



Accountability System for Educator Preparation (ASEP)

Principal Appraisal of First-Year Teachers

ARLINGTON BAPTIST UNIVERSITY

This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of 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.

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 average to the overall proficiency standard. For details about the survey, visit: <https://tinyurl.com/ydy335z8>

EPP Score: 100

EPP Type: Traditional

Graduates Rated (N): 4

State Average: 73

Region ESC: Fort Worth

2017-18 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

	ARLINGTON BAPTIST UNIVERSITY	Traditional	All TX EPPS
Classroom Environment	100%	80%	81%
Instruction	100%	81%	80%
Students with Disabilities	100%	77%	80%
English Language Learners	100%	84%	85%
Technology Integration	100%	91%	90%
Use Technology with Data	100%	88%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number
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2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	100%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	100%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	100%	89%

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2016 – 2018

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