

Item 13:

Discussion of 2014-2015 Accountability System for Educator Preparation Annual Report

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the 2014-2015 Accountability System for Educator Preparation Programs (ASEP) annual report. The ASEP annual report implements the reporting requirements of the Texas Education Code (TEC), §§21.045(b), 21.0452(a), and 21.0452(b) as expressed in the figure included in 19 Texas Administrative Code (TAC) §229.3(f)(1).

STATUTORY AUTHORITY: The statutory authority for the ASEP annual report is the TEC, §§21.045(b), 21.0452(a), and 21.0452(b). The TEC, §21.045(b) requires each educator preparation program (EPP) to submit specific performance data, information, and data elements as required by the SBEC for an annual performance report to ensure candidate access and equity. The TEC, §21.0452(a) requires the SBEC to make certain information regarding EPPs in this state available to the public through the SBEC's Internet website to assist persons interested in obtaining teaching certification in selecting an EPP and assist school districts in making staffing decisions. The TEC, §21.0452(b) describes the specific information that is required to be shared with the public.

PREVIOUS BOARD ACTION: At the October 2016 meeting, Texas Education Agency (TEA) staff shared a draft of the ASEP annual report with the SBEC.

FUTURE ACTION EXPECTED: TEA staff will post a PDF-version of the ASEP annual report for each EPP on or about December 15, 2016 on the TEA website at http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Consumer_Information_about_Educator_Preparation_Programs.aspx.

BACKGROUND INFORMATION AND JUSTIFICATION: Since January 2016, TEA staff have worked with the American Institutes for Research Texas Comprehensive Center to create the ASEP annual report. This work included reviewing reports from other states, creating numerous drafts of the report, and discussing and sharing available and anticipated data. The static ASEP annual reports are a first step towards an interactive reporting system. TEA staff shared drafts of individual ASEP annual reports with each EPP director on or about November 1, 2016. Directors had an opportunity to provide feedback and ask questions regarding the contents of the report. TEA staff corrected errors in the data as needed.

Staff Members Responsible:

Tim Miller, Director
Educator Preparation

Michael Vriesenga, Director
Data and Accountability

- Attachments:**
- I. Statutory Citations
 - II. Draft 2014-2015 Accountability System for Educator Preparation Programs Annual Report
 - III. Figure: 19 TAC §229.3(f)(1)

ATTACHMENT I**Statutory Citations Relating to Proposed Revisions to the Accountability System for Educator Preparation Report****Texas Education Code, §21.045, Accountability System for Educator Preparation Programs (excerpt):**

- (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, §21.0452, Consumer Information Regarding Educator Preparation Programs (excerpt):

- (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.

ATTACHMENT II

Draft 2014-2015 Accountability System for Educator Preparation Annual Report

Institution Name: ABC University

County/District Number: 11111

Contact: Dr. John Doe

Address: 123 Brown Street San Antonio, TX 78212-7200

Phone: 210-999-9999 Web Address: www.abcuniversity.edu

Program Type: University Undergraduate; Post Baccalaureate Subtype: University

ABC University – Minimum Accountability Standards – TEC 21.045(a)

Standard	2014-2015	Statewide 2014-2015
Accreditation Status¹	Accredited	97% Accredited
Indicator 1: Percent Completers Passing Certification Examinations²	85%	94%
Indicator 2: Principal Appraisal of First Year Teachers³	84%	74%
Indicator 3: Improvement in Student Achievement⁴	Not Applicable	Not Applicable
Indicator 4: Frequency and Duration of Field Observations⁵	Greater than 95%	85% of EPPs greater than 95%
Indicator 4: Quality of Field Supervision⁶	93%	93%
Indicator 5: Satisfaction of New Teachers⁷	Not Available	Not Available

1. According to TEC §21.045 and §21.0451, accreditation status should be based on: (1) results of the certification examinations, (2) appraisals of first-year teachers, (3) achievement of students taught by beginning teachers, and (4) the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors that prepared them while in the program, and (5) survey of new teachers. Accreditation status reports are available on the [consumer information page](#) of the TEA Web site.

2. Percentage of individuals that the program reported as completers who passed the certification examinations required for the certification they pursued. For the state as a whole, the average is the passing percentage for all the individual programs.

3. Percentage of Principal Survey respondents who reported on average that the first-year teachers were well prepared or sufficiently prepared for their first year of teaching. More information on principal evaluations of new teachers is available in the [Performance on the Appraisal System for Beginning Teachers](#).

