

Accountability System for Educator Preparation

The cutoff date for inclusion in the sample is individuals who received their certification in the prior academic year (Sept.st 1-Aug. 31st) before commencing teaching, or up to year 6 of the previous academic year; i.e. teachers who started teaching in the last five years included in the survey, including those

Example 3A.

A beginning teacher had a survey record, but could not be linked back to a specific EPP and did not have records in the PIEMS dataset; therefore, the survey record would be excluded.

Data Coding Issue 3B: Some teacher IDs have records in SBEC and PEIMS data files, but have other inconsistent information.

Recommended Decision Rule 3B.

TEA will check on particular cases and make a final recommendation.

Coding Rules 3B.

Same as Recommended Decision Rule 3B.

Data Coding Issue 3C: Accuracy of certification effective dates.

Recommended Decision Rule 3C.

TEA will check on particular cases and make a final recommendation.

Coding Rules 3C.

Same as Recommended Decision Rule 3C.

Rationale 3C.

If certificate effective dates are not accurate, individuals who do not meet the beginning teacher definition will be included in the accountability measure.

Data Coding Issue 3D: The beginning teacher is linked to multiple surveys across multiple campuses/districts.

Recommended Decision Rule 3D.

Teachers who taught at multiple campuses/districts will have survey results weighted proportionally equal and adding up to 1 for accountability purposes for an EPP.

Coding Rule 2.6(s)-2.7() T J ET Q q 0 0 612 792 re W n BT /CS0 cs 0 scn /CS0 CS 0 SCN 0.37

Example D.

A music teacher taught at 3 campuses their first year of teacher so the surveys would each count 33.3% each towards accountability for the EPP that certified the teacher.

Missing Data

Data Coding Issue 4A *The number of allowable missing survey items in order to still be counted as valid towards EPP accountability.*

Recommended Decision Rule 4A

Only include surveys where all 4 required sections of the survey (6 sections in total) are included in order to count towards EPP accountability. The required sections include the following: classroom environment, instruction, technology integration and use of technology with data. The sections that are not required and completed only if teachers taught the following students: students with disabilities and English language learners.

Rationale 4A

The goal is to ensure sufficient completion of the principal to count towards accountability otherwise an EPP's Standard 2 outcomes might be based on surveys with low survey item response rates. The recommendation decision helps to ensure that a reasonable number of survey items are required to have the survey counted as valid for accountability.

Example A

A principal answered 3 of the required sections plus the additional section for English language learners. This survey would not count towards accountability because the required 4 sections were not completed.

*Note: The principal survey is no longer surveying principals on the beginning teachers in years 2 and 3 or for use in