

Item 11:

COVER PAGE

Type of Agenda Rule Item:

- Discussion Only:** TEA staff will present rule items with an update, potential future rule changes, and/or seek SBEC direction on potential rule changes. TEA staff will draft rule changes from the Board's discussion on the item and start preparing rule text for proposal to the Board.
- Proposal:** First SBEC reading (vote). SBEC members will give input on proposed rule text and will approve rule changes that will go out for public comment as a proposed rule with the *Texas Register*. Important to make substantive changes now because only non-substantive changes can be made at adoption.
- Adoption:** Second and final SBEC reading (vote). Only non-substantive changes are permissible at adoption phase. If approved will go to SBOE for review and filed as an SBEC rule with *Texas Register* if SBOE takes no action.

Summary:

This item is an adoption of revision to 19 TAC Chapter 229, which covers the accountability system for educator preparation programs (EPPs). The proposed rules reflect recent legislative changes, input and discussion received from SBEC at the January 2015, December 2015, April and June 2016 SBEC meetings, TEA staff-convened stakeholder meetings, additional stakeholder input, and TEA staff. At the August SBEC meeting, the Board approved the proposed revisions, which would better align SBEC rules with the statutory requirement that has been in place since 2009, would lay the foundation for meaningful and effective accountability to differentiate program performance to inform consumers, and would serve as the basis for ongoing EPP support and improvement. No changes are being recommended since proposed.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To approve, for adoption, the proposed revisions as presented.

Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe flexible and accessible certification programs, held to the same standards of accountability, are essential.*
- *We believe we must continually improve our policies and processes in response to changing needs.*
- *We believe we must ensure consistency and effectiveness among educator preparation programs.*

Item 11:

Consider and Take Appropriate Action on Adoption of Proposed Revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs. The proposed amendments to 19 TAC §§229.1-229.9 and the proposed repeal of 19 TAC §229.21 would include changes as the result of recent legislative changes, SBEC input, stakeholder input, and input received from staff at the Texas Education Agency (TEA). No changes are recommended since published as proposed.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d), 21.0441(c) and (d), 21.0443, 21.045, 21.0451, and 21.0452.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures. TEC, §21.041(b)(1), states that the SBEC shall propose rules that provide for the regulation of educators and the general administration of TEC, Chapter 21, Subchapter B, in a manner consistent with TEC, Chapter 21, Subchapter B. TEC, §21.041(d), allows the SBEC to propose a rule adopting a fee for the approval or renewal of approval of an educator preparation programs (EPP), or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed may not exceed the amount necessary, as determined by the SBEC, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of EPPs.

TEC, §21.0441(c) and (d), requires the SBEC to adopt rules setting certain admission requirements for EPPs.

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC. The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045, states that the board shall propose rules establishing standards to govern the continuing accountability of all EPPs.

TEC, §21.0451, states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards and shall annually review the accreditation status of each EPP. The costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs

associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the sponsor of the EPP.

TEC, §21.0452, states that to assist persons interested in obtaining teaching certification in selecting an EPP and assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding educator programs in this state available to the public through the SBEC's Internet website.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC §§229.1-229.9 and the proposed repeal of 19 TAC §229.21 would be December 27, 2016 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is also based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: At the August 2016 meeting, the SBEC approved the amendments to 19 TAC §§229.1-229.9 and repeal of 19 TAC §229.21 for publication in the *Texas Register* as proposed rules.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs. The TEC, §21.045, states that the SBEC shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs. At the January 2015 SBEC work session, the SBEC members received three presentations on educator quality as it pertains to EPPs in the state of Texas. 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 in relation to Texas EPPs. 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 new and improved ways to train better teachers. The TEA staff also convened three stakeholder meetings in December 2015 and three stakeholder meetings in June 2016 to gather input on the proposed revisions to 19 TAC Chapter 229.

General Provisions and Purpose of Accountability System for Educator Preparation Programs

Language would be amended in 19 TAC §229.1(a) to replace *certification field* with *certification class or category*. This would align the language used in 19 TAC Chapters 227, 228, 230, and 233.

Definitions

The definitions of *accredited institution of higher education* and *site supervisor* would be added for clarity and alignment between other chapters in the TAC. The definitions of *candidate*, *clinical teaching*, *cooperating teacher*, *educator preparation program*, *field supervisor*, *internship*, and *practicum* would be amended for clarity and alignment between other chapters in the TAC. The definitions of *completer* and *educator preparation program data* would be amended for clarity, the definition of *campus-based mentor* would be replaced by *mentor* for clarity and alignment between other chapters in the TAC, and the definitions of *alternative certification program*, *institutional report*, and *scaled score* would be removed because the terms are not referenced in the chapter.

The definition of *certification field* would be replaced by *certification category* and *certification class* so that the definitions align with 19 TAC Chapters 227, 228, 230, and 233. The definitions would include "also referred to as certification field" so that the common term for categories and classes can continue to be used by TEA staff and EPPs. To align the definitions across all chapters, these proposed changes would be made in 19 TAC §229.2 with conforming changes made throughout the chapter.

In accordance with the TEC, §21.045(a)(5), as amended by House Bill (HB) 2205, 84th Texas Legislature, Regular Session, 2015, a definition of *new teacher* would be added as the first year of employment as a classroom teacher under a standard certificate after completing an EPP. In accordance with the TEC, §21.0441, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015, a definition of *incoming class* would be added.

The definition of *beginning teacher* would be amended to clarify that it means a classroom teacher with less than three years of experience and would be used for the purpose of implementing the TEC, §21.045(a)(3), in this chapter. The definition of *first-year teacher* would also be amended to clarify that it is used for the purpose of implementing the TEC, §21.045(a)(2), in this chapter.

The definition of pass rate would be moved to the determination of accreditation status section. In addition, the definitions would be renumbered accordingly.

Required Submissions of Information, Surveys, and Other Data

In accordance with the TEC, §21.045(a)(5), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, and the TEC, §21.0441, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015, language in 19 TAC §229.3(a), (e), and (f) would be amended and added to clarify who is required to provide data and when the data is required to be submitted. These subsections would also be amended to clarify that the data and information required to be provided is set forth in subsections (e) and (f).

In accordance with the TEC, §21.045, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, and §21.0452, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, the figure in 19 TAC §229.3(f)(1) would be replaced to clarify data that is required to be collected and reported.

The collection and reporting of new annual performance report data includes:

- the results of teacher satisfaction surveys;
- data related to field supervision of candidates completing clinical teaching and internships;
- 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 certificates to be issued standard certificates;
- the ratio of field supervisors to candidates completing clinical teaching or an internship; and
- any other information necessary to assess effectiveness of the program on the basis of teacher retention and success criteria such as the performance of candidates on all examinations approved by an EPP and the percentage of applicants who are admitted to a program.

The collection and reporting of new consumer information data includes:

- for each semester, the average ratio of field supervisors to candidates completing clinical teaching and internships;
- the percentage of teachers employed under a standard teaching certificate within one year of completing an EPP; and
- the results of teacher satisfaction surveys.

Determination of Accreditation Status

In accordance with the TEC, §21.045(a), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, language in 19 TAC §229.4(a) would be amended to include disaggregation of EPP accountability indicators by race. Language in 19 TAC §229.4(a)(4) would be amended to include candidates completing clinical teaching in the performance standards related to field supervision. Section 229.4(5) would be added to include the teacher satisfaction survey indicator into rule. The performance standard would be set after the teacher satisfaction survey is piloted during the 2016-2017 academic year. Language in 19 TAC §229.4(d) and (e) would also be amended to align with the accreditation indicators in subsection (a) and include race as a way to disaggregate EPP candidates.

