

Item 8:**Proposed Amendments to 19 TAC Chapter 229,
Accountability System for Educator Preparation Programs,
Subchapter A, Accountability System for Education
Preparation Program Procedures, Subchapter B,
Accountability System for Educator Preparation
Accreditation Statuses, Subchapter C, Accreditation
Sanctions, and Subchapter F, Required Fees****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees. 19 TAC Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the Accountability System for Educator Preparation (ASEP) Manual; would clarify and streamline language and definitions; would provide an updated approach for the implementation of the student growth indicator; would provide additional flexibility for small programs; would clarify closure procedures; and would include technical updates.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(d), states that the SBEC may adopt a fee for the approval and renewal of approval of an EPP, for the addition of a certificate or field of certification, and to provide for the administrative cost of appropriately ensuring the accountability of EPPs.

TEC, §21.043(b) and (c), require SBEC to provide EPPs with data, as determined in coordination with stakeholders, based on information reported through PEIMS that enables an EPP to assess the impact of the program and revise the program as needed to improve.

TEC, §21.0441(c) and (d), require the SBEC to adopt rules setting certain admission requirements for EPPs.

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC. The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045, states that the board shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs.

TEC, §21.0451, states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards and shall annually review the accreditation status of each EPP. The costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the sponsor of the EPP.

TEC, §21.0452, states that to assist persons interested in obtaining teaching certification in selecting an EPP and assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding educator programs in this state available to the public through the SBEC's Internet website.

EFFECTIVE DATE: If approved for filing as proposed, and if adopted, subject to State Board of Education (SBOE) review, the proposed effective date of the proposal would be January 5, 2026 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

BACKGROUND INFORMATION AND JUSTIFICATION: EPPs are entrusted to prepare educators for success in the classroom. The TEC, §21.0443, requires EPPs to adequately prepare candidates for certification. Similarly, TEC, §21.031, requires the SBEC to ensure candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. The TEC, §21.045, also requires SBEC to establish standards to govern the continuing accountability of all EPPs. The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs to comply with these provisions of the TEC and to ensure the highest level of educator preparation, which is codified in the SBEC Mission Statement.

The following is a description of the topics for the SBEC's consideration for proposed amendments to 19 TAC Chapter 229, which is presented in Attachment I. The updated ASEP Manual (Figure: 19 TAC §229.1(c)) is presented in Attachment II.

Subchapter A: Accountability System for Educator Preparation Program Procedures§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.**Update of ASEP Manual:**

The proposed amendment to Figure: 19 TAC §229.1(c) would update the ASEP manual to do the following:

Updates to the title page would reflect the updated table of contents.

Updates to the table of contents would provide consistent descriptive language for the Principal Survey and Teacher Survey throughout the manual.

Updates to Chapter 2 would add process language and a diagram explaining the modified small group aggregation procedure described in proposed new 19 TAC §229.4(c)(6) and simplify references to demographic categories to refer to the definitions in the rule chapter.

Updates to Chapter 3 would clarify the contents of the chapter, remove expired language, and add language to specify the inclusion of Texas Assessment of Sign Communication (TASC 072) and the Texas Assessment of Sign Communication – American Sign Language (TASC-ASL 073) in the calculations for certification category evaluation, along with clarifying the evaluation procedure. Updates would also remove repetitive language and streamline the methodological language. The worked examples would be updated to remove repetitive language, point to the methods described elsewhere in the chapter, include broader examples of included tests, and match the description with the example.

Updates to Chapter 4 would streamline and remove repetitive information, add the enhanced standard certificate to the certificate list, more clearly align with practice and provide additional transparency for what individuals are included in the population, clarify the use of the certificate effective date when identifying individuals, and clarify the practice for when teachers are at multiple campuses. Updates to the worked example would add a step to further describe current practice, remove repetitive language, and correct a number to match the description with the example.

Updates to Chapter 5 would modify the individuals included section to align with practice and provide additional transparency to the field about the time span of data used, add a reference to existing definitions, and add the enhanced standard certificate to the list of certificates. Updates to the scoring approach section would provide additional clarity on the process when there are multiple subject areas for one teacher, better describe the individual standard aligned with the measurement definition of STAAR annual growth points, and correct for grammar and usage. Updates to the worked example would remove repetitive language.

Updates to Chapter 6 would add the residency experience as an evaluated field experience, clarify that, beginning in the 2025-2026 academic year, individuals completing clinical teaching would be identified using the clinical experience record, and add the enhanced standard certificate to the list of certificates. Updates would also point to existing definitions, add specificity to the observation frequency requirements used as the standard for the 2024-2025

academic year, generalize the reference to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter F, Support for Candidates During Required Clinical Experiences, to simplify future rulemaking, and use the language of reporting year. Updates would also move the description of the scoring approach from the worked example to the main section of the chapter without modifying the process and would align language about the small group aggregation throughout the manual. Updates to the worked example would remove repetitive language.

Updates to Chapter 7 would align the approach of providing the alternative name of the survey with the approach in Chapter 4, add the enhanced standard certificate to the certificate list, provide more aligned descriptions of practice and provide additional transparency for what individuals are included in the sample, clarify the use of the certificate effective date when identifying individuals, and clarify the practice for when teachers are at multiple campuses. Updates to the worked example would add a step to further describe current practice and remove repetitive language.

Updates to Chapter 8 would remove the EPP commendations. Commendations would be introduced in 19 TAC Chapter 228 related to the Continuing Approval Review. This provides clarity by removing potentially conflicting language.

Updates to Chapter 9 would modify the examples to data for Indicator 3, since it would no longer be report only. This would provide clarity to the field. The updates would also align language with the definitions section of 19 TAC Chapter 229.

Update to Commendations

The proposed amendment to §229.1(d) would remove the language related to commendations. Commendations would be introduced in 19 TAC Chapter 228 related to the Continuing Approval Review. This update would provide clarity by removing potentially conflicting language.

§229.2. Definitions.

The proposed amendment to §229.2(2), (3), (20)-(23), and (28) would remove definitions of terms not included in the chapter. The remaining definitions would be renumbered accordingly.

The proposed amendment to §229.2(7) “Clinical experience” would provide a new definition that aligns with the definition in 19 TAC Chapter 228.

The proposed amendment to §229.2(23) “Reporting Year” would include a definition for the term of September 1 – August 31.

The proposed amendment to §229.2(24) “Residency” would provide a new definition to align with the definition in 19 TAC Chapter 228.

Subchapter B: Accountability System for Educator Preparation Accreditation Statuses§229.4. Determination of Accreditation Status.

The proposed amendment to §229.4(a)(3) would provide a timeline for the introduction of the performance standard. The amendment would allow for the 2024-2025 and 2025-2026 academic years to have a standard of 60%, the 2026-2027 academic year to have a standard of 65%, and the 2027-2028 academic year to have a standard of 70%. This rolled-in standard was recommended by EPP stakeholders to allow programs the opportunity to adjust to the implementation of the new standard and make programmatic improvements.

The proposed amendment to §229.4(a)(4) would add residencies to the list of evaluated field experiences in the observation indicator. This would include these similar experiences and ensure that they are included in the accountability system.

The proposed amendment to §229.4(a)(4)(i) would remove the specific reference to 19 TAC Chapter 228, Subchapter F, because the organization of 19 TAC Chapter 228 by subchapter was not in effect August 31, 2024. This would provide clarity to the field about which observation requirements are actionable for which evaluation year.

Proposed new §229.4(b)(2)(B) would provide an accreditation status of Accredited – Not Rated in any years when an EPP does not generate enough data for the recommendation of a status by the ASEP Index system. In cases where this status is assigned immediately following a year where the EPP had a status of Accredited – Probation, any associated sanctions would continue and the count of years on Accredited – Probation would not be reset. This would ensure alignment with statutory requirements.

The proposed amendment to §229.4(b)(5)(F) would provide clarification of the two-year revocation period. This is responsive to questions from the field.

The proposed amendment to §229.4(b)(5)(G) would require EPPs subject to closure due to revocation to submit a letter to TEA within 14 days after the revocation, identifying a closure date aligned with 19 TAC §228.21(a)(1). If the EPP fails to provide the letter, the closure date would be the last day of the current academic year. This would provide clarity to candidates about closure procedures and time frames.

Proposed new §229.4(b)(5)(H) would further provide specific alignment with closure procedures in 19 TAC Chapter 228. This amendment would provide a definitive closure date and fully cease preparation activities at the revoked EPP. EPPs closed as such would be able to reapply as specified, providing additional clarity for candidates and EPPs about revocation under ASEP.

The proposed amendment to §229.4(c)(5) would remove language about the process when there is no data for measurement. This case would be handled under proposed new §229.4(b)(2)(B). The updated language would allow for an alternative evaluation under the small group aggregation procedure. If the aggregated group fails to meet the standard, the current year group would also be evaluated against the standard. If the current year group met the standard, then the count of consecutive years would not advance, for the purposes of the ASEP index or the count of years of failing to meet the standard for a certification class or category. This would provide flexibility for small programs or certificate categories. This was

recommended by stakeholders to provide additional time for small improving programs to continue their improvement without additional negative impacts on their index scores or certification category offerings.

Subchapter C: Accreditation Sanctions

§229.5. Accreditation Sanctions and Procedures.

The proposed amendment to §229.5(c) would remove the alternative closure procedure. This would allow for the language in proposed new subsection (c)(3) and (4) to be salient. Without removal this would be conflicting language in the rule.

Proposed new §229.5(c)(3) would align the closure procedures for an individual certification class or category with the closure procedures for the entire program and the closure procedures offered in 19 TAC Chapter 228. This amendment would allow EPPs subject to closure of a certification class or category to submit a letter identifying a closure date within a specific timeframe, aligned with the procedure in §228.21(a)(1). If the EPP were to fail to provide such a letter a default closure date of the last day of the current academic year would be specified. This would provide clarity to candidates about closure procedures and time frames.

Proposed new §229.5(c)(4) would further provide specific alignment with closure procedures in 19 TAC Chapter 228 with the closure of a certification class or category. Current rule allows for EPPs revoked under §229.5(c) to continue to teach out candidates indefinitely, misaligned with voluntary closure procedures in 19 TAC Chapter 228 that contain a specific end date. This amendment would provide a definitive closure date for the certification class or category and fully cease preparation activities for that certificate. Certificates closed as such would be able to be re-added as specified in 19 TAC Chapter 228. This would align the closure procedures and provide clarity for candidates and EPPs about certificate class or category revocation.

Subchapter F. Required Fees

§229.9. Fees for Educator Preparation Program Approval and Accountability.

The proposed amendment to §229.9(6) would add applications for the residency route to the existing fee schedule.

FISCAL IMPACT: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years enforcing or administering the rule does not have foreseeable implications relating to cost or revenues of the state or local governments. There are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be aligning the rules with statute and reflecting current procedures. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

ENVIRONMENTAL IMPACT: The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins on August 15, 2025, and ends September 15, 2025. The SBEC will take registered oral and written comments on the proposal in accordance with the SBEC board operating policies and procedures.