4. Data for this measure are under development. There is no standard for improvement in achievement at this time.

5. Percentage of candidates that received at least three 45-minute observations. The standard is that 95% of candidates receive at least three 45-minute observations.

6. Percentage of respondents who reported on average “Frequently” or “Always/Almost Always” on the field observation questions of the Exit Survey. More information on the Exit Survey is available on the [consumer information](#) page of the TEA web site.

7. Satisfaction data from new teachers following their first year of teaching with a standard certificate. No standard for Standard 5 at this time. Data for this measure are under development.

ABC University–Annual Performance Report Indicators – TEC 21.045(b)

Standard	2014-2015	Statewide 2014-2015
Acceptance Rate⁸	93%	57%
Applied	46	68,749
Admitted⁹	43	39,483
Retained in Program¹⁰	32	47,700
Completed the Program¹¹	31	27,643
Number Fully Certified¹²	Not Applicable	Not Applicable
Percent Fully Certified	Not Applicable	Not Applicable
Number Employed Within a Year of Completion¹³	20	19,205
Percent Employed Within a Year of Completion	60%	87%
Average Length of Probationary Certification (days)¹⁴	Not Applicable	Not Applicable
Number Remaining in the Profession for 5 years¹⁵	7	17,304
Percent Remaining in the Profession for 5 years	33%	60%
Candidates/Supervisor¹⁶	1:1	10:1

8. The percentage of candidates who applied to a program that were actually admitted.

9. The number of candidates allowed to enter the educator preparation program.

10. The number of candidates who were admitted to the educator preparation program during the reporting year or previous year, but have not yet finished or left the program.

11. The number of candidates who finished the program requirements in a reporting year.

12. Reporting the number and percent of candidates fully certified within one year of completing a program was required by HB 2205, effective September 1, 2015. This data will not be reported for 2014-2015.

13. Completers who were issued an initial, standard teacher certificate during the first certification year shown and were employed for the first or second school year after certification are counted as employed. Includes both teaching and non-teaching positions in the Texas public school system.

14. For completers who earned their standard certificate, this is the time between the effective date of their first probationary certificate and the effective date of their standard certificate. This data will not be reported for 2014-2015.

15. Completers who were issued an initial, standard teacher certificate during the second certification year shown, were employed for the first or second school year after certification, and were employed for the fifth year after certification are counted as retained. Includes both teaching and non-teaching positions in the Texas public school system.

16. The ratio of candidates placed as interns by each educator preparation program, to the number of supervisors.

ABC University – Consumer Information – TEC §21.0452(b)

Standard	2014-2015	Statewide 2014-2015
Candidates' Overall GPA ¹⁷	3.35	3.19
Average GPA in Subject Area ¹⁸	3.35	3.25
Incoming Class GPA ¹⁹	3.35	3.20
Candidates' Average SAT ²⁰	Not Applicable	1214
Candidates' Average ACT ²⁰	Not Applicable	24
Candidate's Average GRE ²⁰	Not Applicable	548
Prepared to Teach Students with Disabilities ²¹	78%	72%
Prepared to Teach English Language Learners ²¹	92%	76%
Prepared to Integrate Technology into Teaching ²¹	89%	91%
Prepared to Use Technology to Collect, Manage and Analyze Data ²¹	88%	89%
Candidate/Supervisor Fall Semester ²²	Not Applicable	Not Applicable
Candidate/Supervisor Spring Semester ²²	Not Applicable	Not Applicable
Pass Rate – All Candidates, All Tests ²³	47%	57%

17. Average GPA on all college or university coursework candidates took before entering the program as reported by the educator preparation program.

18. The average GPA candidates earned on content courses in the certification field as reported by the educator preparation program.

19. The average GPA of candidates that programs used to determine admission to the program as reported by the educator preparation program. The incoming class GPA will differ from the candidates' overall GPA because programs may admit candidates on the strength of their last 60 hours of coursework rather than on their overall academic record (TEC §21.0441(a)(1)(B)).

20. If the program does not use the assessment for admission, then the data is not reported. Data is reported by the educator preparation program.

21. Percentage of Principal Survey respondents who reported on average that the candidates were well prepared or sufficiently prepared with the requisite skills.

22. Reporting candidate/supervisor ratios by semester was required by HB 2205, effective September 1 2015. Data will not be reported on this measure until 2018.

