



Texas Accountability System for Educator Preparation (ASEP) Guide

Overview and Information
About Indicators and
Performance Standards

2017-2018 Academic Year

Acknowledgments

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Note: RMC Research is a subcontractor on the TXCC. 2017-2018 guide contributors are listed in **bold** font and marked with an asterisk (*).

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Introduction

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

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

This Guide

This guide is designed to provide information about ASEP for a variety of stakeholders, including EPP administrators and faculty, policymakers, local educational administrators and faculty, and community members. The guide focuses on information about ASEP pertinent to the 2017–2018 reporting period.⁴ The system continues to be updated and improved following direction from the SBEC and relevant legislation.⁵ Forthcoming updates to ASEP include the development of an indicator related to student growth and the implementation of a performance standard for the satisfaction of new teachers with their preparation program.

This guide begins with an overview of the three categories of indicators in the ASEP legislation 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 section which follows provides methodological and reporting considerations related to ASEP, including information about the calculation of each indicator.

Appendices present additional information concerning:

- 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 calculations for selected indicators (Appendices C, D, and E)

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

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

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

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

⁵ For an overview of upcoming changes, see Appendix B.

- A sample ASEP report (Appendix F)
- A glossary of terms (Appendix G)

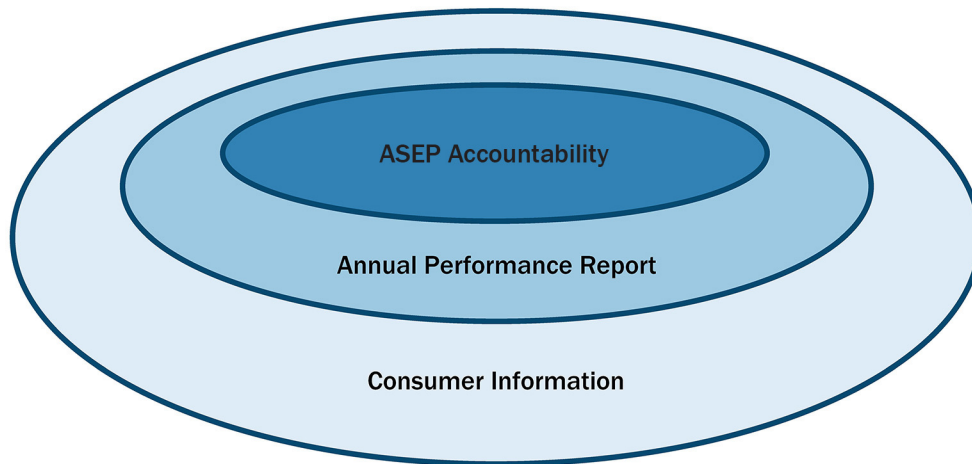
ASEP Indicators

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

ASEP accountability indicators are used to determine accreditation status of EPPs. ASEP is designed to determine EPP accreditation status annually based on program performance as reflected by the following accountability indicators:

- Accountability Indicator 1a: Certification examination results for pedagogy and professional responsibilities (PPR) exams
- Accountability Indicator 1b: Certification examination results for non-PPR exams
- Accountability Indicator 2: Principal appraisal of the preparation of first-year teachers

- Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers
- Accountability Indicator 4a: Frequency and duration of field observations
- Accountability Indicator 4b: Quality of field supervision
- Accountability Indicator 5: Satisfaction of new teachers

Exhibit 2 presents measures and minimum performance standards for each ASEP Accountability Performance Indicator. The indicator for student achievement is under development, and the performance standard for the satisfaction of new teachers is in development. How each indicator was used in the 2017–2018 academic year is also summarized.

Exhibit 2. ASEP Accountability Indicators, Measures, and Minimum Performance Standards 2017-18

ASEP Accountability Indicator	Measure	Minimum Performance Standard
1a. Certification examination results: PPR examinations	Percent of PPR certification examinations passed on a candidate's first or second attempt.	85%
1b. Certification examination results: non-PPR examinations	Percent of non-PPR certification examinations passed on a candidate's first or second attempt.	75%
2. Principal appraisal of first-year teachers	Percentage of first-year teachers designated as Sufficiently Prepared or Well Prepared.	70%
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 completing clinical teaching or an internship who received observations meeting at least the minimum standard of frequency and duration	95%
4b. Quality of field supervision	Percentage of candidates who completed an internship or clinical teaching who rated field supervision as Always or Almost Always providing the components of structural guidance and support.	90%
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 on a standard certificate.	Performance standard 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 individuals aggregated by EPP, as well as for subgroups

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

Programs are designated as Accredited-Not Rated upon initial approval to offer educator preparation. New EPPs remain Accredited-Not Rated until they can be assigned a status based on the performance standards.

Failure to meet all minimum performance standards may result in one of the following three designations: (1) Accredited-Warning, (2) Accredited-Probation, or (3) Not Accredited-Revoked. 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 the performance standards calculated within any individual certification class or category fail to meet minimum performance standards for 3 consecutive years, the EPPs 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 the certification class or category. EPPs may apply to have their approval to offer a given certification class or category reinstated.

Annual Performance Report Indicators

In addition to the ASEP accountability indicators that serve as the basis for accreditation, TEA reports Annual Performance Report indicators based on data provided by programs. These indicators allow for assessments of program efficacy by SBEC 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
 - 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 completed all EPP requirements
 - 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; as a classroom teacher
 - h. Number and percent of teachers remaining in the profession 5 years after earning a standard certificate; any public education role requiring certification
3. Ratio of candidates to field supervisors

Consumer Information Indicators

ASEP is also designed to support informed decision making among consumers, including individuals interested in obtaining a teaching certificate who seek to select the EPP that best meets their needs; and school district administrators who lead staffing and recruitment activities.⁶ Along with the above annual performance report indicators, TEA reports consumer information indicators based on annual data submissions from EPPs.

Consumer Information includes the following performance indicators:

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. Extent to which programs prepare teachers to effectively teach
 - a. students with disabilities
 - b. students with limited English proficiency
6. Extent to which programs prepare teachers to
 - a. Integrate technology into teaching
 - b. Use technology to collect, manage, and analyze data
7. Average ratio of field supervisors to candidates (fall and spring semester)

Overview of ASEP Data Submission and Reporting

TEA collects annual data for each ASEP indicator from EPPs and from surveys administered to teacher candidates, first-year teachers, and principals. Survey data are submitted to TEA by principals between early April and June 15. EPP completers submit exit survey data throughout the year as they apply for certification. Data gathering for each year ends August 31. Programs are 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.

⁶ http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Consumer_Information_about_Educator_Preparation_Programs/Consumer_Information_about_Educator_Preparation_Programs/

Exhibit 3. Overview of ASEP Data Submission, by Indicator, 2017-18

Indicator	Source	Submission Deadline	Responsible for Indicator Calculation
ASEP Accountability Indicator			
Certification examination results (Indicators 1a, and 1b)	Test vendor	Sep 15	TEA
Principal appraisal of preparation of first-year teachers (Indicator 2)	Principals	Jun 15	TEA
Improvement in student achievement (Indicator 3)	TBD ⁷	TBD	TBD
Frequency and duration of field observations (Indicator 4a)	EPP	Sep 15	TEA
Quality of field supervision, candidate ratings (Indicator 4b)	Teacher Candidates	Aug 31	TEA
New teacher appraisal of preparation (Indicator 5)	New Teachers	Jun 15	TEA
Annual Performance Report Indicator			
Applicant acceptance rate	EPP	Sep 15	TEA
Number of applicants	EPP	Sep 15	EPP
Number of candidates admitted	EPP	Sep 15	EPP
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	NA	TEA
Number and percentage of EPP completers employed within 1 year of completion	TEA	NA	TEA
Length of probationary certification	TEA	NA	TEA
Number and percentage of program completers remaining in the profession for 5 years (in teacher role)	TEA	NA	TEA
Number and percentage of program completers remaining in the profession for 5 years (any certified role)	TEA	NA	TEA
Ratio of candidates to field supervisors	EPP	Sep 15	TEA
Consumer Information Indicator			
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

⁷ This indicator is under development and is not included in 2017-2018 reporting.

Indicator	Source	Submission Deadline	Responsible for Indicator Calculation
Preparedness to use technology with data	Principals	Jun 15	TEA
Ratio of candidates to field supervisors (fall and spring semester)	EPP	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 values for indicators, including the number and percentage of program completers employed under a standard teaching certificate and remaining in the profession. Results are reported to the public 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 Accountability, Annual Performance Report, and Consumer Information indicators. First, an overview of the small group exception is provided. This is followed by information about each indicator including a description, the minimum performance standard (if applicable), how the indicator is calculated, methodological and reporting considerations, and brief example calculations.

