

Accountability System for Educator Preparation (ASEP): Standard 2 Data Rules for Eligible First-Year Teachers and Educator Preparation Programs (EPPs)

Certification Issues

Data Coding Issue 1A. Length of time an EPP will be held responsible for graduates of their programs and appropriate certification type.

Recommended Decision Rule 1A

EPPs will be held accountable for teachers that graduated within 5 years of the survey with a standard or probationary teaching certificate. Teachers with an emergency certificate will be excluded from the principal survey for EPP accountability purposes.

The cutoff date for inclusion in the sample is individuals who received their certification in the prior academic year (Sept. 1st – 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 are included in the survey, including those teachers that received their certification during the year 6 academic year.

If a teacher has more than 1 teaching certificate but is considered a first year teacher in PIEMS, only the most recent EPP will be held accountable for the teacher.

Coding Rules 1A

1a. i: Certification date: Initial certification date = date of either first standard or probationary certificate an individual received in any certification area. Emergency certificates are excluded from the survey. (Certificate type = STD or PRO, PRX, PRX2; exclude ECRT)

1a. ii: 5 years inclusion criteria: Include if initial certification => Sept. 1st, year of survey – 6 to Aug. 31st, year of survey – 1.

Rationale 1A

The legislation states that the evaluation is to be based on “beginning teachers.”

Five years was recommended by stakeholders at a July 2011 meeting. A teacher could have received initial standard certificate in May prior to the first year of the five-year accountability window for EPP graduates (meaning year 6).

Example 1A

A teacher received her standard certificate in math in 2003 and in special education in 2007. The initial certification date for this teacher is 2003. Therefore, this teacher would not be included the 2010-11 survey.

A first year teacher receives a probationary certificate from EPP 1 for the 2009-10 school year. The teacher is not recommended for a standard certificate at the end of the 2009-10 school year and the

teacher receives a probationary certificate extension from EPP 2 for the 2010-11 school year. EPP 1 would be held accountable for the teacher for accountability based on the 2009-10 school year.

Notes 1A

For the 2014 survey, teachers that were initially certified between Sept. 1, 2008 – Aug. 31st, 2013 and taught in any of the subsequent 5 years could be included in the 1st year data files.

Data Coding Issue 1B: Teachers who earn certificates from multiple EPPs.

Recommended Decision Rule 1B

The EPPs are accountable for teachers for five years after they issue a probationary or standard certificate. The EPP associated with recommending a teacher for a standard certificate, or in the case of the probationary certificate the most recent EPP associated with the teacher will be held accountable.

Coding Rules 1B.

The EPP for accountability purposes is any EPP that issues a teacher either a standard or probationary certificate and the teacher has 0 years in PIEMS (first year) of experience.

Rationale 1B

All EPPs that partook in the teacher training should be held accountable for the teacher preparation.

Example 1B

A teacher was issued a probationary certificate for the 2009-10 school year by EPP A. This teacher has 0 years of experience and is counted in the first year teacher data for EPP A for accountability based on the 2009-10 data. The teacher is not approved for standard certificate by EPP A and the teacher enters EPP B and teaches for a second year on a probationary certificate extension in 2010-11. The teacher still has 0 years of experience (for accountability purposes) and is counted in the first year teacher data for EPP B for accountability based on the 2010-11 data.

Teacher Experience

Data Coding Issue 2A: Former aides who have more than two years of experience in PEIMS but less than two years of teaching experience.

Recommended Decision Rule 2A.

Past role codes for up to two years will be extracted with the data along with years of teaching experience and current role code, confirming they are a teacher, in PIEMS. This will provide information to determine whether a current teacher was an aide in previous years, and that the current school year is really their first year as a certified teacher.

Coding Rules 2A.

If teacher years of experience > 0 AND role code [year of survey] = 087 AND
(role code [year of survey – 1] ≠ 087 AND
role code [year of survey – 2] ≠ 087 AND
role code [year of survey – 3] ≠ 087 AND

role code [year of survey – 4] ≠ 087 AND
role code [year of survey – 5] ≠ 087) AND
(role code [year of survey – 1] = 033 OR
role code [year of survey – 2] = 033 OR
role code [year of survey – 3] = 033 OR
role code [year of survey – 4] = 033 OR
role code [year of survey – 5] = 033 THEN years of experience = 0
ELSE flag this record for review.