The current definition of pass rate and the performance standard of 80% on all certification examinations in 19 TAC §229.4(a)(1) would continue to be used for accreditation purposes for the 2016-2017 academic year. A new pass rate would be used for accreditation purposes after the 2016-2017 academic year. This pass rate would include, for each academic year, the percent of candidates who passed an examination that was approved by the EPP and required for the certification field in which the EPP is preparing or has prepared the candidate within the first two attempts. The amended definition would also include examination attempts that may occur in the academic years while a candidate is enrolled or after a candidate has completed a program. The amended definition would create a higher and more transparent standard for this accreditation indicator.

A separate performance standard would also be set for the results of Pedagogy and Professional Responsibilities (PPR) and non-PPR examinations after the 2016-2017 academic year. The performance standard for PPR examinations would use the new pass rate, set at 80% for the 2016-2017 academic year, and would be used for reporting purposes only. Beginning with the 2017-2018 academic year, the performance standard would be set at 85% for the 2017-2018 academic year and 90% for the 2018-2019 academic year and beyond. The performance standard for the non-PPR examination would also use the new pass rate, set at 70% for the 2016-2017 academic year, and would be used for reporting purposes only. Beginning with the 2017-2018 academic year, the performance standard would also increase by 5% until it reaches 90% for the 2020-2021 academic year and beyond. As required by the TEC, §21.045(a)(1), the results of certification examinations are required to be used as part of the accreditation status of an EPP. Separating PPR examination results from non-PPR examination results would provide more transparency in the accountability system. Lowering the performance standard below the current standard of 80% and considering 2016-2017 as a reporting year would provide EPPs time to evaluate and make changes to their programs before the performance standards would be used for accreditation purposes. Incrementally raising the standard by 5% each year would be a similar method for raising the performance standard to what the SBEC has done in the

past. Raising the performance standard beyond the current standard of 80% to 90% would comport with the SBEC's request for policy options that focus on raising EPP standards and improving teacher preparation programs.

Language in 19 TAC §229.4(a)(2) would be amended to set a performance standard for the results of a principal survey of first-year teachers. The performance standard would be defined as the percentage of first-year teachers who were appraised as sufficiently prepared or well prepared. The performance standard would be 70% for the 2016-2017 academic year and would be used for reporting purposes only. Beginning with the 2017-2018 academic year, the performance standard would increase by 5% until it reaches 90% for the 2020-2021 academic year and beyond. The use of first-year teacher performance data is required by the TEC, §21.045(a)(2), and the proposed performance standards are based on the results of SBEC-approved surveys that have been piloted for several years. Incrementally raising the standard by 5% each year would be a similar method for raising the performance standard to what the SBEC has done in the past. Raising the performance standard to 90% would comport with the SBEC's request for policy options that focus on raising EPP standards and improving teacher preparation programs.

Language in 19 TAC §229.4(a)(4) would be amended to set the performance standards for the frequency, duration, and quality of field supervision of clinical teachers and intern teachers. The performance standard for the frequency and duration of field supervision would be defined as the percentage of candidates who were observed by their field supervisor according to the requirements described in 19 TAC §228.35. For accreditation purposes, the performance standard for the frequency and duration of field supervision would be set at 95% for the 2016-2017 academic year for internship observations. For reporting purposes, the performance standard for the frequency and duration of field supervision would be set at 95% for the 2016-2017 academic year for internship and clinical teaching observations. For accreditation purposes, the performance standard for the frequency and duration of field supervision would be set at 95% for the 2017-2018 academic year and beyond for internship and clinical teaching observations. The performance standard for the quality of field supervision would be based on an exit survey of candidates when they complete an EPP. The performance standard would be defined as the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the required components of structural guidance and ongoing support. The performance standard would be set at 85% for the 2016-2017 academic year and would be used for reporting purposes only. The performance standard would increase to 90% for the 2017-2018 academic year and beyond. The use of field supervision data is required by the TEC, §21.045(a)(4), and the recommended performance standards are based on the results of surveys that have been piloted for several years. Incrementally raising the standard by 5% each year would be a similar method for raising the performance standard to what the SBEC has done in the past. Raising the performance standard to 90% would comport with the SBEC's request for policy options that focus on raising EPP standards and improving teacher preparation programs.

In accordance with the TEC, §21.045(a), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, language in 19 TAC §229.4(g) would be amended to include disaggregation of EPP accountability indicators by race. Because the TEC, §21.045(a), requires the SBEC to propose rules that disaggregate EPP performance data by race, ethnicity, and gender, current 19 TAC §229.4(g)(2) would be removed and 19 TAC §229.4(g)(1) and proposed subsection (g)(2), (3), and (4) would be amended to include groups disaggregated by race,

ethnicity, and gender if the group contains more than 10 candidates. This would be a decrease from the current small group exception of 20, but a small group size of 10 would provide more transparency as to how EPPs are preparing candidates of different genders, races, and ethnicities. A small group size of 10 is also used for the kindergarten-Grade 12 accountability system. The small group exception would not be applied to compliance with the frequency and duration of field supervisor observations. Language in proposed subsection (g)(3) and (4) would be amended to clarify how two- and three-year cumulated group performance is calculated. Language would be amended in 19 TAC §229.4(g) to remove certification field as a disaggregated group for accreditation status determination but would retain language in 19 TAC §229.5(c) so that approval to offer a certification class or category may be revoked if performance standards are not met by the EPP for three consecutive years. Language would also be amended in proposed subsection (g)(5) to clarify that the SBEC, rather than TEA staff, may modify sanctions assigned to an EPP.

Examples of EPP performance based on 2014-2015 data, the proposed pass rate, and the proposed performance standards are included in Attachment III. The 2015-2016 Certification Exam Results are included in Attachment IV. A copy of the Principal Survey Questions is included in Attachment V, and a copy of the Field Supervision Survey Questions is included in Attachment VI.

Accreditation Sanctions and Procedures

Language in 19 TAC §229.5(c)-(e) would be amended to replace *certification field* with *certification class or category*. This would align the language used in 19 TAC Chapters 227, 228, 230, and 233. Language in 19 TAC §229.5(d) would be amended to set the 2016-2017 academic year as the first year that candidate performance in an individual certification class or category would be used for determining whether an EPP has failed to meet performance standards for three consecutive years. This would allow EPPs to be held accountable under provisions that are clearer. To provide more consistency and clarity, language would also be amended in 19 TAC §229.5(e) to align the small group exception and cumulating rules for individual certification classes and categories with the accreditation status determination rule in 19 TAC §229.4(g).

Continuing Approval

In accordance with the TEC, §21.0443(b), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, language in 19 TAC §229.6(a) would be amended so that the continuing approval review indicators are congruent with those that are in the program approval process section of 19 TAC Chapter 228. In accordance with the TEC, §21.0443(c), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, language would be amended in 19 TAC §229.6(b) so that TEA staff makes a recommendation for continuing approval of an EPP and the SBEC makes the final decision for continuing approval of an EPP. In accordance with the TEC, §21.0451(a), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, language in 19 TAC §229.6(b) would also be amended to add failure to comply with the TEC, Chapter 21, as a reason why TEA staff shall propose a recommendation to the SBEC relating to an EPP's approval to recommend candidates for educator certification.

Informal Review of Texas Education Agency Recommendations

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 the SBEC seeks to revoke the EPP's accreditation. Changes to the rule were not necessary to implement this requirement because the rule is already written in such a way to be in compliance with the change in law.

Language would be amended in 19 TAC §229.7(a) to replace *certification field* with *certification class or category*. This would align the language used in 19 TAC Chapters 227, 228, 230, and 233. Language in 19 TAC §229.7(c) would be amended to allow the designee of an EPP's chief operating officer to make the request for an informal review. This would provide EPPs with flexibility in responding to a proposed recommendation for an order or a change in accreditation status. Clarifying language would be added in 19 TAC §229.7(c)(2) so that EPPs have a better understanding of what they are responding to in an informal review request. The proposed change of *shall* to *may* in 19 TAC §229.7(c)(3) would provide flexibility for EPPs in their informal review request responses. Cross references to other SBEC rules would also be updated.

