

Figure: 19 TAC §229.1 (c)

**Texas Accountability System for
Educator Preparation (ASEP)
ASEP Manual
2018-2019**

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Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) was the result of state legislation¹ that implemented an accountability framework for educator preparation programs (EPPs) and provided information for EPPs, policymakers, and the public. ASEP provides information about the performance of EPPs and establishes accountability measures related to EPP processes and outcomes. Within this legislation, The State Board for Educator Certification (SBEC) was charged with establishing rules² related to the development and implementation of ASEP. Key provisions of the governing legislation and rules include:

- Establishing minimum standards for initial and continuing approval of EPPs
- Establishing sanctions for EPPs that do not meet standards
- Requiring annual reporting of performance data for each EPP³
- Providing publicly available consumer information to support individuals in selection of EPPs and school districts in making recruitment and staffing decisions

About This Manual

This manual provides descriptions and examples of the analyses and calculations used in calculating the values for the ASEP indicators for accreditation. These analytical approaches will be used to compute ASEP values based on 2018-2019 data. This manual is designed to be adopted into rule by SBEC. To this end, it has been condensed from prior iterations to focus solely on those indicators and calculations for the ASEP accreditation indicators.

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). In Chapters 3-7, we elaborate on each individual ASEP indicator and include an explanation of the analysis along with an example. Chapter 8 presents information about the recognition of high-performing EPPs.

Educator Preparation Advisory Groups

Educator preparation stakeholders from across the state have been and continue to be instrumental in the development of the current accountability system. Members of these standing committees are approved by the State Board for Educator Certification and meet regularly in Austin and in virtual spaces to provide their perspective and input.

¹ Texas Education Code (TEC) §21.045, 21.0451, 20.0452. For more information about the development of ASEP, see Appendix B.

² [Texas Administrative Code \(TAC\) §229](#)

³ For additional information about ASEP data submission, see [Texas Education Agency \(2018, July\). 2018 Educator Preparation Program Data Reporting Manual.](#)

Educator Preparation Advisory Committee:

The purpose of the Educator Preparation Advisory Committee (EPAC) is to provide input on issues related to EPP policy in Texas. The committee members selected for the EPAC are representative of the different types of EPP stakeholders in the state. TEA staff engages other stakeholders through their professional organization events (conferences, workshops, board meetings, etc.) and invites representatives to EPAC meetings or portions of meetings as appropriate. Members of this standing committee are approved by the State Board for Educator Certification and meet regularly in Austin and in virtual spaces to provide their perspective and input.

Educator Preparation Data Workgroup:

The purpose of the Educator Preparation Data Workgroup is to advise Texas Education Agency staff on matters relating to the collection, analysis, reporting, and use of educator preparation program data to improve the quality of the educator preparation programs. Members of this standing committee are approved by the State Board for Educator Certification and meet regularly in Austin and in virtual spaces to provide their perspective and input.

ASEP Accountability Indicators

ASEP accountability indicators are used to determine accreditation status of EPPs. These indicators are described in Texas Education Code §21.045 and enacted in rule in Texas Administrative Code §229. Statute identifies five measures, which rule further delineates into seven separate indicators:

Accountability Indicator 1a: Certification examination results for pedagogy and professional responsibilities (PPR) exams

Accountability Indicator 1b: Certification examination results for non-PPR exams

Accountability Indicator 2: Principal appraisal of the preparation of first-year teachers

Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers

Accountability Indicator 4a: Frequency and duration of field observations

Accountability Indicator 4b: Quality of field supervision

Accountability Indicator 5: Satisfaction of new teachers

These indicators are further explained in the following chapters, including the performance standards and methods for calculations.

Chapter 2 – Methodological Considerations

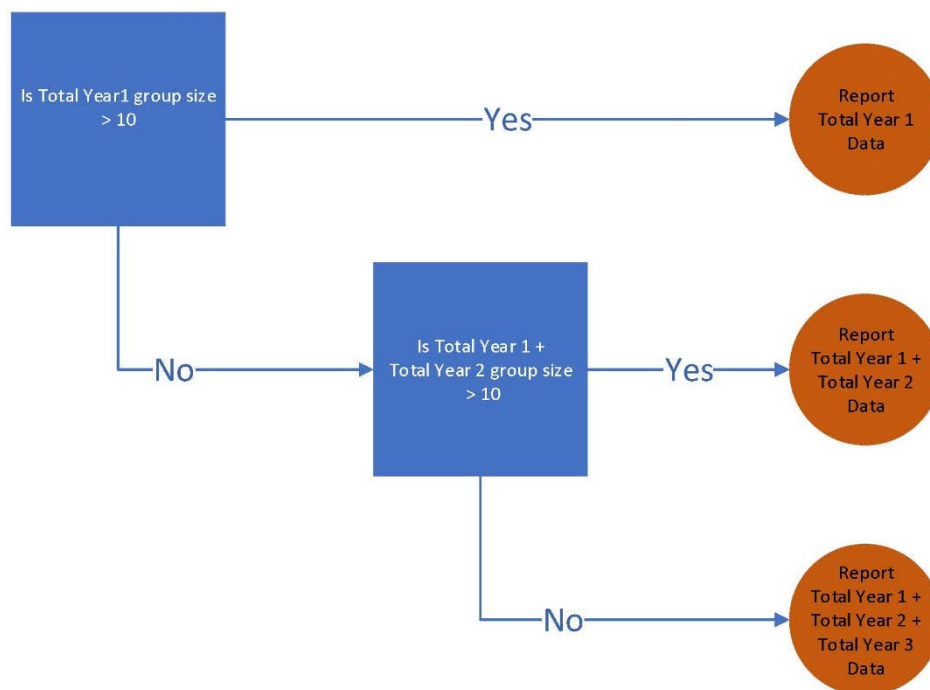
This section discusses methodological and reporting considerations that are relevant to ASEP Accountability indicators.

Small Group Aggregation

Per TAC 229.4(c), selected ASEP indicators are subject to a small group consideration and aggregation.⁴ These indicators are used for accreditation status determination if groups include more than 10 individuals in an individual year, or contain 10 individuals when combined with the next-most prior year for which there are data, or when combined with the two next-most prior years for which there are data.

Figure 4 summarizes the procedure for the small group aggregation. If 10 or fewer individuals are present in a reporting group in a year, data are combined with data for the next most prior year for which there are data. If the combined (Year 1 and Year 2) group size is more than 10, then the combined group data are reported. If the combined group size is 10 or fewer, then data from the next most prior year for which there are data are combined (Year 1, Year 2, and Year 3) and the performance for the combined group is reported regardless of sample size.

Overview of Small Group Aggregation Procedure



As illustrated, use of the small group exception may result in nonreported data for ASEP Accountability Indicators for some years. Because determination of accreditation status may be based on performance

⁴ The small group exception does not apply to frequency and duration of field observations (Indicator 4a).

across multiple years, the small group procedure allows for accreditation decisions to be based on data from nonconsecutive years, including only those years in which sufficient data are available.

Demographic Group Conventions

As prescribed by the TAC 229.4(a), ASEP indicators are to be reported disaggregated with respect to gender, race, and ethnicity. For these categories, TEA uses the race, ethnicity, and gender designations present in ECOS.

