

**Item 8:**  
**Consider and Take Appropriate Action on Request to  
Approve 2019–2020 Accountability System for Educator  
Preparation (ASEP) Accreditation Statuses**

**DISCUSSION AND ACTION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the proposed 2019–2020 Accountability System for Educator Preparation (ASEP) accreditation statuses for educator preparation programs (EPPs).

**STATUTORY AUTHORITY:** ASEP accreditation statuses and sanctions for EPPs are authorized by the Texas Education Code (TEC) §21.045 and §21.0451.

**EFFECTIVE DATE:** Upon Board approval.

**PREVIOUS BOARD ACTION:** The SBEC approved accreditation statuses in January 2002, November 2003, May 2004, March 2005, May 2006, May 2007, May 2008, June 2009, April 2010, April 2011, February 2012, February 2013, May 2014, June 2015, April 2016, March 2017, May 2018, February and April 2019, and February 2020.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC is responsible for establishing standards to govern the continuing accountability of all EPPs that prepare individuals for certification. Senate Bill 174, 81st Texas Legislature, Regular Session, 2009, amended the TEC, §21.045 and enacted the TEC, §21.0451. House Bill 2205, 84th Texas Legislature, Regular Session, 2015, amended the TEC, §21.045 and §21.0451. The TEC, §21.045 authorizes the SBEC to propose rules necessary to establish standards to govern the continuing accountability of all EPPs based on five performance indicators. The TEC, §21.0451 authorizes the SBEC to propose rules necessary for the sanction of EPPs that do not meet accountability standards or comply with state law or rules. The TEC, §21.0451 also authorizes the SBEC to annually review the accreditation status of each EPP.

To meet the statutory requirements governing the continuing accountability of all EPPs that prepare individuals for certification, the SBEC adopted amendments to Chapter 229 of the Texas Administrative Code (TAC) that went into effect in April 2010, October 2014, March 2015, December 2016, March 2019, December 2019, and December 2020.

**Declared State of Disaster**

On March 13, 2020, Governor Abbott declared a state of disaster due to the COVID-19 pandemic that caused many campuses, facilities, and services to close or modify their operations. The pandemic and related disaster declaration impacted the collection of relevant data and the opportunity for TEA to determine EPP performance on these accountability measures. At the October 2020 SBEC meeting, in response to the situation, the Board adopted rule provisions in 19 TAC Chapter 229 to do the following:

- §229.4(a) prescribes that the 2019–2020 academic year data for the performance indicators be reported to EPPs but not used for accountability purposes. This prevents EPPs from being subject to accountability ratings based on partial and incomplete data from the 2019–2020 academic year while receiving important data regarding each program's performance.
- §229.4(b)(4) prescribes an accreditation status assignment of *Not Rated: Declared State of Disaster* for the 2019–2020 academic year for all EPPs. The rule change prescribes that this accreditation assignment does not interrupt consecutively measured years or next most recent years and not be included in any count of years related to the ASEP system. Additionally, the proposed new subsection prescribes that the ASEP status that each EPP was assigned by the SBEC for the 2018–2019 academic year be the operative accreditation status for purposes prescribed in 19 TAC Chapter 228, Requirements for Educator Preparation Programs.

Per §229.4(b)(4), TEA staff provided official notification to each EPP of the recommended assignment of *Not Rated: Declared State of Disaster* and the data relating to the performance standards on each ASEP indicator on November 23, 2020.

Attachment II includes the recommended 2019–2020 accreditation statuses that reflects all EPPs be assigned a *Not Rated: Declared State of Disaster* accreditation status.

### **ASEP Performance Standards**

The following is a description of the ASEP performance indicators codified in Texas statute and SBEC rule with corresponding standards.

**Texas statute** in TEC, §21.045 requires that the continuing accountability of all EPPs be based on the following information that is disaggregated with respect to race, sex, and ethnicity:

- **Indicator 1** – results of the certification examinations,
- **Indicator 2** – appraisals of first-year teachers by principals,
- **Indicator 3** – achievement or improvement of achievement, of students taught by beginning teachers,
- **Indicator 4** – 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
- **Indicator 5** – the results from a teacher satisfaction survey.