Notes 2A

The teachers for this cohort must be selected first using Rule 1A.

Role code 087 = teacher; role code 033 = educational aide.

For accountability, years of experience are counted as follows: 0 (in PIEMS) = 1 year; 1 (in PIEMS) = 2 years; 2 (in PIEMS) = 3 years.

Teacher years of experience data is from PIEMS data.

The years of experience as recorded in PEIMS should be stored and a new “years of experience” variable should be created based on application of this rule.

Rationale 2A

Former aides can count up to two year’s prior experience as an educational aid once they become a teacher. PEEQ’s recommendation is that experience should be based on the date of the first teaching certificate. Former aides can be identified by the role code that indicates that they were serving as aides and a certificate date (no earlier than 2009) that indicates they recently earned their teaching certificate.

Example 2A

A teacher’s certification became effective Aug. 2009, but the records indicate three years of teaching experience as of Sept. 2011.

Data Coding Issue 2B: Teachers with irregular years of experience patterns.

Recommended Decision Rule 2B

Years of teaching experience is determined as follows: One year means a teacher has one year or less and no other conflicting PEIMS records show more than 1 year of teaching.

Coding Rules 2B

Years of teacher experience: One year of experience = 0 in PIEMS for year of survey AND there are no records from prior years (up to 6 years; year of survey – 6) where years of experience > 0.

Data Coding Issue 2C: Evaluating the first year of experience for teachers who did not earn their initial certificate from an EPP.

Recommended Decision Rule 2C

Use standard or probationary certificate to count towards teacher experience (refer to rule 1B), then use the same recommendation as 2B for 1 year of experience. Emergency certificate time does not count towards years of experience for EPP accountability purposes.

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Coding Rules 2C

If teaching experience in PEIMS = 0 while teaching under an emergency credential (ECRT) and year 1 of teaching certificate = STD or PRO, then teaching experience for accountability purposes = 0.

Rationale 2C

The purpose of the Accountability for Educator Preparation Program is to focus on EPPs which issue standard or probationary certificates. Emergency credentials are not issued by an EPP and so they would not fall under the accountability system.

Example 2C

A teacher had an emergency certificate in year one, but by year two had earned a standard certificate from an EPP. This teacher would have one year of experience counted based on their standard certificate.

Data Coding Issue 2D: The beginning teacher is linked to multiple campuses of the same university/program.

Recommended Decision Rule 2D.

This issue is one that is likely only applicable for 2nd and 3rd year teachers and doesn't likely affect 1st year teachers.*

Coding Rules 2D.

Not applicable.

Rationale 2D.

All EPPs that partook in the teacher training should be held accountable for the teacher preparation. EPPs with multi-campus sites are under one authority.

Teacher Records

Data Coding Issue 3A: Teachers IDs in the principal survey file that do not have corresponding records in other TEA data files.

Recommended Decision Rule 3A.

Pull all records from one system (PEIMS or SBEC), but not both since there appears to be different information present within each of the two systems.

Coding Rules 3A.

Same as Recommended Decision Rule 3A.

Rationale 3A.

Unless these teachers can be linked to PEIMS, PEEQ recommends excluding these teachers from the analysis.

Incoherent or unmatched data can be avoided by choosing either PEIMS or SBEC, but not both.

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 their survey results weighted proportionally equal and adding up to 1 for accountability purposes for an EPP.

Coding Rules 3D.

For teachers with multiple surveys the surveys will be divided equally by the number of valid surveys that are legitimate duplicates (because a teacher taught at >1 campus/district) by 1 for accountability purposes towards an EPP's Standard 2 outcome. Ultimately, though a teacher may have taught at multiple campuses they still only count as one teacher trained by an EPP for accountability.

Rationale 3D.

For teachers who taught at multiple campuses, there is a legitimate reason to have more than one principal survey. The goal is to balance counting valid survey results for EPP accountability while avoiding the problem that teachers employed at multiple campuses have surveys that disproportionately impact an EPP's Standard 2 outcome.

Example 3D.

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 4A

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 for surveying principals on their beginning teachers in years 2 and 3 or for use in Standard 3 accountability. A previous version of these business rules included criteria used by the Project on Educator Effectiveness and Quality (PEEQ) for the evaluation of Standard 3. These business rules were originally generated by the Texas Education Agency (TEA), TXCC, and PEEQ.*