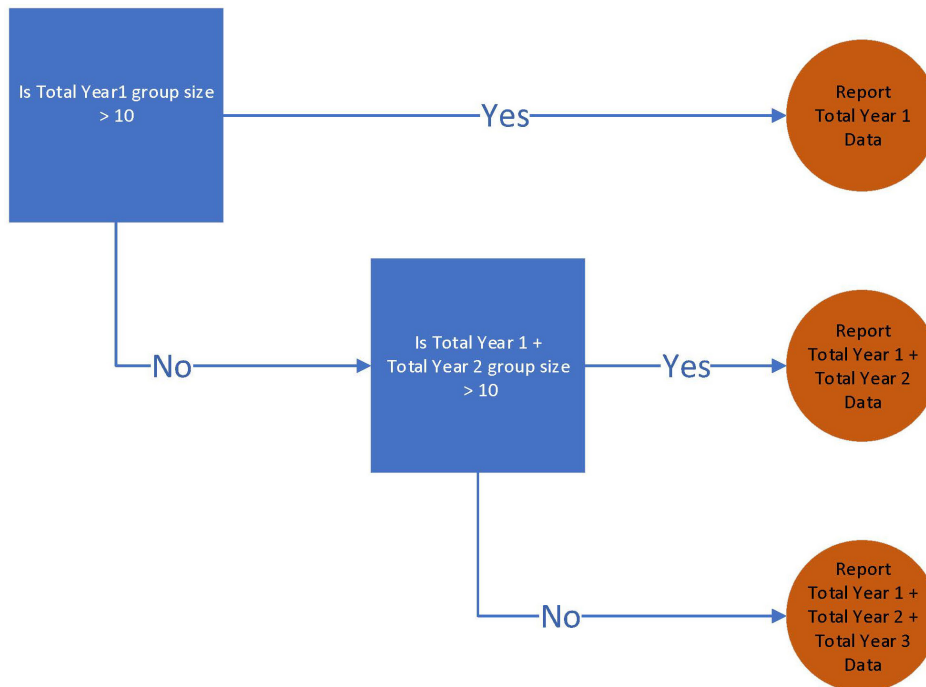
Small Group Exception and Aggregation

To help protect the confidentiality of individuals and to reduce the impact of individual outliers, ASEP allows for a small group exception related to the ASEP Accountability Indicators.⁸ These indicators are only used for accreditation status determination if groups include more than 10 individuals in one year or once aggregated, or once three years of data have been aggregated. If there are 10 or fewer individuals for a given indicator in a specific year, those data are combined with prior years' data. If data from prior years is not available, the EPP performance on the indicator is 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 aggregation. If 10 or fewer individuals are present in a reporting group in a particular year, data are combined with data for the prior year. If the combined (Year 1 and Year 2) group size is more than 10, then the combined group data are reported. If the combined group size is 10 or fewer, then data from the next prior year are combined (Year 1, Year 2, and Year 3) and the performance for the combined group is reported regardless of sample size.

⁸ The small group exception does not apply to frequency and duration of field observations (Indicator 4a), Annual Performance Report indicators, or Consumer Information indicators.

Exhibit 4. Overview of Small Group Aggregation Procedure



As illustrated, the small group exception may result in nonreported data for ASEP Accountability Indicators for some years. Because determination of accreditation status may be based on performance across multiple years, the small group exception allows for accreditation decisions to be based on data from nonconsecutive years, including only those 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 and three years of data are not available, 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

Except where otherwise noted, to compute ASEP indicators, conventional rounding rules are applied. For example, numbers that end with a decimal value of .499 or less are rounded down; those that end with a decimal value of .500 or more are rounded up.

Detailed Information About ASEP Indicators

The following section presents summary tables for each indicator. Each table contains a range of information about the indicator and its computation, including:

- **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
- **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.

ASEP Accountability Indicator 1a: Percent of Individuals Passing PPR Certification Examinations

Attribute	Definition of Attribute
Description	The percent of PPR certification examinations passed on a candidate's first or second attempt.
Minimum performance standard	85%
Calculation	Divide the number of passed certification examinations on the first or second attempt by the total number of passed certification examinations on the first attempt plus the number of certification examinations passed or failed on their second attempt. Round to the nearest whole number.
Population	All individuals who meet all the following requirements: Admitted to an EPP after 12/26/2016 ⁹ Take an examination (first or second attempt) required for the field(s) of the certificate under which they are serving their internship, and/or for the certification field(s) for which they are being prepared, as specified by the EPP ¹⁰ Complete a PPR examination Complete examination (first or second attempt) during the reporting period
Exclusion rules	Excluded individuals are those who do not take a certification examination or those who failed on a first attempt who have not attempted a certification examination for the second time during the reporting period. Scores are not included for examinations taken that are not required for certification in the field being sought and those taken prior to admission to the EPP.
Acceptable values	Positive numbers from 0 to 100.
Methodological considerations	Results disaggregated by race, gender, and ethnicity. The small group aggregation procedure is used for this indicator.
Example calculation	Fifty individuals attempted a PPR examination during the reporting period. Thirty-six of 50 individuals who attempted a PPR examination passed on their first or second attempt. Four individuals attempted a PPR examination for a second time but did not pass the examination. Ten individuals attempted a PPR examination for the first time, did not pass on the first attempt, and did not attempt the examination a second time during the reporting period. These ten individuals are not included in the pass rate. The pass rate is calculated as follows: $(36/40) \times 100 = 90\%$. For an expanded example, see Appendix C.

ASEP Accountability Indicator 1b: Percent of Individuals Passing Non-PPR Certification Examinations

Attribute	Definition of Attribute
Description	The percent of non-PPR certification examinations passed on a candidate's first or second attempt.

⁹ Due to the effective date of the updated calculations for Indicator 1a, only candidates admitted after this date are included. This date does not change from year to year.

¹⁰ In 2017-18, TEA uses two data sources for this information. The first is the field(s) of the certificate held by the individual during his or her internship. The second is the field(s) specified by the EPP on the candidate status list.

Attribute	Definition of Attribute
Minimum performance standard	75%
Calculation	Divide the number of passed certification examinations on the first or second attempt by the total number of passed certification examinations on the first attempt plus the number of certification examinations passed or failed on their second attempt. Round to the nearest whole number.
Population	All individuals who meet all the following requirements: Admitted to an EPP after 12/26/2016 ¹¹ Take an examination (first or second attempt) required for the field(s) of the certificate under which they are serving their internship, and/or for the certification field(s) for which they are being prepared, as specified by the EPP ¹² Complete a non-PPR examination Complete examination (first or second attempt) during the reporting period
Exclusion rules	Excluded individuals are those who do not take a certification examination or those who failed on a first attempt who have not attempted a certification examination for the second time during the reporting period. Scores are not included for examinations taken that are not required for certification in the field being sought and those taken prior to admission to the EPP.
Acceptable values	Positive numbers from 0 to 100.
Methodological considerations	Results disaggregated by race, gender, and ethnicity. The small group aggregation procedure is used for this indicator.
Example calculation	Forty individuals attempted a non-PPR exam during the reporting period. Thirty-six of 40 individuals who attempted a non-PPR examination passed on their first or second attempt. Four individuals attempted a non-PPR examination for a second time but did not pass the examination. Ten individuals attempted a non-PPR examination for the first time, did not pass on the first attempt, and did not attempt the examination a second time during the reporting period. These ten individuals are not included in the pass rate. 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 the preparation of First-Year Teachers

Attribute	Definition of Attribute
Description	The percent of first-year teachers who are designated as Sufficiently Prepared or Well Prepared based on survey ratings by their principals. ¹³

¹¹ Due to the effective date of the updated calculations for Indicator 1a, only candidates admitted after this date are included. This date does not change from year to year.

¹² In 2017-18, TEA uses two data sources for this information. The first is the field(s) of the certificate held by the individual during his or her internship. The second is the field(s) specified by the EPP on the candidate status list.

¹³ 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, the sum of the applicable items on the survey must meet or exceed the value that would correspond to a rating of at least 2 (sufficiently prepared), on average, across survey items.

Attribute	Definition of Attribute
Minimum performance standard	70%
Calculation	Using data collected from Principal Surveys administered during the reporting period, calculate the score for each first-year teacher in the population. Count the number of surveys that met or exceeded the minimum acceptable score. ¹⁴ Divide this number by the total number of completed Principal Surveys for the EPP. Round to the nearest whole number.
Population	All first-year teachers currently enrolled in an EPP or who finished an EPP program within the 5 years prior to the reporting period and taught in the Texas public school system for a minimum of 5 months during the reporting period. ¹⁵ Teachers on standard, intern, 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, or who taught for fewer than 5 months of the reporting period. Surveys that 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 numbers from 0 to 100.
Methodological considerations	Results are disaggregated by race, gender, and ethnicity. If a teacher has multiple teaching certificates from separate EPPs but is considered a first-year teacher in PEIMS, then the survey result 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. 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. The small group aggregation procedure is used for this indicator.
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 ($33 \times 2 = 66$), 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.

