

Item 19:

COVER PAGE

Type of Agenda Rule Item:

- ✓ **Discussion Only:** TEA staff will present rule items with an update, potential future rule changes, and/or seek SBEC direction on potential rule changes. TEA staff will draft rule changes from the board's discussion on the item and start preparing rule text for proposal to the board.
- ☐ **Proposal:** First SBEC reading (vote). SBEC members will give input on proposed rule text and will approve rule changes that will go out for public comment as a proposed rule with the *Texas Register*. Important to make substantive changes now because only non-substantive changes can be made at adoption.
- ☐ **Adoption:** Second and final SBEC reading (vote). Only non-substantive changes are permissible at adoption phase. If approved will go to SBOE for review and filed as an SBEC rule with *Texas Register* if SBOE takes no action.

Summary:

This item is a discussion of 19 TAC Chapter 229, which covers how educator preparation programs are held accountable to SBEC for preparing teachers. This item has potential draft rule text for SBEC discussion primarily concerning amending the pass rate definition for certification examinations, setting performance standards for principal evaluations, exit surveys of teachers, and the required observations for EPP candidates. TEA staff have held several stakeholder meetings on this chapter and the upcoming SBEC work session scheduled for June 9, 2016, will allow the staff to present important background and relevant issues related to this chapter for the Board's consideration for future rulemaking.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe flexible and accessible certification programs, held to the same standards of accountability, are essential.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe educators must be held to high standards of ethical conduct.*
- *We believe we must continually improve our policies and processes in response to changing needs.*
- *We believe we must ensure consistency and effectiveness among educator preparation programs.*

Item 19:

Discussion of Proposed Revisions to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed revisions in 19 TAC Chapter 229, Accountability System for Educator Preparation Programs. As part of this item, Texas Education Agency (TEA) staff will provide an update and status to allow the SBEC to discuss the proposed amendments and/or revisions to the rules as the result of recent legislative changes, SBEC input, stakeholder input, and input received from staff at TEA.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§ 21.0441, 21.045, 21.0451, 21.0452, and 21.0454 as amended by House Bill (HB) 2205, 84th Texas Legislature, Regular Session, 2015; and 21.041.

BOARD RESPONSE: This item is presented for review and comment.

PREVIOUS BOARD ACTION: The SBEC adopted 19 TAC §§ 229.1, 229.2, 229.3, 229.4, 229.5, 229.6, 229.7, 229.8 and 229.9 effective April 18, 2010. Section 229.21 was adopted effective August 7, 2014. Sections 229.2, 229.3, 229.7, and 229.8 were last amended effective October 26, 2014. Sections 229.4, 229.5, and 229.6 were last amended effective March 22, 2015. Section 229.9 was last amended effective September 1, 2015.

FUTURE ACTION EXPECTED: Any proposed rule revisions to 19 TAC Chapter 229 would be presented to the SBEC for filing as proposed at the June 2016 SBEC meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all educator preparation programs (EPPs). The TEC, §21.045, states that the SBEC shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs. HB 2205, 84th Texas Legislature, Regular Session, 2015, requires that the SBEC develop criteria for the evaluation of EPPs based on teacher retention, success, and any other information necessary to enable the SBEC to assess the effectiveness of EPPs by January 1, 2016.

At the January 2015 SBEC Work Session, the SBEC members received three presentations on educator quality as it pertains to EPPs in the state of Texas. The Texas Teaching Commission, the Council for the Accreditation of Educator Preparation, and the National Council on Teacher Quality provided state and national perspectives on educator quality in relation to Texas EPPs. SBEC members provided feedback to TEA staff on those presentations. Specifically, as it relates to 19 TAC Chapter 229, the SBEC requested policy options that focus on raising EPP standards, improving teacher preparation programs, and new and improved ways to train better teachers.

The TEA staff also convened three face-to-face stakeholder meetings in December 2015 to gather input on the rules for proposed new 19 TAC Chapter 229, Accountability System for Educator Preparation Programs. The proposed rules, shown in Attachments II, III, and IV (proposed repeal and new figure), reflect input received from the SBEC and TEA staff-convened stakeholder meetings, but also includes additional changes since the draft rule text was shared at the December 2015 SBEC meeting. For this reason, TEA staff believe it important to first bring these rules back to the SBEC for further discussion in April 2016, which will allow additional time for stakeholder review and feedback prior to TEA staff proposing rules for the SBEC's consideration in June 2016. Following is a description of the proposed changes.

Definitions

Possible amendments to the definitions section may include:

- adding definitions of *accredited institution of higher education*, *certification category*, *certification class*, *intern certification*, *mentor*, *post-baccalaureate program*, and *site supervisor*;
- adding a definition of *incoming class* in accordance with the TEC, §21.0441, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015;
- adding a definition of *new teacher* as the first year of employment as a classroom teacher after completing an EPP in accordance with the TEC, §21.045(a)(5), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015;
- amending the definitions of *candidate*, *clinical teaching*, *cooperating teacher*, *field supervisor*, *internship*, and *practicum*, to reflect possible revisions in Chapter 228;
- amending the definition of *beginning teacher* to clarify that it means a classroom teacher with less than three years of experience and is used for the purpose of implementing the TEC, §21.045(a)(3) in this chapter;
- amending the definition of *first year teacher* to clarify that it means the first year of employment as a classroom teacher and is used for the purpose of implementing the TEC, §21.045(a)(1) in this chapter;
- amending the definition of *alternative certification program* to clarify that a bachelor's degree would need to be from an accredited institution of higher education;
- amending the definition of *completer* to clarify that a person who has met all the requirements of an EPP is a completer, but the fact that a person has or has not been recommended for a standard certificate or passed a certification exam shall not be used as criteria for determining who is a completer;
- amending the definition of *pass rate* to clarify that it includes:
 - for each academic year, the percent of candidates who completed all EPP requirements and passed an examination within the first two attempts; and
 - attempts that may occur in the academic years while a candidate is enrolled or after a candidate has completed a program; and

- removing definitions that are not used in Chapter 229, making minor technical edits, and renumbering as necessary.

Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Required Submissions of Information, Surveys, and Other Data

Possible amendments to the required submissions section may include:

- amending the language to include site supervisors, first year teachers, and new teachers to those who are required to provide data and information required of this chapter;
- amending the language to include a teacher satisfaction survey deadline of June 15;
- amending the language to set the EPP candidate exit survey deadline to be August 31;
- amending the figure in 19 TAC §229.3(f)(1) to clarify data that is required to be collected in accordance with the TEC, §21.045, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015. The collection and reporting of new annual performance report data includes:
 - the results of teacher satisfaction surveys;
 - data related to field supervision of candidates completing clinical teaching and internships;
 - the number of teachers employed under standard certificates within one year of completing an EPP;
 - the amount of time required by candidates employed as beginning teachers under intern certificates to be issued standard certificates;
 - the ratio of field supervisors to candidates completing clinical teaching or an internship; and
 - any other information necessary to assess effectiveness of the program on the basis of teacher retention and success criteria, such as the performance of candidates on all exams approved by an EPP for initial certification and the percentage of admitted candidates who complete a program;
- amending the figure in 19 TAC §229.3(f)(1) to clarify data that is required to be collected in accordance with the TEC, §21.0452, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015. The collection and reporting of new consumer information data includes:
 - for each semester, the average ratio of field supervisors to candidates completing clinical teaching and internships;
 - the performance of candidates on all exams approved by an EPP for initial certification;
 - the percentage of teachers employed under a standard teaching certificate within one year of completing an EPP; and
 - the results of teacher satisfaction surveys.

Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Determination of Accreditation Status

Possible amendments to the determination of accreditation status section may include:

- for pass rate performance on certification exams:
 - setting a separate pass rate for the results of Pedagogy and Professional Responsibilities (PPR) and non-PPR examinations after the 2015-2016 academic year;
 - setting a PPR examination pass rate of 70% for the 2016-2017 academic year and raise the pass rate by 5% until it reaches 90% for the 2020-2021 academic year and beyond; and
 - setting a non-PPR examination pass rate of 70% for the 2016-2017 academic year and raise the pass rate by 5% until it reaches 90% for the 2020-2021 academic year and beyond;
- for the results of administrator surveys of beginning teachers:
 - defining the performance standard as the percentage of first year teachers who were appraised as sufficiently prepared or well prepared; and
 - setting a performance standard rate of 75% for the 2016-2017 academic year and raise the pass rate by 5% until it reaches 90% for the 2019-2020 academic year and beyond;
- for the frequency, duration, and quality of field supervision:
 - expanding the collection of field supervisor data to clinical teachers in accordance with the TEC, §21.045, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015;
 - decreasing the performance standard for the frequency and duration of the field supervision from 95% to 90%;
 - defining the performance standard for quality as the percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support; and
 - setting a performance standard rate of 85% for the 2016-2017 academic year and 90% for the 2017-2018 academic year and beyond;
- for the results of teacher satisfaction surveys administered to teachers after their first year of teaching after completing an EPP, in accordance with the TEC, §21.045(a), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015:
 - defining the performance standard as the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP; and
 - noting that the performance standard will be set after a pilot study is completed during the 2016-2017 academic year.
- for accredited-warned and accredited-probation statuses, in accordance with the TEC, §21.045(a), as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, amending the language to align with the performance indicators and the addition of race as a demographic indicator;

- for the small group exception, amending the language to include race as a demographic indicator, reinstate the small group exception of 10 candidates, and reinstate the accumulation rule for disaggregated groups; and
- removing the controlling section language related to previously adopted transitional provisions.

Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Accreditation Sanctions and Procedures

Possible amendments to the accreditation sanctions and procedures section may include:

- amending the language to set 2016-2017 as the first academic year to determine candidate performance in individual certification classes and categories; and
- amending the language to clarify that the small group exception for individual certification classes and categories applies at the aggregate level, the small group exception applies when an EPP has more than 10 candidates in a certification category, and the accumulation rules are the same as for the performance indicators.

Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Continuing Approval

Possible amendments to the continuing approval section may include:

- amending the language in the continuing approval review process so that the review indicators are congruent with those that are in the program approval process section of Chapter 228; and
- amending the language in the continuing approval review process so that TEA staff make a recommendation for continuing approval and the SBEC makes the final decision for continuing approval.

Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Informal Reviews and Contested Cases

The TEC, §21.0451 as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, provides for a contested case hearing for an EPP if revocation is recommended as an SBEC action. Other than minor technical edits, changes to the rules were not necessary because the rules were already written in such a way to be in compliance with the change in law. Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Fees for Educator Preparation Program Approval and Accountability

Possible amendments to the fees section include:

- Adding a fee to adequately cover the cost of evaluating requests for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums;
- Adding fees to adequately cover the cost of evaluating requests to review amendments to EPP applications that require SBEC approval; and
- Adding a fee to adequately cover the cost of evaluating requests to review amended certification class or category applications due to changes in Educator Standards and/or the Texas Essential Knowledge and Skills.

Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

Transitional Provisions

The appropriate portions of the transitional provisions section can be incorporated into the determination of accreditation status section. The remaining portions of this section can be repealed.

FISCAL IMPACT: An assessment of fiscal impact can be made after the SBEC gives guidance to TEA staff.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated would be clear, minimum EPP requirements that ensure educators are prepared to positively affect the performance of the diverse student population of this state.

PROCEDURAL AND REPORTING IMPLICATIONS: An assessment of procedural and reporting implications can be made after the SBEC gives guidance to TEA staff.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: An assessment of locally maintained paperwork requirements can be made after the SBEC gives guidance to TEA staff.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Members Responsible: Tim Miller, Director
Educator Preparation

Michael Vriesenga, Director
Educator Preparation Data and Accountability

Sandra Jo Nix, Manager
Educator Preparation

- Attachments:**
- I. Statutory Citations
 - II. Draft Text of 19 TAC Chapter 229, Accountability System for Educator Preparation Programs
 - III. Draft Text of Repeal 19 TAC §229.3(f)(1) Figure
 - IV. Draft Text of New 19 TAC §229.3(f)(1) Figure

ATTACHMENT I

Statutory Citations Relating to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**Texas Education Code, §21.041, Rules; Fees (excerpt):**

- (a) The board may adopt rules as necessary for its own procedures.
- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;

Texas Education Code, §21.045, Accountability System for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015, effective September 1, 2015:

- (a) The board shall propose rules necessary to establish [~~establishing~~] standards to govern the [~~approval and~~] 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; [~~and~~]
 - (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 [~~beginning teachers during their first year in the classroom~~].
- (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) [~~and~~] the following information, disaggregated by race, sex, and ethnicity:
 - (A) [(1)] the number of candidates who apply;
 - (B) [(2)] the number of candidates admitted;
 - (C) [(3)] the number of candidates retained;
 - (D) [(4)] the number of candidates completing the program;
 - (E) [(5)] the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of [~~in the profession after~~] 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) [(6)] the number of candidates retained in the profession; and
 - (H) [(7)] 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 ~~[establishing]~~ 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). ~~[The board may propose rules establishing minimum standards for approval or renewal of approval of:~~
- ~~[(1) educator preparation programs; or~~
 - ~~[(2) certification fields authorized to be offered by an educator preparation program.]~~

Texas Education Code, §21.0451, Sanctions Under Accountability System for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015, effective September 1, 2015:

- (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 ~~[must provide]~~ the opportunity for a contested case hearing ~~[before the effective date of the closure]; [and]~~
 - (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 ~~[must provide]~~ 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 [~~before the effective date of the closure~~].
- (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 [~~permissive~~] revocation [~~under Subsection (a)(2) or required revocation under Subsection (a)(3)~~] 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 [~~sponsor of the~~] educator preparation program.

Texas Education Code, §21.0452, Consumer Information Regarding Educator Preparation Programs:

- (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) ~~[(7)]~~ 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; ~~[and]~~
- (10) ~~[(8)]~~ 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.
- (c) For purposes of Subsection (b)(9) ~~[(b)(7)]~~, the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.
- (d) For purposes of Subsections (b)(9) ~~[(b)(7)]~~ and (10) ~~[(8)]~~, the board shall develop surveys for distribution to program participants and school principals.

Texas Education Code, §21.0441, Sanctions Under Accountability System for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015, effective September 1, 2015 (excerpt):

- (a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:
- (1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements ~~[prescribed by the board, not to exceed the following]:~~
- (A) an overall grade point average of at least 2.50 ~~[2.75]~~ on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or
- (B) a grade point average of at least 2.50 ~~[2.75]~~ on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and
- (2) if the person is seeking initial certification:
- (A) has successfully completed at least:
- (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or
- (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or
- (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
- (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
 - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

Texas Education Code, §21.0454, Risk Factors for Educator Preparation Program; Risk-Assessment Model, as added by House Bill 2205, 84th Texas Legislature, Regular Session, 2015, effective September 1, 2015:

- (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:
- (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
 - (A) the seriousness of any violation of a rule, standard or procedure;
 - (B) whether the violation resulted in an action being taken against the program;
 - (C) whether the violation was promptly remedied by the program;
 - (D) the number of alleged violations; and
 - (E) any other matter considered to be appropriate in evaluating the program's compliance history; and
 - (2) whether the program meets the accountability standards under Section 21.045.
- (b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.
- (c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

ATTACHMENT II**Draft Text of Proposed Revisions to 19 TAC 229****Chapter 229. Accountability System for Educator Preparation Programs****§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.**

- (a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification class or category field except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.
- (b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.
- (c) An accredited EPP may receive commendations for success in areas identified by the SBEC.