**SBEC rules** in §229.4(a)(1–5), establish the performance standards for each of the required ASEP indicators:

<b>ASEP Indicator</b>	<b>Descriptor of Indicator</b>	<b>Performance Standard</b>
<b>1. Certification Exams</b>	Pass rate for pedagogy and professional responsibilities (PPR) exams on first two attempts.	85%

ASEP Indicator	Descriptor of Indicator	Performance Standard
	Pass rate for non-PPR (content) exams related to candidates' declared fields on first two attempts.	75%
<b>2. Principal Appraisal of First-Year Teachers</b>	Percentage of first-year teachers designated as Sufficiently or Well Prepared.	70%
<b>3. Improvement in Student Achievement</b>	Achievement and improvement of students taught by teachers in first three years.	70%*
<b>4. Field Supervision</b>	Percentage of candidates in internship and clinical teaching experiences who received the required number of field observations of required duration.	95%
	Percentage of candidates in internship and clinical teaching experiences who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	90%
<b>5. Satisfaction of New Teachers</b>	Percentage of new teachers who report that they were Sufficiently or Well Prepared by their program at the end of their first year of teaching under a standard certificate.	70%

\*The first two academic years for which the Texas Education Agency (TEA) has data necessary to calculate this performance standard following the 2019–2020 academic year will be reporting years only and will not be used to determine accreditation status.

### **2020–2021 ASEP Accreditation**

The SBEC and TEA staff discussed closely monitoring the ongoing pandemic and disaster declaration and bringing the Board considerations and recommendations for the current 2020–2021 academic year regarding the accountability system ratings. Below are factors for the SBEC's consideration in directing TEA staff at the Board meeting.

**Background:** The Accountability System for Educator Preparation was established to ensure educator candidates are adequately prepared, to provide meaningful data for EPPs for continual improvement, and to provide full transparency to the public. Additionally, Texas law and SBEC rules codify the types of information measured and the standards by which to determine performance.

- Texas statute requires the SBEC to hold EPPs accountable to the indicators listed above.
- SBEC rule prescribes the requirements and timelines for collecting the data for each of the indicators. Any change to these requirements or timelines would require rulemaking, which would not be effective until past their due dates for compliance.
- The SBEC assigns the ASEP accountability ratings for each EPP annually based on the results of each indicator. The ratings are publicized on the TEA website and utilized by consumers, school districts, and policy makers.

- During the 2019–2020 academic year, the Governor waived the requirements of Indicator 2, Principal Survey, and Indicator 5, Teacher Survey, to not burden these educators from participating in the surveys during the pandemic.
- At the October 2020 SBEC meeting, the Board adopted rule text prescribing that all EPPs be assigned an ASEP accreditation rating of *Not Rated: Declared State of Disaster* and the data would be shared with the EPPs but not used for accountability purposes.

**Recommendation:** To align with SBEC’s directive to monitor the ongoing pandemic as it relates to the ASEP accreditation statuses for the 2020–2021 academic year, TEA staff recommends:

- Proceeding with the data collection activities related to the ASEP system as an option for principals and teachers.
- Designating the data for the 2020–2021 academic year as report-only, not for use in the determination of accreditation statuses.
- Extending the status of *Not Rated: Declared State of Disaster* through for the 2020–2021 academic year.

**Rationale:** There are several considerations to support this recommendation:

- By maintaining the survey data as an optional data collection, principals and teachers will still be able to provide data that serve as a valuable resource for program improvement. This information is particularly important given the demands on our students and educators resulting from the pandemic.
- Principals and teachers will have the opportunity to receive continuing professional education (CPE) hours for participation in the surveys.
- The continuity of conducting the ASEP activities will ensure continuity of the system and processes moving forward.
- The report-only data will help provide the SBEC, EPPs, school districts, and the agency with valuable information regarding educator preparation during this time.

**Next Steps:** If the SBEC wants the opportunity to proceed with the activities of the ASEP system and allow the 2020–2021 academic year as report-only for accountability purposes, TEA staff will bring back draft rule text at the April 2021 SBEC meeting to initiate rulemaking.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the proposed accountability statuses will be to ensure equity and transparency for all EPPs that were operational during the 2019–2020 academic year.