ASEP Accountability Indicator 3: Improvement in Student Achievement

Attribute	Definition of Attribute
Description	The achievement and achievement growth of students taught by teachers in the first 3 years following certification.

¹⁴ The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with “Sufficiently Prepared.”

¹⁵ See TAC §229.2 (18) for the definition of a first-year teacher

Attribute	Definition of Attribute
Minimum performance standard	To be determined. This indicator is under development and is not included in 2017–2018 reporting.
Calculation	
Population	
Exclusion rules	
Acceptable values	
Methodological considerations	
Example calculation	

ASEP Accountability Indicator 4a: Frequency and Duration of Field Observations

Attribute	Definition of Attribute
Description	The percent of candidates who completed an internship or clinical teaching who received at least three field observations lasting at least 45 minutes each.
Minimum performance standard	95%
Calculation	Divide the number of candidates who complete an internship or clinical teaching during the reporting period and received at least three 45-minute field observations by the total number of candidates who completed an internship or clinical teaching during the reporting period.
Population	All teacher candidates who completed an internship or clinical teaching during the reporting period. This includes additional internships following the initial internship.
Exclusion rules	Excluded internship candidates are those who are issued a standard certificate or are released from their contract, resign, or exit the EPP prior to completing their internship. Excluded clinical teaching candidates are those who are issued a standard certificate or exit the EPP prior to completing their clinical teaching. Programs inform TEA of these candidates via an exception letter submitted on or before September 15 of the reporting year.
Acceptable values	Positive numbers from 0 to 100.
Methodological considerations	Results are 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. TEA staff identify all reported observation records that occurred during the internship or clinical teaching, even when those appointments cross multiple academic years. The small group aggregation procedure is not used for this indicator. ¹⁶

¹⁶ Per TAC §229.4(g)(1): "...The small group exception does not apply to compliance with the frequency and duration of field supervisor observations."

Attribute	Definition of Attribute
Example calculation	An EPP has 20 candidates who finished their internships in the academic year, and 5 candidates who finished their clinical teaching in the academic year. 19 of the candidates who finished their internships in the academic year received at least three 45-minute observations, and 4 of the candidates who finished their clinical teaching in the academic year 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

Attribute	Definition of Attribute
Description	The percent of candidates who report, on average, that elements of quality field supervision were provided frequently or almost always based on relevant items from the Exit Survey.
Minimum performance standard	90%
Calculation	Using data collected from Exit Surveys administered 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 on the applicable items. ¹⁷ Divide this number by the total number of candidates for whom Exit Survey results are available for the EPP. Round to the nearest whole number.
Population	All candidates who applied for a standard certificate and completed the Exit Survey during the reporting period.
Exclusion rules	None
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Due to current restrictions in the Exit Survey delivery system, results cannot be disaggregated by race, gender, and ethnicity. Small group aggregation 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, 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

Attribute	Definition of Attribute
Description	Results from a survey of first-year teachers about the quality of their preparation.

¹⁷ 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 equal or less than 22 points ($11 \times 2 = 22$) corresponding with an average score of 2 or lower across survey items.

Attribute	Definition of Attribute
Minimum performance standard	To be determined. This indicator is under development and is not included in 2017–2018 reporting.
Calculation	
Population	
Exclusion rules	
Acceptable values	
Methodological considerations	
Example calculation	

Annual Performance Report Indicator: Applicant Acceptance Rate

Attribute	Definition of Attribute
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. Applicants include all individuals from whom the EPP received an application for initial certification in any class. Admitted candidates include those who accepted formal or contingent admission. 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.
Exclusion rules	None
Acceptable values	Positive whole numbers from 0 to 100.
Methodological considerations	Results are disaggregated by race, gender, and ethnicity.
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

Attribute	Definition of Attribute
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. Applicants include all individuals from whom the EPP received an application for initial certification in any class.
Exclusion rules	None

Attribute	Definition of Attribute
Acceptable values	Positive whole numbers.
Methodological considerations	Results are 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

Attribute	Definition of Attribute
Description	The number of all candidates formally or contingently admitted to the EPP in the academic year.
Calculation	Count the number of unique candidates who formally or contingently admitted to the EPP during the reporting period.
Population	All candidates admitted to the EPP during the reporting period. Admitted candidates include those who accepted formal or contingent admission.
Exclusion rules	None
Acceptable values	Positive whole numbers.
Methodological considerations	Results are 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

Attribute	Definition of Attribute
Description	The number of candidates admitted for initial certification in any class prior to or before the end of the reporting period who did not withdraw from the EPP and did not complete all requirements before the end of the reporting period.
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 are disaggregated by race, gender, and ethnicity. Candidates working towards initial certification in all certification classes are included. Candidates taking a temporary leave of absence should be considered retained if they would not be required to be readmitted to continue their progress towards certification.

Attribute	Definition of Attribute
Example calculation	The EPP begins the year with five candidates. One has completed all requirements and four have not yet completed requirements. Among the four who have not completed requirements, one withdrew and three are enrolled (and were admitted to the EPP during different academic years). The number of candidates retained at the end of the reporting period includes the three who are enrolled.

Annual Performance Report Indicator: Number of Program Completers

Attribute	Definition of Attribute
Description	The number of candidates who completed all EPP requirements in the reporting year.
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 are disaggregated by race, gender, and ethnicity. All candidates are included whether or not they are recommended for or issued a standard certificate. 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 Completion¹⁸

Attribute	Definition of Attribute
Description	The number and percentage of EPP candidates who complete all EPP requirements (i.e., EPP completers) and obtain a standard certificate within 1 year of program completion.
Calculation	Count the number of EPP teacher completers during the academic year one year prior to the reporting period who earned a standard teaching certificate by the end of the reporting year. Divide this count by the total number of teacher completers during the academic year one 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 are disaggregated by race, gender and, ethnicity. Relevant teacher candidate completers and standard certified teachers for 2017–2018 reporting are those who completed EPP requirements during the 2016–2017 academic year.

¹⁸ TEC 21.045(b)(3)(E) and 21.0452(b)(7)

Attribute	Definition of Attribute
Example calculation	30 teacher candidates completed all EPP requirements one year prior to the current reporting period, 20 of whom earned standard certificates prior to the end of the current reporting period. The number of EPP completers fully certified within one year is 20. 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

Attribute	Definition of Attribute
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 this count by 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	Teacher candidates who hold positions in the Texas public school system other than a regular classroom teacher are not counted as employed as classroom teachers.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by race, gender and, ethnicity. Relevant completers for 2017–2018 reporting are teacher candidates who completed EPP requirements during the 2015–2016 academic year. For this indicator, employment includes only classroom teaching positions in the Texas public school system. Due to data limitations, Individuals who are employed as teachers in private or parochial schools or in higher education are not counted as employed as classroom teachers. 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.
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 Probationary¹⁹ Certification

Attribute	Definition of Attribute
Description	The average number of days elapsed between the issuance of an EPP candidate's first probationary or intern certificate and issuance of their standard certificate.

¹⁹ Starting in 2017-2018, TEA uses intern and probationary certificates in this calculation

Attribute	Definition of Attribute
Calculation	Count the number of days between the issuance of each candidate's first probationary or intern certificate and their initial 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 an initial standard certificate during the reporting period and were issued a prior probationary or intern certificate by the same EPP.
Exclusion rules	Candidates with greater than 4 years from the issue of their first intern or probationary certificate recommended by the EPP and the issue of an initial standard certificate recommended by the EPP are excluded.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by race, gender, and ethnicity. To be included in this calculation, candidates must have received both a probationary or intern certificate and a standard certificate. If a candidate was issued an initial standard certificate from a different EPP as their intern or probationary certificate, the candidate is excluded from the calculations for the EPP.
Example calculation	Five candidates had the following numbers of days elapsed between issuance of their first probationary certificate and issuance 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: $(390 + 277 + 365 + 388 + 186)/5 = 321.2$ days, which rounds to 322 days.

Annual Performance Report Indicator: Number and Percent Remaining in the Profession for 5 Years; Classroom Teacher

Attribute	Definition of Attribute
Description	The number and percent of certified teachers who are employed in the Texas public school system 5 years after earning a standard certificate as a classroom teacher.
Calculation	Count the number of teachers certified 6 years prior to the reporting period who were also employed as classroom teachers in the Texas public school system 5 years before the reporting period. Count the number of those teachers who were employed as 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.
Population	All teachers certified 6 years prior to the reporting periods who were employed as classroom teachers during the academic year 5 years prior to the reporting period.
Exclusion rules	Individuals who were not employed as a classroom teacher in a public school in Texas in the year following their year of certification are excluded.
Acceptable values	Positive whole numbers.