As of this writing, ECOS allows for self-identified gender designations of male and female. For ASEP, these disaggregated gender categories are reported. If no selection is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Per TAC 229.2, ASEP uses four categories for race/ethnicity. These categories are Black/African American, Hispanic/Latino, White, and Other. If no selection for race/ethnicity is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Rounding Conventions

Unless otherwise noted, to compute ASEP indicators, conventional rounding rules are applied. For example, when rounding to a whole number, numbers that end with a decimal value of .4999 or less are rounded down; those that end with a decimal value of .5000 or more are rounded up. When rounding to a one-place decimal, numbers that end with .9499 round to .9, and those that end with .9500 round to 1.0.

Chapter 3 – Certification Exam Pass Rate

Overview

ASEP indicator 1 is the pass rate on certification exams approved by the EPP. The SBEC has separated this indicator into two measures: the pass rate on PPR exams (1a) and the pass rate on non-PPR exams (1b). This section presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two aligned indicators.

Individuals Included

For the 2018-19 academic year, all individuals who are enrolled in an educator preparation program and complete an examination required for licensure are eligible for inclusion. Individuals admitted to the EPP prior to 12/27/2016, who have not exited the program and subsequently re-entered the EPP following 12/26/2016, are excluded from this calculation. For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate.

Assessments Included

For the 2018-19 academic year, certification examinations approved by the EPP and required for certification in the field(s) in which the candidate is pursuing certification are eligible for inclusion. TEA identifies these examinations by comparing the examinations completed by the individual to the field being pursued specified by the EPP on the finisher records list in ECOS and the field(s) of the certificate associated with the internship active at the time of the examination, should such an internship exist.

The examination must be the first or second attempt for the particular examination⁵ approved by the EPP for the individual. Examinations approved by the EPP and completed prior to the reporting year are used in determining the attempt count for an individual. Examinations taken during the reporting year are used in the calculation of the pass rate. Examinations approved by the EPP but completed after the individual has finished the EPP are included. Examinations that are part of an exam pilot program as of the date they are approved by the EPP are excluded, both from the pass rate and from the determination of which examinations are the first two attempts.

Calculation

Indicator 1a:

Divide the number of passed PPR certification examinations on the first or second attempt by the total number of passed PPR certification examinations on the first attempt plus the number of PPR certification examinations passed or failed on their second attempt. Multiple by 100. Round to the nearest whole number.

⁵ Examinations are uniquely identified by test number and test type

Indicator 1a:

Divide the number of passed non-PPR certification examinations on the first or second attempt by the total number of passed non-PPR certification examinations on the first attempt plus the number of non-PPR certification examinations passed or failed on their second attempt. Multiple by 100. Round to the nearest whole number.

Special Methodological Considerations

Core Subjects Adjustment

The core subjects EC-6 and 4-8 examinations (291 and 211) allow for candidates to re-take individual subject areas if they fail the examination on their first attempt. The way in which the test vendor reports this data back to TEA necessitates a post-hoc adjustment to the pass rates related to these exams. The core subjects adjustment treats individual subject retakes (test numbers 8XX) as second attempts only once a) all subject areas have been passed or b) a particular subject area has been failed the second time. If all subject areas are passed without a subject area being failed the second time, TEA identifies this as a second attempt pass. If the candidate fails an individual subject area a second time, TEA identifies this as a second attempt fail.

It should be noted that if individuals take the individual subject matter exams, each attempt counts towards their 5-time test limit for the overall (i.e., 291 or 211) exam.

Disaggregation at the test level

EPP results are disaggregated at the individual certification exam level. The same approach to candidate and assessment identification is used in this reporting. Additionally, TEA uses the small group aggregation procedure described in Chapter 2 for the individual exam level. Per TAC 229.5(e), results within individual certification areas are not disaggregated by race, gender, or ethnicity.

Small Group Aggregation and Enrollment Date

As described in Chapter 2, if individual demographic groups contain ten or fewer test individuals, TEA adds results from the prior year for which there is data. For use in indicators 1a and 1b, these prior-year groups continue to exclude individuals who were admitted prior to 12/27/2016. This means that the earliest available year for aggregation is AY 2016-2017.

Worked Examples

Example Calculation: Percent of Individuals Passing PPR Certification Examinations (Indicator 1a)

Step 1: Using the test approval list, identify all individuals admitted to the EPP after 12/26/2016.

Step 2: Identify which tests to include in calculations. PPR examinations which are necessary for the field(s) necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the field(s) identified by the EPP on the finisher records list are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded.

Step 3: Retrieve PPR exam results for candidates identified in Step 1 for their field(s) identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	February 2019	160: PPR EC-12	F
Andrea	April 2019	160: PPR EC-12	P
Betty	6/15/2017	Core Subjects 4-8	
Betty	October 2018	160: PPR EC-12	F
Betty	December 2018	160: PPR EC-12	F
Betty	February 2019	160: PPR EC-12	F
Betty	April 2019	160: PPR EC-12	P
Carlos	1/1/2018	LOTE EC-12-Spanish	
Carlos	February 2018	160: PPR EC-12	P
Dana	12/15/2018	Physical Ed EC-12	
Dana	April 2019	160: PPR EC-12	F
Eduardo	7/15/2017	Social Studies 8-12 & ESL Supplemental	
Eduardo	February 2019	160: PPR EC-12	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	December 2017	160: PPR EC-12	F
Faye	December 2018	160: PPR EC-12	F
Faye	March 2019	160: PPR EC-12	F
Faye	August 2019	160: PPR EC-12	F
Hector	3/15/2018	Core Subjects 4-8	
George	8/1/2017	Core Subjects EC-6	
George	December 2018	160: PPR EC-12	F
Imogen	8/12/2018	Social Studies 8-12	
Imogen	February 2019	270: PPR T&IE	P
Jermaine	9/1/2017	Core Subjects 4-8	
Jermaine	December 2018	160: PPR EC-12	P
Ken	6/1/2019	Math 8-12	
Lawrence	9/12/2018	Core Subjects 4-8 & Bilingual Supplemental- Spanish	
Lawrence	December 2018	160: PPR EC-12	F
Mel	6/22/2017	Social Studies 8-12	

Exclusion example
All results that are not highlighted are excluded from calculations because the individual did not make a second attempt examination during the reporting year or already attempted the exam twice.

Exclusion example
Test 270: PPR T&IE for Ida is excluded because it is not required for the candidates' certification field.

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Mel	Sept. 2018	160: PPR EC-12	F
Nancy	12/29/2016	Physical Ed EC-12	
Nancy	December 2018	160: PPR EC-12	F
Oscar	2/11/2017	LOTE EC-12 – Spanish	
Oscar	December 2018	160: PPR EC-12	F
Oscar	February 2019	160: PPR EC-12	P
Patrice	1/12/2018	Core Subjects EC-6 & Bilingual Supplemental– Arabic	
Patrice	June 2019	160: PPR EC-12	P
Quinn	6/15/2017	Core Subjects EC-6 & Bilingual Supplemental– Spanish	
Quinn	June 2018	160: PPR EC-12	F
Quinn	October 2019	160: PPR EC-12	P
Roberto	7/1/2017	Core Subjects 4-8	
Roberto	February 2018	160: PPR EC-12	F
Roberto	April 2019	160: PPR EC-12	P
Sally	6/15/2018	LOTE EC-12 – Spanish	
Sally	February 2019	160: PPR EC-12	P

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 of this guide for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of eligible passed examinations on the first or second attempt (9) by the total number of eligible examinations passed on the first added to the total number of eligible examinations that were passed or failed on the second attempt (11). Multiply this value by 100. Round to the nearest whole number.

