

Item 12:

Request to Approve 2021–2022 Educator Preparation Program (EPP) Commendations

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the proposed 2021–2022 commendations 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 §21.0452.

EFFECTIVE DATE: Upon Board approval.

PREVIOUS BOARD ACTION: The SBEC approved a framework and procedures for calculations for EPP commendations at the October 2019 meeting. The Board designated EPPs for commendations based on the 2018–2019 academic year at the February 2020 meeting. The SBEC also established a Board Committee at the February 2020 meeting to review and recommend EPP commendations for the Innovative Educator Preparation category. The Board adopted updates to the procedures for calculations for EPP commendations as part of the updates to 19 TAC Chapter 229 at the October 2020, October 2021, and October 2022 meetings. The Board approved commendations at the February 2022 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Educator preparation programs (EPPs) are entrusted to prepare educators for success in the classroom. Chapter 229 establishes the performance standards and procedures for educator preparation program accountability.

To better distinguish EPP performance outside of the accountability system, the SBEC directed staff to provide options to recognize high-performing EPPs. At the October 2019 SBEC meeting, the Board adopted the EPP Commendation framework into rule, reflected in 19 TAC §229.1(d). This section allows the SBEC to recognize EPPs that go above and beyond in preparing candidates for educator preparation. The section identifies the following categories to identify high-performing EPPs to receive commendations for success:

1. **Rigorous and Robust Preparation:** Allows the SBEC to recognize EPPs that perform above and beyond on the ASEP annual performance standards.
2. **Preparing the Educators Texas Needs:** Allows the SBEC to recognize EPPs that actively recruit educators in shortage areas, of color, and for rural schools.
3. **Preparing Educators for Long-Term Success:** Allows the SBEC to recognize EPPs that demonstrate educators' retention in the profession and teacher growth into other professional roles.
4. **Innovative Educator Preparation:** Allows the SBEC to recognize EPPs that go above and beyond seeking new pathways in preparing candidates for educator preparation.

The following is a description of the EPP Commendation categories with corresponding standards and a summary of the methods used in the determination of the commendations. Attachment II includes details regarding the recommended 2021–2022 EPP Commendations for all dimensions, including the EPP performance on the individual dimensions.

SBEC procedures contained in 19 TAC §229.1(c), establishes the method and performance standards for each EPP commendation, summarized below:

Commendation Category	Descriptor of Indicator	Performance Standard
1. Rigorous and Robust Preparation	First Test Pass Rate, all exams	95%
	First Test Pass Rate in teacher shortage areas	95%
	Principal Survey % of candidates Met Standard	95%
2. Preparing the Educators Texas Needs	Percentage of prepared teachers in teacher shortage areas	Top 5
	Percentage of prepared teachers who identify as teachers of color	Top 5
	Percentage of prepared teachers who are employed in rural schools	Top 5
3. Preparing Educators for Long-Term Success	Teacher retention as a Texas public school teacher for 5 years	85%
	Teacher retention as a Texas public school professional for 5 years	85%
	Principal employment in Principal or Assistant Principal Role within 3 years	75%
4. Innovative Educator Preparation	Approved by the SBEC per EPP petition	SBEC Approval

As prescribed in 19 TAC §229.1(d), only accredited EPPs without an active sanction from the Board are recommended for commendations in this framework.

2021–2022 EPP Commendation Determination Methods:

Commendation Categories 1–3:

For commendation categories 1 through 3, TEA followed the procedures described in Figure 19 TAC §229.1(c) to calculate EPP performance on these standards. The data used were collected via EPP submission (in accordance with 19 TAC §229.2(f)(1)), along with data from the Educator Certification Online System (ECOS) and the Public Education Information Management System (PEIMS).

Staff analyzed data for commendations for all EPPs. The small group aggregation procedure in 19 TAC §229.4(c) was used where applicable, with the difference that EPPs with 10 or fewer candidates in a category following the aggregation procedure were not eligible for recognition on that indicator. Following the full analysis, any EPPs with an ASEP status other than “Accredited” during the 2021–2022 reporting year that did not meet the conditions for eligibility described in 19 TAC §229.4(b)(4)(D) were removed from eligibility.

The teacher shortage areas used in the determinization of commendations for categories 1 and 2 were identified by TEA staff and approved by the US Department of Education. The shortage areas used in the determination of EPP commendations are:

- Bilingual/English as a Second Language – All Levels
- Special Education – All Levels
- Career and Technical Education – Secondary Levels
- Technology Applications and Computer Science – Secondary Levels
- Mathematics – Secondary Levels
- Science – Secondary Levels
- English Language Arts and Reading – All Levels

Staff used data in PEIMS to identify rural campuses, employment, and retention. These data are reported annually as of the last Friday in October. Therefore, employment records as of this date are those that were used in these calculations. The most recent employment data available for use was from 2021-2022.

Commendation Category 4:

At the September 2022 SBEC meeting, the Board adopted the following focus for Category 4, Innovative Educator Preparation, to be based on applications from EPPs and be recommended by the SBEC Commendation Committee to the full Board for consideration. The SBEC has decided that Category 4 will be awarded on a two-year cycle to provide educator preparation programs the opportunity to respond to the innovative area identified and take steps to implement best practice and gather early evidence in advance of the Innovative EPP Commendation application. Therefore, EPPs will be considered for Category 4 commendation at the February 2024 SBEC meeting. The description of the focus area is contained in Figure 19 TAC 229.1(c) *Texas Accountability System for Educator Preparation (ASEP) Manual*, and reads as follows:

For the current Innovative Educator Preparation commendation, the SBEC seeks to recognize EPPs that engage in innovative development of EPP faculty and staff, field supervisors, and/or cooperating and mentor teachers, in alignment with current research and best practices. Examples include, but are not limited to, co-teaching models, coaching practices, high quality instructional materials implementation, and/or response to intervention (RTI).

