

**Item 17:**

**Discussion of 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**

**DISCUSSION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the provisions in 19 TAC Chapter 229, Accountability System for Educator Preparation Programs. As part of this item, Texas Education Agency (TEA) staff will provide an update and status to allow the SBEC to discuss possible revisions to the rules as the result of recent legislative changes, SBEC input, stakeholder input, and input received from staff at TEA.

**STATUTORY AUTHORITY:** The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041; 21.0441, as amended by House Bill (HB) 2205, 84th Texas Legislature, Regular Session, 2015; 21.044(g); 21.045, 21.0451, and 21.0452, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015; 21.0453; and 21.0454, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015.

**BOARD RESPONSE:** This item is presented for review and comment.

**PREVIOUS BOARD ACTION:** The SBEC adopted 19 TAC §§229.1-229.9 effective April 18, 2010. Section 229.21 was adopted effective August 7, 2014. Sections 229.2, 229.3, 229.7, and 229.8 were last amended effective October 26, 2014. Sections 229.4-229.6 were last amended effective March 22, 2015. Section 229.9 was last amended effective September 1, 2015.

**FUTURE ACTION EXPECTED:** Any proposed revisions to 19 TAC Chapter 229 would be presented to the SBEC for filing as proposed at the December 2015 meeting.

**BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:** The TEC, §21.045, states that the SBEC shall propose rules establishing standards to govern the approval and continuing accountability of all educator preparation programs (EPPs). The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs. HB 2205, 84th Texas Legislature, Regular Session, 2015, requires that not later than January 1, 2016, the SBEC develop criteria for the evaluation of EPPs based on teacher retention, success, and any other information necessary to enable the SBEC to assess the effectiveness of EPPs. HB 2205 also requires the SBEC to consult with the Texas Higher Education Coordinating Board and educator preparation programs in developing the criteria.

**SBEC Input**

At the January 2015 SBEC Work Session, the SBEC members received three presentations on educator quality. The Texas Teaching Commission, the Council for the Accreditation of Educator Preparation, and the National Council on Teacher Quality provided state and national perspectives on educator quality. SBEC members provided feedback to TEA staff on those presentations. Specifically, as it relates to 19 TAC Chapter 229, the SBEC requested policy options that focus on raising EPP standards, improving teacher preparation programs, and

providing solutions to correct current problems in Texas EPPs. Proposed revisions to 19 TAC Chapter 229 would address this request.

### Definitions

Possible revisions to 19 TAC §229.2 would include:

- amending the current definition of *first year in the classroom* to clarify if it is the first year of teaching or the first year of teaching after completing an EPP;
- amending the current definition of *field supervisor* to allow for other credentials and activities to substitute for a current certificate; and
- amending the current definition of *pass rate* to address the following issues:
  - the current definition does not include test attempts that were approved by the EPP and attempted after a candidate completes a program;
  - the current definition does include only test attempts that lead to a candidate's initial certification, not all tests approved by the EPP and attempted by a candidate; and
  - the current definition only includes the last attempt by a candidate, not all attempts by a candidate.

Some options for consideration to address the issues regarding the definition of *pass rate* include:

- using the results of the first five attempts on all tests approved for candidates who are enrolled or completed a program;
- using the results of the first five attempts on all tests leading to initial certification that are approved for candidates who are enrolled or completed a program; or
- using the results of the first five attempts on all tests leading to initial certification that are approved for candidates who have completed a program.

Stakeholders have identified additional options regarding the definition of *pass rate*. These include:

- increasing or decreasing the number of test attempts;
- limiting the amount of time after completion that test results would count;
- setting a separate pass rate for content examinations and the results of Pedagogy and Professional Responsibilities (PPR) examinations; and
- setting different pass rates for content examinations in shortage areas.

Additional topics may be presented at the October SBEC meeting as stakeholder input continues to be provided.

Required Submissions of Information, Surveys, and Other Data

Possible revisions to 19 TAC §229.3 would include:

- amending the figure in 19 TAC §229.3(f)(1) to comply with TEC, §21.045 and §21.0452, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015. The collection and reporting of data would include:
  - data related to field supervision compliance;
  - data on the number of teachers employed under standard certificates within one year of completing an EPP;
  - the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
  - the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship;
  - the results of teacher satisfaction surveys;
  - the ratio of field supervisors to candidates;
  - the percentage of teachers employed under standard certificates within one year of completing an EPP; and
  - any other information necessary to assess effectiveness of the EPP on the basis of teacher retention and success criteria; and
- amending the language to include teacher satisfaction surveys in accordance with TEC, §21.045, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015.

Additional topics may be presented at the October SBEC meeting as stakeholder input continues to be provided.

Determination of Accreditation Status

At the May 2015 Educator Preparation Advisory Committee (EPAC) meeting, the EPAC discussed the need for setting a performance standard for the results of beginning teacher appraisals by school administrators (principal survey) and the quality of field supervision (candidate exit survey). An initial performance standard of 67% has been used for the pilot and subsequent principal survey data collections. If a program had at least 67% of principals respond that they agree or strongly agree that their beginning teachers were prepared, the program met the performance standard. With this standard, there have been no differences between programs. The EPAC discussed a possible performance standard of 70%, 75%, and 80% to be phased in over the 2016-2017, 2017-2018, and 2018-2019 academic years.

A pilot performance standard has not been set for the quality of field supervision, but a similar phase-in approach to this performance standard was discussed by the EPAC. The EPAC recommended that a stakeholder group be convened to review the principal and candidate exit survey data and recommend a performance standard for both indicators.

The EPAC also discussed issues related to the small group exception applied to disaggregated candidate groups in 19 TAC §229.4. Prior to October 2014, an accumulation rule was in effect for groups disaggregated by gender and ethnicity. If a disaggregated group did not have more than 10 candidates, the group was not counted for purposes of accreditation based on that one-year group performance. If a disaggregated group did not have more than 10 candidates in a

two-year period, the group was not counted for purposes of accreditation based on the two-year group performance. The three-year cumulated group performance would count for purposes of accreditation regardless of how small the cumulated number of candidates may be. Under the current rule, the accumulation rule is only in effect for the aggregated group. A disaggregated group must have more than 20 candidates each year for the group to be counted for accreditation purposes. Options for addressing this issue of accountability for gender and ethnicity would include:

- using the same accumulation rule for both types of groups;
- using an accumulation rule with different small group sizes; and
- extending the number of years that could accumulate for disaggregated groups.