Pass rate

$$= \left(\frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \right) \times 100 =$$

$$\left(\frac{9}{11} \right) \times 100 =$$

$$0.81818 \times 100 =$$

82%

Example Calculation: Percent of Individuals Passing Non-PPR Certification Examinations (Indicator 1b)

Step 1: Using the test approval list, identify all individuals admitted to the EPP after 12/26/2016.

Step 2: Identify which tests to include in calculations. Non-PPR exams which are necessary for the field(s) necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the field(s) identified by the EPP on the finisher records list are included.

Step 3: Retrieve non-PPR exam results for candidates identified in Step 1 for their field(s) identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	October 2018	291: Core Subjects EC-6	F
Andrea	December 2018	291: Core Subjects EC-6	F
Andrea	February 2019	291: Core Subjects EC-6	F
Andrea	April 2019	291: Core Subjects EC-6	P
Betty	6/15/2017	Core Subjects 4-8	

Exclusion example
All results that are not highlighted are excluded from calculations because the individual did not make a second attempt during the reporting year or already attempted the exam twice.

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Betty	October 2018	211: Core Subjects 4–8	P
Carlos	1/1/2018	LOTE EC–12–Spanish	
Carlos	December 2018	613: LOTE EC–12– Spanish	P
Dana	12/15/2018	Physical Ed EC–12	
Dana	December 2018	158: Physical Ed EC–12	F
Dana	April 2019	158: Physical Ed EC–12	P
Eduardo	7/15/2017	Social Studies 8–12 & ESL Supplemental	
Eduardo	December 2018	132: Social Studies 8–12	P
Eduardo	January 2019	154: ESL Supplemental	P
Faye	6/6/2017	Core Subjects EC–6	
Faye	December 2018	291: Core Subjects EC–6	F
Faye	March 2019	291: Core Subjects EC–6	F
Faye	September 2019	291: Core Subjects EC–6	P
George	8/1/2017	Core Subjects EC–6	
George	September 2018	291: Core Subjects EC–6	P
Hector	3/15/2018	Core Subjects 4–8	
Hector	October 2018	211: Core Subjects 4–8	P
Imogen	8/12/2018	Social Studies 8–12	
Imogen	October 2018	132: Social Studies 8–12	F
Imogen	December 2018	132: Social Studies 8–12	F
Imogen	February 2019	132: Social Studies 8–12	F
Imogen	December 2018	133: History 8–12	P
Jermaine	9/1/2017	Core Subjects 4–8	
Jermaine	October 2018	211: Core Subjects 4–8	P
Jermaine	February 2019	068: Principal	P
Ken	6/1/2019	Math 8–12	
Ken	June 2019	135: Math 8–12	P
Lawrence	9/12/2018	Core Subjects 4-8 & Bilingual Supplemental- Spanish	
Lawrence	June 2019	164: Bilingual Education Supplemental	P
Lawrence	October 2018	211: Core Subjects 4-8	F
Mel	6/22/2017	Social Studies 8–12	
Mel	June 2019	132: Social Studies 8–12	F
Nancy	12/29/2016	Physical Ed EC–12	
Nancy	December 2018	158: Physical Ed EC–12	F
Oscar	2/11/2017	LOTE EC–12 – Spanish	
Oscar	December 2018	613: LOTE EC–12 – Spanish	P

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Patrice	1/12/2018	Core Subjects EC-6 & Bilingual Supplemental— Arabic	
Patrice	June 2019	164: Bilingual Education Supplemental	P
Patrice	October 2018	291: Core Subjects EC-6	F
Patrice	December 2018	291: Core Subjects EC-6	F
Patrice	February 2019	291: Core Subjects EC-6	P
Quinn	6/15/2017	Core Subjects EC-6 & Bilingual Supplemental— Spanish	
Quinn	June 2019	164: Bilingual Education Supplemental	P
Quinn	October 2018	291: Core Subjects EC-6	P
Roberto	4/1/2017	Core Subjects 4-8	
Roberto	June 2018	211: Core Subjects 4-8	F
Roberto	October 2018	211: Core Subjects 4-8	F
Roberto	December 2018	211: Core Subjects 4-8	P
Sally	6/15/2018	LOTE EC-12 - Spanish	
Sally	December 2018	613: LOTE EC-12— Spanish	F

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of examinations passed on their first or second attempt (14) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (19). Multiply this value by 100. Round to the nearest whole number.

Pass rate

$$= \left(\frac{\text{Number of tests passed}}{\text{Number of tests completed}} \right) \times 100 =$$

$$\left(\frac{14}{19} \right) \times 100 =$$

$$0.736 \times 100 =$$

73.6%, which rounds to 74%

Chapter 4 – Appraisal of First-year Teachers by Administrators

Overview

ASEP indicator 2 is the percent of first-year teachers who are designated as Sufficiently Prepared or Well Prepared based on survey ratings by their principals. The SBEC has approved a new survey for use in the 2018-2019 academic year, which was previously piloted in the 2017-2018 academic year.

The principal survey is administered between April 1 and June 15 at the end of the relevant academic year. The survey is delivered through the Educator Certification Online System (ECOS). The roster of first-year teachers is determined using certification data and PEIMS data. This roster is loaded into ECOS and district-level HR staff perform roster verification. They certify that the individual is employed in the district, was employed for at least 5 months in the reporting period, and that he or she works at the school designated in the system.

Principals log in to ECOS to complete the survey. Within the survey, the principal verifies that the teacher is teaching in the area(s) for which they were prepared by the EPP and that the teacher was employed for at least 5 months in the reporting period. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the teacher worked with students with disabilities or students who are English language learners, these sections are displayed. If these sections are displayed, the survey application requires them to be completed.

Following the end of the principal survey data collection period, the data is retrieved from ECOS, cleaned, processed, de-identified, and posted online. Additionally, EPP-specific reports are generated and delivered to EPPs and the public. The aggregated and disaggregated results are used as ASEP Indicator 2.

Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the 5 years prior to the reporting period and taught in the Texas public school system for a minimum of 5 months during the reporting period.⁶ Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections (i.e., Planning, Instruction, Learning

⁶ See TAC §229.2 (18) for the definition of a first-year teacher

Environment, and Professional Practices & Responsibilities) are excluded. Data from optional sections (i.e., Students with Disabilities, English Language Learners) are included when available.

Calculation

Count the number of surveys for the EPP that met standard. Divide this number by the total number of completed Principal Surveys for the EPP. Multiple by 100. Round to the nearest whole number.

Scoring Approach

In 2018-19, the scoring approach was updated to align with the content and structure of the survey. This scoring approach was developed with input from the Data Working Group. The scoring approach weights all individual categories equally. The individual must receive a score of “sufficiently prepared” or “well prepared” for 70% of the individuals questions in each survey section. The individual must meet this standard for all categories for which there is data for the individual.

The individual subscales and their constituent items are presented in the table below.

Subscale	Number of Items	Items in ECOS Survey
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
English Language Learners	4	Q50 - Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the section with questions about working with Students with Disabilities (section 5) and about working with English Language Learners (section 6) are only displayed if the principal indicates that the teacher worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either 4, 5, or 6 complete survey sections.

