

Item 8:
**Consider and Take Appropriate Action on Request to
Approve 2018–2019 Accountability System for Educator
Preparation Programs (ASEP) Accreditation Statuses**

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the proposed 2018–2019 Accountability System for Educator Preparation Programs (ASEP) accreditation statuses for educator preparation programs (EPPs).

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

EFFECTIVE DATE: Upon Board approval.

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

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

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

The following is a description of the ASEP performance indicators with corresponding standards, the accreditation status assignment criteria, and a summary table of recommended EPP accreditation statuses with corresponding numbers and percentages. Attachment II includes details regarding the recommended 2018–2019 ASEP accreditation statuses for all 128 EPPs, including the proposed status along with the rationale for the proposed status.

Determination of 2018–2019 ASEP Performance Standards: TEC, §21.045 requires that the continuing accountability of all EPPs be based on the following information that is disaggregated with respect to race, sex, and ethnicity:

- **Indicator 1**—results of the certification examinations,
- **Indicator 2**—appraisals of first-year teachers by principals,
- **Indicator 3**—achievement or improvement of achievement, of students taught by beginning teachers,
- **Indicator 4**—the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship, and
- **Indicator 5**—the results from a teacher satisfaction survey.

SBEC rules in §229.4(a)(1–5), establish the performance standards for each of the required ASEP indicators that determines accreditation statuses of EPPs as outlined below:

ASEP Indicator	Descriptor of Indicator	2018–2019 Performance Standard
1. Certification Exams	Pass rate for pedagogy and professional responsibilities (PPR) exams on first two attempts.	85%
	Pass rate for non-PPR (content) exams related to candidates' declared fields on first two attempts.	75%
2. Principal Appraisal of First Year Teachers	Percentage of first-year teachers designated as Sufficiently or Well Prepared.	70% Report Year Only
3. Improvement in Student Achievement	Achievement and improvement of students taught by teachers in first three years.	Under Development
4. Field Supervision	Percentage of candidates in internship and clinical teaching experiences who received the required number of field observations of required duration.	95%
	Percentage of candidates in internship and clinical teaching experiences who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	90%
5. Satisfaction of New Teachers	Percentage of new teachers who report that they were Sufficiently or Well Prepared by their program at the end of their first year of teaching under a standard certificate.	70% Report Year Only

2018–2019 ASEP Accreditation Statuses: TEC, §21.0451(a)(1) requires the assignment of the following accreditation statuses that are reflected in SBEC rules §229.4(b)(1–5):

- An EPP is assigned the status of **“Accredited”** if the EPP has met all the accountability performance standards at the overall level and failed no more than one demographic group.
- An EPP is assigned the status of **“Accredited—Not Rated”** upon initial approval to offer educator preparation and until the program can be assigned a status based on the performance standards.
- An EPP is assigned the status of **“Accredited—Warned”** if the EPP:
 - fails to meet a performance standard for the overall performance of its candidates on any **one** of the indicators,
 - fails to meet a standard in any **two** gender or ethnicity demographic **groups** in one year on an indicator,
 - fails to meet a standard for a gender or ethnicity demographic **group** for **two** consecutively measured years, regardless of whether the deficiency is in the same demographic group or indicator, or
 - the SBEC determines that the EPP has violated SBEC rules and/or the TEC, Chapter 21.
- An EPP is assigned the status of **“Accredited—Probation”** if the EPP:
 - fails to meet a performance standard for the overall performance of its candidates on any **one** of the indicators for **two** consecutively measured years,
 - fails to meet a standard in any **three** gender or ethnicity demographic **groups** in one year on an indicator,
 - fails to meet a standard for a gender or ethnicity demographic **group** for **three** consecutively measured years, regardless of whether the deficiency is in the same demographic group or indicator, or
 - the SBEC determines that the EPP has violated SBEC rules and/or the TEC, Chapter 21.
- An EPP is assigned the status of **“Not Accredited—Revoked”** in the following instances:
 - if the EPP is assigned the status of **“Accredited—Probation”** for three consecutively measured years;
 - 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; and
 - if the EPP fails to pay the required ASEP Technology Fee.

