

Item 14:
**Discussion of Proposed Amendments to 19 TAC Chapter
229, Accountability System for Educator Preparation
Programs**

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2019–2020 accountability system for educator preparation (ASEP) due to Governor Abbott’s disaster declaration related to COVID-19; would include an accountability indicator for educator preparation programs based on the improvement in achievement of students taught by beginning teachers, would provide an index for the determination of EPP accreditation status, and would provide updates to the ASEP Manual.

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), as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017; 21.0441(c) and (d); 21.0443; 21.045, as amended SB 1839, 85th Texas Legislature, Regular Session, 2017; 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 educator preparation program, for the addition of a certificate or field of certification, and to provide for the administrative cost of appropriately ensuring the accountability of educator preparation programs.

TEC, §21.043(b) and (c), requires SBEC to provide educator preparation programs 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), requires the SBEC to adopt rules setting certain admission requirements for educator preparation programs (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.

FUTURE ACTION EXPECTED: Texas Education Agency staff anticipates presenting proposed changes to 19 TAC Chapter 229 for discussion and action at the July 2020 SBEC meeting to clarify the rules and incorporate current SBEC policy and procedures. The TEA staff will be collecting stakeholder feedback prior to presenting proposed rule changes to the SBEC.

BACKGROUND INFORMATION AND JUSTIFICATION: Educator preparation programs are entrusted to prepare educators for success in the classroom. The TEC, §21.0443 requires educator preparation programs 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 Texas Education Code and to ensure the highest level of educator preparation, which is codified in the SBEC Mission Statement.

At the December 2018 SBEC meeting, TEA staff presented several topics and received direction from the Board to inform potential rule changes to Chapter 229 in the future. At that time, TEA staff informed the Board that staff would be working to explore opportunities for adjustments to the comprehensive accountability system to increase consistency and transparency. In addition to SBEC input and direction, TEA staff have worked with stakeholders to solicit feedback regarding potential options for the Board's consideration.

Following is a description of the topics for the SBEC's consideration for proposed amendments to 19 TAC Chapter 229. The relevant draft rule text from 19 TAC Chapter 229 is presented in Attachment II. In addition to the detailed descriptions below, the proposed amendment would also remove outdated provisions related to the 2018–2019 academic year; would provide edits to the manual to address the 2019–2020 reporting year; would provide technical clean-up edits for clarification; and would provide relettering/numbering to conform with the *Texas Register* style and formatting requirements.

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.**Update on Scope of ASEP Manual:**

The proposed amendment to §229.1(c) would strike §229.4(a) and would be replaced with §229.4 to clarify that the relevant criteria, formulas, and calculations relevant all of that section are contained in Figure 19 TAC §229.1(c). The proposed amendment would also update Figure 19 TAC §229.1(c).

ASEP Manual:

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

1. Update Figure Chapter 5 to provide the criteria, formulas, calculations, and performance standard for ASEP indicator 3: Improvement in Student Achievement of Students Taught by Beginning Teachers.
2. Update Figure Chapter 8 to align the determination of commendations with proposed amendment to §229.1(d).
3. Add Figure Chapter 9 to provide the criteria, formulas, calculations associated with the determination of accreditation status, using an index approach.
4. Update date references and correct minor technical errors throughout the text.

Updates to the ASEP Manual would provide transparency to the field as to the calculations used to determine accreditation statuses. These updates were developed in conference with the Data Working Group.

Limitation on Eligibility for EPP Commendations:

The proposed amendment in §229.1(d) would clarify that EPPs that were under an active board order or other TEA or SBEC sanction would be disqualified from receiving a commendation. This amendment would address comments received from the SBEC at the February 2020 meeting expressing concern that the SBEC sent mixed signals when it simultaneously commended a program that is sanctioned by the Board.

§229.4. Determination of Accreditation Status.**ASEP Indicator based on Student Growth:**

The proposed amendment in §229.4(a)(2) would delete outdated provisions related to the 2018–2019 academic year as report-only for data related to the indicator for principal survey results.

The proposed amendment in §229.4(a)(3) would update the rule text to implement the ASEP Indicator based on student growth. The relevant student-level calculations are completed as part of the K–12 Accountability Ratings, and the relevant teacher and EPP calculations are described in Figure 19 TAC §229.1(c). These amendments and methods would update the ASEP system to comply with the statutory mandate in TEC §21.045(a)(3). Proposed new §229.4(a)(3)(A) would establish the 2019–2020 academic year as a “report only” year for the

indicator, therefore would not be used for program accountability purposes. Proposed new §229.4(a)(3)(B) would establish the 2020–2021 academic year as a “report only” year for the indicator, therefore would not be used for program accountability purposes.

This indicator, the related methodology, the related performance standard, and the related timeline for implementation were developed in conference with an ad hoc stakeholder group consisting of representatives from EPPs, educator organizations, representatives from higher education, and other nonprofit groups. TEA also conferred with the Data Working Group in the development of the indicator.

The proposed amendment in §229.4(a)(5) would delete outdated provisions related to the 2018–2019 academic year as report-only for data related to the indicator for beginning teacher survey results.

Proposed new §229.4(a)(6) would prescribe that due to the governor’s March 13, 2020 disaster declaration, the 2019–2020 academic year data for the performance indicators would be reported to EPPs but not be used for accountability purposes. Given that the governor declared a disaster in which many campuses, facilities, and services were closed during the disaster period, impacting the ability of EPPs to meet these accountability measures, this amendment would prevent EPPs from receiving accountability ratings based on data that are partial or incomplete.

Determination of Accreditation Status:

The proposed amendment to §229.4(b) would clarify that for the 2020–2021 academic year, the recommended accreditation status would be the more favorable outcome of the index system described in the proposed new §229.4(b)(1)(A)–(D) or the existing system, relettered to §229.4(b)(2)(A)–(D) for each educator preparation program.

Proposed new §229.4(b)(1) would clarify that beginning in the 2020–2021 academic year, the relevant calculations for the ASEP index system are contained in the ASEP Manual, Figure 19 TAC §229.1(c), and in compliance with SBEC rules and the Texas Education Code. This would provide transparency to the field and policymakers in how the accreditation statuses are assigned.

Proposed new §229.4(b)(1)(A)–(D) would prescribe the new system of the determination of accreditation status assignment:

- New §229.4(b)(1)(A) would clarify that an EPP shall be assigned a status of Accredited if they meet the standard of 85% of the possible points for the year in the ASEP index system.
- New §229.4(b)(1)(B) would clarify that an EPP shall be assigned a status of Accredited Not Rated prior to the accumulation of data necessary for determining a rating.
- New §229.4(b)(1)(C)(i) would clarify that an EPP shall be assigned a status of Accredited: Warned if they accumulate more than 80% but less than 85% of the possible points for the year in the ASEP index system.
- New §229.4(b)(1)(C)(ii) would maintain the current provisions now reflected in new §229.4(b)(2)(B) that states an EPP may be assigned a status of Accredited: Warned for violations of rule and/or statute.

- New §229.4(b)(1)(D)(i) would clarify that an EPP shall be assigned a status of Accredited: Probation if they accumulate less than 80% of the possible points for the year in the ASEP index system.
- §229.4(b)(1)(D)(ii) would maintain the current §229.4(b)(2)(B) and states that an EPP may be assigned a status of Accredited: Probation for violations of rule and/or statute.

Proposed new §229.4(b)(2) would retain the current accreditation status assignment provisions based on the performance standards described in (a) of this section and in compliance with SBEC rules and/or TEC, Chapter 21. Per the newly proposed §229.4(b), this method for the determination of accreditation statuses would be assessed in the 2020–2021 reporting year, and the recommended accreditation status for the EPP would be the more favorable outcome of this method and the index method in proposed new §229.4(b)(1). The proposed amendment in §229.4(b)(1)–(4) would be renumbered to subsections (b)(2)(A)–(D) for technical formatting purposes.

The proposed amendment in §229.4(b)(5) would be renumbered to subsection (3) for technical formatting purposes.

Proposed new §229.4(b)(4) would provide an accreditation status of Not Rated: Declared State of Disaster for the 2019–2020 reporting year for all EPPs. This status is based on the governor's declaration of disaster on March 13, 2020, due to COVID-19. This new status would limit the impact of test center closures, LEA closures, and survey waivers on EPP accreditation statuses. The proposed new subsection would also prescribe that the 2019–2020 Not Rated: Declared State of Disaster status shall not interrupt consecutively measured years or next most recent years and would not be included in any count of years related to the ASEP system. Additionally, the proposed new subsection would prescribe that the ASEP status that each EPP was assigned by the SBEC for the 2018–2019 reporting year would be the operative accreditation status for purposes prescribed in 19 TAC Chapter 228, relating to Requirements for Educator Preparation Programs.

PUBLIC AND STUDENT BENEFIT: Proposed amendments to 19 TAC Chapter 229 will result in an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP.

