**CAEP Accountability Measure 1**

**Completer Effectiveness and Impact on P-12 Learning and Development**

**Assessment Method: Principal Evaluation of EPP First Year Teachers**

**Purpose of Assessment:**

The purpose of the assessment is to provide the Texas Education Agency (TEA) with in-depth results on the educator preparation programs’ effectiveness in preparing teachers to succeed in the classroom. Surveys are required for all beginning teachers. The assessment aligns with the teacher standards and teacher evaluation system currently in use across the state of Texas and is one measure used by the TEA to determine the EPPs accreditation status annually.

**Details of Assessment Administration:**

Texas Education Code (TEC) §21.045 and Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs (ASEP), require accountability standards for Texas EPPs. Current State Board for Educator Certification (SBEC) rules requires each principal who has a first-year teacher on his or her campus to complete the survey. The TEA collects these data. The Principal Surveys are in the Educator Certification Online System (ECOS).  Principals complete a principal survey for each first-year teacher on their campus. Annual Key Dates for Principal Survey data collection: March- Human Resources personnel access ECOS for principal roster verification, April- Principals access surveys, June- Final date to submit principal surveys. EPPs are provided the data on their first-year teachers the following school year as part of the annual accountability system for EPPs in Texas.

**Evaluation/Assessment Measure: (insert the rating scale on the rubric and state the minimum score expected if applicable)**

All items use the following rating scale except the last question (See below for the rating scale on the last question).

**WELL PREPARED (Response = 3)**

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

**SUFFICIENTLY PREPARED (Response = 2)**

Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

**NOT SUFFICIENTLY PREPARED (Response = 1)**

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

**NOT AT ALL PREPARED (Response = 0)**

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

**Scale for the last question:**

**10** The teacher is exceptional, in the top 2% of new teachers I’ve supervised.

**9** The teacher is excellent, in the top 5% of new teachers I’ve supervised.

**8** The teacher is very good.

**7** The teacher is good.

**6** The teacher is average.

**5** The teacher is below average but will likely improve in time.

**4** The teacher is below average and will need significant professional development to

improve.

**3** The teacher is well below average.

**2** The teacher is poor.

**1** The teacher is unacceptable

Texas Administrative Code indicates the performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be 70%. Additionally, each demographic group of new teachers must meet the standards each year for an EPP to remain fully accredited (<http://ritter.tea.state.tx.us/sbecrules/tac/chapter229/ch229.html>).

**How the evaluation is used to measure candidate progress:**

This assessment is part of the SFA initial certification Benchmark IV titled Follow-Up which serves to measure the effectiveness of our graduates in their first-year teaching and serves to guide continuous program improvement action plans

**Analysis and Interpretation:**

Principals completed a grand total of 190 Principal Evaluations in 2021-22. Overall mean scores and means score disaggregated by race and gender for each element of the evaluation were at or above the required minimum score, indicating alumni were sufficiently prepared by the EPP. Most individual programs with a mean score below the sufficiently prepared mark by race or gender included those with less than ten teachers. The EPP will monitor to see if this resurfaces as a pattern in coming years. An area for growth as indicated in the results is the preparation of the EPP’s first year teachers to work with special needs K-12 students.