MOTION TO BE CONSIDERED:

Approve the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees, as presented, to be published in the *Texas Register*.

Staff Members Responsible:

Jeremy Landa, Director, EDRS-EPCE

Mark Olofson, Director, Educator Data, Research, and Strategy

Attachments:

- I. Text of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, Subchapter A, Accountability System for Education Preparation Program Procedures, Subchapter B, Accountability System for Educator Preparation Accreditation Statuses, Subchapter C, Accreditation Sanctions, and Subchapter F, Required Fees
- II. Text of Proposed Figure: 19 TAC §229.1(c)

ATTACHMENT I
Text of Proposed Amendments to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

Subchapter A. Accountability System for Educator Preparation Program Procedures

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

- (a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification class or category except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.
- (b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.
- (c) The relevant criteria, formulas, calculations, and performance standards relevant to subsection (d) of this section and §229.4 of this title (relating to Determination of Accreditation Status) are prescribed in the *Texas Accountability System for Educator Preparation (ASEP) Manual* provided as a figure in this subsection.

Figure: 19 TAC §229.1(c) [Figure: 19 TAC §229.1(e)]

- ~~[(d) An accredited EPP that is not under an active SBEC order or otherwise sanctioned by the SBEC may receive commendations for success as prescribed in the figure in subsection (e) of this section. Commendations will not be awarded for the 2023-2024 reporting year.]~~

§229.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- ~~[(2) 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.]~~
- ~~[(3) ACT®--The college entrance examination from ACT®.]~~
- (2) ~~[(4)]~~ Administrator--For purposes of the surveys and information required by this chapter, an educator whose certification would entitle him or her to be assigned as a principal or assistant principal in Texas, whether or not he or she is currently working in such an assignment.
- (3) ~~[(5)]~~ Beginning teacher--For purposes of the Texas Education Code, §21.045(a)(3), and its implementation in this chapter, a classroom teacher with fewer than three years of experience as a certified classroom teacher.
- (4) ~~[(6)]~~ Candidate--An individual who has been formally or contingently admitted into an educator preparation program (EPP) who has not yet completed or exited the EPP.
- (5) ~~[(7)]~~ Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- (6) ~~[(8)]~~ Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title.

- (7) Clinical experience--An assignment, as described in §228.2 of this title (relating to Definitions).
- (8) ~~(9)~~ Clinical teaching--An assignment, as described in §228.2 of this title (relating to Definitions).
- (9) ~~(10)~~ Completer--A person who has met all the requirements of an approved educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer.
- (10) ~~(11)~~ Consecutively measured years--Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(c) of this title (relating to Determination of Accreditation Status).
- (11) ~~(12)~~ Content Pedagogy Test--Examination listed in the column labeled "Required Content Pedagogy Test(s)" in Figure 19 TAC §230.21(e).
- (12) ~~(13)~~ Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who supports a candidate during a candidate's clinical teaching experience.
- (13) ~~(14)~~ Demographic group--Male and female, as to gender; and African American, Hispanic, White, and Other, as to race and ethnicity.
- (14) ~~(15)~~ Educator preparation program--An entity approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories.
- (15) ~~(16)~~ Educator preparation program data--Data reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.
- (16) ~~(17)~~ Examination--An examination or other test required by statute, or any other State Board for Educator Certification rule codified in the Texas Administrative Code, Title 19, Part 7, that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
- (17) ~~(18)~~ Field supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who is hired by an educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.
- (18) ~~(19)~~ First-year teacher--For purposes of the Texas Education Code, §21.045(a)(2), and its implementation in this chapter, an individual in his or her first year of employment as a classroom teacher.
- ~~(20) GPA Grade point average.~~
- ~~(21) GRE® Graduate Record Examinations®.~~
- ~~(22) Higher Education Act Federal legislation consisting of the Higher Education Act of 1965 (20 United States Code, §1070 et seq.) and its subsequent amendments, which requires reports of educator preparation program performance data.~~
- ~~(23) Incoming class Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.~~
- (19) ~~(24)~~ Internship--An assignment, as described in §228.2 of this title (relating to Definitions).
- (20) ~~(25)~~ Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who supports a candidate during a candidate's internship experience.
- (21) ~~(26)~~ Pedagogy Test--Examination listed in the column labeled "Pedagogical Requirement(s)" in Figure: 19 TAC §230.21(e).
- (22) ~~(27)~~ Practicum--An assignment, as described in §228.2 of this title (relating to Definitions).
- ~~(28) SAT® The college entrance examination from the College Board.~~
- (23) Reporting Year--September 1 through August 31.

- (24) Residency--A supervised educator assignment, as described in §228.2 of this title (relating to Definitions).
- (25) ~~[(29)]~~ Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who supports a candidate during a candidate's practicum experience.
- (26) ~~[(30)]~~ Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

Subchapter B. Accountability System for Educator Preparation Accreditation Statuses

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) at least annually, based on the following accountability performance indicators, disaggregated by demographic group and other requirements of this chapter and determined with the formulas and calculations included in the figure provided in §229.1(c) of this title (relating to General Provisions and Purpose of Accountability System for Educator Preparation Programs). Data will be used only if the following indicators were included in the accountability system for that academic year. Except for the 2019-2020 and 2020-2021 academic years, when the data described in paragraphs (1)-(5) of this subsection will be reported to EPPs and will not be used to determine accreditation statuses, EPP accreditation statuses shall be based on:
- (1) the EPP candidates' performance on pedagogy tests and content pedagogy tests. The EPP candidates' performance on pedagogy tests and content pedagogy tests shall provide separate accountability performance indicators for EPPs;
 - (A) For both pedagogy tests and content pedagogy tests, the performance standard shall be the percent of individuals admitted after December 26, 2016, who passed an examination within the first two attempts, including those examinations attempted after the individual has completed the EPP or when the EPP has not recommended the individual for a standard certificate. The pass rate is based solely on the examinations approved by the EPP. Examinations taken before admission to the EPP or specific examinations taken for pilot purposes are not included in the pass rate.
 - (B) For pedagogy tests, the performance standard shall be a pass rate of 85%.
 - (C) For content pedagogy tests, the performance standard shall be a pass rate of 75%.
 - (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be 70% of first-year teachers from the EPP who are appraised as "sufficiently prepared" or "well prepared";
 - (3) the growth of students taught by beginning teachers as indicated by the STAAR Annual Growth Points, determined at the student level as described in Figure: 19 TAC §97.1001(b) of Part II of this title (relating to Accountability Rating System), and aggregated at the teacher level as described in Figure: 19 TAC §229.1(c) of this title. For the 2024-2025 and 2025-2026 academic years, the performance standard shall be 60% of beginning teachers from the EPP reaching the individual performance threshold. For the 2026-2027 academic year, the performance standard shall be 65% of beginning teachers from the EPP reaching the individual performance threshold. Beginning in the 2027-2028 academic year, the [The] performance standard shall be 70% of beginning teachers from the EPP reaching the individual performance threshold [For the 2023-2024 academic year, this performance standard will be a reporting year only and will not be used to determine accreditation status];
 - (4) the results of data collections establishing EPP compliance with SBEC requirements regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching, residency, or an internship. The frequency and duration of field supervision shall provide one

accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator;

- (A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements for 95% of the EPP's candidates. EPPs that do not meet the standard of 95% for the aggregated group or for any disaggregated demographic group but have only one candidate not meet the requirement in the aggregated or any disaggregated group has met the standard for that group.
 - (i) For the 2023-2024 and 2024-2025 academic years, individuals will be evaluated against the frequency and duration requirements in Chapter 228, Requirements for Educator Preparation Programs, [Subchapter F, of this title (relating to Support for Candidates During Required Clinical Experiences)] that were effective August 31, 2024.
 - (ii) Beginning in the 2025-2026 academic year, individuals will be evaluated against the frequency and duration requirements in Chapter 228, Subchapter F, of this title that were effective beginning September 1, 2024.
- (B) The performance standard for quality shall be 90% of candidates rating the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of first-year teachers administered at the end of the first year of teaching as a teacher of record. The performance standard shall be 70% of teachers responding that they were "sufficiently prepared" or "well prepared" by their EPP.
- (b) Accreditation status assignment. All approved EPPs may be assigned an accreditation status based on their performance in the Accountability System for Educator Preparation Programs (ASEP) Index system, as described in Figure: 19 TAC §229.1(c) of this title.
 - (1) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the standard of 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
 - (2) Accredited-Not Rated status.
 - (A) An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
 - (B) An EPP shall be assigned Accredited-Not Rated status in any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group, does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators.
 - (i) Any sanction assigned as a result of an Accredited-Not Rated or Accredited-Probation status in the prior year shall continue unless the SBEC modifies the sanction as deemed necessary based on subsequent performance.
 - (ii) If the EPP is assigned a status of Accredited-Not Rated this shall not break a count of consecutively measured years for the purpose of paragraph (5)(A) of this subsection.
 - (3) Accredited-Not Rated status.

- (A) An EPP shall be assigned Accredited-Warning status if the EPP accumulates 80% or greater but less than 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.
- (B) An EPP may be assigned Accredited-Warning status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or Texas Education Code (TEC), Chapter 21.
- (4) Accredited-Probation status.
 - (A) An EPP shall be assigned Accredited-Probation status if the EPP accumulates less than 80% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.
 - (B) An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
- (5) Not Accredited-Revoked status.
 - (A) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.
 - (B) An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.
 - (C) An EPP may be assigned Not Accredited-Revoked status if the EPP fails to pay the required ASEP technology fee by the deadline set by TEA as prescribed in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).
 - (D) An EPP may be assigned Not Accredited-Revoked status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
 - (E) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.
 - (F) A revocation of an EPP approval shall be effective for a period of two years from the closure date , after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
 - (G) Upon revocation of EPP approval, the EPP shall submit a letter as described in §228.21(a)(1) of this title (relating to Program Consolidation or Closure) no later than 14 days after the revocation identifying a closure date. If a letter is not submitted within 14 days after the revocation, the closure date shall be the last day of the current academic year [may not admit new candidates for educator certification but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training] .
 - (H) Upon revocation of EPP approval, the EPP shall adhere to the requirements for program closure contained in §228.21 of this title.
- (c) Small group exception.
 - (1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by demographic group, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds 10. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.