Contested Cases for Accreditation Revocation

Language would be amended in 19 TAC §229.8(a) and (c) to replace *certification field* with *certification class or category*. This would align the language used in 19 TAC Chapters 227, 228, 230, and 233. In accordance with the Texas Government Code, Chapter 2003, language in 19 TAC §229.8(b) would be amended to remove a sentence that allows the provision to prevail in the event that there is a conflict with the rule or practice of the SOAH. Section 229.8(c) would also be amended to clarify that the finality of an order from the SBEC would be made under the provisions of the Administrative Procedure Act.

Fees for Educator Preparation Program Approval and Accountability

The TEC, §21.041(d), allows the SBEC to propose rules to adopt fees to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of EPPs. Language would be amended in 19 TAC §229.9(2) and (3) to clarify that the fees for continuing and discretionary approval reviews are assessed when a site visit is required for a review. These amendments would revise the fees to more adequately cover the cost of onsite reviews. Section 229.9(6) would be added to establish a fee for reviewing requests for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums. This fee would adequately cover the administrative cost of these types of reviews. In addition, 19 TAC §229.9(7) would be added to establish a fee to adequately cover the costs of administering the accreditation, annual performance, and consumer information requirements for EPPs as required by the TEC, §21.045 and §21.0452. This fee would be collected in the fall of each academic year based on the number of candidates an EPP admitted the prior academic year. The revenue from the fees would be used to adequately cover the cost of the personnel, hardware, and contracted services that would be required to develop and maintain the internal and external systems needed to collect, analyze, and report data. The fee would be set at \$55 per admitted candidate for the 2016-2017 and 2017-2018 academic years and \$35 per admitted candidate for the 2018-2019 academic year and beyond. TEA staff would provide annual updates to the SBEC on the revenues and expenditures related to this new fee as well as any recommendations to lower or raise the fee to

adequately cover costs related to Accountability System for Educator Preparation Programs technology systems.

Transitional Provisions

Section §229.21 would be repealed because updated transitional provisions have been added to language in 19 TAC §229.4 and §229.5.

FISCAL IMPACT: TEA staff has determined that for the first five-year period the proposed rule actions are in effect there would be additional costs for state and local government as a result of enforcing or administering the proposed rule actions. The following fiscal implications are based on costs for state government (education service centers and public universities), local government (public community colleges, counties, open-enrollment charter schools, and school districts), and small business and microbusiness EPPs for fiscal years (FYs) 2017-2021. There would also be costs for state government (TEA) for FYs 2017-2021. The effect on the TEA of the proposed costs would be offset by the effect of increases in the EPP approval and accountability fee structure in 19 TAC §229.9.

The proposed rule actions to 19 TAC Chapter 229 would increase TEA costs of administering the Accountability System for Educator Preparation Programs (ASEP) as authorized by the TEC, §21.045 and §21.0452. The proposed amendment to 19 TAC §229.9 would add fees to more adequately cover the administrative costs of administering the ASEP and approving applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums for EPPs as authorized by the TEC, §21.041. The proposed amendment to 19 TAC §229.9 would also amend the five-year and discretionary continuing approval review fees so that a fee would be charged only if the review required a visit by TEA staff.

TEA estimates the total costs for state government-operated EPPs at \$1,039,500 in FYs 2018-2019 and \$647,500 in FYs 2020-2021. TEA estimates the total costs for local government-operated EPPs at \$80,500 in FYs 2018-2019 and \$46,500 in FYs 2020-2021. TEA estimates the total costs for small businesses and microbusinesses that operate EPPs at \$787,500 in FYs 2018-2019 and \$501,500 in FYs 2020-2021. TEA estimates the total increase in revenue for SBEC at \$2,020,500 in FYs 2018-2019 and \$1,248,500 in FYs 2020-2021. The estimated costs and revenue include fees to cover the cost of administering the accreditation, annual performance report, and consumer information requirements for EPPs; processing applications for field-based experiences, clinical teaching, internships, and practicums to be filed by EPPs; and the cost of continuing approval reviews that require visits. These estimated costs and revenues are based on the estimated number of applicants admitted to EPPs, the expected number of applications to be filed by EPPs, and the expected number of continuing approval review visits. No fee or revenue increases are proposed for the estimated FY 2017 cost of \$619,500 because the estimated cost of administering the accreditation, annual performance report, and consumer information requirements for EPPs has already been covered by the current appropriations act. While there are no direct costs for individuals required to comply with the proposed rule's provisions, the fees to cover the cost of administering the accreditation, annual performance report, and consumer information requirements for EPPs is expected to be passed on to individuals who are admitted to EPPs.

The proposed amendments to 19 TAC §§229.3, 229.4, and 229.5 would increase TEA costs of administering the accreditation, annual performance report, and consumer information requirements for EPPs. TEA estimates the total costs for administering the accreditation, annual performance report, and consumer information requirements for EPPs to be \$2,013,500 in FY 2018, \$2,122,500 in FY 2019, and \$1,289,000 in each year for FYs 2020-2021. These total costs include personnel costs (10 full-time equivalents) of \$1,139,000 in each year for FYs 2018-2021 to develop and maintain the internal systems to collect, analyze, and report data; consultant costs of \$824,500 for FY 2018, \$933,500 for FY 2019, and \$100,000 in each year for FYs 2020-2021 to develop and maintain the external systems to collect, analyze, and report data; and equipment costs of \$50,000 in each year for FYs 2017-2021 to support the development and maintenance of the internal and external systems. The estimated FY 2017 cost of \$619,500 for administering the accreditation, annual performance report, and consumer information requirements for EPPs has already been covered by the current appropriations act.

There would be an anticipated increase in local employment in the Region 13 Education Service Center geographic area as a result of the increased costs for administering the accreditation, annual performance report, and consumer information requirements for EPPs. This anticipated increase in local employment would include personnel (10 full-time equivalents) to develop and maintain the internal systems to collect, analyze, and report data. This anticipated increase in local employment would also include consultants to develop and maintain the external systems to collect, analyze, and report data. The anticipated increase in local employment is \$1,963,500 for FY 2018, \$2,072,500 for FY 2019, and \$1,239,000 for FYs 2020-2021. For FY 2017, there would be no costs because no staff would be hired until FY 2018.

There would be an anticipated economic impact for small businesses and microbusinesses that serve as approved EPPs. It is estimated that the proposed amendment to 19 TAC §229.9 would affect between 1-100 small businesses and 1-100 microbusinesses (businesses with 20 or fewer employees). The projected economic impact would consist of compliance costs such as the addition of fees to more adequately cover the administrative costs of administering the accreditation, annual performance report, and consumer information requirements for EPPs and approving applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums for EPPs.

In accordance with Texas Government Code, §2006.002, TEA conducted a regulatory flexibility analysis and assessed alternatives to the proposed amendment to §229.9. Three alternatives that would minimize the adverse impacts on small businesses and microbusinesses include:

1. Not adopting the new fees into rule;
2. Adopting a fee schedule that charges small business and microbusiness EPPs less than other EPPs; and
3. Adopting a fee schedule that does not charge small business and microbusiness EPPs. TEA assessed alternatives, as described earlier, to the proposed amendment to 19 TAC §229.9 that would diminish the impact on small businesses and microbusinesses; however, it is not possible to provide regulatory flexibility on this matter for the reasons that follow.

If the new fees were not adopted into rule, TEA would continue to process applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums without charging a fee to adequately cover the administrative costs of approving these applications. If new fees were not adopted into rule, the timeline for

implementing the accreditation, annual performance report, and consumer information requirements would need to be extended. If small businesses and microbusinesses were charged a lower fee or no fee, this would result in fees for other EPPs that would exceed what is required to adequately provide for the administrative costs of administering the ASEP and applications.

