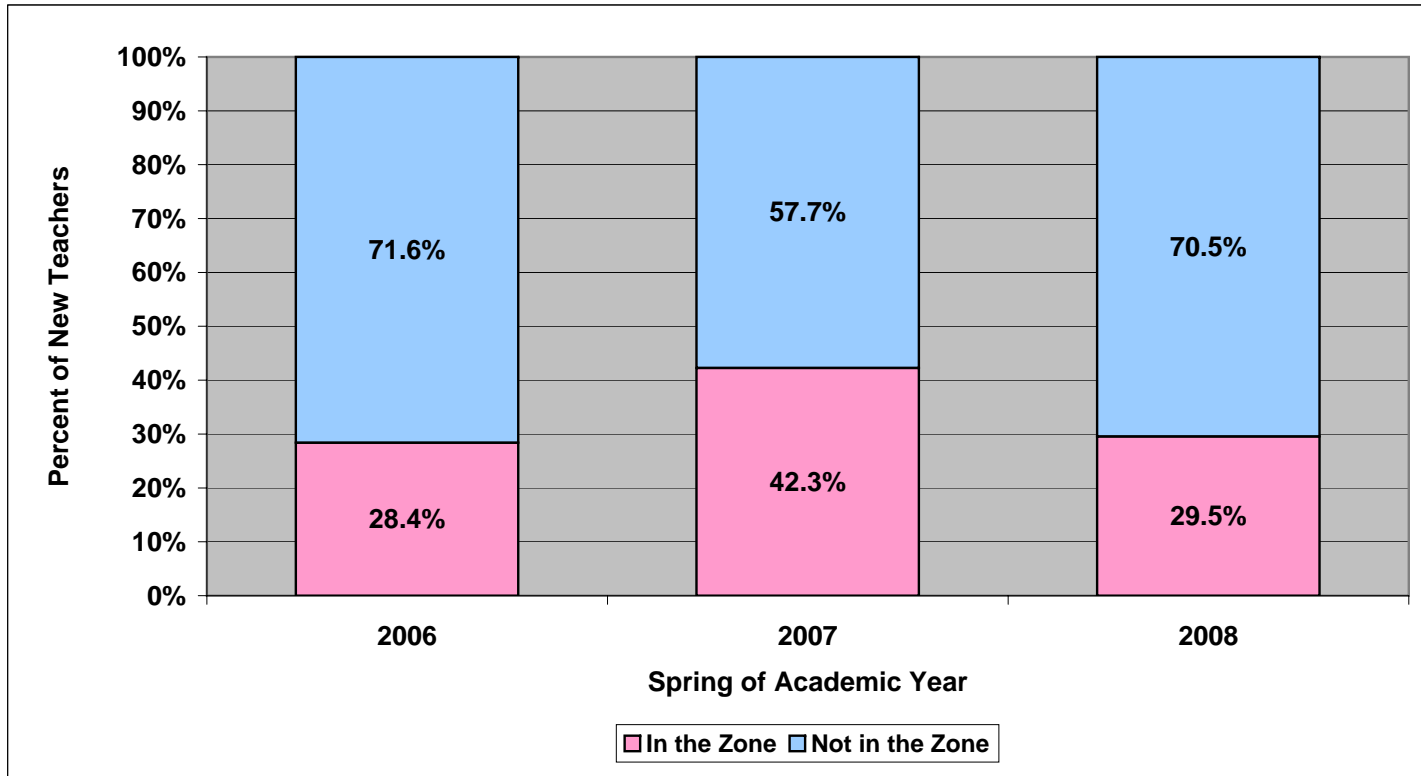
	New Teachers Employed						% Change
	2006		2007		2008		
	Number	Percent	Number	Percent	Number	Percent	2006 to 2008
In the Zone	44	28.4	52	42.3	39	29.5	1.2
Not in the Zone	111	71.6	71	57.7	93	70.5	-1.2
Total	**155**	**100.0**	**123**	**100.0**	**132**	**100.0**	**0.0**

Percentage of University-Prepared Teachers Employed in PZPI Districts 2007

Angelo State University

Teachers Newly-Certified in 2006-07

Employing District	University-Prepared Employed by District in 2007	New Teachers Employed by District in 2007*	% University Newly-Certified Compared to New Teachers Employed
STERLING CITY ISD	1	1	100.0%
VERIBEST ISD	1	1	100.0%
CHRISTOVAL ISD	2	3	66.7%
GRAPE CREEK ISD	5	10	50.0%
WALL ISD	1	3	33.3%
SAN ANGELO ISD	25	91	27.5%
MENARD ISD	1	4	25.0%
PAINT ROCK ISD	1	4	25.0%
MILES ISD	1	5	20.0%
WINTERS ISD	1	6	16.7%

*Number includes only teachers who were not employed in any district prior to AY 2006/07 and excludes new transfers.

All Teachers Certified

Employing District	University-Prepared (1994-2007) Employed by District 2007	Total Teachers Employed by District in 2007	Percent of Univ-Prepared Teachers in District
OLFEN ISD	4	8	50.0%
CHRISTOVAL ISD	17	36	47.2%
GRAPE CREEK ISD	39	88	44.3%
SAN ANGELO ISD	380	994	38.2%
WALL ISD	30	103	29.1%
EDEN CISD	8	28	28.6%
MILES ISD	10	37	27.0%
STERLING CITY ISD	7	27	25.9%
VERIBEST ISD	6	24	25.0%
WATER VALLEY ISD	9	36	25.0%
ROBERT LEE ISD	7	30	23.3%
IRION COUNTY ISD	6	30	20.0%
WINTERS ISD	11	56	19.6%
BRONTE ISD	8	47	17.0%
BALLINGER ISD	15	89	16.9%
PAINT ROCK ISD	3	19	15.8%
MENARD ISD	6	39	15.4%

Concentration of University Completers in High Schools in the Proximal Zone of Professional Impact[1]
2007-2008
Angelo State University