- (2) For an EPP candidate group, aggregated or disaggregated by demographic group, where the group contains 10 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.
- (3) If the current year's EPP candidate group, aggregated or disaggregated by demographic group, contained between one and 10 individuals, that group performance shall be combined with the group performance from the next most recent prior year subsequent to the 2020-2021 academic year for which there was at least one individual, and if the two-year cumulated group contains more than 10 individuals, then the two-year cumulated group performance must be measured against the standards in the current year. The two-year cumulated group shall not include group performance from years prior to the 2021-2022 academic year.
- (4) If the two-year cumulated EPP candidate group described in subsection (c)(3) of this section, aggregated or disaggregated by demographic group, contains between one and 10 individuals, then the two-year cumulated group performance shall be combined with the next most recent group performance subsequent to the 2020-2021 academic year for which there was at least one individual. The three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members may be. When evaluating a three-year cumulated group of fewer than 10 individuals, the candidate group will be measured against the performance standard of the current year, or a performance standard of up to one candidate failing to meet the requirement, whichever is more favorable. The three-year cumulated group performance shall not include group performance from years prior to the 2021-2022 academic year.
- (5) In any reporting year in which subsection (c)(3) or (4) of this section results in an evaluation against the standard and the evaluated cumulated group does not meet the performance standard, the current year candidate group is separately evaluated against the performance standard. If the current year candidate group meets the performance standard, then the failure does not count as an additional consecutively measured year for the purposes of the ASEP Index as described in Figure: 19 TAC §229.1(c) of this title or for §229.5(c) of this title (relating to Accreditation Sanctions and Procedures). If the current year candidate group does not meet the performance standard, then the failure does count as an additional consecutively measured year for the purposes of the ASEP Index and for §229.5(c) of this title.
- ~~[(5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group, does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators, the accreditation status will continue from the prior year. Any sanction assigned as a result of an accredited warned or accredited probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited warned or accredited probation status. If an EPP has a status of Accredited Probation carried over as a result of this subsection, the year in which the EPP has the carried over status will not count as a consecutively measured year for the purpose of subsection (b)(5)(A) of this section. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.]~~

Subchapter C. Accreditation Sanctions

§229.5. Accreditation Sanctions and Procedures.

- (a) The State Board for Educator Certification (SBEC) may assign an educator preparation program (EPP) Accredited-Warned or Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code (TEC), Chapter 21.
- (b) If an EPP has been assigned Accredited-Warned or Accredited-Probation status, or if the SBEC determines that additional action is a necessary condition for the continuing approval of an EPP to recommend

candidates for educator certification, the SBEC may take any one or more of the following actions, which shall be reviewed by the SBEC at least annually:

- (1) require the EPP to obtain technical assistance approved by the Texas Education Agency (TEA) or SBEC;
 - (2) require the EPP to obtain professional services approved by the TEA or SBEC;
 - (3) require the EPP to provide TEA staff with verification of the EPP's compliance with SBEC rules and/or the TEC;
 - (4) require the EPP to post on its website:
 - (A) accreditation status;
 - (B) notice that the SBEC has instated conditions on the EPP's continuing approval;
 - (C) TEA's continuing approval review report; and/or
 - (D) official notification of recommended status;
 - (5) appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC; and/or
 - (6) require the EPP to develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates. TEA staff may prescribe the information that must be included in the action plan. The action plan must be sent to TEA staff no later than 45 calendar days following notification to the EPP that SBEC has ordered the action plan.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of candidates on an examination required for certification (as listed in Figure: 19 TAC §230.21(e) of this title (relating to Educator Assessment)) in an individual certification class or category offered by an EPP fails to meet the performance standard on the content pedagogy test as described in §229.4(a)(1)(D) of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification class or category shall be revoked. ~~[Any candidates already admitted for preparation in that class or category may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be admitted for preparation in that class or category unless and until the SBEC reinstates approval for the EPP to offer that certification class or category.]~~
- (1) For purposes of determining compliance with subsection (c) of this section, candidate performance in individual certification classes or categories in only the 2016-2017 academic year and subsequent academic years will be considered.
 - (2) Performance indicators by demographic group shall not be counted for purposes of subsection (c) of this section pertaining to performance standards for individual certification classes or categories. If the aggregated number of individuals counted for a certification class or category is 10 or fewer, the performance on the standard shall be cumulated and counted in the same manner as provided in §229.4(c) of this title.
 - (3) ~~Upon revocation of certification class or category, the EPP shall submit a letter as described in §228.21(a)(1) of this title (relating to Program Consolidation or Closure) no later than 14 days after the revocation identifying a closure date. If a letter is not submitted within 14 days after the revocation, the closure date shall be the last day of the current academic year.~~
 - ~~(3) For EPPs that failed to meet the standard described in subsection (c) of this section for a certification class or category in the 2018-2019 academic year that meet the requirements based on their 2020-2021 data, the 2020-2021 academic year shall represent a break in consecutively measured years for the purpose of subsection (c) of this section.~~
 - (4) Upon revocation of the approval to offer the certification class or category, the EPP shall adhere to the requirements for program closure contained in §228.21 of this title.

- (d) An EPP shall be notified in writing regarding any action proposed to be taken pursuant to this section, or proposed assignment of an accreditation status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the proposed action is to be taken or the proposed assignment of the accreditation status is to be made.
- (e) All costs associated with providing or requiring technical assistance, professional services, or the appointment of a monitor pursuant to this section shall be paid by the EPP to which the services are provided or required, or its sponsor.

Subchapter F. Required Fees

§229.9. Fees for Educator Preparation Program Approval and Accountability.

An educator preparation program requesting approval and continuation of accreditation status shall pay the applicable fee from the following list.

- (1) New educator preparation program application and approval (nonrefundable)--\$9,000.
- (2) Five-year continuing approval review visit pursuant to §228.13 of this title (relating to Continuing Educator Preparation Program Approval)--\$4,500.
- (3) Discretionary continuing approval review visit pursuant to §228.13 of this title--\$4,500.
- (4) Addition of new certification category or addition of clinical teaching--\$500.
- (5) Addition of each new class of certificate--\$1,000.
- (6) Applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, residency, and practicums--\$500.
- (7) Accountability System for Educator Preparation Programs technology fee--\$35 per admitted candidate.

ATTACHMENT II

Figure: 19 TAC §229.1(c) [Figure: 19 TAC §229.1(e)]

Texas Accountability System for Educator Preparation (ASEP) Manual

Contents

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Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) is contained in Texas Education Code (TEC) §21.045. It is an accountability framework for educator preparation programs (EPPs) and provides information for EPPs, policymakers, and the public. Within this statute, the State Board for Educator Certification (SBEC) is charged with establishing rules governing ASEP. Key provisions of the governing legislation and rules include:

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

About This Manual

This manual provides descriptions and examples of the analyses and calculations used in calculating the values for the ASEP indicators for accreditation. These analytical approaches will be used to compute ASEP values based on the most recently available data. This manual is designed to be adopted into rule by the SBEC.

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). Chapters 3–7 elaborate on each individual ASEP indicator and include an explanation of the analysis along with an example. Chapter 8 presents information about the recognition of high-performing EPPs. Chapter 9 describes the determination of accreditation statuses using the ASEP Index.

ASEP Accountability Indicators

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

- ASEP Accountability Indicator 1a: Certification examination results for pedagogy tests
- ASEP Accountability Indicator 1b: Certification examination results for content pedagogy tests
- ASEP Accountability Indicator 2: Appraisal of First-year Teachers by Administrators (Principal Survey)
- ASEP Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers
- ASEP Accountability Indicator 4a: Frequency and duration of field observations
- ASEP Accountability Indicator 4b: Quality of field supervision
- ASEP Accountability Indicator 5: Evaluation of Educator Preparation Programs by Teachers (Teacher Survey)

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

Chapter 2 – Methodological Considerations

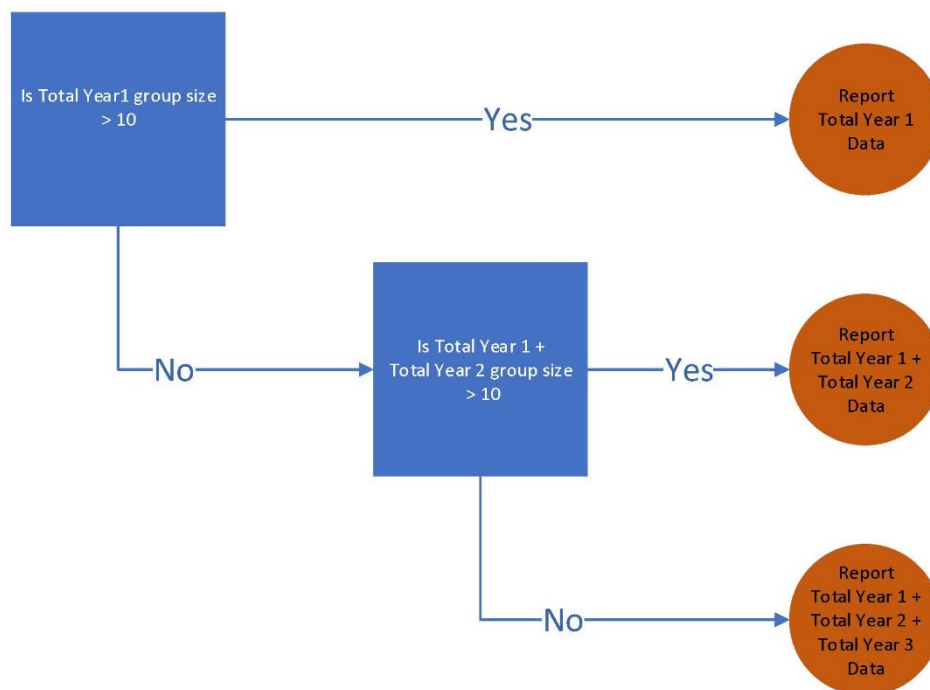
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

Small Group Aggregation

Per 19 TAC §229.4(c), selected ASEP accountability indicators are subject to a small group consideration and aggregation. These indicators are used for accountability if groups include more than 10 individuals in an individual year or contain 10 individuals when combined with the next-most prior year for which there are data, or when combined with the two next-most prior years for which there are data.