The EPAC also discussed issues related to small group exceptions applied to the performance of individual certificate fields in 19 TAC §229.4. The rule in effect prior to April 18, 2010, stated that if a program had a certification field that did not meet performance standards for three consecutive years, the program shall no longer admit persons for preparation in that field. If the number of candidates in a certification field group was less than 10 in at least one of the years, the program could request reconsideration of the revocation. When 19 TAC §229.4 went into effect on April 18, 2010, the small group exception rule for certification fields became the same as the disaggregated groups described earlier. Options for addressing this issue would include:

- amending the rules to reflect language that was repealed prior to April 18, 2010, which used the same accumulation rule for groups disaggregated by gender and ethnicity;
- using an accumulation rule with different small group sizes; and
- extending the number of years that could accumulate for disaggregated groups.

The TEC, §21.0451, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, clarified the authority of the SBEC to sanction EPPs for violations of state law or rules. Amendments to 19 TAC §229.4 would need to be made to incorporate these changes.

The TEC, §21.045, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, amended the field supervision accountability indicator to include student teaching, clinical teaching, and internships. HB 2205 also added a fifth accountability indicator to include the results of satisfaction surveys administered to teachers after their first year of competing an EPP. Amendments to 19 TAC §229.4 would also need to be made to incorporate these changes.

Additional topics may be presented at the October SBEC meeting as stakeholder input continues to be provided.

### Accreditation Sanctions and Procedures

At the May 2015 EPAC meeting, the EPAC discussed issues related to revoking approval for certification fields in 19 TAC §229.5. While performance indicators by certification field are not currently used for accreditation purposes, the approval to offer a certification field shall be

revoked if the performance of all candidates admitted to an individual certification field fails to meet performance standards for three consecutive years. However, the rule reference related to how the performance indicator is to be cumulated and counted refers to rules that were in effect prior to April 18, 2010. Options for addressing this issue would include:

- using the rules that are in effect for disaggregated groups;
- using language similar to the repealed rules;
- using an accumulation rule with different small group sizes; and
- extending the number of years that could accumulate for certification field groups.

TEC, §21.0451, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, clarified the authority of the SBEC to sanction EPPs for violations of state law or rules. Amendments to 19 TAC §229.5 would need to be made to incorporate these changes.

Additional topics may be presented at the October SBEC meeting as stakeholder input continues to be provided.

#### Continuing Approval

Possible revisions to 19 TAC §229.6 would include:

- amending the continuing approval review process so that the review indicators are congruent with those in 19 TAC Chapter 227, Provisions for Educator Preparation Candidates; and
- amending the continuing approval review process to include the EPP risk model and risk factors in accordance with TEC, §21.0454, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015.

TEC, §21.0451, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, clarified the authority of the SBEC to sanction EPPs for violations of state law or rules. Amendments to 19 TAC §229.6 would need to be made to incorporate these changes.

Additional topics may be presented at the October SBEC meeting as stakeholder input continues to be provided.

#### Fees for Educator Preparation Program Approval and Accountability

Possible revisions to 19 TAC §229.9 would include:

- amending fees to include evaluating requests for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums;
- amending fees to include evaluating requests to review amendments to EPP applications that require TEA approval;

- amending fees to include evaluating requests to review significant amendments to EPP applications that require SBEC approval; and
- amending fees to include evaluating requests to review amended certification field applications due to changes in Educator Standards and/or the Texas Essential Knowledge and Skills.

Additional topics may be presented at the October SBEC meeting as stakeholder input continues to be provided.

#### Informal Reviews and Contested Cases

The TEC, §21.0451, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, provides for a contested case hearing for an EPP if revocation is recommended as an SBEC action. Current 19 TAC §229.7 and §229.8, as written, already comply with the change in law.

#### Transitional Provisions

Some appropriate provisions in 19 TAC §229.21 would be incorporated into 19 TAC §229.4, Determination of Accreditation Status. The remaining provisions would be repealed.

**FISCAL IMPACT:** An assessment of fiscal impact can be made after the SBEC gives guidance to TEA staff.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated would be clear, minimum EPP requirements that ensure educators are prepared to positively affect the performance of the diverse student population of this state.

**PROCEDURAL AND REPORTING IMPLICATIONS:** An assessment of procedural and reporting implications can be made after the SBEC gives guidance to TEA staff.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENTS:** An assessment of locally maintained paperwork requirements can be made after the SBEC gives guidance to TEA staff.

**PUBLIC COMMENTS:** None.

**ALTERNATIVES:** None.

**OTHER COMMENTS AND RELATED ISSUES:** None.

**Staff Members Responsible:** Tim Miller, Director  
Educator Preparation

Michael Vriesenga, Director  
Data and Accountability

**Attachments:** I. Statutory Citations  
II. Text of 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

**ATTACHMENT I****Statutory Citations Relating to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs****Texas Education Code, §21.041, Rules; Fees (excerpts):**

- (a) The board may adopt rules as necessary for its own procedures.
- (b) The board shall propose rules that:
  - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

**Texas Education Code, §21.0441, Admission Requirements for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:
  - (1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements [prescribed by the board, not to exceed the following]:
    - (A) an overall grade point average of at least 2.50 [~~2.75~~] on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or
    - (B) a grade point average of at least 2.50 [~~2.75~~] on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and
  - (2) if the person is seeking initial certification:
    - (A) has successfully completed at least:
      - (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or
      - (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not

seeking certification to teach mathematics or science at or above grade level seven; or

- (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.
- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
- (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
  - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

**Texas Education Code, §21.044, Educator Preparation (excerpt):**

- (g) Each educator preparation program must provide information regarding:
- (1) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
  - (2) the effect of supply and demand forces on the educator workforce in this state;
  - (3) the performance over time of the educator preparation program;
  - (4) the importance of building strong classroom management skills; and
  - (5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H.