**INTERIM ASSOCIATE COMMISSIONER’S RECOMMENDATION:**

Approve the 2019–2020 Accountability System for Educator Preparation Programs accreditation statuses as presented.

**Staff Members Responsible:**

Mark Olofson, Director, Educator Data and Preparation Program Management  
Christie Pogue, Director, EPP Accreditation and Policy Development

**Attachments:**

- I. Statutory Citations
- II. Proposed Accreditation Statuses for 2019–2020

**ATTACHMENT I****Statutory Citations Relating to Proposed Amendments to 2019–2020 Accountability System for Educator Preparation Programs (ASEP) Accreditation Statuses****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).
- (d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

**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.

## ATTACHMENT II

**Proposed Not Rated: Declared State of Disaster  
Accreditation Statuses for 2019–2020**

<b>Entity</b>
A Career in Education – ACP
A Career in Teaching - Alternative Certification Program – Corpus Christi
A Career in Teaching - Alternative Certification Program – McAllen
A+ Texas Teachers
Abilene Christian University
ACT – Houston
ACT – Houston Dallas
ACT – Rio Grande Valley
Alamo Colleges
Alternative – South Texas Educator Program
Amberton University
American College of Education
Angelo State University
Arlington Baptist College
Austin College
Austin Community College
Baylor University
Concordia University
Criswell College
Dallas Baptist University
Dallas Christian College
Dallas ISD
East Texas Baptist University
Education Career Alternatives Program
Educators of Excellence ACP



<b>Entity</b>
EIT: Excellence in Teaching
Hardin-Simmons University
Harris County Department of Education
Houston Baptist University
Houston Community College System
Houston ISD
Howard Payne University
Huston-Tillotson University
Intern Teacher ACP
iteachTEXAS
Jarvis Christian College
Lamar University
LeTourneau University
Lonestar College – Kingwood
Lubbock Christian University
McLennan Community College
McMurry University
Midwestern State University
Mountain View College
North American University
Our Lady of the Lake University
Paul Quinn College
Prairie View A&M University
Region 01 Education Service Center
Region 02 Education Service Center
Region 04 Education Service Center
Region 05 Education Service Center

<b>Entity</b>
Region 06 Education Service Center
Region 07 Education Service Center
Region 10 Education Service Center
Region 11 Education Service Center
Region 12 Education Service Center
Region 13 Education Service Center
Region 14 Education Service Center
Region 18 Education Service Center
Region 19 Education Service Center
Region 20 Education Service Center
Relay Graduate School of Education Houston
Rice University
St. Edward's University
St. Mary's University
Sam Houston State University
Schreiner University
Southern Methodist University
South Texas Transition to Teaching
Southwestern Adventist University
Southwestern Assemblies of God University
Southwestern University
Stephen F. Austin State University
Sul Ross State University – Alpine
Sul Ross State University – Rio Grande
Tarleton State University
TeacherBuilder.com
Teachers for the 21st Century

<b>Entity</b>
Teachworthy
Texas A&M International University
Texas A&M University
Texas A&M University – Central Texas
Texas A&M University – Commerce
Texas A&M University – Corpus Christi
Texas A&M University – Kingsville
Texas A&M University – San Antonio
Texas A&M University – Texarkana
Texas Christian University
Texas College
Texas Lutheran University
Texas Southern University
Texas State University
Texas Tech University
Texas Wesleyan University
Texas Woman's University
The Texas Institute for Teacher Education
TNTP Academy – Fort Worth
Training via E-Learning: An Alternative Certification Hybrid (T.E.A.C.H.)
Trinity University
University of Dallas
University of Houston
University of Houston – Clear Lake
University of Houston – Downtown
University of Houston – Victoria
University of Mary Hardin-Baylor

<b>Entity</b>
University of North Texas
University of North Texas – Dallas
University of Phoenix – San Antonio
University of Texas – Arlington
University of Texas – Austin
University of Texas – Dallas
University of Texas – El Paso
University of Texas – Permian Basin
University of Texas – Rio Grande Valley
University of Texas – San Antonio
University of Texas – Tyler
University of St. Thomas
University of the Incarnate Word
Urban Teachers
Wayland Baptist University
Weatherford College
Web-Centric Alternative Certification Program
West Texas A&M University
Western Governors University
Wiley College
YES Preparatory Public Schools