§229.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year-- If not referring to the academic year of a particular public or [~~or~~] private [~~or~~] ~~charter~~ school or institution of higher education, September 1 through August 31.
- (2) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (3) ~~(2)~~ ACT@--The college entrance examination from ACT@.
- (4) ~~(3)~~ Administrator--For purposes of the surveys and information required by this chapter, an educator whose certification would entitle him or her to be assigned as a principal or assistant principal in Texas, whether or not he or she is currently working in such an assignment.
- (5) ~~(4)~~ Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.
- (6) ~~(5)~~ Beginning teacher-- For purposes of the Texas Education Code, §21.045(a)(3), and its implementation in this chapter, a classroom teacher who holds an intern or standard certificate with less than three years experience.
- (6) ~~[Campus based mentor --A certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher; and who reports the beginning teacher's progress to that teacher's educator preparation program.]~~
- (7) Candidate--An individual who has been formally or contingently admitted into an educator preparation program [~~including an individual who has been accepted on a contingency basis~~]; also referred to as an enrollee or participant.
- (8) ~~Certification field --Academic or career and technical content fields, special education fields, specializations, or professional fields in which an entity is approved to offer certification.~~
- (8) Certification category--A certificate field within a certification class; also referred to as certification field.
- (9) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certification), that has defined characteristics and includes the following: superintendent,

principal, classroom teacher, school counselor, school librarian, educational diagnostician, reading specialist, master teacher, and/or educational aide; also referred to as certification field.

- ~~(10) (9)~~ Clinical teaching-- An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training) A minimum 12 week, full day or 24 week, half day educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- ~~(11) (10)~~ Completer-- According to the Higher Education Act, "A person who has met all the requirements of an a state- approved educator preparation program. "The term completer is no longer used to define the class of educator preparation program candidates subject to a determination of certification examination pass rate . In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification exam shall not be used as criteria for determining who is a completer; also referred to as finisher.
- ~~(12) (11)~~ Consecutively measured years-- Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(g) of this title (relating to Determination of Accreditation Status).
- ~~(13) (12)~~ Cooperating teacher-- For a clinical teacher candidate, a currently certified educator, as described in §228.2 of this title (relating to Definitions), who is assigned by the campus administrator and has completed cooperating teacher training [The campus based mentor teacher for the clinical teacher].
- ~~(14) (13)~~ Demographic group-- Male and female, as to gender; the aggregate reporting categories established by the Higher Education Act, as to race and ethnicity. Each educator preparation program will assign a candidate to one gender demographic group and at least one Higher Education Act- established race or ethnicity group.
- ~~(15) (14)~~ Educator preparation program -- An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories fields.
- ~~(16) (15)~~ Educator preparation program data-- Data elements reported to meet requirements under the Texas Education Code, §21.045(b).
- ~~(17) (16)~~ Examination-- An examination or other test required by statute or any other State Board for Educator Certification rule codified in the Texas Administrative Code, Title 19, Part 7, that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
- ~~(18) (17)~~ Field supervisor-- An individual, as described in §228.2 of this title (relating to Definitions), who is hired by an educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A campus mentor or cooperating teacher, assigned as required by §228.35(e) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a field supervisor.
- ~~(19) (18)~~ First year teacher in the classroom-- For purposes of the Texas Education Code, §21.045(a)(2) (4); and its implementation in this chapter, the first year of employment as a classroom teacher.
- ~~(20) (19)~~ GPA-- Grade point average.
- ~~(21) (20)~~ GRE®-- Graduate Record Examinations®.
- ~~(22) (21)~~ Higher Education Act-- Federal legislation consisting of the Higher Education Act of 1965 (20 United States Code, §1070 et seq.) and its subsequent amendments, which requires reports of educator preparation program performance data.

- (23) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- (24) ~~(22)~~ Institutional report--Educator preparation program data reported to the United States Department of Education and the Texas Education Agency as required under the Higher Education Act.
- (25) Intern Certificate--A type of certificate issued to a candidate completing requirements for certification through an approved educator preparation program; also referred to as a probationary certificate.
- (26) ~~(23)~~ Internship-- An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training) A supervised, full-time educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (27) Mentor-- For an internship candidate, a currently certified educator, as described in §228.2 of this title (relating to Definitions), who is assigned by the campus administrator and has completed mentor training.
- (28) New teacher-- For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, the first year of employment as a classroom teacher after completing an educator preparation program.
- (29) ~~(24)~~ Pass rate-- For purposes of the Texas Education Code, §21.045(a)(1), and its implementation in this chapter, for each academic year, the percent of candidates who completed all educator preparation program (EPP) requirements and passed an examination within the first two attempts. For purposes of determining the pass rate, candidates shall not be excluded because the candidate 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 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 a candidate passed an examination within the first two attempts made on the examination, including those attempted after the candidate has completed the EPP. The formula for calculation of pass rate is the number of candidates who have passed within two attempts divided by the total number of candidates who attempted an examination at least twice. For each academic year, the percent of tests passed by candidates who have finished all educator preparation program 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 educator preparation program, 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 educator preparation program requirements divided by the total number of last attempts made by those candidates.
- (30) Post-baccalaureate program--An educator preparation program, delivered by an accredited institution of higher education, that is designed for individuals who already hold at least a bachelor's degree and that must be approved by the State Board for Educator Certification to recommend candidates for certification.
- (31) ~~(25)~~ Practicum-- An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training) A supervised professional educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this

~~purpose that is in a school setting in the particular field for which a professional certificate is sought such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.~~

- (32) ~~(26)~~ SAT®--The college entrance examination from the College Board.
- (33) ~~(27)~~ Scaled score--A conversion of a candidate's raw score on an examination or a version of the examination to a common scale that allows for a numerical comparison between candidates.
- (34) Site supervisor--For a practicum candidate, a currently certified educator, as described in §228.2 of this title (relating to Definitions), who has completed site supervisor training.
- (35) ~~(28)~~ Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

§229.3. Required Submissions of Information, Surveys, and Other Data.

- (a) Educator preparation programs (EPPs), EPP candidates, first year teachers, new teachers, beginning teachers, field supervisors, school principals and administrators, campus mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsection (e) of this section and the Texas Education Code (TEC), §21.045 and §21.0452.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.
- (d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.
- (e) All required EPP data for an academic year shall be submitted to the TEA staff annually on September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by ~~administrators and principals~~ shall be submitted by June 15 of any academic year in which ~~an the school administrator and principal have~~ has had experience with a candidate or first year beginning teacher who was a participant in an EPP. All surveys and information required to be submitted pursuant to this chapter by new teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 31 of ~~the each~~ the academic year in which ~~the candidate completed the requirements of an EPP it is required.~~
- (f) The following apply to data submissions required by this chapter.
- (1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.
Figure: 19 TAC §229.3(f)(1)
 - (2) Participants in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the TEA SBEC of the survey is a requirement for completion of an EPP and issuance of a standard certificate.
 - (3) ~~Principals or designated administrators~~ Administrators in Texas public schools and open-enrollment charter schools shall complete individual teacher performance surveys, in a form to be approved by the SBEC, for each beginning teacher ~~under the supervision of an EPP.~~

- (4) ~~Principals or designated administrators~~ Administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success based on experience with first year teachers who were participants in an EPP for each EPP with which the principals or designated administrators have had experience in the previous year.
- (5) New teachers in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. 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 pass rate performance standard of certification examinations of EPP candidates:
- (A) for all examinations, the performance standard is 80% for the 2015-2016 academic year;
- (B) for examinations of pedagogy and professional responsibilities, the performance standard is:
- (i) 70% for the 2016-2017 academic year;
- (ii) 75% for the 2017-2018 academic year;
- (iii) 80% for the 2018-2019 academic year;
- (iv) 85% for the 2019-2020 academic year; and
- (v) 90% for the 2020-2021 academic year and beyond;
- (C) for examinations of content knowledge, the performance standards is:
- (i) 70% for the 2016-2017 academic year;
- (ii) 75% for the 2017-2018 academic year;
- (iii) 80% for the 2018-2019 academic year;
- (iv) 85% for the 2019-2020 academic year; and
- (v) 90% for the 2020-2021 academic year and beyond;
- (2) ~~the results of appraisals of first year beginning teachers by school administrators, based on a survey in a form to be approved by the SBEC an appraisal document and standards that must be independently developed by the Texas Education Agency (TEA) staff and 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 rate shall be:~~
- (A) 75% for the 2016-2017 academic year;
- (B) 80% for the 2017-2018 academic year;
- (C) 85% for the 2018-2019 academic year;
- (C) 90% for the 2019-2020 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 for the first three years following certification; ~~and~~
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) (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 of teachers during their internship year. The performance standard is a 90% ~~95%~~ compliance rate with SBEC requirements as to the frequency, duration, and required documentation of field supervision for each EPP candidate. The performance standard for quality shall be the percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support. The performance rate shall be:

- (A) 85% for the 2016-2017 academic year; and
- (B) 90% for the 2017-2018 academic year and beyond;
- (5) 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 after completing an EPP. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance rate shall be set after a pilot study is completed during the 2016-2017 academic year.
- (b) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the accountability performance standards described in subsection (a) of this section and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (c) Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the performance standards described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
- (d) Accredited-Warned status.
 - (1) An EPP shall be assigned Accredited-Warned status if the EPP:
 - (A) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the ~~four~~ performance indicators set forth in subsection (a) of this section in any one year;
 - (B) fails to meet the standards in any two gender, race, or ethnicity demographic groups on any of the ~~four~~ performance indicators set forth in subsection (a) of this section in any one year; or
 - (C) fails to meet the standards for a gender, race, or ethnicity demographic group on any of the ~~four~~ performance indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.
 - (2) An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code (TEC), Chapter 21.
- (e) Accredited-Probation status.
 - (1) An EPP shall be assigned Accredited-Probation status if the EPP:
 - (A) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the ~~four~~ performance indicators set forth in subsection (a) of this section for two consecutively measured years;
 - (B) fails to meet the standards in any three gender, race, or ethnicity demographic groups on any of the ~~four~~ performance indicators set forth in subsection (a) of this section in any one year; or
 - (C) fails to meet the standards for a gender, race, or ethnicity demographic group on any of the ~~four~~ performance indicators set forth in subsection (a) of this section for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

- (2) An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code (TEC), Chapter 21.
- (f) Not Accredited-Revoked status.
- (1) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.
- (2) An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.
- (3) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.
- (4) A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
- (5) Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification, but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.
- (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 individuals in the group exceeds 10-20.
- ~~(2) For an EPP candidate group disaggregated by gender, ethnicity, and certification field, where the group contains 20 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year.~~
- (2) ~~(3)~~ For an EPP candidate group, aggregated or not disaggregated by gender, race, or ethnicity, ~~and certification field~~, where the group contains 10-20 or fewer 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) ~~(4)~~ If the preceding year's EPP candidate group, aggregated or not disaggregated by gender, race, or ethnicity, ~~and certification field~~, contained 10-20 or fewer individuals, that group performance shall be combined with the following year's group performance, and if the two-year cumulated group contains more than 20 individuals, then the two-year cumulated group performance must be measured against the standards in that second year.
- (4) ~~(5)~~ If the two-year cumulated EPP candidate group, aggregated or not disaggregated by gender, race, or ethnicity, ~~and certification field~~, contains 10-20 or fewer individuals, then the two-year cumulated group performance shall be combined with the following year's group performance. The three-year cumulated group performance must be measured against the standards in that third year, regardless of how small the cumulated number of group members may be.
- (5) ~~(6)~~ In any reporting year in which the EPP candidate group, aggregated or not disaggregated by gender, race, or ethnicity, ~~and certification field~~, does not meet the necessary number of 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. TEA staff may modify the sanction as TEA staff 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.
- (i) ~~Controlling section. To the extent of any conflict, this section controls over the requirements in §229.21 of this title (relating to Transitional Provisions).~~

§229.5. Accreditation Sanctions and Procedures.

- (a) The State Board for Educator Certification (SBEC) may assign an educator preparation program (EPP) Accredited-Warned or Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code (TEC), Chapter 21.
- (b) If an EPP has been assigned Accredited-Warned or Accredited-Probation status, or if the SBEC determines that additional action is a necessary condition for the continuing approval of an EPP to recommend candidates for educator certification, the SBEC may take any one or more of the following actions, which shall be reviewed by the SBEC at least annually:
- (1) require the EPP to obtain technical assistance approved by the Texas Education Agency (TEA) or SBEC;
 - (2) require the EPP to obtain professional services approved by the TEA or SBEC; and/or
 - (3) appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of all candidates admitted to an individual certification class or category field offered by an EPP fail to meet any of the standards in §229.4(a) of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification class or category field shall be revoked. Any candidates already admitted for preparation in that class or category field may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be admitted for preparation in that class or category field unless and until the SBEC reinstates approval for the EPP to offer that certification class or category field.
- (d) For purposes of determining compliance with subsection (c) ~~(b)~~ of this section, candidate performance in individual certification classes or categories fields in only the 2016-2017 ~~2012-2013~~ academic year and subsequent academic years will be considered. ~~To the extent of any conflict, this subsection controls over the requirements in §229.21 of this title (relating to Transitional Provisions).~~
- (e) Performance indicators by gender, race, and ethnic groups shall not be counted for purposes of subsection (c) ~~(b)~~ of this section, relating to performance standards for individual certification classes or categories fields. If the aggregated number of individuals counted ~~performance indicators~~ for a certification class or category field is 10 ~~20~~ or fewer, and the certification class or category performance indicators fails to meet any of the standards in §229.4(a) of this title, the certification class or category those performance indicators shall not count that year, but shall be cumulated and counted in the same manner as provided in §229.4(g) ~~(e) and (d)~~ of this title.
- (f) An EPP shall be notified in writing regarding any action proposed to be taken pursuant to this section, or proposed assignment of an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the proposed action is to be taken or the proposed assignment of the accreditation status is to be made.
- (g) All costs associated with providing or requiring technical assistance, professional services, or the appointment of a monitor pursuant to this section shall be paid by the EPP to which the services are provided or required, or its sponsor.

§229.6. Continuing Approval.

- (a) The continuing approval of an educator preparation program (EPP) to recommend candidates for educator certification, which shall be reviewed pursuant to §228.10(b) of this title (relating to Approval Process), will be based upon the EPP's accreditation status and compliance with the State Board for Educator Certification (SBEC) rules regarding program-approval components specified in §228.10(a) of this title (relating to Approval Process) ~~program admissions, operations, coursework, training, recommendation for certification, and the integrity of required data submissions.~~
- (b) After a continuing approval review pursuant to §228.10(b) of this title, if the Texas Education Agency (TEA) staff finds that an EPP is in compliance with SBEC rules and/or Texas Education Code (TEC), Chapter 21, the TEA staff shall issue a proposed recommendation for SBEC to approve the renewal of an EPP. After a continuing approval review pursuant to §228.10(b) of this title or a complaint investigation pursuant to §228.70 of this title (relating to Complaints and Investigations Procedures), if the ~~Texas Education Agency (TEA)~~ TEA staff finds that an EPP has failed to comply with SBEC rules and/or the TEC, Chapter 21 and the EPP does not comply with a resolution to address the compliance issues within the timelines set out in the resolution, the TEA staff ~~shall~~ may issue a proposed recommendation for SBEC action relating to the EPP's approval to recommend candidates for educator certification. The proposed recommendation for SBEC action may include, but is not limited to, public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval.
- (c) TEA staff shall provide notice of the proposed recommendation for SBEC action relating to the EPP's continuing approval to recommend candidates for educator certification in the manner provided by §229.7 of this title (relating to Informal Review of Texas Education Agency Recommendations), and an EPP shall be entitled to an informal review of the proposed recommendation, under the conditions and procedures set out in §229.7 of this title, prior to the submission of the recommendation for action to either the SBEC or the State Office of Administrative Hearings (SOAH). If the EPP fails to request an informal review in a timely manner, the proposed recommendation will become a final recommendation.
- (d) Following the informal review, a final recommendation will be issued by the TEA staff. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review procedure.
- (e) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the SOAH, as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
- (f) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration and entry of a final order.

§229.7. Informal Review of Texas Education Agency Recommendations.