**Texas Education Code, §21.045, Accountability System for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules necessary to establish [~~establishing~~] standards to govern the [~~approval and~~] continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
- (1) results of the certification examinations prescribed under Section 21.048(a);
  - (2) performance based on the appraisal system for beginning teachers adopted by the board;

- (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable; ~~and~~
  - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching ~~[beginning teachers during their first year in the classroom]~~.
- (b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:
- (1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);
  - (2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;
  - (3) ~~[, and]~~ the following information, disaggregated by race, sex, and ethnicity:
    - (A) ~~[(1)]~~ the number of candidates who apply;
    - (B) ~~[(2)]~~ the number of candidates admitted;
    - (C) ~~[(3)]~~ the number of candidates retained;
    - (D) ~~[(4)]~~ the number of candidates completing the program;
    - (E) ~~[(5)]~~ the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of ~~[# the profession after]~~ completing the program;
    - (F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
    - (G) ~~[(6)]~~ the number of candidates retained in the profession; and
    - (H) ~~[(7)]~~ any other information required by federal law;
  - (4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.
- (c) The board shall propose rules necessary to establish ~~[establishing]~~ performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a). ~~[The board may propose rules establishing minimum standards for approval or renewal of approval of:~~
- ~~[(1) — educator preparation programs; or~~
  - ~~[(2) — certification fields authorized to be offered by an educator preparation program.]~~

**Texas Education Code, §21.0451, Sanctions Under Accountability System for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:
- (1) shall provide for the assignment of the following accreditation statuses:
    - (A) not rated;
    - (B) accredited;
    - (C) accredited-warned;
    - (D) accredited-probation; and
    - (E) not accredited-revoked;
  - (2) may provide for the agency to take any necessary action, including one or more of the following actions:
    - (A) requiring the program to obtain technical assistance approved by the agency or board;
    - (B) requiring the program to obtain professional services under contract with another person;
    - (C) appointing a monitor to participate in and report to the board on the activities of the program; and
    - (D) if a program has been rated as accredited-probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided ~~[must provide]~~ the opportunity for a contested case hearing ~~[before the effective date of the closure]; [and]~~
  - (3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited-probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided ~~[must provide]~~ the opportunity for a contested case hearing; and
  - (4) shall provide the board procedure for changing the accreditation status of a program that:
    - (A) does not meet the accreditation standards established under Section 21.045(a); or
    - (B) violates a board or agency regulation ~~[before the effective date of the closure].~~
- (b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.

- (c) A [~~permissive~~] revocation [~~under Subsection (a)(2) or required revocation under Subsection (a)(3)~~] must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.
- (d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the [~~sponsor of the~~] educator preparation program.

**Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.
- (b) The board shall make available at least the following information regarding each educator preparation program:
  - (1) the information specified in Sections 21.045(a) and (b);
  - (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
    - (A) average overall grade point average and average grade point average in specific subject areas; and
    - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
  - (3) the degree to which persons who complete the program are successful in obtaining teaching positions;
  - (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
    - (A) students with disabilities; and
    - (B) students of limited English proficiency, as defined by Section 29.052;
  - (5) the activities offered by the program that are designed to prepare teachers to:
    - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
    - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
  - (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
  - (7) the percentage of teachers employed under a standard teaching certificate within one year of completing the program;

- (8) the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs;
  - (9) ~~(7)~~ the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom; ~~and~~
  - (10) ~~(8)~~ the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and
  - (11) the results of teacher satisfaction surveys developed under Section 21.045 and given to program participants at the end of the first year of teaching.
- (c) For purposes of Subsection (b)(9) ~~(b)(7)~~, the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.
  - (d) For purposes of Subsections (b)(9) ~~(b)(7)~~ and (10) ~~(8)~~, the board shall develop surveys for distribution to program participants and school principals.

**Texas Education Code, §21.0453, Information for Candidates for Teacher Certification:**

- (a) The board shall require an educator preparation program to provide candidates for teacher certification with information concerning the following:
  - (1) skills and responsibilities required of teachers;
  - (2) expectations for student performance based on state standards;
  - (3) the current supply of and demand for teachers in this state;
  - (4) the importance of developing classroom management skills; and
  - (5) the state's framework for appraisal of teachers and principals.
- (b) The board may propose rules as necessary for administration of this section, including rules to ensure that accurate and consistent information is provided by all educator preparation programs.

**Texas Education Code, §21.0454, Risk Factors for Educator Preparation Program; Risk-Assessment Model, as added by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:
  - (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
    - (A) the seriousness of any violation of a rule, standard or procedure;

- (B) whether the violation resulted in an action being taken against the program;
  - (C) whether the violation was promptly remedied by the program;
  - (D) the number of alleged violations; and
  - (E) any other matter considered to be appropriate in evaluating the program's compliance history; and
- (2) whether the program meets the accountability standards under Section 21.045.
- (b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.
- (c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

**House Bill 2205, Section 15, 84th Texas Legislature, Regular Session, 2015:**

Not later than January 1, 2016, the State Board for Educator Certification shall develop criteria for evaluation of educator preparation programs based on teacher retention and success as required by Section 21.045(b)(5), Education Code, as added by this Act. The State Board for Educator Certification shall consult with the Texas Higher Education Coordinating Board and educator preparation programs in developing the criteria. The Texas Higher Education Coordinating Board shall participate and provide recommendations regarding the criteria.

**ATTACHMENT II**  
**Text of 19 TAC**

**Chapter 229. Accountability System for Educator Preparation Programs**

**§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.**

- (a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification field except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.
- (b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.
- (c) An accredited EPP may receive commendations for success in areas identified by the SBEC.

**§229.2. Definitions.**

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) ACT®--The college entrance examination from ACT®.
- (3) Administrator--For purposes of the surveys and information required by this chapter, an educator whose certification would entitle him or her to be assigned as a principal or assistant principal in Texas, whether or not he or she is currently working in such an assignment.
- (4) Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree.
- (5) Beginning teacher--For purposes of this chapter, a classroom teacher with less than three years experience.
- (6) Campus-based mentor--A certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher; and who reports the beginning teacher's progress to that teacher's educator preparation program.
- (7) Candidate--An individual who has been admitted into an educator preparation program, including an individual who has been accepted on a contingency basis; also referred to as an enrollee or participant.
- (8) Certification field--Academic or career and technical content fields, special education fields, specializations, or professional fields in which an entity is approved to offer certification.
- (9) Clinical teaching--A minimum 12-week, full-day or 24-week, half-day educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- (10) Completer--According to the Higher Education Act, "A person who has met all the requirements of a state-approved educator preparation program." The term completer is no longer used to define the class of educator preparation program candidates subject to a determination of certification examination pass rate.

