

Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First Year Teachers

ALTERNATIVE SOUTH TEXAS EDUCATOR PROGRAM

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

Indicator 2 Outcomes

EPP Score: 78

Standard: 70*

State Average: 73

Met Standard: Yes

Region: ESC - Edinburg

EPP Type: Alternative

Certifications: 48

Graduates Rated (N): 15

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

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

	ALTERNATIVE SOUTH TEXAS EDUCATOR PROGRAM	Alternative	All TX EPPS
Classroom Environment	78%	76%	80%
Instruction	80%	76%	79%
Students with Disabilities	77%	73%	79%
English Language Learners	89%	81%	84%
Technology Integration	96%	87%	

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared
 ALTERNATIVE SOUTH TEXAS EDUCATOR PROGRAM (ATEP)

Classroom Environment	EPP	State
To effectively implement discipline management procedures	82%	82%
To communicate clear expectations for achievement and behavior that promote and encourage discipline and self directed learning	82%	84%

Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 –