- (a) Applicability. This section applies only to a notice required under §229.5(e) of this title (relating to Accreditation Sanctions and Procedures) or under §229.6(c) of this title (relating to Continuing Approval) proposing to:
- (1) require an educator preparation program (EPP) or a particular class or category field of certification offered by an EPP to obtain technical assistance as provided by the Texas Education Code (TEC), §21.0451(a)(2)(A);
 - (2) require an EPP or a particular class or category field of certification offered by an EPP to obtain professional services as provided by the TEC, §21.0451(a)(2)(B);
 - (3) appoint a monitor for an EPP or a particular class or category field of certification offered by an EPP as provided by the TEC, §21.0451(a)(2)(C);
 - (4) assign an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked, as specified in §229.4 of this title (relating to Determination of Accreditation Status);

- (5) issue a public reprimand or impose conditions on the continuing approval of an EPP to recommend candidates for certification pursuant to §229.5(e) of this title;
 - (6) revoke the approval of an EPP to recommend candidates for certification in a particular class or category field of certification; or
 - (7) revoke the approval of an EPP to recommend candidates for certification.
- (b) Notice. Notice of a proposed recommendation for an order or change in accreditation status, subject to this section, shall be made as provided by §229.5(e) and §229.6(c) of this title, and this section.
- (1) The notice shall attach or make reference to all information on which the proposed recommendation is based.
 - (A) Information maintained on the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) websites may be referenced by providing a general citation to the information.
 - (B) The TEA and SBEC reports previously sent to the EPP may be referenced by providing the title and date of the report.
 - (C) On request, the TEA shall provide copies of, or reasonable access to, information referenced in the notice.
 - (2) The notice shall state the procedures for requesting an informal review of the proposed recommendation or change in accreditation status under this section, including the name and department of the TEA staff to whom a request for an informal review may be addressed.
 - (3) The notice shall set a deadline for requesting an informal review, which shall not be less than 14 calendar days from the date of receipt of the notice. The notice may be delivered by mail, personal delivery, facsimile, or email.
- (c) Request. The chief operating officer of the EPP may request, in writing, an informal review under this section.
- (1) The request must be properly addressed to the member of the TEA staff identified in the notice under subsection (b)(2) of this section and must be received by TEA staff on or before the deadline specified in subsection (b)(3) of this section.
 - (2) The request must set out the reasons the EPP believes the recommendation is incorrect, with citations to include supporting evidence. The EPP may submit any written information to TEA as evidence to support its request, without regard to admissibility under the Texas Rules of Evidence. The request for review shall concisely state, in numbered paragraphs:
 - (A) if alleging the proposed recommendation would violate a statutory provision, the statutory provision violated and the specific facts supporting a conclusion that the statute was violated by the proposed recommendation;
 - (B) if alleging the proposed recommendation would be in excess of the SBEC's statutory authority, the SBEC's statutory authority and the specific facts supporting a conclusion that the proposed recommendation would be in excess of this authority;
 - (C) if alleging the proposed recommendation was made through unlawful procedure, the lawful procedure and the specific facts supporting a conclusion that the proposed recommendation was made through unlawful procedure;
 - (D) if alleging the proposed recommendation is affected by other error of law, the law violated and the specific facts supporting a conclusion that the proposed recommendation violated that law;
 - (E) if alleging the proposed recommendation is not reasonably supported by a preponderance of the evidence, each finding, inference, or conclusion of the proposed recommendation that is unsupported by a preponderance of the evidence, and the evidence that creates a preponderance against the specific finding, inference, or conclusion at issue;

- (F) if alleging the proposed recommendation is arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion, each finding, inference, conclusion, or proposed recommendation affected and the specific facts supporting a conclusion that each is so affected;
 - (G) for each violation, error, or defect alleged under subparagraphs (A)-(F) of this paragraph, the substantial rights of the EPP that are prejudiced by such violation, error, or defect;
 - (H) a concise statement of the relief sought by the EPP (petitioner); and
 - (I) the name, mailing address, telephone number, facsimile number, and email address of the petitioner's representative.
- (3) Failure to comply with the requirements of this subsection shall result in dismissal of the request for informal review.
- (d) No review requested. If the TEA staff does not receive the EPP's request for an informal review by the deadline set in accordance with subsection (b)(3) of this section, the proposed recommendation will become a final recommendation and will proceed in accordance with subsection (f) of this section.
- (e) Informal review. In response to a request under subsection (c) of this section, TEA staff will review the materials and documents provided by the EPP and issue a final recommendation. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review.
- (f) Final recommendation.
- (1) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the State Office of Administrative Hearings (SOAH), as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
 - (2) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration of a final order.
- (g) Other law. Texas Government Code, Chapter 2001, and the TEC, §7.057, do not apply to an informal review under this section.

§229.8. Contested Cases for Accreditation Revocation.

- (a) This section applies only to a final recommendation issued under §229.5 of this title (relating to Accreditation Sanctions and Procedures) or §229.6 of this title (relating to Continuing Approval) that proposes revocation of approval and closure of an educator preparation program (EPP) and does not apply to a final recommendation proposing the assignment of Accredited-Warned or Accredited-Probation status or ordering any other sanction, including, without limitation, withdrawing approval to offer a specific certification class or category field, public reprimand, imposing conditions upon continuing approval, requiring technical assistance, requiring professional services, or appointing a monitor.
- (b) If an EPP declines to sign a final recommendation, or if the EPP fails to respond timely to a notice of a proposed recommendation, Texas Education Agency (TEA) staff may proceed with the filing of a contested case with the State Office of Administrative Hearings (SOAH) in accordance with the contested case procedures set out in §§249.19-249.40 of this title, and Texas Government Code, Chapter 2001. To the extent that a provision of this section conflicts with a rule or practice of the SOAH, this section shall prevail.
- (c) Upon the finality of a decision from the State Board for Educator Certification (SBEC) ordering the EPP closed under this subsection in keeping with §249.39 of this title (relating to Final Decisions and Orders), the approval of an EPP to provide educator preparation is:

- (1) automatically revoked, void, and of no further force or effect on the effective date of a final decision by the SBEC; and
 - (2) automatically modified to remove authorization for an individual certification class or category field on the effective date of a final decision by the SBEC.
- (d) This section satisfies the hearing requirements of the Texas Education Code, §21.0451(a)(2)(D) and (a)(3).

§229.9. Fees for Educator Preparation Program Approval and Accountability.

An educator preparation program requesting approval and continuation of accreditation status shall pay the applicable fee from the following list.

- (1) New educator preparation program (EPP) application and approval (nonrefundable)--\$9,000.
- (2) Five-year continuing approval review pursuant to §228.10(b) of this title (relating to Approval Process):
 - (A) prior to September 1, 2016--\$1,500; and
 - (B) after August 31, 2016--\$4,500.
- (3) Discretionary continuing approval review pursuant to §228.10(b) of this title--\$4,500.
- (4) Addition of new certification category field or addition of clinical teaching--\$500.
- (5) Addition of each new class of certificate--\$1,000.
- (6) Applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums--\$500.
- (7) Amendments to EPP applications that involve less than half of the program components--\$500.
- (8) Amendments to EPP applications that involve more than half of the program components -- \$1,000.
- (9) Amendments to certification class or category applications due to changes in Educator Standards and/or the Texas Essential Knowledge and Skills--\$250.