- (11) Consecutively measured years--Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(g) of this title (relating to Determination of Accreditation Status).
- (12) Cooperating teacher--The campus-based mentor teacher for the clinical teacher.
- (13) Demographic group--Male and female, as to gender; the aggregate reporting categories established by the Higher Education Act, as to race and ethnicity. Each educator preparation program will assign a candidate to one gender demographic group and at least one Higher Education Act-established race or ethnicity group.
- (14) Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification fields.
- (15) Educator preparation program data--Data elements reported to meet requirements under the Texas Education Code, §21.045(b).
- (16) Examination--An examination or other test required by statute or any other State Board for Educator Certification rule codified in the Texas Administrative Code, Title 19, Part 7, that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
- (17) Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A campus mentor or cooperating teacher, assigned as required by §228.35(e) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a field supervisor.
- (18) First year in the classroom--For purposes of the Texas Education Code, §21.045(a)(4), and its implementation in this chapter, the first year of employment as a classroom teacher.
- (19) GPA--Grade point average.
- (20) GRE®--Graduate Record Examinations®.
- (21) Higher Education Act--Federal legislation consisting of the Higher Education Act of 1965 (20 United States Code, §1070 et seq.) and its subsequent amendments, which requires reports of educator preparation program performance data.
- (22) Institutional report--Educator preparation program data reported to the United States Department of Education and the Texas Education Agency as required under the Higher Education Act.
- (23) Internship--A supervised, full-time educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (24) Pass rate--For each academic year, the percent of tests passed by candidates who have finished all educator preparation program requirements for coursework; training; and internship, clinical teaching, or practicum by the end of that academic year. For purposes of determining the pass rate, candidates shall not be excluded because the candidate has not been recommended for certification, has not passed a certification examination, or is not considered a "completer" for purposes of the Higher Education Act or other applicable law. The pass rate is based solely on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that field or fields, whether taken before or after admission to an educator preparation program, are not included. The rate reflects a candidate's success only on the last attempt made on the examination by the end of the academic year in which the candidate finishes the coursework; training; and internship, clinical teaching, or practicum program requirements, and does not reflect any attempts made after that year. The formula for calculation of pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified educator preparation program requirements divided by the total number of last attempts made by those candidates.

- (25) Practicum--A supervised professional educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular field for which a professional certificate is sought such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.
- (26) SAT®--The college entrance examination from the College Board.
- (27) Scaled score--A conversion of a candidate's raw score on an examination or a version of the examination to a common scale that allows for a numerical comparison between candidates.
- (28) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

**§229.3. Required Submissions of Information, Surveys, and Other Data.**

- (a) Educator preparation programs (EPPs), EPP candidates, beginning teachers, field supervisors, school principals and administrators, campus mentors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsection (e) of this section and the Texas Education Code (TEC), §21.045 and §21.0452.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.
- (d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.
- (e) All required EPP data for an academic year shall be submitted to the TEA staff annually on September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by school administrators and principals shall be submitted by June 15 of any academic year in which the school administrator and principal have had experience with a candidate or beginning teacher who was a participant in an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 1 of each academic year in which it is required.
- (f) The following apply to data submissions required by this chapter.
  - (1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.  
Figure: 19 TAC §229.3(f)(1)
  - (2) Participants in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the SBEC of the survey is a requirement for issuance of a standard certificate.
  - (3) Principals or designated administrators in Texas public schools and open-enrollment charter schools shall complete individual teacher performance surveys, in a form to be approved by the SBEC, for each beginning teacher under the supervision of an EPP.
  - (4) Principals or designated administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success for each EPP with which the principals or designated administrators have had experience in the previous year.

**§229.4. Determination of Accreditation Status.**

- (a) Accountability performance indicators. The accreditation status of an educator preparation program (EPP) shall be determined at least annually, based on performance standards established in rule by the State Board for Educator Certification (SBEC), with regard to the following EPP accountability performance indicators, disaggregated with respect to gender and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act), and other requirements of this chapter:
- (1) the pass rate performance standard of certification examinations of EPP candidates is 80% for the academic year;
  - (2) the results of appraisals of beginning teachers by school administrators, based on an appraisal document and standards that must be independently developed by the Texas Education Agency (TEA) staff and approved by the SBEC;
  - (3) to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers for the first three years following certification; and
  - (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision of teachers during their internship year. The performance standard is a 95% compliance rate with SBEC requirements as to the frequency, duration, and required documentation of field supervision for each EPP candidate.
- (b) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the accountability performance standards described in subsection (a) of this section and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (c) Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the performance standards described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
- (d) Accredited-Warned status.
- (1) An EPP shall be assigned Accredited-Warned status if the EPP:
    - (A) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the four performance indicators set forth in subsection (a) of this section in any one year;
    - (B) fails to meet the standards in any two gender or ethnicity demographic groups on any of the four performance indicators set forth in subsection (a) of this section in any one year; or
    - (C) fails to meet the standards for a gender or ethnicity demographic group on any of the four performance indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.
  - (2) An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code (TEC), Chapter 21.
- (e) Accredited-Probation status.
- (1) An EPP shall be assigned Accredited-Probation status if the EPP:
    - (A) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the four performance indicators set forth in subsection (a) of this section for two consecutively measured years;

- (B) fails to meet the standards in any three gender or ethnicity demographic groups on any of the four performance indicators set forth in subsection (a) of this section in any one year; or
  - (C) fails to meet the standards for a gender or ethnicity demographic group on any of the four performance indicators set forth in subsection (a) of this section for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.
- (2) An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or TEC, Chapter 21.
- (f) Not Accredited-Revoked status.
- (1) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.
  - (2) An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.
  - (3) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.
  - (4) A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
  - (5) Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification, but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.
- (g) Small group exception.
- (1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds 20.
  - (2) For an EPP candidate group disaggregated by gender, ethnicity, and certification field, where the group contains 20 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year.
  - (3) For an EPP candidate group not disaggregated by gender, ethnicity, and certification field, where the group contains 20 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.
  - (4) If the preceding year's EPP candidate group, not disaggregated by gender, ethnicity, and certification field, contained 20 or fewer individuals, that group performance shall be combined with the following year's group performance, and if the two-year cumulated group contains more than 20 individuals, then the two-year cumulated group performance must be measured against the standards in that second year.
  - (5) If the two-year cumulated EPP candidate group, not disaggregated by gender, ethnicity, and certification field, contains 20 or fewer individuals, then the two-year cumulated group performance shall be combined with the following year's group performance. The three-year cumulated group performance must be measured against the standards in that third year, regardless of how small the cumulated number of group members may be.

- (6) In any reporting year in which the EPP candidate group, not disaggregated by gender and ethnicity, or in which the EPP candidate group, disaggregated by certification field, does not meet the necessary number of individuals needed to measure against performance standards for that year, any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. TEA staff may modify the sanction as TEA staff deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.
- (h) Action plan. An EPP that fails to meet a required performance standard shall develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates, especially regarding the performance standard that was not met. TEA staff may prescribe the information that must be included in the action plan. The action plan must be sent to TEA staff no later than 45 calendar days following notification to the EPP of the failure to meet a performance standard.
- (i) Controlling section. To the extent of any conflict, this section controls over the requirements in §229.21 of this title (relating to Transitional Provisions).

