



# **Texas Accountability System for Educator Preparation (ASEP) Manual**

Overview and Information  
About Indicators and  
Performance Standards

2014-2015 and 2015-2016 Reporting

## Acknowledgments

This manual was developed in collaboration between the Texas Comprehensive Center (TXCC) at the American Institutes for Research (AIR) and the Texas Education Agency (TEA). The following staff collaborated as a team on the project: **Brenda Arellano, PhD** (TXCC–AIR, Project Lead), **Lorrie Ayers** (TEA), **Emma Espel, PhD** (TXCC–RMC Research), Ryan Franklin (TEA), **Lisa Lachlan-Haché**, EdD (TXCC–AIR), **Stephen Meyer, PhD** (TXCC–RMC Research), **Tim Miller**, PhD (TEA), **Helen Muhisani** (TXCC–AIR), Michael Vriesenga, PhD (formerly at TEA), **Jennifer Weston-Sementelli, PhD** (TXCC–RMC Research).

Note: RMC Research is a subcontractor on the TXCC and report contributors are listed in **bold** font.

# Contents

	Page
Acknowledgments .....	ii
Introduction.....	1
This Manual.....	1
ASEP Accountability Indicators .....	2
ASEP Accountability Indicators .....	2
Annual Performance Report Indicators .....	4
Consumer Information Indicators.....	5
Overview of ASEP Data Submission and Reporting.....	6
Data Review, Analysis, and Reporting.....	7
ASEP Methodological and Reporting Considerations .....	9
Small Group Exception .....	9
Rounding Conventions .....	10
Detailed Information About ASEP Indicators .....	10
Appendix A. Additional Information About Educator Preparation Program Approval and ASEP Accreditation .....	A-1
Appendix B. ASEP History and Next Steps.....	B-1
Appendix C. Elaborated Example Calculations for Selected ASEP Accountability Indicators.....	C-1
Appendix D. Elaborated Example Calculations for Selected Annual Performance Report Indicators .....	D-1
Appendix E. Elaborated Example Calculations for Selected Consumer Information Indicators .....	E-1
Appendix F. Sample ASEP Report.....	F-1
Appendix G. Glossary .....	G-1

# Exhibits

Exhibit 1. Categories of ASEP Indicators .....	2
Exhibit 2. ASEP Accountability Indicators, Measures, and Minimum Performance Standards .....	3
Exhibit 3. Overview of ASEP Data Submission, by Indicator.....	6
Exhibit 4. Overview of Small Group Exception Procedure .....	9
Exhibit A1. Approval Process, Review Timeline, and Required Application Components for Initial Program Review and Approval .....	A-2
Exhibit A2. ASEP Reporting Periods and Accreditation Years.....	A-3
Exhibit A3. ASEP Accreditation Status Types.....	A-3
Exhibit A4. Accountability System for Educator Preparation: Routes to Accreditation Status (2014–2015 and 2015–2016).....	A-5
Exhibit B1. ASEP Accreditation Indicators, Measures, and Proposed Minimum Performance Standards for 2018–2022 Accreditation Years .....	B-2
Exhibit B2. Requirements for Field Observations.....	B-3

# Introduction

The Texas Accountability System for Educator Preparation (ASEP) was the result of updated state legislation<sup>1</sup> that aimed to raise standards for educator preparation programs (EPPs) and find new and improved ways to train better teachers. ASEP provides information about the performance of EPPs and to holds programs accountable for the readiness of program completers. The State Board for Educator Certification (SBEC) was charged with establishing rules<sup>2</sup> related to the development and implementation of ASEP. Key provisions of the legislation include:

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

## This Manual

This manual is designed to provide information about ASEP for a variety of stakeholders, including EPP administrators and faculty, policymakers, state board members, educational administrators and faculty, and community members.<sup>3</sup> The manual focuses on information about ASEP as it was implemented during the 2014–2015 and 2015–2016 reporting periods.<sup>4</sup> The system is being revised for 2016–2017 and an updated version of this manual will be issued that reflects any applicable changes made to the Texas Administrative Code.<sup>5</sup> Planned revisions to ASEP also include development of indicators related to student achievement and satisfaction of new teachers with their preparedness.

This manual begins with an overview of three major components of ASEP and includes information about indicators associated with (1) ASEP accreditation, (2) annual performance reporting, and (3) consumer information. The data submission and reporting process is also briefly described. The next section provides methodological and reporting considerations related to ASEP, including detailed information about the calculation of each indicator.

Appendices present additional information about:

- The accreditation and approval process (Appendix A);
- The history of ASEP and planned next steps for the system’s development (Appendix B);
- Expanded examples of calculation of selected indicators (Appendices C, D, and E);
- A sample ASEP report (Appendix F); and

---

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

<sup>2</sup> [Texas Administrative Code \(TAC\) §229](#)

<sup>3</sup> For additional information about ASEP data submission, see [Texas Education Agency \(2017, April\). Educator Preparation Program ASEP Technical Manual: 2016-2017 Reporting.](#)

<sup>4</sup> “Reporting period” refers to the academic year for which data are relevant (September 1 through August 31).

<sup>5</sup> For an overview of upcoming changes, see Appendix B.

- A glossary of terms (Appendix G).

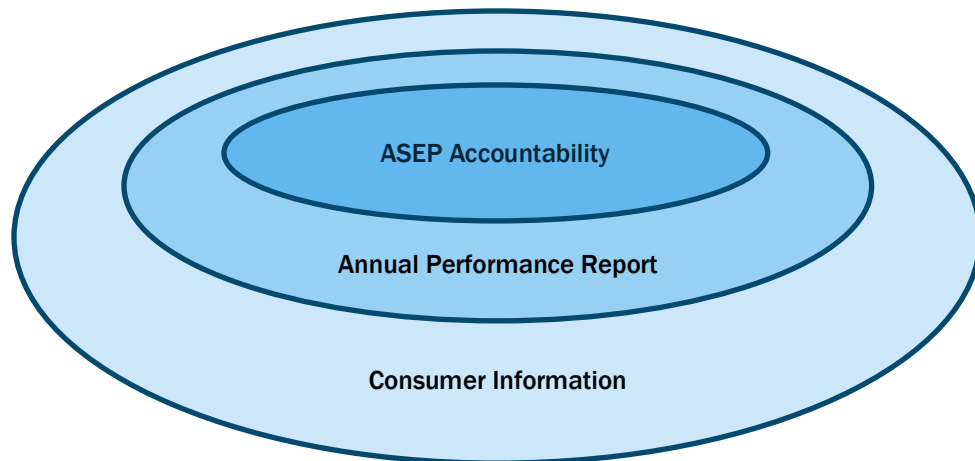
## ASEP Accountability Indicators

ASEP includes three categories of indicators:

1. **ASEP Accountability indicators** serve as the basis of EPP accreditation status decisions.
2. **Annual Performance Report indicators** include ASEP accountability indicators and additional indicators focusing on access and equity.
3. **Consumer Information indicators** include those in the prior two categories along with additional indicators to inform decisions among prospective teacher candidates, district administrators, and others.

Exhibit 1 illustrates the relationship among the three categories of indicators. Consumer Information indicators are inclusive of Annual Performance Report indicators which are inclusive of ASEP Accountability indicators. Indicators in each category are described below.

**Exhibit 1. Categories of ASEP Indicators**



## ASEP Accountability Indicators

The first component of ASEP focuses on accountability indicators that are used to determine accreditation status for EPPs. ASEP is designed to determine EPP accreditation status annually based on program performance as reflected by the following five accountability indicators:

- Accountability Indicator 1: Percent of completers passing certification examinations
- Accountability Indicator 2: Principal appraisal of first-year teachers
- Accountability Indicator 3: Improvement in student achievement
- Accountability Indicator 4a: Frequency and duration of field observations
- Accountability Indicator 4b: Quality of field supervision

- Accountability Indicator 5: Satisfaction of new teachers<sup>6</sup>

Exhibit 2 presents measures and minimum performance standards for each ASEP Accountability Performance Indicator. Indicators for student achievement and satisfaction of new teachers are under development.<sup>7</sup> How each indicator was used in the 2014–2015 and 2015–2016 academic years is also summarized. Only the percent of completers passing certification examinations was used to determine accreditation status in 2014-2015 and 2015-2016. Information about principal appraisal of new teachers, the frequency and duration of field observations, and the quality of field supervision was included in ASEP reports, but not used as a basis for determining accreditation status.

**Exhibit 2. ASEP Accountability Indicators, Measures, and Minimum Performance Standards**

ASEP Accountability Indicator	Measure	Minimum Performance Standard	Use in 2014 2015 and 2015 2016
1. Percent of completers passing certification examinations	Pass rate for certification examinations.	80%	To determine accreditation status
2. Principal appraisal of first-year teachers	Percentage of first-year teachers designated as Sufficiently Prepared or Well Prepared.	Not yet established by TEA	Included in ASEP reports
3. Improvement in student achievement	Achievement and achievement growth of students taught by teachers in first 3 years.	Indicator under development	
4a. Frequency and duration of field observations	Percentage of candidates who completed an internship who receive required field observations of required duration.	95%	Included in ASEP reports
4b. Quality of field supervision	Percentage of candidates who completed an internship who rate field supervision as Always or Almost Always providing the components of structural guidance and support.	Not yet established by TEA	Included in ASEP reports
5. Satisfaction of new teachers	Percentage of teachers who report that they were Sufficiently Prepared or Well Prepared by their EPP at the end of their first year of teaching.	Indicator under development	

Educator preparation programs can receive the following accreditation status ratings: Accredited, Accredited – Not Rated, Accredited – Warned, Accredited-Probation, and Not Accredited- Revoked. To be designated as Accredited, programs must demonstrate they have met the minimum performance standard for each accountability indicator that is used to determine accreditation status. Performance on accountability indicators is evaluated for groups of EPP candidates and completers as well as for

<sup>6</sup> Indicator 5 was implemented in statute in 2015 and in rule in 2016.

<sup>7</sup> The Texas Education Agency (TEA) is working with an external vendor to develop measures for the student achievement indicator that are based on multiple years of data. TEA is also developing indicators of new teacher satisfaction to be based on a statewide survey.

subgroups disaggregated according to race, gender, and ethnicity. Accredited programs may also receive commendations for success in areas identified by the SBEC.

Programs can also be designated as Accredited Not Rated. This designation indicates that an EPP is new and has yet to produce program completers, or that the EPP does not have sufficient data—typically due to the small group exception—to determine whether minimum performance standards are met. An EPP can remain designated as Accredited Not Rated for up to 3 years at which point all available data will be used to determine accreditation status.

Failure to demonstrate that all minimum performance standards have been met may result in one of the following three designations: (1) Accredited-Warning, (2) Accredited-Probation, or (3) Not Accredited-Revoked. EPPs that fail to meet minimum performance standards for one or more accountability indicator must develop an Action Plan describing strategies for improvement. Based on program performance, the SBEC may impose program sanctions, including withdrawing a program's approval to offer a specific certification class or category, requiring technical assistance, requiring professional services, or appointing a monitor.

Notwithstanding the accreditation status of an EPP, if all candidates admitted to an individual certification class or category fail to meet minimum performance standards for 3 consecutive years, then the EPP's approval to offer that certification class or category will be revoked. Enrolled candidates will be allowed to finish their program but the EPP will not be allowed to enroll any new candidates for that certification class or category. EPPs may apply to have their approval to offer a given certification class or category reinstated.

Initial and continuing approval of an EPP to recommend candidates for educator certification is determined separately from the accreditation status determination. SBEC makes approval decisions, based on a recommendation from the TEA. State legislation<sup>8</sup> requires that TEA conduct reviews of approved EPPs at least once every 5 years to ensure compliance with program standards and the entity's original proposal. If TEA finds that the EPP is in compliance with all requirements it will recommend the program for approval. However, if TEA finds that an EPP fails to comply with SBEC rules and/or the Texas Education Code and the program does not comply with a resolution to address compliance issues, TEA must issue a recommendation related to program approval, which may include a recommendation of one or more of the sanctions described above. Additional information about program accreditation, initial approval, and continuing approval may be found in Appendix A.

## Annual Performance Report Indicators

In addition to the reporting requirements associated with the five ASEP accountability indicators that serve as the basis for accreditation, programs are required to report annual performance on a set of minimum Annual Performance Report indicators. These indicators allow for assessments of program effectiveness by SBEC focusing on ensuring access and equity. The following indicators are included:

1. All ASEP Accountability indicators (described previously);
2. Information about program applicants, candidates, and completers (disaggregated by race, gender, and ethnicity) including:

---

<sup>8</sup> [Texas Administrative Code, §228](#)

- a. Applicant acceptance rate, number of applicants, and number of applicants admitted;
  - b. Number of candidates retained in the program (who have not quit the program and have not yet completed all requirements);
  - c. Number of candidates who complete all EPP requirements (completers);
  - d. Number and percent of candidates fully certified within 1 year of program completion;
  - e. Number and percent of completers employed within 1 year of finishing program;
  - f. Length of probationary certification (average number of days);
  - g. Number and percent of teachers remaining in the profession 5 years after earning a standard certificate;
3. All information required by federal law, including annual reporting requirements associated with Title II of the Higher Education Act<sup>9</sup>; and
  4. Ratio of candidates to field supervisors.

## Consumer Information Indicators

ASEP is also designed to support informed decision making among consumers, including (1) individuals interested in obtaining a teaching certificate who seek to select the EPP that best meets their needs; and (2) school district administrators who lead staffing and recruitment activities. Along with the above annual performance report indicators, EPPs are required to submit consumer information to TEA and SBEC annually to be posted on the TEA website.<sup>10</sup>

Consumer Information includes the following performance indicators<sup>11</sup>:

1. ASEP accreditation status
2. Annual Performance Report data
3. Average academic qualifications of admitted applicants (overall, subject-specific, and incoming class grade point average [GPA]; and SAT, ACT, and GRE scores)
4. Number and percentage of program completers who earn a standard certificate;
5. Percentage of new teachers designated (based on principal ratings) as prepared to:
  - a. teach students with disabilities;
  - b. teach students with limited English proficiency;
  - c. integrate technology into curricula and instruction; and

---

<sup>9</sup> <https://title2.ed.gov>.

<sup>10</sup> [http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Consumer\\_Information\\_about\\_Educator\\_Preparation\\_Programs/Consumer\\_Information\\_about\\_Educator\\_Preparation\\_Programs/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Consumer_Information_about_Educator_Preparation_Programs/Consumer_Information_about_Educator_Preparation_Programs/)

<sup>11</sup> The SBEC has the option to provide an additional designation or ranking to EPPs.



- d. use technology to collect, manage, and analyze data to improve teaching and learning.
6. Average ratio of field supervisors to candidates (fall and spring semester)
7. Field supervision quality (candidate Exit Survey reports of the type and frequency of interaction with field supervisors)
8. Principal appraisal of first-year teachers (Principal Survey reports of the preparedness of first-year teachers)
9. New teacher satisfaction (ratings of satisfaction and preparedness based on survey administered to teachers with a standard certificate at the end of their first year of teaching)

## Overview of ASEP Data Submission and Reporting

TEA collects annual data for each ASEP indicator between June and September from EPPs and from surveys administered to teacher candidates, first-year teachers, and principals. Survey data are submitted to TEA by principals by June 15. EPP completers submit exit survey data throughout the year as they apply for certification and data gathering for each year ends August 31. Programs are also required to submit information about program characteristics and about program applicants, candidates, and completers in alignment with ASEP, annual performance, and consumer information reporting requirements, to TEA by September 15.

Exhibit 3 summarizes the data source, submission deadline, and party responsible for the calculation for each ASEP indicator.

**Exhibit 3. Overview of ASEP Data Submission, by Indicator**

Indicator	Source	Submission Deadline	Responsible for Indicator Calculation
<b>ASEP Accountability Indicator</b>			
Percent of completers passing certification examinations (Indicator 1)	Test vendor	Sep 15	TEA
Principal appraisal of first-year teachers (Indicator 2)	Principals	Jun 15	TEA
Improvement in student achievement (Indicator 3)	TBD <sup>12</sup>	TBD	TBD
Frequency and duration of field observations (Indicator 4a)	EPP	Sep 15	TEA
Quality of field supervision, candidate ratings (Indicator 4b)	Candidate	Aug 31	TEA
New teacher satisfaction (Indicator 5)	TBD	TBD	TBD
<b>Annual Performance Report Indicator</b>			
Applicant acceptance rate	EPP	Sep 15	TEA
Number of applicants	EPP	Sep 15	EPP
Number of candidates admitted	EPP	Sep 15	EPP

<sup>12</sup> This indicator is under development and is not included in 2014–2015 and 2015–2016 reporting.