Staff Members Responsible:

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Mark Olofson, Director, Educator Data and Preparation Program Management
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Attachments:

- I. Statutory Citations
- II. Draft Text of 19 TAC Chapter 229, Accountability System for Educator Preparation Programs (including Figure: 19 TAC §229.3 (f)(1))
- III. Draft Text of Figure 19 TAC §229.1(c)
- IV. Indicator 3: Development and Technical Documentation

ATTACHMENT I**Statutory Citations Relating to 19 TAC Chapter 229,
Accountability System for Educator Preparation Programs****Texas Education Code, §21.041, Rules; Fees (excerpt):**

- (a) The board may adopt rules as necessary for its own procedures.
- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

Texas Education Code, §21.043, Access to PEIMS Data, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (b) The agency shall provide educator preparation programs with data based on information reported through the Public Education Information Management System (PEIMS) that enables an educator preparation program to:
 - (1) assess the impact of the program; and
 - (2) revise the program as needed to improve the design and effectiveness of the program.
- (c) The agency in coordination with the board shall solicit input from educator preparation programs to determine the data to be provided to educator preparation programs.

Texas Education Code, §21.0441, Admission Requirements for Educator Preparation Programs (excerpts):

- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
 - (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
 - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal:

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
 - (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

Texas Education Code, §21.045, Accountability System for Educator Preparation Programs, as amended SB 1839, 85th Texas Legislature, Regular Session, 2017:

- (a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
 - (1) results of the certification examinations prescribed under Section 21.048(a);
 - (2) performance based on the appraisal system for beginning teachers adopted by the board;
 - (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable;
 - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
 - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.
- (b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:
 - (1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);
 - (2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;
 - (3) the following information, disaggregated by race, sex, and ethnicity:
 - (A) the number of candidates who apply;
 - (B) the number of candidates admitted;
 - (C) the number of candidates retained;
 - (D) the number of candidates completing the program;

- (E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of completing the program;
 - (F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
 - (G) the number of candidates retained in the profession; and
 - (H) any other information required by federal law;
- (4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
 - (5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.
- (c) The board shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a).
 - (d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

Texas Education Code, §21.0451, Sanctions Under Accountability System for Educator Preparation Programs:

- (a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:
 - (1) shall provide for the assignment of the following accreditation statuses:
 - (A) not rated;
 - (B) accredited;
 - (C) accredited—warned;
 - (D) accredited—probation; and
 - (E) not accredited—revoked;
 - (2) may provide for the agency to take any necessary action, including one or more of the following actions:
 - (A) requiring the program to obtain technical assistance approved by the agency or board;
 - (B) requiring the program to obtain professional services under contract with another person;
 - (C) appointing a monitor to participate in and report to the board on the activities of the program; and

- (D) if a program has been rated as accredited—probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;
- (3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited—probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided the opportunity for a contested case hearing; and
- (4) shall provide the board procedure for changing the accreditation status of a program that:
 - (A) does not meet the accreditation standards established under Section 21.045(a); or
 - (B) violates a board or agency regulation.
- (b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.
- (c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.
- (d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs:

- (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.
- (b) The board shall make available at least the following information regarding each educator preparation program:
 - (1) the information specified in Sections 21.045(a) and (b);
 - (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
 - (A) average overall grade point average and average grade point average in specific subject areas; and
 - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
 - (3) the degree to which persons who complete the program are successful in obtaining teaching positions;

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- (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
 - (A) students with disabilities; and
 - (B) students of limited English proficiency, as defined by Section 29.052;
 - (5) the activities offered by the program that are designed to prepare teachers to:
 - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
 - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
 - (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
 - (7) the percentage of teachers employed under a standard teaching certificate within one year of completing the program;
 - (8) the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs;
 - (9) the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom;
 - (10) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and
 - (11) the results of teacher satisfaction surveys developed under Section 21.045 and given to program participants at the end of the first year of teaching.
- (c) For purposes of Subsection (b)(9), the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.
 - (d) For purposes of Subsections (b)(9) and (10), the board shall develop surveys for distribution to program participants and school principals.
 - (e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.
 - (f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.

- (g) The board may require any person to provide information to the board for purposes of this section.

ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

§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~~(a)~~ of this title (relating to Determination of Accreditation Status) are prescribed in the figure provided in this subsection.

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

- (d) An accredited EPP that is not under a Board order or otherwise sanctioned by the SBEC may receive commendations for success in the following four categories identified by the SBEC and prescribed in the figure in subsection (c) of this section:
- (1) Rigorous and Robust Preparation;
 - (2) Preparing the Educators Texas Needs;
 - (3) Preparing Educators for Long-Term Success; and
 - (4) Innovative Educator Preparation.

§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®.
- (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.
- (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 classroom teacher.
- (6) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as a participant.
- (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).

- (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.
- (9) Clinical teaching--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (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.
- (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).
- (12) Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's clinical teaching assignment.
- (13) Demographic group--Male and female, as to gender; and African American, Hispanic, White, and Other, as to race and ethnicity.
- (14) 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) Educator preparation program data--Data reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.
- (16) 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) 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) 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.
- (19) GPA--Grade point average.
- (20) GRE®--Graduate Record Examinations®.
- (21) 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.
- (22) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- (23) Internship--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (24) Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's internship assignment.
- (25) New teacher--For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, an individual in his or her first year of employment as a classroom teacher under a standard certificate.
- (26) Practicum--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).

- (27) SAT®--The college entrance examination from the College Board.
- (28) Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's practicum assignment.
- (29) 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.

§229.3. Required Submissions of Information, Surveys, and Other Data.

- (a) Educator preparation programs (EPPs), EPP candidates, first-year teachers, new teachers, beginning teachers, field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections (e) and (f) of this section.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the Texas Education Code (TEC), §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.
- (d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.
- (e) All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by principals shall be submitted by June 15 of any academic year in which an administrator has had experience with a first-year teacher who was a participant in an EPP. All surveys and information required to be submitted pursuant to this chapter by new teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 31 of the academic year in which the candidate completed the requirements of an EPP.
- (f) The following apply to data submissions required by this chapter.
 - (1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.
Figure: 19 TAC §229.3(f)(1)
 - (2) Candidates in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the TEA of the survey is a requirement for completion of an EPP.
 - (3) Administrators in Texas public schools and open-enrollment charter schools shall complete individual teacher performance surveys, in a form to be approved by the SBEC, for each beginning teacher.
 - (4) Administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success based on experience with first-year teachers who were participants in an EPP.
 - (5) New teachers in a Texas public school, including an open-enrollment charter school, shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

§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:
- (1) the EPP candidates' performance on examinations of pedagogy and professional responsibilities (PPR) and non-PPR standard certification examinations. The EPP candidates' performance on PPR and non-PPR examinations shall provide separate accountability performance indicators for EPPs.
 - (A) For both PPR and non-PPR examinations, the performance standard shall be calculated based on the percentage of individuals admitted after December 26, 2016, who passed an examination within the first two attempts. For purposes of determining the pass rate, an individual shall not be excluded because the individual has not been recommended for a standard certificate. The pass rate is based solely on the examinations approved by the EPP and required to obtain initial certification in the class or category for which the individual serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that class or category, whether taken before or after admission to an EPP, are not included in the rate. The formula for calculation of pass rate is the number of individuals who have passed an examination on their first or second attempt, including any attempts after the candidate completed the EPP, divided by the number of individuals who passed an examination on their first attempt plus those who passed or failed on their second attempt.
 - (B) For the 2020–2021 academic year and following, 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 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.
 - (C) For examinations of PPR, the pass rate will be calculated as described in subparagraph (A) of this paragraph for the 2018–2019 and 2019–2020 academic years and subparagraph (B) of this paragraph beginning with the 2020–2021 academic year. The performance standard shall be a pass rate of 85%.
 - (D) For non-PPR examinations, the pass rate will be calculated as described in subparagraph (A) of this paragraph for the 2018–2019 and 2019–2020 academic years and subparagraph (B) of this paragraph beginning with the 2020–2021 academic year. 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 the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be 70%. ~~The 2018–2019 academic year will be a reporting year only and will not be used to determine accreditation status;~~
 - (3) ~~to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers;~~ the growth of students taught by beginning teachers as indicated by the STAAR Progress Measure, determined at the student level as described in Figure 19 TAC §97.1001(b), and aggregated at the teacher level as described in Figure §229.1(c). The performance standard shall be the percentage of beginning teachers from each EPP who reach the individual performance threshold. The performance standard shall be 70%.

- (A) The 2019–2020 academic year will be a reporting year only and will not be used to determine accreditation status.
- (B) The 2020–2021 academic year 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 specified in §228.35(g) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching 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 of documentation of §228.35(g) of this title for 95% of the EPP's candidates.
- (B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be 90%; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be 70%. ~~[The 2018–2019 academic year will be a reporting year only and will not be used to determine accreditation status.]~~
- (6) Due to the governor's declaration of disaster on March 13, 2020, as prescribed in Texas Government Code, §418.014, the 2019–2020 academic year data for the indicators (1)–(5) of this section will be reported to EPPs and will not be used to determine accreditation statuses.
- (b) Accreditation status assignment. ~~[All approved EPPs shall be assigned an accreditation status based on the accountability performance standards described in subsection (a) of this section and in compliance with SBEC rules and/or TEC, Chapter 21.]~~ For the 2020–2021 academic year, the assigned accreditation status shall be the better result from the system described in subsection (1) of this section and subsection (2) of this section.
- (1) Beginning in the 2020–2021 academic year, all approved EPPs may be assigned an accreditation status based on their performance in the ASEP Index system, as described in Figure 19 TAC 229.1(c), and in compliance with SBEC rules and/or TEC, Chapter 21.
- (A) 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) and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (B) Accredited—Not Rated status. 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). An EPP is fully accredited and may recommend candidates for certification while it is in Accredited—Not Rated status.
- (C) Accredited—Warned status.
- (i) An EPP shall be assigned Accredited—Warned 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):
- (ii) An EPP may be assigned Accredited—Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
- (D) Accredited—Probation status.