Small Group Aggregation

Per TAC 229.4(c), the small group aggregation procedure as described in Chapter 2 of this manual is conducted for Indicator 2. Only data from years in which indicator 2 has been a consequential indicator are used in this aggregation. That means that 2017-2018 is the earliest year available for aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: Principal Appraisal of First-Year Teachers (Indicator 2)

Step 1: Access principal survey results in ECOS.

Step 2: Identify the number of questions in each section that were marked as “sufficiently prepared” or “well prepared.”

Step 3: Within each section, divide the number of questions from step 2 by the total number of questions in the section. Multiple by 100 and round to the nearest whole number.

Step 4: Identify which surveys had a value of 70% or greater for all complete section. These surveys meet standard.

Name ⁷	Number of items marked “Sufficiently Prepared” or “Well Prepared” by Survey Section ⁸						Percent of items marked “Sufficiently Prepared” or “Well Prepared” by Survey Section						Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL	
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4	
Kurt	9	11	6	6	6	4	75	85	86	100	100	100	Y
Salvador	12	10	6	5	5		100	77	86	83	83		Y
Regina	10	11	6	6		3	83	85	86	100		75	Y
Silvia	10	10	6	5	5	4	83	77	86	83	83	100	Y
Rachael	12	10	6	6	6	3	100	77	86	100	100	75	Y
Myra	12	11	6	6	5	4	100	85	86	100	83	100	Y
Darla	12	11	6	4	4	2	100	85	86	67	67	50	N
Guadalupe	11	11	6	5	5	3	92	85	86	83	83	75	Y
George	9	10	5	5			75	77	71	83			Y
Jessie	8	9	5	4	4	4	67	69	71	67	67	100	N
Lewis	12	12	5	5	6	3	100	92	71	83	100	75	Y
Ruby	9	12	7	6	5	4	75	92	100	100	83	100	Y
Josefina	11	10	6	6	5		92	77	86	100	83		Y
Susan	10	13	7	6	5	4	83	100	100	100	83	100	Y
Molly	9	12	7	6	5	4	75	92	100	100	83	100	Y
Sam	9	10	6	5	5	4	75	77	86	83	83	100	Y
Lucy	11	10	7	6		3	92	77	100	100		75	Y

⁷ Public data sets do not include names.

⁸ PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

Name ⁷	Number of items marked "Sufficiently Prepared" or "Well Prepared" by Survey Section ⁸						Percent of items marked "Sufficiently Prepared" or "Well Prepared" by Survey Section						Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL	
Kevin	9	12	6	6	6	3	75	92	86	100	100	75	Y
Robin	10	10	5	5	5	3	83	77	71	83	83	75	Y
Mercedes	10	12	5	6	5	4	83	92	71	100	83	100	Y

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 6: Count the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (18).

Step 7: Divide the number of surveys which met the criteria for being designated as Sufficiently Prepared or Well Prepared (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

Percentage of first-year teachers who were designated as Sufficiently Prepared or Well Prepared:

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

90%

Chapter 5 – Improvement in Student Achievement of students taught by beginning teachers

Overview

ASEP indicator 3 is not reported in the 2018-2019 academic year.

Chapter 6 – Frequency, Duration, and Quality of Field Supervision

Overview

ASEP indicator 4 is the frequency, duration, and quality of field observations. The SBEC has separated this indicator into two measures: the frequency and duration of field observations (4a) and the quality of field observations (4b). Indicator 4a is based on data reported by EPPs into ECOS for each individual observation. Indicator 4b is based on an exit survey of teacher candidates which is administered at the time they apply for their standard certificate. This section presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two aligned indicators.

Individuals Included

Indicator 4a

For indicator 4a, all individuals who completed an internship or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the field experience is reported in the reporting year in which it ended. Individuals serving on an internship are identified for the data set if they have an intern, probationary, probationary extension, or probationary second extension certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Individuals who have their internship certificate deactivated prior to the expiration of the certificate are removed from the data set. These deactivations must be communicated to TEA by the EPP. Additionally, individuals who do not complete their field experience, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their field experience, are removed from the data set. EPPs communicate these exceptions via official letters to TEA during the ASEP reporting period.

For the 2018-19 academic year, only individuals completing field experiences for a teacher certificate are included in the data set.

Indicator 4b

For indicator 4b, all individuals who apply for an initial standard teaching license during the academic year are asked to submit data.

Data Included

Indicator 4a

All observations reported to TEA through ECOS are used in the calculation for indicator 4a. Observations must be reported in ECOS in the academic year during which they occurred. EPPs report the candidate name,

candidate Tea ID, field supervisor name, field supervisor TEA ID, assignment begin date, assignment end date, observation date, observation duration, assignment type, and notes for each observation.

Indicator 4b

All exit surveys with complete data that are submitted in the reporting year are included in the data set.

Calculation

Indicator 4a:

Divide the number of individuals who completed an internship or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in TAC 228.35(c) by the number of individuals who completed an internship or clinical teaching appointment in the reporting year. Multiple by 100. Round to the nearest whole number.

Indicator 4b:

Count the number of surveys for the EPP that met standard. Divide this number by the total number of completed Principal Surveys for the EPP. Multiple by 100. Round to the nearest whole number.

Special Methodological Considerations

For indicator 4a, results are disaggregated by race, gender, and ethnicity categories. Per TAC §229.4(c)(1), the small group aggregation procedure does not apply to indicator 4a.

For indicator 4b, the data collection mechanism does not capture race, gender, or ethnicity data. Consequentially, this indicator is reported only at the aggregated level. The small group aggregation procedure does apply to indicator 4b.

Worked Examples

Example Calculation: Frequency and Duration of Internship and Clinical Teaching Field Observations (Indicator 4a)

Step 1: Identify all individuals completing an internship between September 1 and August 31 of the reporting year. These individuals are those who have an intern, probationary, probationary extension, or probationary second extension certificate which expired in the reporting year.

Step 2: Identify all individuals completing clinical teaching between September 1 and August 31 of the reporting year. These individuals are those who were marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Step 3: Combine the individuals from steps 1 and 2. Remove any accepted exceptions reported to TEA during the annual reporting period using the supplied form.

Step 4: Retrieve all field observations reported to TEA which occurred during the internships or clinical teaching experiences in the data set resulting from step 3.

Step 5: Count the number of observations of at least 45 minutes for each candidate.