Indicator	Source	Submission Deadline	Responsible for Indicator Calculation
Number of candidates retained	EPP	Sep 15	EPP
Number of program completers	EPP	Sep 15	EPP
Number and percentage of candidates fully certified within 1 year of program completion	TEA	Sep 15	TEA
Number and percentage of EPP completers employed within 1 year of completion	TEA	Sep 15	TEA
Length of probationary certification	TEA	Sep 15	TEA
Number and percentage of program completers remaining in the profession for 5 years	TEA	Sep 15	TEA
Ratio of candidates to field supervisors	EPP	Sep 15	TEA
<b>Consumer Information Indicator</b>			
Candidates' overall GPA	EPP	Sep 15	TEA
Candidates' GPA in subject area	EPP	Sep 15	TEA
Incoming class GPA	EPP	Sep 15	TEA
Candidates' average SAT score	EPP	Sep 15	TEA
Candidates' average ACT score	EPP	Sep 15	TEA
Candidates' average GRE score	EPP	Sep 15	TEA
Preparedness to teach students with disabilities	Principals	Jun 15	TEA
Preparedness to teach English language learners	Principals	Jun 15	TEA
Preparedness to integrate technology into teaching	Principals	Jun 15	TEA
Preparedness to use technology with data	Principals	Jun 15	TEA
Ratio of candidates to field supervisors (fall and spring semester)	EPP	Sep 15	TEA
Pass rate for certification examination—all candidates all tests	Test vendor	Sep 15	TEA

## Data Review, Analysis, and Reporting

TEA reviews data submitted by the EPP and requests any needed corrections within a designated timeline following the September 15 submission deadline. Review of EPP-submitted data by TEA includes checking for internal consistency and alignment with information from other data sources. For example, TEA checks that the reported number of EPP applicants is greater than or equal to the number admitted and that the reported number of candidates admitted matches information listed on the GPA spreadsheet. After the review period, submitted data are considered final.

Information from TEA data systems (the Educator Certification Online System and Public Education Information Management System) is used to calculate indicators, such as the number and percentage of program completers employed under a standard teaching certificate and remaining in the profession. ASEP data are analyzed by TEA and reported on the TEA website. ASEP Annual Reports present basic information about each EPP along with Accountability, Annual Performance Report, and

Consumer Information indicators. To provide a basis for comparison, statewide averages are also presented. A sample ASEP Annual Report is provided as Appendix F.

# ASEP Methodological and Reporting Considerations

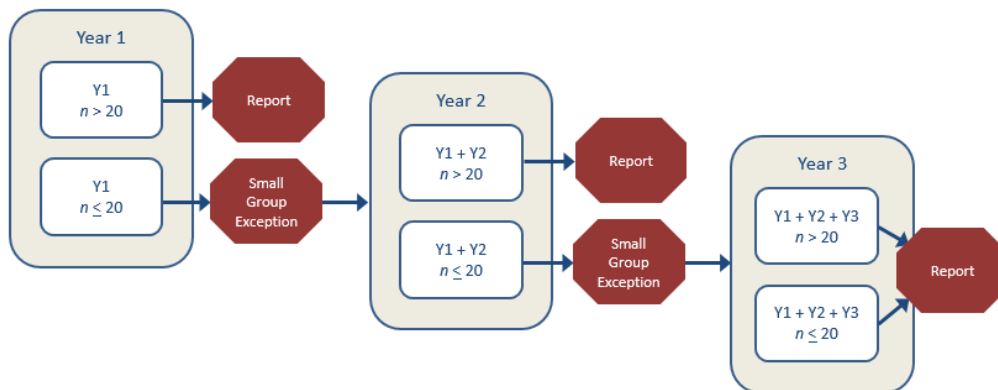
This section discusses methodological and reporting considerations that are relevant to all Accountability, Annual Performance Report, and Consumer Information indicators. First, an overview of the small group exception is provided followed by detailed information about each indicator including a description, minimum performance standards (if applicable), how the indicator is calculated, various methodological and reporting considerations, and brief example calculations.

## Small Group Exception

To help ensure that indicators are based on valid data and to protect the confidentiality of individuals, ASEP allows for a small group exception to reporting requirements related to the ASEP Accountability Indicators. These indicators are only to be used for accreditation status determination if groups (or subgroups disaggregated by race, gender, or ethnicity) include more than 20 individuals.<sup>13</sup> If there are 20 or fewer individuals for a given indicator in a specific year, those data are not reported and the group's performance on that indicator is not used for accreditation status determinations for that year.

Exhibit 4 summarizes the procedure for the small group exception. If accountability indicator data are not reported in one year due to the small group exception, data are combined with data for the subsequent year. If the combined (Year 1 and Year 2) group size in the second year is more than 20, then the combined group data are reported for Year 2. If the combined group size is 20 or fewer, then the accountability indicator is not reported. In the third year, group performance for the combined (Year 1, Year 2, and Year 3) group is reported for Year 3 regardless of sample size.

**Exhibit 4. Overview of Small Group Exception Procedure**



Year 1 = Accountability year for which the prior year was:  
(a) reported (i.e., no small group exception);  
(b) reporting year only; or  
(c) the indicator was not yet required for reporting or accountability purposes.

$n$  = group size of group or subgroup

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 is based on performance

<sup>13</sup> This small group exception threshold is for the 2014–2015 and 2015–2016 reporting periods. For planned changes to the small group exception, please see Appendix B.

across consecutive years, the small group exception allows for accreditation decisions to be based on data from nonchronological years (i.e., consecutive years in which sufficient data are available). In any year in which a group or subgroup does not have sufficient size for a given performance indicator, the accreditation status designation (and any associated sanctions) from the previous year based on that performance indicator will continue until sufficient data are available.

## Rounding Conventions

To compute ASEP indicators, conventional rounding rules are applied. For example, 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.

## Detailed Information About ASEP Indicators

Summary tables for each indicator present a range of information about the indicator and its computation, including the following:

- **Description.** A brief definition of the indicator
- **Minimum performance standard.** The minimum value needed to meet ASEP requirements for accreditation; applies only to ASEP Accountability indicators
- **Calculation.** The procedure and/or equation used to calculate the value of the indicator
- **Population.** The population included in the calculation of the metric (e.g., program candidates);
- **Exclusion rules.** Rules for excluding data in the calculation or reporting of an indicator, if applicable
- **Acceptable values.** The range of acceptable values and format for indicator values
- **Methodological considerations.** Notes regarding indicator calculation
- **Example calculation.** An illustration of how the indicator is calculated

ASEP Accountability indicators are discussed first, followed by Annual Performance Report indicators, and Consumer Information indicators. References to “reporting period” in the tables refer to the academic year for which data are relevant (September 1 through August 31). For indicators requiring more complex calculations, additional detailed examples are presented in Appendices C, D, and E. For information on changes to calculations for the 2016–2017 reporting year and beyond, see Appendix B.

ASEP Accountability Indicator 1: Percent of Completers Passing Certification Examinations	
Description	The percent of candidates who complete all EPP requirements and pass a certification examination on their last attempt before the end of academic year in which they complete EPP requirements.
Minimum performance standard	80%
Calculation	Divide the number of candidates who pass certification examinations on their last attempt before the end of the academic year in which they complete all EPP requirements by the total number of those candidates who attempt certification examinations. Round to the nearest whole number.
Population	All candidates who meet all the following requirements: Complete all EPP requirements Take an examination required to obtain certification in the field(s) for which they served their clinical teaching, internship, or practicum Complete examinations before or during the reporting period Complete examinations prior to the end of the academic year in which all EPP requirements are completed Candidates are included regardless of whether they are recommended for certification, passed an examination, or are considered a completer for the purposes of the Higher Education Act or other applicable law. Only the final test attempt is included.
Exclusion rules	Excluded candidates are those who do not take a certification examination. Scores are not included for examinations taken that are not required for certification in the field being sought, those taken prior to admission to the EPP, or those taken after the academic year in which all EPP requirements are completed. Scores from prior attempts on examinations for which there is another attempt completed before the end of the academic year in which the candidate completes all EPP requirements are also not included.
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity. Small group exception applies.
Example calculation	36 of 40 candidates who attempted an examination passed on their final attempt. The pass rate is calculated as follows: $(36/40) \times 100 = 90\%$ . For an expanded example, see Appendix C.

ASEP Accountability Indicator 2: Principal Appraisal of First Year Teachers	
Description	The percent of first-year teachers who are designated as Sufficiently Prepared or Well Prepared based on survey ratings by their principals. <sup>14</sup>
Minimum performance standard	To be determined (Used for reporting only in 2014–2015 and 2015–2016.)
Calculation	Using data collected from Principal Surveys administered during the reporting period, calculate the score for each first-year teacher who was enrolled in or graduated from the EPP at any time during the 5 years prior to survey administration. Count the number of first-year teachers who met or exceeded the minimum acceptable score. <sup>15</sup> Divide this number by the total number of first-year teachers for whom Principal Survey results for all required survey sections are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during 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. Teachers on both standard and probationary certificates are included.
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the Public Education Information Management System (PEIMS), are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, and taught for fewer than 5 months of the reporting period. Teachers who lack valid data on one or more of the four required survey sections (i.e., classroom environment, instruction, technology integration, and use of technology with data) are also excluded.
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity. If a teacher has more than one teaching certificate but is considered a first-year teacher in PEIMS, then the score applies only to the most recent EPP. Data from items in optional sections (i.e., students with disabilities and English language learners) are included in the preparedness score when available (principals complete these items for teachers of students with disabilities and/or English language learners). Teachers who were excluded from calculations during a previous reporting period because they taught for fewer than 5 months and who taught for 5 or more months in the current reporting period are included in calculations as a first-year teacher. Small group exception applies.
Example calculation	An EPP has 21 candidates with the following scores based on principal ratings on all sections of the Principal Survey (33 items, 99 possible points): 71, 57, 82, 76, 96, 76, 67, 90, 92, 68, 64, 66, 94, 51, 61, 82, 96, 91, 97, 73, 78. With a minimum acceptable score of 66 (67% of possible points), 17 of the 21 scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 17 by 21 and multiply by 100 to get the percentage of teachers from the EPP who are designated as sufficiently well prepared. The calculation is as follows: $17/21 = .8095$ , $.8095 \times 100 = 80.95\%$ , which rounds to 81%. For an expanded example, see Appendix C.

<sup>14</sup> Principals rate teachers on up to 33 survey items using a 4-point scale where 0 = not at all prepared, 1 = not sufficiently prepared, 2 = sufficiently prepared, and 3 = well prepared. To be designated as Sufficiently Prepared or Well Prepared, a teacher must receive at least 67% of all possible points. This is based on the expectation that teachers will have ratings of at least 2 (sufficiently prepared), on average, across survey items.

<sup>15</sup> The minimum acceptable score is 67% of all possible points.

ASEP Accountability Indicator 3: Improvement in Student Achievement	
Description	The achievement and achievement growth of students taught by teachers in the first 3 years following certification.
Minimum performance standard	<p><b>To be determined.</b></p> <p><b>This indicator is under development and is not included in 2014–2015 and 2015–2016 reporting.</b></p>
Calculation	
Population	
Exclusion rules	
Acceptable values	
Methodological considerations	
Example calculation	

ASEP Accountability Indicator 4a: Frequency and Duration of Field Observations	
Description	The percent of candidates on internship who receive three field observations lasting at least 45 minutes each.
Minimum performance standard	95% (Used for reporting only in 2014–2015 and 2015–2016.)
Calculation	Divide the number of candidates who complete an internship during the reporting period and received three 45-minute field observations by the total number of candidates who completed an internship during the reporting period. Round to the nearest whole number.
Population	All candidates who completed an internship during the reporting period.
Exclusion rules	Excluded candidates are those who complete an internship and are released from their contract, resign, or exit the EPP prior to completing three observations.
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Results must be disaggregated by race, gender and, ethnicity. Candidates who are issued probationary certificates in the middle of an academic year (with an expiration date in the subsequent academic year) are counted in the year of the certificate’s expiration. EPPs submit exception letters for candidates whose internships extend across academic years. TEA staff must select the appropriate observation records for candidates whose observations fall into two or more academic years. Small group exception does not apply.
Example calculation	An EPP has 25 candidates, 23 of whom received at least three 45-minute observations. The percent is calculated as follows: $(23/25) \times 100 = 92\%$ .



ASEP Accountability Indicator 4b: Quality of Field Supervision	
Description	The percent of candidates who report, on average, that elements of quality field supervision were provided frequently or almost always <sup>16</sup> based on relevant items from the Exit Survey.
Minimum performance standard	Performance standard to be determined. (Used for reporting only in 2014–2015 and 2015–2016.)
Calculation	Using data collected from Exit Surveys required as part of the application for a standard certificate during the reporting period, calculate the scores for candidates who completed the Exit Survey. Count the number of candidates whose scores were within acceptable values. <sup>17</sup> Divide this number by the total number of candidates for whom Exit Survey results are available. Round to the nearest whole number.
Population	All candidates who completed an internship, applied for a standard certificate, and completed the Exit Survey during the reporting period.
Exclusion rules	Excluded candidates are those who did not complete an Exit Survey during the reporting period and those who completed a clinical teaching experience, and those classified as completers in an academic year prior to the current reporting period.
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity. Small group exception applies.
Example calculation	An EPP has 21 candidates with the following scores on the quality of field observations section of the Exit Survey (11 items, 44 possible points): 12, 14, 22, 18, 26, 16, 30, 20, 21, 20, 18, 16, 19, 15, 17, 20, 25, 20, 19, 18, 14. With acceptable scores ranging from 11 to 22 (50% of possible points), 18 of the 21 scores meet the criterion for quality field supervision. The calculation is as follows: $18/21 = .8571$ , $.8571 \times 100 = 85.71\%$ , which rounds to 86%.

ASEP Accountability Indicator 5: Satisfaction of New Teachers	
Description	Results from a survey of first-year teachers about the quality of their preparation.
Minimum performance standard	<p><b>To be determined.</b></p> <p><b>This indicator is under development and is not included in 2014–2015 and 2015–2016 reporting.</b></p>
Calculation	
Population	
Exclusion rules	
Acceptable values	
Methodological considerations	

<sup>16</sup> 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 be considered frequent provision of high-quality field supervision, candidate ratings must sum to less than 50% of all possible points, between 11 and 22 points. This is based on the expectation that candidates will provide ratings of 2 (frequently) or lower (always/almost always), on average, across survey items.

<sup>17</sup> The acceptable values range from 11 to 22 points.

**ASEP Accountability Indicator 5: Satisfaction of New Teachers**

Participation rate	
Example calculation	

**Annual Performance Report Indicator: Applicant Acceptance Rate**

Description	The percent of candidates who apply to an EPP and are admitted.
Calculation	Divide the number of candidates who were admitted to the EPP by the number who applied during the reporting period. Round to the nearest whole number.
Population	All EPP applicants during the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Applicants include all individuals from whom the EPP received an application for initial certification in any class. Admitted candidates include those allowed, either formally or contingently, to enter the EPP. Admission is considered to have happened when one of the following takes place: an EPP receives fees from an individual beyond an application fee, the EPP issues a formal acceptance letter with confirmation of acceptance, or a candidate participates in trainings or other program activities where other paying candidates are attending.
Example calculation	95 of the 100 candidates who applied to the EPP were admitted. The acceptance rate is calculated as follows: $(95/100) \times 100 = 95\%$ .

**Annual Performance Report Indicator: Number of Applicants**

Description	The number of individuals from whom the EPP received an application for initial certification in any class.
Calculation	Count the number of individuals who submitted an application for initial certification in any class during the reporting period.
Population	All EPP applicants during the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity.
Example calculation	75 individuals submitted applications for initial certification across all certification classes.

**Annual Performance Report Indicator: Number of Candidates Admitted**

Description	The number of all candidates allowed, either formally or contingently, to enter the EPP.
Calculation	Count the number of unique candidates who formally or contingently are allowed to enter the EPP during the reporting period.
Population	All candidates admitted to the EPP during the reporting period.
Exclusion rules	None

Annual Performance Report Indicator: Number of Candidates Admitted	
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity.
Example calculation	75 candidates were formally admitted and 20 received contingent admission. The number of candidates admitted is calculated as follows: $75 + 20 = 95$ .

Annual Performance Report Indicator: Number of Candidates Retained	
Description	The number of candidates admitted for initial certification in any class before the end of the reporting period who have not withdrawn from the EPP and have not yet completed all requirements.
Calculation	Count the number of candidates who have not withdrawn from the EPP and have yet to finish all requirements at the end of the reporting period.
Population	All EPP candidates enrolled during the reporting period who have not completed the program by the end of the reporting period. This includes candidates admitted during the reporting period and candidates admitted before the reporting period who have not completed, withdrawn from, or been removed from the program.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender and, ethnicity. Candidates working towards initial certification in all certification classes should be included. Candidates taking a temporary leave of absence should be considered retained.
Example calculation	The EPP has records for five candidates. One has completed all requirements and four have not yet completed requirements. Among the four who have not completed requirements, one has withdrawn, one is on a leave of absence, and two are enrolled (and were admitted to the EPP during different academic years). The number of candidates retained includes the two who are enrolled and the one who is on a leave of absence = three candidates.

Annual Performance Report Indicator: Number of Program Completers	
Description	The number of candidates who complete all EPP requirements.
Calculation	Count the number of candidates who complete all EPP requirements during the reporting period.
Population	All EPP candidates who complete all EPP requirements during the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender and, ethnicity. All candidates are included whether or not they are recommended for or issued a standard certificate and complete related activities (e.g., TExES testing, fingerprinting). A candidate may be admitted to the EPP and complete all EPP requirements during the same reporting period.
Example calculation	During the reporting period, the EPP has 50 enrolled candidates, 29 of whom completed all EPP requirements. The number of program completers is 29.

Annual Performance Report Indicator: Number and Percent of EPP Completers Fully Certified Within 1 Year of Program Completion <sup>18</sup>	
Description	The number and percentage of EPP candidates who complete all EPP requirements (i.e., EPP completers) and earn a standard certificate within 1 year of program completion.
Calculation	Count the number of EPP teacher completers during the academic year 1 year prior to the reporting period who earned a standard teaching certificate by the end of the reporting year. Divide (1) the count described in the previous sentence by (2) the total number of teacher completers during the academic year 1 year prior to the reporting period. Round to the nearest whole number.
Population	All EPP teacher candidates who complete all EPP requirements during the academic year prior to the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender and, ethnicity. This indicator was not reported for the 2014–2015 reporting year. Relevant teacher candidate completers and standard certified teachers for 2015–2016 reporting are those who completed EPP requirements during the 2014–2015 academic year.
Example calculation	30 teacher candidates completed all EPP requirements 1 year prior to the current reporting period, 20 of whom earned standard certificates within 1 year. The number of EPP completers fully certified within 1 year is 20 and the percentage is calculated as follows: $(20/30) \times 100 = 67\%$ . For an expanded example, see Appendix D.