~~§229.21. Transitional Provisions.~~

- ~~(a) The pass rate performance standard in §229.4(a)(1)(C) of this title (relating to Determination of Accreditation Status) and compliance rate in §229.4(a)(4)(C) of this title apply to the 2012-2013 academic year and subsequent academic years.~~
- ~~(b) For purposes of determining compliance with §229.5(b) of this title (relating to Accreditation Sanctions and Procedures), only performance of individual certification fields in the 2012-2013 academic year and subsequent academic years will be considered.~~

ATTACHMENT III
Text of Proposed Repeal 19 TAC 229
Figure: 19 TAC §229.3(f)(1)

<u>Accountability System: Standards disaggregated by gender and ethnicity (see demographics chart)</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
				<u>19 TAC §229.4, Determination of Accreditation Status</u>
<u>1. Certification examinations</u>		<u>√</u>	<u>Pass Rate As defined in 19 TAC §229.2(24).</u>	<u>Certification scores will be uploaded into the accountability system for educator preparation (ASEP) system and calculated by academic year (September 1- August 31).</u>
<u>2. Beginning teacher performance</u>		<u>√</u>	<u>Results of beginning teacher appraisals by school administrators.</u>	<u>Online survey will be completed by school administrators by June 15 of each applicable year.</u>
<u>3. Student achievement</u>		<u>√</u>	<u>Improvement of student performance taught by beginning teachers for the first three years.</u>	<u>Date and method of collection when available.</u>
<u>4. Ongoing support by field supervisors to beginning teachers during their first year in the classroom</u>	<u>√</u>	<u>√</u>	<u>Data collections regarding frequency, duration, and quality of field supervision</u>	<u>Educator preparation program (EPP) will enter information in the ASEP system by September 15 of each year, documenting each field supervision contact by entering the following information:</u> <u>1) teacher; 2) date of contact with teacher; 3) time of contact; and 4) documentation provided.</u> <u>19 TAC §229.3, Required Submissions of Information, Surveys, and Other Data</u>

<u>Annual Performance Report disaggregated by gender and ethnicity: (Appendix – demographics chart)</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>1. Number of EPP applicants</u>	<u>√</u>		<u>Report submitted by the EPP and included on the consumer information section of the TEA website.</u>	<u>EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>
<u>2. Number of EPP candidates admitted</u>	<u>√</u>		<u>Report submitted by the EPP and included on the consumer information section of the TEA website.</u>	<u>EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>
<u>3. Number of candidates retained in the EPP</u>	<u>√</u>		<u>Report submitted by the EPP and included on the consumer information section of the TEA website.</u>	<u>EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>
<u>4. Number of candidates completing all EPP requirements</u>		<u>√</u>	<u>Report submitted by the EPP and included on the consumer information section of the TEA website.</u>	<u>EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>
<u>5. Number of EPP candidates retained in the profession</u>		<u>√</u>	<u>Report submitted by the EPP and included on the consumer information section of the TEA website.</u>	<u>EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>
<u>6. Number of EPP candidates employed</u>		<u>√</u>	<u>Report included on the consumer information section of the TEA website.</u>	<u>TEA staff will generate a report utilizing ASEP system and Public Education Information Management System (PEIMS) data.</u>
<u>7. All information required by federal law</u>	<u>√</u>		<u>Report submitted by the EPP and included on the consumer information section of the TEA website.</u>	<u>EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
				<u>19 TAC §229.3, Required Submissions of Information, Surveys, and Other Data</u>
<u>1. EPP status based on adherence to the standards</u>		<u>√</u>	<u>Accountability Status: standards disaggregated by gender and ethnicity. (see Appendix) To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>All information will be posted annually on the TEA website in the consumer information section.</u>
<u>2. Annual Performance Report of each EPP</u>	<u>√</u>	<u>√</u>	<u>Seven data elements submitted by EPPs as required by TEC, §21.045(b). Information to be posted on the TEA website in the consumer information section for each EPP.</u>	<u>EPP will upload file or enter all elements of this section into ASEP system by September 15 for the preceding academic year. All information will be posted annually on the TEA website in the consumer information section.</u>
<u>3. Quality of persons admitted to the EPP:</u>	<u>√</u>		<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>All information will be posted on the TEA website in the consumer information section.</u>

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>a. Individual overall GPA</u>	<u>✓</u>		<u>Required and calculated by EPP.</u>	<u>EPP will enter into the ASEP system by September 15 for the preceding academic year. For assistance in calculating the GPA: http://www.onlineconversion.com/grade_point_average.htm. EPP will upload a data file or enter all elements of this section into ASEP system by September 15 for the preceding academic year.</u>
<u>b. Individual GPA in specific subject area</u>	<u>✓</u>		<u>Required and calculated for core subject areas per No Child Left Behind (NCLB) requirements.</u>	<u>EPP will enter into the ASEP system by September 15 for the preceding academic year. For assistance in calculating the GPA: http://www.onlineconversion.com/grade_point_average.htm.</u>
<u>c. Average overall GPA for the EPP</u>		<u>✓</u>		<u>ASEP system will calculate the overall average GPA by EPP by September 15 for the preceding academic year.</u>
<u>d. Average overall GPA in subject areas by EPP</u>		<u>✓</u>		<u>ASEP system will calculate the overall average GPA by EPP.</u>
* EPP will report ONE of the following of rows e through i for each candidate.				
<u>e. Individual total GRE@ score and date</u>	<u>✓</u>		<u>EPP will need to report the total score and the date. The GRE@ has been updated and will require dates.</u>	<u>EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.</u>
<u>f. Individual total SAT@ score and date</u>	<u>✓</u>		<u>EPP will need to report the total score and the date. The SAT@ has been updated and will require dates.</u>	<u>EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.</u>

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>g. Individual ACT@ score and date</u>	<u>√</u>		<u>EPP will need to report the total score and the date. The ACT@ has been updated and will require dates.</u>	<u>EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.</u>
<u>h. Individual Texas Academic Skills Program@ (TASP@)/Texas Higher Education Assessment@ (THEA@) score and date</u>	<u>√</u>			<u>EPP will enter into data fields in the ASEP system by September 15 for the preceding academic year.</u>
<u>i. None of the above</u>	<u>√</u>			<u>EPP will enter the number of candidates who qualify under the Texas Success Initiative (Texas Education Code, §51.3062) into the ASEP system by September 15 for the preceding academic year.</u>
<u>j. Average total GRE@ score per EPP</u>		<u>√</u>		<u>EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average GRE@ by date and by EPP.</u>
<u>k. Average total SAT@ score per EPP</u>		<u>√</u>		<u>EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average SAT@ by date and by EPP.</u>
<u>l. Average total ACT@ score per EPP</u>		<u>√</u>		<u>EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average ACT@ by date and by EPP.</u>
<u>m. Average total TASP@/THEA@ score per EPP</u>		<u>√</u>		<u>EPP will enter into the ASEP system by September 15 for the preceding academic year. ASEP system will calculate the overall average TASP@/THEA@ by EPP.</u>

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>4. Candidates who are counted as finishing the EPP for pass rate purposes and who are successful in obtaining teaching positions</u>		<u>√</u>	<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>TEA will report candidates by EPP who have been issued a certificate and are identified in PEIMS as teacher of record.</u>
<u>5. Preparation of general education and special education teachers to effectively teach:</u>			<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>EPP assurances of compliance and the number of training/coursework hours will be entered into the ASEP system by September 15 for the preceding academic year.</u>
<u>a. Students with disabilities</u>	<u>√</u>			<u>EPP will provide assurances of compliance in the ASEP system by September 15 for the preceding academic year.</u>
<u>b. Students of limited English proficiency</u>	<u>√</u>			<u>EPP will provide assurances of compliance in the ASEP system by September 15 for the preceding academic year.</u>
<u>6. Activities offered by EPP to prepare teachers:</u>			<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>Data will be entered annually for the preceding academic year.</u>
<u>a. Integrate technology effectively into curricula and instruction including activities consistent with the principles of universal design for learning</u>	<u>√</u>			<u>EPP will provide assurances of compliance and the number of training/coursework hours in the ASEP system by September 15 for the preceding academic year.</u>