District Name	Campus Code	Campus Name	% School Econ Disadvan	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
STERLING CITY ISD	216901001	STERLING CITY HS	21.1	12.3	5.1	41.2
GRAPE CREEK ISD	226907001	GRAPE CREEK HS	46.4	30.3	12.3	40.5
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	46.4	54.7	21.5	39.2
SAN ANGELO ISD	226903002	LAKE VIEW HS	56.0	88.4	34.1	38.5
EDEN CISD	48901001	EDEN HS	53.1	15.6	5.6	35.8
MILES ISD	200902001	MILES HS	45.7	21.0	7.5	35.6
WATER VALLEY ISD	226905001	WATER VALLEY HS	47.1	17.6	6.1	34.9
MENARD ISD	164901001	MENARD HS	57.3	13.5	4.6	34.0
SAN ANGELO ISD	226903001	CENTRAL HS	31.1	137.4	41.9	30.5
WALL ISD	226906001	WALL HS	19.3	28.5	8.3	29.0
BRONTE ISD	41901002	JUVENILE DETENT CTR	100.0	11.0	3.0	27.3
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY HS	38.8	14.7	4.0	27.2
CROCKETT COUNTY CONSOLIDATED	53001001	OZONA HS	0.0	28.4	7.5	26.3
IRION COUNTY ISD	118902001	IRION HS	44.6	16.3	4.0	24.6
BRADY ISD	160901001	BRADY HS	46.4	38.0	9.0	23.7
WINTERS ISD	200904001	WINTERS HS	58.9	17.1	3.8	22.0
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	63.3	14.8	3.0	20.3
VERIBEST ISD	226908001	VERIBEST HS	54.7	9.1	1.8	19.6
SCHLEICHER ISD	207901001	ELDORADO HS	43.9	20.2	3.9	19.1
COLORADO ISD	168901001	COLORADO HS	45.6	27.8	4.9	17.4
REAGAN COUNTY ISD	192901001	REAGAN COUNTY HS	39.2	23.8	4.0	16.8
COAHOMA ISD	114902001	COAHOMA HS	24.2	26.7	4.2	15.6
BRONTE ISD	41901001	BRONTE HS	40.3	17.7	2.7	15.4
ROBERT LEE ISD	41902001	ROBERT LEE HS	41.2	15.5	2.2	13.9
COLEMAN ISD	42901001	COLEMAN HS	45.9	30.0	4.0	13.3
SONORA ISD	218901001	SONORA HS	28.0	32.8	4.1	12.6
JUNCTION ISD	134901001	JUNCTION HS	38.2	19.2	2.3	11.9
BALLINGER ISD	200901001	BALLINGER HS	42.8	28.2	3.0	10.8
ROSCOE ISD	177901001	ROSCOE HS	50.0	14.2	1.0	7.1
MERKEL ISD	221904001	MERKEL HS	37.7	36.4	2.5	6.9

[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 (1995-2007).

[4]Percent of University FTEs employed by the school (1995-2007).

Concentration of University Completers in Middle Schools in the Proximal Zone of Professional Impact[1]
2007-2008
Angelo State University

District Name	Campus Code	Campus Name	% School Econ Disadvan	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903043	LEE MS	50.2	50.1	27.0	53.9
SAN ANGELO ISD	226903045	LINCOLN MS	71.9	62.2	30.1	48.3
SAN ANGELO ISD	226903042	GLENN MS	42.3	48.2	23.2	48.2
BALLINGER ISD	200901041	BALLINGER JH	52.5	22.7	9.2	40.4
MENARD ISD	164901041	MENARD JH	63.2	5.9	2.3	38.9
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MS	51.4	16.1	6.0	37.4
GRAPE CREEK ISD	226907041	GRAPE CREEK MS	60.9	22.6	8.1	36.0
WINTERS ISD	200904041	WINTERS JH	69.9	11.2	3.4	30.3
WALL ISD	226906041	WALL MS	18.1	23.4	6.7	28.5
COLORADO ISD	168901041	COLORADO MS	56.2	26.8	6.9	25.9
COAHOMA ISD	114902041	COAHOMA JH	40.3	12.4	2.9	22.9
SCHLEICHER ISD	207901041	ELDORADO MS	56.9	15.5	3.5	22.2
SONORA ISD	218901041	SONORA JH	40.7	27.3	5.0	18.4
MASON ISD	157901041	MASON JH	59.6	14.7	2.6	17.6
CROCKETT COUNTY CONSOLIDATED	53001041	OZONA MS	52.7	19.0	2.0	10.5
SWEETWATER ISD	177902041	SWEETWATER MS	57.9	48.3	4.1	8.6
JIM NED CISD	221911041	JIM NED MS	30.2	19.8	1.6	8.0
COLEMAN ISD	42901041	COLEMAN JH	53.7	22.1	1.0	4.5
MERKEL ISD	221904041	MERKEL MS	51.6	25.9	0.5	1.9
WYLIE ISD	221912041	WYLIE JH	11.1	45.7	0.5	1.1
JUNCTION ISD	134901041	JUNCTION MS	55.5	17.0	0.1	0.6

[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 (1995-2007).

[4]Percent of University FTEs employed by the school (1995-2007).

PACE System 2008

Concentration of University Completers in Elementary Schools in the Proximal Zone of Professional Impact[1]
2007-2008
Angelo State University

District Name	Campus Code	Campus Name	% School Econ Disadvan	# Sch FTEs[2]	# Univ FTEs[3]	% Univ FTEs[4]
SAN ANGELO ISD	226903115	MCGILL EL	61.0	24.0	16.0	66.7
SAN ANGELO ISD	226903119	SAN JACINTO EL	91.8	30.2	19.0	63.0
SAN ANGELO ISD	226903103	BELAIRE EL	75.4	29.2	18.0	61.6
SAN ANGELO ISD	226903114	HOLIMAN EL	57.2	20.2	12.0	59.5
VERIBEST ISD	226908101	VERIBEST EL	58.2	16.5	9.2	55.8
SAN ANGELO ISD	226903106	BRADFORD EL	88.1	29.2	16.0	54.7
SAN ANGELO ISD	226903113	GOLIAD EL	73.8	33.9	17.5	51.6
SAN ANGELO ISD	226903111	FT CONCHO EL	71.3	25.2	13.0	51.5
GRAPE CREEK ISD	226907101	GRAPE CREEK EL	67.5	39.0	18.6	47.7
SAN ANGELO ISD	226903101	ALTA LOMA EL	80.7	23.2	11.0	47.4
SAN ANGELO ISD	226903116	REAGAN EL	86.5	32.3	15.3	47.3
CROCKETT COUNTY CONSOLIDATED	53001102	OZONA PRIMARY	59.9	17.7	8.0	45.3
SAN ANGELO ISD	226903105	BOWIE EL	33.1	33.6	15.0	44.7
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	72.6	7.9	3.4	43.2
MILES ISD	200902101	MILES EL	43.3	19.1	8.0	42.0
SAN ANGELO ISD	226903108	CROCKETT EL	57.3	31.4	13.0	41.4
SAN ANGELO ISD	226903112	GLENMORE EL	61.7	30.3	12.0	39.6
SAN ANGELO ISD	226903102	AUSTIN EL	75.8	33.9	13.0	38.3
SAN ANGELO ISD	226903123	LAMAR EL	34.4	43.2	16.0	37.0
OLFEN ISD	200906101	OLFEN EL	88.6	7.8	2.9	36.9
SAN ANGELO ISD	226903120	SANTA RITA EL	35.3	28.2	10.0	35.5
SAN ANGELO ISD	226903110	FANNIN EL	82.0	25.2	8.2	32.6
EDEN CISD	48901101	EDEN EL	57.7	14.6	4.6	31.3
WALL ISD	226906101	WALL EL	20.6	32.7	10.0	30.5
COAHOMA ISD	114902101	COAHOMA EL	51.7	26.8	8.0	29.9
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	28.1	13.5	4.0	29.6
SCHLEICHER ISD	207901101	ELDORADO EL	59.3	19.5	5.7	29.3
BALLINGER ISD	200901101	BALLINGER EL	60.3	34.5	10.0	29.0
WINTERS ISD	200904101	WINTERS EL	74.5	27.7	7.9	28.4
SAN ANGELO ISD	226903122	BONHAM EL	19.0	35.3	10.0	28.3

[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 (1995-2007).