- (i) ~~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):~~
- (ii) ~~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.~~
- (2) ~~Through the 2020–2021 academic year all approved EPPs may be assigned an accreditation status based on the accountability performance standards described in subsection (a) of this section and in compliance with SBEC rules and/or TEC, Chapter 21.~~
- (A) ~~(1)~~ Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the accountability performance standards described in subsection (a) of this section and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (B) ~~(2)~~ Accredited—Not Rated status. 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 performance standards described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited—Not Rated status.
- (C) ~~(3)~~ Accredited—Warned status.
- (i) ~~(A)~~ An EPP shall be assigned Accredited—Warned status if the EPP:
- (-a-) ~~(i)~~ fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section in any one year;
- (-b-) ~~(ii)~~ fails to meet the performance standards in two demographic groups on an indicator set forth in subsection (a) of this section in any one year; or
- (-c-) ~~(iii)~~ fails to meet the performance standards for a demographic group on any of the indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.
- (ii) ~~(B)~~ An EPP may be assigned Accredited—Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
- (D) ~~(4)~~ Accredited—Probation status.
- (i) ~~(A)~~ An EPP shall be assigned Accredited—Probation status if the EPP:
- (-a-) ~~(i)~~ fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section for two consecutively measured years;
- (-b-) ~~(ii)~~ fails to meet the performance standards in three demographic groups on an indicator set forth in subsection (a) of this section in any one year; or
- (-c-) ~~(iii)~~ fails to meet the performance standards for a demographic group on any of the indicators set forth in subsection (a) of this section for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.
- (ii) ~~(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.
- (3) ~~(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 Accountability System for Educator Preparation Programs (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 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.
 - (E) A revocation of an EPP approval shall be effective for a period of two years, 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).
 - (F) Upon revocation of EPP approval, the EPP 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.
- (4) Not Rated: Declared State of Disaster status.
- (A) Due to the governor's declaration of disaster on March 13, 2020 in accordance with Texas Government Code, §418.014, all EPPs shall be assigned a status of Not Rated: Declared State of Disaster for the 2019–2020 reporting year.
 - (B) The assignment of Not Rated: Declared State of Disaster shall not interrupt consecutively measured years or next most recent prior years as prescribed in §229 (Accountability System for Educator Preparation Programs). The assignment of Not Rated: Declared State of Disaster shall not be included in any count of years prescribed in §229.
 - (C) For the purposes of §228.10 of this title (relating to Approval Process), §228.17(c) (relating to Change of Ownership and Name Change), and §228.20 (relating to Governance of Educator Preparation Programs), the status the SBEC assigned an EPP for the 2018–2019 reporting year shall be the operative accreditation status.
- (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 next most recent prior year's group performance 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.

- (4) If the two-year cumulated EPP candidate group, 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 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.
- (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. 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.

ATTACHMENT III

Updated 19 TAC Figure 229.1(c)

Figure: 19 TAC §229.1(c)

**Texas Accountability System for Educator
Preparation (ASEP) Manual
[2018–2019] 2019–2020**

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Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) was the result of state legislation¹ that implemented an accountability framework for educator preparation programs (EPPs) and provided information for EPPs, policymakers, and the public. ASEP provides information about the performance of EPPs and establishes accountability measures related to EPP processes and outcomes. Within this legislation, The State Board for Educator Certification (SBEC) was charged with establishing rules² 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 ~~2018–2019~~2019–2020 data. This manual is designed to be adopted into rule by the SBEC. To this end, it has been condensed from prior iterations to focus solely on those indicators and calculations for the ASEP accreditation indicators.

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). 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.

Educator Preparation Advisory Committee:

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

Educator Preparation Data Workgroup:

The purpose of the Educator Preparation Data Workgroup is to advise TEA staff on matters relating to the collection, analysis, reporting, and use of EPP data to improve the quality of the EPPs. Members of this standing committee are approved by the SBEC and meet regularly in Austin and in virtual spaces to provide their perspective and input.

¹ Texas Education Code (TEC) §§21.045, 21.0451, and 20.0452.

² Texas Administrative Code (TAC) §229

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

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

Chapter 2 – Methodological Considerations

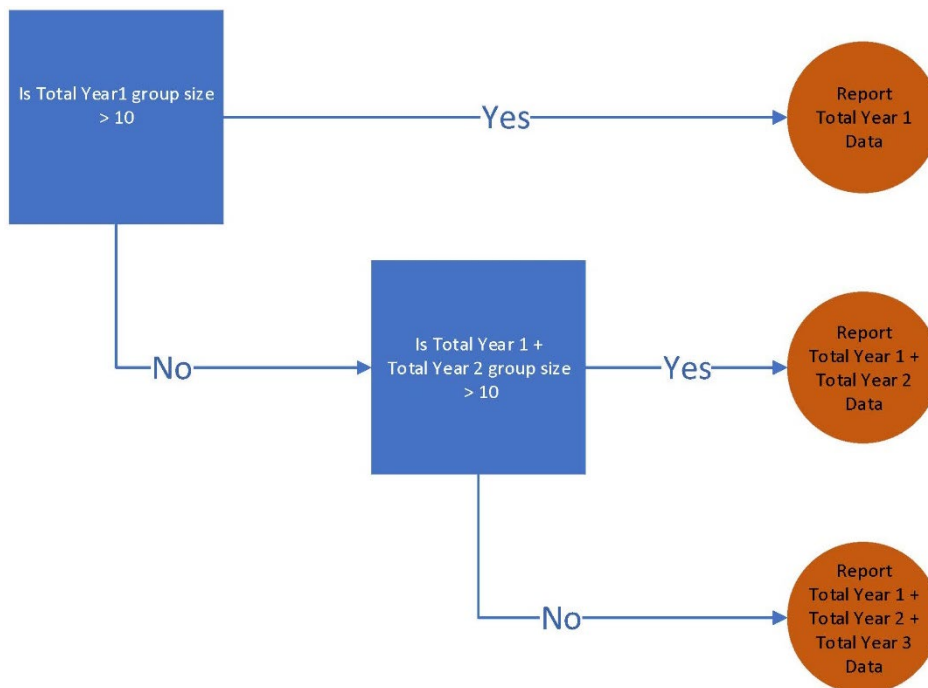
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

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.

Demographic Group Conventions

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation in respect to gender, race, and ethnicity. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(13).

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(13) 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 PPR exams (1a) and the pass rate on non-PPR exams (1b). This chapter presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two similar indicators.

Individuals Included

For the ~~2018–19~~ 2019–2020 academic year (AY), all individuals who are enrolled in an EPP 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. For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate.

Assessments Included

For the ~~2018–19~~ 2019–2020 AY, certification examinations approved by the EPP and required for certification in the category(ies) in which the candidate is pursuing certification are eligible for inclusion. The TEA identifies these examinations by comparing the examinations completed by the individual to the category being pursued, specified by the EPP on the finisher records list in ECOS with the category(ies) of the certificate associated with the internship active at the time of the examination, should such an internship exist.

The examination must be the first or second attempt for the particular examination³ 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 PPR certification examinations on the first or second attempt by the total number of passed PPR certification examinations on the first attempt plus the number of PPR certification examinations passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

³ Examinations are uniquely identified by test number and test type

ASEP Accountability Indicator 1b:

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

Special Methodological Considerations**Core Subjects Adjustment**

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

It should be noted that if individuals take the individual subject matter exams, each attempt counts towards their 5-time test limit for the overall (i.e., 291 Core Subjects EC–6 TExES and 211 Core Subjects 4–8 TExES) exam.

Disaggregation at the Test Level

EPP results are disaggregated at the individual certification exam level. The same approach to candidate and assessment identification is used in this reporting. Additionally, the 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.

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 continue to exclude individuals who were admitted prior to December 27, 2016. This means that the earliest available year for aggregation is AY 2016–2017.

Worked Examples**Example Calculation: Percent of Individuals Passing PPR Certification Examinations (ASEP Accountability Indicator 1a)**

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

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

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

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

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

ASEP Indicator 1a Example

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	February 2019	160: PPR EC-12	F
Andrea	April 2019	160: PPR EC-12	P
Betty	6/15/2017	Core Subjects 4-8	
Betty	October 2018	160: PPR EC-12	F
Betty	December 2018	160: PPR EC-12	F
Betty	February 2019	160: PPR EC-12	F
Betty	April 2019	160: PPR EC-12	P
Carlos	1/1/2018	LOTE EC-12-Spanish	
Carlos	February 2018	160: PPR EC-12	P
Dana	12/15/2018	Physical Ed EC-12	
Dana	April 2019	160: PPR EC-12	F
Eduardo	7/15/2017	Social Studies 8-12 & ESL Supplemental	
Eduardo	February 2019	160: PPR EC-12	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	December 2017	160: PPR EC-12	F
Faye	December 2018	160: PPR EC-12	F
Faye	March 2019	160: PPR EC-12	F
Faye	August 2019	160: PPR EC-12	F
Hector	3/15/2018	Core Subjects 4-8	
George	8/1/2017	Core Subjects EC-6	
George	December 2018	160 PPR EC-12	F
Imogen	8/12/2018	Social Studies 7-12	
Imogen	February 2019	270: PPR Trade and Industrial Education 6-12	P

Exclusion example:
All results that are not shaded in gray are excluded from calculations because the individual did not make a second attempt during the reporting AY or already attempted the exam twice.