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

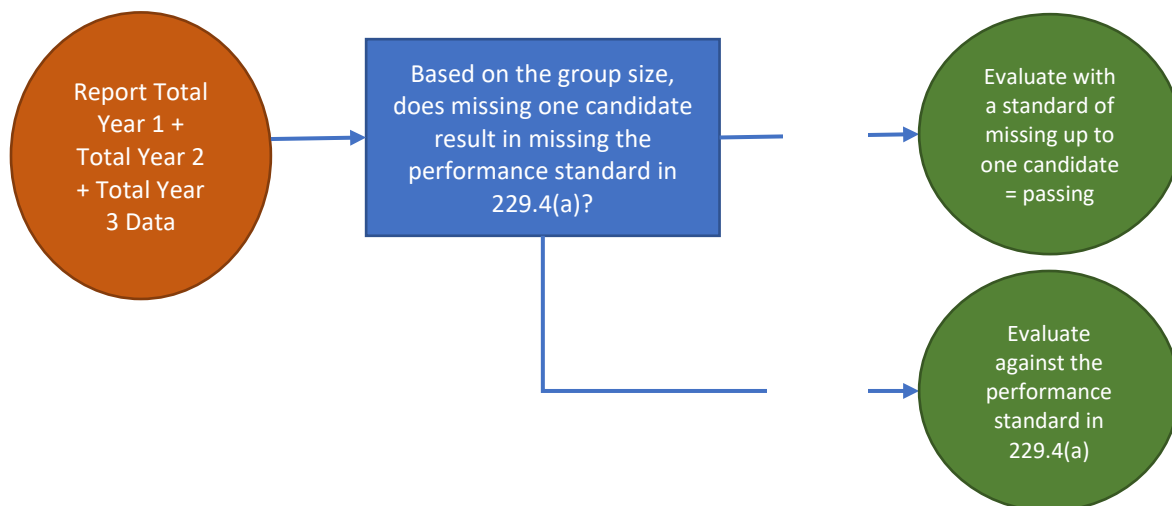
Illustration 1: Overview of Small Group Aggregation Procedure



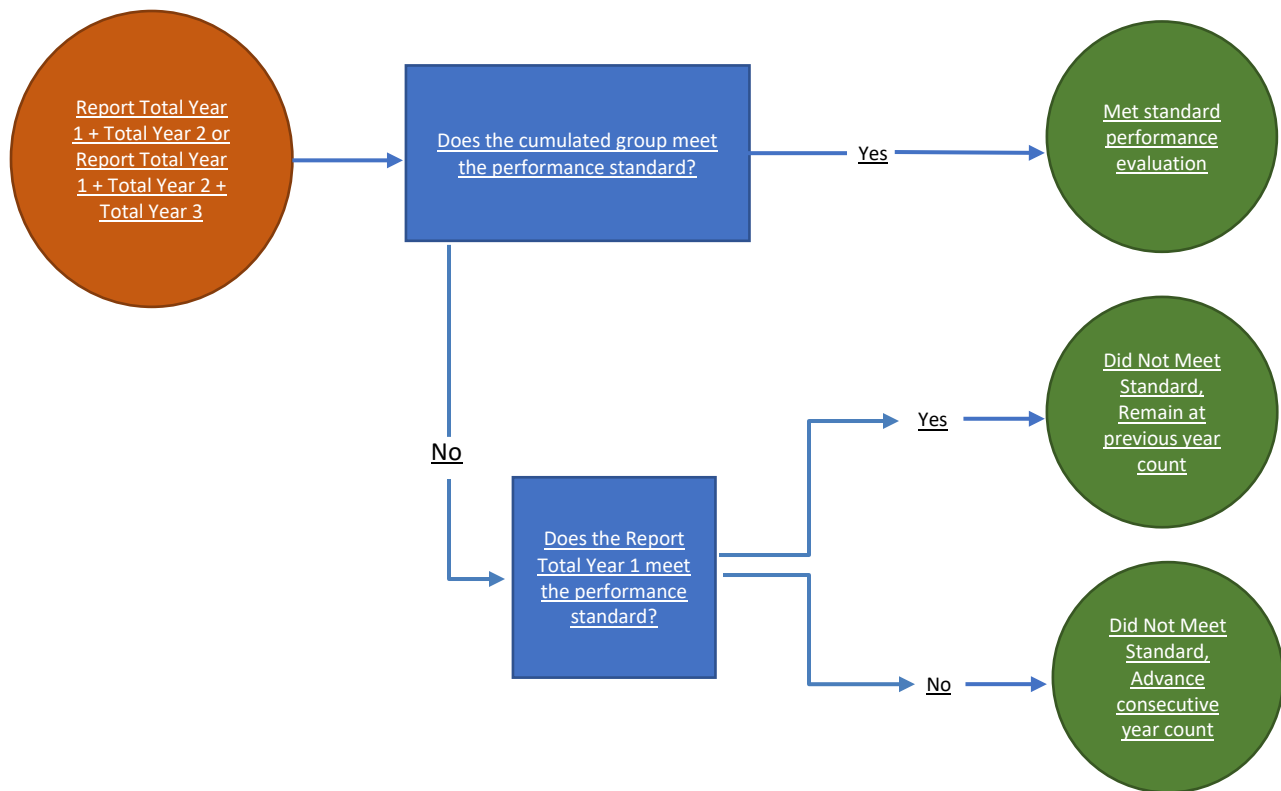
As illustrated above, use of the small group exception may result in nonreported data for ASEP for some years. Because determination of accreditation status may be based on performance across multiple years, the small group procedure allows for accreditation determinations to be based on data from nonconsecutive years, including only those years in which enough data are available.

Per 19 TAC §229.4(c)(4), if the three-year cumulated group is fewer than 10 individuals, the group is measured against the more favorable outcome of the performance standard in the current year as contained in 19 TAC §229.4(a) or an alternative performance standard of up to one candidate failing to meet the requirement, whichever is more favorable.

Illustration 2: Alternative Evaluation of Three-year Cumulative Group Procedure



Per 19 TAC §229.4(c)(5), if a two- or three-year cumulated group does not meet the performance standard, then the current year group is separately evaluated against the performance standard. If the current year group meets the standard, then the evaluation does not count as an additionally consecutively measured year.

Illustration 3: Alternative Evaluation of Multi-Year Cumulative Group Procedure**Demographic Group Conventions**

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation by demographic group. ~~[in respect to gender, race, and ethnicity]~~. For these categories, TEA uses the demographic groups [race, ethnicity, and gender designations] defined in 19 TAC §229.2~~(14)~~.

As of this publication, Educator Certification Online System (ECOS) allows for self-identified gender designations of male and female, which are the disaggregated gender categories reported for ASEP. If no selection is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

~~[Per 19 TAC §229.2(14)]~~ ASEP uses these four categories for the race and ethnicity demographic group: African American, Hispanic, White, and Other. If no selection for race and ethnicity is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Rounding Conventions

Unless otherwise noted, to compute ASEP accountability indicators, conventional rounding rules are applied. For example, when rounding to a whole number, numbers that end with a decimal value of .4999 or less are

rounded down; those that end with a decimal value of .5000 or more are rounded up. When rounding to a one-place decimal, numbers that end with .9499 round to .9, and those that end with .9500 round to 1.0.

Chapter 3 – Certification Exam Pass Rate

Overview

ASEP Indicator 1 is the pass rate on certification exams approved by the EPP. The SBEC has separated this indicator into two measures: the pass rate on pedagogy tests (1a) and the pass rate on content pedagogy tests (1b). This chapter presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two similar indicators. This chapter also presents a worked example for a calculation of the percent of individuals passing content pedagogy tests within a certification category, as it relates to 19 TAC §229.5(c).

Individuals Included

All individuals who are approved by an EPP to register for an examination and complete an examination required for licensure are eligible for inclusion. Individuals admitted to the EPP prior to December 27, 2016, who have not exited the program and subsequently re-entered the EPP following December 26, 2016, are excluded from this calculation. ~~[Individuals who were issued a probationary certificate under a waiver issued by the governor pursuant to the declaration of disaster on March 13, 2020, are not included.]~~ For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate. Individuals who were admitted, not provided preparation, and provided test approval only by an EPP as part of a formal arrangement with TEA upon the closure of another EPP under 19 TAC §229.4(b)(5)(G) or an Agreed Order, or the closure of a certificate route or category under 19 TAC §229.5(c) or an Agreed Order, are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All certification examinations approved by the EPP are eligible for inclusion.

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

Calculation

ASEP Accountability Indicator 1a:

Divide the number of passed pedagogy tests on the first or second attempt by the total number of passed pedagogy tests on the first attempt plus the number of pedagogy tests passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

ASEP Accountability Indicator 1b:

Divide the number of passed content pedagogy tests on the first or second attempt by the total number of passed content pedagogy tests on the first attempt plus the number of content pedagogy tests passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations**Disaggregation at the Certification Class or Category Level**

As described in 19 TAC §229.5(c) the performance of candidates in individual certification classes and categories are also calculated following the same procedure used for Indicator 1b. TEA uses the small group aggregation procedure described in Chapter 2 for the individual exam level. Per 19 TAC §229.5(e), results within individual certification areas are not disaggregated by race, gender, or ethnicity.

The Science of Teaching Reading examination (STR, TExES 293), ~~and~~ the Bilingual Supplemental exam (BIL, TExES 164), the Texas Assessment of Sign Communication (TASC 072), and the Texas Assessment of Sign Communication – American Sign Language (TASC-ASL 073) are used for certification in multiple certification categories (see Figure: 19 TAC §230.21(e)). As guided by 19 TAC §229.5(c), the following approach is used to identify candidates with results for these exams with the applicable certification category.

For candidates who have attempted 293, ~~or~~ 164, 072, or 073 identify the category the candidate is pursuing certification that requires 293, ~~or~~ 164, 072, or 073. TEA associates candidates with categories by reviewing the certification category being pursued, specified by the EPP on the finisher records list in ECOS and with the category(ies) of the certificate associated with the internship, should such an internship exist. In cases of discrepancies between the finisher records list and the internship, the certification category associated with the internship is used. If the candidate with a result for 293, ~~or~~ 164, 072, or 073 cannot be associated with a certification category that requires the 293, ~~or~~ 164, 072, or 073, the results for the candidate are not used in the calculation of pass rates for the purposes of 19 TAC §229.5(c).

For certification categories with multiple content pedagogy tests, the pass rates are calculated independently using the procedure described in the Calculation section of this chapter. Both pass rates are evaluated against the standard for ASEP Accountability Indicator 1b ~~in 19 TAC §229.4(a)(2)~~. As noted in 19 TAC §229.5(c), failure to meet the performance standard for an exam required for a certification class or category results in the EPP being identified as not meeting the standard for the certification class or category. ~~[If an EPP fails to meet the standard for a certification class or category for three consecutive years, the approval to offer that certification class or category is revoked.]~~

Small Group Aggregation and Enrollment Date

As described in Chapter 2, if individual demographic groups contain ten or fewer test individuals, ~~the~~ TEA adds results from the prior year for which there is data. For use in ASEP Accountability Indicators 1a and 1b, these prior-year groups use the existing rules for defining the population and counted tests, as noted in the individuals and assessments included sections above ~~[continue to exclude individuals who were admitted prior to December 27, 2016]~~.

Tests 291 and 391

Test 291 Core Subjects EC-6 had its last operational date 12/31/2021. Test 391 Core Subjects EC-6 was available beginning 1/1/2021 and has now replaced 291. During the overlapping time period, candidates could attempt either 291 or 391 to fulfill the testing requirement. Since 391 was the replacement for 291, the tests are combined at the candidate level for the purpose of determining which tests are included in pass rate calculations. The first and second attempt for the combination of all 291 or 391 attempts by a candidate approved by the EPP are the attempts used for the calculation.

Worked Examples

Example Calculation: Percent of Individuals Passing Pedagogy Tests (ASEP Accountability Indicator 1a)

Step 1: Using the test approval list in ECOS, identify the population based on the Individuals Included section above ~~[all individuals admitted to the EPP after December 26, 2016]~~.