The table below illustrates the number and percentage of EPPs assigned each of the proposed 2018–2019 ASEP accreditation statuses.

ASEP Recommended Status	Number of EPPs	Percentage of EPPs
<i>Accredited</i>	76	59.4%
<i>Accredited—Not Rated</i>	0	0%
<i>Accredited—Warned</i>	26	20.3%
<i>Accredited—Probation</i>	26	20.3%
<i>Not Accredited—Revoked</i>	0	0%

Attachment II includes the 2018–2019 proposed accreditation statuses presented in separate tables by recommended status.

Pursuant to 19 TAC §229.6, TEA staff provided notice to EPPs of proposed recommendations for SBEC action prior to making recommendations to the Board. These programs received notice of their right to an informal review of the proposed recommendations pursuant to 19 TAC §229.6 and/or §229.7. Staff provided official notification to EPPs on November 20, 2019, and programs had a deadline of December 13, 2019 by which to submit an informal review request. Eleven programs requested an informal review of their recommended status by the deadline. TEA staff completed the requested informal reviews and programs were informed of the result on or before January 13, 2020. The proposed statuses reflect any changes that resulted from a completed informal review.

In addition to the recommended ASEP accreditation status, TEA staff provided notice to an EPP that failed to meet the 75% performance standard on their Non-PPR Pass Rate (content certification examinations) for all candidates admitted to an individual certification class or category during the 2018–2019 academic year. The notice identified the certification class or category that did not meet the performance standard for the 2018–2019 academic year, as well as whether the program failed the performance standard for the same class or category during the 2017–2018 academic year. Pursuant to 19 TAC §229.5(c) and (d), beginning with the 2016–2017 academic year, if the performance of candidates in an individual certification class or category offered by an EPP fails to meet the performance standard on the non-PPR examinations for three consecutive years, the approval to offer that certification class or category shall be revoked. Attachment III provides a summary of which programs have failed the performance standard for a certification category for the 2017–2018 and 2018–2019 academic years.

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

ASSOCIATE COMMISSIONER’S RECOMMENDATION:

Approve the 2018–2019 Accountability System for Educator Preparation Programs accreditation statuses and related sanctions as presented.

Staff Members Responsible:

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

Attachments:

- I. Statutory Citations
- II. Proposed Accreditation Statuses for 2018–2019
- III. EPPs with Two Consecutive Years of Failing Certification Fields

ATTACHMENT I**Statutory Citations Relating to Proposed Amendments to 2018–2019 Accountability System for Educator Preparation Programs (ASEP) Accreditation Statuses****Texas Education Code, §21.045, Accountability System for Educator Preparation Programs:**

- (a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
- (1) results of the certification examinations prescribed under Section 21.048(a);
 - (2) performance based on the appraisal system for beginning teachers adopted by the board;
 - (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable;
 - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
 - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.
- (b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:
- (1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);
 - (2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;
 - (3) the following information, disaggregated by race, sex, and ethnicity:
 - (A) the number of candidates who apply;
 - (B) the number of candidates admitted;
 - (C) the number of candidates retained;
 - (D) the number of candidates completing the program;
 - (E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of completing the program;
 - (F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
 - (G) the number of candidates retained in the profession; and
 - (H) any other information required by federal law;

- (4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
 - (5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.
- (c) The board shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a).
- (d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

Texas Education Code, §21.0451, Sanctions Under Accountability System for Educator Preparation Programs:

- (a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:
- (1) shall provide for the assignment of the following accreditation statuses:
 - (A) not rated;
 - (B) accredited;
 - (C) accredited—warned;
 - (D) accredited—probation; and
 - (E) not accredited—revoked;
 - (2) may provide for the agency to take any necessary action, including one or more of the following actions:
 - (A) requiring the program to obtain technical assistance approved by the agency or board;
 - (B) requiring the program to obtain professional services under contract with another person;
 - (C) appointing a monitor to participate in and report to the board on the activities of the program; and
 - (D) if a program has been rated as accredited—probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;
 - (3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited—probation under the Accountability System for Educator Preparation for three consecutive