Name	Certificate / Assignment Type	Observation Date	Visit_Hrs ⁹
Carmen Adams	Intern	10/24/18	0:56
Carmen Adams	Intern	11/19/19	1:02
Carmen Adams	Intern	12/1/18	0:45
Carmen Adams	Intern	1/19/19	1:12
Carmen Adams	Intern	3/16/19	0:46
Christina Boyd	Intern	9/15/2018	0:57
Marjorie Brock	Clinical Teaching	9/25/18	0:50
Marjorie Brock	Clinical Teaching	10/1/18	1:14
Marjorie Brock	Clinical Teaching	10/19/18	1:02
Marjorie Brock	Clinical Teaching	11/4/18	1:02
Marjorie Brock	Clinical Teaching	12/19/18	1:09
Dora Cain	Intern	9/19/18	0:47
Dora Cain	Intern	11/12/18	0:51
Dora Cain	Intern	3/16/19	0:40
Dora Cain	Intern	5/1/19	1:00
Dianne Cannon	Clinical Teaching	9/20/18	1:13
Dianne Cannon	Clinical Teaching	11/12/18	0:38
Dianne Cannon	Clinical Teaching	2/16/19	0:53
Dianne Cannon	Clinical Teaching	4/25/19	0:47
Dianne Cannon	Clinical Teaching	5/10/19	1:01
Billie Daniels	Probationary	11/19/18	1:15
Billie Daniels	Probationary	1/29/19	0:58
Billie Daniels	Probationary	4/22/19	0:54
Madeline Doyle	Clinical Teaching	11/10/18	1:10
Madeline Doyle	Clinical Teaching	1/20/19	0:55
Madeline Doyle	Clinical Teaching	4/10/19	0:46
Jaime Fowler	Intern	9/30/18	0:59
Jaime Fowler	Intern	11/1/18	1:07
Jaime Fowler	Intern	12/2/18	1:01
Jaime Fowler	Intern	2/7/19	1:00
Jaime Fowler	Intern	5/1/19	0:49
Chad Frazier	Clinical Teaching	9/27/18	0:46
Chad Frazier	Clinical Teaching	11/19/18	0:55
Chad Frazier	Clinical Teaching	2/1/19	1:11
Chad Frazier	Clinical Teaching	3/18/19	1:25

Exclusion example
The observation of Dora Cain on 3/16/19 and Dianne Cannon on 11/12/18 are not counted because these observations were less than the required 45 minutes.

⁹ This column indicates the duration of the observation.

Name	Certificate / Assignment Type	Observation Date	Visit_Hrs ⁹
Jean Hawkins	Probationary Ex	10/1/18	0:58
Jean Hawkins	Probationary Ex	12/2/18	0:50
Jean Hawkins	Probationary Ex	2/10/19	1:00
Jean Hawkins	Probationary Ex	4/20/19	0:59
Grace Hoffman	Clinical Teaching	10/5/18	0:52
Grace Hoffman	Clinical Teaching	12/10/18	0:59
Grace Hoffman	Clinical Teaching	3/5/18	0:59
Doris Hunter	Probationary	9/25/18	1:03
Doris Hunter	Probationary	11/30/18	1:19
Doris Hunter	Probationary	3/30/19	0:45
Melba Jensen	Clinical Teaching	10/1/18	0:46
Melba Jensen	Clinical Teaching	1/10/19	0:53
Melba Jensen	Clinical Teaching	4/5/19	1:01
Edmund Kennedy	Intern	9/12/18	1:20
Edmund Kennedy	Intern	11/19/18	0:58
Edmund Kennedy	Intern	2/11/19	0:50
Edmund Kennedy	Intern	3/21/19	0:59
Edmund Kennedy	Intern	4/3/19	0:57
Neil Newton	Clinical Teaching	1/6/19	0:55
Neil Newton	Clinical Teaching	1/16/19	1:47
Neil Newton	Clinical Teaching	2/27/19	0:51
Neil Newton	Clinical Teaching	4/25/19	1:05
Neil Newton	Clinical Teaching	4/27/19	1:02
Elsie Pearson	Probationary	9/30/18	1:15
Elsie Pearson	Probationary	1/25/19	1:01
Elsie Pearson	Probationary	4/20/19	0:55
Christopher Ray	Clinical Teaching	9/3/18	0:58
Christopher Ray	Clinical Teaching	9/12/18	0:52
Christopher Ray	Clinical Teaching	10/5/18	0:47
Christopher Ray	Clinical Teaching	11/11/18	0:59
Christopher Ray	Clinical Teaching	12/5/18	0:46
Charlie Schultz	Intern	9/26/18	0:58
Charlie Schultz	Intern	11/19/18	0:45
Charlie Schultz	Intern	1/19/19	0:53
Charlie Schultz	Intern	2/9/19	0:52
Charlie Schultz	Intern	4/5/19	1:23
Duane Soto	Clinical Teaching	1/10/19	1:17
Duane Soto	Clinical Teaching	1/14/19	0:59
Duane Soto	Clinical Teaching	1/25/19	0:53
Duane Soto	Clinical Teaching	2/18/19	0:46
Duane Soto	Clinical Teaching	3/9/19	0:48

Name	Certificate / Assignment Type	Observation Date	Visit_Hrs ⁹
Duane Soto	Clinical Teaching	5/5/19	0:55
Penny Sutton	Clinical Teaching	11/19/18	0:59
Marty Wood	Clinical Teaching (28 week)	9/2/18	0:49
Marty Wood	Clinical Teaching (28 week)	9/20/18	0:45
Marty Wood	Clinical Teaching (28 week)	11/18/18	0:57
Marty Wood	Clinical Teaching (28 week)	1/9/19	1:25
Marty Wood	Clinical Teaching (28 week)	2/18/19	1:15
Marty Wood	Clinical Teaching (28 week)	4/9/19	1:25

Step 6: Identify candidates and interns who meet the minimum requirement of at least three 45-minute field observations.

Name	Pre-Certification Teaching Experience	Number of 45-Minute Field Observations	Meet Minimum Requirement?
Marjorie Brock	Clinical Teaching	5	Y
Dianne Cannon	Clinical Teaching	5	Y
Madeline Doyle	Clinical Teaching	3	N
Chad Frazier	Clinical Teaching	4	N
Grace Hoffman	Clinical Teaching	3	N
Melba Jensen	Clinical Teaching	3	N
Neil Newton	Clinical Teaching	5	Y
Christopher Ray	Clinical Teaching	5	Y
Duane Soto	Clinical Teaching	6	Y
Marty Wood	Clinical Teaching	6	Y
Penny Sutton	Clinical Teaching	1	N
Carmen Adams	Intern	5	Y
Cristina Boyd	Intern	1	N
Dora Cain	Intern	3	N
Billie Daniels	Probationary	3	Y
Jaime Fowler	Intern	5	Y
Jean Hawkins	Probationary Ex	4	Y
Doris Hunter	Probationary	3	Y
Edmund Kennedy	Intern	5	Y
Elsie Pearson	Probationary	3	Y
Charlie Schultz	Intern	5	Y

Calculation Rule
Penny only had one 45-minute observation. She is identified as a candidate for whom the minimum requirement was not met.

Calculation Rule
Cristina had only one 45-minute observation. She is identified as a candidate for whom the minimum requirement was

Step 7: Divide the number of candidates who received at least the minimum three 45-minute required field observations (14) by the total number of candidates who completed clinical teaching (21).

Percentage of candidates who met the minimum requirement for frequency and duration of field observations:

$$\frac{\text{Number of candidates who met minimum requirement}}{\text{Number of candidates with field experiences}} \times 100 =$$

$$\frac{14}{21} \times 100 = 66.67\%, \text{ which rounds to } 67\%$$

Example Calculation: Quality of Field Supervision (Indicator 4b)

Step 1: Access the Exit Survey results completed by candidates between September 1 and August 31 of the academic year. These results are recorded without personally identifiable information.

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating. Candidates rate their field experience on 11 survey items (items 39–45, 47–50) on the Exit Survey using a 4-point scale where 4 = rarely, 3 = occasionally, 2 = frequently, and 1 = always/almost always. To meet the standard of “frequently or almost always providing the components of structural guidance and ongoing support” provision of high-quality field supervision (see TAC229.4(a)(4)(B)), candidate ratings must sum to equal or less than 22 points ($11 \times 2 = 22$), corresponding with an average score of 2 or lower across survey items.

