This report presents results from the principal survey of first-year teachers. In this survey, principals describe the preparation of teachers in six categories of practices. Principals complete surveys for first-year 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.

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, visit https://tinyurl.com/ydy335z8

### Principal Appraisal Outcomes

| EPP Score: 69 | EPP Type: Alternative/Traditional | # of Teachers rated (N) 84 |
| State Average: 73 | Region ESC: San Angelo |

#### 2017-18 Distribution of Percentage of First-Year teachers Appraised as Sufficiently or Well Prepared

#### 2017-18 Percentage of First-Year Teachers Appraised as Sufficiently or Well Prepared

- **Classroom Environment**
  - ANGELO STATE UNIVERSITY: 80%
  - All EPPs with Traditional and Alternative Programs: 80%
  - State Average: 81%

- **Instruction**
  - ANGELO STATE UNIVERSITY: 74%
  - All EPPs with Traditional and Alternative Programs: 80%
  - State Average: 80%

- **Students with Disabilities**
  - ANGELO STATE UNIVERSITY: 79%
  - All EPPs with Traditional and Alternative Programs: 82%
  - State Average: 80%

- **English Language Learners**
  - ANGELO STATE UNIVERSITY: 80%
  - All EPPs with Traditional and Alternative Programs: 89%
  - State Average: 85%

- **Technology Integration**
  - ANGELO STATE UNIVERSITY: 85%
  - All EPPs with Traditional and Alternative Programs: 87%
  - State Average: 90%

- **Use Technology with Data**
  - ANGELO STATE UNIVERSITY: 85%
  - All EPPs with Traditional and Alternative Programs: 86%
  - State Average: 89%

#### 2017-18 Number of Teachers Appraised by Area

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Mathematics</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist</td>
<td>Agricultural Science and Technology</td>
<td>Speech</td>
</tr>
<tr>
<td>Life Science</td>
<td>Art</td>
<td>Theatre</td>
</tr>
<tr>
<td>English Language Arts and Reading</td>
<td>Languages Other Than English</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Music</td>
<td></td>
</tr>
</tbody>
</table>

| 55 | 3 |
| 4  | 2 |
| 4  | 2 |
| 3  | |
| 3  | 2 |
To use available technology to collect, manage, and analyze formative assessment data to guide instruction and inform decision-making.

To use available technology to document student learning to determine when an intervention is necessary and appropriate.

To use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook).

To use technology to make learning more active and engaging for students.

To teach students developmentally appropriate technology skills.

To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content.

To use technology available on the campus to integrate curriculum TEKS and Technology Application TEKS to support student learning.

To provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content.

To teach students developmentally appropriate technology skills.

To use technology to make learning more active and engaging for students.

Using Technology with Data

To use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook).

To use available technology to document student learning to determine when an intervention is necessary and appropriate.

To use available technology to collect and manage formative assessment data to guide instruction and inform decision-making.
Overall Appraisal of First-Year Teachers

- **Classroom Environment**
  - 2015-16: 74%
  - 2016-17: 78%
  - 2017-18: 80%

- **Instruction**
  - 2015-16: 70%
  - 2016-17: 73%
  - 2017-18: 74%

- **Students with Disabilities**
  - 2015-16: 82%
  - 2016-17: 67%
  - 2017-18: 79%

- **English Language Learners**
  - 2015-16: 85%
  - 2016-17: 83%
  - 2017-18: 80%

- **Technology Integration**
  - 2015-16: 87%
  - 2016-17: 89%
  - 2017-18: 85%

- **Use Technology with Data**
  - 2015-16: 91%
  - 2016-17: 87%
  - 2017-18: 85%

Alternative - Institutions that offer teacher training that prepares individuals who already hold a baccalaureate degree. These providers include education service centers, school districts, private entities, community colleges, and universities.

Traditional - Institutions that offer teacher training that is part of an undergraduate degree program offered by colleges and universities.

Traditional/Alternative - Institutions that offer both Alternative and Traditional Teacher training.

Source: State Board for Educator Certification (https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp?&=3)