[4]Percent of University FTEs employed by the school (1995-2007).

PACE System 2008

Comparison of Teacher Retention Trends
Five-Year Retention of 2003 Certification Cohort[1]
2004-2008
Angelo State University
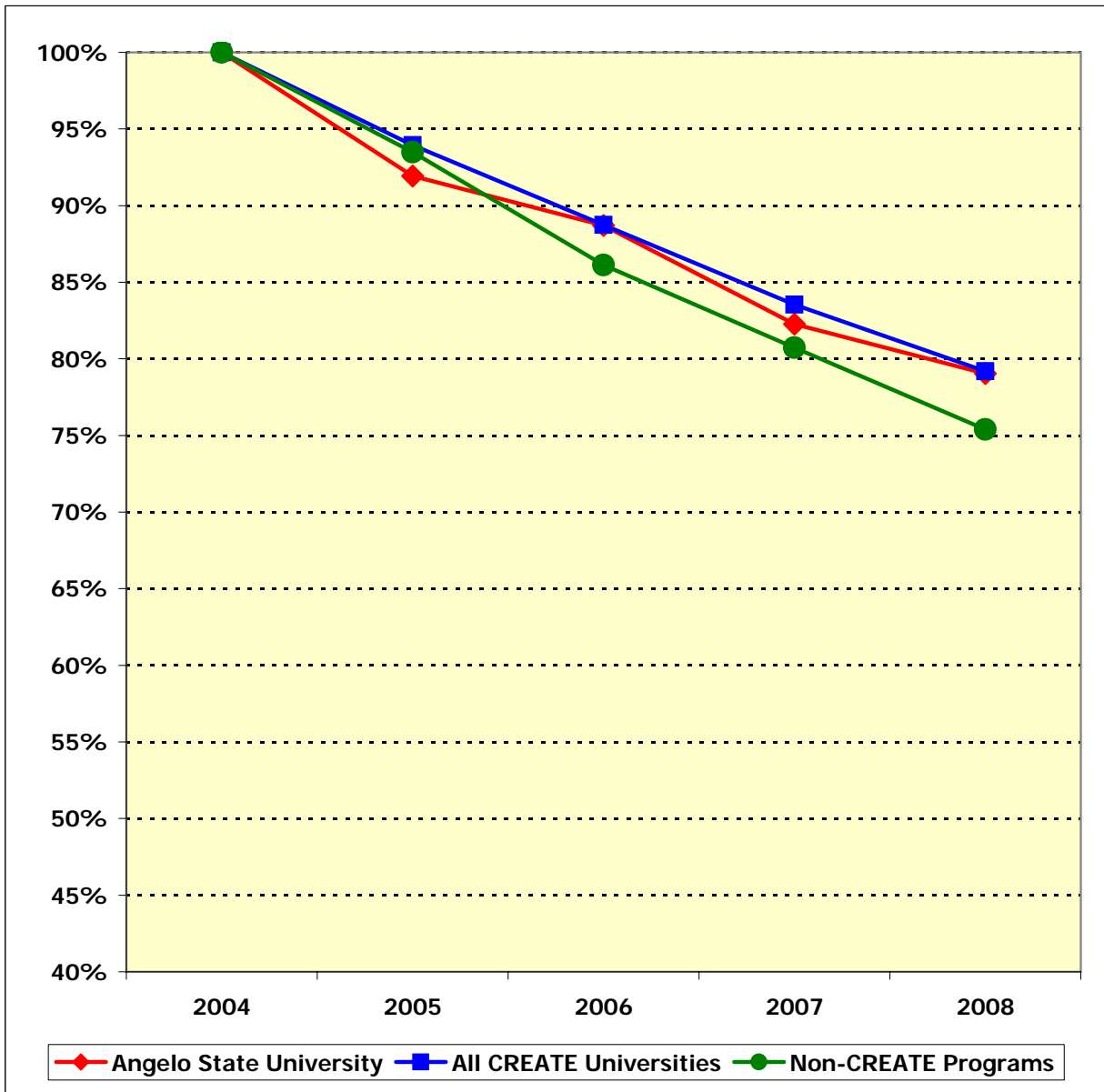
Entity/Orgranization	No. of Teachers	Spring of Academic Year				
		2004	2005	2006	2007	2008
Angelo State University	124	100.0%	91.9%	88.7%	82.3%	79.0%
All CREATE Universities	4127	100.0%	93.9%	88.7%	83.5%	79.2%
Non-CREATE Programs	1276	100.0%	93.5%	86.1%	80.7%	75.4%

[1]Included only teachers obtaining certification in FY2003, becoming employed in AY 2004 with no teaching experience prior to 2004.

Comparison of Teacher Retention Trends
Five-Year Retention of 2003 Certification Cohort by School Level[1]
2004-2008