Annual Performance Report Indicator: Number and Percent of EPP Completers Employed Within 1 Year of Completion	
Description	The number and percentage of teacher candidates who complete all EPP requirements (i.e., EPP completers), obtain a standard certificate, and are employed as regular classroom teachers in the Texas public school system within 1 year of program completion.
Calculation	Count the number of EPP completers (teacher candidates only) during the academic year 2 years before the reporting period and were employed as regular classroom teachers in the Texas public school system on the last Friday of October (the PEIMS snapshot date) during the reporting period. Divide (1) the count described in the previous sentence by (2) the total number of EPP completers during the academic year 2 years before the reporting period. Round to the nearest whole number.
Population	All teacher candidates who complete all EPP requirements during the academic year 2 years prior to the reporting period.
Exclusion rules	Excluded teacher candidate completers are those who are employed as teachers in private or parochial schools or in higher education. Teacher candidates who hold positions in the Texas public school system other than a regular classroom teacher are not counted as employed.
Acceptable values	Positive whole numbers.

<sup>18</sup> TEC 21.045(b)(3)(E) and 21.0452(b)(7)

Annual Performance Report Indicator: Number and Percent of EPP Completers Employed Within 1 Year of Completion	
Methodological considerations	Results must be disaggregated by race, gender and, ethnicity. Relevant completers for 2014–2015 reporting are teacher candidates who completed EPP requirements during the 2012–2013 academic year. Relevant completers for 2015–2016 reporting are those who completed EPP requirements during the 2013–2014 academic year. For this indicator, employment includes only regular classroom teaching positions in the Texas public school system. This calculation includes candidates who were not recommended for a standard certificate and those who did not complete any of the activities necessary for certification (e.g., TExES testing, fingerprinting).
Example calculation	40 teacher candidates completed all EPP requirements 2 years prior to the current reporting period, 20 of whom were employed as regular classroom teachers in the Texas public school system on the last Friday of October during the reporting period. The number of EPP completers employed within 2 years is 20 and the percentage is calculated as follows: $(20/40) \times 100 = 50\%$ . For an expanded example, see Appendix D.

Annual Performance Report Indicator: Length of Probationary Certification	
Description	The average number of days elapsed between an EPP candidate's award of their first probationary certificate and award of their standard certificate.
Calculation	Count the number of days between the award of each candidate's first probationary certificate and their standard certificate. Calculate the average of the number of days among all candidates who were awarded both types of certificates. Round to the nearest whole number.
Population	All EPP candidates who are awarded a standard certificate during the reporting period and were issued a prior probationary certificate.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity. To be included in this calculation, candidates must have received both probationary and standard certificates.
Example calculation	Five candidates had the following numbers of days elapsed between award of their first probationary certificate and award of their standard certificate: 180 days, 150 days, 365 days, 252 days, and 185 days. The average length of probationary certification is calculated as follows: $(180 + 150 + 365 + 252 + 185)/5 = 226.4$ days, which rounds to 226 days.

Annual Performance Report Indicator: Number and Percent Remaining in the Profession for 5 Years	
Description	The number and percent of certified teachers who are employed in the Texas public school system 5 years after earning a standard certificate.
Calculation	Count the number of teachers certified 6 years prior to the reporting period who were also employed as regular classroom teachers in the Texas public school system 5 years before the reporting period. Count the number of those teachers who were still employed as regular classroom teachers on the PEIMS snapshot date of the reporting year. Divide (1) the count described in the previous sentence by (2) the number of newly certified teachers employed in the Texas public school system 5 years before the reporting period. Round to the nearest whole number.

Annual Performance Report Indicator: Number and Percent Remaining in the Profession for 5 Years	
Population	All teachers certified 6 years prior to the reporting periods who were employed as regular classroom teachers during the academic year 5 years prior to the reporting period.
Exclusion rules	Excluded teachers are those who are employed as teachers in private or parochial schools or in higher education. Teachers who hold positions in the Texas public school system other than regular classroom teacher are not counted as employed.
Acceptable values	Positive whole numbers.
Methodological considerations	Results must be disaggregated by race, gender, and ethnicity. Relevant teachers for 2014–2015 reporting were certified during the 2009–2010 academic year and who were employed as regular classroom teachers during the 2010–2011 academic year. Relevant teachers for 2015–2016 reporting are those who were certified during the 2010–2011 academic year and who were employed as regular classroom teachers during the 2011–2012 academic year. For this indicator, employment includes only regular classroom teaching positions in the Texas public school system.
Example calculation	38 teachers were certified during the academic year 6 years prior to the reporting period, 28 of whom were employed in the Texas public school system as regular classroom teachers in the first year after certification. During the reporting period, 21 of these 28 EPP completers were employed in the Texas public school system as regular classroom teachers. The number of certified teachers remaining in the profession for 5 years is 21 and the percentage is calculated as follows: $(21/28) \times 100 = 75\%$ . For an expanded example, see Appendix D.

Annual Performance Report Indicator: Ratio of Candidates to Field Supervisors	
Description	The number of EPP candidates who are observed divided by the number of field supervisors who conduct observations.
Calculation	Count the number of EPP candidates observed and the number of field supervisors who conducted observations during the reporting period. Compute a ratio by dividing the number of candidates by the number of field supervisors. Round the first value to the nearest tenth.
Population	All EPP candidates involved in internship experiences during the reporting period and their field supervisors.
Exclusion rules	None
Acceptable values	Ratio over 1 (e.g., “10.5:1”).
Methodological considerations	Each field supervisor and each candidate should be counted only once.
Example calculation	Three field supervisors observed 16 candidates during the reporting period. The ratio of candidates to field supervisors is calculated as follows: $16/3 = 5.333$ , which rounds to 5.3, and the ratio is 5.3 candidates to 1 supervisor or 5.3:1.

Consumer Information Indicator: Candidates' Overall GPA	
Description	The average overall GPA for all candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' overall GPA as reported on the institution's GPA spreadsheet by the total number of candidates admitted to the program during the reporting period with valid GPA data. Round to the hundredths place.

Consumer Information Indicator: Candidates Overall GPA	
Population	All EPP candidates admitted during the reporting period.
Exclusion rules	None
Acceptable values	Positive number between 0 and 4, two decimal places.
Methodological considerations	Calculations include all candidates admitted to an EPP for initial certification in any class during the reporting period. The GPA used for this indicator is calculated using all coursework attempted by the candidate at an accredited public or private institution of higher education before admission to the EPP. The GPA calculation can be based on coursework at either the accredited institution of higher education where the applicant is enrolled, or the institution of higher education from which the most recent bachelor's or higher degree was conferred.
Example calculation	Five candidates were admitted to the EPP with the following overall GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. The average overall GPA is computed as follows: $(4.00 + 2.55 + 3.75 + 3.25 + 3.50)/5 = 3.40$ .

Consumer Information Indicator: Average GPA in Subject Area	
Description	The average GPA in courses related to the certification subject area for candidates admitted to the EPP for all candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' certification subject area GPA as reported on the institution's GPA spreadsheet by the total number of candidates admitted to the program during the reporting period with valid GPA data. Round to the hundredths place.
Population	All EPP candidates admitted during the reporting period.
Exclusion rules	None
Acceptable values	Positive number between 0 and 4, two decimal places.
Methodological considerations	Calculations include all candidates admitted to an EPP for initial certification in any class during the reporting period. The GPA used for this indicator is calculated for all relevant coursework attempted at an accredited public or private institution of higher education by the candidate before admission to the EPP. The GPA calculation can be based on coursework at either the accredited institution of higher education where the applicant is enrolled, or the institution of higher education from which the most recent bachelor's or higher degree was conferred.
Example calculation	Five candidates were admitted to the EPP with the following certification subject area GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. The average overall GPA is computed as follows: $(4.00 + 2.50 + 3.75 + 3.25 + 3.50)/5 = 3.40$ .

Consumer Information Indicator: Incoming Class GPA	
Description	The GPA used by the EPP to determine admission to the program for candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' GPA used to determine admission (either the overall GPA or GPA based on the last 60 hours of coursework) by the total number of candidates admitted to the program during the reporting period. Round to the hundredths place.
Population	All EPP candidates admitted during the reporting period.
Exclusion rules	None
Acceptable values	Positive number between 0 and 4, two decimal places.

Consumer Information Indicator: Incoming Class GPA	
Methodological considerations	Calculations include all candidates admitted to an EPP for initial certification in any class during the reporting period. The incoming class GPA can be based on coursework completed at either the accredited institution of higher education where the applicant is enrolled, or the institution of higher education from which the most recent bachelor's or higher degree was conferred. The EPP can chose to base admission on either: (1) all coursework attempted by the candidate prior to admission to the EPP, or (2) the last 60 hours of coursework completed by the candidate.
Example calculation	Five candidates were admitted to the EPP with the following GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. The average overall GPA is computed as follows: $(4.00 + 2.50 + 3.75 + 3.25 + 3.50)/5 = 3.40$ .

Consumer Information Indicator: Candidates' Average SAT Score	
Description	The average total SAT score (verbal and quantitative sections only) for candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' verbal and quantitative SAT scores by the total number of candidates admitted to the program during the reporting period. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period who provided SAT scores for admission.
Exclusion rules	None
Acceptable values	For 2014–2015 reporting year, positive whole numbers between 1600 and 2400. For 2015–2016 reporting year, positive whole numbers between 400 and 2400. <sup>19</sup>
Methodological considerations	SAT scores are reported only if the scores are required as part of candidate applications.
Example calculation	Four candidates were admitted to the EPP with the following SAT scores: 680, 590, 510, and 760. The average total SAT score is computed as follows: $(680 + 590 + 510 + 760)/4 = 635$ .

Consumer Information Indicator: Candidates' Average ACT Score	
Description	The average ACT Composite score for candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' ACT Composite scores by the total number of candidates admitted to the program during the reporting period. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period who provided ACT scores for admission.
Exclusion rules	None
Acceptable values	Positive whole numbers between 1 and 36.
Methodological considerations	ACT scores are reported only if the scores are required as part of candidate applications.

<sup>19</sup> SAT scores for tests taken between 2005 and March 2016 range from 1600 to 2400; scores for tests completed beginning in March 2016 range from 400 to 1600.



Consumer Information Indicator: Candidates' Average ACT Score	
Example calculation	Four candidates were admitted to the EPP with the following ACT scores: 27, 35, 23, and 28. The average ACT Composite score is computed as follows: $(27 + 35 + 23 + 28)/4 = 28.25$ , which rounds to 28.

Consumer Information Indicator: Candidates' Average GRE Score	
Description	The average GRE score (sum of Verbal Reasoning and Quantitative Reasoning scores) for candidates admitted to the EPP.
Calculation	Sum the GRE Verbal Reasoning and Quantitative Reasoning scores for each candidate. Divide the sum of all candidates' (summed) GRE Verbal Reasoning and Quantitative Reasoning scores by the total number of candidates admitted to the program during the reporting period. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period who provided GRE scores for admission.
Exclusion rules	None
Acceptable values	Positive whole number between 260 and 1600. <sup>20</sup>
Methodological considerations	GRE scores are reported only if the scores are required as part of candidate applications.
Example calculation	Four candidates were admitted to the EPP with the following summed GRE Verbal Reasoning and Quantitative Reasoning scores: 300, 315, 280, and 277. The average GRE score is computed as follows: $(300 + 315 + 280 + 277)/4 = 293$ .

Consumer Information Indicator: Preparedness to Teach Students With Disabilities	
Description	The percentage of first-year teachers who are designated, on average, as Sufficiently Prepared or Well Prepared to teach students with disabilities based on survey ratings by their principals. <sup>21</sup>
Calculation	Using data collected on items related to preparedness to teach students with disabilities from Principal Surveys administered during the reporting period, calculate the score for each first-year teacher who was enrolled in or graduated from the EPP at any time during the 5 years prior to survey administration. Count the number of first-year teachers who met or exceeded the minimum acceptable score. <sup>22</sup> Divide this number by the total number of first-year teachers for whom survey results on the teaching students with disabilities section of the Principal Survey are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during the 5 years prior to the reporting period and taught in a Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included as are those with prior experience as educational aides.

<sup>20</sup> GRE scores for tests taken prior to August 1, 2011 range from 200 to 800; scores for tests taken after August 1, 2011 range from 260 to 340.

<sup>21</sup> Principals rate teachers on seven survey items using a 4-point scale where 0 = not at all prepared, 1 = not sufficiently prepared, 2 = sufficiently prepared, and 3 = well prepared. To be designated as Sufficiently Prepared or Well Prepared, a teacher must receive at least 67% of possible points. This is based on the expectation that teachers will have ratings of at least 2 (sufficiently prepared), on average, across survey items.

<sup>22</sup> The minimum acceptable score is 67% of all possible points.

Consumer Information Indicator: Preparedness to Teach Students With Disabilities	
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the PEIMS, are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, and taught for fewer than 5 months of the reporting period. Teachers who lack valid data on the students with disabilities section of the Principal Survey are also excluded.
Acceptable values	Positive whole numbers from 1 to 100.
Methodological considerations	If a teacher has more than one teaching certificate but is considered a first-year teacher in PEIMS, the score applies only to the most recent EPP. Teachers who were excluded from calculations during a previous reporting period because they taught for fewer than 5 months and who taught for 5 or more months in the current reporting period are included in calculations as a first-year teacher.
Example calculation	An EPP has five candidates with the following scores on the students with disabilities section of the Principal Survey (7 items, 21 possible points): 14, 10, 20, 19, and 17. With a minimum acceptable score of 14 (67% of possible points), four of the five scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 4 by 5 and multiply by 100 to get the percentage of teachers from the EPP who are designated as Sufficiently Prepared or Well Prepared. The calculation is as follows: $4/5 = .80$ , $.80 \times 100 = 80\%$ . For an expanded example, see Appendix E.

Consumer Information Indicator: Preparedness to Teach English Language Learners	
Description	The percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared to teach English language learners based on survey ratings by their principals. <sup>23</sup>
Calculation	Using data collected on items related to preparedness to teach English language learners from Principal Surveys administered during the reporting period, calculate the score for each first-year teacher who was enrolled in or graduated from the EPP at any time during the 5 years prior to survey administration. Count the number of first-year teachers who met or exceeded the minimum acceptable score. <sup>24</sup> Divide this number by the total number of first-year teachers for whom survey results on the teaching English language learners section of the Principal Survey are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during the 5 years prior to the reporting period and taught in a Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included as are those with prior experience as educational aides.
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the PEIMS, are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, and taught for fewer than 5 months of the reporting period. Teachers who lack valid data on the English language learners section of the Principal Survey are also excluded.

<sup>23</sup> Principals rate teachers on five survey items using a 4-point scale where 0 = Not at all Prepared, 1 = Not Sufficiently Prepared, 2 = Sufficiently Prepared, and 3 = Well Prepared. To be designated as Sufficiently Prepared or Well Prepared, a teacher must receive at least 67% of possible points. This is based on the expectation that teachers will have ratings of at least 2 (Sufficiently Prepared), on average, across survey items.

<sup>24</sup> The minimum acceptable score is 67% of all possible points.

Consumer Information Indicator: Preparedness to Teach English Language Learners	
Acceptable values	Positive whole numbers from 1 to 100.
Methodological considerations	If a teacher has more than one teaching certificate but is considered a first-year teacher in PEIMS, the score applies only to the most recent EPP. Teachers who were excluded from calculations during a previous reporting period because they taught for fewer than 5 months and who taught for 5 months or more in the current reporting period are included in calculations as a first-year teacher.
Example calculation	An EPP has five candidates with the following scores on the <i>English language learners</i> section of the Principal Survey (five items, 15 possible points): 10, 7, 13, 15, and 11. With a minimum acceptable score of 10 (67% of possible points), four of the five scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 4 by 5 and multiply by 100 to get the percentage of teachers from the EPP who are designated as sufficiently well prepared. The calculation is as follows: $4/5 = .80 \times 100 = 80\%$ For an expanded example, see Appendix E.

Consumer Information Indicator: Preparedness to Integrate Technology Into Teaching	
Description	The percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared to integrate technology into teaching based on survey ratings by their principals. <sup>25</sup>
Calculation	Using data collected on items related to preparedness to integrate technology into teaching from Principal Surveys administered during the reporting period, calculate the score for each first-year teacher who was enrolled in or graduated from the EPP at any time during the 5 years prior to survey administration. Count the number of first-year teachers who met or exceeded the minimum acceptable score. <sup>26</sup> Divide this number by the total number of first-year teachers for whom survey results on the integrate technology into teaching section of the Principal Survey are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during the 5 years prior to the reporting period and taught in a Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included as are those with prior experience as educational aides.
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the PEIMS, are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, and taught for fewer than 5 months of the reporting period. Teachers who lack valid data on the integrating technology into teaching section of the Principal Survey are also excluded.
Acceptable values	Positive whole numbers from 1 to 100.
Methodological considerations	If a teacher has more than one teaching certificate but is considered a first-year teacher in PEIMS, the score applies only to the most recent EPP. Teachers who were excluded from calculations during a previous reporting period because they taught for fewer than 5 months and who taught for 5 or more months in the current reporting period are included in calculations as a first-year teacher.