Name	Total Points	Within Acceptable Values
Candidate 1	21	Y
Candidate 2	20	Y
Candidate 3	23	N
Candidate 4	19	Y
Candidate 5	18	Y
Candidate 6	18	Y
Candidate 7	17	Y
Candidate 8	14	Y
Candidate 9	19	Y
Candidate 10	25	N
Candidate 11	23	N
Candidate 12	18	Y
Candidate 13	14	Y
Candidate 14	14	Y
Candidate 15	28	N
Candidate 16	19	Y
Candidate 17	26	N
Candidate 18	13	Y
Candidate 19	19	Y
Candidate 20	13	Y
Candidate 21	16	Y
Candidate 22	18	Y
Candidate 23	21	Y
Candidate 24	20	Y
Candidate 25	33	N
Candidate 26	40	N
Candidate 27	26	N
Candidate 28	17	Y
Candidate 29	17	Y

Name	Total Points	Within Acceptable Values
Candidate 30	19	Y

Step 3: Count the number of candidates scores that were within acceptable criteria (22).

Step 4: Divide the number of candidates whose scores were within the acceptable criteria (22) by the total number of candidates for whom you have scores (30). Multiply this value by 100. Round to the nearest whole number.

Percentage of candidates whose scores indicated
quality field supervision:

$$\frac{\text{Number of candidates' scores that were within acceptable values}}{\text{Total number of survey responses}} =$$

$$\frac{22}{30} \times 100 =$$

73.33%, which rounds to 73%

Chapter 7 – New Teacher Satisfaction

Overview

ASEP indicator 5 is the percent of new teachers who indicate that they were Sufficiently Prepared or Well Prepared by their EPP, as measured on the teacher satisfaction survey. The SBEC has approved a new survey for use in the 2018-2019 academic year, which was previously piloted in the 2017-2018 academic year.

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. The survey is delivered using the Qualtrics survey platform. The sample of new teachers is determined using certification data and PEIMS data. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they are completing their first year of teaching while holding a standard teaching certificate.

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are English language learners, these sections are displayed. If these sections are displayed they are required to be completed by the teacher.

Following the close of the teacher survey data collection period, the data is retrieved from Qualtrics, cleaned, processed, de-identified, and posted online. The aggregated and disaggregated results are used as ASEP Indicator 5.

Individuals Included

All new teachers who finished an EPP program within the 5 years prior to the reporting period and are completing their first year of teaching while holding a standard certificate are included.¹⁰ Teachers must have taught in the Texas public school system for a minimum of 5 months during the reporting period as evidenced by their presence in the PEIMS employment data gathered in October. Only teachers with standard certificates as of the October snapshot date are included. Teachers who are teaching under an emergency permit or who were not listed as employed in the PEIMS data in the reporting period are excluded.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections (i.e., Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities) are excluded. Data from optional sections (i.e., Students with Disabilities, English Language Learners) are included when available.

¹⁰ See TAC §229.2 (25) for the definition of a new teacher

Calculation

Count the number of teacher surveys for the EPP that met standard. Divide this number by the total number of completed teacher surveys for the EPP. Multiple by 100. Round to the nearest whole number.

Scoring Approach

The scoring approach aligns with the scoring approach for the principal survey. The individual must give a score of “sufficiently prepared” or “well prepared” for 70% of the individual questions in each survey section. The individual must meet this standard for all categories for which there is data for the individual.

The individual subscales and their constituent items are presented in the table below.

Subscale	Number of Items	Items in ECOS Survey
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
English Language Learners	4	Q50 – Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the section with questions about working with Students with Disabilities (section 5) and about working with English Language Learners (section 6) are only displayed if the teacher indicates that he or she worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either 4, 5, or 6 complete survey sections.

Small Group Aggregation

Per TAC 229.4(c), the small group aggregation procedure as described in Chapter 2 of this manual is conducted for indicator 5. Only data from years in which indicator 5 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: New Teacher Satisfaction (Indicator 5)

Step 1: Access teacher satisfaction survey results in ECOS.

Step 2: Identify the number of questions in each section that were marked as “sufficiently prepared” or “well prepared.”

Step 3: Within each section, divide the number of questions from step 2 by the total number of questions in the section. Multiple by 100 and round to the nearest whole number.

Step 4: Identify which surveys had a value of 70% or greater for all complete section. These surveys meet standard.

Name ¹¹	Number of items marked “Sufficiently Prepared” or “Well Prepared” by Survey Section ¹²						Percent of items marked “Sufficiently Prepared” or “Well Prepared” by Survey Section						Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL	
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4	
Kurt	9	11	6	6	6	4	75	85	86	100	100	100	Y
Salvador	12	10	6	5	5		100	77	86	83	83		Y
Regina	10	11	6	6		3	83	85	86	100		75	Y
Silvia	10	10	6	5	5	4	83	77	86	83	83	100	Y
Rachael	12	10	6	6	6	3	100	77	86	100	100	75	Y
Myra	12	11	6	6	5	4	100	85	86	100	83	100	Y
Darla	12	11	6	4	4	2	100	85	86	67	67	50	N
Guadalupe	11	11	6	5	5	3	92	85	86	83	83	75	Y
George	9	10	5	5			75	77	71	83			Y
Jessie	8	9	5	4	4	4	67	69	71	67	67	100	N
Lewis	12	12	5	5	6	3	100	92	71	83	100	75	Y
Ruby	9	12	7	6	5	4	75	92	100	100	83	100	Y
Josefina	11	10	6	6	5		92	77	86	100	83		Y
Susan	10	13	7	6	5	4	83	100	100	100	83	100	Y
Molly	9	12	7	6	5	4	75	92	100	100	83	100	Y
Sam	9	10	6	5	5	4	75	77	86	83	83	100	Y
Lucy	11	10	7	6		3	92	77	100	100		75	Y

¹¹ Public data sets do not include names.

¹² PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

Name ¹¹	Number of items marked "Sufficiently Prepared" or "Well Prepared" by Survey Section ¹²						Percent of items marked "Sufficiently Prepared" or "Well Prepared" by Survey Section						Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL	
Kevin	9	12	6	6	6	3	75	92	86	100	100	75	Y
Robin	10	10	5	5	5	3	83	77	71	83	83	75	Y
Mercedes	10	12	5	6	5	4	83	92	71	100	83	100	Y

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 6: Count the number of surveys that met the criteria for being designated as Sufficiently Prepared or Well Prepared (18).

Step 7: Divide the number of surveys which met the criteria for being designated as Sufficiently Prepared or Well Prepared (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

Percentage of first-year teachers who were designated as Sufficiently Prepared or Well Prepared:

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

90%

Chapter 8 – Educator Preparation Program Commendations

Per TAC 229.1(c), an accredited EPP may receive commendations for success in areas identified by the SBEC. TEA worked with the SBEC and the EPP stakeholder advisory groups in 2018 to identify and refine a framework for recognition and issues related to EPP eligibility and calculations. In 2019, the SBEC established a 4-part framework for recognizing high-performing EPPs. This chapter presents that framework, related performance standards or metrics, sources of data, and descriptions of relevant calculations.

