



Accountability System for Educator Preparation (ASEP) Indicator 2: Principal Appraisal of First-Year Teachers

YES PREP PUBLIC SCHOOLS INC

This report presents results from the principal survey of beginning teachers. In this survey, principals describe the preparation of new teachers in six categories of practices. Principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included.

Percentages note the percent of teachers prepared by an EPP who received an average score of Sufficiently Prepared or Well Prepared when all applicable questions were averaged, and within each of the six categories. The overall percentage serves as indicator 2 of the Accountability System for Educator Preparation (ASEP) Accountability Performance Indicators. The percentages within each category are Consumer Information, required by the Texas Education Code. Due to teachers having strengths in different areas and the way the overall indicator is computed, the percentages in the six categories cannot be expected to av

EPP Type: Alternative

* Reporting purposes only for 2016-17 **Small Group Exception

2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	YES PREP PUBLIC SCHOOLS INC	Alternative	All TX EPPS
Classroom Environment Instruction	84%	76%	80%
			84%
Technology Integration	86%	87%	89%
Use Technology with Data	92%	86%	87%

2016-17 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
English Language Arts	5	General Elementary	6	Languages other than English	
Mathematics	1	Special Education	2	Career and Technical Education	
Science	4	Health/Physical Ed.	1	Technology/Applications/ Computer Science	

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

YES PREP PUBLIC SCHOOLS INC (N=37)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	89%	82%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	95%	84%
To provide support to achieve a positive, equitable, and engaging learning environment	95%	89%
To build and maintain positive rapport with students	95%	92%
To build and maintain positive rapport and two-way communication with students' families	89%	89%
Instruction	EPP	State
To implement varied instruction that integrates critical thinking, inquiry, and problem solving	95%	86%
To respond to the needs of students by being flexible in instructional approach and differentiating instruction	92%	86%