Attribute	Definition of Attribute
Methodological considerations	Results are disaggregated by race, gender, and ethnicity. Relevant teachers for 2017–2018 reporting were certified during the 2012–2013 academic year and who were employed as classroom teachers during the 2013–2014 academic year. For this indicator, employment includes only classroom teaching positions in the Texas public school system. Teachers in private or parochial schools or in higher education are not counted as employed in this calculation.
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 classroom teachers in the first year after certification. During the reporting period, 21 of these 28 EPP completers were still employed in the Texas public school system as 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: Number and Percent Remaining in the Profession for 5 Years; Any Certified Role

Attribute	Definition of Attribute
Description	The number and percent of certified teachers who are employed in the Texas public school system 5 years after earning a standard certificate in any public education role collected in PEIMS.
Calculation	Count the number of teachers certified 6 years prior to the reporting period who were also employed as classroom teachers in the Texas public school system 5 years before the reporting period. Count the number of those teachers who were still employed in any role requiring certification 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.
Population	All teachers certified 6 years prior to the reporting periods who were employed as classroom teachers during the academic year 5 years prior to the reporting period.
Exclusion rules	Individuals who were not employed as a classroom teacher in a public school in Texas in the year following their year of certification are excluded.
Acceptable values	Positive whole numbers.
Methodological considerations	Results are disaggregated by race, gender, and ethnicity. Relevant teachers for 2017–2018 reporting were certified during the 2012–2013 academic year and who were employed as classroom teachers during the 2013–2014 academic year. For this indicator, employment includes any certified educator role in the Texas public school system. Educators in private or parochial schools or in higher education are not counted as employed in this calculation.
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 classroom teachers in the first year after certification. During the reporting period, 21 of these 28 EPP completers were still employed in the Texas public school system as classroom teachers, and 2 of these completers were employed as assistant principals. The number of certified teachers remaining in the profession for 5 years is 23 and the percentage is calculated as follows: $(23/28) \times 100 = 82\%$. For an expanded example, see Appendix D.

Annual Performance Report Indicator: Ratio of Candidates to Field Supervisors

Attribute	Definition of Attribute
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 unique candidates by the number of unique field supervisors. Round the first value to the nearest tenth.
Population	All EPP candidates involved in field 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

Attribute	Definition of Attribute
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.
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

Attribute	Definition of Attribute
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.

Attribute	Definition of Attribute
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

Attribute	Definition of Attribute
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.
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 choose 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 based on overall GPA with the following GPAs: 4.00, 2.50, 3.75, 3.25, and 3.50. Two candidates were admitted to the EPP based on the last 60 hours of coursework with the following GPAs: 3.80 and 3.60. The average overall GPA is computed as follows: $(4.00 + 2.50 + 3.75 + 3.25 + 3.50 + 3.80 + 3.60)/7 = 3.49$.

Consumer Information Indicator: Candidates' Average SAT Score

Attribute	Definition of Attribute
Description	The average total SAT score (verbal and quantitative sections only) for candidates admitted to the EPP.
Calculation	Divide the sum of all candidates' SAT scores by the total number of candidates admitted to the program during the reporting period with SAT scores. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period for whom SAT scores were used for admission, as reported by the EPP.
Exclusion rules	None
Acceptable values	Positive whole numbers between 400 and 2400. ²⁰
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 ²¹ is computed as follows: $(680 + 590 + 510 + 760)/4 = 635$.

Consumer Information Indicator: Candidates' Average ACT Score

Attribute	Definition of Attribute
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 with ACT scores. Round to the nearest whole number.
Population	All EPP candidates admitted during the reporting period for whom ACT scores were used for admission, as reported by the EPP.
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.
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

Attribute	Definition of Attribute
Description	The average GRE score (sum of Verbal Reasoning and Quantitative Reasoning scores) for candidates admitted to the EPP.

²⁰ 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. Average scores may include scores on both ranges.

²¹ Calculations based on all SAT scores reported by EPPs.

Attribute	Definition of Attribute
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 with GRE scores. 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. ²²
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 ²³ is computed as follows: $(300 + 315 + 280 + 277)/4 = 293$.

Consumer Information Indicator: Preparedness to Teach Students With Disabilities

Attribute	Definition of Attribute
Description	The percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared to teach students with disabilities based on survey ratings by their principals. ²⁴
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. ²⁵ 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 standard, intern, and probationary certificates are included.
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, or 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.

²² 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. Average scores may include scores on both ranges.

²³ Calculations based on all GRE scores reported by EPPs.

²⁴ 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.

²⁵ The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with "Sufficiently Prepared."

Attribute	Definition of Attribute
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 ($7 \times 2 = 14$), 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

Attribute	Definition of Attribute
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. ²⁶
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. ²⁷ 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 standard, intern, and probationary certificates are included.
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, or 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.
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.

²⁶ 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.

²⁷ The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with “Sufficiently Prepared.”

Attribute	Definition of Attribute
Example calculation	An EPP has five candidates with the following scores on the English language learners section of the Principal Survey (five items, 15 possible points): 10, 7, 13, 15, and 11. With a minimum acceptable score of 10 ($5 \times 2 = 10$), 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

Attribute	Definition of Attribute
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. ²⁸
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. ²⁹ 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, or 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.

²⁸ 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.

²⁹ The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with “Sufficiently Prepared.”

Attribute	Definition of Attribute
Example calculation	An EPP has five candidates with the following scores on the “Integrating Technology into Teaching” section of the Principal Survey (four items, 12 possible points): 10, 7, 12, 8, and 9. With a minimum acceptable score of 8 ($4 \times 2 = 8$), 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

Attribute	Definition of Attribute
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. ³⁰
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. ³¹ Divide this number by the total number of first-year teachers for whom survey results on the Using Technology with Data 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, or taught for fewer than 5 months of the reporting period. Teachers who lack valid data on the Using Technology with Data 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 ($4 \times 2 = 8$), 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.

³⁰ 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.

³¹ The minimum acceptable score is the number applicable survey items multiplied by 2, the answer option which corresponds with “Sufficiently Prepared.”

Consumer Information Indicator: Ratio of Candidates to Field Supervisors (Fall and Spring Semesters)

Attribute	Definition of Attribute
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 unique EPP candidates observed and the number of unique 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 field 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 are 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.

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 below.

Exhibit A1. Initial Approval Process

Approval Process	Review Timeline	Required Application Components
Initial approval	Once at beginning of program	<ul style="list-style-type: none"> ■ EPP commitment to adequate preparation of certification candidates, program standards, and community collaboration ■ Criteria for admission to an EPP ■ Curriculum that is performance-based ■ Program delivery and evaluation ■ Plan for ongoing support of candidates ■ List of certificates to be offered by entity ■ Assurance that applicable federal statutes or regulations are met

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

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
2017–2018 (September 1, 2017–August 31, 2018)	2019

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 2017–2018 academic year.

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-Warned	The EPP fails to meet minimum performance standards on one or more ASEP Accountability indicators for: <ul style="list-style-type: none"> ■ One or more aggregated groups in a single reporting period, ■ Two or more disaggregated subgroups in a single reporting period, or ■ One or more disaggregated subgroup(s) in two consecutive reporting periods³² (does not have to be the same subgroup or indicator across reporting periods).
Accredited-Probation	The EPP fails to meet minimum performance standards on one or more ASEP Accountability indicators for: <ul style="list-style-type: none"> ■ One or more aggregated groups in two consecutive reporting periods, ■ Three or more disaggregated subgroups a single reporting period, or ■ One or more disaggregated subgroup(s) for three consecutive reporting periods (does not have to be the same subgroup or indicator across reporting periods).
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.

³² 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.³³ In December, TEA sends letters informing programs of their recommended accreditation status based on ASEP results, along with the data. EPPs may request an informal review of the proposed recommendation by the deadline communicated in the notice.³⁴ The review request must explain why the EPP believes the recommendation is inappropriate and provide evidence to support the claims. Following any applicable review, TEA issues a final recommendation. In the first SBEC meeting of the subsequent calendar year, accreditation status recommendations are submitted to the SBEC for approval.

TEA has the opportunity to review the request and any additional documentation and then issue a final recommendation. EPPs that receive a final status of not accredited - revoked 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-Warning 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

An EPP with Not Accredited-Revoked status may no longer admit new candidates until accreditation has been reinstated.³⁵

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 non-inscribed 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.

³³ 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.

³⁴ Per TAC 229.7(b)(2), the deadline shall not be less than 14 calendar days from the date of receipt of the notice.

³⁵ 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.

