

Text of Proposed Amendment to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine 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 EPP candidates' performance on examinations of pedagogy and professional responsibilities (PPR) and non-PPR standard [of] certification examinations [of] beginning with the 2017-2018 academic year. The EPP candidates' [candidates:] performance on PPR and non-PPR examinations shall provide separate accountability performance indicators for EPPs.
- [(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;]
- (A) [(B)] For both PPR and non-PPR examinations [for the 2017-2018 academic year] , the performance standard shall be calculated based on the percentage [percent] of candidates [individuals] admitted after December 26, 2016, who passed an examination within the first two attempts. For purposes of determining the pass rate, a candidate [individuals] shall not be excluded because the candidate [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 candidate [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 candidates [individuals] who have passed an examination on their first or second attempt , including any attempts after the candidate completed the EPP, divided by the number of candidates [individuals] who passed an examination on their first attempt plus those who passed or failed on their second attempt . [;]
- (B) [(+)] For [for] examinations of PPR [pedagogy and professional responsibilities (PPR)], the pass rate will be calculated as described in subparagraph (A) [(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);]~~

(i) ~~[(II)]~~ a pass rate of 85% for the 2017-2018 academic year; and

(ii) ~~[(III)]~~ a pass rate of 90% for the 2018-2019 academic year and beyond. ~~;~~

(C) ~~[(ii)]~~ For ~~for~~ non-PPR examinations, the pass rate will be calculated as described in subparagraph (A) ~~[(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);]~~

(i) ~~[(II)]~~ a pass rate of 75% for the 2017-2018 academic year;

(ii) ~~[(III)]~~ a pass rate of 80% for the 2018-2019 academic year;

(iii) ~~[(IV)]~~ a pass rate of 85% for the 2019-2020 academic year; and

(iv) ~~[(V)]~~ a pass rate of 90% for the 2020-2021 academic year and beyond;

- (2) the results of appraisals of first-year teachers by 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 beginning with the 2017-2018 academic year shall be 70%; ~~;~~

~~[(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;
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) ~~§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. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator.

(A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements of documentation of §228.35(g) for 95% of the EPP's candidates, beginning with the 2017-2018 academic year. ~~;~~

~~[(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 90% for the 2017-2018 academic year and beyond; and [±]

~~[(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 2017-2018 ~~[2016-2017]~~ academic year.

(b)-(f) (No change.)

(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 candidates ~~[individuals]~~ in the group exceeds 10 ~~[ten]~~. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.
- (2) For an EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, where the group contains 10 ~~[ten]~~ or fewer candidates ~~[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) If the current ~~[preceding]~~ year's EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, contained between one and 10 candidates ~~[ten or fewer individuals]~~, that group performance shall be combined with the prior ~~[current]~~ year's group performance, and if the two-year cumulated group contains more than 10 ~~[ten]~~ candidates ~~[individuals]~~, then the two-year cumulated group performance must be measured against the standards in the current ~~[that second]~~ year.
- (4) If the two-year cumulated EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, contains between one and 10 candidates ~~[ten or fewer individuals]~~, then the two-year cumulated group performance shall be combined with the [current year's] group performance from the year preceding the prior year. The three-year cumulated group performance must be measured against the standards in the current ~~[that third]~~ year, regardless of how small the cumulated number of group members may be.
- (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, does not meet the necessary number of candidates ~~[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 may modify the sanction as the SBEC 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.]~~