Exclusion example:
Test 270: PPR Trade and Industrial Education for Imogen is excluded because it is not required for the candidates' certification category.

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Jermaine	9/1/2017	Core Subjects 4–8	
Jermaine	December 2018	160: PPR EC–12	P
Ken	6/1/2019	Math 7–12	
Lawrence	9/12/2018	Core Subjects 4–8 & Bilingual Supplemental– Spanish	
Lawrence	December 2018	160 PPR EC–12	F
Mel	6/22/2017	Social Studies 78–12	
Mel	Sept. 2018	160 PPR EC–12	F
Nancy	12/29/2016	Physical Ed EC–12	
Nancy	December 2018	160 PPR EC–12	F
Oscar	2/11/2017	LOTE Spanish EC–12	
Oscar	December 2018	160 PPR EC–12	F
Oscar	February 2019	160 PPR EC–12	P
Patrice	1/12/2018	Core Subjects EC–6 & Bilingual Supplemental– Arabic	
Patrice	June 2019	160 PPR EC–12	P
Quinn	6/15/2017	Core Subjects EC–6 & Bilingual Supplemental– Spanish	
Quinn	June 2018	160 PPR EC–12	F
Quinn	October 2019	160 PPR EC–12	P
Roberto	7/1/2017	Core Subjects 4–8	
Roberto	February 2018	160 PPR EC–12	F
Roberto	April 2019	160 PPR EC–12	P
Sally	6/15/2018	LOTE Spanish EC–12	
Sally	February 2019	160 PPR EC–12	P

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

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

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 Non-PPR Certification Examinations (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

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

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

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

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

ASEP Indicator 1b Example

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	October 2018	291 Core Subjects EC-6	F
Andrea	December 2018	291 Core Subjects EC-6	F
Andrea	February 2019	291 Core Subjects EC-6	F
Andrea	April 2019	291 Core Subjects EC-6	P
Betty	6/15/2017	Core Subjects 4-8	
Betty	October 2018	211 Core Subjects 4-8	P
Carlos	1/1/2018	LOTE Spanish EC-12	

Exclusion example:
All results that are not shaded in gray are excluded from calculations because the individual did not make a second attempt during the reporting AY or already attempted the exam twice.

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Carlos	December 2018	613 LOTE Spanish EC-12	P
Dana	12/15/2018	Physical Ed EC-12	
Dana	December 2018	158 Physical Education EC-12	F
Dana	April 2019	158 Physical Education EC-12	P
Eduardo	7/15/2017	Social Studies 7-12 & ESL Supplemental	
Eduardo	December 2018	232 Social Studies 7-12	P
Eduardo	January 2019	154 English as a Second Language Supplemental	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	December 2018	291 Core Subjects EC-6	F
Faye	March 2019	291 Core Subjects EC-6	F
Faye	September 2019	291 Core Subjects EC-6	P
George	8/1/2017	Core Subjects EC-6	
George	September 2018	291 Core Subjects EC-6	P
Hector	3/15/2018	Core Subjects 4-8	
Hector	October 2018	211 Core Subjects 4-8	P
Imogen	8/12/2018	Social Studies 7-12	
Imogen	October 2018	232 Social Studies 7-12	F
Imogen	December 2018	232 Social Studies 7-12	F
Imogen	February 2019	232 Social Studies 7-12	F
Imogen	December 2018	233 History 7-12	P
Jermaine	9/1/2017	Core Subjects 4-8	
Jermaine	October 2018	211 Core Subjects 4-8	P
Jermaine	February 2019	068 Principal	P
Ken	6/1/2019	Math 7-12	
Ken	June 2019	235 Math 7-12	P
Lawrence	9/12/2018	Core Subjects 4-8 & Bilingual Supplemental-Spanish	
Lawrence	June 2019	164 Bilingual Education Supplemental	P
Lawrence	October 2018	211 Core Subjects 4-8	F
Mel	6/22/2017	Social Studies 7-12	
Mel	June 2019	232 Social Studies 7-12	F
Nancy	12/29/2016	Physical Ed EC-12	
Nancy	December 2018	158: Physical Ed EC-12	F
Oscar	2/11/2017	LOTE Spanish EC-12	
Oscar	December 2018	613: LOTE Spanish EC-12	P
Patrice	1/12/2018	Core Subjects EC-6 & Bilingual Supplemental-Arabic	
Patrice	June 2019	164 Bilingual Education Supplemental	P

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

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

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

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%, which rounds to 74%

Chapter 4 – Appraisal of First-Year Teachers by Administrators

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 principals. ~~The SBEC has approved a new survey for use in the 2018–2019 AY, which was previously piloted in the 2017–2018 AY.~~

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 and Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification, certifying that the individual is employed in the district, was employed for at least five months in the reporting period, 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 for at least five months in the reporting period. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These sections are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the individual worked with students with disabilities or students who are English language learners, 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 years prior to the reporting period and taught in the Texas public school system for a minimum of five months during the reporting period are included.⁴ Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded.

Assessments Included

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

⁴ See TAC §229.2(18) for the definition of a first-year teacher

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

In 2018–19 AY, the scoring approach was updated to align with the content and structure of the principal survey. This scoring approach was developed with input from the Educator Preparation Data Workgroup. 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

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

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and English Language Learners 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 Appraisal of First-Year Teachers (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

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

Example Survey Data and Calculation

Name ⁵	Points by Survey Section ⁶						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL		
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	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	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	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
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

⁵ Public data sets do not include names.

⁶ PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

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

Step 6: Count the number of first-year teachers who met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

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

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

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

90%

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

Overview

ASEP indicator 3 is the improvement of student achievement of students in the classrooms of beginning teachers. This indicator takes student achievement data used in the Texas School Report Cards, aggregates it to the EPP by linking the students to the beginning teachers whom have completed the programs. Once those achievement scores are determined for the beginning teachers, the value for the EPP is calculated and compared to the performance standard.

Individuals

All beginner teachers of record currently employed within a Texas public school. Beginner teachers are defined as teachers of record with three (3) or fewer consecutive years of teaching. These teachers are verified through the Public Education Information Management Systems (PEIMS) and through validation by local education agencies. Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded. Teachers who received initial teacher certification through a route other than preparation by a Texas EPP are excluded.

Assessments Included

The model utilizes the STAAR progress measure for individual students, calculated as described in 19 TAC §97.1001(b). The STAAR progress measure indicates 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 then categorized as Limited, Expected, or Accelerated. If a student's progress measure is Expected, he or she met growth expectations. If the student's progress measure is Accelerated, he or she exceeded growth expectations. Due to testing cadence, currently growth scores are available in Mathematics and English Language Arts and Reading (ELAR).

Scoring Approach

The scoring approach first determines a value associated with the teacher based on the associated student growth scores. TEA then compares the teacher score to the individual standard. The individual teacher performances are then aggregated at the EPP level, and the EPP performance is determined. This EPP value is then compared with the performance standard.

Teacher level aggregation

The value for the individual teacher is generated by first taking the average of the students' growth scores for each STAAR subject area taught by that teacher and multiplied by 100. Next, we find the average of all the subject-level growth scores associated with the teacher. This value is compared to a value of 50, which corresponds with neutral student growth. If the value is 50 or greater, the individual teacher is considered to have met the individual standard.

EPP Score Determination

Following the determination of the performance standard for the individual teachers, the value for the EPP is determined. The number of teachers associated with the EPP who met the individual standard is then divided by the total number of teachers associated with the EPP in the sample and 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 teachers in their first 3 years serving as a teacher of record who were prepared for initial certification by a Texas EPP.

Step 2: Retrieve student data from Performance Reporting for students associated with the beginning teacher roster.