Staff will post commendation information on the TEA website along with existing EPP information for candidates and the general public. Programs will be informed and issued a certificate. These commendations will remain active and posted until the approval of 2022–2023 ASEP accreditation statuses and/or commendations.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed accountability statuses will be to spotlight high-performing educator preparation programs in Texas.

ASSOCIATE COMMISSIONER’S RECOMMENDATION:

Approve the 2021–2022 Educator Preparation Program Commendations as presented.

Staff Members Responsible:

Mark Olofson, Director, Educator Data, Research, and Strategy

Melissa Yoder, Director, Educator Residencies and Talent Pipelines

Attachment:

Proposed EPP Commendations for 2021–2022

ATTACHMENT**Proposed EPP Commendations for 2021–2022**

The following tables present the proposed EPP commendations for 2021–2022. Each category and indicator are presented in a separate table.

Category 1: Rigorous and Robust Preparation**Table 1: Rigorous and Robust Preparation – First Test Pass Rate, all exams**

Educator Preparation Program	Number of Passed Exams	Pass Rate
Southwestern University	41	100
Amberton University	29	97
Hardin-Simmons University	85	95

Table 2: Rigorous and Robust Preparation – First Test Pass Rate in teacher shortage areas

Educator Preparation Program	Content Area	Number of Passed Exams	Pass Rate
Region 07 Education Service Center	English Language Arts and Reading	13	100
Hardin-Simmons University	English Language Arts and Reading	20	100
East Texas Baptist University	English Language Arts and Reading	15	100
Abilene Christian University	English Language Arts and Reading	19	100
University of Texas - Dallas	English Language Arts and Reading	35	97
University of the Incarnate Word	English Language Arts and Reading	25	96
Baylor University	English Language Arts and Reading	47	96
Prairie View A&M University	English Language Arts and Reading	22	95

Table 3: Rigorous and Robust Preparation – EPP Performance on the Principal Survey

Educator Preparation Program	Number of Teachers	Percent of Teachers
McLennan Community College	18	95

Category 2: Preparing the Educators Texas Needs**Table 4: Preparing the Educators Texas Needs – Percentage of prepared teachers in teacher shortage areas**

Educator Preparation Program	Content Area	Number of Certificates	Percent of Educators
Urban Teachers	Bilingual Education	44	100
University of Houston - Downtown	Bilingual Education	169	73
Austin Community College	Bilingual Education	29	62
Baylor University	Bilingual Education	100	48
The Texas Institute for Teacher Education	Bilingual Education	86	48
Urban Teachers	English Language Arts and Reading	44	32
ACT – Rio Grande Valley	English Language Arts and Reading	48	29
University of Texas – Arlington	English Language Arts and Reading	413	26
Relay Graduate School of Education ACP	English Language Arts and Reading	118	25
YES Prep Public Schools INC	English Language Arts and Reading	81	21
University of Texas - Austin	Mathematics	265	6
University of Texas - Rio Grande Valley	Mathematics	379	5
University of Houston	Mathematics	450	5
University of Texas - El Paso	Mathematics	281	5
University of Texas - Arlington	Mathematics	413	4
University of Texas - Dallas	Science	80	26
University of Texas - Austin	Science	265	15
Southern Methodist University	Science	169	9
TeacherBuilder.com	Science	187	7

Educator Preparation Program	Content Area	Number of Certificates	Percent of Educators
Teachworthy	Science	410	6
Austin Community College	Special Education	29	48
The Texas Institute for Teacher Education	Special Education	86	21
Web-Centric Alternative Cert Program	Special Education	269	19
Region 13 Education Service Center	Career and Technical Education	165	36
Education Career Alternatives Program	Career and Technical Education	272	17
Tarleton State University	Career and Technical Education	279	16
TeacherBuilder.com	Career and Technical Education	187	12
Teachworthy	Career and Technical Education	410	9

Table 5: Preparing the Educators Texas Needs – Percentage of prepared teachers who identify as teachers of color

Educator Preparation Program	Race/Ethnicity	Number of Educators	Percent of Educators
Prairie View A&M University	Black/African American	55	91
Harris County Department of Education	Black/African American	26	54
Dallas ISD	Black/African American	50	46
Relay Graduate School of Education ACP	Black/African American	118	35
University of Texas – Rio Grande Valley	Hispanic/Latino	379	95
University of Texas – El Paso	Hispanic/Latino	281	86

Table 6: Preparing the Educators Texas Needs – Percentage of prepared teachers who are employed in rural schools

Educator Preparation Program	Number of Educators	Percent of Educators
Region 14 Education Service Center	23	48
East Texas Baptist University	51	37
Tarleton State University	224	37
Region 11 Education Service Center	72	29

Category 3: Preparing Educators for Long-Term Success

Preparing Educators for Long-Term Success – Teacher retention as a Texas public school teacher for 5 consecutive years

No EPP met the standard for 2021–2022

Preparing Educators for Long-Term Success – Teacher retention as a Texas educator for 5 consecutive years

No EPP met the standard for 2021–2022

Table 7: Preparing Educators for Long-Term Success – Principal employment in Principal or Assistant Principal Role within 3 years

Educator Preparation Program	Number of Principals	Percent of Principals
University of Texas - Austin	15	87
Trinity University	14	79
Southern Methodist University	50	76