<u>Consumer Information to be Posted on the TEA website:</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Required Submission Date and Method of Reporting</u>
<u>b. Integrate technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement</u>	√			<u>EPP will provide assurances of compliance and the number of training/coursework hours in the ASEP system by September 15 for the preceding academic year.</u>
<u>7. Perseverance of beginning teachers in the profession for at least three years after certification as active members in the Teacher Retirement System of Texas (TRS)</u>		√	<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>TEA will obtain candidates by EPP who have been issued a certificate and are identified in PEIMS as teacher of record and the TRS. Results will be posted annually for the preceding academic year.</u>
<u>8. Results of exit surveys from EPP participants at the completion of the program that evaluate the program's effectiveness in preparing participants to succeed in the classroom</u>		√	<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>EPP participants will respond to an online survey presented at the time they apply for certification. Results will be posted annually by August 1 for the preceding academic year.</u>
<u>9. Results of surveys from school principals that evaluate the EPP's effectiveness in preparing participants to succeed in the classroom</u>		√	<u>To be posted on the TEA website in the consumer information section for each EPP.</u>	<u>Principals or designated administrators will complete by June 15, for the preceding academic year, individual teacher performance surveys for each beginning teacher who participated in an EPP. The online survey will be administered and collected by TEA. Results will be posted on the TEA website under consumer information.</u>
<u>10. Identify employment opportunities for teachers in the various regions of the state including shortage areas</u>		√		<u>TEA will provide employment information in various regions of Texas. TEA will identify teacher shortage areas. The information will be provided on the TEA website. Information will be updated annually for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
<u>Section I: Educator Preparation Program Information</u>				
<u>1. Admission Data:</u>			<u>EPPs report if they require the following criteria for admitting participants:</u>	<u>EPP will enter the data into a data field in the Institutional and Program Report Card (IPRC) system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>a. Application</u>	<u>√</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>b. Fee/payment</u>	<u>√</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>c. Transcript</u>	<u>√</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>d. Fingerprint check</u>	<u>√</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>e. Background check</u>	<u>√</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>f. Experience in a classroom working with students</u>	<u>√</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
<u>g. Minimum number of clock hours completed</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>h. Minimum high school GPA</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>i. Minimum undergraduate GPA</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>j. Minimum GPA in content area coursework</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>k. Minimum GPA in professional education coursework</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>l. Minimum ACT® score</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>m. Minimum SAT® score</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
<u>n. Minimum GRE® score</u>	<u>✓</u>			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
o. <u>Minimum basic skills test score</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
p. <u>Subject area/academic content test or other subject matter verification</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
q. <u>Minimum Miller Analogies Test score</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
r. <u>Recommendation(s)</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
s. <u>Essay or personal statement</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
t. <u>Interview</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
u. <u>Resume</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
v. <u>Baccalaureate degree or higher</u>	✓			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
w. <u>Job offer from school/district</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
x. <u>Personality test (e.g. Myers Briggs Assessment)</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
y. <u>Other</u> (specify: _____ _____)	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
2. <u>EPP Website</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
3. <u>Time when individuals are formally admitted to the initial teacher certification program (freshman, sophomore, junior or senior year)</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
4. <u>Does your EPP conditionally admit candidates?</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
5. <u>Number of candidates enrolled by gender and ethnicity</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
6. <u>Supervised clinical experience:</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>
a. <u>Average number of clock hours prior to student/clinical teaching</u>	√			<u>EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
b. Number of clock hours required for student/clinical teaching	✓			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
e. Number of full time equivalent faculty in supervised clinical experience during this academic year (Institution of Higher Education and Pre K-12)	✓			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
d. Number of candidates in supervised clinical experience during the academic year	✓			EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
7. Number of candidates who have been certified as teachers by subject and certification for three years	✓	✓		EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II. TEA will extract the data and send to the certification testing vendor.
8. Total number of initial teacher certification program completers for three years	✓	✓		EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II. TEA will extract the data and send to the certification testing vendor.
<u>Section II: Goals and Assurances</u>			EPPs will provide quantifiable goals with assurances.	EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
1. Annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas				EPP will enter the data into a data field in the IPRC system. All data must be completed by a date established by Title II for the preceding academic year.
a. Math	✓			
b. Science	✓			
c. Special Education	✓			

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
d. <u>Instruction of limited English proficient (LEP) students</u>	√			<u>Title II will collect data regarding English language learner (ELL) students and also assurances of compliance. EPPs will enter this data into the IPRC system by a date established by Title II for the preceding academic year.</u>
e. <u>Other</u> (specify: _____ _____)	√			
<u>2. Assurances:</u>				
a. <u>Training provided to prospective teachers. Responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
b. <u>Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
c. <u>Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
d. <u>General education teachers receive training in providing instruction to students with disabilities.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
e. <u>General education teachers receive training in providing instruction to limited English proficient students.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
<u>f. General education teachers receive training in providing instruction to students from low income families.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>g. Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.</u>	√			<u>EPPs will enter data into the IPRC system by a date established by Title II for the preceding academic year.</u>
<u>Section III: Pass rates and scaled scores</u>			<u>Based on only teacher certification tests.</u>	
<u>1. Assessment of pass rates for the academic year</u>		√		<u>Certification test vendor will provide reports by EPP.</u>
<u>2. Summary pass rates for three years</u>		√		<u>Certification test vendor will provide reports by EPP.</u>
<u>Section IV: Statement and Designation as Low-Performing</u>				
<u>1. EPP approval</u>		√	<u>TEA will determine the status of an EPP.</u>	<u>TEA will determine the status of an EPP through the implementation of the standards specified in 19 TAC §229.4(a)(1)-(4), for the preceding academic year.</u>
<u>2. EPP accredited</u>		√		<u>TEA will determine the status of an EPP through the implementation of the standards specified in 19 TAC §229.4(a)(1)-(4), for the preceding academic year.</u>
<u>Section V: Use of Technology Prepare teachers to:</u>			<u>TEA will collect data and post on the TEA website in the consumer information section of the website.</u>	
<u>1. Integrate technology effectively into curricula and instruction.</u>	√			<u>EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.</u>

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
2. Use technology effectively to collect data to improve teaching and learning.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.
3. Use technology effectively to manage data to improve teaching and learning.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.
4. Use technology effectively to analyze data to improve teaching and learning.	√			EPPs will enter data regarding the use of technology into the IPRC system by a date established by Title II for the preceding academic year.
<u>Section VI: Teacher Training</u>			<u>TEA will collect data and post on the TEA website in the consumer information section of the website.</u>	
1. Teach students with disabilities effectively.	√	√		EPPs will enter data regarding students with disabilities into the IPRC system by a date established by Title II for the preceding academic year.
2. Participate as a member of an individualized education program team.	√	√		EPPs will enter data regarding students with disabilities into the IPRC system by a date established by Title II for the preceding academic year.
3. Teach students who are limited English proficient effectively.	√	√		EPPs will enter data regarding the teaching of students who have limited English proficiency into the IPRC system by a date established by Title II for the preceding academic year.
4. Teach students with disabilities effectively.	√	√		EPPs will enter data regarding teaching students who have learning disabilities into the IPRC system by a date established by Title II for the preceding academic year.

<u>Data Elements Reported to the Higher Education Opportunity Act (HEOA):</u>	<u>Report by Program</u>	<u>Report by State</u>	<u>Description of Data</u>	<u>Texas Education Code (TEC), §21.045(b)(7), Federal Reporting-HEOA and Title II Reporting Web site</u>
5. Participate as a member of an individualized education program team.	√	√		EPPs will enter data regarding teaching students who have learning disabilities into the IPRC system by a date established by Title II for the preceding academic year.
6. Teach students who are limited English proficient effectively.	√	√		EPPs will enter data regarding the teaching of students who have limited English proficiency into the IPRC system by a date established by Title II for the preceding academic year.