High School

Angelo State University
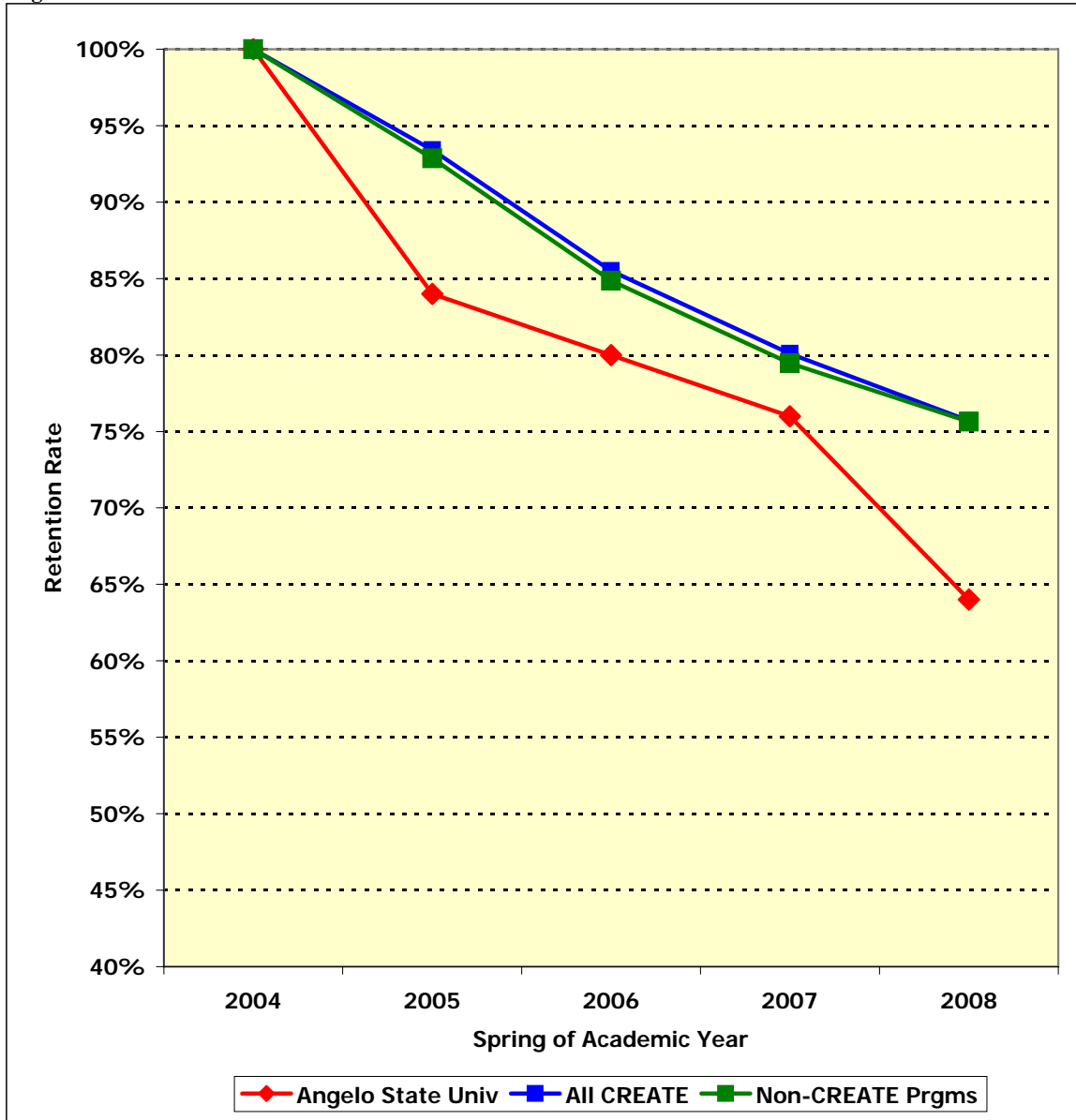
Figure 1:

Organization/ Entity	Number of Teachers	Spring of Academic Year					Attrition Rate
		2004	2005	2006	2007	2008	
Angelo State Univ	25	100.0%	84.0%	80.0%	76.0%	64.0%	36.0%
All CREATE	683	100.0%	93.4%	85.5%	80.1%	75.7%	24.3%
Non-CREATE Prgms	228	100.0%	92.9%	84.9%	79.5%	75.6%	24.4%
Total	**936**	**100.0%**	**90.1%**	**83.5%**	**78.5%**	**71.8%**	**28.2%**

[1] Includes only teachers obtaining certification in FY2003, becoming employed in AY2004 with no
teaching experience prior to 2004.

Comparison of Teacher Retention Trends
Five-Year Retention of 2003 Certification Cohort by School Level[1]
2004-2008

Middle School
Angelo State University
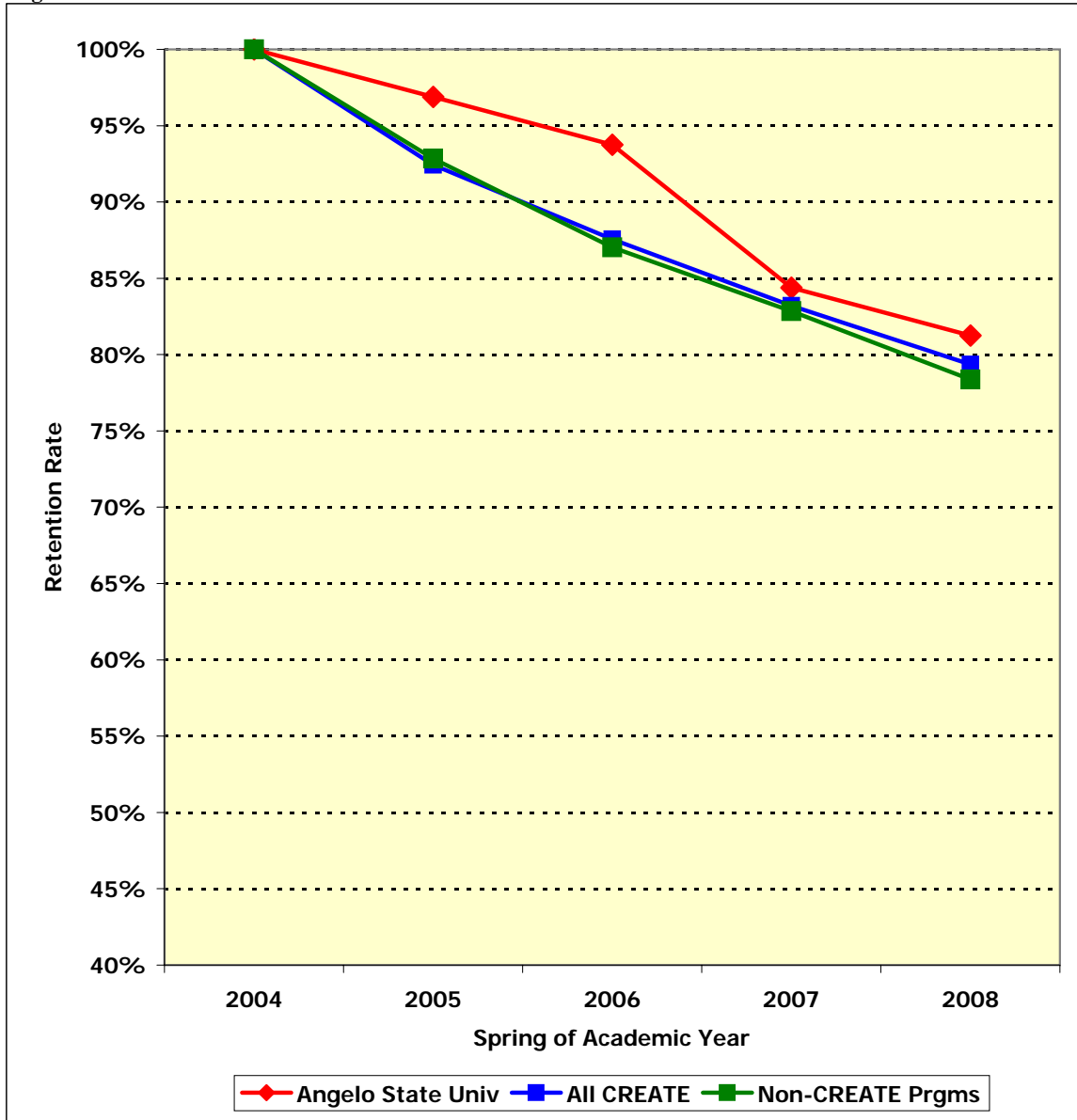
Figure 2:

Organization/ Entity	Number of Teachers	Spring of Academic Year					Attrition Rate
		2004	2005	2006	2007	2008	
Angelo State Univ	32	100.0%	96.9%	93.8%	84.4%	81.3%	18.8%
All CREATE	780	100.0%	92.4%	87.6%	83.2%	79.4%	20.6%
Non-CREATE Prgms	269	100.0%	92.9%	87.0%	82.8%	78.4%	21.6%
Total	**1081**	**100.0%**	**94.1%**	**89.4%**	**83.5%**	**79.7%**	**20.3%**

[1] Includes only teachers obtaining certification in FY2003, becoming employed in AY2004 with no teaching experience prior to 2004.