Appendix B. ASEP History and Next Steps

ASEP History

The Texas ASEP was authorized in 1995 with the passage of Senate Bill 1, a 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.³⁶ Rules related to ASEP may be found in the Texas Administrative Code (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 Leadership and Quality 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 2010.³⁷

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.³⁸

Next Steps for Development of ASEP

This guide identifies the data requirements and procedures associated with the ASEP accountability indicators used to determine EPP accreditation status for 2017–2018. 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 2017–2018 through 2020–2021 reporting periods currently in rule. Exhibit B2 provides an overview of requirements for field observations.

³⁶ 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>

³⁷ 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>

³⁸ 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: 2019 Reporting Period: 2017–2018	Accreditation Year: 2020 Reporting Period: 2018–2019	Accreditation Year: 2021 Reporting Period: 2019–2020	Accreditation Year: 2022 Reporting Period: 2020–2021
1a. PPR certification Exams	Pass rate for pedagogy and professional responsibilities (PPR) exams on the first two attempts.	85%	90%	90%	90%
1b. Non-PPR certification Exams	Pass rate for non-PPR exams related to candidates’ declared fields on the first two attempts.	75%	80%	85%	90%
2. Principal appraisal of first-year teachers	The percent of first-year teachers who are designated as Sufficiently Prepared or Well Prepared based on survey ratings by their principals.	70%	70%	70%	70%
3. Improvement in student achievement	Achievement and achievement growth of students taught by teachers in first 3 years.	Indicator under development	Indicator under development	<u>**</u>	<u>**</u>
4a. Frequency and duration of field observations ³⁹	Percentage of candidates on internship and clinical teaching experiences who received the required number of field observations of required duration.	95%	95%	95%	95%
4b. Quality of field supervision	Percentage of candidates applying for standard certification who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	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.	Indicator under development	<u>*</u>	<u>**</u>	<u>**</u>

*Report-only performance standard to be set for the 2018-2019 reporting period.

**Performance standard not yet determined.

³⁹ 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	Intern certificate and those completing a second internship on a probationary or probationary extension certificate 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.
Internship	Probationary certificate and those completing a second internship on a probationary or probationary extension certificate following a successful internship	45 Minutes	3	Within the first six weeks of the placement	One in the first half, and one in 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.
Clinical Teaching	14-week full day	45 Minutes	3	Within first third of the placement	One in the second third, and one in the last third of the placement	—
Clinical Teaching	28-week half day	45 Minutes	4	Within first third of the placement	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 passing scores for PPR certification examinations based on the first two attempts (Indicator 1a)
- Percent of passing scores for non-PPR certification examinations based on the first two attempts (Indicator 1b)
- Principal appraisal of first-year teachers (Indicator 2)
- Frequency and duration of clinical teaching 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 2017–2018 reporting period.

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

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

Step 2: Identify which tests to include in calculations. Tests which are necessary for the field(s) necessary for the certificate(s) under which an individual are serving an internship and tests necessary for the field(s) identified by the EPP on the candidate status list are included.

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

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

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

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC–6	
Andrea	February 2018	160: PPR EC–12	F
Andrea	April 2018	160: PPR EC–12	P
Betty	6/15/2017	Core Subjects 4–8	
Betty	October 2017	160: PPR EC–12	F
Betty	December 2017	160: PPR EC–12	F
Betty	February 2018	160: PPR EC–12	F

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

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Betty	April 2018	160: PPR EC-12	P
Carlos	1/1/2017	LOTE EC-12-Spanish	
Carlos	February 2017	160: PPR EC-12	P
Dana	12/15/2017	Physical Ed EC-12	
Dana	April 2018	160: PPR EC-12	F
Eduardo	7/15/2017	Social Studies 8-12 & ESL Supplemental	
Eduardo	February 2018	160: PPR EC-12	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	August 2017	160: PPR EC-12	F
Faye	December 2017	160: PPR EC-12	F
Faye	March 2018	160: PPR EC-12	F
Faye	August 2018	160: PPR EC-12	F
Hector	3/15/2018	Core Subjects 4-8	
George	8/1/2017	Core Subjects EC-6	
George	December 2017	160: PPR EC-12	F
Imogen	8/12/2017	Social Studies 8-12	
Imogen	February 2018	270: PPR T&IE	P
Jermaine	9/1/2017	Core Subjects 4-8	
Jermaine	December 2017	160: PPR EC-12	P
Ken	6/1/2018	Math 8-12	
Lawrence	9/12/2017	Core Subjects 4-8 & Bilingual Supplemental- Spanish	
Lawrence	December 2017	160: PPR EC-12	F
Mel	6/22/2017	Social Studies 8-12	
Mel	Sept. 2017	160: PPR EC-12	F
Nancy	12/29/2016	Physical Ed EC-12	
Nancy	December 2017	160: PPR EC-12	F
Oscar	2/11/2017	LOTE EC-12 - Spanish	
Oscar	December 2017	160: PPR EC-12	F
Oscar	February 2018	160: PPR EC-12	P
Patrice	1/12/2017	Core Subjects EC-6 & Bilingual Supplemental- Arabic	
Patrice	June 2018	160: PPR EC-12	P
Quinn	5/15/2017	Core Subjects EC-6 & Bilingual Supplemental- Spanish	
Quinn	June 2017	160: PPR EC-12	F
Quinn	October 2018	160: PPR EC-12	P
Roberto	7/1/2017	Core Subjects 4-8	
Roberto	February 2018	160: PPR EC-12	F
Roberto	April 2018	160: PPR EC-12	P
Sally	6/15/2017	LOTE EC-12 - Spanish	
Sally	February 2018	160: PPR EC-12	P

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

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See p. 8 of this guide for further explanation of the small group aggregation.

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

$$\begin{aligned} & \text{Pass rate} \\ & = \left(\frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \right) \times 100 = \\ & \left(\frac{9}{11} \right) \times 100 = \\ & 0.81818 \times 100 = \\ & 82\% \end{aligned}$$

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

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

Step 2: Identify which tests to include in calculations. Tests which are necessary for the field(s) necessary for the certificate(s) under which an individual are serving an internship and tests necessary for the field(s) identified by the EPP on the candidate status list are included.

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

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

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

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	October 2017	291: Core Subjects EC-6	F
Andrea	December 2017	291: Core Subjects EC-6	F
Andrea	February 2018	291: Core Subjects EC-6	F
Andrea	April 2018	291: Core Subjects EC-6	P
Betty	6/15/2017	Core Subjects 4-8	
Betty	October 2017	211: Core Subjects 4-8	P
Carlos	1/1/2017	LOTE EC-12-Spanish	
Carlos	December 2017	613: LOTE EC-12-Spanish	P
Dana	12/15/2017	Physical Ed EC-12	
Dana	December 2017	158: Physical Ed EC-12	F
Dana	April 2018	158: Physical Ed EC-12	P
Eduardo	7/15/2017	Social Studies 8-12 & ESL Supplemental	
Eduardo	December 2017	132: Social Studies 8-12	P
Eduardo	January 2017	154: ESL Supplemental	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	December 2017	291: Core Subjects EC-6	F
Faye	March 2018	291: Core Subjects EC-6	F
Faye	September 2018	291: Core Subjects EC-6	P
George	8/1/2017	Core Subjects EC-6	
George	September 2017	291: Core Subjects EC-6	P
Hector	3/15/2017	Core Subjects 4-8	
Hector	October 2017	211: Core Subjects 4-8	P

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

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Imogen	8/12/2017	Social Studies 8–12	
Imogen	October 2017	132: Social Studies 8–12	F
Imogen	December 2017	132: Social Studies 8–12	F
Imogen	February 2018	132: Social Studies 8–12	F
Imogen	December 2018	133: History 8–12	P
Jermaine	9/1/2017	Core Subjects 4–8	
Jermaine	October 2017	211: Core Subjects 4–8	P
Jermaine	February 2018	068: Principal	P
Ken	6/1/2018	Math 8–12	
Ken	June 2018	135: Math 8–12	P
Lawrence	9/12/2017	Core Subjects 4-8 & Bilingual Supplemental- Spanish	
Lawrence	June 2018	164: Bilingual Education Supplemental	P
Lawrence	October 2017	211: Core Subjects 4-8	F
Mel	6/22/2017	Social Studies 8–12	
Mel	June 2018	132: Social Studies 8–12	F
Nancy	12/29/2016	Physical Ed EC–12	
Nancy	December 2017	158: Physical Ed EC–12	F
Oscar	2/11/2017	LOTE EC–12 – Spanish	
Oscar	December 2017	613: LOTE EC–12 – Spanish	P
Patrice	1/12/2017	Core Subjects EC–6 & Bilingual Supplemental– Arabic	
Patrice	June 2018	164: Bilingual Education Supplemental	P
Patrice	October 2017	291: Core Subjects EC–6	F
Patrice	December 2017	291: Core Subjects EC–6	F
Patrice	February 2018	291: Core Subjects EC–6	P
Quinn	6/15/2017	Core Subjects EC–6 & Bilingual Supplemental- Spanish	
Quinn	June 2018	164: Bilingual Education Supplemental	P
Quinn	October 2017	291: Core Subjects EC–6	P
Roberto	4/1/2017	Core Subjects 4–8	
Roberto	June 2017	211: Core Subjects 4–8	F
Roberto	October 2017	211: Core Subjects 4–8	F
Roberto	December 2017	211: Core Subjects 4–8	P
Sally	6/15/2017	LOTE EC–12 – Spanish	
Sally	December 2017	613: LOTE EC–12– Spanish	F

Exclusion example
Tests 133: History 8-12 for Imogen and 068: Principal for Jermaine are excluded because they are not required for the candidates' certification field.