Step 2: Identify a list of pedagogy ~~[which]~~ tests to include in calculations as described in the assessments included section above ~~[Pedagogy tests recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded]~~.

Step 3: Retrieve pedagogy test results for individuals ~~[candidates]~~ identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each individual ~~[candidate]~~ in each category at each EPP.

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

ASEP Indicator 1a Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt, already attempted the exam twice, or the test was not eligible for inclusion.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	160: PPR EC-12	F
Andrea	2	160: PPR EC-12	P
Betty	1	160: PPR EC-12	F
Betty	2	160: PPR EC-12	F
Betty	3	160: PPR EC-12	F
Betty	4	160: PPR EC-12	P
Carlos	1	160: PPR EC-12	P

Name	Test Attempt	Test Number/ Name	Test Result
Dana	1	160: PPR EC-12	F
Eduardo	1	160: PPR EC-12	P
Faye	1	160: PPR EC-12	F
Faye	2	160: PPR EC-12	F
Faye	3	160: PPR EC-12	F
Faye	4	160: PPR EC-12	F
George	1	160 PPR EC-12	F
Imogen	1	160 PPR EC-12	F
Jermaine	1	<u>2021 K-12 Performing Arts [160: PPR EC-12]</u>	P
Lawrence	1	160 PPR EC-12	F
Mel	1	160 PPR EC-12	F
Nancy	1	160 PPR EC-12	F
Oscar	1	<u>2003 Secondary English-Language Arts (edTPA) [160 PPR EC-12]</u>	F
Oscar	2	<u>2003 Secondary English-Language Arts (edTPA) [160 PPR EC-12]</u>	P
Patrice	1	160 PPR EC-12	P
Quinn	1	160 PPR EC-12	F
Quinn	2	160 PPR EC-12	P
Roberto	1	160 PPR EC-12	F
Roberto	2	160 PPR EC-12	P
Sally	1	368 Performance Assessment for Schools Leaders (PASL)	P

Inclusion Notes:

The results for Dana, George, Lawrence, Mel, and Nancy are not included because they failed their first attempt and have not yet completed a second attempt.

Step 6: As necessary, perform the small group aggregation, as described in the small group aggregation Chapter 3 section above. [If the aggregated group or any of the disaggregated groups contain ten or fewer

~~individuals, perform steps 1–5 for the prior year and add those individuals to the list.]~~ See Chapter 2 of this manual for further explanation of the small group aggregation procedures.

Step 7: Calculate the pass rate using the procedures described in the calculation section for ASEP Accountability Indicator 1a above ~~[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].~~

Example Pass Rate Calculation

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

$$=$$

$$\frac{9}{11} \times 100 =$$

$$0.81818 \times 100 =$$

$$82\%$$

Example Calculation: Percent of Individuals Passing Content Pedagogy Tests (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify the population based on the individuals included section above ~~[all individuals admitted to the EPP after December 26, 2016].~~

Step 2: Identify a list of content pedagogy ~~[which]~~ tests to include in calculations as described in the assessments included section above. ~~[Pedagogy tests recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded.]~~

Step 3: Retrieve pedagogy test results for individuals ~~[candidates]~~ identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each individual ~~[candidate]~~ in each category at each EPP.

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

ASEP Indicator 1b Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	391 Core Subjects EC-6	F
Andrea	2	391 Core Subjects EC-6	F
Andrea	3	391 Core Subjects EC-6	F
Andrea	4	391 Core Subjects EC-6	P
Betty	1	211 Core Subjects 4-8	P
Carlos	1	613 LOTE Spanish EC-12	P
Dana	1	158 Physical Education EC-12	F
Dana	2	158 Physical Education EC-12	P
Eduardo	1	232 Social Studies 7-12	P
Eduardo	1	154 English as a Second Language Supplemental	P
Faye	1	391 Core Subjects EC-6	F
Faye	2	391 Core Subjects EC-6	F
Faye	3	391 Core Subjects EC-6	P
George	1	391 Core Subjects EC-6	P
Hector	1	613 LOTE Spanish EC-12	P
Imogen	1	232 Social Studies 7-12	F
Imogen	2	232 Social Studies 7-12	F
Imogen	3	232 Social Studies 7-12	F
Imogen	1	233 History 7-12	P
Jermaine	1	211 Core Subjects 4-8	P
Ken	1	235 Math 7-12	P
Lawrence	1	164 Bilingual Education Supplemental	P
Lawrence	1	211 Core Subjects 4-8	P
Mel	1	232 Social Studies 7-12	F
Nancy	1	158: Physical Ed EC-12	F
Oscar	1	613: LOTE Spanish EC-12	P
Patrice	1	164 Bilingual Education Supplemental	P

Name	Test Attempt	Test Number/ Name	Test Result
Patrice	1	391 Core Subjects EC-6	F
Patrice	2	391 Core Subjects EC-6	F
Patrice	3	391 Core Subjects EC-6	P
Quinn	1	164 Bilingual Education Supplemental	F
Quinn	1	391 Core Subjects EC-6	F
Roberto	1	291 Core Subjects EC-6	F
Roberto	2	291 Core Subjects EC-6	F
Roberto	3	391 Core Subjects EC-6	F
Roberto	4	391 Core Subjects EC-6	F
Sally	1	613 LOTE Spanish EC-12	F

Inclusion Notes:

The results for Mel, Nancy, Quinn, and Sally are not included because they failed their first attempt and have not yet completed a second attempt.

Results for Roberto are combined across 291 and 391. The second attempt fail for 291 was counted, but the second attempt for 391 was not counted, because it was the fourth attempt overall for the combination of 291 and 391.

Step 6: As necessary, perform the small group aggregation, as described in the small group aggregation Chapter 3 section above. ~~[If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list.]~~ See Chapter 2 of this manual for further explanation of the small group aggregation procedures.

Step 7: Calculate the pass rate using the procedures described in the calculation section for ASEP Accountability Indicator 1b above ~~[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].~~

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

$$=$$

$$\frac{14}{19} \times 100 =$$

$$0.736 \times 100 =$$

$$73.6\%, \text{ which rounds to } 74\%$$

Example Calculation: Percent of Individuals Passing Content Pedagogy Tests within a Certification Category (19 TAC §229.5(c))

Step 1: Using the test approval list in ECOS, identify the population based on the individuals included section above ~~[all individuals admitted to the EPP after December 26, 2016]~~.

Step 2: Identify a list of [which] tests to include in calculations. For certificate categories that do not require the Science of Teaching Reading exam (STR), ~~[or]~~ the Bilingual Supplemental exam (BIL), the Texas Assessment for Sign Communication (TASC), or the Texas Assessment for Sign Communication – American Sign Language (TASC-ASL), content pedagogy tests recommended by the EPP are included. For certificate categories that require STR, ~~[or]~~ BIL, TASC, or TASC-ASL exams are associated with candidates and categories as described in the Disaggregation at the Certification Class or Category Level section of this chapter.

Step 3: Retrieve content pedagogy tests results for individuals ~~[candidates]~~ identified in Step 1 for their category(ies) and examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each individual ~~[candidates]~~ in each field at each EPP.

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

STR Certificate Category (Core Subjects with STR: EC-6) Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Andrea	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Andrea	2	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Andrea	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Betty	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Carlos	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Dana	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Dana	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Eduardo	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Eduardo	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Faye	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	2	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
George	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Hector	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Imogen	2	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	F
Josefina	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	2	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Kim	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Lance	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Manuel	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Manuel	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Nadia	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Naida	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Olga	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	2	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Pent	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Quentin	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	391 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Ramon	2	391 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Sienna	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Todd	1	293 Science of Teaching Reading	Early Childhood: EC-3	P
Uma	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P

Inclusion Notes:

The 391 results for Dana ~~and Olga~~ and the 293 results for Imogen are not included because they failed their first attempt and have not yet completed a second attempt.

The 293 result for Todd is not included because he is pursuing a different certificate category. His result would be used in the calculation for the Early Childhood: EC-3 category pass rate.

Step 6: As necessary, perform the small group aggregation, as described in the small group aggregation Chapter 3 section above. ~~[If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list.]~~ See Chapter 2 of this manual for further explanation of the small group aggregation procedures.

Step 7: Calculate the pass rate for each exam using the same procedures described in the calculation section for ASEP Accountability Indicator 1b above. Do this for each separate exam category ~~[by dividing the number of examinations passed on their first or second attempt (391: 16; 293: 11) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (391: 12; 293: 11). Multiply this value by 100. Round to the nearest whole number].~~

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

=

$$\frac{12}{16} \times 100 =$$

$$0.75 \times 100 =$$

$$75\% \text{ for 391}$$

$$\frac{11}{11} \times 100 =$$

$$1 \times 100 =$$

$$100\% \text{ for 293}$$

Chapter 4 – Appraisal of First-Year Teachers by Administrators (Principal Survey)

Overview

ASEP Accountability Indicator 2 is the percent of first-year teachers who are designated as *sufficiently prepared* or *well-prepared* based on survey ratings by their administrators. This survey is referred to as the principal survey.

The principal survey is administered between early April and mid-June at the end of the relevant academic year. The survey is delivered through the ECOS. The roster of first-year teachers is determined using certification data from ECOS and employment data from the Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification in alignment with the individuals included section below.~~[, certifying that the individual is employed as a teacher of record in the district as of the start of the survey, was employed by the PEIMS fall snapshot date for the academic year, and works at the school designated in the system.]~~

Principals log in to ECOS to complete the survey. Within the survey, the principal verifies that the individual is teaching in the area(s) for which he or she was prepared by the EPP and that the individual was employed at the campus for five or more months of the academic year ~~[employed as a teacher of record as of the start of the survey]~~. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These sections are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the individual worked with students with disabilities or emergent bilingual students, these additional survey sections are displayed and required to be completed.

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

Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the ~~[five]~~ last six years including [to] the current reporting period, who are employed as a teacher as of the start of the survey, and who were employed by the PEIMS fall snapshot date are included. See 19 TAC §229.2~~[(19)]~~ for the definition of a first-year teacher. Only teachers whose effective date of [on] their first enhanced standard, standard, intern, or probationary certificates is active as of the PEIMS fall snapshot date for the academic year are included. Individuals must be reported in the PEIMS fall snapshot to be counted as employed in any year. Any individuals who began their teaching employment in the prior academic year, after the PEIMS fall snapshot, will appear as employed for the first time in the current year because they were not reported as employed in the previous year. ~~[Individuals who started employment in the prior academic year after the PEIMS fall snapshot for that year are included in the current year.]~~ Individuals who were incorrectly in the principal survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on any of the four required survey sections are excluded. Data from optional sections (i.e., Students with Disabilities, Emergent Bilingual Students) are included when available.

Some first-year teachers are placed at multiple campuses. When this occurs, all principals receive a request for a survey to be completed. When multiple surveys are returned, each one is scored and the survey with the highest average score is retained for the evaluation. All other scored surveys are excluded.

