Figure: 19 TAC §229.1(c)

Texas Accountability System for Educator Preparation (ASEP) Manual 2019–2020

Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) was the result of state legislation[1] 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 rules[2] governing ASEP. Key provisions of the governing legislation and rules include:

- 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.

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.

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 (i.e., 291 Core Subjects EC-6 TExES and 211 Core Subjects 4-8 TExES) allow for candidates to retake 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.

DisaggregatioDioanE s is vdiiml (i)5.5 (f)-1.40.9 (e)4 (t)0.67g5mea1 ()-2 (c)-3.1 (t( ) (e)4 1)0.5 (tIu3 (a6 2 1 un f

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			

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	6/8/6		

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

June 211 Core Subjects

Calculation

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

Scoring Approach

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

Worked Example

Example Calculation: Principal Appraisal of Teachers (ASEP Accountability Year 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	

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 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%

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

Teacher	Teacher Growth Score	Individual Standard	Met Standard?
111	75	50	Yes
112	67.5	50	Yes
113	50	50	No
778	60	50	Yes
892	35	50	No
952	69	50	Yes
1155	73.5	50	Yes
1357	82	50	Yes
1544	58	50	Yes
1656	90	50	Yes
1959	88	50	Yes
2083	100	50	Yes
2257	51	50	Yes
2492	60	50	Yes
2926	84	50	Yes
3011	42.5	50	No
3271	69	50	Yes
3461	40	50	No
3753	71.5	50	Yes
4045	82	50	Yes

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

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	Visit_Hours
Carmen Adams	Intern	0:56
Carmen Adams	Intern	1:02
Carmen Adams	Intern	0:45
Carmen Adams	Intern	1:12
Carmen Adams	Intern	0:46
Christina Boyd	Intern	0:57
Marjorie Brock	Clinical Teaching	0:50
Marjorie Brock	Clinical Teaching	1:14
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:09
Dora Cain	Intern	0:47
Dora Cain	Intern	0:51
Dora Cain	Intern	

Name	Certificate / Assignment Type	Visit_Hours
Chad Frazier	Clinical Teaching	1:11
Chad Frazier	Clinical Teaching	1:25
Jean Hawkins	Probationary Ex	0:58

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

Example Calculation: Quality of Field Supervision (ASEP 4.5) Indicator

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.

Name	Total Points	

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

Worked Example

Example Calculation: New Teacher Satisfaction (ASEP Accountability Indicator)

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		

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%

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 eligibl

Preparing Educators for Long-Term Success

This dimension of high-performance identifies EPPs that prepare educators who continue working in Texas

Chapter 9 – Determination of ASEP Index Score

Overview

Per 19 TAC §229.4(b), starting in the 2020-2021 academic year, the ASEP Index Score may be used for accreditation status determination. This scoring system uses data from the seven ASEP Indicators along with differential weights to determine the total number of points possible for an EPP based on the data present, and the total number of points achieved. This section presents a description of the calculation, the weighting approach, special longitudinal considerations, and a worked example.

Calculation

The ASEP indicators consist of seven separate performance measures. Per TEC, §21.045(a), disaggregated categories with respect to gender, race, and ethnicity are used in the determination of continuing accountability. For these categories, TEA uses the 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		African American

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

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

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

Step 5: Populate the data available table.

ASEP Measure	

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

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

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

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

$$\frac{596}{59<} \times 100 =$$

96.20%, which rounds to 96%

=