Step 3: Average the student growth scores for each unique combination of teacher and STAAR area

<u>EPP Code (E)</u>	<u>Teacher (T)</u>	<u>Average Student Growth Scores (GSs)</u>	<u>Course (C)</u>
<u>123456</u>	<u>111</u>	<u>75</u>	<u>Math</u>
<u>123456</u>	<u>112</u>	<u>65</u>	<u>Math</u>
<u>123456</u>	<u>112</u>	<u>70</u>	<u>ELAR</u>
<u>123456</u>	<u>113</u>	<u>50</u>	<u>ELAR</u>

Step 4: Average the values by individual teacher

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

<u>Teacher</u>	<u>Teacher Growth Score</u>	<u>Individual Standard</u>	<u>Met Standard?</u>
<u>111</u>	<u>75</u>	<u>50</u>	<u>Yes</u>
<u>112</u>	<u>67.5</u>	<u>50</u>	<u>Yes</u>
<u>113</u>	<u>50</u>	<u>50</u>	<u>No</u>
<u>778</u>	<u>60</u>	<u>50</u>	<u>Yes</u>
<u>892</u>	<u>35</u>	<u>50</u>	<u>No</u>
<u>952</u>	<u>69</u>	<u>50</u>	<u>Yes</u>
<u>1155</u>	<u>73.5</u>	<u>50</u>	<u>Yes</u>
<u>1357</u>	<u>82</u>	<u>50</u>	<u>Yes</u>
<u>1544</u>	<u>58</u>	<u>50</u>	<u>Yes</u>
<u>1656</u>	<u>90</u>	<u>50</u>	<u>Yes</u>
<u>1959</u>	<u>88</u>	<u>50</u>	<u>Yes</u>
<u>2083</u>	<u>100</u>	<u>50</u>	<u>Yes</u>
<u>2257</u>	<u>51</u>	<u>50</u>	<u>Yes</u>
<u>2492</u>	<u>60</u>	<u>50</u>	<u>Yes</u>
<u>2926</u>	<u>84</u>	<u>50</u>	<u>Yes</u>
<u>3011</u>	<u>42.5</u>	<u>50</u>	<u>No</u>
<u>3271</u>	<u>69</u>	<u>50</u>	<u>Yes</u>
<u>3461</u>	<u>40</u>	<u>50</u>	<u>No</u>
<u>3753</u>	<u>71.5</u>	<u>50</u>	<u>Yes</u>
<u>4045</u>	<u>82</u>	<u>50</u>	<u>Yes</u>
<u>4214</u>	<u>64</u>	<u>50</u>	<u>Yes</u>
<u>4226</u>	<u>55</u>	<u>50</u>	<u>Yes</u>
<u>4267</u>	<u>91</u>	<u>50</u>	<u>Yes</u>
<u>4358</u>	<u>67</u>	<u>50</u>	<u>Yes</u>
<u>4464</u>	<u>26</u>	<u>50</u>	<u>No</u>
<u>4779</u>	<u>70</u>	<u>50</u>	<u>Yes</u>
<u>5421</u>	<u>58.5</u>	<u>50</u>	<u>Yes</u>
<u>5973</u>	<u>88.5</u>	<u>50</u>	<u>Yes</u>
<u>6404</u>	<u>64</u>	<u>50</u>	<u>Yes</u>
<u>6542</u>	<u>51</u>	<u>50</u>	<u>Yes</u>
<u>6772</u>	<u>50</u>	<u>50</u>	<u>No</u>
<u>7279</u>	<u>87.5</u>	<u>50</u>	<u>Yes</u>
<u>7849</u>	<u>41</u>	<u>50</u>	<u>No</u>
<u>7881</u>	<u>41</u>	<u>50</u>	<u>No</u>
<u>7925</u>	<u>81</u>	<u>50</u>	<u>Yes</u>
<u>8106</u>	<u>75</u>	<u>50</u>	<u>Yes</u>
<u>8341</u>	<u>90</u>	<u>50</u>	<u>Yes</u>
<u>9297</u>	<u>44</u>	<u>50</u>	<u>No</u>

Step 6: Count the total number of beginning teachers with growth scores associated with the EPP (38).

Step 7: Count the total number of beginning 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 or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the field experience is reported in the reporting year in which it ended. Individuals serving an internship are identified for the data set if they have an intern, probationary, probationary extension, or probationary second extension certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

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

~~For the 2018–19 AY, only individuals completing clinical teaching or an internship for a teacher certificate are included in the data set.~~

ASEP Accountability Indicator 4b

For ASEP Accountability Indicator 4b, all individuals who apply for an initial standard teaching license during the academic year are asked to submit surveys, which are completed in ECOS.

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 name, candidate TEA ID, field supervisor name, field supervisor 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.

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

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.

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.

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

Worked Examples

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

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

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

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

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

Step 5: Count the number of observations of at least the duration specified in 19 TAC §228.35(g), for each candidate.

Example Observation Data

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

Exclusion example:
The observation of Dora Cain on 3/16/19 and Dianne Cannon on 11/12/18 are not counted because these observations were less than the requirement in 19 TAC §228.35(g).

⁷ This column indicates the duration of the observation.

Name	Certificate / Assignment Type	Observation Date	Visit_Hours ⁷
Jaime Fowler	Intern	12/2/18	1:01
Jaime Fowler	Intern	2/7/19	1:00
Jaime Fowler	Intern	5/1/19	0:49
Chad Frazier	Clinical Teaching	9/27/18	0:46
Chad Frazier	Clinical Teaching	11/19/18	0:55
Chad Frazier	Clinical Teaching	2/1/19	1:11
Chad Frazier	Clinical Teaching	3/18/19	1:25
Jean Hawkins	Probationary Ex	10/1/18	0:58
Jean Hawkins	Probationary Ex	12/2/18	0:50
Jean Hawkins	Probationary Ex	2/10/19	1:00
Jean Hawkins	Probationary Ex	4/20/19	0:59
Grace Hoffman	Clinical Teaching	10/5/18	0:52
Grace Hoffman	Clinical Teaching	12/10/18	0:59
Grace Hoffman	Clinical Teaching	3/5/18	0:59
Doris Hunter	Probationary	9/25/18	1:03
Doris Hunter	Probationary	11/30/18	1:19
Doris Hunter	Probationary	3/30/19	0:45
Melba Jensen	Clinical Teaching	10/1/18	0:46
Melba Jensen	Clinical Teaching	1/10/19	0:53
Melba Jensen	Clinical Teaching	4/5/19	1:01
Edmund Kennedy	Intern	9/12/18	1:20
Edmund Kennedy	Intern	11/19/18	0:58
Edmund Kennedy	Intern	2/11/19	0:50
Edmund Kennedy	Intern	3/21/19	0:59
Edmund Kennedy	Intern	4/3/19	0:57
Neil Newton	Clinical Teaching	1/6/19	0:55
Neil Newton	Clinical Teaching	1/16/19	1:47
Neil Newton	Clinical Teaching	2/27/19	0:51
Neil Newton	Clinical Teaching	4/25/19	1:05
Neil Newton	Clinical Teaching	4/27/19	1:02
Elsie Pearson	Probationary	9/30/18	1:15
Elsie Pearson	Probationary	1/25/19	1:01
Elsie Pearson	Probationary	4/20/19	0:55
Christopher Ray	Clinical Teaching	9/3/18	0:58
Christopher Ray	Clinical Teaching	9/12/18	0:52
Christopher Ray	Clinical Teaching	10/5/18	0:47
Christopher Ray	Clinical Teaching	11/11/18	0:59
Christopher Ray	Clinical Teaching	12/5/18	0:46
Charlie Schultz	Intern	9/26/18	0:58
Charlie Schultz	Intern	11/19/18	0:45
Charlie Schultz	Intern	1/19/19	0:53

Name	Certificate / Assignment Type	Observation Date	Visit_Hours ⁷
Charlie Schultz	Intern	2/9/19	0:52
Charlie Schultz	Intern	4/5/19	1:23
Duane Soto	Clinical Teaching	1/10/19	1:17
Duane Soto	Clinical Teaching	1/14/19	0:59
Duane Soto	Clinical Teaching	1/25/19	0:53
Duane Soto	Clinical Teaching	2/18/19	0:46
Duane Soto	Clinical Teaching	3/9/19	0:48
Duane Soto	Clinical Teaching	5/5/19	0:55
Penny Sutton	Clinical Teaching	11/19/18	0:59
Marty Wood	Clinical Teaching (28 week)	9/2/18	0:49
Marty Wood	Clinical Teaching (28 week)	9/20/18	0:45
Marty Wood	Clinical Teaching (28 week)	11/18/18	0:57
Marty Wood	Clinical Teaching (28 week)	1/9/19	1:25
Marty Wood	Clinical Teaching (28 week)	2/18/19	1:15
Marty Wood	Clinical Teaching (28 week)	4/9/19	1:25

Step 6: Identify candidates and interns who meet the minimum requirement of the number of observations required in 19 TAC §228.35(g).

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

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

Calculation Rule: Cristina had only one qualifying observation. She is identified as a candidate for whom the minimum requirement was not met.

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

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating. Candidates rate their field experience on 11 survey items (items 39–45, 47–50) on the Exit Survey using a 4-point scale where 4 = *Rarely*; 3 = *Occasionally*; 2 = *Frequently*; and 1 = *Always/Almost Always*. To meet the standard of *frequently* or *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 ($11 \times 2 = 22$), 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
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

Name	Total Points	Within Acceptable Values
Candidate 29	17	Y
Candidate 30	19	Y

Step 3: 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 – New Teacher Satisfaction

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 teacher satisfaction survey. ~~The SBEC has approved a new survey for use in the 2018–2019 AY, which was previously piloted in the 2017–2018 AY.~~

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. ~~In the 2018–2019 AY, t~~The survey ~~was~~ is delivered using the Qualtrics survey platform. The sample of new teachers is determined using certification data and PEIMS data. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they are completing their first year of teaching while holding a standard teaching certificate.

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are English language learners, 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 new teachers who finished an EPP program within the five years prior to the reporting period and are completing their first year of teaching while holding a standard certificate are included.⁸ Teachers must have taught in the Texas public school system for a minimum of five months during the reporting period as evidenced by their presence in the PEIMS employment data gathered in October of the reporting year. Only teachers with standard certificates as of the October snapshot date are included. Teachers who are teaching under an emergency permit or who were not listed as employed in the PEIMS data in the reporting period are excluded.

Assessments Included

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

⁸ See TAC §229.2(25) for the definition of a new teacher

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

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

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, Students with Disabilities section and English Language Learners 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.