Comparison of Teacher Retention Trends

Five-Year Retention of 2003 Certification Cohort by School Level[1]
2004-2008

Elementary School
Angelo State University
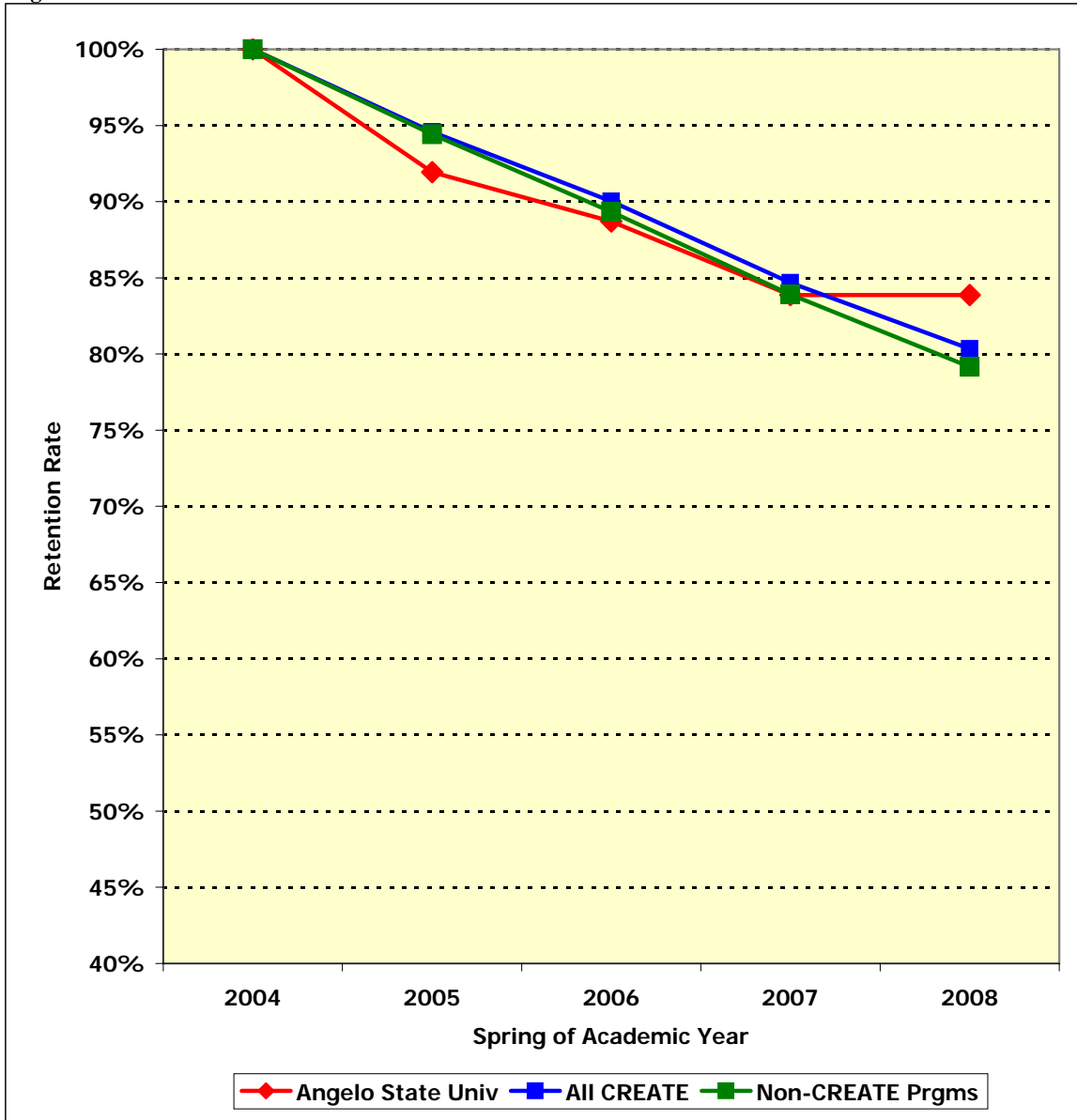
Figure 3:

Organization/ Entity	Number of Teachers	Spring of Academic Year					Attrition Rate
		2004	2005	2006	2007	2008	
Angelo State Univ	62	100.0%	91.9%	88.7%	83.9%	83.9%	16.1%
All CREATE	2584	100.0%	94.6%	90.0%	84.7%	80.3%	19.7%
Non-CREATE Prgms	728	100.0%	94.4%	89.3%	83.9%	79.2%	20.8%
Total	**3374**	**100.0%**	**93.6%**	**89.4%**	**84.2%**	**81.1%**	**18.9%**

[1] Includes only teachers obtaining certification in FY2003, becoming employed in AY2004 with no teaching experience prior to 2004.

III. University Benchmarks to Guide Improvement

PACE 2008

E. COMPARISON REPORTS OF TEACHER PRODUCTION

PACE 2008

SECTION E:
Comparison Reports of Teacher Production

Section E contains comparison information among 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, the two having the highest correlation based on student enrollment in the PZPI were chosen as the comparison universities. When there were no universities in the PZPI, the panel of PACE committee members used professional judgment to determine the comparison universities.

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

E.2: Five-Year Production Ratios
This report compares the ratio of teacher production to baccalaureate degrees awarded of all CREATE consortium members from 2003-2007 divided into quintiles.

E.3 Comparison of Longitudinal Certificate Production Trends between Target University and Other Universities.
The data for this comparison come from individual university data found in C.4. The data associated with each university represent each university's Proximal Zone of Professional Impact.

E.4: Comparison of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact in Nearby Geographic Area
The data for this comparison come from individual university data found in D.2. The data associated with each university represent that university's Proximal Zone of Professional Impact.

E.5: Teacher Retention Comparison Among Universities in Same Geographic Area
The data for this comparison come from individual university data found in D.5.a. The data represent the 5-year teacher retention rates for the individuals in the 2003 certification cohort who became employed in a Texas public school in the 2003-04 academic year and had no teaching experience prior to 2004. The attrition rate is calculated by subtracting the 2008 retention rate from 100%.

