

## **Preparing for a Continuing Approval Desk Review 2017-2018 Frequently Asked Questions from the Webinar**

### **Questions Regarding Risk Assessment / Action Plan**

- 1. If we are in the Second Quartile of Principal Survey but DO meet the 16-17 performance standard, it would not need an action plan, correct?**

**What risk level is required for an action plan?**

**To clarify, an Action Plan is required if not in the 1st quartile AND did not meet standard for 16/17?**

**I do not see a requirement for an Action Plan for Retention of Teachers?**

At the bottom of the page containing the EPP risk assessment data, you will see this information:

#### **Action Plan Required**

If the Principal Survey and/or Quality of Field Supervision 15-16 rate was not in the first 15-16 performance quartile and did not meet the 16-17 performance standard, an educator preparation program (EPP) must submit an action plan that places the EPP on a trajectory toward the first performance quartile and meeting the 2017-2018 performance standard as specified in SBEC rule. If the Percentage of All Tests Passed 15-16 rate was not in the first performance quartile, an EPP must submit an action plan that places the EPP on a trajectory toward the first performance quartile. The action plan must be submitted with the Status Report.

#### **Action Plan Not Required**

If the 15-16 rates were in the first performance quartile or met the 16-17 performance standard, an action plan is not required to be submitted with the Status Report.

Here is the interpretation of the above:

Principal Survey – if 15-16 rate is a) not 1<sup>st</sup> quartile; and b) did not meet 16-17 performance standard, then Action Plan is required for the Principal Survey indicator.

Quality of Field Supervision – if 15-16 rate is a) not 1<sup>st</sup> quartile; and b) did not meet 16-17 performance standard, then Action Plan is required for the Quality of Field Supervision indicator.

Percentage of All Tests Passed – if 15-16 rate is not 1<sup>st</sup> quartile then Action Plan is required for the Percentage of All Tests Passed indicator.

Retention of Teachers – no Action Plan is required for this indicator.

## 2. Would you provide a sample of how to read the table provided under the performance indicators?

It is assumed this is the table referenced in this question.

**Accountability Standards and Annual Performance Indicators, Rates, and Performance Quartiles**

Indicator	15-16 Rate	15-16 Performance Quartile	15-16 Quartile Minimums Q1, Q2, Q3, Q4	16-17 Standard	17-18 Standard
Principal Survey	94%	First	83, 76, 67, 0	70%	75%
Quality of Field Supervision	98%	First	98, 96, 93, 0	85%	90%
Percentage of All Tests Passed	71%	Third	86, 77, 66, 0	N/A	N/A
Retention of Teachers	33%	Fourth	83, 75, 67, 0	N/A	N/A

There was a document called “Review Process – Overview” attached to your notification email. This document will explain much of this information. The four indicators are indicative of various aspects of EPP quality. The “15-16 Rate” is your EPP data for each of the four indicators for the 2015-2016 reporting year. The “15-16 Quartile Performance” identifies where your EPP ranked in relation to all other EPPs for that indicator based on the 15-16 data.

The “15-16 Quartile Minimums” identify the cut scores for each quartile. In other words, for Principal Survey in this chart, the EPP achieved 94% in 2015-2016 so is in quartile one because 94% is higher than the 83% that was the minimum score that had to be met to be ranked in Quartile one.

The 2016-2017 and 2017-2018 Standards columns reflect the standards that must be met by the EPP during those years for accountability. Please see 19 TAC §229.4 for more information about EPP accountability and accreditation.

## 3. What are the percent standards for 2016-17?

The Principal Survey standard for 2016-2017 is at least 70% of first-year teachers were rated as “Sufficiently Prepared” or “Well Prepared” by principals. The 2016-2017 standard for Quality of Field Supervision is 85%. There are no performance standards for 2016-2017 for Percentage of All Tests Passed or for Retention of Teachers.

## 4. How were the percentages calculated for the Quality of Field Supervision? What items from the survey are factored into the percentage?

The Quality of Field Supervision pass rate is the percentage of candidates who rate the field supervision they received from their educator preparation program as “Frequently” or “Always/Almost Always” providing the components of structural guidance and ongoing support. The pass rate uses the answers to questions 39-45 and 47-50 from the exit survey that is completed by a candidate when the candidate is applying for a standard certificate.

For each question, the candidate has a choice of Always/Almost Always, Frequently, Occasionally, or Rarely. If a candidate answers Always/Almost Always to a question, the number one is assigned to the answer. If a candidate answers Frequently to a question, the number two is assigned to the answer. If a candidate answers Occasionally to a question, the

number three is assigned to the answer. If a candidate answers Rarely to a question, the number four is assigned to the answer.

