|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Data Measures Worksheet | | | | | |
| Please circle the role-alike session you are participating in**: Public University Private University Education Service Center Alternative (not IHE or ESC)** | | | | | |
| **Directions:** The tables below identify all of the data that is reported by the TEA relating to EPPs. Based on how helpful this information has been to you or to other consumers of this information, please indicate, for each row, whether you would recommend the TEA:   * Keep reporting this information * Keep reporting this information, but modify it in some way to make it more useful * Stop reporting this information   In the far right column, please indicate the types of decisions, if any, you or your organization has used the particular data to make.  For the additional questions, please use the space provided or the back of this sheet to write your answers. | | | | | |
| Data Category | Keep | Keep with the changes identified | | Stop | What decisions do you currently use this information to make? |
| **Performance Indicators** | | | | | |
| Acceptance Rate |  |  | |  |  |
| Applied |  |  | |  |  |
| Admitted |  |  | |  |  |
| Retained in Program |  |  | |  |  |
| Completed the Program |  |  | |  |  |
| Number Fully Certified |  |  | |  |  |
| Percent Fully Certified |  |  | |  |  |
| Number Employed within a year |  |  | |  |  |
| Percent Employed within a year |  |  | |  |  |
| Average Length of Probationary Certification |  |  | |  |  |
| Number Remaining in the Profession for 5 years |  |  | |  |  |
| **Accountability Standards** | | | | | |
| Accreditation Status |  |  | |  |  |
| Percent Completers Passing Certification Examinations |  |  | |  |  |
| Principal Appraisal of First-Year Teachers |  |  | |  |  |
| Improvement in Student Achievement |  |  | |  |  |
| Frequency and Duration of Field Observations |  |  | |  |  |
| Quality of Field Observations |  |  | |  |  |
| Satisfaction of Teachers |  |  | |  |  |
| **Consumer Information** | | | | | |
| Candidates' Overall GPA |  |  | |  |  |
| Average GPA in Subject Area |  |  | |  |  |
| Incoming Class GPA |  |  | |  |  |
| Candidates' Average SAT |  |  | |  |  |
| Candidates Average ACT |  |  | |  |  |
| Candidates' Average GRE |  |  | |  |  |
| Prepared to Teach Students with Disabilities |  |  | |  |  |
| Prepared to Teach English Language Learners |  |  | |  |  |
| Prepared to Integrate Technology into Teaching |  |  | |  |  |
| Prepared to Use Technology to Collect, Manage and Analyze Data |  |  | |  |  |
| Candidate Supervisor Fall Semester |  |  | |  |  |
| Candidate Supervisor Spring Semester |  |  | |  |  |
| Pass Rate: All Candidates, all tests |  |  | |  |  |
|  | | | | | |
| Additional Questions | | | Answers | | |
| Are there things the state could do to make the data more useful? For example:   * Adjust its calendar for reporting data * Provide data at the program level, either in addition to, or instead of, the institutional level | | |  | | |
| Do you currently collect and use any data from somewhere other than the TEA to make EPP-related decisions? If so, where do you get this data and what do you use it for? | | |  | | |
| What additional data would you like to see the TEA collect, and what decisions would it influence? | | |  | | |