Worked Example

Example Calculation: New Teacher Satisfaction (ASEP Accountability Indicator 5)

Step 1: Access teacher satisfaction survey results.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

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

Example Survey Data and Calculation

Name ⁹	Points by Survey Section ¹⁰						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PL	INS	LE	PL	INS	LE	PL	INS	LE		
<i>Number of Questions</i>	12	13			13	7	12	13	7	12	13	7		
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

⁹ Public data sets do not include names.

¹⁰ PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

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

Step 6: Count the number of surveys that met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

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

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

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

90%

Chapter 8 – Educator Preparation Program Commendations

Per 19 TAC §229.1(c), an accredited EPP not under aboard order or otherwise sanctioned by the SBEC may receive commendations for success in areas identified by the SBEC. 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. These measures are calculated annually to reflect EPP performance in the prior academic year. 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

Dimension	High-Performing EPP Measures	Standard
Rigorous and Robust Preparation	First test pass rate ¹¹	95% or greater
	First Test Pass rate in teacher shortage areas	95% or greater
	Principal Survey % of candidates Met Standard	95% or greater
Preparing the Educators Texas Needs	Preparing teachers in shortage areas	Top 5 EPPs
	Preparing Educators of Color	Top 5 EPPs
	Preparing Teachers for Rural Schools	Top 5 EPPs
Preparing Educators for Long-Term Success	Teacher Retention as a Texas public school teacher for 5 years	95% or greater
	Educator Retention as a Texas public school professional for 5 years	95% or greater
	Principal Employment in Principal or Assistant Principal Role within 3 years	75% or greater

¹¹ EPPs are only eligible for this commendation if the differences between pass rates of different demographic groups are less than 10 percentage points

Dimension	High-Performing EPP Measures	Standard
Innovative Educator Preparation	Approved by the SBEC per EPP petition	

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 PPR and non-PPR exams, are pooled for this measure. Following ASEP Indicator Accountability 1, only tests necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the category(ies) identified by the EPP on the finisher records list in ECOS are included. The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race 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 subject-area exams 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 top five EPPs in each identified certification category are eligible to be recognized.

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

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) completers who are employed and b) completers who are employed in a rural district. The percentage of educators 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 are recommended for certification by an EPP who are working as classroom teachers five years after their standard certification becomes effective. To calculate this measure, the TEA first identifies that subset of educators from an EPP who are working as classroom teachers in the year following their completion with the EPP and determines which of those teachers are employed as classroom teachers five years later. Using these numbers, the TEA computes a percentage. The standard for recognition on this measure is set at 95% 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 classroom teachers still employed in any role after five years. The eligible population is educators from all certification classes prepared by the EPP. The standard for recognition on this measure is 95% 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 calls for innovation are updated annually using input from the SBEC, the TEA, and advisory committees. EPPs shall respond to these calls by July 1 of the reporting year with a complete set of materials to be eligible for recognition. The TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by an SBEC subcommittee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

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

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

Chapter 9 – Determination of ASEP Index Score

Overview

Per 19 TAC §229.4(b), starting in the 2020–2021 academic year, the ASEP Index may be used for accreditation status determination. This 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 race, ethnicity, and gender designations defined in 19 TAC §229.2(13). 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 PPR exams							
1b: Certification examination results for non-PPR exams							
2: Principal appraisal of the preparation of first-year teachers							
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations							
4b: Quality of field supervision							
5: Satisfaction of new teachers							

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 and prior year performance.

Performance	Value
Met Standard	1

<u>Performance</u>	<u>Value</u>
<u>Did Not Meet Standard and Met Standard in Prior Year</u>	<u>0</u>
<u>No Data / Small Group Exception</u>	<u><blank></u>
<u>Did Not Meet Standard and Did Not Meet Standard in Prior Year</u>	<u>-1</u>

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.

<u>ASEP Measure</u>	<u>Weight</u>
<u>1a: Certification examination results for PPR exams</u>	<u>4</u>
<u>1b: Certification examination results for non-PPR exams</u>	<u>3</u>
<u>2: Principal appraisal of the preparation of first-year teachers</u>	<u>1</u>
<u>3: Improvement in student achievement of students taught by beginning teachers</u>	<u>3</u>
<u>4a: Frequency and duration of field observations</u>	<u>3</u>
<u>4b: Quality of field supervision</u>	<u>3</u>
<u>5: Satisfaction of new teachers</u>	<u>2</u>

The table below presents the demographic group weights.

<u>Group</u>	<u>Weight</u>
<u>All</u>	<u>6</u>
<u>Female</u>	<u>1</u>
<u>Male</u>	<u>1</u>
<u>African American</u>	<u>1</u>
<u>Hispanic / Latino</u>	<u>1</u>
<u>Other</u>	<u>1</u>
<u>White</u>	<u>1</u>

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
<u>1a: Certification examination results for PPR exams</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>
<u>1b: Certification examination results for non-PPR exams</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Did not meet (0)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>
<u>2: Principal appraisal of the preparation of first-year teachers</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Did not meet (0)</u>	<u>Met (1)</u>	<u>Did not meet (0)</u>	<u>Met (1)</u>	<u>Met (1)</u>
<u>3: Improvement in student achievement of students taught by beginning teachers¹²</u>	<u>Report Only</u>	<u>Report Only</u>	<u>Report Only</u>	<u>Report Only</u>	<u>Report Only</u>	<u>Report Only</u>	<u>Report Only</u>
<u>4a: Frequency and duration of field observations</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>
<u>4b: Quality of field supervision</u>	<u>Met (1)</u>	<u>No Data</u>	<u>No Data</u>	<u>No Data</u>	<u>No Data</u>	<u>No Data</u>	<u>No Data</u>
<u>5: Satisfaction of new teachers</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Met (1)</u>	<u>Small Group</u>	<u>Did not meet (0)</u>	<u>Small Group</u>	<u>Met (1)</u>

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

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
<u>1a: Certification examination results for PPR exams</u>	<u>24</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
<u>1b: Certification examination results for non-PPR exams</u>	<u>18</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>2: Principal appraisal of the preparation of first-year teachers</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>
<u>3: Improvement in student achievement of students taught by beginning teachers</u>							

¹² For the 2020-2021 reporting year, Indicator 3 is not consequential for ASEP ratings.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
4a: Frequency and duration of field observations	<u>18</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
4b: Quality of field supervision	<u>18</u>						
5: Satisfaction of new teachers	<u>12</u>	<u>2</u>	<u>2</u>		<u>0</u>		<u>2</u>

Step 4: Sum all the cells to find the total points achieved (163).

Step 5: Populate the data available table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for PPR exams	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
1b: Certification examination results for non-PPR exams	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
2: Principal appraisal of the preparation of first-year teachers	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	No (0)	No (0)	No (0)	No (0)	No (0)	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: Satisfaction of new teachers	Yes (1)	Yes (1)	Yes (1)	No (0)	Yes (1)	No (0)	Yes (1)

Step 6: Multiple 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 PPR exams	<u>24</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
1b: Certification examination results for non-PPR exams	<u>18</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
2: Principal appraisal of the preparation of first-year teachers	<u>6</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
3: Improvement in student achievement of students taught by beginning teachers							

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
4a: Frequency and duration of field observations	<u>18</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
4b: Quality of field supervision	<u>18</u>						
5: Satisfaction of new teachers	<u>12</u>	<u>2</u>	<u>2</u>		<u>2</u>		<u>2</u>

Step 7: Sum all the cells to find the total points possible (170).

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

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

$$\frac{163}{170} \times 100 =$$

95.88%, which rounds to 96%

ATTACHMENT IV

Indicator 3: Development Summary

Introduction

The Educator Data and Program Accountability (EDPA) unit within the Texas Education Agency's Division of Educator Leadership and Quality oversees the data collection, processing and publication of data related to educator preparation throughout the state. The EDPA is also charged with establishing the parameters for interpreting that data and utilizing it within the statewide accountability framework. As such, EDPA was charged with implementing the final indicator within that framework: the connection of student achievement data with educator preparation programs hereby referred to as Indicator 3.

This document serves as the technical write up of the Accountability System for Educator Preparation (ASEP) Indicator 3 and details the historical context, proposed methodology and justification for the indicator. This indicator is intended to serve as an additional and critical datapoint to give insights into the role of the educator preparation on the performance of our students.

EDPA engaged in an extensive year-long process which included analyzing the legislative and policy atmosphere that catalyzed the indicator's creation, understanding prior attempts within the agency to fulfil mandates, internalizing academic research on the topic, and consulting a multitude of diverse stakeholders within the education community. As a result of this process, EDPA has identified a method and standard that not only gives insights into student performance as it relates to educator preparation but does so in a way that meets standards of rigor and will be successful within the Texas context.

Regulatory Framework

Senate Bill 174, passed by the 81st Texas Legislature in 2009, provided a framework for measuring effectiveness in educator preparation programs (EPPs) as they prepare candidates for success in the classroom. The Texas Education Code [TEC §21.045 (a)(3)] states the State Board for Educator Certification (SBEC) "shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on... achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable."