<sup>25</sup> Principals rate teachers on four survey items using a 4-point scale where 0 = Not at all Prepared, 1 = Not Sufficiently Prepared, 2 = Sufficiently Prepared, and 3 = Well Prepared. To be designated as Sufficiently Prepared or Well Prepared, a teacher must receive at least 67% of possible points. This is based on the expectation that teachers will have ratings of at least 2 (Sufficiently Prepared), on average, across survey items.

<sup>26</sup> The minimum acceptable score is 67% of all possible points.

Consumer Information Indicator: Preparedness to Integrate Technology Into Teaching	
Example calculation	An EPP has five candidates with the following scores on the <i>integrating technology into teaching</i> section of the Principal Survey (four items, 12 possible points): 10, 7, 12, 8, and 9. With a minimum acceptable score of 8 (67% of possible points), four of the five scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 4 by 5 and multiply by 100 to get the percentage of teachers from the EPP who are designated as Sufficiently Prepared or Well Prepared. The calculation is as follows: $4/5 = .80 \times 100 = 80\%$ . For an expanded example, see Appendix E.

Consumer Information Indicator: Preparedness to Use Technology With Data	
Description	The percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared to use technology with data based on survey ratings by their principals. <sup>27</sup>
Calculation	Using data collected on items related to use of technology with data from Principal Surveys administered during the reporting period, calculate the score for each first-year teacher who was enrolled in or graduated from the EPP at any time during the 5 years prior to survey administration. Count the number of first-year teachers who met or exceeded the minimum acceptable score. <sup>28</sup> Divide this number by the total number of first-year teachers for whom survey results on the <i>using technology with data</i> section of the Principal Survey are available. Round to the nearest whole number.
Population	All first-year teachers who graduated at any time during the 5 years prior to the reporting period and taught in a Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included as are those with prior experience as educational aides.
Exclusion rules	Excluded teachers are those who are not designated as a first-year teacher in the PEIMS, are teaching under an emergency certificate, graduated more than 5 years prior to survey administration, and taught for fewer than 5 months of the reporting period. Teachers who lack valid data on the <i>using technology with data</i> section of the Principal Survey are also excluded.
Acceptable values	Positive whole numbers from 1 to 100.
Methodological considerations	If a teacher has more than one teaching certificate but is considered a first-year teacher in PEIMS, the score applies only to the most recent EPP. Teachers who were excluded from calculations during a previous reporting period because they taught for fewer than 5 months and who taught for 5 or more months in the current reporting period are included in calculations as a first-year teacher.
Example calculation	An EPP has five candidates with the following scores on the <i>using of technology with data</i> section of the Principal Survey (four items, 12 possible points): 10, 7, 12, 8, and 9. With a minimum acceptable score of 8 (67% of possible points), four of the five scores meet the criterion for being designated as Sufficiently Prepared or Well Prepared. Divide 4 by 5 and multiply by 100 to get the percentage of teachers from the EPP who are designated as Sufficiently Prepared or Well Prepared. The calculation is as follows: $4/5 = .80$ , $.80 \times 100 = 80\%$ . For an expanded example, see Appendix E.

<sup>27</sup> Principals rate teachers on four survey items using a 4-point scale where 0 = Not at all Prepared, 1 = Not Sufficiently Prepared, 2 = Sufficiently Prepared, and 3 = Well Prepared. To be designated Sufficiently Prepared or Well Prepared, a teacher must receive at least 67% of possible points. This is based on the expectation that teachers will have ratings of at least 2 (Sufficiently Prepared), on average, across survey items.

<sup>28</sup> The minimum acceptable score is 67% of all possible points.

Consumer Information Indicator: Ratio of Candidates to Field Supervisors (Fall and Spring Semester)	
Description	The number of EPP candidates who are observed divided by the number of field supervisors who conduct observations (reported separately for the fall and spring semesters).
Calculation	Count the number of EPP candidates observed and the number of field supervisors who conducted observations during the reporting period. Compute a ratio by dividing the number of candidates by the number of field supervisors. Round the first value to the nearest tenth.
Population	All EPP candidates involved in internship experiences during the reporting period and their field supervisors.
Exclusion rules	Excluded candidates are those who did not complete an internship.
Acceptable values	Ratio over 1 (e.g., 10.5:1).
Methodological considerations	Each field supervisor and each candidate should only be counted once.
Example calculation	Three field supervisors observed 16 candidates during the reporting period. The ratio of candidates to field supervisors is calculated as follows: $16/3 = 5.33$ , which rounds to 5.3. The ratio would be reported as 5.3 candidates to 1 supervisor or 5.3:1.

Consumer Information Indicator: Pass Rate for Certification Examinations All Candidates All Tests	
Description	The pass rate of all certification examinations completed by candidates enrolled at the EPP during the reporting period.
Calculation	Divide the number of successful attempts made on all certification examinations (taken by candidates while enrolled at the EPP during and prior to the end of the reporting period) by the total number of attempts made on certification examinations by those candidates. This indicator differs from ASEP Accountability indicator 1 (Pass Rate for Certification Examinations) in that it includes scores on certification examinations: (1) taken by all candidates (not only those who complete EPP requirements), (2) from all certification examination attempts during EPP enrollment, and (3) not required for certification in the field being sought.
Population	All EPP candidates who attempt any certification examination. Candidates are included regardless of whether they are recommended for certification or pass an examination.
Exclusion rules	Excluded candidates are those who do not take any approved certification examinations. Scores on Pre-Admission Content Tests are excluded from calculations.
Acceptable values	Positive whole number between 1 and 100.
Methodological considerations	This pass rate calculation takes into account all attempts on any approved certification examination. All examinations approved by the EPP are included in calculations.
Example calculation	Candidates enrolled during the reporting period made a total of 60 certification examination attempts, 45 of which were successful. The pass rate is calculated as follows: $(45/60) \times 100 = 75\%$ . For an expanded example, see Appendix E.

# Appendix A. Additional Information About Educator Preparation Program Approval and ASEP Accreditation

This appendix provides additional information about the initial and continuing program approval process and the ASEP accreditation process.

## Initial and Continuing Program Approval

EPPs must be approved to prepare, train, and recommend candidates for certification separately from ASEP accreditation status determinations. Curricula, coursework, and training must meet specifications to ensure educator effectiveness and align to Texas Essential Knowledge and Skills (TEKS) according to Texas Administrative Code (TAC) Chapter 228.30, Chapter 228.35, Chapter 228.40, and Chapter 228.50. The TAC describes requirements related to:

- Subject matter that must be covered;
- Coursework hours and structure;
- Coursework and/or training for certification;
- Program delivery;
- Field-based experiences, internships, clinical teaching, and/or practicums;
- Campus mentors and cooperating teachers;
- Field supervision requirements, including for observation and ongoing support;
- Assessment and evaluation of candidates;
- Program improvement; and
- Professional conduct.

Approval of an EPP by the SBEC is contingent upon approval by other lawfully established governing bodies and compliance with superseding state and federal law. The approval processes, timelines, and required application components are summarized in Exhibit A1.

**Exhibit A1. Approval Process, Review Timeline, and Required Application Components for Initial Program Review and Approval**

Approval Process	Review Timeline	Required Application Components
Initial approval	Once at beginning of program	<ul style="list-style-type: none"> <li>■ EPP commitment to adequate preparation of certification candidates, program standards, and community collaboration</li> <li>■ Criteria for admission to an EPP</li> <li>■ Curriculum</li> <li>■ Program delivery and evaluation</li> <li>■ Plan for ongoing support of candidates</li> <li>■ List of certificates to be offered by entity</li> <li>■ Assurance that applicable federal statutes or regulations are met</li> </ul>
Continuing approval	Every 5 years	<ul style="list-style-type: none"> <li>■ Status report regarding compliance with standards</li> <li>■ Original proposal</li> </ul>
Approval of clinical teaching for an alternative certification program	Once at beginning of program	<ul style="list-style-type: none"> <li>■ General clinical teaching programs, including conditions under which clinical teaching may be implemented</li> <li>■ Selection criteria for clinical teachers</li> <li>■ Selection criteria for cooperating teachers</li> <li>■ Description of support and communication between candidates, cooperating teachers, and the alternative certification program</li> <li>■ Description of program supervision</li> <li>■ Description of how candidates are evaluated</li> </ul>
Addition of certificate classes or categories	Accredited programs may request additional certificate classes or categories as needed	<ul style="list-style-type: none"> <li>■ Curriculum matrix, including educator standards, framework competencies, applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks or assessments used to measure progress</li> <li>■ Description of how the standards for Texas educators are incorporated into the EPP</li> <li>■ Documentation showing the program has the staff knowledge and expertise to support individuals participating in each certification class and category being requested</li> </ul>
Request to offer previously approved certification classes or categories at different grade levels	Accredited programs may request to offer the preapproved certification class or category at different grade levels	<ul style="list-style-type: none"> <li>■ Modified curriculum matrix that includes standards, course and/or module names, and the benchmarks or assessments used to measure program progress <i>Note. Must be within classes or categories of certificates for which EPP has been previously approved.</i></li> </ul>
Addition of program locations	60 days prior to providing instruction at new location	<ul style="list-style-type: none"> <li>■ Inform SBEC of any additional locations</li> <li>■ Existing program components must be followed but do not need to be included in the application</li> </ul>

## Annual Program Accreditation

Once an EPP is initially approved by SBEC to prepare candidates for teaching, ASEP is used to determine annual accreditation status. The information included in the ASEP accountability system for a given reporting period is used to determine accreditation status in the subsequent year (Exhibit A2).

### Exhibit A2. ASEP Reporting Periods and Accreditation Years

Reporting Period	Accreditation Year
2014–2015 (September 1, 2014–August 31, 2015)	2016
2015–2016 (September 1, 2015–August 31, 2016)	2017

The five ASEP accreditation status types are summarized in Exhibit A3. If the small group exception applies to an EPP in a reporting period, the accreditation status from a prior year may be maintained. Exhibit A4 presents a flow chart that illustrates routes to different types of accreditation status for the 2014–2015 and 2015–2016 academic years

### Exhibit A3. ASEP Accreditation Status Types

ASEP Accreditation Status	Description
Accredited-Not Rated	The EPP has been granted initial approval status and has not yet provided data to demonstrate its effectiveness.
Accredited	The EPP meets all requirements for accreditation based on ASEP Accountability indicators.
Accredited-Warning	The EPP fails to meet minimum performance standards on one or more ASEP Accountability indicators for: <ul style="list-style-type: none"> <li>■ One or more aggregated groups in a single reporting period,</li> <li>■ Two or more disaggregated subgroups in a single reporting period, or</li> <li>■ One or more disaggregated subgroup(s) in two consecutive reporting periods<sup>29</sup> (does not have to be the same subgroup across reporting periods).</li> </ul>
Accredited-Probation	The EPP fails to meet minimum performance standards on one or more ASEP Accountability indicators for: <ul style="list-style-type: none"> <li>■ One or more aggregated groups in two consecutive reporting periods,</li> <li>■ Three or more disaggregated subgroups a single reporting period, or</li> <li>■ One or more disaggregated subgroup(s) for three consecutive reporting periods (does not have to be the same subgroup across reporting periods).</li> </ul>
Not Accredited-Revoked	The EPP fails to meet minimum performance standards on one or more ASEP Accountability indicators for one or more aggregated groups in three consecutive reporting periods. An EPP may also receive this designation if SBEC determines that revocation is reasonably necessary.

<sup>29</sup> Consecutive reporting periods for which a group or subgroup's performance is measured, excluding years in which a small group exception applies.



**Reporting and Review Process.** TEA generates ASEP reports after receipt of final data from EPPs.<sup>30</sup> In February of the subsequent year, accreditation status recommendations are submitted to the SBEC for approval. In April, accreditation status letters and impact data are sent to the EPP. EPPs may request an informal review of the proposed recommendation within 14 days of status notification, after which TEA issues a final recommendation. The review request must explain why the EPP believes the recommendation is inappropriate and provide evidence to support the claims.

TEA has the opportunity to review the request and any additional documentation and then issue a final recommendation. EPPs that receive a final ruling of accreditation revocation have 14 days to either accept the revocation or request a hearing before an administrative law judge. All recommendations are submitted to the SBEC for consideration and final decision.

**Sanctions for EPPs.** If an EPP has Accredited-Warned or Accredited-Probation status, the SBEC may take one or more of the following actions:

1. Require the EPP to obtain technical assistance approved by TEA or the SBEC
2. Require the EPP to obtain professional services approved by TEA or the SBEC
3. Appoint a monitor to participate in and report on EPP activities
4. Revoke approval of an EPP to recommend candidates for certification (overall) or in a particular certification class or category

Educator preparation programs that are required to develop an Action Plan describing strategies for improvement must submit them in June. An EPP with Not Accredited-Revoked status may no longer admit new candidates until accreditation has been reinstated.<sup>31</sup>

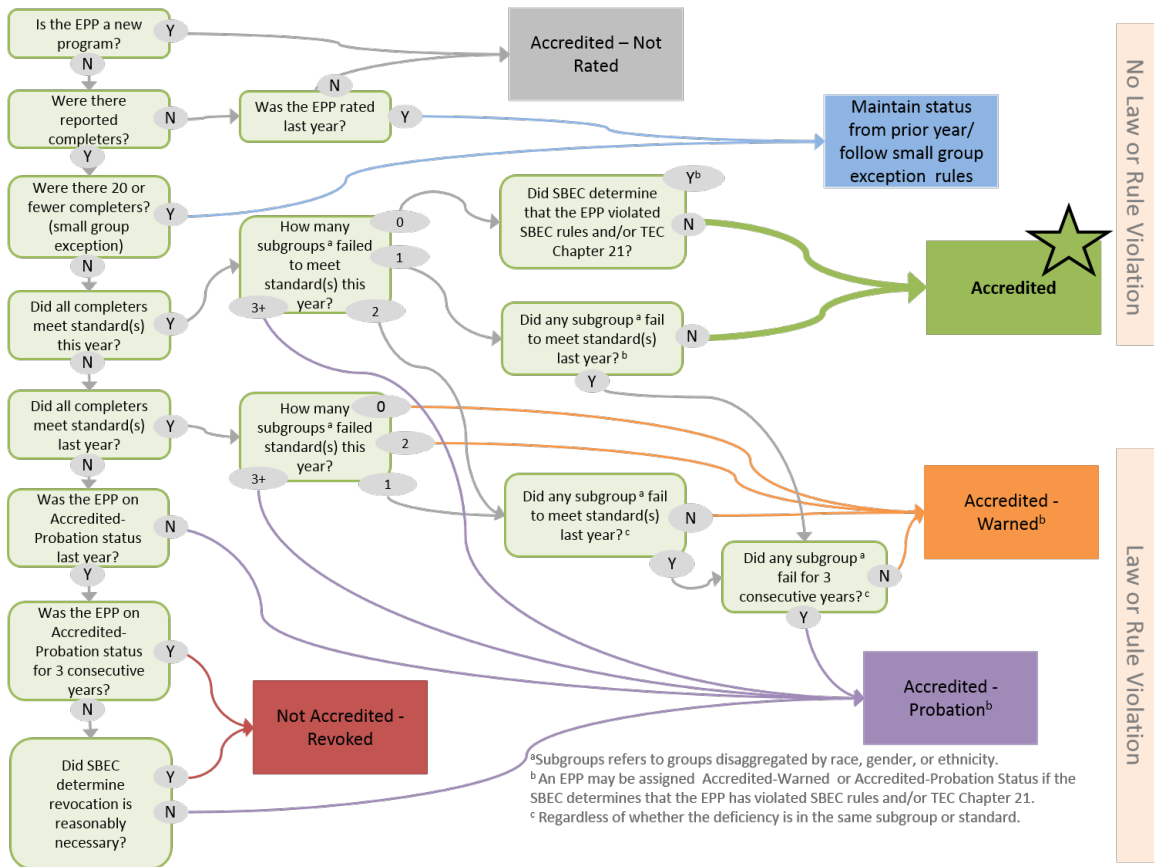
**Sanctions for Candidates, Teachers, and Schools.** EPP candidates, teachers, and schools may be subject to sanctions if they fail to provide information required as part of the ASEP reporting process. Submission of required information is a condition for issuance of a standard certificate. Any individual holding a Texas-issued certificate who fails to provide required information may be subject to sanctions related to his or her certificate, including the placement of restrictions, inscribed or noninscribed reprimand, suspension, or revocation. Any Texas public school or open-enrollment charter school that fails to provide required information may be referred to the Commissioner of Education with a recommendation that sanctions upon its accreditation status be imposed.

---

<sup>30</sup> Once TEA has received final data from an EPP, findings based on the data that appear in ASEP annual reports and on other TEA products are final and cannot be changed even if an appeal is granted, unless it is an error by TEA and/or the test contractor.

<sup>31</sup> Candidates already admitted to an EPP with Not Accredited-Revoked status may continue in the EPP and be recommended for certification after program completion, but no new candidates will be admitted for preparation in that field until the SBEC reinstates approval.

**Exhibit A4. Accountability System for Educator Preparation:  
Routes to Accreditation Status (2014–2015 and 2015–2016)**



# Appendix B. ASEP History and Next Steps

## ASEP History

The Texas ASEP was authorized in 1995 with the passage of Senate Bill 1, the revision of the Texas Education Code (§21.045). ASEP was established to measure the effectiveness of EPPs in preparing public school teachers for employment and to hold those institutions accountable for their effectiveness.<sup>32</sup> Rules related to ASEP may be found in TAC (19 TAC Chapter 229, Accountability System for Educator Preparation Programs). In 2003, ASEP was restructured to align with federal reporting requirements under Title II of the Elementary and Secondary Schools Act.

