

Evaluating Potential Impact of Increased Passing Standards on Pass Rates for Educator Certification Examinations

The commissioner of education has adopted new [19 TAC Chapter 151, Commissioner's Rules Concerning Passing Standards for Educator Certification Examinations, §151.1001, Passing Standards](#), which changed the passing standards on some of the educator certification examinations, effective September 1, 2017. **All passing scaled scores will remain at 240**, but the performance standards or raw cut scores needed to achieve that scaled score have been adjusted for the examinations in Table 1 below to be more rigorous, meaning that 240 on the new scale corresponds to a higher score on the old scale.

The following table (Table 1) provides the old scaled score that corresponds to the standard required to achieve a new scaled score of 240, effective on September 1, 2017. For example, for 160 Pedagogy and Professional Responsibilities (PPR) EC-12, the new passing standard, which will be reported as a scaled score of 240, corresponds to a 249 on the old scale. To examine the potential impact of the new passing standards on your EPP, it is possible to look at data from past years to see what impact the changing standards might have. For PPR EC-12, for example, the percent passing under the new standard includes all candidates who have achieved a score of 249 or higher on tests administered before September 1, 2017.

Table 1. Old scores corresponding to new passing standards, which will be reported as a scaled score of 240, effective September 1, 2017

Test #	Test Name	Old Average Passing Standard (average raw cut score)	New Average Passing Standard (average raw cut score)	Old Scaled Score Corresponding to New Passing Standard
114	Mathematics/Science 4-8	66	71	248
115	Mathematics 4-8	54	56	245
116	Science 4-8	55	57	245
118	Social Studies 4-8	51	53	245
160	Pedagogy and Professional Responsibilities EC-12	58	62	249
161	Special Education EC-12	76	81	247
184	American Sign Language (ASL)	39	43	250
801	Core Subjects EC-6 ELAR and Science of Teaching Reading	38	41	245
802	Core Subjects EC-6 Mathematics	23	25	246
803	Core Subjects EC-6 Social Studies	20	22	247
804	Core Subjects EC-6 Science	27	28	246
805	Core Subjects EC-6 Fine Arts, Health, and Physical Education	23	25	245
806	Core Subjects 4-8 English Language Arts and Reading	41	43	245
807	Core Subjects 4-8 Mathematics	16	18	247
808	Core Subjects 4-8 Social Studies	18	20	247
809	Core Subjects 4-8 Science	21	23	247

Calculation: An example

To evaluate the potential impact of the adjusted passing standards on your institutional passing rates using data from previous years, you can use the following method. (Note: There are other methods to calculate passing rates based on these tables; this is just one as a source of reference.)

1. Using the **ETS Data Manager**, create a frequency distribution for the desired time period in **Custom Reports**. (See pages 3-5 for instructions on how to create a frequency distribution in Custom Reports.) A partial sample table (Table 2) is provided below to use as an example.
2. Using the table provided above (Table 1), identify the old scaled score that will reflect the new standard. For this example, let's say the old scaled score is **249**.
3. The cumulative percent in each row includes **everyone with that score and below it**. To calculate the **passing rate, the cumulative percent of the row below the old scaled score** (in this example, **248**) is subtracted from 100%. So, the passing rate with the new standard is $100\% - 13.70\% = 86.30\%$. In contrast, the passing rate for the old standard (**240** on this table) is calculated by looking at row **239**. Using the old standard, the passing rate is $100\% - 4.75\% = 95.25\%$.

Table 2. Portion of a sample cumulative frequency table.

Score ¹	Count ²	Percent ³	Cumulative Percent ⁴
300	2	0.01	100.00
...
249	336	1.17	14.87
248	383	1.34	13.70
247	338	1.18	12.36
246	272	0.95	11.18
245	315	1.10	10.23
244	301	1.05	9.13
243	237	0.83	8.08
242	291	1.02	7.25
241	196	0.68	6.24
240	229	0.80	5.55
239	82	0.29	4.75
...
100	0	0.00	0.00
¹ Scaled Score Achieved by Test Takers	² Number of Test Takers Achieving the Scaled Score	³ Percent of Test Takers Achieving the Scaled Score	⁴ Cumulative Percent of Test Takers Achieving at or Below the Given Scaled Score

To create a frequency distribution, you must create a **Custom Report** in the **ETS Data Manager (EDM)**. The following are the steps required to get this data.

- Launch **EDM** and choose **Custom Reports** from the top ribbon. Then choose the **Test Name** from the dropdown list (see Table 1), select which data set you want to view under **TEA/EPPs** (Statewide, All Programs and/or your EPP), and then choose the date range under **Administration Dates**. (Be sure that the date chosen is prior to September 2017.)

The screenshot shows the 'Select Criteria' step in the ETS Data Manager. The interface includes a top navigation bar with 'QUICK REPORTS', 'CUSTOM REPORTS', and 'MY PROJECTS'. The main content area has a 'Welcome' message and instructions: 'Select a test name to begin. Select group(s) for reporting, availability of attending institutions will vary based on the selected test and group(s). Choose administration dates by a date range or by month.' The 'Test Name' dropdown is set to '160 PEDAGOGY & PROF RESP EC-12'. Under 'TEA/EPPs', 'Statewide' is selected. Under 'Administration Dates', 'Select by Date Range' is chosen, with 'Month/Year' set to 'SEP 2016' through 'AUG 2017'. A list of months from AUG-2017 to OCT-2016 is visible on the right. A 'Next >' button is at the bottom right.