#### **§229.5. Accreditation Sanctions and Procedures.**

- (a) The State Board for Educator Certification (SBEC) may assign an educator preparation program (EPP) Accredited-Warned or Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code, Chapter 21.
- (b) If an EPP has been assigned Accredited-Warned or Accredited-Probation status, or if the SBEC determines that additional action is a necessary condition for the continuing approval of an EPP to recommend candidates for educator certification, the SBEC may take any one or more of the following actions, which shall be reviewed by the SBEC at least annually:
  - (1) require the EPP to obtain technical assistance approved by the Texas Education Agency (TEA) or SBEC;
  - (2) require the EPP to obtain professional services approved by the TEA or SBEC; and/or
  - (3) appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of all candidates admitted to an individual certification field offered by an EPP fail to meet any of the standards in §229.4(a) of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification field shall be revoked. Any candidates already admitted for preparation in that field may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be admitted for preparation in that field unless and until the SBEC reinstates approval for the EPP to offer that certification field.
- (d) For purposes of determining compliance with subsection (b) of this section, candidate performance in individual certification fields in only the 2012-2013 academic year and subsequent academic years will be considered. To the extent of any conflict, this subsection controls over the requirements in §229.21 of this title (relating to Transitional Provisions).
- (e) Performance indicators by gender and ethnic groups shall not be counted for purposes of subsection (b) of this section, relating to performance standards for individual certification fields. If the number of counted performance indicators for a certification field is 20 or fewer, and the performance indicators fail to meet any of the standards in §229.4(a) of this title, those performance indicators shall not count that year, but shall be cumulated and counted in the same manner as provided in §229.4(c) and (d) of this title.
- (f) An EPP shall be notified in writing regarding any action proposed to be taken pursuant to this section, or proposed assignment of an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the proposed action is to be taken or the proposed assignment of the accreditation status is to be made.

- (g) All costs associated with providing or requiring technical assistance, professional services, or the appointment of a monitor pursuant to this section shall be paid by the EPP to which the services are provided or required, or its sponsor.

**§229.6. Continuing Approval.**

- (a) The continuing approval of an educator preparation program (EPP) to recommend candidates for educator certification, which shall be reviewed pursuant to §228.10(b) of this title (relating to Approval Process), will be based upon the EPP's accreditation status and compliance with the State Board for Educator Certification (SBEC) rules regarding program admissions, operations, coursework, training, recommendation for certification, and the integrity of required data submissions.
- (b) After a continuing approval review pursuant to §228.10(b) of this title or a complaint investigation pursuant to §228.70 of this title (relating to Complaints and Investigations Procedures), if the Texas Education Agency (TEA) staff finds that an EPP has failed to comply with SBEC rules, the TEA staff may issue a proposed recommendation for SBEC action relating to the EPP's approval to recommend candidates for educator certification. The proposed recommendation for SBEC action may include, but is not limited to, public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval.
- (c) TEA staff shall provide notice of the proposed recommendation for SBEC action relating to the EPP's continuing approval to recommend candidates for educator certification in the manner provided by §229.7 of this title (relating to Informal Review of Texas Education Agency Recommendations), and an EPP shall be entitled to an informal review of the proposed recommendation, under the conditions and procedures set out in §229.7 of this title, prior to the submission of the recommendation for action to either the SBEC or the State Office of Administrative Hearings (SOAH). If the EPP fails to request an informal review in a timely manner, the proposed recommendation will become a final recommendation.
- (d) Following the informal review, a final recommendation will be issued by the TEA staff. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review procedure.
- (e) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the SOAH, as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
- (f) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration and entry of a final order.

**§229.7. Informal Review of Texas Education Agency Recommendations.**

- (a) Applicability. This section applies only to a notice required under §229.5(e) of this title (relating to Accreditation Sanctions and Procedures) or under §229.6(c) of this title (relating to Continuing Approval) proposing to:
  - (1) require an educator preparation program (EPP) or a particular field of certification offered by an EPP to obtain technical assistance as provided by the Texas Education Code (TEC), §21.0451(a)(2)(A);
  - (2) require an EPP or a particular field of certification offered by an EPP to obtain professional services as provided by the TEC, §21.0451(a)(2)(B);
  - (3) appoint a monitor for an EPP or a particular field of certification offered by an EPP as provided by the TEC, §21.0451(a)(2)(C);
  - (4) assign an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked, as specified in §229.4 of this title (relating to Determination of Accreditation Status);

- (5) issue a public reprimand or impose conditions on the continuing approval of an EPP to recommend candidates for certification pursuant to §229.5(e) of this title;
  - (6) revoke the approval of an EPP to recommend candidates for certification in a particular field of certification; or
  - (7) revoke the approval of an EPP to recommend candidates for certification.
- (b) Notice. Notice of a proposed recommendation for an order or change in accreditation status, subject to this section, shall be made as provided by §229.5(e) and §229.6(c) of this title, and this section.
- (1) The notice shall attach or make reference to all information on which the proposed recommendation is based.
    - (A) Information maintained on the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) websites may be referenced by providing a general citation to the information.
    - (B) The TEA and SBEC reports previously sent to the EPP may be referenced by providing the title and date of the report.
    - (C) On request, the TEA shall provide copies of, or reasonable access to, information referenced in the notice.
  - (2) The notice shall state the procedures for requesting an informal review of the proposed recommendation or change in accreditation status under this section, including the name and department of the TEA staff to whom a request for an informal review may be addressed.
  - (3) The notice shall set a deadline for requesting an informal review, which shall not be less than 14 calendar days from the date of receipt of the notice. The notice may be delivered by mail, personal delivery, facsimile, or email.
- (c) Request. The chief operating officer of the EPP may request, in writing, an informal review under this section.
- (1) The request must be properly addressed to the member of the TEA staff identified in the notice under subsection (b)(2) of this section and must be received by TEA staff on or before the deadline specified in subsection (b)(3) of this section.
  - (2) The request must set out the reasons the EPP believes the recommendation is incorrect, with citations to include supporting evidence. The EPP may submit any written information to TEA as evidence to support its request, without regard to admissibility under the Texas Rules of Evidence. The request for review shall concisely state, in numbered paragraphs:
    - (A) if alleging the proposed recommendation would violate a statutory provision, the statutory provision violated and the specific facts supporting a conclusion that the statute was violated by the proposed recommendation;
    - (B) if alleging the proposed recommendation would be in excess of the SBEC's statutory authority, the SBEC's statutory authority and the specific facts supporting a conclusion that the proposed recommendation would be in excess of this authority;
    - (C) if alleging the proposed recommendation was made through unlawful procedure, the lawful procedure and the specific facts supporting a conclusion that the proposed recommendation was made through unlawful procedure;
    - (D) if alleging the proposed recommendation is affected by other error of law, the law violated and the specific facts supporting a conclusion that the proposed recommendation violated that law;
    - (E) if alleging the proposed recommendation is not reasonably supported by a preponderance of the evidence, each finding, inference, or conclusion of the proposed recommendation that is unsupported by a preponderance of the evidence, and the evidence that creates a preponderance against the specific finding, inference, or conclusion at issue;