Calculation



























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

Scoring Approach

The scoring approach weights all individual categories equally. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

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

Individual Subscales and Constituent Items

      	       	          
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
Emergent Bilingual Students	4	Q50 – Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students section are only displayed if the principal indicates that the teacher worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

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

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 2. Only data from years in which ASEP Accountability Indicator 2 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: Principal Survey (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Confirm teacher included meets the rules described in the individuals included section above.

Step 3 [2]: Average the item scores in each subsection.

Step 4 [3]: Average the subsection values.

Step 5 [4]: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	Y
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	N
Jessie	22	25	17	13	12	6	1.83	1.92	2.43	2.17	2.00	1.50	1.98	Y
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	N
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

The score for Jessie is considered meeting standard because 1.98[7] rounds to 2 (see Chapter 2).

Step 5: As necessary, perform the small group aggregation, as described in the small group aggregation section above. ~~[If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list.]~~ See Chapter 2 of this manual for further explanation of the small group aggregation procedures.

Step 6: ~~Calculate the number of surveys which met the criteria for being designated as sufficiently-prepared or well-prepared for each exam and the number of surveys in total using the same procedures described in the calculation section above [Step 6: Count the number of first-year teachers who met the criteria for being designated as sufficiently-prepared or well-prepared (18)].~~

~~[Step 7: Divide the number of surveys which met the criteria for being designated as sufficiently-prepared or well-prepared (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.]~~

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

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

90%

Chapter 5 – Improvement in Student Achievement of Students Taught by Beginning Teachers

Overview

ASEP Accountability Indicator 3 is the improvement of student achievement of students in the classrooms of beginning teachers. This indicator uses student data from the STAAR Annual Growth Points generated as part of the Accountability Rating System of districts, campuses, and charter schools and aggregates it to the EPP by linking the students to the beginning teachers. Once values are determined for the beginning teachers, the value for the EPP is calculated and compared to the performance standard.

Individuals Included

All beginning ~~[beginner]~~ teachers of record currently employed within a Texas public school who are currently enrolled in an EPP or who finished an EPP program within the last six ~~[five]~~ years including ~~[prior to]~~ their first year employed as a certified teacher of record are eligible for inclusion. Beginning ~~[Beginner]~~ teachers are defined in 19 TAC §229.2 ~~[as teachers of record with fewer than three years of experience as a certified classroom teacher]~~. These teachers are verified through the Public Education Information Management System (PEIMS). Certified teacher of record is identified as a teacher whose effective date for their enhanced standard, standard, intern, and probationary certificate is active in their first-year of teaching. Teachers are included in the data for up to two additional years after their first certified teacher of record year ~~[their on standard, intern, and probationary certificates are included]~~. Teachers who are teaching under an emergency permit who have never held an enhanced standard, standard, intern, or probationary certificate are excluded. Teachers who previously were employed as a teacher of record without an SBEC certificate or under an emergency permit are eligible once they have an active enhanced standard, [a] standard, intern, or probationary certificate. Teachers who received initial teacher certification through a route other than preparation by a Texas EPP are excluded. Teachers with teaching assignments that include Self-Contained, English Language Arts, and Mathematics in the Class Roster data who taught students with STAAR Annual Growth Points are included. Students' STAAR Annual Growth Points are associated with the corresponding teacher in the corresponding subject area. Teachers must have 10 or greater student progress measure values associated with them within a subject area for that subject area data to be included for the teacher.

Assessments Included

The model utilizes the STAAR Annual Growth Points for individual students, calculated as described in 19 TAC Figure: §97.1001(b). The STAAR Annual Growth Points indicate the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score—the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is grouped into categories, as described in 19 TAC Figure: §97.1001(b). A student must have scores in the subject test in the prior and current year in order to have an academic growth point score. Currently, STAAR results for grades 4–8, English II, and Algebra I end-of-course (EOC), are used. Available data from all students, including students with disabilities, are used in the calculation of this measure.

Scoring Approach

The scoring approach uses multiple levels of aggregation to arrive at an evaluation of EPP performance. In the first level, TEA uses each student's STAAR Annual Growth Points associated with each teacher to evaluate whether the teacher meets the SBEC standard. In the second level, the individual teacher performances (met or did not meet the standard) are then aggregated at the EPP level, and the EPP performance is determined by calculating the percentage of teachers who met the SBEC performance standard.

First level: Teacher level

The value for the individual teacher is generated by first taking the average of the students' STAAR Annual Growth Points for each STAAR subject area taught by that teacher and multiplied by 100. In cases where there are multiple subject areas for one teacher, we calculate ~~Next, we find~~ the average of all the subject-level progress measures associated with the teacher. Then, this ~~This~~ value is compared to a value of 50, which corresponds with the students maintaining their learning progress ~~neutral annual growth~~. If the value is 50 or greater, the individual teacher is considered to have met the individual standard.

Second Level: EPP Evaluation

Following the first level of evaluation, the value for the EPP is determined. First, we identify the number of teachers included in the population ~~sample~~ prepared by the EPP with an Annual Growth Point ~~annual growth point~~ score. Second, we count the number of teachers associated with the EPP who met the individual standard. Third, we divide the number of teachers who met the standard by the total number associated with the EPP ~~in the sample~~ and multiply ~~multiplied~~ by 100 to get a percent. This is the EPP value for Indicator 3, which is compared with the performance standard.

Special Methodological Considerations

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 3. Only data from years in which ASEP Accountability Indicator 3 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the scoring approach effective for the year in which the values were calculated.

Worked Example

Example Calculation: Student growth of Beginning Teachers (ASEP Accountability Indicator 3)

Step 1: Identify beginning teachers ~~in their first three years serving as a teacher of record~~ who were prepared for certification by a Texas EPP, as described in the individuals included section above.

Step 2: Connect student rosters to STAAR assessment outcomes and teachers to student rosters, as described in the individuals and assessments included section above.

Step 3: Average the student Annual Growth Points measures for each unique combination of teacher and STAAR area, as described in the individuals included section above.

EPP Code (E)	Teacher (T)	Annual Growth Points (GSs)	Course (C)
123456	111	75	Math
123456	112	65	Math
123456	112	70	ELAR
123456	113	40	ELAR

Step 4: Average the values by individual teacher.

Step 5: Compare individual teacher values to the individual standard score.

Teacher	Teacher Growth Score	Individual Standard	Met Standard?
111	75	50	Yes
112	67.5	50	Yes
113	40	50	No
778	60	50	Yes
892	35	50	No
952	69	50	Yes
1155	73.5	50	Yes
1357	82	50	Yes
1544	58	50	Yes
1656	90	50	Yes
1959	88	50	Yes
2083	100	50	Yes
2257	51	50	Yes
2492	60	50	Yes
2926	84	50	Yes
3011	42.5	50	No
3271	69	50	Yes
3461	40	50	No
3753	71.5	50	Yes
4045	82	50	Yes
4214	64	50	Yes
4226	55	50	Yes
4267	91	50	Yes
4358	67	50	Yes
4464	26	50	No
4779	70	50	Yes
5421	58.5	50	Yes

5973	88.5	50	Yes
6404	64	50	Yes
6542	51	50	Yes
6772	45	50	No
7279	87.5	50	Yes
7849	41	50	No
7881	41	50	No
7925	81	50	Yes
8106	75	50	Yes
8341	90	50	Yes
9297	44	50	No

Step 6: Count the number of teachers with Annual Growth Points and the number of teachers with Annual Growth Points that met the individual standard and complete the EPP evaluation described in the calculation section above [~~Count the total number of teachers with growth scores associated with the EPP (38).~~]

~~Step 7: Count the total number of teachers associated with the EPP who met the standard (29).~~

~~Step 8: Divide the number in Step 7 by the number in Step 6 and multiply by 100. This is the value for the EPP.]~~

$$\frac{\text{Number of teachers meeting individual standard}}{\text{Total number of teachers with growth scores}} \times 100 =$$

$$\frac{29}{38} \times 100 =$$

76%

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

Overview

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

Individuals Included

ASEP Accountability Indicator 4a

For ASEP Accountability Indicator 4a, all individuals who completed an internship, residency, or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the internship, residency, or clinical teaching is reported in the reporting year in which it ended. Individuals serving an internship are identified for the data set if they have an intern, probationary, or probationary extension~~[, or probationary second extension]~~ certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate. Beginning in the 2025-2026 academic year, individuals completing a clinical teaching appointment will be identified using the clinical experience record.

Individuals who have their internship certificate deactivated prior to the expiration of the certificate are removed from the data set. These deactivations must be communicated to the TEA by the EPP. Beginning in 2024-2025 academic year, these deactivations must meet the requirements specified in 19 TAC §228.73(h) in order to be removed from the calculation. Additionally, individuals who do not complete their internship, residency, or clinical teaching, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their internship, residency, or clinical teaching, are removed from the data set. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Beginning in the 2025-2026 academic year, only individuals with clinical experiences that began on or after 9/1/2024 will be included in the evaluation of Indicator 4a.

ASEP Accountability Indicator 4b

For ASEP Accountability Indicator 4b, all individuals who apply for an initial enhanced standard or standard teaching certificate during the academic year are asked to submit surveys, which are completed in ECOS. Only surveys associated with an issued certificate are used for accountability purposes. Surveys are used for

accountability in the reporting year ~~[academic year]~~ in which the individuals are issued an initial standard teaching certificate.

Data Included

ASEP Accountability Indicator 4a

All observations reported to the TEA through ECOS are used in the calculation for ASEP Accountability Indicator 4a. Observations must be reported in ECOS in the academic year during which they occurred. EPPs report the candidate's name, candidate's TEA ID, field supervisor's name, field supervisor's TEA ID, assignment begin date, assignment end date, observation date, observation duration, assignment type, notes, and any other field required by ECOS for each observation. Observations must occur within the date range of the clinical experience, as reported by EPPs in the associated clinical experience record or within the active dates of the certificate associated with the internship if a clinical experience record is not available.

ASEP Accountability Indicator 4b

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

Calculation

ASEP Accountability Indicator 4a:

Divide the number of individuals who completed an internship, residency, or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in 19 TAC §228.35(g) effective 8/31/2024) by the number of individuals who completed an internship, residency, or clinical teaching appointment in the reporting year. Multiply by 100. Round to the nearest whole number.

For 2023-2024 and 2024-2025 academic years, individuals will be evaluated against the frequency and duration requirements that were effective 8/31/2024. Beginning in the 2025-2026 academic year, individuals will be evaluated against the frequency and duration requirements specified in Chapter 228, Subchapter F that were effective as of 9/1/2024. These include the frequency and duration requirements described in 19 TAC §§228.103(b)(1), 228.105(b), 228.105(c)(1), 228.107(b), 228.107(d), 228.109(b)(1), 228.109(b)(2), 228.109(c)(1), 228.109(c)(2), and 228.111.