Comparison of Teacher Production in Nearby Geographic Area
1998-2007

Angelo State University

Academic Year	Preparation Programs			Total
	Angelo State University	University of Texas-Permian Basin	Sul Ross State University	
10-Year Total	2,261	1,551	750	4,562
1998	253	110	88	451
1999	342	138	96	576
2000	159	106	75	340
2001	182	159	80	421
2002	252	146	57	455
2003	242	187	70	499
2004	235	241	86	562
2005	228	154	69	451
2006	187	146	76	409
2007	181	164	53	398
10-Year Avg.	226	155	75	456
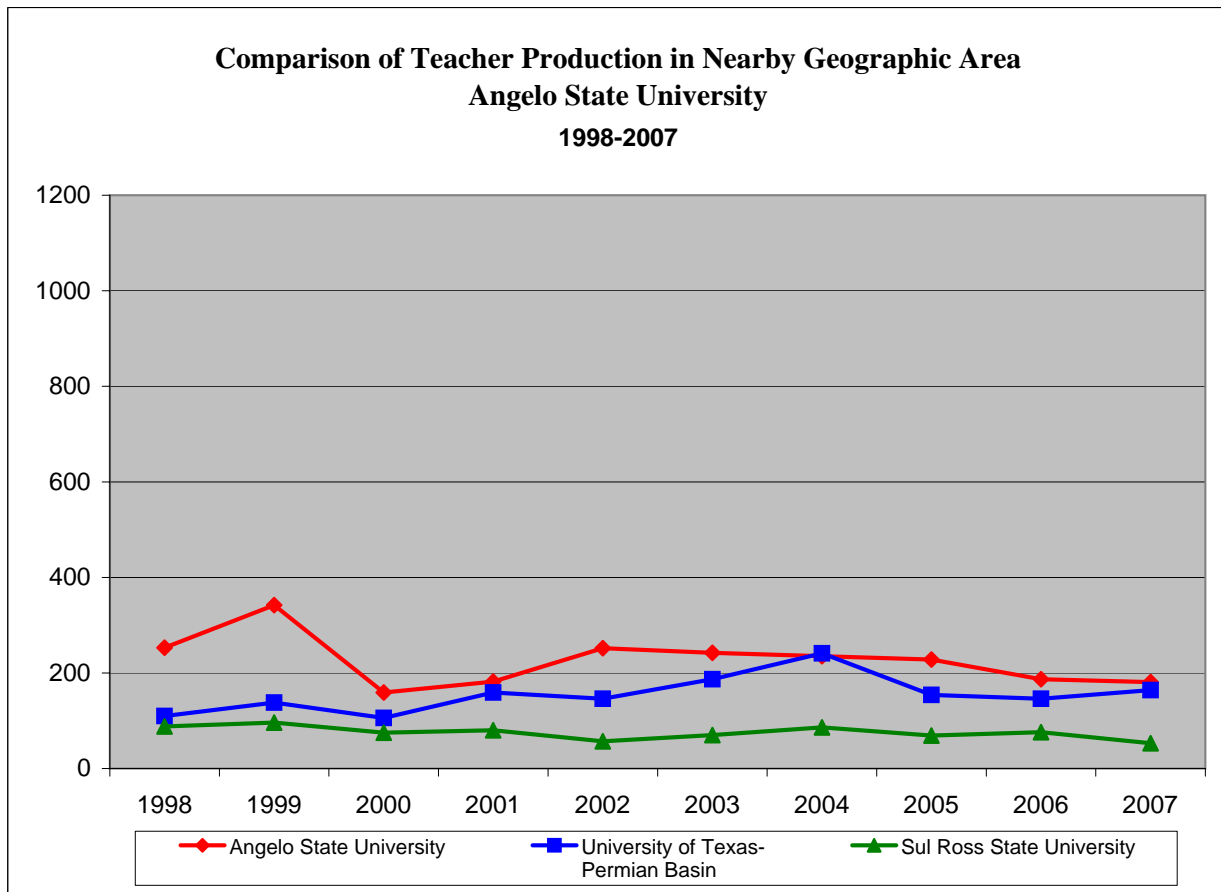
Comparison of Teacher Production in Nearby Geographic Area
Angelo State University
1998-2007

Five-Year Production Ratios
Total Teachers Produced Compared to Baccalaureate Degrees Awarded
2003-2007

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Trend
Quintile 1:						
Sul Ross State University-Rio Grande	100.0%	95.1%	55.7%	59.2%	57.5%	⬇
TX A&M University-Commerce	67.2%	86.7%	65.6%	67.6%	52.0%	⬇
University of Houston-Victoria	40.6%	46.3%	50.6%	57.1%	51.6%	⬆
TX A&M International University	64.3%	68.8%	55.0%	49.4%	45.4%	⬇
TX A&M University-Texarkana	25.6%	27.6%	39.1%	42.7%	45.2%	⬆
West Texas A&M University	41.8%	39.2%	42.0%	38.1%	37.5%	⬇
University of Texas-Brownsville	51.8%	48.3%	31.1%	36.3%	35.2%	⬇
Quintile 2						
University of Texas-Permian Basin	45.1%	70.1%	35.0%	33.9%	33.8%	⬇
Sul Ross State University	36.3%	51.2%	46.3%	36.2%	31.0%	⬇
University of Texas-El Paso	48.5%	42.4%	34.3%	29.0%	30.2%	⬇
McMurry University	35.9%	27.6%	29.4%	31.5%	28.3%	⬇
TX A&M University-Kingsville	29.6%	30.8%	34.3%	28.9%	28.2%	⬇
Texas Woman's University	35.3%	29.8%	28.5%	26.1%	26.6%	⬇
TX A&M University-Corpus Christi	39.9%	25.2%	27.9%	26.2%	26.5%	⬇
Quintile 3						
University of Texas-Pan American	49.5%	53.6%	37.2%	30.3%	24.3%	⬇
Tarleton State University	38.0%	34.0%	29.9%	28.9%	23.4%	⬇
Angelo State University	28.0%	27.6%	28.3%	22.9%	22.9%	⬇
University of Houston-Clear Lake	28.8%	23.4%	19.3%	23.4%	19.9%	⬇
Sam Houston State University	20.1%	19.7%	18.4%	20.8%	19.3%	⬇
Lamar University	34.8%	28.8%	22.9%	26.5%	18.6%	⬇
University of Texas-Tyler	30.8%	33.0%	24.6%	18.6%	17.9%	⬇
Quintile 4						
University of Texas-San Antonio	28.8%	21.9%	20.9%	20.9%	16.8%	⬇
Prairie View A&M University	26.1%	35.6%	21.4%	21.9%	16.0%	⬇
University of North Texas	27.7%	22.2%	15.2%	16.3%	15.7%	⬇
Texas State University-San Marcos	23.3%	23.7%	22.0%	19.0%	15.5%	⬇
Abilene Christian University	18.9%	18.6%	14.2%	14.8%	11.3%	⬇
University of Texas-Arlington	12.9%	12.0%	9.6%	11.4%	10.5%	⬇
TX A&M University-College Station	8.5%	8.7%	9.5%	11.3%	9.8%	⬆