- (F) if alleging the proposed recommendation is arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion, each finding, inference, conclusion, or proposed recommendation affected and the specific facts supporting a conclusion that each is so affected;
  - (G) for each violation, error, or defect alleged under subparagraphs (A)-(F) of this paragraph, the substantial rights of the EPP that are prejudiced by such violation, error, or defect;
  - (H) a concise statement of the relief sought by the EPP (petitioner); and
  - (I) the name, mailing address, telephone number, facsimile number, and email address of the petitioner's representative.
- (3) Failure to comply with the requirements of this subsection shall result in dismissal of the request for informal review.
- (d) No review requested. If the TEA staff does not receive the EPP's request for an informal review by the deadline set in accordance with subsection (b)(3) of this section, the proposed recommendation will become a final recommendation and will proceed in accordance with subsection (f) of this section.
- (e) Informal review. In response to a request under subsection (c) of this section, TEA staff will review the materials and documents provided by the EPP and issue a final recommendation. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review.
- (f) Final recommendation.
- (1) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the State Office of Administrative Hearings (SOAH), as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
  - (2) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration of a final order.
- (g) Other law. Texas Government Code, Chapter 2001, and the TEC, §7.057, do not apply to an informal review under this section.

**§229.8. Contested Cases for Accreditation Revocation.**

- (a) This section applies only to a final recommendation issued under §229.5 of this title (relating to Accreditation Sanctions and Procedures) or §229.6 of this title (relating to Continuing Approval) that proposes revocation of approval and closure of an educator preparation program (EPP) and does not apply to a final recommendation proposing the assignment of Accredited-Warned or Accredited-Probation status or ordering any other sanction, including, without limitation, withdrawing approval to offer a specific certification field, public reprimand, imposing conditions upon continuing approval, requiring technical assistance, requiring professional services, or appointing a monitor.
- (b) If an EPP declines to sign a final recommendation, or if the EPP fails to respond timely to a notice of a proposed recommendation, Texas Education Agency (TEA) staff may proceed with the filing of a contested case with the State Office of Administrative Hearings (SOAH) in accordance with the contested case procedures set out in §§249.19-249.40 of this title, and Texas Government Code, Chapter 2001. To the extent that a provision of this section conflicts with a rule or practice of the SOAH, this section shall prevail.
- (c) Upon the finality of a decision from the State Board for Educator Certification (SBEC) ordering the EPP closed under this subsection in keeping with §249.39 of this title (relating to Final Decisions and Orders), the approval of an EPP to provide educator preparation is:

- (1) automatically revoked, void, and of no further force or effect on the effective date of a final decision by the SBEC; and
  - (2) automatically modified to remove authorization for an individual certification field on the effective date of a final decision by the SBEC.
- (d) This section satisfies the hearing requirements of the Texas Education Code, §21.0451(a)(2)(D) and (a)(3).

**§229.9. Fees for Educator Preparation Program Approval and Accountability.**

An educator preparation program requesting approval and continuation of accreditation status shall pay the applicable fee from the following list.

- (1) New educator preparation program application and approval (nonrefundable)--\$9,000.
- (2) Five-year continuing approval review pursuant to §228.10(b) of this title (relating to Approval Process):
  - (A) prior to September 1, 2016--\$1,500; and
  - (B) after August 31, 2016--\$4,500.
- (3) Discretionary continuing approval review pursuant to §228.10(b) of this title--\$4,500.
- (4) Addition of new certification field or addition of clinical teaching--\$500.
- (5) Addition of each new class of certificate--\$1,000.

**§229.21. Transitional Provisions.**

- (a) The pass rate performance standard in §229.4(a)(1)(C) of this title (relating to Determination of Accreditation Status) and compliance rate in §229.4(a)(4)(C) of this title apply to the 2012-2013 academic year and subsequent academic years.
- (b) For purposes of determining compliance with §229.5(b) of this title (relating to Accreditation Sanctions and Procedures), only performance of individual certification fields in the 2012-2013 academic year and subsequent academic years will be considered.

Figure: 19 TAC §229.3(f)(1)

<b>Accountability System: Standards disaggregated by gender and ethnicity (see demographics chart)</b>	<b>Report by Program</b>	<b>Report by State</b>	<b>Description of Data</b>	<b>Required Submission Date and Method of Reporting</b>
				19 TAC §229.4, <u>Determination of Accreditation Status</u>
1. Certification examinations		√	<u>Pass Rate</u> —As defined in 19 TAC §229.2(24).	Certification scores will be uploaded into the accountability system for educator preparation (ASEP) system and calculated by academic year (September 1-August 31).
2. Beginning teacher performance		√	Results of beginning teacher appraisals by school administrators.	Online survey will be completed by school administrators by June 15 of each applicable year.
3. Student achievement		√	Improvement of student performance taught by beginning teachers for the first three years.	Date and method of collection when available.
4. Ongoing support by field supervisors to beginning teachers during their first year in the classroom	√	√	Data collections regarding frequency, duration, and quality of field supervision	Educator preparation program (EPP) will enter information in the ASEP system by September 15 of each year, documenting each field supervision contact by entering the following information: 1) teacher; 2) date of contact with teacher; 3) time of contact; and 4) documentation provided.
<b>Annual Performance Report disaggregated by gender and ethnicity: (Appendix - demographics chart)</b>	<b>Report by Program</b>	<b>Report by State</b>	<b>Description of Data</b>	<b>Required Submission Date and Method of Reporting</b>
				19 TAC §229.3, <u>Required Submissions of Information, Surveys, and Other Data</u>
1. Number of EPP applicants	√		Report submitted by the EPP and included on the consumer information section of the TEA website.	EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.
2. Number of EPP candidates admitted	√		Report submitted by the EPP and included on the consumer information section of the TEA website.	EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.
3. Number of candidates retained in the EPP	√		Report submitted by the EPP and included on the consumer information section of the TEA website.	EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.