ASEP Accountability Indicator 4b:

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

Scoring Approach:

Individuals rate their field experience on 11 survey items (items 3–9, 11–14) on the Exit Survey using a 4-point scale where 4 = Rarely; 3 = Occasionally; 2 = Frequently; and 1 = Always/Almost Always. To meet the standard of frequently or always/almost always providing the components of structural guidance and ongoing support provision of high-quality field supervision, responses to the applicable items must sum to equal or less than 22 points (11*2=22), corresponding with an average score of 2 or less across survey items.

Special Methodological Considerations

~~[For ASEP Accountability Indicator 4a, results are disaggregated by race, gender, and ethnicity categories.]~~ Per 19 TAC §229.4(c)(1), the small group aggregation procedure does not apply to indicator 4a. Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 4b. Only data from years in which ASEP Accountability Indicator 4b has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Examples

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

Step 1: Identify a list of all individuals completing an internship between September 1 and August 31 of the reporting year, as described in the individuals included ASEP Accountability Indicator 4a above. ~~[These individuals are those who have an intern, probationary, probationary extension, or probationary second extension certificate which expired in the reporting year.]~~

Step 2: Identify a list of all individuals who completed clinical teaching between September 1 and August 31 of the reporting year, as described in the individuals included ASEP Accountability Indicator 4a above. ~~[These individuals are those who were marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.]~~

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

Step 4: Retrieve all field observations reported to the TEA and connected to individuals on the list found in Step 3 ~~[which occurred during the internships or clinical teaching experiences in the data set resulting from Step 3].~~

Step 5: Count the number of observations of at least the duration specified in 19 TAC Chapter 228, Subchapter F as described in the Calculation section ~~[\$228.35(g) effective 8/31/2024.]~~ for each individual [candidate].

Example Observation Data

Name	Certificate / Assignment Type	Observation Duration
Carmen Adams	Intern	0:56
Carmen Adams	Intern	1:02
Carmen Adams	Intern	0:45
Carmen Adams	Intern	1:12
Carmen Adams	Intern	0:46
Christina Boyd	Intern	0:57
Marjorie Brock	Clinical Teaching	0:50
Marjorie Brock	Clinical Teaching	1:14

Name	Certificate / Assignment Type	Observation Duration
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:09
Dora Cain	Intern	0:47
Dora Cain	Intern	0:51
Dora Cain	Intern	0:40
Dora Cain	Intern	1:00
Dianne Cannon	Clinical Teaching	1:13
Dianne Cannon	Clinical Teaching	0:38
Dianne Cannon	Clinical Teaching	0:53
Dianne Cannon	Clinical Teaching	0:47
Dianne Cannon	Clinical Teaching	1:01
Billie Daniels	Probationary	1:15
Billie Daniels	Probationary	0:58
Billie Daniels	Probationary	0:54
Madeline Doyle	Clinical Teaching	1:10
Madeline Doyle	Clinical Teaching	0:55
Madeline Doyle	Clinical Teaching	0:46
Jaime Fowler	Intern	0:59
Jaime Fowler	Intern	1:07
Jaime Fowler	Intern	1:01
Jaime Fowler	Intern	1:00
Jaime Fowler	Intern	0:49
Chad Frazier	Clinical Teaching	0:46
Chad Frazier	Clinical Teaching	0:55
Chad Frazier	Clinical Teaching	1:11
Chad Frazier	Clinical Teaching	1:25
Jean Hawkins	Probationary Ex	0:58
Jean Hawkins	Probationary Ex	0:50
Jean Hawkins	Probationary Ex	1:00
Jean Hawkins	Probationary Ex	0:59
Grace Hoffman	Clinical Teaching	0:52
Grace Hoffman	Clinical Teaching	0:59
Grace Hoffman	Clinical Teaching	0:59
Doris Hunter	Probationary	1:03
Doris Hunter	Probationary	1:19
Doris Hunter	Probationary	0:45
Melba Jensen	Clinical Teaching	0:46
Melba Jensen	Clinical Teaching	0:53
Melba Jensen	Clinical Teaching	1:01

Name	Certificate / Assignment Type	Observation Duration
Edmund Kennedy	Intern	1:20
Edmund Kennedy	Intern	0:58
Edmund Kennedy	Intern	0:50
Edmund Kennedy	Intern	0:59
Edmund Kennedy	Intern	0:57
Neil Newton	Clinical Teaching	0:55
Neil Newton	Clinical Teaching	1:47
Neil Newton	Clinical Teaching	0:51
Neil Newton	Clinical Teaching	1:05
Neil Newton	Clinical Teaching	1:02
Elsie Pearson	Probationary	1:15
Elsie Pearson	Probationary	1:01
Elsie Pearson	Probationary	0:55
Christopher Ray	Clinical Teaching	0:58
Christopher Ray	Clinical Teaching	0:52
Christopher Ray	Clinical Teaching	0:47
Christopher Ray	Clinical Teaching	0:59
Christopher Ray	Clinical Teaching	0:46
Charlie Schultz	Intern	0:58
Charlie Schultz	Intern	0:45
Charlie Schultz	Intern	0:53
Charlie Schultz	Intern	0:52
Charlie Schultz	Intern	1:23
Duane Soto	Clinical Teaching	1:17
Duane Soto	Clinical Teaching	0:59
Duane Soto	Clinical Teaching	0:53
Duane Soto	Clinical Teaching	0:46
Duane Soto	Clinical Teaching	0:48
Duane Soto	Clinical Teaching	0:55
Penny Sutton	Clinical Teaching	0:59
Marty Wood	Clinical Teaching (28 week)	0:49
Marty Wood	Clinical Teaching (28 week)	0:45
Marty Wood	Clinical Teaching (28 week)	0:57
Marty Wood	Clinical Teaching (28 week)	1:25
Marty Wood	Clinical Teaching (28 week)	1:15
Marty Wood	Clinical Teaching (28 week)	1:25

Notes:

The observations of Dora Cain and Dianne Cannon highlighted in blue, above, are not counted because these observations were less than the requirement in 19 TAC §228.35(g) effective 8/31/2024.

Step 6: Count the number of individuals on list 3 and the number of individuals who met the minimum requirement of observations required as described in the calculation section can complete the calculation [Identify candidates and interns who meet the minimum requirement of the number of observations required in 19 TAC §228.35(g) effective 8/31/2024].

Example Data Summary

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

[Step 7: Divide the number of candidates who received at least the minimum field observations required by 19 TAC §228.35(g) (14) by the total number of candidates who completed clinical teaching (21).]

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

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

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

Step 1: Identify a list of [Access] the Exit Survey results completed by candidates between September 1 and August 31 of the academic year who meet the criteria in the individuals included ASEP Accountability Indicator 4b section above [These results are recorded without personally identifiable information].

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating, as described in the Scoring Approach section above. [Candidates rate their field experience on 11 survey items (items 3 – 9, 11 – 14) on the Exit Survey using a 4 point scale where 4 = Rarely; 3 = Occasionally; 2 = Frequently; and 1 = Always/Almost Always. To meet the standard of frequently or always/almost always providing the components of structural guidance and ongoing support provision of high quality field supervision (see 19 TAC §229.4(a)(4)(B)), responses to the applicable items must sum to equal or less than 22 points (11*2=22), corresponding with an average score of 2 or less across survey items.]

Example Data

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

Name	Total Points	Within Acceptable Values
Candidate 19	19	Y
Candidate 20	13	Y
Candidate 21	16	Y
Candidate 22	18	Y
Candidate 23	21	Y
Candidate 24	20	Y
Candidate 25	33	N
Candidate 26	40	N
Candidate 27	26	N
Candidate 28	17	Y
Candidate 29	17	Y
Candidate 30	19	Y

Step 3: Count the number of individuals on list 1 and 2 to execute the calculation section above [Count the number of candidate scores that were within acceptable criteria (22)].

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

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

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

73.33%, which rounds to 73%

Chapter 7 – Evaluation of Educator Preparation Programs by Teachers (Teacher Survey)

Overview

ASEP Accountability Indicator 5 is the percent of new teachers who indicate that they were *sufficiently-prepared or well-prepared* by their EPP, as measured on the evaluation of educator preparation programs by teachers. This survey is referred to as the [teacher survey].

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. The survey is delivered using the Qualtrics survey platform. The population of new teachers is determined using certification data from ECOS and employment data from PEIMS ~~[data]~~. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they meet the eligibility requirements for inclusion.

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are emergent bilingual students, those additional sections are displayed and are required to be completed by the teacher.

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

Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the last six [five] years including [to] the current reporting period, who are employed as a teacher as of the start of the survey, and who were employed by the PEIMS fall snapshot date are included. See 19 TAC §229.2~~(49)~~ for the definition of a first-year teacher. Only teachers whose effective date of [on] their first enhanced standard, standard, intern, or probationary certificates is active as of the PEIMS fall snapshot date for the academic year are included. Individuals must be reported in the PEIMS fall snapshot to be counted as employed in any year. Any individuals who began their teaching employment in the prior academic year, after the PEIMS fall snapshot, will appear as employed for the first time in the current year because they were not reported as employed in the previous year. [Individuals who started employment in the prior academic year after the PEIMS fall snapshot for that year are included in the current year.] Individuals who were incorrectly in the teacher survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections are excluded. Data from additional sections (i.e., Students with Disabilities, Emergent Bilingual Students) are included when available.

Calculation

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

Scoring Approach

The scoring approach aligns with the scoring approach for the principal survey. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

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

Individual Subscales and Constituent Items

Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
Emergent Bilingual Students	4	Q50 – Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students section are only displayed if the teacher indicates that he or she worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

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

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 5. Only data from years in which ASEP Accountability Indicator 5 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Example Calculation: Teacher Survey (ASEP Accountability Indicator 5)

Step 1: Access teacher survey results from Qualtrics.

Step 2: Confirm teacher included meets the rules described in the individuals included section above.

Step 3 [2]: Average the item scores in each subsection.

Step 4 [3]: Average the subsection values.

Step 5 [4]: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	N
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	Y
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	N
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	Y
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

Step 5: As necessary, perform the small group aggregation, as described in the small group aggregation section above. ~~[If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list.]~~ See Chapter 2 of this manual for further explanation of the small group aggregation procedures.

Step 6: Calculate the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* for each exam and the number of surveys in total using the same procedures described in the calculation section above. ~~[Step 6: Count the number of first-year teachers who met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).]~~

~~[Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.]~~

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

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

$$90\%$$

[Chapter 8— Educator Preparation Program Commendations]

[Per 19 TAC §229.1(d), an accredited EPP not under a board order or otherwise sanctioned by the SBEC may receive commendations for success in areas identified by the SBEC. Commendations will not be awarded for the 2023-2024 academic year. The TEA worked with the SBEC and the EPP stakeholder advisory groups in 2018 to identify and refine a framework for recognition and issues related to EPP eligibility and calculations. In 2019, the SBEC established a four part framework for recognizing high-performing EPPs. This ASEP chapter presents that framework, related performance standards or metrics, sources of data, and descriptions of relevant calculations.]