The anticipated effect on local economy and the local employment impact statement required under Texas Government Code, §2001.022, is described earlier in this section.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed rule actions would be an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed revisions would have additional procedural and reporting implications as a result of the new annual performance report data and new consumer information data proposed in §229.3(f), enacted in the TEC, §21.045 and §21.0452, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed revisions would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: The public comment period on the proposal began August 26, 2016, and ended September 26, 2016. Any comments received will be provided to the SBEC under separate cover prior to the October 7, 2016 meeting. The SBEC will take registered oral and written comments on this item at the October 7, 2016 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve for adoption, subject to State Board of Education review, the proposed revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Members Responsible: Tim Miller, Director
Educator Preparation

Michael Vriesenga, Director
Data and Accountability

- Attachments:**
- I. Statutory Citations
 - II. Text of Proposed Revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs (including Figure: 19 TAC §229.3(f)(1))
 - III. Examples of EPP performance based on 2014-2015 data, the proposed pass rate, and the proposed performance standards
 - IV. 2015-2016 Certification Exam Results
 - V. Principal Survey Questions
 - VI. Field Supervision Survey Questions

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

- (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;
- (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 (excerpts):

- (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, §21.0443, Educator Preparation Program Approval and Renewal:

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
 - (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

Texas Education Code, §21.045, Accountability System for Educator Preparation Programs:

- (a) The board shall propose rules necessary to establish standards to govern the 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;
 - (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.
- (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) the following information, disaggregated by race, sex, and ethnicity:
 - (A) the number of candidates who apply;
 - (B) the number of candidates admitted;
 - (C) the number of candidates retained;
 - (D) the number of candidates completing the program;
 - (E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of 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) the number of candidates retained in the profession; and
 - (H) 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 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).

Texas Education Code, §21.0451, Sanctions Under Accountability System for Educator Preparation Programs:

- (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 the opportunity for a contested case hearing;
 - (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 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.

- (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 revocation 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 educator preparation program.

Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs:

- (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) 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;
 - (10) 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), 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) and (10), the board shall develop surveys for distribution to program participants and school principals.
 - (e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.
 - (f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.
 - (g) The board may require any person to provide information to the board for purposes of this section.

ATTACHMENT II
Text of Proposed Revisions to 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 class or category ~~[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) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (3) ~~[(2)]~~ ACT®--The college entrance examination from ACT®.
- (4) ~~[(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 the Texas Education Code, §21.045(a)(3), and its implementation in 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.]~~
- (6) ~~[(7)]~~ Candidate--An individual who has been formally or contingently 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.
- (7) Certification category--A certificate type within a certification class; also referred to as certification field.
- (8) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certification), that has defined characteristics; also referred to as certification field.
- ~~[(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-- An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training). [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 an approved [a state approved] educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer; also referred to as finisher. ["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-- An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's clinical teaching assignment. [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 classes or categories [fields] .
- (15) Educator preparation program data--Data elements reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452 .
- (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-- An individual, as described in §228.2 of this title (relating to Definitions), who is [A currently certified educator,] hired by an [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 teacher [First year in the classroom] --For purposes of the Texas Education Code, §21.045(a) (2) [(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) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- ~~(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-- An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training). [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) Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's internship assignment.
- (25) New teacher--For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, the first year of employment as a classroom teacher under 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.]~~
- (26) ~~(25)~~ Practicum-- An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training). [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.]
- (27) ~~(26)~~ SAT®--The college entrance examination from the College Board.
- (28) Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's practicum assignment.
- ~~(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.]~~
- (29) ~~(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, first-year teachers, new teachers, beginning teachers, field supervisors, ~~[school principals and]~~ administrators, ~~[campus]~~ mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections [subsection] (e) and (f) 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 by ~~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 an ~~the school~~ administrator has ~~and principal have~~ had experience with a first-year ~~candidate or beginning~~ teacher who was a participant in an EPP. All surveys and information required to be submitted pursuant to this chapter by new teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August ~~31~~ 1 of ~~the~~ each academic year in which the candidate completed the requirements of an EPP ~~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) ~~Figure: 19 TAC §229.3(f)(1)~~
 - (2) Candidates ~~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 TEA ~~SBEC~~ of the survey is a requirement for completion of an EPP ~~issuance of a standard certificate~~ .
 - (3) Administrators ~~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) Administrators ~~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 based on experience with first-year teachers who were participants in an EPP ~~for each EPP with which the principals or designated administrators have had experience in the previous year~~ .
 - (5) New teachers in a Texas public school, including an open-enrollment charter school, shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

§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, race, 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~~ :
 - (A) for the 2016-2017 academic year, the performance standard shall be a pass rate of 80% for all examinations for the academic year . The pass rate is the percent of tests passed by candidates who have finished all EPP 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 EPP, 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 EPP requirements divided by the total number of last attempts made by those candidates ;
- (B) for the 2017-2018 academic year, the performance standard shall be the percent of individuals who passed an examination within the first two attempts. For purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate. The pass rate is based solely on the examinations approved by the EPP and required to obtain initial certification in the class or category for which the individual serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that class or category, whether taken before or after admission to an EPP, are not included in the rate. The rate reflects whether or not an individual passed an examination within the first two attempts made on the examination, including those attempted after the individual has completed the EPP. The formula for calculation of pass rate is the number of individuals who have passed an examination on their first or second attempt divided by the number of individuals who passed an examination on their first attempt plus those who passed or failed on their second attempt:
- (i) for examinations of pedagogy and professional responsibilities (PPR), the pass rate will be calculated as described in subparagraph (B) of this paragraph and the performance standard shall be:
- (I) a pass rate of 80% for the 2016-2017 academic year (reporting year only using the percent of individuals who passed an examination within the first two attempts);
- (II) a pass rate of 85% for the 2017-2018 academic year; and
- (III) a pass rate of 90% for the 2018-2019 academic year and beyond; and
- (ii) for non-PPR examinations, the pass rate will be calculated as described in subparagraph (B) of this paragraph and the performance standard shall be:
- (I) a pass rate of 70% for the 2016-2017 academic year (reporting year only using the percent of individuals who passed an examination within the first two attempts);
- (II) a pass rate of 75% for the 2017-2018 academic year;
- (III) a pass rate of 80% for the 2018-2019 academic year;
- (IV) a pass rate of 85% for the 2019-2020 academic year; and
- (V) a pass rate of 90% for the 2020-2021 academic year and beyond;
- (2) the results of appraisals of first-year [beginning] teachers by [school] administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be: [an appraisal document and standards that must be independently developed by the Texas Education Agency (TEA) staff and approved by the SBEC;]
- (A) 70% for the 2016-2017 academic year (reporting year only);
- (B) 75% for the 2017-2018 academic year;
- (C) 80% for the 2018-2019 academic year;

- (D) 85% for the 2019-2020 academic year; and
- (E) 90% for the 2020-2021 academic year and beyond;
- (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 to candidates completing clinical teaching or an internship [of teachers during their internship year] .
- (A) The performance standard ~~[is a 95% compliance rate with SBEC requirements]~~ as to the frequency, duration, and required documentation of field supervision shall be: [for each EPP candidate.]
- (i) a 95% compliance rate with SBEC requirements for each EPP candidate completing an internship for the 2016-2017 academic year;
- (ii) a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2016-2017 academic year (reporting year only); and
- (iii) a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2017-2018 academic year and beyond; and
- (B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be:
- (i) 85% for the 2016-2017 academic year (reporting year only); and
- (ii) 90% for the 2017-2018 academic year and beyond; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be set after a pilot study is completed during the 2016-2017 academic year.
- (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 performance standards in any two gender , race, 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 performance standards for a gender, race, 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 performance standards in any three gender, race, 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 performance standards for a gender, race, 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 by gender, race, or ethnicity, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds ten [20]. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.
- ~~[(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.]~~