23. For all tests that the program approved, the percentage of test attempts that the candidates passed.

ATTACHMENT II

Figure: 19 TAC §229.3(f)(1)

Section A: Determination of Accreditation Status Data required to support Texas Education Code (TEC), §21.045(a), and 19 TAC §229.4, disaggregated by gender, race, and ethnicity			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
1	Results of certification examinations prescribed under TEC, §21.048(a)	Pass rate as defined in 19 TAC §229.4(a)(1).	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.
2	Beginning teacher performance	The percentage of beginning teachers rated sufficiently prepared or well prepared on a survey completed by administrators.	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.
3	Student achievement	The achievement, including the improvement of achievement, of students taught by beginning teachers for the first three years.	Date and method of collection when available. TEA staff will analyze the data and report it on the TEA website.
4	Frequency, duration, and quality of field supervisor guidance	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.	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.
5	Teacher Satisfaction Survey	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	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

Section A: Determination of Accreditation Status Data required to support Texas Education Code (TEC), §21.045(a), and 19 TAC §229.4, disaggregated by gender, race, and ethnicity		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting
	prepared for their first year in the classroom on a teacher satisfaction survey.	certificate. TEA staff will analyze the data and report it on the TEA website.

Section B: Annual Performance Report			
Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
1	Acceptance Rate	The percentage of applicants who are admitted to the program each year.	TEA staff will analyze the data and report it on the TEA website.
2	Number of applicants	Report submitted by the EPP. This is the number of candidates who applied to be admitted to the program during the academic year.	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.
3	Number of candidates admitted	Report submitted by the EPP. This is the number of candidates who were admitted during the academic year.	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.
4	Number of candidates retained	Report submitted by the EPP. This is the number of candidates who have been admitted to the EPP but have not completed the EPP.	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.
5	Number of candidates completing all EPP requirements	Report submitted by the EPP.	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.
6	Number of candidates employed as beginning teachers under standard teaching certificates by no later than the first anniversary of completing the program	Number and percentage of completers who have earned a standard certificate and are employed in the school system.	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.

Section B: Annual Performance Report Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
7	Time required for candidates with probationary teaching certificates to be issued standard teaching certificates	Number of days between the first probationary certificate effective date and the first standard certificate effective date.	TEA staff will analyze the data and report it on the TEA website.
8	Number of candidates retained in the profession	Number and percentage of persons who are still employed in the school system five (5) years after earning a standard certificate.	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.
9	All information required by federal law	Reports submitted by the EPPs in accordance with federal law.	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.
10	Percentage of all tests passed	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.	Certification test scores will be uploaded into ASEP. TEA staff will analyze testing contractor or ASEP data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
1	EPP status based on adherence to the standards	Accreditation Rating as described by TEC, §21.0451(a).	Determined annually by the State Board for Educator Certification (SBEC).
2	Optional EPP designation or ranking as provided by TEC, §21.0452(e)	Consumer Information designation or ranking based on data from TEC, §21.0452(b)(1).	If optional designations or ratings are determined by the SBEC, TEA staff will report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
3	Annual Performance Report data	Data elements submitted or calculated as required by TEC, §21.045(b). See Section B.	TEA staff will analyze the data and report it on the TEA website.
4	Average overall grade point average of persons admitted to the program	The average overall grade point average of persons admitted to the program as required by 19 TAC §227.19.	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.
5	Average grade point average in specific subject areas	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.	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.
6	Average admitted grade point average	The average grade point average used to admit persons to the program as required by 19 TAC §227.19.	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.
7	Average GRE [®] scores and date	The overall and subject-specific GRE [®] scores used to admit candidates to the program.	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.
8	Average SAT [®] scores and date	The overall and subject-specific SAT [®] scores used to admit candidates to the program.	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.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
9	Average ACT® scores and date	The overall and subject-specific ACT® scores used to admit candidates to the program.	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.
10	The degree to which persons who complete a program are successful in obtaining standard certification	The number and percentage of persons completing a program who earn their standard certificate.	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.
11	The extent to which the program prepares teachers to effectively teach students with disabilities	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.	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.
12	The extent to which the program prepares teachers to effectively teach students of limited English proficiency	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.	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.
13	Success preparing candidates to integrate technology effectively into curricula and instruction	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.	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.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting	
14	Success preparing candidates to use technology to collect, manage, and analyze data to improve teaching and learning	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.	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.
15	Average ratio of field supervisors to candidates	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.	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.
16	Results of exit surveys given to program participants	The percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support.	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.
17	Results of surveys given to school principals	The percentage of first-year teachers from each EPP who are appraised as sufficiently prepared.	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.
18	Results of satisfaction surveys given to beginning teachers	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.	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.