High-Performing EPP Framework

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

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

The measures within each dimension are presented in the table below. The Rigorous and Robust Preparation measures, the Preparing the Educators Texas Needs measures, and the Preparing Educators for Long-Term Success measures are calculated annually to reflect EPP performance in the prior academic year. The Innovative Educator Preparation commendation is awarded at the discretion of the Board. The TEA conducts these calculations in conjunction with the ASEP accountability calculations and presents both sets of the results to the SBEC for approval on similar schedules. In all cases, the small group aggregation procedure as described in ASEP Manual Chapter 2 is applied to these measurements. However, if the small group aggregation is used, only programs with more than 10 individuals over the three years necessary for the calculation are eligible to receive a commendation related to the measure.

High-Performing EPP Framework

<u>Dimension</u>	<u>High-Performing EPP Measures</u>	<u>Standard</u>
<u>Rigorous and Robust Preparation</u>	<u>First test pass rate</u>	<u>95% or greater</u>
	<u>First Test Pass rate in teacher shortage areas</u>	<u>95% or greater</u>
	<u>Principal Survey % of candidates Met Standard</u>	<u>95% or greater</u>
<u>Preparing the Educators Texas Needs</u>	<u>Preparing teachers in shortage areas</u>	<u>Top 5 EPPs</u>
	<u>Preparing Educators of Color</u>	<u>Top 5 EPPs</u>
	<u>Preparing Teachers for Rural Schools</u>	<u>Top 5 EPPs</u>
<u>Preparing Educators for Long-Term Success</u>	<u>Teacher Retention as a Texas public school teacher for 5 years</u>	<u>85% or greater</u>
	<u>Educator Retention as a Texas public school professional for 5 years</u>	<u>85% or greater</u>

Dimension	High-Performing EPP Measures	Standard
	<u>Principal Employment in Principal or Assistant Principal Role within 3 years</u>	<u>75% or greater</u>
Innovative Educator Preparation	Approved by the SBEC per EPP application	

Rigorous and Robust Preparation

This dimension of high performance uses the same data as the ASEP accountability indicators. The first measure is the overall pass rate for a candidate's first attempt on exams. All exams, including pedagogy tests and content pedagogy tests, are pooled for this measure. The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race and ethnicity are 10 percentage points or smaller for all groups meeting the minimum size criterion, following small group aggregation. Groups are only included in this analysis only if they contain more than 10 candidates following the small group aggregation.

The second measure in this dimension is the first test pass rate in Texas-identified, federally designated teacher shortage subject areas. These shortage areas are identified annually and reported to the United States Department of Education. For this measure, only those content pedagogy tests necessary for certification in the specified categories are included. The standard is set at 95% or greater.

The third indicator in this category is EPP performance on the principal survey. Following the procedure in ASEP Manual Chapter 4, results on the principal survey are computed at the EPP level. The standard is set at 95% or more individuals being rated as "met standard."

Preparing the Educators Texas Needs

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

The first measure in this dimension is preparation of educators in teacher shortage subject areas. This indicator identifies EPPs that specialize in the preparation of educators for Texas-identified, federally-recognized teacher shortage areas. The total number of newly standard certified teachers with a certificate in each shortage area is identified, and this is divided by the total number of newly standard certified teachers at the EPP. The top five EPPs in each identified certification category are eligible to be recognized. Each shortage area is calculated separately, and an EPP may receive a commendation for one or multiple shortage areas.

The second measure in this dimension recognizes EPPs that prepare the highest percentage of educators who identify as African American and Hispanic. The total number of newly standard certified educators who identify as African American is identified, and this is divided by the total number of newly standard certified educators at the EPP. Separately, the total number of newly standard certified educators who identify as Hispanic is identified, and this is divided by the total number of newly standard certified educators at the EPP. The top five EPPs with respect to each demographic group are eligible to be recognized. Each race/ethnicity category is calculated separately, and an EPP may receive a commendation for one or multiple race/ethnicity categories.

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

Preparing Educators for Long-term Success

This dimension of high performance identifies EPPs that prepare educators who continue working in Texas public schools for at least five years. The first measure identifies the percentage of teachers who were initially certified during a given academic year and were employed as regular classroom teachers in the next academic year. A teacher is considered retained only if they maintain continuous employment as a teacher in Texas public schools on a half-time or more basis. The number of teachers continuously employed as a teacher for five consecutive years is identified and used in this measure. Using the number of educators retained for five years and the original number of employed educators five years prior, the TEA computes a percentage. The standard for recognition on this measure is set at 85% or higher.

The second measure in the dimension is continued employment in any role in the Texas public education system. The calculation for this measure is similar to the prior measure; however, this measure reports the percentage of individuals originally certified as classroom teachers continuously employed in any role for five years. The standard for recognition on this measure is 85% or higher.

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

Innovative Educator Preparation

The final dimension of recognition gives the SBEC the opportunity to designate EPPs that have implemented innovative approaches to educator preparation. Specific topic areas for innovation are updated using input from the SBEC. EPPs respond to a call for applications in a format and a timeline determined by TEA and the SBEC. EPPs must submit a complete set of materials to be eligible for recognition. TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by an SBEC committee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

For the current Innovative Educator Preparation commendation, the SBEC seeks to recognize EPPs that engage in innovative development of EPP faculty and staff, field supervisors, and/or cooperating and mentor teachers, in alignment with current research and best practices. Examples include, but are not limited to, co-teaching models, coaching practices, high-quality instructional materials implementation, and/or response to intervention (RTI).

Chapter 8 [~~Chapter 9~~] – Determination of ASEP Index Score

Overview

Per 19 TAC §229.4(b), the ASEP Index Score is used for accreditation status determination. This scoring system uses data from the seven ASEP Indicators along with differential weights to determine the total number of points possible for an EPP based on the data present, and the total number of points achieved. This section presents a description of the calculation, the weighting approach, special longitudinal considerations, and a worked example.

Calculation

The ASEP indicators consist of seven separate performance measures. Per TEC, §21.045(a), disaggregated categories with respect to gender, race, and ethnicity are used in the determination of continuing accountability. For these categories, TEA uses the demographic group [~~race, ethnicity, and gender~~] designations defined in 19 TAC §229.2[(14)]. The table below presents a matrix representation of this model.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests							
1b: Certification examination results for content pedagogy tests							
2: Principal survey							
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations							
4b: Quality of field supervision							
5: Teacher Survey							

As described in the following section, weights are assigned to the individual measure. Additionally, a weight is assigned to the "All" category, separate from the individual demographic categories.

The total number of points achieved is calculated based on the EPP performance in each measure for each group. Values are assigned for each cell in the matrix based on the current year performance and performance in the most recent prior year for which the EPP had actionable data.

Performance	Value
Met Standard	1
Did Not Meet Standard and Met Standard within the two most recent prior years	0
No Data/Small Group Exception	<blank>
Did Not Meet Standard and Did Not Meet Standard in the two most recent prior years for which the EPP had actionable data	-1

The total number of points achieved is then calculated by multiplying the individual cell by the measure weight and the demographic weight, and then summing all the cells. Blank cells are omitted from the sum.

The total number of points possible is calculated based on the data available. Cells are assigned a value of 1 if there is data available for the current academic year. Each cell is then multiplied by the measure weight and the demographic weight, and the cells are summed.

The percentage of points achieved is found by dividing the total number of points achieved by the total number of points possible and multiplying by 100. This value is then rounded to the nearest whole number.

Weighting

The table below presents the measure weights.

ASEP Measure	Weight
1a: Certification examination results for pedagogy tests	4
1b: Certification examination results for content pedagogy tests	2
2: Principal survey	1
3: Improvement in student achievement of students taught by beginning teachers	3
4a: Frequency and duration of field observations	3
4b: Quality of field supervision	3
5: Teacher Survey	2

The table below presents the demographic group weights.

All	6
Female	1
Male	1
African American	1
Hispanic / Latino	1
Other	1
White	1

Worked Example

Example Calculation: ASEP Index

Step 1: Identify the EPP results for all ASEP Indicators for all groups.

Step 2: Populate the results table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
1b: Certification examination results for content pedagogy tests	Met (1)	Met (1)	Did not meet 3 years in a row (-1)	Met (1)	Met (1)	Met (1)	Met (1)
2: Principal survey	Met (1)	Met (1)	Did not meet (0)	Met (1)	Did not meet (0)	Met (1)	Met (1)
3: Improvement in student achievement of students taught by beginning teachers	Met (1) Report Only	Met (1) Report Only	Small Group Report Only	Small Group Report Only	Met (1) Report Only	Small Group Report Only	Small Group Report Only
4a: Frequency and duration of field observations	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
4b: Quality of field supervision	Met (1)	Small Group	Small Group	Small Group	Small Group	Small Group	Small Group
5: Teacher Survey	Met (1)	Met (1)	Met (1)	Small Group	Met (1)	Small Group	Met (1)

[Note: Per 19 TAC §229.4(a)(3), Indicator 3 is not consequential for ASEP ratings until TEA has data necessary to calculate this performance standard for two years following the 2019-2020 academic year.]

Step 3: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	24	4	4	4	4	4	4
1b: Certification examination results for content pedagogy tests	12	2	-2	2	2	2	2
2: Principal survey	6	1	0	1	0	1	1
3: Improvement in student achievement of students taught by beginning teachers	<u>18</u>	<u>3</u>			<u>3</u>		
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Teacher Survey	12	2	2		2		2

Step 4: Sum all the cells to find the total points achieved (176 [~~152~~]).

Step 5: Populate the data available table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
1b: Certification examination results for content pedagogy tests	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
2: Principal survey	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
3: Improvement in student achievement of students taught by beginning teachers	<u>Yes (1) [No (0)]</u>	<u>Yes (1) [No (0)]</u>	No (0)	No (0)	<u>Yes (1) [No (0)]</u>	No (0)	No (0)
4a: Frequency and duration of field observations	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
4b: Quality of field supervision	Yes (1)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)
5: Teacher Survey	Yes (1)	Yes (1)	Yes (1)	No (0)	Yes (1)	No (0)	Yes (1)

Step 6: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	24	4	4	4	4	4	4
1b: Certification examination results for content pedagogy tests	12	2	2	2	2	2	2
2: Principal survey	6	1	1	1	1	1	1
3: Improvement in student achievement of students taught by beginning teachers	<u>18</u>	<u>3</u>			<u>3</u>		
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Teacher Survey	12	2	2		2		2

Step 7: Sum all the cells to find the total points possible (182 ~~158~~).

Step 8: Divide the points achieved by the points possible. Multiply by 100. Round to the nearest whole number.

$$\frac{\text{Number of ASEP Points Earned}}{\text{Number of ASEP Points Possible}} =$$

$$\frac{176}{182} \times 100 =$$

[

$$\frac{152}{158} \times 100 =$$

]

96.70%, which rounds to 97%

[

~~96.20%, which rounds to 96%~~

]