- (2) ~~(3)~~ For an EPP candidate group, ~~aggregated or [not]~~ disaggregated by gender, ~~race, or ethnicity, [and certification field,]~~ where the group contains ~~ten [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.
- (3) ~~(4)~~ If the preceding year's EPP candidate group, ~~aggregated or [not]~~ disaggregated by gender, ~~race, or ethnicity, [and certification field,]~~ contained ~~ten [20]~~ or fewer individuals, that group performance shall be combined with the ~~current [following]~~ year's group performance, and if the two-year cumulated group contains more than ~~ten [20]~~ individuals, then the two-year cumulated group performance must be measured against the standards in that second year.
- (4) ~~(5)~~ If the two-year cumulated EPP candidate group, ~~aggregated or [not]~~ disaggregated by gender, ~~race, or ethnicity, [and certification field,]~~ contains ~~ten [20]~~ or fewer individuals, then the two-year cumulated group performance shall be combined with the ~~current [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.
- (5) ~~(6)~~ In any reporting year in which the EPP candidate group, ~~aggregated or [not]~~ disaggregated by gender, ~~race, or [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. ~~The SBEC [TEA staff]~~ may modify the sanction as ~~the SBEC [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 ~~class or category [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 ~~class or category [field]~~ shall be revoked. Any candidates already admitted for preparation in that ~~class or category [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 class or category ~~[field]~~ unless and until the SBEC reinstates approval for the EPP to offer that certification class or category ~~[field]~~ .
- (d) For purposes of determining compliance with subsection (c) ~~[(b)]~~ of this section, candidate performance in individual certification classes or categories ~~[fields]~~ in only the 2016-2017 ~~[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, race, and ethnic groups shall not be counted for purposes of subsection (c) ~~[(b)]~~ of this section, relating to performance standards for individual certification classes or categories ~~[fields]~~ . If the aggregated number of individuals counted ~~[performance indicators]~~ for a certification class or category ~~[field]~~ is ten ~~[20]~~ or fewer, and the certification class or category fails ~~[performance indicators fail]~~ to meet any of the standards in §229.4(a) of this title, the certification class or category ~~[those performance indicators]~~ shall not count that year, but shall be cumulated and counted in the same manner as provided in §229.4 ~~(g) [(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-approval components specified in §228.10(a) of this title (relating to Approval Process) ~~[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, if the Texas Education Agency (TEA) staff finds that an EPP is in compliance with SBEC rules and/or Texas Education Code (TEC), Chapter 21, the TEA staff shall issue a proposed recommendation for SBEC to approve the renewal of an EPP. 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 TEA ~~[Texas Education Agency (TEA)]~~ staff finds that an EPP has failed to comply with SBEC rules and/or the TEC, Chapter 21, and the EPP does not obtain compliance within the timelines established by TEA staff, the TEA staff shall recommend that the SBEC sanction the EPP ~~[may issue a proposed recommendation for SBEC action relating to the EPP's approval to recommend candidates for educator certification]~~ . The TEA staff may recommend that 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 (f) [~~(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 class or category [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 class or category [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 class or category [field] of certification offered by an EPP as provided by the TEC, §21.0451(a)(2)(C);
 - (4) assign a change in [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 §229.6(b) [~~§229.5(e)~~] of this title;
 - (6) revoke the approval of an EPP to recommend candidates for certification in a particular class or category [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 (f) [~~(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 or designee 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 proposed recommendation or change in accreditation status 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 may [~~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 class or category ~~[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) under the Administrative Procedure Act 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 the SBEC [a] final order ~~[decision by the SBEC]~~; and
- (2) automatically modified to remove authorization for an individual certification class or category ~~[field]~~ on the effective date of the SBEC [a] final order ~~[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 visit pursuant to §228.10(b) of this title (relating to Approval Process) ~~--\$4,500. [z]~~
~~[(A) — prior to September 1, 2016 — \$1,500; and]~~
~~[(B) — after August 31, 2016 — \$4,500.]~~
- (3) Discretionary continuing approval review visit pursuant to §228.10(b) of this title--\$4,500.
- (4) Addition of new certification category ~~[field]~~ or addition of clinical teaching--\$500.
- (5) Addition of each new class of certificate--\$1,000.
- ~~(6) Applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums--\$500.~~
- ~~(7) Accountability System for Educator Preparation Programs technology fee:~~
~~(A) For the 2016-2017 and 2017-2018 academic years--\$55 per admitted candidate; and~~

(B) For the 2018-2019 academic year and beyond--\$35 per admitted candidate.

§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)

<u>Section A: Determination of Accreditation Status</u>			
<u>Data required to support Texas Education Code (TEC), §21.045(a), and 19 TAC §229.4, disaggregated by gender, race, and ethnicity</u>			
<u>Accountability System Data</u>		<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>1</u>	<u>Results of certification examinations prescribed under TEC, §21.048(a)</u>	<u>Pass rate as defined in 19 TAC §229.4(a)(1).</u>	<u>Certification test scores will be uploaded into the Accountability System for Educator Preparation (ASEP). Texas Education Agency (TEA) staff will analyze the data and report it on the TEA website.</u>
<u>2</u>	<u>Beginning teacher performance</u>	<u>The percentage of beginning teachers rated sufficiently prepared or well prepared on a survey completed by administrators.</u>	<u>Administrators of first-year teachers will complete a survey evaluating first-year teacher performance by June 15 of each year. TEA staff will analyze the data and report it on the TEA website.</u>
<u>3</u>	<u>Student achievement</u>	<u>The achievement, including the improvement of achievement, of students taught by beginning teachers for the first three years.</u>	<u>Date and method of collection when available. TEA staff will analyze the data and report it on the TEA website.</u>
<u>4</u>	<u>Frequency, duration, and quality of field supervisor guidance</u>	<u>The percentage of candidates who received the required number of field observations of the required duration. Percentage of teacher candidates indicating that their field support during clinical teaching and internships was satisfactory.</u>	<u>By September 15 of each year, each Educator Preparation Program (EPP) will document field supervision in a format determined by TEA staff. Teacher candidates will complete an exit survey indicating the quality of their preparation by August 31 of the year the candidate completed an EPP. TEA staff will analyze the data and report it on the TEA website.</u>
<u>5</u>	<u>Teacher Satisfaction Survey</u>	<u>By program and year, the percentage of new teachers at the end of their first year of teaching after earning a standard certificate who indicate they were sufficiently prepared for their first year in the classroom on a teacher satisfaction survey.</u>	<u>Teachers will complete a survey evaluating the quality of preparation from their EPP by August 31 of their first year as a teacher after earning a standard certificate. TEA staff will analyze the data and report it on the TEA website.</u>

<u>Section B: Annual Performance Report</u>			
<u>Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity</u>			
<u>Accountability System Data</u>		<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>1</u>	<u>Acceptance Rate</u>	<u>The percentage of applicants who are admitted to the program each year.</u>	<u>TEA staff will analyze the data and report it on the TEA website.</u>
<u>2</u>	<u>Number of applicants</u>	<u>Report submitted by the EPP. This is the number of candidates who applied to be admitted to the program during the academic year.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.</u>
<u>3</u>	<u>Number of candidates admitted</u>	<u>Report submitted by the EPP. This is the number of candidates who were admitted during the academic year.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.</u>
<u>4</u>	<u>Number of candidates retained</u>	<u>Report submitted by the EPP. This is the number of candidates who have been admitted to the EPP but have not completed the EPP.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.</u>
<u>5</u>	<u>Number of candidates completing all EPP requirements</u>	<u>Report submitted by the EPP.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.</u>
<u>6</u>	<u>Number of candidates employed as beginning teachers under standard teaching certificates by no later than the first anniversary of completing the program</u>	<u>Number and percentage of completers who have earned a standard certificate and are employed in the school system.</u>	<u>TEA staff will use completer data as reported in B.5 with Educator Certification Online System (ECOS) and Public Education Information Management System (PEIMS) Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.</u>
<u>7</u>	<u>Time required for candidates with probationary teaching certificates to be issued standard teaching certificates</u>	<u>Number of days between the first probationary certificate effective date and the first standard certificate effective date.</u>	<u>TEA staff will analyze the data and report it on the TEA website.</u>
<u>8</u>	<u>Number of candidates retained in the profession</u>	<u>Number and percentage of persons who are still employed in the school system five (5) years after earning a standard certificate.</u>	<u>TEA staff will use completer data as reported in B.5 with ECOS and PEIMS Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.</u>