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See p. 8 of this guide for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of examinations passed on their first or second attempt (14) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (14+5=19). Multiply this value by 100. Round to the nearest whole number.

$$\begin{aligned} & \text{Pass rate} \\ & = \left(\frac{\text{Number of tests passed}}{\text{Number of tests completed}} \right) \times 100 = \\ & \left(\frac{14}{19} \right) \times 100 = \\ & 0.736 \times 100 = \\ & 73.6\%, \text{ which rounds to } 74\% \end{aligned}$$

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: Exclude any survey records with data missing in a required section.

Step 3: Add the total number of points from the applicable questions (Q4-Q16, Q18-Q24, Q26- Q38)

Step 4: Divide by the number of applicable questions completed for the candidate.

Step 5: Identify which candidates have the minimum acceptable score or higher.

Name ⁴⁰	Points by Survey Section: 41 CE	Points by Survey Section: INS	Points by Survey Section: SWD	Points by Survey Section: ELL	Points by Survey Section: TI	Points by Survey Section: TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
Number of Questions	5	8	7	5	4	4	33		
Minimum Acceptable Score (N*2)	10	16	14	10	8	8	66		
Kurt Baker	15	18	8	9	10	12	72		Y
Salvador Green	14	18	14	13	8			This candidate is excluded from calculations because he is missing a score on a required section.	
Regina Holmes	7	24	9	10	12	8	73		Y
Silvia Jimenez	7	8	7	10	12	12	56		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; however, the number of questions and minimum score is different (26 Questions * 2 = 52 minimum acceptable score)	Y

⁴⁰ Public data set does not include names.

⁴¹ 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.

Name ⁴⁰	Points by Survey Section: 41 CE	Points by Survey Section: INS	Points by Survey Section: SWD	Points by Survey Section: ELL	Points by Survey Section: TI	Points by Survey Section: TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
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; however, the number of questions and minimum score is different (28 Questions * 2 = 56 minimum acceptable score)	Y
George McCarthy	9	23	11	8	10	5	66		Y
Jessie McDaniel	13	19	8	13	11	11	75		Y
Lewis Mills	15	20	9	10	7	8	69		Y
Ruby Perkins	9	15	9	11	9	11	64		N
Josefina Price	14	11	12	11	10	12	70		Y
Susan Reed	15	14			9	11	49	This candidate is missing a score on both nonrequired sections. This score is included; however, the number of questions and minimum score is different (21 Questions * 2 = 42 minimum acceptable score)	Y
Molly Rhodes	15	13	16	10	7	9	70		Y
Sam Shelton	8	7	21	15	8	11	70		Y
Lucy Spencer	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

Step 6: Count the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (15).

Step 7: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See p. 8 of this guide for further explanation of the small group aggregation.

Step 8: 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 (19). 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:

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

$$\frac{15}{19} \times 100 =$$

78.94%, which rounds to 79%

Example Calculation: Frequency and Duration of Internship and Clinical Teaching 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	Assignment Type	Observation Date	Visit_Hrs ⁴²
Carmen Adams	Internship	10/24/17	0:56
Carmen Adams	Internship	1/18/18	1:12
Carmen Adams	Internship	3/16/18	0:46
Cristina Boyd	Internship	12/1/17	0:45
Marjorie Brock	Clinical Teaching	9/25/17	0:50
Marjorie Brock	Clinical Teaching	12/18/17	1:14
Marjorie Brock	Clinical Teaching	3/20/18	0:55
Dora Cain	Internship	9/18/17	0:47
Dora Cain	Internship	11/12/17	0:51
Dora Cain	Internship	3/16/18	0:40
Dora Cain	Internship	5/1/18	1:00
Dianne Cannon	Clinical Teaching	9/20/17	1:13
Dianne Cannon	Clinical Teaching	11/12/17	0:38
Dianne Cannon	Clinical Teaching	2/16/18	0:53
Dianne Cannon	Clinical Teaching	4/25/18	0:47
Dianne Cannon	Clinical Teaching	5/10/18	1:01
Billie Daniels	Internship	11/18/17	1:15
Billie Daniels	Internship	1/29/18	0:58
Billie Daniels	Internship	4/22/18	0:54
Madeline Doyle	Clinical Teaching	11/10/17	1:10
Madeline Doyle	Clinical Teaching	1/20/18	0:55
Madeline Doyle	Clinical Teaching	4/10/18	0:46
Jaime Fowler	Internship	9/30/17	0:59
Jaime Fowler	Internship	11/1/17	1:07
Jaime Fowler	Internship	2/7/18	1:00
Jaime Fowler	Internship	5/1/18	0:49
Chad Frazier	Clinical Teaching	9/27/17	0:46
Chad Frazier	Clinical Teaching	11/18/17	0:55
Chad Frazier	Clinical Teaching	2/1/18	1:11
Chad Frazier	Clinical Teaching	3/18/18	1:25
Jean Hawkins	Internship	10/1/17	0:58
Jean Hawkins	Internship	12/2/17	0:50
Jean Hawkins	Internship	2/10/18	1:00
Jean Hawkins	Internship	4/20/18	0:59
Grace Hoffman	Clinical Teaching	10/5/17	0:52
Grace Hoffman	Clinical Teaching	12/10/17	0:59
Grace Hoffman	Clinical Teaching	3/5/17	0:59

Exclusion example
 The observation of Dora Cain on 3/16/18 and Dianne Cannon on 11/12/17 are not counted because these observations were less than the required 45 minutes.

⁴² This column indicates the duration of the observation.

Name	Assignment Type	Observation Date	Visit_Hrs ⁴²
Doris Hunter	Internship	9/25/17	1:03
Doris Hunter	Internship	11/30/17	1:19
Doris Hunter	Internship	3/30/18	0:45
Melba Jensen	Clinical Teaching	10/1/17	0:46
Melba Jensen	Clinical Teaching	1/10/18	0:53
Melba Jensen	Clinical Teaching	4/5/18	1:01
Edmund Kennedy	Internship	9/12/17	1:20
Edmund Kennedy	Internship	11/18/17	0:58
Edmund Kennedy	Internship	4/1/18	0:50
Neil Newton	Clinical Teaching	10/1/17	0:55
Neil Newton	Clinical Teaching	1/6/18	1:47
Neil Newton	Clinical Teaching	2/27/18	0:51
Neil Newton	Clinical Teaching	4/25/18	1:05
Elsie Pearson	Internship	9/30/17	1:15
Elsie Pearson	Internship	1/25/18	1:01
Elsie Pearson	Internship	4/20/18	0:55
Christopher Ray	Clinical Teaching	9/22/17	0:58
Christopher Ray	Clinical Teaching	12/5/17	0:52
Christopher Ray	Clinical Teaching	3/10/18	0:45
Christopher Ray	Clinical Teaching	4/18/18	1:02
Charlie Schultz	Internship	9/26/17	0:58
Charlie Schultz	Internship	11/18/17	0:45
Charlie Schultz	Internship	2/18/18	0:53
Charlie Schultz	Internship	4/5/18	1:23
Duane Soto	Clinical Teaching	9/10/17	1:17
Duane Soto	Clinical Teaching	11/4/17	0:59
Duane Soto	Clinical Teaching	1/18/18	0:46
Duane Soto	Clinical Teaching	3/9/18	0:48
Duane Soto	Clinical Teaching	5/5/18	0:55
Penny Sutton	Clinical Teaching	11/18/17	0:59
Marty Wood	Clinical Teaching	9/20/17	0:45
Marty Wood	Clinical Teaching	11/17/17	0:57
Marty Wood	Clinical Teaching	2/18/18	1:15
Marty Wood	Clinical Teaching	4/9/18	1:25

Step 3: Identify clinical teaching candidates and interns who meet the minimum requirement of at least three 45-minute field observations.

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

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



Calculation Rule
Cristina had only one 45-minute observation. She is identified as a candidate for whom the minimum requirement was 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 clinical teaching (21).

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

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

$$\frac{19}{21} \times 100 = 90.90\%, \text{ which rounds to } 91\%$$

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: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See p. 8 of this guide for further explanation of the small group aggregation.

