Item 12:

Request to Approve 2022–2023 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 2022–2023 commendations for educator preparation programs (EPPs).

STATUTORY AUTHORITY: Accountability System for Educator Preparation Programs (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, September 2022, and September 2023 meetings. The Board last approved commendations at the February 2023 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 2022–2023 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 application	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.

2022–2023 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), the ASEP manual, 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 2022–2023 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
- Career and Technical Education – Secondary Levels
- English Language Arts and Reading – All Levels
- Mathematics – Secondary Levels
- Science – Secondary Levels
- Social Studies – Secondary Levels
- Special Education – All Levels
- Technology Applications and Computer Science – Secondary 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 2022-2023 academic year.

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).

At the July 2022 SBEC meeting, the Board established the SBEC EPP Commendations Committee. The Board Chair, Ms. Streepey appointed Ms. Courtney MacDonald as Committee Chair and opened the membership to any Board member. The members of the committee are:

- Dr. Veronica Galvan
- Mr. Rex Gore
- Dr. Alma Rodriguez
- Ms. Courtney MacDonald (Chair)

Staff created and posted a call for application materials from EPPs following the area of emphasis adopted by the Board as part of the ASEP manual. The programmatic requirements for the area of emphasis must be well above the SBEC-mandated minimums to be considered. The call for application materials was posted on the TEA website in May 2023, with a due date of October 10, 2023. EPPs were notified of the posting via the EPP newsletter. The three guidelines that were outlined in the call were:

1. Innovative Area and Implementation
2. Success and Scale of Innovation
3. Evidence of Impact and Research Foundation

TEA staff distributed the applications and materials based on the committee directives to the members for review on December 28, 2023. The SBEC Commendations Committee will meet on February 09, 2024, to finalize their recommendations. Ms. Courtney MacDonald will present the committee's findings and recommendations to the full Board for consideration at the February 16, 2024 SBEC meeting.

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 for categories 1-3 will remain active and posted until the approval of 2023–2024 ASEP accreditation statuses and/or commendations. Commendations for category 4 will remain active and posted until the next commendations are approved per SBEC direction, the commendations process will be updated with the redesign of Continuing Approval Review.

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 2022–2023 Educator Preparation Program Commendations as presented.

Staff Members Responsible:
Jeremy Landa, Director, EDRS-EPCE
Ebony Love, Director, EPP Continuous Improvement

Attachment:
Proposed EPP Commendations for 2022–2023

ATTACHMENT

Proposed EPP Commendations for 2022–2023

The following tables present the proposed EPP commendations for 2022–2023. 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
Amberton University	21	100%

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
Abilene Christian University	Bilingual/English as a Second Language	24	100%
Abilene Christian University	English Language Arts and Reading	24	96%
Alamo Colleges	English Language Arts and Reading	13	100%
Region 07 Education Service Center	English Language Arts and Reading	18	95%
Region 10 Education Service Center	Special Education	24	100%
Texas A&M International University	Social Studies	12	100%
Trinity University	English Language Arts and Reading	15	100%
University of Texas - Austin	Special Education	21	100%
University of Texas - Rio Grande Valley	Special Education	21	95%

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

Educator Preparation Program	Number of Teachers	Percent of Teachers
Lubbock Christian University	11	100%
Prairie View A&M University	14	100%
South Texas Transition to Teaching ACP	28	96%
Sul Ross State University - Alpine	17	100%

Texas A&M University - Central Texas	21	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	Individual's Issued Certificate(s)	Percent Issued a Certificate in the Certification Field
Abilene Christian University	Bilingual Education	35	51%
Austin College	Bilingual Education	15	87%
Austin Community College	Bilingual Education	25	64%
University of Houston-Downtown	Bilingual Education	121	63%
Urban Teachers	Bilingual Education	84	100%
ACT – Rio Grande Valley	English Language Arts and Reading	76	21%
Dallas ISD	English Language Arts and Reading	102	14%
Region 20 Education Service Center	English Language Arts and Reading	115	10%
Urban Teachers	English Language Arts and Reading	128	13%
YES Prep Public Schools Inc.	English Language Arts and Reading	154	14%
University of Houston	Mathematics	381	6%
University of Texas - Austin	Mathematics	252	6%
University of Texas - Dallas	Mathematics	150	7%
YES Prep Public Schools Inc.	Mathematics	154	8%
ACT – Rio Grande Valley	Science	76	14%
Dallas ISD	Science	102	26%
University of Texas - Austin	Science	252	11%
University of Texas - Dallas	Science	187	33%

Educator Preparation Program	Content Area	Individual's Issued Certificate(s)	Percent Issued Certificate in the Certification Field
ACT – Rio Grande Valley	Social Studies	76	14%
Dallas ISD	Social Studies	153	10%
Region 11 Education Service Center	Social Studies	210	10%
University of Texas - Dallas	Social Studies	150	11%
Austin Community College	Special Education	25	48%
South Texas Transition to Teaching ACP	Special Education	77	53%
Southwestern University	Special Education	31	40%
The Texas Institute for Teacher Education	Special Education	51	11%
Urban Teachers	Special Education	84	99%
Education Career Alternatives Program	Career and Technical Education	237	14%
Region 13 Education Service Center	Career and Technical Education	168	31%
Tarleton State University	Career and Technical Education	277	15%
TeacherBuilder.com	Career and Technical Education	275	12%
West Texas A&M University	Career and Technical Education	196	10%

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

Educator Preparation Program	Race/Ethnicity	Individual's Issued Certificate(s)	Percent of Educators
Prairie View A&M University	Black / African American	36	78%
A Career in Teaching-EPP (McAllen)	Hispanic / Latino	126	87%
Region 19 Education Service Center	Hispanic / Latino	41	85%
South Texas Transition to Teaching ACP	Hispanic / Latino	77	84%
University of Texas - El Paso	Hispanic / Latino	291	89%
University of Texas - Rio Grande Valley	Hispanic / Latino	367	92%

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

Educator Preparation Program	Number of Employed Educators	Percent of Educators Employed in Rural Schools
Angelo State University	138	17
Region 14 Education Service Center	33	33
Texas A&M University - Texarkana	95	20
West Texas A&M University	176	16

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 programs met the standard

Preparing Educators for Long-Term Success – Retention as a Texas educator for 5 consecutive years after beginning as a teacher

Educator Preparation Program	Number of Teachers	Percent of Teachers Retained
Schreiner University	17	88%
Southwestern Assemblies of God University	14	86%
University of Houston-Downtown	194	86%

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
Texas Tech University	27	78%