<u>Section B: Annual Performance Report</u>			
<u>Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity</u>			
<u>Accountability System Data</u>		<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
9	<u>All information required by federal law</u>	<u>Reports submitted by the EPPs in accordance with federal law.</u>	<u>EPPs will submit data required by federal law to the U.S. Department of Education or its agents in accordance with deadlines set by those entities. TEA website will include a link to the Title II website to enhance access to the data.</u>
10	<u>Percentage of all tests passed</u>	<u>The number of candidates who passed a certification examination approved by an EPP divided by the number of attempts by candidates on examinations approved by an EPP.</u>	<u>Certification test scores will be uploaded into ASEP. TEA staff will analyze testing contractor or ASEP data and report it on the TEA website.</u>

<u>Section C: Consumer Information Regarding Educator Preparation Programs</u>			
<u>Data required to support TEC, §21.0452</u>			
<u>Accountability System Data</u>		<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
1	<u>EPP status based on adherence to the standards</u>	<u>Accreditation Rating as described by TEC, §21.0451(a).</u>	<u>Determined annually by the State Board for Educator Certification (SBEC).</u>
2	<u>Optional EPP designation or ranking as provided by TEC, §21.0452(e)</u>	<u>Consumer Information designation or ranking based on data from TEC, §21.0452(b)(1).</u>	<u>If optional designations or ratings are determined by the SBEC, TEA staff will report it on the TEA website.</u>
3	<u>Annual Performance Report data</u>	<u>Data elements submitted or calculated as required by TEC, §21.045(b). See Section B.</u>	<u>TEA staff will analyze the data and report it on the TEA website.</u>
4	<u>Average overall grade point average of persons admitted to the program</u>	<u>The average overall grade point average of persons admitted to the program as required by 19 TAC §227.19.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.</u>
5	<u>Average grade point average in specific subject areas</u>	<u>The average grade point average in courses that are related to the certificate class and/or category in which candidates were admitted to the program.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.</u>
6	<u>Average admitted grade point average</u>	<u>The average grade point average used to admit persons to the program as required by 19 TAC §227.19.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.</u>

<u>Section C: Consumer Information Regarding Educator Preparation Programs</u> <u>Data required to support TEC, §21.0452</u>			
<u>Accountability System Data</u>		<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>7</u>	<u>Average GRE® scores and date</u>	<u>The overall and subject-specific GRE® scores used to admit candidates to the program.</u>	<u>If required for admission to the institution, programs will submit GRE® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.</u>
<u>8</u>	<u>Average SAT® scores and date</u>	<u>The overall and subject-specific SAT® scores used to admit candidates to the program.</u>	<u>If required for admission to the institution, programs will submit SAT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.</u>
<u>9</u>	<u>Average ACT® scores and date</u>	<u>The overall and subject-specific ACT® scores used to admit candidates to the program.</u>	<u>If required for admission to the institution, programs will submit ACT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.</u>
<u>10</u>	<u>The degree to which persons who complete a program are successful in obtaining standard certification</u>	<u>The number and percentage of persons completing a program who earn their standard certificate.</u>	<u>TEA staff will use completer data as reported in B.5 with ECOS data. TEA staff will analyze the data and report it on the TEA website.</u>
<u>11</u>	<u>The extent to which the program prepares teachers to effectively teach students with disabilities</u>	<u>Percentage of new teachers in an academic year who report being sufficiently prepared to teach students with disabilities, or who are rated as being sufficiently prepared to teach students with disabilities.</u>	<u>TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared. TEA staff will analyze the data and report it on the TEA website.</u>
<u>12</u>	<u>The extent to which the program prepares teachers to effectively teach students of limited English proficiency</u>	<u>Percentage of new teachers in an academic year who report being sufficiently prepared to teach students of limited English proficiency, or who are rated as being sufficiently prepared to teach students of limited English proficiency.</u>	<u>TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to teach students of limited English proficiency. TEA staff will analyze the data and report it on the TEA website.</u>

<u>Section C: Consumer Information Regarding Educator Preparation Programs</u>			
<u>Data required to support TEC, §21.0452</u>			
<u>Accountability System Data</u>		<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>13</u>	<u>Success preparing candidates to integrate technology effectively into curricula and instruction</u>	<u>Percentage of new teachers in an academic year who report being sufficiently prepared to integrate technology effectively into curricula and instruction, or who are rated as being sufficiently prepared to integrate technology effectively into curricula and instruction.</u>	<u>TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to integrate technology effectively into curricula and instruction. TEA staff will analyze the data and report it on the TEA website.</u>
<u>14</u>	<u>Success preparing candidates to use technology to collect, manage, and analyze data to improve teaching and learning</u>	<u>Percentage of new teachers in an academic year who report being sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning, or who are rated as being sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning.</u>	<u>TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning. TEA staff will analyze the data and report it on the TEA website.</u>
<u>15</u>	<u>Average ratio of field supervisors to candidates</u>	<u>The number of teacher candidates observed in the field per field supervisor observing candidates in the field, reported for the academic year, fall semester, and spring semester.</u>	<u>By September 15 of each year, each EPP will document field supervision in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.</u>
<u>16</u>	<u>Results of exit surveys given to program participants</u>	<u>The percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support.</u>	<u>TEA staff will administer an exit survey to interns and clinical teachers before they complete a program. TEA staff will analyze the data and report it on the TEA website.</u>
<u>17</u>	<u>Results of surveys given to school principals</u>	<u>The percentage of first-year teachers from each EPP who are appraised as sufficiently prepared.</u>	<u>TEA staff will administer a survey to principals of first year teachers. TEA staff will analyze the data and report it on the TEA website.</u>
<u>18</u>	<u>Results of satisfaction surveys given to beginning teachers</u>	<u>The percentage of new teachers who report they were sufficiently prepared or well prepared at the end of their first year of teaching with a standard certificate.</u>	<u>TEA staff will administer a satisfaction survey to new teachers near the end of their first year of teaching with a standard certificate. TEA staff will analyze the data and report it on the TEA website.</u>

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 2016-2017 academic year, educator preparation programs will report this information using the new categories only. The new categories are as follows:

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

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

Figure: 19 TAC §229.3(f)(1)

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

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
<u>4. Number of candidates completing all EPP requirements</u>		√	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.
<u>5. Number of EPP candidates retained in the profession</u>		√	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.
<u>6. Number of EPP candidates employed</u>		√	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.
<u>7. All information required by federal law</u>	√		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
				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: 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.
<u>2. Annual Performance Report of each EPP</u>	√	√	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.
<u>3. Quality of persons admitted to the EPP:</u>	√		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.

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

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Students with disabilities	√			EPP will provide assurances of compliance in the ASEP system by September 15 for the preceding academic year.
b. <input type="checkbox"/> Students of limited English proficiency	√			EPP will provide assurances of compliance in the ASEP system by September 15 for the preceding academic year.
6. <input type="checkbox"/> 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.

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
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.