Step 5: 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 2017–2018 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 2016–2017 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	Certification	Date Standard Certificate Earned
Syreeta Walton	Bilingual Generalist EC-6	May 2017
Mack Simmons	Generalist EC-6	September 2018
Val Sanchez	Generalist 4-8	May 2017
Hyacinth Freeman	Generalist EC-6	December 2016
Zane Stanley	Generalist 4-8	December 2016
Tyrell Lawrence	Math 8-12	September 2018
Charline Glover	Math 8-12	
Hong Li	Generalist EC-6	
Leona Davis	Bilingual Generalist EC-6	May 2017
Carlota Rice	Math 8-12	December 2016
Esther Doyle	Generalist EC-6	May 2017
Aurore McGee	Math 8-12	May 2017
Josephine Graham	Generalist 4-8	December 2016
Wilfred Osborne	Generalist EC-6	December 2016
Robyn Mason	Math 8-12	September 2018
Nichole Hampton	Generalist 4-8	August 2017
Rosemarie Young	Generalist EC-6	December 2016
Breann Day	Generalist 4-8	August 2017
Shaina Alexander	Bilingual Generalist EC-6	May 2017
Rema Salazar	Generalist 4-8	December 2016
Ervin Taylor	Generalist EC-6	August 2017
Keven Owens	Generalist EC-6	
Francisco Wallace	Generalist EC-6	
Shyla Barker	Generalist 4-8	August 2017
Parthenia Nash	Generalist 4-8	December 2016
Corliss Roy	ESL Supplemental	
Wilbur Snyder	ESL Supplemental	
Carlee Lloyd	Generalist EC-6	August 2017
Sal Higgins	Generalist 4-8	August 2017
Christian Huff	Generalist EC-6	May 2018

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 2015–2016 reporting year. (Some columns are not shown.)

Name	Date of Standard Certificate	Employed ⁴³ on the Last Friday of October 2016 or October 2017 (Fall PEIMS Snapshot Date)?
Syreeta Greene	May 2015	Y
Mack Adkins	August 2017	N
Val Rivera	May 2015	Y
Hyacinth Horton	March 2016	Y
Zane Gilbert	August 2016	Y
Tyrell Andrews	May 2015	Y
Charline Pratt		N
Hong Phillips	October 2015	Y
Leona Hale	May 2015	Y
Carlota Caldwell	August 2015	Y
Esther Rogers	December 2015	Y
Aurore Schmidt	August 2015	Y
Josephine Higgins	May 2015	N
Wilfred Malone	April 2016	Y
Robyn Hamilton	December 2017	N
Nichole Ruiz	May 2015	Y
Rosemarie Harvey	August 2015	Y
Breann Mann	December 2016	Y
Shaina Burton	March 2016	Y
Rema Woods	May 2015	Y
Ervin Pittman	August 2016	Y
Keven Adams	August 2015	Y
Francisco Harris	May 2015	Y
Shyla Vargas	May 2016	Y
Parthenia Burgess	May 2016	N
Corliss Jensen	May 2015	Y
Wilbur Brooks		N
Carlee Fisher	August 2015	Y
Sal Campbell	May 2015	Y
Christian Maldonado	December 2016	Y

⁴³ Candidate must be employed as a 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 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 2012–2013 reporting year. (Some columns are not shown.)

Name	Obtained initial Certification in the 2012-2013 Reporting Period	Employed ⁴⁴ on the Last Friday of October 2013 (Fall PEIMS Snapshot Date)?	Employed on the Last Friday of October 2017 (Fall PEIMS Snapshot Date)?
Johnny Alvarado	Y	Y	Y
Caroline Barker	Y	Y	N
Heather Barnes	Y	Y	Y
Daryl Bradley	Y	N	N
Lydia Doyle	Y	Y	Y
Charlotte Foster	Y	Y	Y
Erik Garrett	Y	Y	Y
Chad Greene	Y	Y	N
Lance Hamilton	Y	Y	Y
Raymond Hampton	Y	Y	Y
Teresa Harmon	Y	Y	N
Alton Higgins	Y	Y	Y
Sherman Mann	Y	Y	Y
Delia Mathis	Y	Y	Y
Doreen McDaniel	Y	Y	Y
Grady Mendez	Y	Y	Y
Omar Nichols	Y	Y	Y
Elsie Obrien	Y	Y	Y
Ollie Oliver	Y	Y	Y
Clarence Parks	Y	Y	Y
Myra Rivera	Y	Y	Y
Paula Ruiz	Y	N	Y
Bobbie Walters	Y	Y	Y
Paul Waters	Y	Y	N
Cora Wilkerson	Y	Y	Y
Luna Yakuna	Y	Y	N
Diego Zilker	Y	Y	Y

⁴⁴ Candidate must be employed as classroom teachers in the Texas public school system.

Step 2: Count the number of certified teachers from the 2012–2013 reporting year who were employed as classroom teachers on the last Friday of October in both 2013 and 2017.

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.

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

Note: The calculation that provides the number and percent of certified teachers remaining in the profession in any role is the same as above, however we use all roles requiring certification in the PEIMS data, rather than just the classroom teacher role.

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 (number of questions * 2) to be designated as Sufficiently Prepared or Well Prepared.

Name ⁴⁵	Points by Survey Section ⁴⁶ CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
<i>Number of Questions</i>	5	8	7	5	4	4	7		
<i>Minimum Acceptable Score (N*2)</i>	10	16	14	10	8	8	14		
Kurt Baker	15	18	8	9	10	12	8		N
Salvador Green	14	18	14	13	8		14		Y
Regina Holmes	7	24	9	10	12	8	9		N
Silvia Jimenez	7	8	7	10	12	12	7		N
Rachael Lawrence	10	12	20	11	7	7	20		Y
Myra Lopez	12	18		13	10	12		This candidate is missing scores on the Students with Disabilities section, so they are not included.	
Darla Maldonado	10	10	10	9	6	6	10		N
Guadalupe Maxwell	13	17	19		6	12	19		Y
George McCarthy	9	23	11	8	10	5	11		N
Jessie McDaniel	13	19	8	13	11	11	8		N
Lewis Mills	15	20	9	10	7	8	9		N
Ruby Perkins	9	15	9	11	9	11	9		N
Josefina Price	14	11	12	11	10	12	12		N
Susan Reed	15	14			9	11		This candidate is missing scores on the Students with Disabilities section, so they are not included.	

⁴⁵ Public data set does not include names.

⁴⁶ 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.

Name ⁴⁵	Points by Survey Section ⁴⁶ CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
Molly Rhodes	15	13	16	10	7	9	16		Y
Sam Shelton	8	7	21	15	8	11	21		Y
Lucy Spencer	15	18	18	14	10	8	18		Y
Kevin Thompson	10	11	15	5	11	11	15		Y
Robin Wells	14	16	14	14	11	5	14		Y
Mercedes West	8	23	14	7	8	8	14		Y

Step 4: Count the number of first-year teachers with valid scores on the Students with Disabilities section of the Principal Survey (18), 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 (18). 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

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

$$\frac{9}{18} \times 100 =$$

50.00%, which rounds to 50%

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 (number of questions * 2) to be designated as Sufficiently Prepared or Well Prepared.

Name ⁴⁷	Points by Survey Section ⁴⁸ CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
<i>Number of Questions</i>	5	8	7	5	4	4	5		
<i>Minimum Acceptable Score (N*2)</i>	10	16	14	10	8	8	10		
Kurt Baker	15	18	8	9	10	12	9		N
Salvador Green	14	18	14	13	8		13		Y
Regina Holmes	7	24	9	10	12	8	10		Y
Silvia Jimenez	7	8	7	10	12	12	10		Y
Rachael Lawrence	10	12	20	11	7	7	11		Y
Myra Lopez	12	18		13	10	12	13		Y
Darla Maldonado	10	10	10	9	6	6	9		N
Guadalupe Maxwell	13	17	19		6	12		This candidate is missing scores on the English Language Learners section, so they are not included.	
George McCarthy	9	23	11	8	10	5	8		N
Jessie McDaniel	13	19	8	13	11	11	13		Y
Lewis Mills	15	20	9	10	7	8	10		Y
Ruby Perkins	9	15	9	11	9	11	11		Y
Josefina Price	14	11	12	11	10	12	11		Y
Susan Reed	15	14			9	11		This candidate is missing scores on the English Language Learners section, so they are not included.	

⁴⁷ Public data set does not include names.

⁴⁸ 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.

Name ⁴⁷	Points by Survey Section ⁴⁸ CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
Molly Rhodes	15	13	16	10	7	9	10		Y
Sam Shelton	8	7	21	15	8	11	15		Y
Lucy Spencer	15	18	18	14	10	8	14		Y
Kevin Thompson	10	11	15	5	11	11	5		N
Robin Wells	14	16	14	14	11	5	14		Y
Mercedes West	8	23	14	7	8	8	7		N

Step 4: Count the number of first-year teachers with valid scores on the Teaching Students who are English Language Learners section of the Principal Survey (18), and the number of candidates who met the criteria for being designated as Sufficiently Prepared or Well Prepared (13).

