



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

REG 13 EDUCATION SERVICE CENTER

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: 81

EPP Type: Alternative

Graduates Rated (N): 135

State Average: 73

Region ESC: Austin

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

	REG 13 EDUCATION SERVICE CENTER	Alternative	All TX EPPS
Classroom Environment	84%	80%	81%
Instruction	86%	77%	80%
Students with Disabilities	87%	79%	80%
English Language Learners	91%	85%	85%
Technology Integration	90%	86%	90%
Use Technology with Data	92%	85%	89%

2017-18 Number of Teachers Rated by Area

Area	Number	Area	Number	Area	Number
Core Subjects	29	English Language Arts and Reading	6	Art	
					2
Bilingual Education Supplement	20				

Science

2017-18 Percentage of Teachers Rated Sufficiently or Well Prepared

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Classroom Environment	EPP	State
To effectively implement discipline management procedures	88%	83%
To communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning	87%	85%
To provide support to achieve a positive, equitable, and engaging learning environment	92%	89%
To build and maintain positive rapport with students%%		

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

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	N	2015-16	N	2016-17	N	2017-18
Indicator 2: Principal Appraisal of First-Year Teachers	150	83%	115	82%	135	81%
Classroom Environment	150	87%	115	87%	135	84%
Instruction	150	88%	115	87%	135	86%
Students with Disabilities	128	87%	99	86%	123	87%
English Language Learners	128	91%	93	88%	122	91%
Technology Integration	150	97%	115	93%	135	90%
Use Technology with Data	150	94%	115	96%	135	92%

Alternative - Institutions that offer teacher training that prepares individuals who already hold a baccalaureate degree. These providers include education service centers, school districts, private entities, community colleges, and universities.

Traditional -