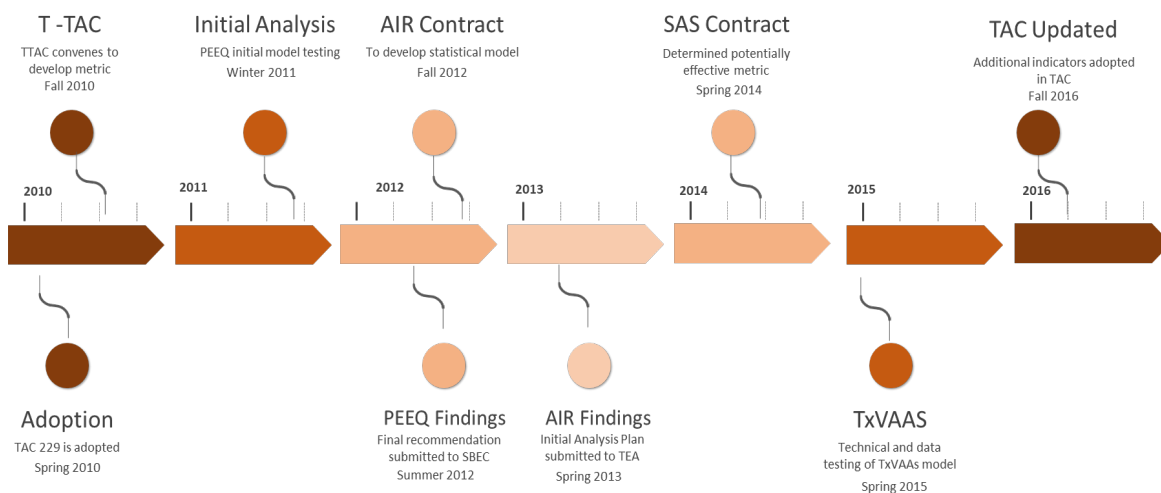
In 2010, the SBEC adopted rules into the Texas Administrative Code (TAC) Chapter 229.4(a) adding this indicator to the overall accountability system. The rule states, "the accreditation status of an educator preparation program (EPP) shall be determined at least annually, based on performance standards established in rule by the State Board for Educator Certification (SBEC), with regard to the following EPP accountability performance indicators, disaggregated with respect to gender, race, and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act), and other requirements of this chapter. This further includes "(3) to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers."

Background

The Texas Education Agency has previously launched projects to generate a measure for use as ASEP Indicator 3. Through these endeavors, TEA encountered both technical and implementation hurdles. Contractors noted that limited capacity of the internal data sources

would hinder the implementation of the model. Second, determining the analytical approach of the statistical model led to stakeholder disagreements on statistical components (including covariates and controls) and which components to include. Further, there was not clarity on the purpose of the data within the model and consequently, there was no way to determine the intended outcome of the project or model’s implementation. When the technical concerns were resolved, there were general implementation concerns including resource constraints and a lack of change management planning for the implementation. Overall, through these prior attempts, the TEA has worked to reconcile concerns of stakeholders, learned from the attempts of over states who are using similar statistical models, and have invested in the data infrastructure required to have robust analysis.

Figure 1: History of ASEP Indicator 3



Research in the field of value-added models (VAMs) related to educator preparation highlights a number of potential pitfalls in the use of VAMs as a measure of EPPs. Researchers caution against the application of models that rely too heavily on ranking preparation programs or relying solely on the model for accountability (Koedel et al., 2012, von Hippel & Bellows, 2018). Further, von Hippel & Bellows (2018) point out that there are challenges in differentiating between EPPs using a VAM. In studies, where differences in EPPs exist, the differences between EPP performances were so small that they were largely negligible. Additionally, von Hippel et al. (2016) note that programmatic differences are more reliable when there is more than one year of data. In general, concerns around introducing and incorporating a VAM are related to the ability to make conclusions with the data, creating unfair or unbalanced comparison, and the reliability of the measurement instrument (AERA, 2015, von Hippel et al., 2016).

Our methodological approach, as described below, allows us to utilize the benefits of a VAM without the unique disadvantages given it is not a traditional teacher fixed effect VAM. First, given the regulatory environment wherein the Indicator will function, accountability decisions will not be made based solely on the values generated from the model. Rather, the values are part of a network of standards that constitute ASEP as a system. Second, the use of this measure does not necessitate a fine-grain differential between individual programs. The purpose of this model is to ensure a baseline of performance throughout the state. Third, the implementation of our model incorporates multiple years of data when group sizes are small, decreasing the impact of individual outlying data points. Finally, as shown in the sections below, our model

estimates differences in the general mean of completers' performances. Those differences remain even when a confidence interval is created to account for variance and different population sizes for each EPP. Those differences also manifest when considering a simple binary of whether completers meet the standard then aggregating those percentages of those who met standards back to the EPP.

TEA's chosen approach more closely aligns with industry guidance on technical requirements for evaluating educator preparation programs as outlined within AERA's *Statement on Use of Value-Added Models (VAM) for the Evaluation of Educators and Educator Preparation Programs* (2015). Scores within this model are derived from students' scores on assessment that meet professional standards of reliability and validity and are accompanied by such evidence. Annually the methodology and calculation for the indicator will be communicated in both the statewide accountability system manual and reaffirmed in the ASEP manual. Scores will be based on multiple years of data on standardized tests that are comparable over time. Most importantly, this indicator will not be used in isolation but instead as a part of the larger ASEP accountability framework. This indicator allows TEA to ascertain a more robust view of the EPP community as it relates to K–12 achievement and ways in which the agency can support both our educators and our EPPs in the journey.

Methodology

To meet the requirements set out in statute and rule, the EDPA unit posited that a high-quality model which would be useful to the field could connect with the larger K–12 accountability system. This connection ensures alignment and consistency with the expectations outlined by the agency, reconciles lessons learned from other models, overcomes a number of the technical limitations encountered in previous attempts, and utilizes longstanding and ever-strengthening data infrastructures within the organization.

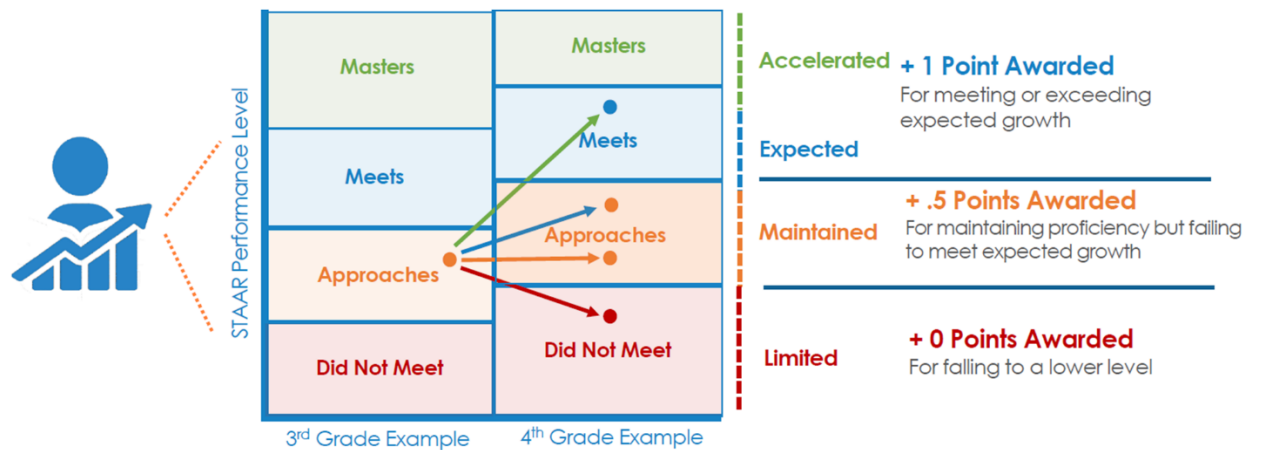
The A–F Accountability system is comprised of multiple data points (domains) that give visibility to student outcomes of various interest points. The domains are Student Achievement (Domain 1), Student Progress (Domain 2a and 2b) and Closing the gaps (Domain 3). This model utilizes the data available within Domain 2a.

The Student Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by the State of Texas Assessments of Academic Readiness (STAAR) results (Domain 2a) and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages (Domain 2b). It illuminates changes in STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain proficiency.

The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. This determination is presented in Figure 3 below. For STAAR assessments, progress is measured as a student's growth score, the difference between the expected proficiency level and the actual proficiency a student achieved in the current year. Individual student progress is then categorized as Limited, Expected, or Accelerated. If a student's progress measure is Expected, he or she met growth expectations. If the student's progress measure is Accelerated, he or she exceeded growth expectations.