Five-Year Production Ratios
Total Teachers Produced Compared to Baccalaureate Degrees Awarded
2003-2007

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	5-Year Trend
Quintile 5						
University of Texas-Dallas	16.9%	13.2%	11.4%	11.4%	9.7%	⬇
University of Houston-Downtown	10.6%	10.4%	11.5%	8.9%	9.2%	⬇
University of Houston	14.5%	12.1%	9.8%	8.3%	7.9%	⬇
University of Texas-Austin	5.8%	4.7%	5.0%	5.2%	5.0%	⬇
St. Edward's University	4.4%	4.7%	6.4%	3.6%	3.5%	⬇

Comparison of Longitudinal Certificate Production Trends Between Target University and Other Universities[1]

Angelo State University

Certificate	Angelo State University					University of Texas-Permian Basin					Sul Ross State University				
	Fiscal Year[2]					Fiscal Year[2]					Fiscal Year[2]				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
ELEMENTARY (EC-4)															
EC-4 Generalist	4	95	118	97	83	6	61	60	54	64	4	12	9	7	8
Self-Contained	162	43	0	1	0	120	63	0	0	0	21	11	0	0	1
Other[3]	256	57	0	1	0	74	39	0	0	0	11	3	0	0	0
Bilingual Generalist	0	0	0	0	0	24	27	15	23	20	7	4	8	2	4
ESL[4]	0	0	0	0	0	0	1	1	7	9	0	0	0	0	0
SUBTOTAL	**422**	**195**	**118**	**99**	**83**	**224**	**191**	**76**	**84**	**93**	**43**	**30**	**17**	**9**	**13**
MIDDLE SCHOOL (4-8)															
MS Generalist	-	6	0	3	6	2	4	5	1	9	-	0	0	0	0
Bilingual Generalist	-	0	0	0	0	0	1	0	2	1	-	0	1	0	0
English	-	2	2	5	5	1	5	4	2	7	-	1	2	1	2
Mathematics	-	3	8	7	4	2	6	2	3	3	-	2	1	1	0
Science	-	1	1	1	3	0	1	1	3	0	-	0	1	1	3
Social Studies	-	0	1	1	1	0	6	2	1	2	-	2	1	1	1
ESL[4]	-	0	0	0	0	0	0	1	1	1	-	0	0	0	0
SUBTOTAL	**-**	**12**	**12**	**17**	**19**	**5**	**23**	**15**	**13**	**23**	**-**	**5**	**6**	**4**	**6**
HIGH SCHOOL (6-12 and 8-12)															
English	14	14	8	7	11	17	11	11	15	16	9	6	5	3	1
Mathematics	11	7	14	9	5	7	6	8	5	8	4	1	2	0	0
Science	18	8	7	4	5	4	8	6	5	8	6	16	5	6	3
Social Studies	17	11	8	8	5	18	20	14	14	11	4	11	7	5	4
Foreign Lang.	12	7	4	3	6	5	18	6	11	12	0	4	3	6	2
Fine Arts	3	3	7	3	1	1	1	1	0	1	5	3	0	2	3
PE/Health	33	33	37	8	0	7	5	2	2	0	5	12	6	2	0
Vocational Education	0	0	0	0	0	8	14	6	8	1	5	7	8	15	5
Special Education[4]	7	5	0	0	0	1	1	0	0	0	1	0	0	0	0
ESL[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**115**	**88**	**85**	**42**	**33**	**68**	**84**	**54**	**60**	**57**	**39**	**60**	**36**	**39**	**18**
ALL LEVEL (K-12)															
Fine Arts	3	8	7	1	6	6	4	6	3	1	2	4	1	0	2
PE/Health	2	9	22	42	40	9	9	7	10	10	7	3	11	26	17
Special Education	20	18	8	17	10	1	4	4	2	1	2	1	1	0	0
ESL[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	**25**	**35**	**37**	**60**	**56**	**16**	**17**	**17**	**15**	**12**	**11**	**8**	**13**	**26**	**19**
OTHER SUPPLEMENTALS															
ESL	2	0	0	0	0	7	10	2	9	14	0	1	0	0	0
Bilingual	0	0	0	0	0	1	0	0	4	3	0	0	0	0	0
Special Education	0	0	1	7	2	3	4	1	1	0	0	0	0	0	0
TOTAL	**564**	**330**	**253**	**225**	**193**	**324**	**329**	**165**	**186**	**202**	**93**	**104**	**72**	**78**	**56**

[1]Individual candidates may receive multiple certificates.

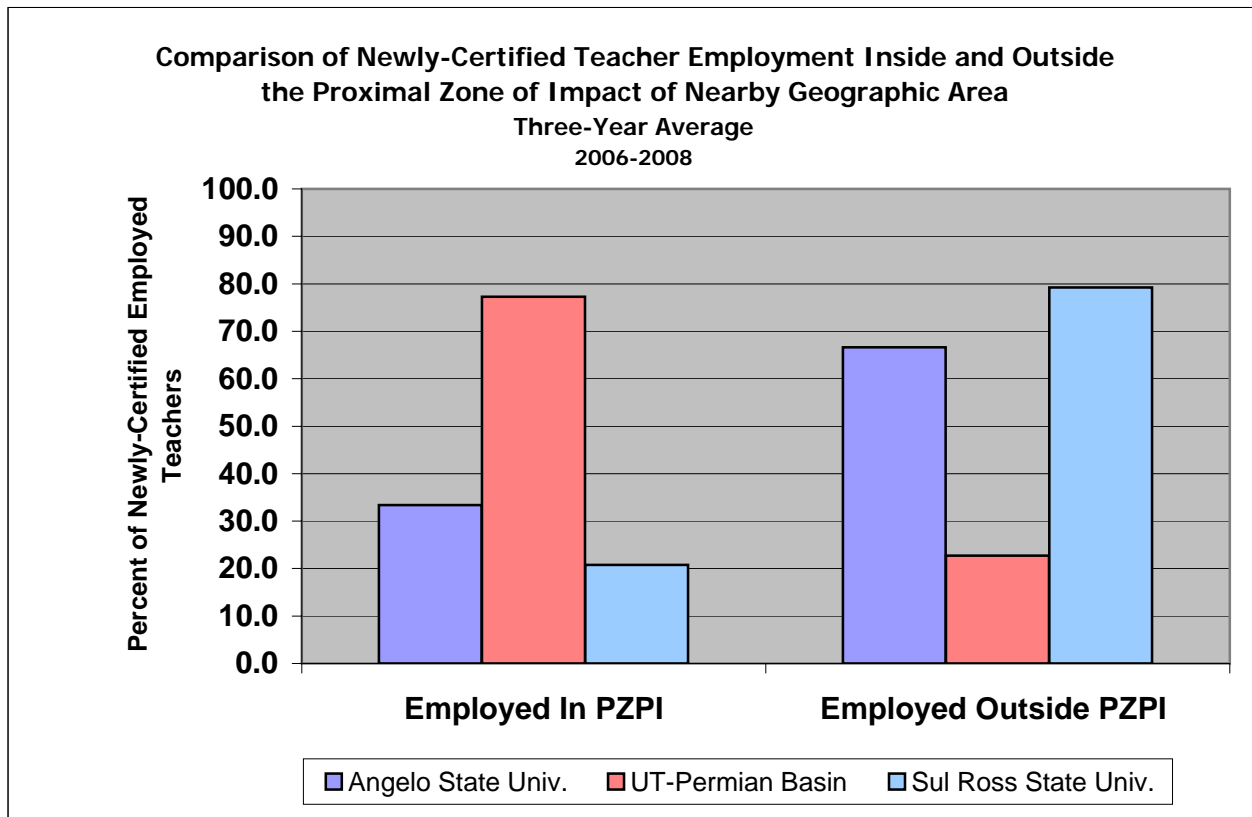[2]Certificate year equals fiscal year (Sept. 1-Aug. 31).