The SBEC is charged with establishing rules related to the development and implementation of ASEP. The SBEC was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The SBEC oversees all aspects of the preparation, certification, and standards of conduct of public school educators. The TEA Division of Educator Preparation and Program Accountability monitors and supports EPPs to ensure quality and is responsible for preparing annual reports including data submitted by each EPP.

In 2009, Senate Bill 174 was passed, including requirements for EPP accountability. During the same year, the U.S. Department of Education passed the Higher Education Act. As a result of these new legislative mandates, TEA revised rules in 19 TAC Chapter 229, Accountability System for Educator Preparation. Revisions were approved in early 2010.<sup>33</sup>

In early 2010, TEA worked with three nationally recognized educational organizations (the National Comprehensive Center for Teacher Quality, the Texas Comprehensive Center at Southwest Educational Development Laboratory, and the Assessment and Accountability Center at WestEd) to develop a principal survey to collect information about first-year teachers. Stakeholders, including practicing school principals, representatives from professional associations, and representatives from EPPs, participated in the survey development process.<sup>34</sup>

## Next Steps for Development of ASEP

This manual identifies the data requirements and procedures associated with three of the five ASEP accountability indicators used to determine EPP accreditation status for 2014–2015 and 2015–2016. Indicators 3 and 5 are under development by TEA which is piloting measurement and analytic approaches related to student achievement and teacher perceptions of satisfaction with their preparedness. Exhibit B1 summarizes measures and minimum performance standards associated with each ASEP accountability indicator for the 2016–2017 through 2020–2021 reporting periods. Exhibit B2 provides an overview of requirements for field observations. Also, the small group exception threshold decreases to 10 starting in the 2016–2017 reporting period.

---

<sup>32</sup> State Board for Educator Certification. (2004). *Accountability System for Educator Preparation (ASEP)*. Austin, TX: Author. Retrieved August 25, 2016, from <http://ritter.tea.state.tx.us/sbecrules/tac/chapter229/index.html>

<sup>33</sup> Texas Association of School Personnel Administrators. (2010). *Educator preparation programs in Texas: February 2010 special report*. Austin, TX: Author. Retrieved August 25, 2016, from <http://c.ymcdn.com/sites/www.taspa.org/resource/resmgr/imported/Special%20Report%20Educator%20Preparation%20in%20Texas%2002-2010.pdf>

<sup>34</sup> Lopez, J. (2011, April). *Principal surveys to evaluate Texas educator preparation programs*. Austin, TX: Texas Education Agency. Retrieved August 25, 2016, from <http://ritter.tea.state.tx.us/taa/surveys04072011.html>

**Exhibit B1. ASEP Accountability Indicators, Measures, and Proposed Minimum Performance Standards for 2018–2022 Accreditation Years**

ASEP Accountability Indicator	Measure	Accreditation Year				
		2018	2019	2020	2021	2022
		Reporting Period				
		2016 2017	2017 2018	2018 2019	2019 2020	2020 2021
1. Percent of completers passing certification examinations	Completers' pass rate for all certification exams related to their declared field.	80%	—	—	—	—
	Pass rate for pedagogy and professional responsibilities (PPR) exams on the first two attempts.	80% reporting purposes only	85%	90%	90%	90%
	Pass rate for non-PPR exams related to candidates' declared fields on the first two attempts.	70% reporting purposes only	75%	80%	85%	90%
2. Principal appraisal of first-year teachers	Percentage of first-year teachers designated as Sufficiently Prepared or Well Prepared.	70% reporting purposes only	75%	80%	85%	90%
3. Improvement in student achievement	Achievement and achievement growth of students taught by teachers in first 3 years.	Indicator under development				
4a. Frequency and duration of field observations <sup>35</sup>	Percentage of candidates on internship who received the required number of field observations of required duration.	95%	—	—	—	—
	Percentage of candidates on internship and clinical teaching experiences who received the required number of field observations of required duration.	95% reporting purposes only	95%	95%	95%	95%
4b. Quality of field supervision	Percentage of candidates on internship who rate field supervision as Frequently or Always/Almost always providing the components of structural guidance and support.	85% reporting purposes only	—	—	—	—
	Percentage of candidates on internship and clinical teaching experiences who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	85% reporting purposes only	90%	90%	90%	90%
5. Satisfaction of new teachers	Percentage of new teachers who report that they were Sufficiently or Well Prepared by their educator preparation program at the end of their first year of teaching.	Performance standard to be set following the 2016–2017 pilot study.				

<sup>35</sup> See Exhibit B2 for more information.

**Exhibit B2. Requirements for Field Observations**

Type of Field Experience	Type of Certificate or Placement	Minimum Observation Length	Minimum Number of Observations	Timing of First Observation	Additional Required Observations	Other Considerations
Internship	Internship and those completing a second internship following an unsuccessful internship	45 Minutes	5	Within the first six weeks of the placement	Two within the first half and two within the second half of the placement	If the candidate is seeking certification in multiple certification categories that cannot be taught concurrently, then at least two observations must be completed in the first half and one in the second half for each placement.
	Probationary and those completing a second internship following a successful internship	45 Minutes	3		One in the second third, and one in the last third of the placement	
Clinical Teaching	14 week	45 Minutes	3	Within first third of the placement	One in the second third, and one in the last third of the placement	—
	28 week	45 Minutes	4		One in the first half, and two in the second half of the placement	—

## Appendix C. Elaborated Example Calculations for Selected ASEP Accountability Indicators

This appendix provides elaborated example calculations for the following ASEP Accountability indicators:

- Percent of completers passing certification examinations (Indicator 1)
- Principal appraisal of first-year teachers (Indicator 2)
- Frequency and duration of field observations (Indicator 4a)
- Quality of field supervision (Indicator 4b)

Examples in this appendix include fictional data for illustration purposes only. All examples that include dates are relevant for the 2014–2015 reporting period.

### Example Calculation: Percent of Completers Passing Certification Examinations (Indicator 1)

**Step 1: Access the finisher records list. (Some columns are not shown.)**

Name	TEA ID	Certificate Description	Verify
Annie Aransas	xxxx	Generalist EC–6	Finisher
Betty Beaumont	xxxx	Generalist 4–8	Finisher
Charlie Chico	xxxx	LOTE EC–12 - Spanish	Finisher
Dana Decatur	xxxx	Generalist 4–8	Finisher
Dana Decatur	xxxx	Physical Ed EC–12	Finisher
Ellie Ector	xxxx	Social Studies 8–12	Finisher
Ellie Ector	xxxx	ESL Supplemental	Finisher
Fannie Frenship	xxxx	Generalist EC–6	Finisher
George Garrison	xxxx	Generalist EC–6	Other Enrolled
Hattie Hemphill	xxxx	Generalist 4–8	Finisher
Ida Irving	xxxx	Social Studies 8–12	Finisher
Jerry Jefferson	xxxx	Generalist 4–8	Finisher
Ken Kemp	xxxx	Math 8–12	Finisher
Larry Lexington	xxxx	Bilingual Supplemental- Spanish	Other Enrolled
Larry Lexington	xxxx	Generalist 4–8	Other Enrolled
Mel Moulton	xxxx	Social Studies 8–12	Finisher
Nancy Navasota	xxxx	Physical Ed EC–12	Other Enrolled
Oscar Oglesby	xxxx	LOTE EC–12–Spanish	Finisher
Patrice Pampa	xxxx	Generalist EC–6	Finisher
Patrice Pampa	xxxx	Bilingual Supplemental- Spanish	Finisher
Quinn Quannah	xxxx	Generalist EC–6	Finisher
Quinn Quannah	xxxx	Bilingual Supplemental–Spanish	Finisher
Reed Redwater	xxxx	Generalist 4–8	Finisher
Sally Savoy	xxxx	LOTE EC–12–Spanish	Finisher

**Step 2: Exclude George, Larry, and Nancy because they are not listed as finishers (completers).**

**Step 3: Retrieve the exam results for all of the finishers (completers).**

**Step 4: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only count the final attempt made prior to the end of the academic year in which a candidate completed all EPP requirements.**

Name	TEA ID (or test date)	Certificate Description (or test name/number)	Verify (or test pass fail)
<b>Annie Aransas</b>	<b>Xxxx</b>	<b>Generalist EC-6</b>	<b>Finisher</b>
Annie	October 2014	191: Generalist EC-6	F
Annie	December 2014	191: Generalist EC-6	F
Annie	February 2015	191: Generalist EC-6	F
Annie	April 2015	191: Generalist EC-6	P
Annie	February 2015	160: PPR EC-12	F
Annie	April 2015	160: PPR EC-12	P
<b>Betty Beaumont</b>	<b>Xxxx</b>	<b>Generalist 4-8</b>	<b>Finisher</b>
Betty	October 2014	111: Generalist 4-8	P
Betty	October 2014	110: PPR 4-8	F
Betty	December 2014	110: PPR 4-8	F
Betty	February 2015	110: PPR 4-8	F
Betty	April 2015	110: PPR 4-8	P
<b>Charlie Chico</b>	<b>Xxxx</b>	<b>LOTE EC-12-Spanish</b>	<b>Finisher</b>
Charlie	December 2014	613: LOTE EC-12-Spanish	P
Charlie	February 2015	160: PPR EC-12	P
<b>Dana Decatur</b>	<b>Xxxx</b>	<b>Generalist EC-6</b>	<b>Finisher</b>
<b>Dana Decatur</b>	<b>Xxxx</b>	<b>Physical Ed EC-12</b>	<b>Finisher</b>
Dana	December 2014	158: Physical Ed EC-12	F
Dana	April 2015	158: Physical Ed EC-12	P
Dana	April 2015	160: PPR EC-12	F
<b>Ellie Ector</b>	<b>Xxxx</b>	<b>Social Studies 8-12</b>	<b>Finisher</b>
<b>Ellie Ector</b>	<b>Xxxx</b>	<b>ESL Supplemental</b>	<b>Finisher</b>
Ellie	December 2012	132: Social Studies 8-12	P
Ellie	January 2015	154: ESL Supplemental	P
Ellie	February 2015	130: PPR 8-12	P
<b>Fannie Frenship</b>	<b>Xxxx</b>	<b>Generalist EC-6</b>	<b>Finisher</b>
Fannie	December 2013	191: Generalist EC-6	F
Fannie	March 2014	191: Generalist EC-6	F
Fannie	September 2015	191: Generalist EC-6	P
Fannie	December 2013	194: PPR EC-6	F
Fannie	December 2013	194: PPR EC-6	F
Fannie	March 2014	194: PPR EC-6	F
Fannie	August 2015	194: PPR EC-6	F
<b>Hattie Hemphill</b>	<b>Xxxx</b>	<b>Generalist 4-8</b>	<b>Finisher</b>
Hattie	October 2014	111: Generalist 4-8	P

**Exclusion example**  
All results that are not highlighted are excluded from calculations because there is another attempt by the candidate before the end of the academic year.

**Exclusion example**  
The outcome of the 191: *Generalist EC-6* test for Fannie from September 2015 is not included because this test was taken after the end of the academic year in which Fannie completed all EPP requirements.

Name	TEA ID (or test date)	Certificate Description (or test name/number)	Verify (or test pass fail)
<b>Ida Irving</b>	<b>Xxxx</b>	<b>Social Studies 8–12</b>	<b>Finisher</b>
Ida	October 2014	132: Social Studies 8–12	F
Ida	December 2014	132: Social Studies 8–12	F
Ida	February 2015	132: Social Studies 8–12	F
Ida	December 2014	133: History 8–12	P
Ida	February 2015	194: PPR EC–6	P
<b>Jerry Jefferson</b>	<b>Xxxx</b>	<b>Generalist 4–8</b>	<b>Finisher</b>
Jerry	October 2014	111: Generalist 4–8	P
Jerry	December 2014	110: PPR 4–8	F
Jerry	February 2015	068: Principal	P
<b>Ken Kemp</b>	<b>Xxxx</b>	<b>Math 8–12</b>	<b>Finisher</b>
Ken	June 2015	135: Math 8–12	P
<b>Mel Moulton</b>	<b>Xxxx</b>	<b>Social Studies 8–12</b>	<b>Finisher</b>
Mel	June 2015	132: Social Studies 8–12	F
Mel	Sept. 2015	130: PPR 8–12	F
<b>Oscar Oglesby</b>	<b>Xxxx</b>	<b>LOTE EC–12 – Spanish</b>	<b>Finisher</b>
Oscar	December 2014	613: LOTE EC–12 – Spanish	P
Oscar	December 2014	160: PPR EC–12	F
Oscar	February 2015	160: PPR EC–12	P
<b>Patrice Pampa</b>	<b>Xxxx</b>	<b>Generalist EC–6</b>	<b>Finisher</b>
<b>Patrice Pampa</b>	<b>Xxxx</b>	<b>Bilingual Supplemental–Arabic</b>	<b>Finisher</b>
Patrice	June 2014	164: Bilingual Education Supplemental	P
Patrice	October 2014	191: Generalist EC–6	F
Patrice	December 2014	191: Generalist EC–6	F
Patrice	February 2015	191: Generalist EC–6	P
Patrice	June 2015	160: PPR EC–12	P
<b>Quinn Quannah</b>	<b>Xxxx</b>	<b>Generalist EC–6</b>	<b>Finisher</b>
<b>Quinn Quannah</b>	<b>Xxxx</b>	<b>Bilingual Supplemental–Spanish</b>	<b>Finisher</b>
Quinn	June 2014	164: Bilingual Education Supplemental	P
Quinn	October 2014	191: Generalist EC–6	P
Quinn	June 2014	194: PPR EC–6	F
Quinn	October 2014	194: PPR EC–6	P
<b>Reed Redwater</b>	<b>Xxxx</b>	<b>Generalist 4–8</b>	<b>Finisher</b>
Reed	June 2014	111: Generalist 4–8	F
Reed	October 2014	111: Generalist 4–8	F
Reed	December 2014	111: Generalist 4–8	P
Reed	February 2015	194: PPR EC–6	F
Reed	April 2015	194: PPR EC–6	P
<b>Sally Savoy</b>	<b>Xxxx</b>	<b>LOTE EC–12 – Spanish</b>	<b>Finisher</b>
Sally	December 2014	613: LOTE EC–12– Spanish	F
Sally	February 2015	160: PPR EC–12	P

**Exclusion example**  
 Tests 133: *History 8-12* and 194: *PPR EC-6* for Ida and 068: *Principal* for Jerry are excluded because they are not required for the candidates' certification field.

**Exclusion example**  
 The outcome of the 130: *PPR-8-12* test for Mel from September 2015 is excluded because the test was taken after the end of the academic year in which Mel completed all EPP requirements.



**Step 5: Calculate the pass rate by dividing the number of candidates passing examinations on their final attempt (24) by the total number candidates taking examinations (31). Multiply this value by 100. Round to the nearest whole number.**

Pass rate

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

$$\left( \frac{24}{31} \right) \times 100 =$$

$$0.774 \times 100 =$$

77.4%, which rounds to 77%

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

**Step 1: Access principal survey results from TEA (some columns are not shown).**

**Step 2: Identify which first-year teachers to include in the sample and if any scores need to be calculated using a different minimum acceptable value.**

**Step 3: Identify which candidates met the minimum acceptable value to be designated as Sufficiently Prepared or Well Prepared.**

Name <sup>36</sup>	Points by Survey Section <sup>37</sup>						Total Points <sup>38</sup>	Exclusion/Inclusion Examples <sup>39</sup>	Met Minimum Acceptable Value
	CE	INS	SWD	ELL	TI	TU			
Clint Allen		15	12	9	12	6	54	This candidate is excluded from calculations because he is missing a score on a required section.	N/A
Kurt Baker	15	18	8	9	10	12	72		Y
Salvador Green	14	18	14	13	8		67	This candidate is excluded from calculations because he is missing a score on a required section.	N/A
Regina Holmes	4	24	9	10	15	8	70		Y
Silvia Jimenez	7	8	4	10	12	12	53		N
Rachael Lawrence	10	12	20	11	7	7	67		Y
Myra Lopez	12	18		13	10	12	65	This candidate is missing a score on one of the nonrequired sections. This score is included in calculations; however, the minimum acceptable value differs for this individual (78 possible points, minimum acceptable value would be 52 points, or 67%).	Y
Darla Maldonado	10	10	10	9	6	6	51		N
Guadalupe Maxwell	13	17	19		6	12	67	This candidate is missing a score on one of the nonrequired sections. This score is included in calculations; however, the minimum acceptable value differs for this individual (84 possible points, minimum acceptable value would be 56 points, or 67%).	Y
George McCarthy	9	23	11	8	10	5	66		Y
Jessie McDaniel	13	19	8	13	11	11	75		Y

<sup>36</sup> TEA provides a unique identification number (column lbjID) for each candidate; names are presented here for ease of understanding.

<sup>37</sup> CE = classroom environment; INS = instruction; SWD = students with disabilities; ELL = English language learners; TI = technology integration; TU = use of technology with data. Empty cells denote missing data.

<sup>38</sup> Total points appear in one of four survey total columns provided by TEA depending on the number of survey sections completed.

<sup>39</sup> This column is not included in TEAs data sheet; it is included here for illustrative purposes.