Figure 2: Determination of the STAAR progress measure

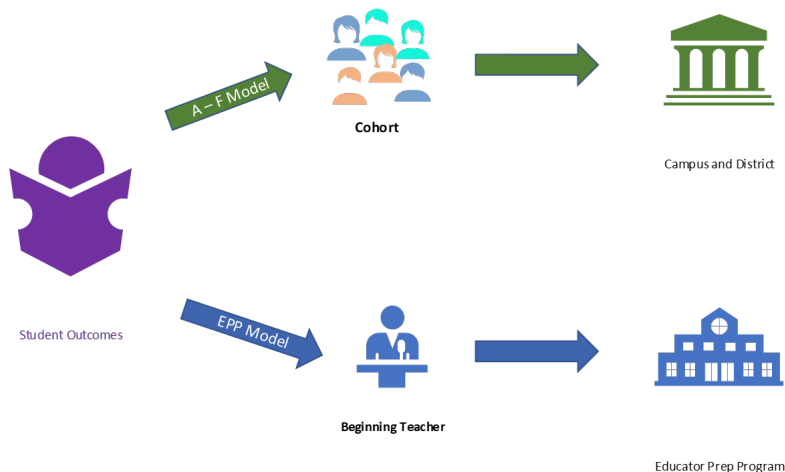
Measuring Growth



Based on previous year performances, points are assigned for outcomes

The similarities of approach and purpose between Domain 2a and Indicator 3 led us to further explore the possibility of utilizing the data generated in the calculation of Domain 2a to produce values for Indicator 3. This parallel is demonstrated in Figure 3. The data indicates student improvement in achievement, as mandated in statute. Other domains within the accountability model are outside of the specific purview of the mandate and were not considered in this model except as a check on the validity and as a potential analytical tool.

Figure 3: Model Parallels



The model uses the STAAR progress measure as the measure of student growth. Once the data are certified by the agency, EDPA requests the student achievement measures. Using data from the Public Education Information Management System (PEIMS) and educator certification data available in the Educator Certification Online System (ECOS), EDPA identifies beginning teachers who are in their first three years of teaching under Standard licensure. Once the teachers are matched with the EPP and their employment is verified, EDPA submits the list of candidates to TEA’s division of Performance Reporting, which houses the student assessment

data in its Performance Reporting System (PRS). The Performance Reporting unit matches teachers with students in their classrooms, using the unique class ID variable available in the PEIMS data sets. We also gather district and campus identifiers. No confidential student data, including student identifiable information, is transmitted between performance reporting and EDPA.

The data elements used in the model are presented in below:

Elements	Timeframe	Systems	Format
<ul style="list-style-type: none"> • Completer’s Staff ID^a • Completers Last Name^a • District code^a • District Name^a • Campus code^a • Campus name^a • Performance level^b • Student growth score^b • Student N^b • Subject^b • Grade (for non-EOC exams)^b • EPP code^c 	Student data for 2015–2019	^a = PEIMS, ^b = PRS, ^c = ECOS	1 Row per teacher, subject, grade SAS data set

From there, EDPA conducts quality control analyses on the dataset, looking for statistical correlations between variables of interest checking for data matching errors, and generating descriptive statistics of the model. Once the data passes these quality assurance processes, we model and analyze the data to generate specific growth scores for the EPPs.

Pilot

To test the model and determine if it will be appropriate moving forward, EDPA conducted a pilot using a limited number of EPPs. The sample of 17 EPPs represented the diversity of the EPP landscape, including different program types, locations, and populations served. The sample included seven traditional programs, two post-baccalaureate programs, and eight alternative programs. Those programs included 10 Four-Year Colleges or Universities, five alternative preparation programs including Education Service Centers, one community college and one independent school district. The pilot EPPs are in 12 of the 20 educational regions and varied in size as determined by the annual count of completers.

The pilot phase allowed for the collaborative development of business rules used to identify the sample of teachers and the data to be extracted from ECOS and PEIMS. Those business rules and their justifications are documented below:

Business Rule	Justification
Include all individuals deemed “completers” by the EPP	Meets requirements of “beginner” teacher and follows precedent set by Indicator 2.
Include all teachers employed within the current school year	The accountability system is still in the first few years of data generation. Meets statutory guidance on “to the extent practical” for data generation.

Include all teachers with 3 or fewer consecutive years of teaching	Meets requirements of “beginning” teacher.
Include only the data related to Domains 1 and 2a	Meets statutory requirements of understanding student achievement and student growth
Utilize all student growth scores associated with those completers	Meets guidance on connecting completers with EPP

Pilot Results

Upon receiving the data, we conducted exploratory data analysis to profile the dataset. Using the R statistical package, we generated summary statistics that described the completeness of the data. Upon review, we noted there were numerous empty rows. These rows consisted of teachers without tested students or students without growth scores. Of the overall dataset, 9614 teachers were identified in the sample. Of these, 8370 were connected with their students. Of this group, 3031 had STAAR scores or rankings associated with their students. Of those teachers with STAAR scores, 1587 had growth scores. While the presence of STAAR scores is an initial qualification, the presence of a growth score is necessary to analyze the inputs of the teacher for that one year.

Once the dataset was generated, the scores of completers of an EPP were aggregated and the average score for the grouping was assigned to the EPP. To ensure stakeholder feedback were included in the process of creating this indicator, EDPA invited a varied group with representatives from EPPs, educational non-profits, teacher associations and research institutions to collaborate. This Indicator 3 Work Group met throughout the summer and assisted EDPA in surfacing concerns with the model, critically analyzing the model and making decisions on its construction.

Working with the Indicator 3 Work Group, we identified analytical questions to consider while analyzing the model. Those questions are summarized below and discussed in greater detail in the findings report.

Research Question	Result
Does the model give us information about completers?	Yes. We were able to connect beginning teachers with the students they taught within that academic year and generate both STAAR categorical scores and academic growth scores where available.
Does the model give us information about educator preparation programs?	Yes. By first generating a dataset of the completers of an Educator Preparation Program then limiting the dataset to completers who were employed, we ensured the data would represent the EPPs.
Can we generate scores for educator preparation programs?	Yes. Using the data available, we connected student data with EPP completer data then aggregated the completer data to generate a score for EPPs. These data are dependent upon several factors including the certifications offered by the EPP, the teaching assignments of the teachers from the EPP, the number of teachers produced by

	the EPP, and LEA data practices, including consistent use of unique course identifiers when reporting data to PEIMS.
Are there distinct and measurable differences between EPPs?	Yes. EPPs are represented within the dataset in a way that allows for the generation of an average growth score. However, given that a subset of teachers is included, the measurement is an estimate with associated measurement error.
Accepting the data we have, can we differentiate between the EPPs?	Yes. There are descriptive differences between EPPs and their average growth score.

Accountability Measure

Using the business rules and results from the pilot, we next aggregated the data in order to construct an EPP measure for use in ASEP. The EPP measure in the model is generated by taking the average of the students’ growth scores for each STAAR subject area taught by that teacher (GSC). Next calculate the average of all the course level growth scores associated with the teacher (GST).

As demonstrated in the table below, Teacher B teaches multiple subjects, but their respective course scores will be averaged into their overall growth score. This approach allows analysis of individual performance and prevents duplicate scores for individuals even if they teach multiple subjects.

Teacher (T)	Course Growth Scores (GSC)	Course (C)	Teacher Growth Scores (GST)
Teacher A	75	ELAR	75
Teacher B	70	ELAR	67.5
Teacher B	65	Math	
Teacher C	50	Math	50

Following the determination of the performance standard for the individual teachers, the value for the EPP is determined. The number of teachers associated with the EPP who met the individual standard is then divided by the total number of teachers associated with the EPP in the sample and multiplied by 100 to get a percent. This is the EPP value for Indicator 3, which is compared with the performance standard.

Conclusion

Over ten years ago, the Texas Legislature directed the State Board for Educator Certification to develop and adopt a measure of student achievement, including improvement in achievement, as part of the accountability system for educator preparation programs. Using data that has newly become available as part of the K–12 accountability system, we have developed a model that uses basic measures of student growth aggregated at the beginning teacher level and map it back to the EPP. Similar to the other ASEP indicators, the resulting measure relates the performance of individual teachers to the EPP at which they were trained. However, this

measure incorporates student outcomes into ASEP, a vital perspective that is currently missing from the system.

Working with our stakeholders and engaging with the research community has led us to create a model that, to the extent possible and practicable, addresses community-wide concerns. We incorporate student growth data based on robust assessments and aggregate the data into a measure that provides visibility of student growth associated with teachers from individual educator preparation programs. While all models have challenges, this model and standard allow the agency to create a cohesive data narrative with our K–12 stakeholders (including parents, and campus and district leadership) and give actionable data to our EPPs to aid in their continuous improvement.

The model, as constructed, can be operationalized by the EDPA for use in ASEP once approved by the SBEC. At that point, the results of the analysis will be made available to EPPs as practicable, for the purposes of continuous improvement. Additionally, aggregated results will be provided to the public through the EPP data dashboards. The EPP values will be included in the Accountability System for Education Preparation (ASEP) as mandated by statute and enacted by rule. This presentation of data and incorporation into ASEP will fulfill the final remaining element of the EPP accountability system as constructed by the Legislature.

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Appendix

The Indicator 3 Work Group consisted of volunteer members from a variety of interested EPPs and organizations. The membership is presented below.

Name	Organization
Brandon Bush	Texas Woman's University
Hector Hernandez	University of Texas at El Paso
Christina Ellis	Sam Houston State University
John Omelan	Region 4 ESC
Lindsay Sobel	Teach Plus Texas
Glenda Byrns	Texas A&M University
Sarah Guthery	Texas A&M University—Commerce
Jim Van Overschelde	Texas State University
Milton Perez	Teach Plus Texas
Daniel Millimet	Southern Methodist University
Mark Baxter	Michael and Susan Dell Foundation
Holly Eaton	Texas Classroom Teachers Association
Robert Carreon	Teach For America
Courtney Isaak	Good Reason Houston
Dottie Smith	Commit Partnership