[3]Other includes all certificates phased out after 2003: English, Mathematics, Science, Social Studies, Foreign Language, Fine Arts, PE/Health.

[4]For this analysis, endorsement and supplemental certificates are reported separately.

PACE System 2008

Comparison of Newly-Certified Teachers Employed Inside and Outside the Proximal Zone of Professional Impact in Nearby Geographic Area
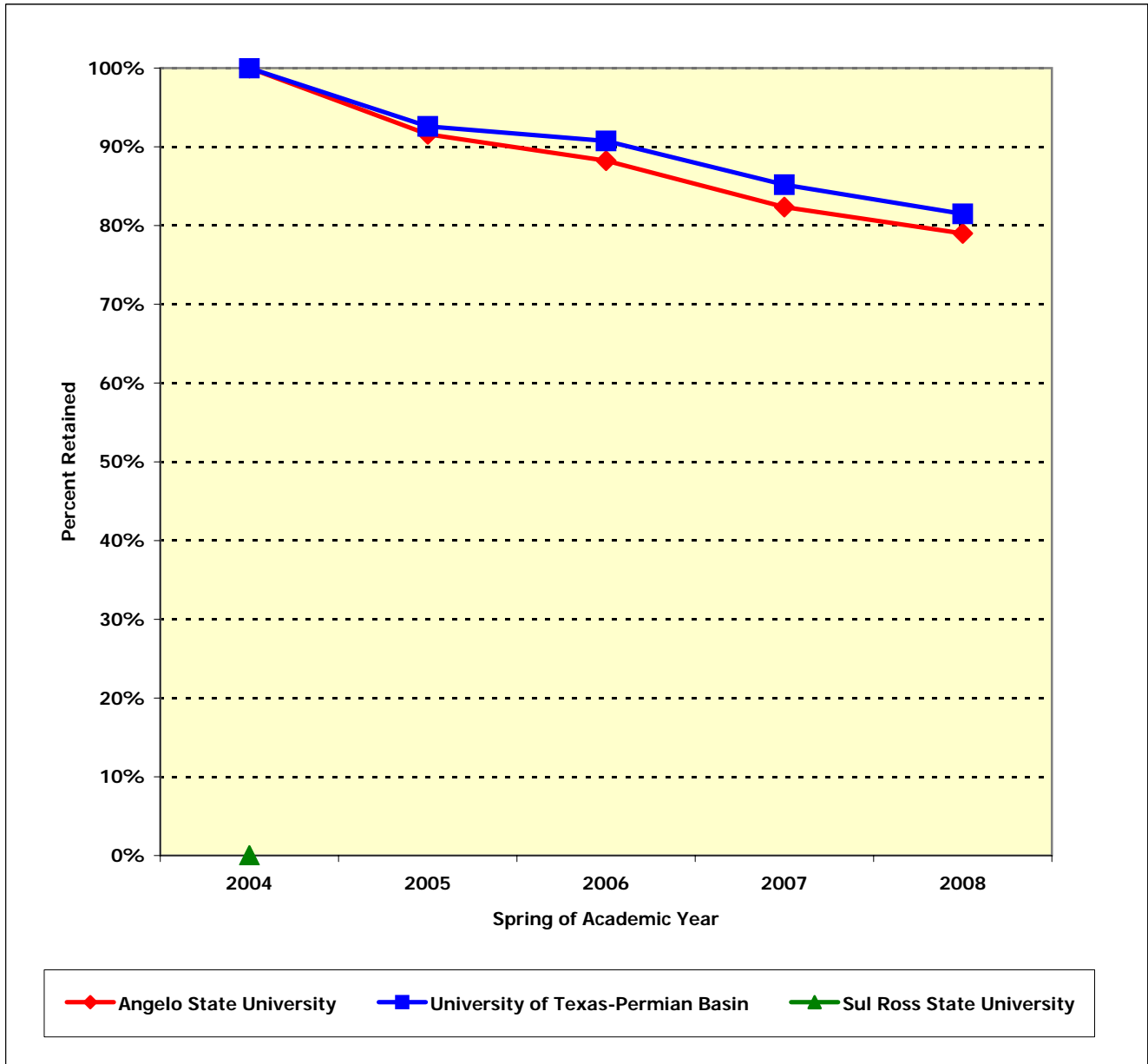## 2006-2008

Angelo State University

Newly-Certified Teachers Employed	Year	Angelo State University		University of Texas-Permian Basin		Sul Ross State University	
		N	%	N	%	N	%
In the PZPI	2006	44	28.4	96	81.4	9	16.4
	2007	52	42.3	90	73.8	9	15.0
	2008	39	29.5	100	76.9	14	31.1
Average		**45**	**33.4**	**95**	**77.3**	**11**	**20.8**
Not in the PZPI	2006	111	71.6	22	18.6	46	83.6
	2007	71	57.7	32	26.2	51	85.0
	2008	93	70.5	30	23.1	31	68.9
Average		**92**	**66.6**	**28**	**22.7**	**43**	**79.2**

Comparison of Newly-Certified Teacher Employment Inside and Outside the Proximal Zone of Impact of Nearby Geographic Area
Three-Year Average
2006-2008

Teacher Retention Comparison Among Universities in Same Geographic Area
Five-Year Retention Rates for the Certification Cohort of 2003[1]
2004-2008
Angelo State University

Preparation Program Name	Spring of Academic Year					Attrition Rate
	2004	2005	2006	2007	2008	
Angelo State University	100.0%	91.6%	88.2%	82.4%	79.0%	21.0%
University of Texas-Permian Basin	100.0%	92.6%	90.7%	85.2%	81.5%	18.5%
Sul Ross State University	Numbers less than 10 are not represented.					

[1]Includes only teachers obtaining certification in FY2003, becoming employed in AY 2004 with no teaching experience prior to 2004.

Performance Analysis System for Colleges of Education (PACE)

Information Regarding Data Correction and Data Requests

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

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 can be directed to the Associate Director of Research using the contact information cited above.

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