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section I: Educator Preparation Program Information</u>				
<u>1. Admission Data:</u>			<u>EPPs report if they require the following criteria for admitting participants:</u>	<u>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.</u>
<u>a. Application</u>	<u>√</u>			<u>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>
<u>b. Fee/payment</u>	<u>√</u>			<u>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>
<u>c. Transcript</u>	<u>√</u>			<u>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>
<u>d. Fingerprint check</u>	<u>√</u>			<u>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>
<u>e. Background check</u>	<u>√</u>			<u>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>
<u>f. Experience in a classroom working with students</u>	<u>√</u>			<u>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>
<u>g. Minimum number of clock hours completed</u>	<u>√</u>			<u>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>
<u>h. Minimum high school GPA</u>	<u>√</u>			<u>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>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section I: Educator Preparation Program Information</u>				
<u>i. Minimum undergraduate GPA</u>	✓			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>j. Minimum GPA in content area coursework</u>	✓			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>k. Minimum GPA in professional education coursework</u>	✓			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>l. Minimum ACT® score</u>	✓			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>m. Minimum SAT® score</u>	✓			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>n. Minimum GRE® score</u>	✓			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>o. Minimum basic skills test score</u>	✓			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>p. Subject area/academic content test or other subject matter verification</u>	✓			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>q. Minimum Miller Analogies Test score</u>	✓			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>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
Section I: Educator Preparation Program Information				
r. <u>Recommendation(s)</u>	✓			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. <u>Essay or personal statement</u>	✓			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. <u>Interview</u>	✓			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. <u>Resume</u>	✓			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. <u>Baccalaureate degree or higher</u>	✓			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. <u>Job offer from school/district</u>	✓			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. <u>Personality test (e.g. Myers-Briggs Assessment)</u>	✓			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. <u>Other (specify: _____)</u>	✓			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.
z. <u>EPP Website</u>	✓			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>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section I: Educator Preparation Program Information</u>				
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.

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section I: Educator Preparation Program Information</u>				
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 vendor.
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 vendor.
<u>Section II: Goals and Assurances</u>				
			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.
1. Annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas				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: _____)	✓			

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section II: Goals and Assurances</u>			<u>EPPs will provide quantifiable goals with assurances.</u>	<u>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>
<u>2. Assurances:</u>				
<u>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.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>b. Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>c. Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>d. General education teachers receive training in providing instruction to students with disabilities.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>e. General education teachers receive training in providing instruction to limited English proficient students.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>f. General education teachers receive training in providing instruction to students from low-income families.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>

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

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section V: Use of Technology – Prepare teachers to:</u>			<u>TEA will collect data and post on the TEA website in the consumer information section of the website.</u>	
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.
<u>Section VI: Teacher Training</u>			<u>TEA will collect data and post on the TEA website in the consumer information section of the website.</u>	
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.

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting HEOA and Title II Reporting Web site https://title2.ed.gov/default.asp</u>
<u>Section VI: Teacher Training</u>			<u>TEA will collect data and post on the TEA website in the consumer information section of the website.</u>	
<u>6. Teach students who are limited English proficient effectively.</u>	<u>√</u>	<u>√</u>		<u>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.</u>

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:

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

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

ATTACHMENT III

Examples of EPP performance based on 2014-2015 data, the proposed pass rate, and the proposed performance standards

Indicator 1 – Pedagogy and Professional Responsibilities (PPR) Pass Rate Performance Standard:

Number and percentage of Educator Preparation Programs (EPPs) that would meet proposed performance standards for the percentage of candidates who passed the PPR exam within two attempts

Proposed Academic Year	2016-17 Report Only	2017-18 Accreditation	2018-19 Accreditation
Proposed Standard	80%	85%	90%
All Candidates (21,076 candidates)	97% (133/137)	96% (131/137)	91% (124/137)
Small Group Exception (10) (20,988 candidates)	98% (117/119)	97% (115/119)	92% (109/119)
Small Group Exception (20) (20,799 candidates)	99% (105/106)	97% (103/106)	93% (99/106)

Note: The Indicator 1 PPR table considered all candidates who were listed as Completers, Other Enrolled or All but Clinical in 2012-2013, 2013-2014 and 2014-2015. The pass rate includes only PPR tests approved by the EPP, required for initial certification in the class or category for which the candidate serves his or her clinical teaching, internship, or practicum, and taken between September 1, 2014 and August 31, 2015. The pass rate is determined by dividing the numerator (the number of candidates who passed a PPR test on their first or second attempt) by the denominator (the number of candidates who passed a PPR test on their first attempt plus those who passed or failed on their second attempt) and multiplying by 100. This table shows the number and percentage of EPPs exceeding the performance standard pass rate considering all candidates, the proposed small group exception of 10 (excludes EPPs with 10 or less candidates), and the current small group exception of 20 (excludes EPPs with 20 or less candidates).

Indicator 1 – Non-PPR Pass Rate Performance Standard:

Number and percentage of EPPs that would meet proposed performance standards for the percentage of candidates who passed the non-PPR exam within two attempts

Proposed Academic Year	2016-17 Report Only	2017-18 Accreditation	2018-19 Accreditation	2019-20 Accreditation	2020-21 Accreditation
Proposed Standard	70%	75%	80%	85%	90%
All Candidates (24,800 candidates)	94% (132/140)	88% (123/140)	79% (111/140)	64% (189/140)	49% (68/140)
Small Group Exception (10) (24,662 candidates)	96% (110/114)	89% (102/114)	79% (90/114)	62% (71/114)	46% (52/114)
Small Group Exception (20) (24,496 candidates)	97% (99/102)	89% (91/102)	79% (81/102)	64% (65/102)	45% (46/102)

Note: The Indicator 1 Non-PPR table considered all candidates who were listed as Completers, Other Enrolled or All but Clinical in 2012-2013, 2013-2014 and 2014-2015. The pass rate includes only non-PPR tests approved by the EPP, required for initial certification in the class or category for which the candidate serves his or her clinical teaching, internship, or practicum, and taken between September 1, 2014 and August 31, 2015. The pass rate is determined by dividing the numerator (the number of candidates who passed a non-PPR test on their first or second attempt) by the denominator (the number of candidates who passed a non-PPR test on their first attempt plus those who passed or failed on their second attempt) and multiplying by 100. This table shows the number and percentage of EPPs exceeding the performance standard pass rate considering all candidates, the proposed small group exception of 10 (excludes EPPs with 10 or less candidates), and the current small group exception of 20 (excludes EPPs with 20 or less candidates).

Indicator 2 – Appraisals of First-Year Teachers by Administrators Performance Standard:

Number and percentage of EPPs that would meet proposed performance standards for the percentage of first-year teachers who are appraised as sufficiently well prepared or well prepared by their principal

Proposed Academic Year	2016-17 Report Only	2017-18 Accreditation	2018-19 Accreditation	2019-20 Accreditation	2020-21 Accreditation
Proposed Standard	70%	75%	80%	85%	90%
All Candidates (13,941 candidates)	69% (89/129)	52% (67/129)	32% (41/129)	17% (22/129)	12% (15/129)
Small Group Exception (10) (13,830 candidates)	75% (67/89)	56% (50/89)	28% (25/89)	10% (9/89)	4% (4/89)
Small Group Exception (20) (13,599 candidates)	71% (75/105)	53% (56/105)	29% (30/105)	11% (12/105)	6% (6/105)

Note: The Appraisals of First-Year Teachers by Administrators results include 33 questions from the 2014-2015 Principal Survey that asks principals how well the EPP prepared a first-year teacher. The survey asks how well the beginning teacher was prepared regarding the Classroom Environment, Instruction, Students with Disabilities, Limited English Proficient Students, Technology Integration, and the Use of Technology with Data. The proposed performance standard is the percentage of first-year teachers who are appraised as sufficiently well prepared or well prepared. This table shows the number and percentage of EPPs exceeding the performance pass rate considering all candidates, the proposed small group exception of 10 (excludes EPPs with 10 or less candidates), and the current small group exception of 20 (excludes EPPs with 20 or less candidates).

Indicator 4 – Frequency and Duration of Field Supervision Performance Standard:

Number and percentage of EPPs that would meet current performance standard for the percentage of candidates who received at least three 45-minute formal observations

Proposed Academic Year	2016-2017 Report Only	2017-2018 Accreditation
Current Standard	95%	95%
Candidates (11,583 candidates)	86% (91/106)	86% (91/106)

Note: The Field Supervision Frequency and Duration results include self-reported observation data by EPPs for candidates participating in an internship for the 2014-2015 academic year. The current performance standard is the percent of internship candidates who received at least three 45-minute formal observations. This table shows the number and percentage of EPPs exceeding the performance standard pass rate considering all candidates who were observed during an internship. Observations of candidates in clinical teaching would be included in the performance standard for academic years 2016-2017 and beyond. The proposed number of required formal observations for the 2016-2017 academic year and beyond will depend on the clinical teaching and/or internship assignment(s). The proposed rules do not include a small group exception for this indicator because it is a measure of EPP compliance with SBEC requirements for ongoing support of candidates.