High-Performing EPP Framework

The framework consists of 4 parts. The framework was developed to allow for the recognition of EPPs that are high achieving in both established and emerging measurements and priorities. Each dimension consists of multiple measures. The dimensions for recognition include:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

The indicators within each dimension are presented in the table below. These measures are calculated annually to reflect EPP performance in the prior academic year. TEA conducts these calculations in conjunction with the ASEP calculations and presents both sets of the results to SBEC for approval on similar schedules. In all cases, the small group aggregation procedure as described in Chapter 3 is applied to these measurements. However, if the small group aggregation is used, only programs with more than 10 individuals over the three years necessary for the calculation are eligible to receive a commendation related to the indicator.

Category	Indicator	Standard
Rigorous and Robust Preparation	First test pass rate ¹³	95% or greater
	First Test Pass rate in teacher shortage areas	95% or greater
	Principal Survey % of candidates Met Standard	95% or greater
Preparing the Educators Texas Needs	Preparing teachers in shortage areas	Top 5 EPPs
	Preparing Educators of Color	Top 5 EPPs
	Preparing Teachers for Rural Schools	Top 5 EPPs
Preparing Educators for Long-Term Success	Teacher Retention as a Texas public school teacher for 5 years	95% or greater
	Educator Retention as a Texas public school professional for 5 years	95% or greater
	Principal Employment in Principal or Assistant Principal Role within 3 years	75% or greater
Innovative Educator Preparation	Approved by SBEC per EPP petition	

¹³ EPPs are only eligible for this commendation only if the differences between pass rates of different demographic groups are less than 10 percentage points

Rigorous and Robust Preparation

This category of high-performance indicators is built on the same data as the ASEP indicators. The first indicator is the overall pass rate for candidates' first attempt on exams. All exams, including PPR and non-PPR exams, are pooled for this indicator. Following ASEP indicator 1, only tests necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the field(s) identified by the EPP on the finisher records list are included. The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race/ethnicity are 10 percentage points or smaller for all groups meeting the minimum size criterion, following small group aggregation. Groups are only included in this analysis only if they contain more than 10 candidates following the small group aggregation.

The second indicator in this category is the first test pass rate in Texas-identified, federally designated teacher shortage subject areas. These shortage areas are identified annually and reported to the US Department of Education. For this indicator, only those subject-area exams necessary for certification in the specified fields are included. The standard is set at 95% or greater.

The third indicator in this category is EPP performance on the principal survey. Following the procedure in Chapter 5, results on the principal survey are computed at the EPP level. The standard is set at 95% or more individuals being rated as "met standard."

Preparing the Educators Texas Needs

This category of high-performance indicators identifies programs that prepare high percentages of educators identified by SBEC and TEA as needed by the state. For indicators in this category, the top five programs, as a percentage of their finishers, are recognized. As with all high-performing recognitions, only EPPs with an accreditation status of "Accredited" are eligible for recognition. This means that fewer than 5 EPPs may be recognized in any of these categories. Additionally, although the small group aggregation procedure is applied, only those programs which prepare more than 10 educators in any of the specified categories or groups once three years of data are aggregated are eligible for these commendations.

The first indicator in this category is preparing educators in teacher shortage subject areas. This indicator identifies programs that specialize in the preparation of educators for Texas-identified, federally-recognized teacher shortage areas. The top five EPPs in each identified certification field are eligible to be recognized.

The second indicator in this category recognizes programs that prepare the highest percentage of educators who identify as Black/African American and Hispanic/Latino. The top five EPPs with respect to each demographic group are eligible to be recognized.

The third indicator is preparing teachers for rural schools. Using first-year employment data available in the PEIMS database and the district-level geographic designations, TEA identifies a) finishers who are employed and b) finishers who are employed in a rural district. The percentage of educators working in a rural district is then calculated. The EPPs with the 5 highest percentages are eligible to be recognized.

Preparing Educators for Long-term Success

This category of high-performance indicators identifies programs that prepare educators who stay in the field for at least five years. The first indicator identifies the percentage of teachers who are recommended for certification by an EPP and identifies the percentage who are working as a classroom teacher five years after their standard certification becomes effective. To calculate this indicator, TEA first identifies that subset of

educators from an EPP who are working as a classroom teacher in the year following their completion with the program. We then determine which of those teachers are employed as classroom teachers 5 years later. We compute a percentage using these numbers. The standard for recognition on this indicator is set at 95% or higher.

The second indicator in the category is continued employment in any role in the Texas public education system. The calculation for this indicator is similar to the prior indicator; however, this indicator reports the percentage of classroom teachers still employed in any role after five years. The eligible population is educators from all classes prepared by the EPP. The standard for recognition on this indicator is 95% or higher.

The third indicator in this category is the employment of newly prepared principals. The calculation for this standard is the percentage of newly prepared principals working in a public school in Texas in an educational leadership role (principal, assistant principal, instructional leader, etc.) within 3 years of obtaining principal certification. The standard for recognition on this indicator is 75%.

Innovative Educator Preparation

The final category of recognition gives SBEC the opportunity to designate EPPs that have implemented innovative approaches to educator preparation. Specific calls for innovation are updated annually using SBEC and TEA input. EPPs shall respond to these calls by July 1 with a complete set of materials to be eligible for recognition. TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by a SBEC subcommittee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

For 2019-2020, SBEC seeks to recognize programs with innovative practices related to authentic, practice-based educator preparation. Strong partnerships between EPPs, LEAs, and campuses can foster teacher preparation that benefits teachers, schools, and students in ways that traditional internships or clinical teaching appointments may not. Practice-based preparation may include residency models, multi-semester clinical teaching appointments, and the like. Programmatic requirements must be well above SBEC-mandated minimums to be considered.

Applications for recognition will include an executive summary, a description of the program's innovative practices in authentic, practice-based educator preparation, a demonstration of success including measurable outcomes, an explanation of related programmatic values and goals, a description of the implementation of current practices as part of a continuous improvement effort, supporting information from candidates and EPP partners, and peer-reviewed research identifying the EPP practices as best practices in the field.

Figure: 19 TAC §229.3(f)(1)

Section A: Determination of Accreditation Status Data required to support Texas Education Code (TEC), §21.045(a), and 19 TAC §229.4, disaggregated by demographic group [gender, race, and ethnicity]			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
{1}	Results of certification examinations prescribed under TEC, §21.048(a)	Pass rate as defined in 19 TAC §229.4(a)(1).	Certification test scores will be uploaded into the Accountability System for Educator Preparation (ASEP). Texas Education Agency (TEA) staff will analyze the data and report it on the TEA website.
{2}	Beginning teacher performance	The percentage of beginning teachers rated sufficiently prepared or well-prepared on a survey completed by administrators.	Administrators of first year teachers will complete a survey evaluating first-year teacher performance by June 15 of each year. TEA staff will analyze the data and report it on the TEA website.
{3}	Student achievement	The achievement, including the improvement of achievement, of students taught by beginning teachers for the first three years.	Date and method of collection when available. TEA staff will analyze the data and report it on the TEA website.
1	[Frequency and duration, and quality of field supervisor guidance] Record of all candidate observations, including candidates in a certification class other than classroom teacher.	[The percentage of candidates who received the required number of field observations of the required duration. Percentage of teacher candidates indicating that their field support during clinical teaching and internships was satisfactory.] Individual records of each field observation that occurred in the academic year.	By September 15 of each year, each Educator Preparation Program (EPP) will document field supervision in a format determined by TEA staff. [Teacher candidates will complete an exit survey indicating the quality of their preparation by August 31 of the year the candidate completed an EPP. TEA staff will analyze the data and report it on the TEA website.]
{5}	Teacher Satisfaction Survey	By program and year, the percentage of new teachers at the end of their first year of teaching after earning a standard certificate who indicate they were sufficiently prepared for their first year in the classroom on a teacher satisfaction survey.	Teachers will complete a survey evaluating the quality of preparation from their EPP by August 31 of their first year as a teacher after earning a standard certificate. TEA staff will analyze the data and report it on the TEA website.