Step 5: Divide the number of first-year teachers who met the criteria for being designated as Sufficiently Prepared or Well Prepared (13) by the total number of first-year teachers for whom you have valid scores (18). Multiply this value by 100 and round to the nearest whole number.

$$\begin{aligned}
 & \text{Percentage of first-year teachers designated as Sufficiently Prepared or} \\
 & \quad \text{Well Prepared to teach English language learners} \\
 & = \frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} \times 100 = \\
 & \quad \frac{13}{18} \times 100 = \\
 & \quad 72.22\%, \text{ which rounds to } 72\%
 \end{aligned}$$

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 (number of questions * 2) to be designated as Sufficiently Prepared or Well Prepared.

Name ⁴⁹	Points by Survey Section ⁵⁰ CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Average	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
<i>Number of Questions</i>	5	8	7	5	4	4	4		
<i>Minimum Acceptable Score (N*2)</i>	10	16	14	10	8	8	8		
Kurt Baker	15	18	8	9	10	12	10		Y
Salvador Green	14	18	14	13	8		8		Y
Regina Holmes	7	24	9	10	12	8	12		Y
Silvia Jimenez	7	8	7	10	12	12	12		Y
Rachael Lawrence	10	12	20	11	7	7	7		N
Myra Lopez	12	18		13	10	12	10		Y
Darla Maldonado	10	10	10	9	6	6	6		N
Guadalupe Maxwell	13	17	19		6	12	6		N
George McCarthy	9	23	11	8	10	5	10		Y
Jessie McDaniel	13	19	8	13	11	11	11		Y
Lewis Mills	15	20	9	10	7	8	7		N
Ruby Perkins	9	15	9	11	9	11	9		Y
Josefina Price	14	11	12	11	10	12	10		Y
Susan Reed	15	14			9	11	9		Y
Molly Rhodes	15	13	16	10	7	9	7		N

⁴⁹ Public data set does not include names.

⁵⁰ 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.

Name ⁴⁹	Points by Survey Section ⁵⁰ CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Average	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
Sam Shelton	8	7	21	15	8	11	8		Y
Lucy Spencer	15	18	18	14	10	8	10		Y
Kevin Thompson	10	11	15	5	11	11	11		Y
Robin Wells	14	16	14	14	11	5	11		Y
Mercedes West	8	23	14	7	8	8	8		Y

Step 4: Count the number of first-year teachers with valid scores on the Integrating Technology into Teaching section of the Principal Survey (20), and the number of candidates 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 (20). Multiply this value by 100 and round to the nearest whole number.

$$\begin{aligned}
 &\text{Percentage of first-year teachers designated as Sufficiently Prepared or} \\
 &\text{Well Prepared to integrate technology into teaching} \\
 = &\frac{\text{Number of first year teachers meeting minimum acceptable score}}{\text{Total number of valid surveys}} \times 100 = \\
 &\frac{15}{20} \times 100 = \\
 &75.00\%, \text{ which rounds to } 75\%
 \end{aligned}$$

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 (number of questions * 2) to be designated as Sufficiently Prepared or Well Prepared.

Name ⁵¹	Points by Survey Section ⁵² CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
<i>Number of Questions</i>	5	8	7	5	4	4	4		
<i>Minimum Acceptable Score (N*2)</i>	10	16	14	10	8	8	8		
Kurt Baker	15	18	8	9	10	12	12		Y
Salvador Green	14	18	14	13	8			This candidate is missing scores on the Technology Use section, so they are not included.	
Regina Holmes	7	24	9	10	12	8	8		Y
Silvia Jimenez	7	8	7	10	12	12	12		Y
Rachael Lawrence	10	12	20	11	7	7	7		N
Myra Lopez	12	18		13	10	12	12		Y
Darla Maldonado	10	10	10	9	6	6	6		N
Guadalupe Maxwell	13	17	19		6	12	12		Y
George McCarthy	9	23	11	8	10	5	5		N
Jessie McDaniel	13	19	8	13	11	11	11		Y

⁵¹ Public data set does not include names.

⁵² 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.

Name ⁵¹	Points by Survey Section ⁵² CE	Points by Survey Section INS	Points by Survey Section SWD	Points by Survey Section ELL	Points by Survey Section TI	Points by Survey Section TU	Total	Exclusion/Inclusion Examples	Met Minimum Acceptable Value
Lewis Mills	15	20	9	10	7	8	8		Y
Ruby Perkins	9	15	9	11	9	11	11		Y
Josefina Price	14	11	12	11	10	12	12		Y
Susan Reed	15	14			9	11	11		Y
Molly Rhodes	15	13	16	10	7	9	9		Y
Sam Shelton	8	7	21	15	8	11	11		Y
Lucy Spencer	15	18	18	14	10	8	8		Y
Kevin Thompson	10	11	15	5	11	11	11		Y
Robin Wells	14	16	14	14	11	5	5		N
Mercedes West	8	23	14	7	8	8	8		Y

Step 4: Count the number of first-year teachers with valid scores on the Preparation for Using Technology to Collect, Manage, and Analyze Data section of the Principal Survey (19), and the number of candidates 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 classified as Sufficiently Prepared or Well Prepared (15) by the total number of first-year teachers for whom you have valid scores (19). 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 use technology to collect, manage, and analyze data

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

$$\frac{15}{19} \times 100 =$$

78.95%, which rounds to 80%

Appendix F. Sample ASEP Report



2017-2018 Accountability System for Educator Preparation Annual Report – February 5, 2019

Institution Name: EPP NAME: 000001

Contact: John Smith
Address: 1700 N. Congress Avenue, Austin, TX 78701
Phone: (888) 345-5555 **Web Address:** www.epp.org
Program Type: Alternative
Institution Type: Private

Minimum Accountability Standards – TEC 21.045(a)¹

Standard ²	2016-2017	2017-2018	Statewide 2017-2018
Accreditation Status			
1a: Percent of individuals passing PPR certification examinations			
1b: Percent of individuals passing non-PPR certification examinations			
Indicator 2: Principal Appraisal of First Year Teachers			
Indicator 3: Improvement in Student Achievement			
Indicator 4a: Frequency and duration of field observations: Interns and Clinical Teachers			
Indicator 4b: Quality of Field Supervision			
Indicator 5: Satisfaction of New Teachers			

Annual Performance Report Indicators – TEC 21.045(b)¹

Standard ²	2016-2017	2017-2018	Statewide 2017-2018
Applicant Acceptance Rate			
Applied to Program			
Admitted to Program			
Retained in Program			
Completed the Program			
Educators Fully Certified			
Percent Fully Certified			
Number Employed Within a Year of Completion			
Percent Employed Within a Year of Completion			
Average Length of Probationary Certification (days) ²			
Teachers Remaining in the Profession for 5 years – Classroom Teacher			
Percent Remaining in the Profession for 5 years – Classroom Teacher			

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2017-2018 Accountability System for Educator Preparation Annual Report – February 5, 2019

Educators Remaining in the Profession for 5 years - All professions requiring certification			
Percent Remaining in the Profession for 5 years - All professions requiring certification			
Ratio of Field Supervisors to Candidates			

Consumer Information – TEC 21.0452(b)¹

Standard²	2016-2017	2017-2018	Statewide 2017-2018
Candidates' Overall GPA			
Average GPA in Subject Area			
Incoming Class GPA			
Candidates' Average SAT			
Candidates' Average ACT			
Candidates' Average GRE			
Percent Prepared to Teach Students with Disabilities ³			
Percent Prepared to Teach English Language Learners ³			
Percent Prepared to Integrate Technology into Teaching ³			
Percent Prepared to Use Technology to Collect, Manage and Analyze Data ²			
Ratio of Field Supervisors to Candidates - Fall Semester			
Ratio of Field Supervisors to Candidates - Spring Semester			

1. (n.d.). Education Code Chapter 21. Educators. Retrieved from <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>
2. All elements of the ASEP Standards included in this report, to include methodological and reporting considerations can be found in the 2017-2018 ASEP Accountability Manual on the TEA [Program Provider Resources](#) page of the TEA website.
2. The calculation of this standard was updated for the 2017-18 Reporting Year.
3. The data to determine this information

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.⁵³
 - **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,⁵⁴ including 12 hours of upper division coursework in the subject area(s) taught.

⁵³ 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.

⁵⁴ 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.
- **professional certificate:** Provided to an educator who serves in a role other than that of a 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.

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.

first-year teacher: A teacher with standard or probationary certificate who is in their first year of employment as a 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 2017–2018 reporting period is 10.

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.