Indicator 4 – Field Supervision Quality Performance Standard:

Number and percentage of EPPs that would meet proposed performance standards for the percentage of candidates who rated their field supervision as always or almost always providing the components of guidance and support

Proposed Academic Year	<i>2016-2017 Report Only</i>	<i>2017-2018 Accreditation</i>
Proposed Standard	85%	90%
All Candidates (21,558 candidates)	96% (134/140)	89% (125/140)
Small Group Exception (10) (21,448 candidates)	98% (116/118)	92% (109/118)
Small Group Exception (20) (21,248 candidates)	99% (104/105)	92% (97/105)

Note: The Field Supervision Quality results include 11 questions from the 2014-2015 Candidate Exit Survey that is administered to teacher candidates when they apply for standard certification. The proposed performance standard is the percentage of candidates who rate their field supervision as always or almost always providing the components of guidance and support. This table shows the number and percentage of EPPs exceeding the performance standard pass rate considering all candidates, the proposed small group exception of 10 (excludes EPPs with 10 or less candidates), and the current small group exception of 20 (excludes EPPs with 20 or less candidates).

ATTACHMENT IV
2015-2016 Certification Exam Results

2015-2016 Non-PPR Test Results from September 1, 2015 through July 7, 2016			
	Number of candidates who passed the test on their first or second attempt	Number of candidates who passed on their first attempt plus those who passed or failed on their second attempt	Percentage of candidates who passed within first two attempts
Test Name	(Numerator)	(Denominator)	(Numerator/Denominator*100)
AcSciTech 6-12	103	105	98
ASL EC-12	4	5	80
Art EC-12	169	170	99
Bilingual Supplemental	315	349	90
BTLPT-Spanish	578	688	84
Braille	40	42	95
Business Education	62	74	84
Chemistry 7-12	14	18	78
Computer Science 8-12	6	6	100
Core Subjects 4-8	69	82	84
Core Subjects EC-6	1283	1527	84
Dance 8-12	45	46	98
Deaf and Hard of Hearing EC-12	15	16	94
Educational Diagnostician	288	303	95
ELAR 4-8	58	59	98
ELAR 7-12	445	531	84
ELAR/Social Studies 4-8	115	119	97
ESL Supplemental	946	1004	94
GT Supplemental	13	13	100
Health EC-12	25	26	96
Health Science 6-12	9	9	100
HST Education 8-12	35	35	100
History 7-12	160	175	91
Journalism 7-12	8	8	100
LOTE: French	2	6	33
LOTE: German	2	2	100
LOTE: Latin	1	1	100
LOTE: Spanish	78	131	60
Life Science 7-12	99	145	68
Marketing Education 8-12	1	1	100
Master Teacher - Math (EC-4)	5	5	100
Master Teacher - Reading	47	48	98
Master Teacher - Technology	1	1	100
Mathematics 4-8	154	171	90
Mathematics 7-12	246	272	90
Mathematics/Science 4-8	102	107	95
Music EC-12	389	413	94

2015-2016 Non-PPR Test Results from September 1, 2015 through July 7, 2016			
	Number of candidates who passed the test on their first or second attempt	Number of candidates who passed on their first attempt plus those who passed or failed on their second attempt	Percentage of candidates who passed within first two attempts
Test Name	(Numerator)	(Denominator)	(Numerator/Denominator*100)
Physical Education EC-12	460	478	96
Physical Science 6-12	5	5	100
PS/M/E 6-12	5	6	83
Physics/Mathematics 7-12	6	6	100
Principal	1960	2237	88
Reading Specialist	87	87	100
School Counselor	942	950	99
School Librarian	167	190	88
Science 4-8	57	64	89
Science 7-12	90	108	83
Social Studies 4-8	31	35	89
Social Studies 7-12	150	192	78
Special Education EC-12	505	521	97
SPED Supplemental	33	34	97
Speech 7-12	9	12	75
Superintendent	229	237	97
Technology Applications 8-12	2	2	100
Technology Applications EC-12	8	9	89
Technology Education 6-12	19	20	95
TASC/ASL	5	7	71
Theatre EC-12	58	62	94
Visually Impaired	36	36	100
All Tests	10796	12011	90

Note: This table considered all candidates who were listed as Completers, Other Enrolled or All but Clinical in 2013-2014, 2014-2015 and 2015-2016. The passing rates include only tests taken between September 1, 2015 and July 7, 2016. For each test the numerator is the number of candidates who passed the test on their first or second attempt and the denominator is the number of candidates who passed on their first attempt plus those who passed or failed on their second attempt. The percent passing is the percentage of candidates who passed the test within their first two attempts.

ATTACHMENT V

Principal Survey Questions

Overview

The Principal Survey includes 33 questions from the current survey that asks principals how well the educator preparation program prepared a first-year teacher. It addresses Texas Education Code §21.045(a)(2). The survey asks how well the beginning teacher was prepared regarding the Classroom Environment, Instruction, Students with Disabilities, Limited English Proficient Students, Technology Integration and the Use of Technology with Data.

Selected Response Questions

The principal can select from one of four responses to most questions on the survey.

- **Well prepared** – All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.
- **Sufficiently prepared** – Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
- **Not sufficiently prepared** – The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
- **Not at all prepared** – The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

The prefix to the questions is “To what extent did the educator preparation program prepare this beginning teacher to:”

Section II: Classroom Environment

1. effectively implement discipline management procedures?
2. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. provide support to achieve a positive, equitable, and engaging learning environment?
4. build and maintain positive rapport with students?
5. build and maintain positive rapport and two-way communication with students’ families?

Section III: Instruction

6. implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. use the results of formative assessment data to guide instruction?
9. engage and motivate students through learner-centered instruction?
10. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
11. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?
12. set clear learning goals and align instruction with standards-based content?
13. provide quality and timely feedback to students?

Section IV: Students with Disabilities

14. differentiate instruction to meet the academic needs of students with disabilities?
15. differentiate instruction to meet the behavioral needs of students with disabilities?
16. provide appropriate ways for students with disabilities to demonstrate their learning?
17. understand and adhere to the federal and state laws that govern special education services?
18. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?
19. develop and/or implement formal and informal assessment that track students' progress toward IEP goals and objectives?
20. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Section V: English Language Learners

21. provide appropriate ways for LEP-ELL students to demonstrate their learning?
22. understand and adhere to federal and state laws that govern education services for LEP-ELL students?
23. comply with district and campus policies and procedures regarding LEP-ELL students?
24. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
25. model and teach the forms and functions of academic English in content areas?

Section VI: Technology Integration

26. use technology available on the campus to integrate curriculum to support student learning?
27. provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?
28. teach students developmentally appropriate technology skills?
29. use technology to make learning more active and engaging for students?

Section VII: Using Technology with Data

30. use available technology to collect, manage and analyze student data using software programs (such as Excel or an electronic gradebook)?
31. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
32. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?
33. use available technology to collect and manage formative assessment data to guide instruction?

ATTACHMENT VI
Field Supervision Survey Questions

Overview

The Field Supervision Survey includes 11 questions from one section of the current 53-question Exit Survey that is administered to teacher candidates when they apply for standard certification.

Selected Response Questions

The candidate can select from one of four responses to the following questions:

- Always/Almost always
- Frequently
- Occasionally
- Rarely

Section VIII: Field Experience

1. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?
2. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?
3. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?
4. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?
5. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?
6. To what extent did your Field Supervisor hold an interactive conference with you after each observation?
7. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?
8. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?
9. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?
10. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?
11. To what extent did your Field supervisor ask you for ways he/she can support you?