Name <sup>36</sup>	Points by Survey Section <sup>37</sup>						Total Points <sup>38</sup>	Exclusion/Inclusion Examples <sup>39</sup>	Met Minimum Acceptable Value
	CE	INS	SWD	ELL	TI	TU			
Lewis Mills	11	14	9	10	7	8	59		N
Ruby Perkins	9	15	9	11	9	12	65		N
Josefina Price	14	11	12	11	10	12	70		Y
Susan Reed	15	14	8	2	9	11	59		N
Molly Rhodes	15	13	16	10	7	9	70		Y
Sam Shelton	8	7	21	15	8	11	70		Y
Lucy Spenncer	15	18	18	14	10	8	83		Y
Kevin Thompson	10	11	15	5	11	11	63		N
Robin Wells	14	16	14	14	11	5	74		Y
Mercedes West	8	23	14	7	8	8	68		Y
Felicia Wheeler	10	13	10	12	8	9	62		N
Alex Willis	11	14	12	13	8	9	67		Y
James Woods	11	14	17	7	12	6	67		Y

**Step 4: Count the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (15).**

**Step 5: Divide the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (15) by the total number of first-year teachers for whom you have valid scores (22). 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:

$$\frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{15}{22} \times 100 =$$

68.18%, which rounds to 68%

## Example Calculation: Frequency and Duration of Field Observations (Indicator 4a)

**Step 1: Access the Observation Report. (Some columns are not shown.)**

**Step 2: Count the number of observations of at least 45 minutes for each candidate.**

Name <sup>40</sup>	Assignment Type	Observation Date	Visit_Hrs <sup>41</sup>
Carmen Adams	Internship	10/24/14	0:56
Carmen Adams	Internship	1/15/15	1:12
Carmen Adams	Internship	3/16/15	0:46
Cristina Boyd	Internship	12/1/14	0:45
Marjorie Brock	Internship	9/25/14	0:50
Marjorie Brock	Internship	12/15/14	1:14
Marjorie Brock	Internship	3/20/15	0:55
Dora Cain	Internship	9/15/14	0:47
Dora Cain	Internship	11/12/14	0:51
Dora Cain	Internship	3/16/15	0:40
Dora Cain	Internship	5/1/15	1:00
Dianne Cannon	Internship	9/20/14	1:13
Dianne Cannon	Internship	11/12/14	0:38
Dianne Cannon	Internship	2/16/15	0:53
Dianne Cannon	Internship	4/25/15	0:47
Dianne Cannon	Internship	5/10/15	1:01
Billie Daniels	Internship	11/15/14	1:15
Billie Daniels	Internship	1/29/15	0:58
Billie Daniels	Internship	4/22/15	0:54
Madeline Doyle	Internship	11/10/14	1:10
Madeline Doyle	Internship	1/20/15	0:55
Madeline Doyle	Internship	4/10/15	0:46
Jaime Fowler	Internship	9/30/14	0:59
Jaime Fowler	Internship	11/1/14	1:07
Jaime Fowler	Internship	2/7/15	1:00
Jaime Fowler	Internship	5/1/15	0:49
Chad Frazier	Internship	9/27/14	0:46
Chad Frazier	Internship	11/15/14	0:55
Chad Frazier	Internship	2/1/15	1:11
Chad Frazier	Internship	3/18/15	1:25
Jean Hawkins	Internship	10/1/14	0:58
Jean Hawkins	Internship	12/2/14	0:50
Jean Hawkins	Internship	2/10/15	1:00
Jean Hawkins	Internship	4/20/15	0:59
Grace Hoffman	Internship	10/5/14	0:52
Grace Hoffman	Internship	12/10/14	0:59
Grace Hoffman	Internship	3/5/14	0:59
Doris Hunter	Internship	9/25/14	1:03
Doris Hunter	Internship	11/30/14	1:19
Doris Hunter	Internship	3/30/15	0:45

**Exclusion example**  
 The observations of Dora Cain on 3/16/15 and Dianne Cannon on 11/12/14 are not counted because these observations were less than the required 45 minutes.

<sup>40</sup> This column appears as Cand\_Lname and Cand\_Fname in the TEA report.

<sup>41</sup> This column indicates the duration of the observation.

Name <sup>40</sup>	Assignment Type	Observation Date	Visit_Hrs <sup>41</sup>
Melba Jensen	Internship	10/1/14	0:46
Melba Jensen	Internship	1/10/15	0:53
Melba Jensen	Internship	4/5/15	1:01
Edmund Kennedy	Internship	9/12/14	1:20
Edmund Kennedy	Internship	11/15/14	0:58
Edmund Kennedy	Internship	4/1/15	0:50
Neil Newton	Internship	10/1/14	0:55
Neil Newton	Internship	1/6/15	1:47
Neil Newton	Internship	2/27/15	0:51
Neil Newton	Internship	4/25/15	1:05
Elsie Pearson	Internship	9/30/14	1:15
Elsie Pearson	Internship	1/25/15	1:01
Elsie Pearson	Internship	4/20/15	0:55
Christopher Ray	Internship	9/22/14	0:58
Christopher Ray	Internship	12/5/14	0:52
Christopher Ray	Internship	3/10/15	0:45
Christopher Ray	Internship	4/15/15	1:02
Charlie Schultz	Internship	9/26/14	0:58
Charlie Schultz	Internship	11/15/14	0:45
Charlie Schultz	Internship	2/15/15	0:53
Charlie Schultz	Internship	4/5/15	1:23
Duane Soto	Internship	9/10/14	1:17
Duane Soto	Internship	11/4/14	0:59
Duane Soto	Internship	1/18/15	0:46
Duane Soto	Internship	3/9/15	0:48
Duane Soto	Internship	5/5/15	0:55
Penny Sutton	Internship	11/15/14	0:59
Marty Wood	Internship	9/20/14	0:45
Marty Wood	Internship	11/14/14	0:57
Marty Wood	Internship	2/18/15	1:15
Marty Wood	Internship	4/9/15	1:25

**Step 3: Identify candidates 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?
Carmen Adams	Internship	3	Y
Cristina Boyd	Internship	1	N
Marjorie Brock	Internship	3	Y
Dora Cain	Internship	3	Y
Dianne Cannon	Internship	4	Y
Billie Daniels	Internship	3	Y
Madeline Doyle	Internship	3	Y
Jaime Fowler	Internship	4	Y
Chad Frazier	Internship	4	Y
Jean Hawkins	Internship	5	Y
Grace Hoffman	Internship	3	Y
Doris Hunter	Internship	3	Y
Melba Jensen	Internship	3	Y
Edmund Kennedy	Internship	3	Y
Neil Newton	Internship	4	Y
Elsie Pearson	Internship	3	Y
Christopher Ray	Internship	4	Y
Charlie Schultz	Internship	5	Y
Duane Soto	Internship	5	Y
Penny Sutton	Internship	1	N
Marty Wood	Internship	5	Y

**Calculation Rule**  
Cristina and Penny each only had one 45-minute observation. They are identified as candidates for whom the minimum requirement was not met.

**Step 4: Divide the number of candidates who received at least the minimum three 45-minute required field observations (19) by the total number of candidates who completed an internship (21).**

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

$$\frac{\text{Number of candidates who met minimum requirement}}{\text{Number of candidates teaching on internship}} \times 100 =$$

$$\frac{19}{21} \times 100 = 90.47\%, \text{ which rounds to } 90\%$$

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

**Step 1: Access the Exit Survey results from TEA.**

**Step 2: Identify which candidate scores were within acceptable values for their field supervision rating.**

Name	Total Points	Within Acceptable Values
Homer Allen	21	Y
Keith Banks	20	Y
Regina Bennett	23	N
Meghan Black	19	Y
Deborah Boyd	18	Y
Pamela Burgess	18	Y
Kirk Butler	17	Y
Natasha Carlson	14	Y
Patsy Edwards	19	Y
Jerald Fields	25	N
Denise Gray	23	N
Hector Harris	18	Y
Frank Hill	14	Y
Joanna Jennings	14	Y
Stephan Jones	28	N
Eddie Klein	19	Y
Edith Lowe	26	N
Marshall Malone	13	Y
Carole Morton	19	Y
Jessica Murray	13	Y
Misty Norton	16	Y
Shawna Parker	18	Y
Josh Pena	21	Y
Roger Potter	20	Y
Daisy Rogers	33	N
Sam Romero	40	N
Nancy Simmons	26	N
Noah Stokes	17	Y
Eduardo Washington	17	Y
Greg Waters	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%

## Appendix D. Elaborated Example Calculations for Selected Annual Performance Report Indicators

This appendix provides elaborated example calculations for the following Annual Performance Report indicators:

- Number and percent of EPP candidates fully certified within 1 year of program completion
- Number and percent of EPP candidates employed within a year of completion
- Number and percent remaining in the profession for 5 years

Examples in this appendix include fictional data for illustration purposes only. All examples that include dates are relevant for the 2014–2015 reporting year.

## Example Calculation: Number and Percent of EPP Candidates Fully Certified Within 1 Year of Program Completion

**Step 1: Access the Finisher Records List for the 2013–2014 school year. (Some columns are not shown.)**

**Step 2: Determine which candidates to count as fully certified teachers within 1 year of program completion.**

Name		Date Standard Certificate Earned
Syreeta Walton	Bilingual Generalist EC-6	May 2014
Mack Simmons	Generalist EC-6	September 2015
Val Sanchez	Generalist 4-8	May 2014
Hyacinth Freeman	Generalist EC-6	December 2013
Zane Stanley	Generalist 4-8	December 2013
Tyrell Lawrence	Math 8-12	September 2015
Charline Glover	Math 8-12	
Hong Li	Generalist EC-6	
Leona Davis	Bilingual Generalist EC-6	May 2014
Carlota Rice	Math 8-12	December 2013
Esther Doyle	Generalist EC-6	May 2014
Aurore Mcgee	Math 8-12	May 2014
Josephine Graham	Generalist 4-8	December 2013
Wilfred Osborne	Generalist EC-6	December 2013
Robyn Mason	Math 8-12	September 2015
Nicholle Hampton	Generalist 4-8	August 2014
Rosemarie Young	Generalist EC-6	December 2013
Breann Day	Generalist 4-8	August 2014
Shaina Alexander	Bilingual Generalist EC-6	May 2014
Rema Salazar	Generalist 4-8	December 2013
Ervin Taylor	Generalist EC-6	August 2014
Keven Owens	Generalist EC-6	
Francisco Wallace	Generalist EC-6	
Shyla Barker	Generalist 4-8	August 2014
Parthenia Nash	Generalist 4-8	December 2013
Corliss Roy	ESL Supplemental	
Wilbur Snyder	ESL Supplemental	
Carlee Lloyd	Generalist EC-6	August 2014
Sal Higgins	Generalist 4-8	August 2014
Christian Huff	Generalist EC-6	May 2015

**Exclusion rule**  
Exclude Mack, Tyrell, and Robyn from the numerator because they earned their standard certificate more than 1 year after completing their program.

**Exclusion rule**  
Exclude Charline, Hong, Keven, and Francisco from the numerator because they have not earned a standard certificate.

**Exclusion rule**  
Exclude Corliss and Wilbur from the numerator because they are not pursuing a teaching certificate.

**Step 3: Count the number of finishers (completers) who earned standard certificates who do not meet exclusion rules (21).**

**Step 4: Divide the number fully certified (21) by the total number of finishers (completers) for the given year (30).**

$$\begin{aligned} & \text{Percentage fully certified} \\ &= \left( \frac{\text{Number fully certified}}{\text{Number of finishers}} \right) \times 100 = \\ & \quad \left( \frac{21}{30} \right) \times 100 = \\ & \quad \quad 70\% \end{aligned}$$

## Example Calculation: Number and Percent of EPP Candidates Employed Within a Year of Completion

**Step 1: Access the Finisher Records List of teacher candidates for the 2012–2013 reporting year. (Some columns are not shown.)**

Name	Date of Standard Certificate	Employed <sup>42</sup> on the Last Friday of October 2013 or October 2014 (Fall PEIMS Snapshot Date)?
Syreeta Greene	May 2013	Y
Mack Adkins	August 2015	N
Val Rivera	May 2013	Y
Hyacinth Horton	March 2014	Y
Zane Gilbert	August 2014	Y
Tyrell Andrews	May 2013	Y
Charline Pratt		N
Hong Phillips	October 2013	Y
Leona Hale	May 2013	Y
Carlota Caldwell	August 2013	Y
Esther Rogers	December 2013	Y
Aurore Schmidt	August 2013	Y
Josephine Higgins	May 2013	N
Wilfred Malone	April 2014	Y
Robyn Hamilton	December 2015	N
Nicholle Ruiz	May 2013	Y
Rosemarie Harvey	August 2013	Y
Breann Mann	December 2014	Y
Shaina Burton	March 2014	Y
Rema Woods	May 2013	Y
Ervin Pittman	August 2014	Y
Keven Adams	August 2013	Y
Francisco Harris	May 2013	Y
Shyla Vargas	May 2014	Y
Parthenia Burgess	May 2014	N
Corliss Jensen	May 2013	Y
Wilbur Brooks		N
Carlee Fisher	August 2013	Y
Sal Campbell	May 2013	Y
Christian Maldonado	December 2014	Y

<sup>42</sup> Candidate must be employed as a regular classroom teacher in the Texas public school system.

**Step 2: Count the number of finishers (completers) who have both earned a standard certificate and are employed as regular classroom teachers as of the last Friday in October for the reporting year (23).**

**Step 3: Divide the number of finishers (completers) who are employed within 1 year (23) by the total number (30). Multiply this value by 100. Round to the nearest whole number.**

$$\begin{aligned} & \text{Percentage employed within 1 year of completion} \\ & = \left( \frac{\text{Number employed within 1 year of completion}}{\text{Total number of completers}} \right) = \\ & \quad \left( \frac{23}{30} \right) \times 100 = \\ & \quad 76.66\%, \text{ which rounds to } 77\% \end{aligned}$$

## Example Calculation: Number and Percent of Certified Teachers Remaining in Profession 5 Years

**Step 1: Create a list of persons awarded a standard teaching certificate in the 2009–2010 reporting year. (Some columns are not shown.)**

Name	Employed <sup>43</sup> on the Last Friday of October 2010 (Fall PEIMS Snapshot Date)?	Employed <sup>44</sup> on the Last Friday of October 2014 (Fall PEIMS Snapshot Date)?
Johnny Alvarado	Y	Y
Caroline Barker	N	N
Heather Barnes	Y	Y
Daryl Bradley	N	N
Lydia Doyle	Y	Y
Charlotte Foster	N	Y
Erik Garrett	Y	Y
Chad Greene	Y	N
Lance Hamilton	Y	Y
Raymond Hampton	Y	Y
Teresa Harmon	Y	Y
Alton Higgins	Y	Y
Sherman Mann	Y	Y
Delia Mathis	Y	Y
Doreen McDaniel	Y	Y
Grady Mendez	Y	Y
Omar Nichols	Y	Y
Elsie O'Brien	N	Y
Ollie Oliver	Y	Y
Clarence Parks	Y	Y
Myra Rivera	Y	Y
Paula Ruiz	N	Y
Bobbie Walters	Y	Y
Paul Waters	Y	N
Cora Wilkerson	Y	Y

<sup>43</sup> Candidate must be employed as regular classroom teachers in the Texas public school system.

<sup>44</sup> Candidate must be employed as regular classroom teachers in the Texas public school system.

**Step 2: Count the number of certified teachers from the 2009–2010 reporting year who were employed as regular classroom teachers on the last Friday of October in both 2010 and 2014.**

**Step 3: Divide the number remaining in the profession for 5 years (18) by the total number (25). Multiply this value by 100. Round to the nearest whole number.**

$$\begin{aligned} & \text{Percentage remaining in profession for 5 years} \\ &= \left( \frac{\text{Number remaining in profession for 5 years}}{\text{Total number of completers}} \right) = \\ & \quad \left( \frac{18}{25} \right) \times 100 = \\ & \quad \quad 72\% \end{aligned}$$



## Appendix E. Elaborated Example Calculations for Selected Consumer Information Indicators

This section provides elaborated example calculations for the following Consumer Information indicators:

- Preparedness to teach students with disabilities
- Preparedness to teach English language learners
- Preparedness to integrate technology into teaching
- Preparedness to use technology to collect, manage, and analyze data

Examples in this appendix include fictional data for illustration purposes only.

## Example Calculation: Preparedness to Teach Students With Disabilities

**Step 1: Access principal survey results from TEA. (Some columns are not shown.)**

**Step 2: Identify which first-year teachers have scores on the Students with Disabilities section of the Principal Survey.**

**Step 3: Identify which candidates met the minimum acceptable value (14 points) to be designated as Sufficiently Prepared or Well Prepared.**

Name <sup>45</sup>	Points by Survey Section <sup>46</sup>						Total Points <sup>47</sup>	Exclusion/Inclusion Notes <sup>48</sup>	Met Minimum Acceptable Value
	CE	INS	SWD	ELL	TI	TU			
Kurt Baker	15	18	8	9	10	12	72		N
Regina Holmes	4	24	9	10	15	8	70		N
Silvia Jimenez	7	8	4	10	12	12	53		N
Rachael Lawrence	10	12	20	11	7	7	67		Y
Myra Lopez	12	18		13	10	12	65	This candidate is excluded from EPP calculations because he or she is missing a score on this section.	N/A
Darla Maldonado	10	10	10	9	6	6	51		N
Guadalupe Maxwell	13	17	19		6	12	67		Y
George McCarthy	9	23	11	8	10	5	66		N
Jessie McDaniel	13	19	8	13	11	11	75		N
Lewis Mills	11	14	9	10	7	8	59		N
Ruby Perkins	9	15	9	11	9	12	65		N
Josefina Price	14	11	12	11	10	12	70		N
Susan Reed	15	14	8	2	9	11	59		N
Molly Rhodes	15	13	16	10	7	9	70		Y
Sam Shelton	8	7	21	15	8	11	70		Y
Lucy Spenner	15	18	18	14	10	8	83		Y
Kevin Thompson	10	11	15	5	11	11	63		Y
Robin Wells	14	16	14	14	11	5	74		Y
Mercedes West	8	23	14	7	8	8	68		Y
Felicia Wheeler	10	13	10	12	8	9	62		N
Alex Willis	11	14	12	13	8	9	67		N
James Woods	11	14	17	7	12	6	67		Y

<sup>45</sup> TEA provides a unique identification number (column lbjID) for each candidate; names are presented here for ease of understanding.