- Click on **Select Variables** and choose any/all variables you would like to have applied to your report. (Only 4 variables can be applied per report.)

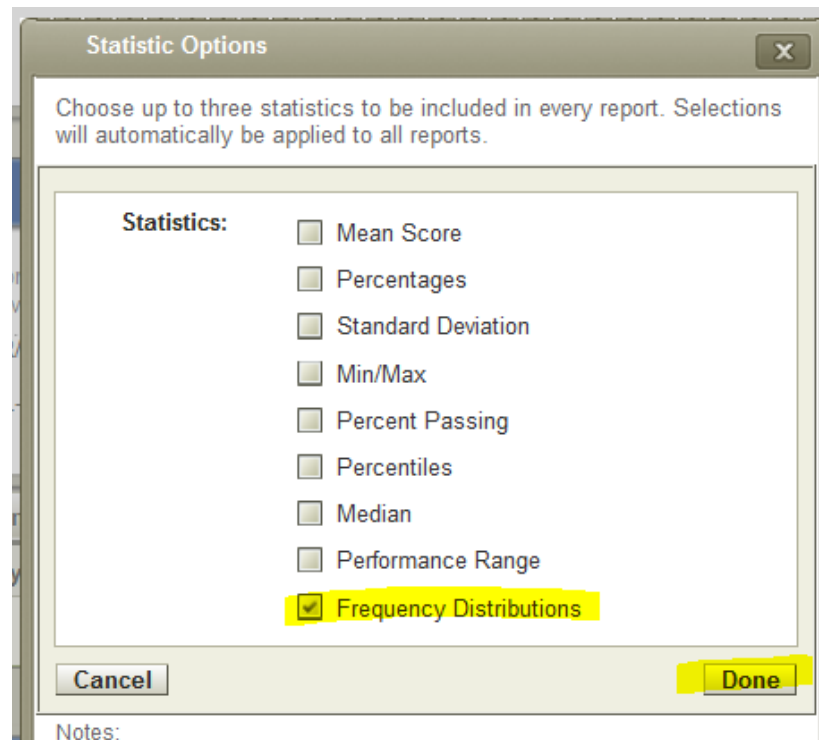
The screenshot shows the 'Select Variables' step in the ETS Data Manager. The interface includes a top navigation bar with 'QUICK REPORTS', 'CUSTOM REPORTS', and 'MY PROJECTS'. The main content area has a 'Select variables to include in reports. View the list of all available variables or view by selected variables only.' message. The 'Test Name' is '160 PEDAGOGY & PROF RESP EC-12', 'TEA/EPPs' is 'Statewide', and 'Administration Date Range' is 'SEP-2016 to AUG-2017'. A list of variables is shown, with 'Total details' selected. Other variables include 'Ethnicity details', 'Gender details', 'Delivery Mode details', 'Certification Route details', 'Best Language of Communication details', 'First Language Learned as a Child details', 'Repeater Status details', and 'Test Taken Count (Number of Attempts) details'. A 'Next >' button is at the bottom right.

- Click on **Edit Reports** and then click on **Statistic Options**.



(You may also click on **Format Options** to choose the criteria for **Examinee Attempts**, such as **First Score** or **Highest Score**.)

- A popup will appear (make sure you allow Popups for this site) where you can choose **Frequency Distributions**. Then click **Done**.



- Click on **Build Reports** and then **View** under **Frequency distribution**.

ETS Data Manager for TEA TEXAS EDUCATION AGENCY

Project2 : Unsaved Save Save As Database was refreshed on: 08/21/2017 06:36:54 EST

QUICK REPORTS CUSTOM REPORTS MY PROJECTS

Select Criteria Select Variables Edit Reports **Build Reports** Help

View each report table by selecting a report name from the drop-down menu. Create charts and/or percent passing analyses to edit and preview. Each tab created represents an item available to export. Export all reports.

Select Report: Report 1 Export

Table Create a Chart

Report 1
 Test Name: 160 PEDAGOGY & PROF RESP EC-12
 TEA/EPPs: Statewide
 Administration Date Range: SEP-2016 to AUG-2017
 Variable: Total
 Examinee Attempts: Most Recent Score
 Score Type: Total

Administration Date	TEA/EPPs	N	Total	Frequency distribution
SEP-2016 to AUG-2017	Statewide	28647		view

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- You can now view your data, print it, or save it as a PDF.

Frequency Distributions

Test Name:: 160 PEDAGOGY & PROF RESP EC-12
 Administration Date: SEP-2016 to AUG-2017
 TEA/EPPs: Statewide
 Total: Total
 Examinee Attempts: : Most Recent Score

Count/Percent
 Cumulative Percent

Score	Count	Percent	Cumulative Percent
300	2	0.01	100.00
299	7	0.02	99.99
298	13	0.05	99.97
297	15	0.05	99.92

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