Section B: Annual Performance Report			
Data required to support TEC, §21.045(b), disaggregated by demographic group [gender, race, and ethnicity]			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
{1}	Acceptance Rate	The percentage of applicants who are admitted to the program each year.	TEA staff will analyze the data and report it on the TEA website.
2	[Number] Record of applicants	Report submitted by the EPP. This is the [number] record of individual candidates who applied to be admitted to the program during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
3	[Number] Record of candidates admitted	Report submitted by the EPP. This is the [number] record of individual candidates who were admitted during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
4	[Number] Record of candidates retained	Report submitted by the EPP. This is the [number] record of individual candidates who have been admitted to the EPP but have not completed the EPP.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
5	[Number] Record of candidates completing all EPP requirements	Report submitted by the EPP. This is the record of individual candidates who have completed all EPP requirements.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
{6}	Number of candidates employed as beginning teachers under standard teaching certificates by no later than the first anniversary of completing the program	Number and percentage of completers who have earned a standard certificate and are employed in the school system.	TEA staff will use completer data as reported in B.5 with Educator Certification Online System (ECOS) and Public Education Information Management System (PEIMS) Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.
{7}	Time required for candidates with probationary teaching certificates to be issued standard teaching certificates	Number of days between the first probationary certificate effective date and the first standard certificate effective date.	TEA staff will analyze the data and report it on the TEA website.
{8}	Number of candidates retained in the profession	Number and percentage of persons who are still employed in the school system five (5) years after earning a standard certificate.	TEA staff will use completer data as reported in B.5 with ECOS and PEIMS Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.

Section B: Annual Performance Report			
Data required to support TEC, §21.045(b), disaggregated by demographic group [gender, race, and ethnicity]			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
6 191	All information required by federal law	Reports submitted by the EPPs in accordance with federal law.	EPPs will submit data required by federal law to the U.S. Department of Education or its agents in accordance with deadlines set by those entities. TEA website will include a link to the Title II website to enhance access to the data.
10	Percentage of all tests passed	The number of candidates who passed a certification examination approved by an EPP divided by the number of attempts by candidates on examinations approved by an EPP.	Certification test scores will be uploaded into ASEP. TEA staff will analyze testing contractor or ASEP data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs			
Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
11	EPP status based on adherence to the standards	Accreditation Rating as described by TEC, §21.0451(a).	Determined annually by the State Board for Educator Certification (SBEC).
2	Optional EPP designation or ranking as provided by TEC, §21.0452(e)	Consumer Information designation or ranking based on data from TEC, §21.0452(b)(1).	If optional designations or ratings are determined by the SBEC, TEA staff will report it on the TEA website.
3	Annual Performance Report data	Data elements submitted or calculated as required by TEC, §21.045(b). See Section B.	TEA staff will analyze the data and report it on the TEA website.
7 141	[Average overall] Overall grade point average of persons admitted to the program	The [average] overall grade point average of persons admitted to the program as required by 19 TAC §227.19.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.
8 151	[Average grade] Grade point average in specific subject areas	The [average] grade point average in courses that are related to the certificate class and/or category in which candidates were admitted to the program.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.
9 161	[Average admitted] grade point average	The [average] grade point average used to admit persons to the program as required by 19 TAC §227.19.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
10 171	[Average] GRE® scores and date	The overall and subject-specific GRE® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit GRE® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
11 181	[Average] SAT® scores and date	The overall and subject-specific SAT® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit SAT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
12 191	[Average] ACT® scores and date	The overall and subject-specific ACT® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit ACT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
110	The degree to which persons who complete a program are successful in obtaining standard certification	The number and percentage of persons completing a program who earn their standard certificate.	TEA staff will use complete data as reported in B.5 with ECOS data. TEA staff will analyze the data and report it on the TEA website.
111	The extent to which the program prepares teachers to effectively teach students with disabilities	Percentage of new teachers in an academic year who report being sufficiently prepared to teach students with disabilities, or who are rated as being sufficiently prepared to teach students with disabilities.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared. TEA staff will analyze the data and report it on the TEA website.
112	The extent to which the program prepares teachers to effectively teach students of limited English proficiency	Percentage of new teachers in an academic year who report being sufficiently prepared to teach students of limited English proficiency, or who are rated as being sufficiently prepared to teach students of limited English proficiency.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to teach students of limited English proficiency. TEA staff will analyze the data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
{13}	Success preparing candidates to integrate technology effectively into curricula and instruction	Percentage of new teachers in an academic year who report being sufficiently prepared to integrate technology effectively into curricula and instruction, or who are rated as being sufficiently prepared to integrate technology effectively into curricula and instruction.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to integrate technology effectively into curricula and instruction. TEA staff will analyze the data and report it on the TEA website.
{14}	Success preparing candidates to use technology to collect, manage, and analyze data to improve teaching and learning	Percentage of new teachers in an academic year who report being sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning, or who are rated as being sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning. TEA staff will analyze the data and report it on the TEA website.
{15}	Average ratio of field supervisors to candidates	The number of teacher candidates observed in the field per field supervisor observing candidates in the field, reported for the academic year, fall semester, and spring semester.	By September 15 of each year, each EPP will document field supervision in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
{16}	Results of exit surveys given to program participants	The percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support.	TEA staff will administer an exit survey to interns and clinical teachers before they complete a program. TEA staff will analyze the data and report it on the TEA website.
{17}	Results of surveys given to school principals	The percentage of first-year teachers from each EPP who are appraised as sufficiently prepared.	TEA staff will administer a survey to principals of first-year teachers. TEA staff will analyze the data and report it on the TEA website.
{18}	Results of satisfaction surveys given to beginning teachers	The percentage of new teachers who report they were sufficiently prepared or well prepared at the end of their first year of teaching with a standard certificate.	TEA staff will administer a satisfaction survey to new teachers near the end of their first year of teaching with a standard certificate. TEA staff will analyze the data and report it on the TEA website.

[Appendix: Demographics Guidelines]

ASEP will collect ethnicity and race information for candidates using the 1977 categories as well as using the new federal categories developed in 1997 as required by the United States Department of Education (USDE). The new federal category system requires that ethnicity and race be collected separately. It allows individuals to select multiple races. It requires all responses to be collected, but when reporting aggregate data to the USDE, a different set of categories is used for aggregate reporting. Beginning with the 2016-2017 academic year, educator preparation programs will report this information using the new categories only. The new categories are as follows:]

<u>Ethnicity</u>	<u>Race</u>
<u>Hispanic or Latino</u>	<u>American Indian or Alaska Native</u>
<u>Not Hispanic or Latino</u>	<u>Asian</u>
	<u>Black or African American</u>
	<u>Hawaiian or other Pacific Islander</u>
	<u>White</u>

<u>Aggregate Reporting Categories</u>
<u>Hispanic or Latino</u>
<u>American Indian or Alaska Native</u>
<u>Asian</u>
<u>Black or African American</u>
<u>Hawaiian or Other Pacific Islander</u>
<u>White</u>
<u>Two or more races</u>