<sup>46</sup> CE = classroom environment; ELL = English language learners; INS = instruction; SWD = students with disabilities; TI = technology integration; TU = use of technology with data. Empty cells denote missing data.

<sup>47</sup> Total points appear in one of four survey total columns provided by TEA depending on the number of survey sections completed.

<sup>48</sup> This column is not included in TEA's data sheet; it is included here for illustrative purposes.

**Step 4: Count the number of first-year teachers with valid scores on the Students with Disabilities section of the Principal Survey (21), and the number who met the criteria for being designated as Sufficiently Prepared or Well Prepared (9).**

**Step 5: Divide the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (9) by the total number of first-year teachers for whom you have valid scores (21). Multiply this value by 100 and round to the nearest whole number.**

Percentage of first-year teachers designated as Sufficiently Prepared or Well Prepared to teach students with disabilities

$$= \frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} =$$

$$\frac{9}{21} \times 100 =$$

42.86%, which rounds to 43%

## Example Calculation: Preparedness to Teach English Language Learners

**Step 1:** Access principal survey results from TEA. (Some columns are not shown.)

**Step 2:** Identify which first-year teachers have scores on the Teaching Students who are English Language Learners section of the Principal Survey.

**Step 3:** Identify which candidates met the minimum acceptable value (10 points) to be designated as Sufficiently Prepared or Well Prepared.

Name <sup>49</sup>	Survey Sections <sup>50</sup>						Survey Total <sup>51</sup>	Exclusion/Inclusion Notes <sup>52</sup>	Met Cut Score
	CE	INS	SWD	ELL	TI	TU			
Kurt Baker	15	18	8	9	10	12	72		N
Regina Holmes	4	24	9	10	15	8	70		Y
Silvia Jimenez	7	8	4	10	12	12	53		Y
Rachael Lawrence	10	12	20	11	7	7	67		Y
Myra Lopez	12	18		13	10	12	65		Y
Darla Maldonado	10	10	10	9	6	6	51		N
Guadalupe Maxwell	13	17	19		6	12	67	This candidate is excluded from EPP calculations because he or she is missing a score on this section.	N/A
George McCarthy	9	23	11	8	10	5	66		N
Jessie McDaniel	13	19	8	13	11	11	75		Y
Lewis Mills	11	14	9	10	7	8	59		Y
Ruby Perkins	9	15	9	11	9	12	65		Y
Josefina Price	14	11	12	11	10	12	70		Y
Susan Reed	15	14	8	2	9	11	59		N
Molly Rhodes	15	13	16	10	7	9	70		Y
Sam Shelton	8	7	21	15	8	11	70		Y
Lucy Spenner	15	18	18	14	10	8	83		Y
Kevin Thompson	10	11	15	5	11	11	63		N
Robin Wells	14	16	14	14	11	5	74		Y
Mercedes West	8	23	14	7	8	8	68		N
Felicia Wheeler	10	13	10	12	8	9	62		Y
Alex Willis	11	14	12	13	8	9	67		Y
James Woods	11	14	17	7	12	6	67		N

<sup>49</sup> TEA provides a unique identification number (column lbjID) for each candidate; names are presented here for ease of understanding.

<sup>50</sup> CE = classroom environment; ELL = English language learner; INS = instruction; SWD = students with disabilities; TI = technology integration; TU = use of technology with data. Empty cells denote missing data.

<sup>51</sup> Total points appear in one of four survey total columns provided by TEA depending on the number of survey sections completed.

<sup>52</sup> This column is not included in TEA's data sheet; it is included here for illustrative purposes.

**Step 4: Count the number of first-year teachers for whom you have valid scores on the Teaching Students who are English Language Learners section of the Principal Survey (21), and the number of candidates who met the criteria for being designated as Sufficiently Prepared or Well Prepared (14).**

**Step 5: Divide the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (14) by the total number of first-year teachers for whom you have valid scores (21). Multiply this value by 100 and round to the nearest whole number.**

$$\begin{aligned} & \text{Percentage of first-year teachers designated as Sufficiently Prepared or} \\ & \quad \text{Well Prepared to teach English language learners} \\ = & \frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} \times 100 = \\ & \frac{14}{21} \times 100 = \\ & 66.66\%, \text{ which rounds to } 67\% \end{aligned}$$

## Example Calculation: Preparedness to Integrate Technology into Teaching

**Step 1:** Access principal survey results from TEA. (Some columns are not shown.)

**Step 2:** Identify which first-year teachers have scores on the Integrating Technology into Teaching section of the Principal Survey.

**Step 3:** Identify which candidates met the minimum acceptable value (8 points) to be designated as Sufficiently Prepared or Well Prepared.

Name <sup>53</sup>	Survey Sections <sup>54</sup>						Survey Total <sup>55</sup>	Exclusion/Inclusion Notes <sup>56</sup>	Met Cut Score
	CE	INS	SWD	ELL	TI	TU			
Kurt Baker	15	18	8	9	10	12	72		Y
Regina Holmes	4	24	9	10	15	8	70		Y
Silvia Jimenez	7	8	4	10	12	12	53		Y
Rachael Lawrence	10	12	20	11	7	7	67		N
Myra Lopez	12	18		13	10	12	65		Y
Darla Maldonado	10	10	10	9	6	6	51		N
Guadalupe Maxwell	13	17	19		6	12	67		N
George McCarthy	9	23	11	8	10	5	66		Y
Jessie McDaniel	13	19	8	13	11	11	75		Y
Lewis Mills	11	14	9	10	7	8	59		N
Ruby Perkins	9	15	9	11	9	12	65		Y
Josefina Price	14	11	12	11	10	12	70		Y
Susan Reed	15	14	8	2	9	11	59		Y
Molly Rhodes	15	13	16	10	7	9	70		N
Sam Shelton	8	7	21	15	8	11	70		Y
Lucy Spenncker	15	18	18	14	10	8	83		Y
Kevin Thompson	10	11	15	5	11	11	63		Y
Robin Wells	14	16	14	14	11	5	74		Y
Mercedes West	8	23	14	7	8	8	68		Y
Felicia Wheeler	10	13	10	12	8	9	62		Y
Alex Willis	11	14	12	13	8	9	67		Y
James Woods	11	14	17	7	12	6	67		Y

<sup>53</sup> TEA provides a unique identification number (column lbjID) for each candidate; names are presented here for ease of understanding.

<sup>54</sup> CE = classroom environment; ELL = English language learner; INS = instruction; SWD = students with disabilities; TI = technology integration; TU = use of technology with data. Empty cells denote missing data.

<sup>55</sup> Total points appear in one of four survey total columns provided by TEA depending on the number of survey sections completed.

<sup>56</sup> This column is not included in TEA's data sheet; it is included here for illustrative purposes.

**Step 4: Count the number of first-year teachers for whom you have valid scores on the Integrating Technology into Teaching section of the Principal Survey (22), and the number of candidates who met the criteria for being designated as Sufficiently Prepared or Well Prepared (17).**

**Step 5: Divide the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (17) by the total number of first-year teachers for whom you have valid scores (22). Multiply this value by 100 and round to the nearest whole number.**

$$\begin{aligned} & \text{Percentage of first-year teachers designated as Sufficiently Prepared or} \\ & \quad \text{Well Prepared to integrate technology into teaching} \\ = & \frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} \times 100 = \\ & \frac{17}{22} \times 100 = \\ & 77.27\%, \text{ which rounds to } 77\% \end{aligned}$$

## Example Calculation: Preparedness to Use Technology to Collect, Manage, and Analyze Data

**Step 1:** Access principal survey results from TEA. (Some columns are not shown.)

**Step 2:** Identify which first-year teachers have scores on the Preparation for Using Technology to Collect, Manage, and Analyze Data section of the Principal Survey.

**Step 3:** Identify which candidates met the minimum acceptable value (8 points) to be designated as Sufficiently Prepared or Well Prepared.

Name <sup>57</sup>	Survey Sections <sup>58</sup>						Survey Total <sup>59</sup>	Exclusion/Inclusion Notes <sup>60</sup>	Met Cut Score
	CE	INS	SWD	ELL	TI	TU			
Kurt Baker	15	18	8	9	10	12	72		Y
Regina Holmes	4	24	9	10	15	8	70		Y
Silvia Jimenez	7	8	4	10	12	12	53		Y
Rachael Lawrence	10	12	20	11	7	7	67		N
Myra Lopez	12	18		13	10	12	65		Y
Darla Maldonado	10	10	10	9	6	6	51		N
Guadalupe Maxwell	13	17	19		6	12	67		Y
George McCarthy	9	23	11	8	10	5	66		N
Jessie McDaniel	13	19	8	13	11	11	75		Y
Lewis Mills	11	14	9	10	7	8	59		Y
Ruby Perkins	9	15	9	11	9	12	65		Y
Josefina Price	14	11	12	11	10	12	70		Y
Susan Reed	15	14	8	2	9	11	59		Y
Molly Rhodes	15	13	16	10	7	9	70		Y
Sam Shelton	8	7	21	15	8	11	70		Y
Lucy Spenncer	15	18	18	14	10	8	83		Y
Kevin Thompson	10	11	15	5	11	11	63		Y
Robin Wells	14	16	14	14	11	5	74		N
Mercedes West	8	23	14	7	8	8	68		Y
Felicia Wheeler	10	13	10	12	8	9	62		Y
Alex Willis	11	14	12	13	8	9	67		Y
James Woods	11	14	17	7	12	6	67		N

<sup>57</sup> TEA provides a unique identification number (column lbjID) for each candidate; names are presented here for ease of understanding.

<sup>58</sup> CE = classroom environment; ELL = English language learner; INS = instruction; SWD = students with disabilities; TI = technology integration; TU = use of technology with data. Empty cells denote missing data.

<sup>59</sup> Total points appear in one of four survey total columns provided by TEA depending on the number of survey sections completed.

<sup>60</sup> This column is not included in TEA's data sheet; it is included here for illustrative purposes.



**Step 4: Count the number of first-year teachers for whom you have valid scores on the Preparation for Using Technology to Collect, Manage, and Analyze Data section of the Principal Survey (22), and the number of candidates who met the criteria for being designated as Sufficiently Prepared or Well Prepared (17).**

**Step 5: Divide the number of first-year teachers who met the criteria for being classified as Sufficiently Prepared or Well Prepared (17) by the total number of first-year teachers for whom you have valid scores (22). Multiply this value by 100 and round to the nearest whole number.**

$$\begin{aligned} & \text{Percentage of first-year teachers designated as Sufficiently Prepared or} \\ & \text{Well Prepared to use technology to collect, manage, and analyze data} \\ = & \frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} \times 100 = \\ & \frac{17}{22} \times 100 = \\ & 77.27\%, \text{ which rounds to } 77\% \end{aligned}$$

## Example Calculation: Pass Rate—All Candidates All Tests Example Calculation

**Step 1: Create a list of all candidates for whom the EPP provided test approval. (Some columns are not shown.)**

Name	TEA ID	Verify
Trevor Bates	xxxx	Other Enrolled
Deanna Bell	xxxx	Finisher
Mabel Carpenter	xxxx	Finisher
Irving Carr	xxxx	Other Enrolled
Josephine Cortez	xxxx	Finisher
Deborah Dixon	xxxx	Finisher
Wilma Figueroa	xxxx	Other Enrolled
Tara Garner	xxxx	Finisher
Calvin Goodwin	xxxx	Other Enrolled
Ramiro Hernandez	xxxx	Finisher
Alejandro Jennings	xxxx	Other Enrolled
Gerardo Jones	xxxx	Finisher
Daniel Keller	xxxx	Finisher
Ed Larson	xxxx	Other Enrolled
Alonzo Lloyd	xxxx	Other Enrolled
Joshua Massey	xxxx	Finisher
Wanda Moore	xxxx	Other Enrolled
Dan Munoz	xxxx	Finisher
Dale Norman	xxxx	Other Enrolled
Glen Olson	xxxx	Finisher
Archie Paul	xxxx	Other Enrolled
Natalie Pope	xxxx	Finisher
Harry Rice	xxxx	Finisher
Nichole Sanchez	xxxx	Finisher
Myrtle Santiago	xxxx	Other Enrolled

**Step 2: Retrieve the exam results for all candidates and identify any tests to exclude.**

Name	Enroll Date (or Test Date)	Certificate Description (or Test Name/Number)	Verify (or Test Pass Fail)
<b>Trevor Bates</b>	<b>2013</b>	<b>Generalist EC-6</b>	<b>Other Enrolled</b>
Trevor	October 2012	191: Generalist EC-6	F
Trevor	December 2014	191: Generalist EC-6	F
Trevor	February 2013	191: Generalist EC-6	F
Trevor	April 2013	191: Generalist EC-6	P
Trevor	February 2013	160: PPR EC-12	F
Trevor	April 2013	160: PPR EC-12	P
<b>Deanna Bell Beaumont</b>	<b>2013</b>	<b>Generalist 4-8</b>	<b>Finisher</b>
Deanna	October 2012	111: Generalist 4-8	P
Deanna	October 2014	110: PPR 4-8	F
Deanna	December 2014	110: PPR 4-8	F
Deanna	February 2013	110: PPR 4-8	F
Deanna	April 2013	110: PPR 4-8	P
<b>Mable Carpenter</b>	<b>2013</b>	<b>LOTE EC-12 – Spanish</b>	<b>Finisher</b>
Mable	December 2014	613: LOTE EC-12–Spanish	P
Mable	February 2013	160: PPR EC-12	P
<b>Irving Carr</b>	<b>2013</b>	<b>Generalist EC-6</b>	<b>Other Enrolled</b>
<b>Irving Carr</b>	<b>2013</b>	<b>Physical Ed EC-12</b>	<b>Other Enrolled</b>
Irving	December 2014	158: Physical Ed EC-12	F
Irving	April 2014	158: Physical Ed EC-12	P
Irving	April 2014	160: PPR EC-12	F
<b>Josephine Cortez</b>	<b>2012</b>	<b>Social Studies 8-12</b>	<b>Finisher</b>
<b>Josephine Cortez</b>	<b>2012</b>	<b>ESL Supplemental</b>	<b>Finisher</b>
Josephine	December 2013	132: Social Studies 8-12	P
Josephine	January 2013	154: ESL Supplemental	P
Josephine	February 2013	130: PPR 8-12	P
<b>Deborah Dixon</b>	<b>2013</b>	<b>Generalist EC-6</b>	<b>Finisher</b>
Deborah	December 2014	191: Generalist EC-6	F
Deborah	March 2014	191: Generalist EC-6	F
Deborah	October 2013	191: Generalist EC-6	P
Deborah	December 2014	194: PPR EC-6	F
Deborah	December 2014	194: PPR EC-6	F
Deborah	March 2014	194: PPR EC-6	F
Deborah	October 2013	194: PPR EC-6	F
<b>Wilma Figueroa</b>	<b>2013</b>	<b>Generalist 4-8</b>	<b>Other Enrolled</b>
Wilma	October 2014	111: Generalist 4-8	P
<b>Tara Garner</b>	<b>2013</b>	<b>Social Studies 8-12</b>	<b>Finisher</b>
Tara	October 2013	132: Social Studies 8-12	F
Tara	December 2014	132: Social Studies 8-12	F
Tara	February 2015	132: Social Studies 8-12	F
Tara	December 2014	133: History 8-12	P
Tara	February 2015	194: PPR EC-6	P

**Exclusion rule**  
The October 2012 exam results for Trevor Bates and Deanna Bell will not be included in the calculation because this exam was completed prior to enrollment in an EPP.