Annual Performance Report disaggregated by gender and ethnicity: (Appendix - demographics chart)	Report by Program	Report by State	Description of Data	Required Submission Date and Method of Reporting
4. Number of candidates completing all EPP requirements		√	Report submitted by the EPP and included on the consumer information section of the TEA website.	EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.
5. Number of EPP candidates retained in the profession		√	Report submitted by the EPP and included on the consumer information section of the TEA website.	EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.
6. Number of EPP candidates employed		√	Report included on the consumer information section of the TEA website.	TEA staff will generate a report utilizing ASEP system and Public Education Information Management System (PEIMS) data.
7. All information required by federal law	√		Report submitted by the EPP and included on the consumer information section of the TEA website.	EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.
Consumer Information to be Posted on the TEA website:	Report by Program	Report by State	Description of Data	Required Submission Date and Method of Reporting
				<u>19 TAC §229.3, Required Submissions of Information, Surveys, and Other Data</u>
1. EPP status based on adherence to the standards		√	<u>Accountability Status:</u> standards disaggregated by gender and ethnicity. (see Appendix) To be posted on the TEA website in the consumer information section for each EPP.	All information will be posted annually on the TEA website in the consumer information section.
2. Annual Performance Report of each EPP	√	√	Seven data elements submitted by EPPs as required by TEC, §21.045(b). Information to be posted on the TEA website in the consumer information section for each EPP.	EPP will upload file or enter all elements of this section into ASEP system by September 15 for the preceding academic year. All information will be posted annually on the TEA website in the consumer information section.
3. Quality of persons admitted to the EPP:	√		To be posted on the TEA website in the consumer information section for each EPP.	All information will be posted on the TEA website in the consumer information section.

Consumer Information to be Posted on the TEA website:	Report by Program	Report by State	Description of Data	Required Submission Date and Method of Reporting
a. Individual overall GPA	√		Required and calculated by EPP.	EPP will enter into the ASEP system by September 15 for the preceding academic year. For assistance in calculating the GPA: <a href="http://www.onlineconversion.com/grade_point_average.htm">http://www.onlineconversion.com/grade_point_average.htm</a> . EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.
b. Individual GPA in specific subject area	√		Required and calculated for core subject areas per No Child Left Behind (NCLB) requirements.	EPP will enter into the ASEP system by September 15 for the preceding academic year. For assistance in calculating the GPA: <a href="http://www.onlineconversion.com/grade_point_average.htm">http://www.onlineconversion.com/grade_point_average.htm</a> .
c. Average overall GPA for the EPP		√		ASEP system will calculate the overall average GPA by EPP by September 15 for the preceding academic year.
d. Average overall GPA in subject areas by EPP		√		ASEP system will calculate the overall average GPA by EPP.
<b>* EPP will report ONE of the following of rows e through I for each candidate.</b>				
e. Individual total GRE® score and date	√		EPP will need to report the total score and the date. The GRE® has been updated and will require dates.	EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.
f. Individual total SAT® score and date	√		EPP will need to report the total score and the date. The SAT® has been updated and will require dates.	EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.
g. Individual ACT® score and date	√		EPP will need to report the total score and the date. The ACT® has been updated and will require dates.	EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.
h. Individual Texas Academic Skills Program® (TASP®)/Texas Higher Education Assessment® (THEA®) score and date	√			EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.

Consumer Information to be Posted on the TEA website:	Report by Program	Report by State	Description of Data	Required Submission Date and Method of Reporting
i. <input type="checkbox"/> None of the above		√		EPP will enter the number of candidates who qualify under the Texas Success Initiative (Texas Education Code, §51.3062) into the ASEP system by September 15 for the preceding academic year.
j. Average total GRE® score per EPP		√		EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average GRE® by date and by EPP
k. Average total SAT® score per EPP		√		EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average SAT® by date and by EPP
l. Average total ACT® score per EPP		√		EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average ACT® by date and by EPP
m. Average total TASP®/THEA® score per EPP		√		EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average TASP®/THEA® by EPP.
4. Candidates who are counted as finishing the EPP for pass rate purposes and who are successful in obtaining teaching positions		√	To be posted on the TEA website in the consumer information section for each EPP.	TEA will report candidates by EPP who have been issued a certificate and are identified in PEIMS as teacher of record.
5. Preparation of general education and special education teachers to effectively teach:			To be posted on the TEA website in the consumer information section for each EPP.	EPP assurances of compliance and the number of training/coursework hours will be entered into the ASEP system by September 15 for the preceding academic year.
a. Students with disabilities	√			EPP will provide assurances of compliance in the ASEP system by September 15 for the preceding academic year.
b. Students of limited English proficiency	√			EPP will provide assurances of compliance in the ASEP system by September 15 for the preceding academic year.
6. Activities offered by EPP to prepare teachers:			To be posted on the TEA website in the consumer information section for each EPP.	Data will be entered annually for the preceding academic year.