If the sum of the numbers for the eleven questions is 22 or less, the results of the survey are coded as a one (Frequently or Always/Almost Always). If the sum of the numbers for the eleven questions is 23 or greater, the results of the survey are coded as a zero (Occasionally or Rarely).

To calculate the percentage, the total number of ones is divided by the total number of ones and zeros. For example, if there were 100 exit surveys completed by candidates from a program and 86 had ones and 14 had zeros, then the percentage would be 86%.

More information about the Quality of Field Supervision pass rate can be found on pages 74-75 of the *ASEP Technical Manual for 2017-2018 Reporting* that is posted on the Program Provider Resource page at: [https://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Program\\_Provider\\_Resources/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Program_Provider_Resources/). The exit survey questions and the data for the 16-17 academic year are also posted to this page.

**5. If quality of Field Supervisor is higher than standard, why is it not in the 1st quartile?**

The quartiles were calculated by comparing your EPP data with the data from all other EPPs. If your percentage exceeds the standard but you are not in the first quartile, it is because other EPPs had higher numbers than yours.

Questions Regarding Document Submission

**6. So, the 2 week rule applies for both on-site visits and desk review, correct?**

**If we submit our documents before the 2 week deadline, will we get our list of candidates at that time?**

**To clarify - we submit status report by due date. Then get a list of candidates from TEA. Then have 2 weeks to upload those files? If correct, is there a rough number per certification that we can expect to receive?**

**If we submit our documentation in August, will we get our list of candidates within two weeks?**

For a desk review, the EPP will have 2 weeks to gather and submit candidate records to TEA. This is to allow the EPP time to locate, copy, organize, and submit records. To be equitable across all EPPs, each EPP will be held to the 2-week window regardless of whether the Status Report is submitted early or on the due date. The EPP will be required to submit a maximum of five records per certificate class in each route. There is a 10-record minimum for an EPP.

For an on-site review, the candidate list is presented to EPP staff upon TEA arrival at the EPP site.

- 7. I wish this were a list of EVERYTHING that we needed to send to you. It was confusing to get to the "submissions of documents" and see a list of other items that need to be submitted. It would be helpful to have a full list of submissions.**

The Status Report, with related appendix items, and the Action Plan, if applicable, are submitted prior to the start of the review.

The Document & Records Submission Instructions are a comprehensive list of documents and records to be submitted at time of review, organized by component to provide more direction on the types of documents TEA is requesting. For example, documents requested in Component 2 are going to be documents and records related to admission, such as applications.

- 8. Should we also complete the protocol of submitting a word document stating that we do not have a document to submit for document relating to routes that we do not offer?**

There are several reasons why an EPP may not have the requested records for a candidate. Some examples are: 1) a specific requirement was not in effect at the time that candidate was admitted; or 2) the candidate has not reached a specific point in the training yet so the related documents do not exist yet; or 3) the EPP forgot to collect/retain the requested document. Whatever the reason, the review process is more efficient if the EPP identifies that missing document. Based on the candidate list created for the EPP, TEA staff know in which route a candidate is/was certified. If a requirement does not apply to a specific route/class, etc., then TEA reviewers will not expect to see that documentation.

- 9. If the EPP has documents online, such as handbooks on a website, do these need to be printed, scanned, and emailed or can TEA view these items on the website?**

If a direct link to the online handbook is provided, then it is acceptable to send the link. Please note that if you choose to refer TEA to a specific link, efficiency is maximized when you submit the document name with the direct link to the document.

- 10. In the Status Report, page 2, it asks for "actively offered" certificates and "inactive" certificates. Please define.**

Some EPPs are approved to offer certificates but they do not have curriculum and/or processes in place to certify candidates in those certificates, or they do not have candidate interest in the certificate. Those certificates would be considered "Inactive".

Some programs may actively prepare candidates for a certificate area in one or two routes but may not offer that certificate in a third route. The two routes in which the certificate is offered would be identified as "active" and the third route in which the certificate is not offered would be identified as "inactive".

## Questions Regarding Scoring and Document Evaluation

### **11. When we have submitted data, we have "exceptions" - do these count against us in data submission?**

"Exceptions" to reported data, such as exceptions for observations or test approvals, are used to explain problems with reported information that cannot be changed in the ASEP/ECOS system. Valid exceptions do not "count against" an EPP in data submission. EPP Exception Letters on file at TEA may be included during the review process so that TEA may provide guidance on better ways to report data to avoid large numbers of exceptions in the future.

## Miscellaneous Questions

### **12. Is the information we submit subject to an Open Records Request?**

All records submitted to TEA are subject to the Public Information Act, chapter 552 of the Government Code. TEA will maintain the records as confidential to the extent permitted by law.