<b>Name</b>	<b>Enroll Date (or Test Date)</b>	<b>Certificate Description (or Test Name/Number)</b>	<b>Verify (or Test Pass Fail)</b>
<b>Calvin Goodwin</b>	<b>2013</b>	<b>Generalist 4-8</b>	<b>Other Enrolled</b>
Calvin	October 2014	111: Generalist 4-8	P
Calvin	December 2014	110: PPR 4-8	F
Calvin	February 2015	068: Principal	P
<b>Ramiro Hernandez</b>	<b>2013</b>	<b>Math 8-12</b>	<b>Finisher</b>
Ramiro	June 2013	135: Math 8-12	P
<b>Alejandro Jennings</b>	<b>2012</b>	<b>Social Studies 8-12</b>	<b>Other Enrolled</b>
Alejandro	June 2013	132: Social Studies 8-12	F
Alejandro	October 2013	130: PPR 8-12	F
<b>Gerardo Jones</b>	<b>2013</b>	<b>LOTE EC-12 - Spanish</b>	<b>Finisher</b>
Gerardo	December 2014	613: LOTE EC-12-Spanish	P
Gerardo	December 2014	160: PPR EC-12	F
Gerardo	February 2015	160: PPR EC-12	P
<b>Daniel Keller</b>	<b>2012</b>	<b>Generalist EC-6</b>	<b>Finisher</b>
<b>Daniel Keller</b>	<b>2012</b>	<b>Bilingual Supplemental-- Arabic</b>	<b>Finisher</b>
Daniel	June 2014	164: Bilingual Education Supplemental	P
Daniel	June 2014	190: BTLPT - Spanish	F
Daniel	October 2014	191: Generalist EC-6	F
Daniel	December 2014	191: Generalist EC-6	F
Daniel	February 2015	191: Generalist EC-6	P
Daniel	December 2014	160: PPR EC-12	P
<b>Ed Larson</b>	<b>2012</b>	<b>Generalist EC-6</b>	<b>Other Enrolled</b>
<b>Ed Larson</b>	<b>2012</b>	<b>Bilingual Supplemental-- Spanish</b>	<b>Other Enrolled</b>
Ed	June 2014	164: Bilingual Education Supplemental	P
Ed	October 2014	191: Generalist EC-6	P
Ed	June 2014	194: PPR EC-6	F
Ed	October 2014	194: PPR EC-6	P
<b>Alonzo Lloyd</b>	<b>2012</b>	<b>Generalist 4-8</b>	<b>Other Enrolled</b>
Alonzo	June 2014	111: Generalist 4-8	F
Alonzo	October 2014	111: Generalist 4-8	F
Alonzo	December 2014	111: Generalist 4-8	P
Alonzo	February 2013	194: PPR EC-6	F
<b>Joshua Massey</b>	<b>2011</b>	<b>LOTE EC-12-Spanish</b>	<b>Finisher</b>
Joshua	December 2014	613: LOTE EC-12-Spanish	F
Joshua	February 2013	160: PPR EC-12	P
Joshua	June 2013	160: PPR EC-12	P
<b>Wanda Moore</b>	<b>2011</b>	<b>LOTE- EC-12 ASL</b>	<b>Other Enrolled</b>
Wanda	October 2012	184: LOTE ASL EC-12	F
Wanda	May 2013	184: ASL EC-12	P
Wanda	June 2014	160: PPR EC-12	P
<b>Dan Munoz</b>	<b>2013</b>	<b>Math 4-8</b>	
Dan	January 2014	114: Math/Science 4-8	F
Dan	October 2013	115: Math 4-8	F

Name	Enroll Date (or Test Date)	Certificate Description (or Test Name/Number)	Verify (or Test Pass Fail)
Dan	February 2014	115: Math 4-8	P
Dan	February 2014	160: PPR EC-12	P
<b>Dale Norman</b>	<b>2013</b>	<b>Physics/Math 7-12</b>	<b>Other Enrolled</b>
Dale	October 2013	237: Physical Science 6-12	P
Dale	December 2013	243: Physics/Math 7-12	P
Dale	February 2014	160: PPR EC-12	F
Dale	June 2014	160: PPR EC-12	P
Dale	June 2014	164: Bilingual Education	P
<b>Glen Olson</b>	<b>2012</b>	<b>History 7-12</b>	<b>Finisher</b>
Glen	October 2012	232: Social Studies 7-12	P
Glen	October 2012	233: History 7-12	F
Glen	February 2013	233: History 7-12	F
<b>Archie Paul</b>	<b>2013</b>	<b>Generalist 4-8</b>	<b>Other Enrolled</b>
Archie	October 2013	111: Generalist EC-6	P
Archie	February 2014	191: Generalist 4-8	P
Archie	June 2014	160: PPR EC-12	P
<b>Natalie Pope</b>	<b>2012</b>	<b>Chemistry 7-12</b>	<b>Finisher</b>
Natalie	October 2013	240: Chemistry 7-12	P
Natalie	February 2014	160: PPR EC-12	P
<b>Harry Rice</b>	<b>2011</b>	<b>Special Education EC-12</b>	<b>Finisher</b>
Harry	February 2012	161: Special Education EC-12	P
Harry	June 2014	160: PPR EC-12	F
<b>Nichole Sanchez</b>	<b>2012</b>	<b>Science 4-8</b>	<b>Finisher</b>
Nichole	June 2014	116: Science 4-8	P
<b>Myrtle Santiago</b>	<b>2012</b>	<b>Generalist EC-6</b>	<b>Other Enrolled</b>
Myrtle	February 2013	111: Generalist EC-6	F
Myrtle	June 2014	111: Generalist EC-6	F

**Step 3: Count the number of examinations attempted (denominator) and the number of tests passed (numerator).**

**Step 4: Calculate the pass rate: all candidates all tests.**

A total of 81 tests were completed. Of these, 43 were passed.

$$\text{Pass rate: all candidates all tests} = \left( \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \right) \times 100 =$$

$$\left( \frac{43}{81} \right) \times 100 =$$

$$0.531 \times 100 =$$

53.1%, which rounds to 53%.

## Appendix F. Sample ASEP Report

Institution Name: ##NAME##

/District Number: ##ID##

Contact: ##Name## Address: ##Address##

Phone: ##Number## Web Address: ##Website##

Program Type: Alternative Subtype: Private

##NAME##– Minimum Accountability Standards – TEC 21.045(a)

Standard	2014–2015	Statewide 2014–2015
Accreditation Status <sup>1</sup>	Accredited	97% accredited
Indicator 1: Percent Completers Passing Certification Examinations <sup>2</sup>	100%	94%
Indicator 2: Principal Appraisal of First Year Teachers <sup>3</sup>	50%	74%
Indicator 3: Improvement in Student Achievement <sup>4</sup>	Not applicable	Not applicable
Indicator 4a: Frequency and Duration of Field Observations <sup>5</sup>	Greater than 95%	85% of EPPs greater than 95%
Indicator 4b: Quality of Field Supervision <sup>6</sup>	100%	93%
Indicator 5: Satisfaction of New Teachers <sup>7</sup>	Not available	Not available

1. According to TEC §21.045 and §21.0451, accreditation status should be based on (1) results of the certification examinations; (2) appraisals of first-year teachers; (3) achievement of students taught by beginning teachers; (4) the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors that prepared them while in the program; and (5) survey of new teachers. Accreditation status reports are available on the [consumer information page](#) of the TEA website.

2. Percentage of individuals that the program reported as completers who passed the certification examinations required for the certification they pursued. For the state as a whole, the average is the passing percentage for all the individual programs.

3. Percentage of Principal Survey respondents who reported that the first-year teachers were rated Well Prepared or Sufficiently Prepared for their first year of teaching. The statewide average is the percentage of all first-year teachers rated Well Prepared or Sufficiently Prepared for their first year of teaching. More information on principal evaluations of new teachers is available in the [Performance on the Appraisal System for Beginning Teachers](#).

4. Data for this measure are under development. There is no standard for improvement in achievement at this time.

5. Percentage of candidates that received at least three 45-minute observations. The standard is that 95% of candidates receive at least three 45-minute observations.

6. Percentage of respondents who reported on average “Frequently” or “Always/Almost Always” on the field observation questions of the Exit Survey. The statewide average is the percentage of all respondents who reported on average “Frequently” or “Always/Almost Always” on the field observation questions of the Exit Survey. More information on the Exit Survey is available on the consumer information page of the TEA website.

7. Satisfaction data from new teachers following their first year of teaching with a standard certificate. No standard for Standard 5 at this time. Data for this measure are under development.

## ##NAME##- Annual Performance Report Indicators – TEC 21.045(b)

Standard	2014–2015	Statewide 2014–2015
<b>Acceptance rate<sup>8</sup></b>	65%	57%
<b>Applied</b>	34	68,749
<b>Admitted<sup>9</sup></b>	22	39,483
<b>Retained in program<sup>10</sup></b>	22	47,700
<b>Completed the program<sup>11</sup></b>	12	27,643
<b>Number fully certified<sup>12</sup></b>	Not applicable	Not applicable
<b>Percent fully certified</b>	Not applicable	Not applicable
<b>Number employed within a year of completion<sup>13</sup></b>	7	13,214
<b>Percent employed within a year of completion</b>	78%	72%
<b>Average length of probationary certification (days)<sup>14</sup></b>	Not applicable	Not applicable
<b>Number remaining in the profession for 5 years<sup>15</sup></b>	18	12,654
<b>Percent remaining in the profession for 5 years</b>	82%	72%
<b>Candidates/supervisor<sup>16</sup></b>	4.0:1	10.0:1

8. The percentage of candidates who applied to a program and who were actually admitted.

9. The number of candidates allowed to enter the educator preparation program.

10. The number of candidates who were admitted to the educator preparation program during the reporting year or previous year, but have not yet finished or left the program.

11. The number of candidates who finished the program requirements in a reporting year.

12. Reporting the number and percent of candidates fully certified within one year of completing a program was required by HB 2205, effective September 1, 2015. This data will not be reported for 2014–2015.

13. Teacher candidates listed as AY 2012–2013 finishers in the program’s Finisher Records list who were employed as a regular classroom teacher on the Fall 2014 Snapshot date are counted as employed. Candidates who take teaching positions outside Texas, in private or parochial schools, or in higher education are not counted as employed. Percent employed is the number employed as a regular classroom teacher on the Fall 2014 Snapshot date divided by the number of teacher candidates listed as AY 2012–2013 finishers in the program’s Finisher Records list. The statewide percentage is the percentage of all AY 2012–2013 finishers who were employed as a regular classroom teacher on the Fall 2014 Snapshot date.

14. For completers who earned their standard certificate, this is the time between the effective date of their first probationary certificate and the effective date of their standard certificate. These data will not be reported for 2014–2015.

15. Completers who were issued an initial, standard teacher certificate in 2009–2010, were employed as regular classroom teachers in 2010–2011, and were employed as regular classroom teachers in 2014–2015 are counted as retained.

16. The ratio of candidates placed as interns by each educator preparation program, to the number of supervisors.



##NAME##– Consumer Information – TEC §21.0452(b)

Standard	2014–2015	Statewide 2014–2015
Candidates’ overall GPA <sup>17</sup>	2.93	3.19
Average GPA in subject area <sup>18</sup>	3.05	3.25
Incoming class GPA <sup>19</sup>	2.93	3.20
Candidates’ average SAT <sup>20</sup>	Not applicable	1214
Candidates’ average ACT <sup>20</sup>	Not applicable	24
Candidate’s average GRE <sup>20</sup>	Not applicable	548
Prepared to teach students with disabilities <sup>21</sup>	50%	80%
Prepared to teach English language learners <sup>21</sup>	50%	84%
Prepared to integrate technology into teaching <sup>21</sup>	100%	90%
Prepared to use technology to collect, manage and analyze data <sup>21</sup>	100%	88%
Candidate/supervisor fall semester <sup>22</sup>	Not applicable	Not applicable
Candidate/supervisor spring semester <sup>22</sup>	Not applicable	Not applicable
Pass rate—all candidates, all tests <sup>23</sup>	57%	63%

17. Average GPA on all college or university coursework candidates took before entering the program as reported by the educator preparation program. For the state as a whole, this is the average of the program averages.

18. The average GPA candidates earned on content courses in the certification field as reported by the educator preparation program. For the state as a whole, this is the average of the program averages.

19. The average GPA of candidates that programs used to determine admission to the program as reported by the educator preparation program. The incoming class GPA will differ from the candidates’ overall GPA because programs may admit candidates on the strength of their last 60 hours of coursework rather than on their overall academic record (TEC §21.0441(a)(1)(B)). For the state as a whole, this is the average of the program averages.

20. If the program does not use the assessment for admission, then the data are not reported. Data are reported by the educator preparation program. For the state as a whole, this is the average of the program averages.

21. Percentage of Principal Survey respondents who reported that the candidates were well prepared or sufficiently prepared with the requisite skills. The statewide values are the percentage of all candidates rated Well Prepared or Sufficiently Prepared with the requisite skills.

22. Reporting candidate/supervisor ratios by semester was required by HB 2205, effective September 1 2015. Data will not be reported on this measure until 2018.

23. For all tests that the program approved, the percentage of test attempts that the candidates passed. The results of the Core Subjects examinations were removed from the data because those tests were being piloted in 2014–2015. The statewide result is the percentage of all test attempts that the candidates passed.

## Appendix G. Glossary

**academic year:** Corresponds to the ASEP “reporting period” (September 1 through August 31), unless referring to the academic year of a particular public, private, or charter school or institution of higher education.

**Accountability indicators:** The indicators that are used to determine ASEP accreditation status for educator preparation programs (EPPs).

**accredited institution of higher education:** An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.

**accreditation status:** The status assigned to an EPP annually by the State Board for Educator Certification (SBEC) based on ASEP Accountability indicators. Accreditation status types include Accredited-Not Rated, Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked. More information about accreditation status types may be found in Appendix A.

**ACT®:** The college entrance examination from ACT®.

**candidate:** An individual admitted into an EPP, either formally or contingently.

**certificate:** Any credential issued by the state that allows an individual to serve as an educator (e.g., teacher, principal, librarian) in the Texas public school system. Certificate types include the following:

- **emergency certificate:** Provided to an educator who fills a teaching position for which there are no certified applicants.
- **probationary certificate:** Provided to an EPP candidate participating in an internship who teaches with supervision and mentoring while working toward a standard certificate. Candidates who receive a probationary certificate are required to hold a bachelor’s degree. Testing requirements vary based on internship assignment.
  - **elementary education:** Candidates must pass all appropriate content area certification examinations.
  - **bilingual and/or English as a second language (ESL):** Candidates must meet the subject matter knowledge requirements for the level (elementary or middle/high school) taught and pass all of the appropriate bilingual and/or ESL certification examinations.<sup>61</sup>
  - **middle and high school education:** Candidates must either pass all appropriate content area certification examinations or have completed no fewer than 24 semester hours of coursework,<sup>62</sup> including 12 hours of upper division coursework in the subject area(s) taught.

---

<sup>61</sup> An EPP may permit a candidate who has not passed all bilingual and/or ESL certification requirements to serve an internship in special education if the EPP has developed a plan to address identified deficiencies during the initial internship.

<sup>62</sup> Coursework must comply with TEC §21.050.

- **special education:** Candidates must meet the subject matter knowledge requirements for the level (elementary or middle/high school) taught and pass all of the appropriate special education certification examinations.<sup>63</sup>
- **professional certificate:** Provided to an educator who serves in a role other than that of a regular classroom teacher such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, or master teacher.
- **standard certificate:** Provided to an educator who has completed all of the requirements of an approved EPP, passed all necessary certification examinations, and completed any other state requirements.

**certification examination:** An examination required by statute or any State Board for Educator Certification rule codified in the Texas Administrative Code that governs an individual's admission to an EPP, certification as an educator, continuation as an educator, or advancement as an educator.

**certification category:** A type of certification within a certification class. Certification categories include academic (e.g., mathematics, science), career and technical (e.g., business and finance, health science), and special education (teacher of deaf and hard of hearing, teachers of students with visual impairments).

**certification class:** A certificate that has defined characteristics and includes the following: superintendent, principal, classroom teacher, school counselor, school librarian, educational diagnostician, reading specialist, and master teacher.

**clinical teaching:** An educator assignment through an EPP at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. Minimum requirements for clinical teaching are either a full-day placement for 12 weeks or a half-day placement for 24 weeks.

**completer:** Also referred to as “finisher.” A person who has met all requirements of an approved EPP. A candidate who has not been recommended for a standard certificate or passed a certification examination is still classified as a completer.

**educator preparation program (EPP):** An entity that prepares and recommends candidates in one or more educator certification classes.

**exit survey:** A survey that candidates take when applying for a standard certificate. The survey focuses on EPP completer perceptions of their preparedness and the quality of their preparation.

**field supervisor:** A certified educator employed by the EPP to observe candidates, monitor performance, and provide feedback during clinical teaching, internship, or practicum to improve candidate effectiveness.

---

<sup>63</sup> An EPP may permit a candidate who has not passed all special education certification requirements to serve an internship in special education if the EPP has developed a plan to address identified deficiencies during the initial internship.

**finisher:** Also referred to as “completer.” A candidate who has completed all EPP requirements for coursework and for internship, clinical teaching, or practicum. A candidate does not have to be recommended for a standard certificate or pass a certification examination to be considered a finisher.

**finisher records list:** A list that each EPP maintains to provide a record of their finishers (completers) for any given year.

**first-year teacher:** A teacher with standard or probationary certificate who is in their first year of employment as a regular classroom teacher.

**fully certified:** The status obtained by an EPP candidate when he or she earns a standard certificate.

**GPA:** grade point average.

**GPA spreadsheet:** The GPA spreadsheet is published annually by TEA for the purposes of reporting the GPA of candidates admitted to each EPP.

**GRE®:** Graduate Record Examination®, a test that candidates for advanced degrees take to show their mastery of specific content.

**incoming class:** Individuals contingently or formally admitted by an EPP during a reporting period.

**initial certification:** The first Texas educator certificate for a particular class issued to an individual.

**internship:** A supervised, full-time educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.

**PEIMS:** The Public Education Information Management System (PEIMS) includes all data received and requested by TEA about public education including student demographic and academic performance, personnel, financial, and organizational information.

**reporting period:** The academic year relevant for ASEP reporting that begins September 1 and ends August 31 of the subsequent year.

**SAT®:** The college entrance examination from the College Board.

**small group exception:** An exception to the use of a particular ASEP indicator for accountability status determination applied when group or subgroup sizes do not meet a minimum threshold. The small group exception for the 2014–2015 and 2015–2016 reporting periods is 20 and decreases to 10 for the 2016–2017 reporting period.

**snapshot date:** The last Friday in October, on which teacher employment data are evaluated for calculation of ASEP indicators.

**subgroup:** A group of EPP candidates or completers that has been disaggregated according to race, gender, or ethnicity.