Consumer Information to be Posted on the TEA website:	Report by Program	Report by State	Description of Data	Required Submission Date and Method of Reporting
a. Integrate technology effectively into curricula and instruction including activities consistent with the principles of universal design for learning	√			EPP will provide assurances of compliance and the number of training/coursework hours in the ASEP system by September 15 for the preceding academic year.
b. Integrate technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement	√			EPP will provide assurances of compliance and the number of training/coursework hours in the ASEP system by September 15 for the preceding academic year.
7. Perseverance of beginning teachers in the profession for at least three years after certification as active members in the Teacher Retirement System of Texas (TRS)		√	To be posted on the TEA website in the consumer information section for each EPP.	TEA will obtain candidates by EPP who have been issued a certificate and are identified in PEIMS as teacher of record and the TRS. Results will be posted annually for the preceding academic year.
8. Results of exit surveys from EPP participants at the completion of the program that evaluate the program's effectiveness in preparing participants to succeed in the classroom		√	To be posted on the TEA website in the consumer information section for each EPP.	EPP participants will respond to an online survey presented at the time they apply for certification. Results will be posted annually by August 1 for the preceding academic year.
9. Results of surveys from school principals that evaluate the EPP's effectiveness in preparing participants to succeed in the classroom		√	To be posted on the TEA website in the consumer information section for each EPP.	Principals or designated administrators will complete by June 15, for the preceding academic year, individual teacher performance surveys for each beginning teacher who participated in an EPP. The online survey will be administered and collected by TEA. Results will be posted on the TEA website under consumer information.
10. Identify employment opportunities for teachers in the various regions of the state including shortage areas		√		TEA will provide employment information in various regions of Texas. TEA will identify teacher shortage areas. The information will be provided on the TEA website. Information will be updated annually for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section I: Educator Preparation Program Information</b>				
1. Admission Data:			EPPs report if they require the following criteria for admitting participants:	EPP will enter the data into a data field in the Institutional and Program Report Card (IPRC) system. All data must be completed by a date established by Title II for the preceding academic year.
a. Application	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
b. Fee/payment	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
c. Transcript	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
d. Fingerprint check	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
e. Background check	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
f. Experience in a classroom working with students	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
g. Minimum number of clock-hours completed	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
h. Minimum high school GPA	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section I: Educator Preparation Program Information</b>				
i. Minimum undergraduate GPA	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
j. Minimum GPA in content area coursework	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
k. Minimum GPA in professional education coursework	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
l. Minimum ACT® score	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
m. Minimum SAT® score	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
n. Minimum GRE® score	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
o. Minimum basic skills test score	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
p. Subject area/academic content test or other subject matter verification	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
q. Minimum Miller Analogies Test score	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section I: Educator Preparation Program Information</b>				
r. Recommendation(s)	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
s. Essay or personal statement	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
t. Interview	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
u. Resume	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
v. Baccalaureate degree or higher	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
w. Job offer from school/district	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
x. Personality test (e.g. Myers-Briggs Assessment)	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
y. Other (specify: _____ )	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
2. EPP Website	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section I: Educator Preparation Program Information</b>				
3. Time when individuals are formally admitted to the initial teacher certification program (freshman, sophomore, junior or senior year)	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
4. Does your EPP conditionally admit candidates?	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
5. Number of candidates enrolled by gender and ethnicity	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
6. Supervised clinical experience:	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
a. Average number of clock-hours prior to student/clinical teaching	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
b. Number of clock-hours required for student/clinical teaching	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
c. Number of full-time equivalent faculty in supervised clinical experience during this academic year (Institution of Higher Education and Pre K-12)	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
d. Number of candidates in supervised clinical experience during the academic year	√			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section I: Educator Preparation Program Information</b>				
7. Number of candidates who have been certified as teachers by subject and certification for three years	√	√		EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II. TEA will extract the data and send to the certification testing vender.
8. Total number of initial teacher certification program completers for three years	√	√		EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II. TEA will extract the data and send to the certification testing vender.
<b>Section II: Goals and Assurances</b>				
1. Annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas			EPPs will provide quantifiable goals with assurances.	EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
a. Math	√			
b. Science	√			
c. Special Education	√			
d. Instruction of limited English proficient (LEP) students	√			Title II will collect data regarding English language learner (ELL) students and also assurances of compliance. EPPs will enter this data into the IPRC system by a date established by Title II for the preceding academic year.
e. Other (specify: _____ )	√			

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section II: Goals and Assurances</b>			EPPs will provide quantifiable goals with assurances.	EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
2. Assurances:				
a. Training provided to prospective teachers. Responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.
b. Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.
c. Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.
d. General education teachers receive training in providing instruction to students with disabilities.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.
e. General education teachers receive training in providing instruction to limited English proficient students.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.
f. General education teachers receive training in providing instruction to students from low-income families.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section II: Goals and Assurances</b>			EPPs will provide quantifiable goals with assurances.	EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
g. Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	√			EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.
<b>Section III: Pass rates and scaled scores</b>			Based on only teacher certification tests.	
1. Assessment of pass rates for the academic year		√		Certification test vendor will provide reports by EPP.
2. Summary pass rates for three years		√		Certification test vendor will provide reports by EPP
<b>Section IV: Statement and Designation as Low-Performing</b>				
1. EPP approval		√	TEA will determine the status of an EPP.	TEA will determine the status of an EPP through the implementation of the standards specified in 19 TAC §229.4(a)(1)-(4), for the preceding academic year.
2. EPP accredited		√		TEA will determine the status of an EPP through the implementation of the standards specified in 19 TAC §229.4(a)(1)-(4),for the preceding academic year.
<b>Section V: Use of Technology - Prepare teachers to:</b>			TEA will collect data and post on the TEA website in the consumer information section of the website.	
1. Integrate technology effectively into curricula and instruction.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.
2. Use technology effectively to collect data to improve teaching and learning.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section V: Use of Technology - Prepare teachers to:</b>			TEA will collect data and post on the TEA website in the consumer information section of the website.	
3. Use technology effectively to manage data to improve teaching and learning.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.
4. Use technology effectively to analyze data to improve teaching and learning.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.
<b>Section VI: Teacher Training</b>			TEA will collect data and post on the TEA website in the consumer information section of the website.	
1. Teach students with disabilities effectively.	√	√		EPPs will enter data regarding students with disabilities into the IPRC system by a date established by Title II for the preceding academic year.
2. Participate as a member of an individualized education program team.	√	√		EPPs will enter data regarding students with disabilities into the IPRC system by a date established by Title II for the preceding academic year.
3. Teach students who are limited English proficient effectively.	√	√		EPPs will enter data regarding the teaching of students who have limited English proficiency into the IPRC system by a date established by Title II for the preceding academic year.
4. Teach students with disabilities effectively.	√	√		EPPs will enter data regarding teaching students who have learning disabilities into the IPRC system by a date established by Title II for the preceding academic year.
5. Participate as a member of an individualized education program team.	√	√		EPPs will enter data regarding teaching students who have learning disabilities into the IPRC system by a date established by Title II for the preceding academic year.

Data Elements Reported to the Higher Education Opportunity Act (HEOA):	Report by Program	Report by State	Description of Data	Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site <a href="https://title2.ed.gov/default.asp">https://title2.ed.gov/default.asp</a>
<b>Section VI: Teacher Training</b>			TEA will collect data and post on the TEA website in the consumer information section of the website.	
6. Teach students who are limited English proficient effectively.	√	√		EPPs will enter data regarding the teaching of students who have limited English proficiency into the IPRC system by a date established by Title II for the preceding academic year.

**Appendix**  
**Demographics Guidelines**

---

ASEP will collect ethnicity and race information for candidates using the 1977 categories as well as using the new federal categories developed in 1997 as required by the United States Department of Education (USDE). The new federal category system requires that ethnicity and race be collected separately. It allows individuals to select multiple races. It requires all responses to be collected, but when reporting aggregate data to the USDE, a different set of categories is used for aggregate reporting. Beginning with the 2010-2011 academic year, Educator Preparation programs will report this information using the new categories only. The new categories are as follows:

<b>Ethnicity</b>	<b>Race</b>
Hispanic or Latino	American Indian or Alaska Native
Not Hispanic or Latino	Asian
	Black or African American
	Hawaiian or other Pacific Islander
	White

<b>Aggregate Reporting Categories</b>
Hispanic or Latino
American Indian or Alaska Native
Asian
Black or African American
Hawaiian or Other Pacific Islander
White
Two or more races