Appendix: Demographics Guidelines

ASEP will collect ethnicity and race information for candidates using the 1977 categories as well as using the new federal categories developed in 1997 as required by the United States Department of Education (USDE). The new federal category system requires that ethnicity and race be collected separately. It allows individuals to select multiple races. It requires all responses to be collected, but when reporting aggregate data to the USDE, a different set of categories is used for aggregate reporting. Beginning with the 2010-2011 academic year, Educator Preparation programs will report this information using the new categories only. The new categories are as follows:

<u>Ethnicity</u>	<u>Race</u>
<u>Hispanic or Latino</u>	<u>American Indian or Alaska Native</u>
<u>Not Hispanic or Latino</u>	<u>Asian</u>
	<u>Black or African American</u>
	<u>Hawaiian or other Pacific Islander</u>
	<u>White</u>

<u>Aggregate Reporting Categories</u>
<u>Hispanic or Latino</u>
<u>American Indian or Alaska Native</u>
<u>Asian</u>
<u>Black or African American</u>
<u>Hawaiian or Other Pacific Islander</u>
<u>White</u>
<u>Two or more races</u>

ATTACHMENT IV
Text of Proposed New 19 TAC 229
Figure: 19 TAC §229.3(f)(1)

Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
Section A: Determination of Accreditation Status Data required to support TEC §21.045(a) and 19 TAC §229.4, disaggregated by gender and ethnicity			
1	Results of certification examinations prescribed under Section 21.048(a)	Pass rate as defined in 19 TAC §229.2	Certification test scores will be uploaded into the accountability system for educator preparation (ASEP system and calculated by academic year.
2	Beginning teacher performance	By program and year, the percentage of beginning teachers rated sufficiently prepared or well prepared on an appraisal completed by administrators.	Administrators of <u>first year</u> 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	By program and year, 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.
4	Frequency, duration, and quality of field supervisor guidance	By program and year, 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, intern, and traditional internship teaching experiences was satisfactory.	By September 15 each year educator preparation programs (EPPs) 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.
5	Teacher Satisfaction Survey	By program and year, the percentage of new teachers at the end of their first year of teaching after completing an EPP who indicate they were sufficiently prepared for their first year in the classroom on a teacher satisfaction survey.	Teachers will complete a survey evaluating the quality of preparation from their EPP by June 15 of their first year as a teacher after completing an EPP.

Section B: Annual Performance Report Data required to support TEC §21.045(b) disaggregated by gender and ethnicity			
1	Number of applicants	Report submitted by the EPP.	By September 15 each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data reported on the TEA website.
2	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 each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data reported on the TEA website.
3	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 each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data reported on the TEA website.
4	Number of candidates completing all EPP requirements	Report submitted by the EPP.	By September 15 each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data reported on the TEA website.
5	Number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of completing the program	Number and percentage calculated by TEA staff.	TEA staff will use completer data as reported in B.4 with Educator Certification Online System (ECOS) and Public Education Information Management System (PEIMS) Fall Snapshot data to determine the number and percentage of program completers employed as teachers under a standard certificate. Data reported on the TEA website.
6	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, calculated by TEA staff and included on the TEA website.	TEA staff will complete using data available in ECOS. Data reported on the TEA website.
7	Number of candidates retained in the profession	Number and percentage calculated by TEA staff.	For candidates recommended by an EPP, the number and percentage still listed as employed in PEIMS data three (3) and five (5) academic years after employment as a teacher. Data reported on the TEA website.

8	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 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.
9	Percentage of all tests passed	The number of candidates who passed a certification exam approved by an EPP divided by the number of attempts by candidates on exams approved by an EPP.	Certification test scores will be uploaded into the accountability system for educator preparation (ASEP system and calculated by academic year.
10	Percentage of admitted candidates who complete a program	The number of candidates who are formally admitted to an EPP divided by the number of candidates who complete an EPP.	By September 15 each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data reported on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC §21.0452			
1	EPP status based on adherence to the standards	Accreditation Rating as described by TEC §21.0451(a).	Determined annually by 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).	Determined annually by SBEC.
3	Annual Performance Report data	Data elements submitted or calculated as required by TEC §21.045(b). See section B above.	Data submitted by September 15 each year and reported 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 TAC §227.19.	Data submitted by September 15 each year in a format determined by TEA staff and reported 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.	Data submitted by September 15 each year in a format determined by TEA staff and reported 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 TAC §227.19.	Data submitted by September 15 each year in a format determined by TEA staff and reported 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 program, programs will submit GRE® scores and test date for each candidate by September 15 each year in a format determined by TEA staff. Aggregate data will be reported 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 program, programs will submit SAT® scores and test date for each candidate by September 15 each year in a format determined by TEA staff. Aggregate data will be reported on the TEA website.
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 program, programs will submit ACT® scores and test date for each candidate by September 15 each year in a format determined by TEA staff. Aggregate data will be reported on the TEA website.

10	The degree to which persons who complete a program are successful in obtaining standard certification.	Percentage calculated by TEA staff.	TEA staff will use admitted data as reported in B.4 above to determine the percentage of persons admitted to a program who are certified by September 15 two years hence. Data reported on the TEA website.
11	The degree to which persons who complete the program are successful in obtaining teaching positions	Number and percentage calculated by TEA staff.	TEA staff will use PEIMS Fall Snapshot data from the reporting year with completer data as reported in B.4 above from the prior year to determine the number and percentage of program completers employed as teachers. Data reported on the TEA website.
12	Evidence of basic skills	Number and percentage of persons who were admitted to the EPP as Texas Success Initiative (TSI) exempt or who met the other basic skills requirements of TSI.	Data submitted by September 15 each year in a format determined by TEA staff and reported on the TEA website.
13	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. Data reported on the TEA website.
14	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. Data reported on the TEA website.
15	Success preparing candidates to integrate technology effectively into curricula and instruction	Activities offered by the program as reported for Title II purposes. Programs that do not report these data for Title II will submit separate reports to TEA staff. 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 Title II, principals and new teachers to identify preparation activities and the percentage of teachers from each EPP who are sufficiently prepared to integrate technology effectively into curricula and instruction. Data reported on the TEA website.

16	Success preparing candidates to use technology to collect, manage and analyze data to improve teaching and learning	Activities offered by the program as reported for Title II purposes. Percentage of persons initially certified 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 Title II, principals, newly certified teachers, and beginning teachers to identify preparation activities and 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. Data reported on the TEA website.
17	Average ratio of field supervisors to candidates	From observation data uploaded to ASEP, the number of unique teacher candidate IDs divided by the number of unique supervisor IDs for the academic year, fall semester and spring semester.	TEA staff will use PEIMS Fall Snapshot data from the reporting year with completer data as reported in B.4 above from the prior year to determine the number and percentage of program completers employed as teachers. Data reported on the TEA website.
18	Percentage of teachers employed under a standard teaching certificate within one year of completing the program	Number and percentage calculated by TEA staff.	TEA staff will use PEIMS Fall Snapshot data for the reporting year with finisher data as reported in C.11 above from the prior year to determine the number and percentage of program finishers employed as teachers. Data reported on the TEA website.
19	Perseverance of beginning teachers in the profession	For any EPP and reporting year, the number and percentage of persons still employed in Texas schools as calculated by TEA staff.	TEA staff will use PEIMS Fall Snapshot data from the reporting year and initial certificate data from three years prior to determine the number and percentage of persons awarded initial certificates who are still employed as teachers. Data reported on the TEA website.
20	Results of exit surveys given to program participants	For any EPP and reporting year, 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 use exit survey data for each academic year to calculate the percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support for each question on the survey, as an average for each survey section, and overall. Data reported on the TEA website.

21	Results of surveys given to school principals	By EPP and reporting year, the percentage of first year teachers from each EPP who are appraised as sufficiently prepared.	TEA staff will use principal survey data for each academic year to calculate the percentage of first year teachers from each EPP who are appraised as sufficiently prepared for each question on the survey, as an average for each survey section, and overall by their school principals. Data reported on the TEA website.
22	Results of satisfaction surveys given to beginning teachers	By EPP and reporting year, the percentage of new teachers who indicated they were sufficiently prepared or well prepared at the end of their first year teaching after completing an EPP.	TEA staff will use satisfaction survey data for each academic year to calculate the percentage of beginning teachers who indicated they were sufficiently prepared or well prepared. Data reported on the TEA website.

Appendix: Demographics Guidelines

ASEP will collect ethnicity and race information for candidates using the 1977 categories as well as using the new federal categories developed in 1997 as required by the United States Department of Education (USDE). The new federal category system requires that ethnicity and race be collected separately. It allows individuals to select multiple races. It requires all responses to be collected, but when reporting aggregate data to the USDE, a different set of categories is used for aggregate reporting. Beginning with the 2016-2017 academic year, Educator Preparation programs will report this information using the new categories only. The new categories are as follows:

Ethnicity	Race
Hispanic or Latino	American Indian or Alaska Native
Not Hispanic or Latino	Asian
	Black or African American
	Hawaiian or other Pacific Islander
	White

Aggregate Reporting Categories
Hispanic or Latino
American Indian or Alaska Native
Asian
Black or African American
Hawaiian or Other Pacific Islander
White
Two or more races