- years, provided that the board or agency has provided the opportunity for a contested case hearing; and
- (4) shall provide the board procedure for changing the accreditation status of a program that:
 - (A) does not meet the accreditation standards established under Section 21.045(a); or
 - (B) violates a board or agency regulation.
 - (b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.
 - (c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.
 - (d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

ATTACHMENT II

Proposed Accreditation Statuses for 2018–2019

The following proposed 2018–2019 ASEP accreditation status are presented in separate tables by their recommended status.

Table 1: Recommended Status—Accredited: Entities that met all accountability performance standards.

Entity
A Career in Teaching - Alternative Certification Program—Corpus Christi
A Career in Teaching - Alternative Certification Program—McAllen
A+ Texas Teachers
Abilene Christian University
Amberton University
American College of Education
Angelo State University
Arlington Baptist College
Austin College
Austin Community College
Baylor University
Concordia University
Criswell College
Dallas Christian College
East Texas Baptist University
Educators of Excellence ACP
EIT: Excellence in Teaching
Hardin-Simmons University
Houston ISD
Howard Payne University
Intern Teacher ACP
iteachTEXAS

Entity
Jarvis Christian College
LeTourneau University
Lubbock Christian University
McLennan Community College
McMurry University
Midwestern State University
Our Lady of the Lake University
Paul Quinn College
Prairie View A&M University
Region 04 Education Service Center
Region 07 Education Service Center
Region 10 Education Service Center
Region 12 Education Service Center
Region 14 Education Service Center
Relay Graduate School of Education Houston
Rice University
Sam Houston State University
Southern Methodist University
Southwestern Adventist University
Southwestern Assemblies of God University
St. Mary's University
Stephen F. Austin State University
Texas A&M International University
Texas A&M University
Texas A&M University—Commerce
Texas A&M University—Corpus Christi
Texas A&M University—San Antonio

Entity
Texas Christian University
Texas College
Texas Lutheran University
Texas State University
Texas Tech University
Texas Wesleyan University
Texas Woman's University
TNTP Academy—Fort Worth
Trinity University
University of Dallas
University of Houston
University of Houston—Clear Lake
University of Mary Hardin-Baylor
University of North Texas
University of Phoenix—San Antonio
University of Texas—Arlington
University of Texas—Austin
University of Texas—Dallas
University of Texas—El Paso
University of Texas—Rio Grande Valley
University of Texas—San Antonio
University of Texas—Tyler
University of the Incarnate Word
Urban Teachers
Weatherford College
West Texas A&M University
Western Governors University

Table 2: Recommended Status - Accredited—Warned

Entity	Proposed Status	Rationale
Accredited—Warned (Year One)		
ACT—Houston	Accredited—Warned (Year One)	Failed Field Observation Frequency: 2 demographic groups. Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and • 2018–2019 Field Observation Frequency.
ACT—Houston-Dallas	Accredited—Warned (Year One)	Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 PPR Pass Rate and Principal Appraisal and • 2018–2019 PPR Pass Rate
ACT—Rio Grande Valley	Accredited—Warned (Year One)	Failed PPR Pass Rate: <ul style="list-style-type: none"> • All students and • 2 Demographic Groups
Dallas ISD	Accredited—Warned (Year One)	Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and Field Observation Frequency and • 2018–2019 Field Observation Frequency
Education Career Alternatives Program	Accredited—Warned (Year One)	Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and • 2018–2019 PPR Pass Rate
Harris County Department of Education	Accredited—Warned (Year One)	Failed Field Observation Quality: All Students
Region 02 Education Service Center	Accredited—Warned (Year One)	Failed Field Observation Frequency: 2 Demographic Groups
Region 18 Education Service Center	Accredited—Warned (Year One)	Failed Non-PPR Pass Rate: All Students and 2 Demographic Groups
Region 19 Education Service Center	Accredited—Warned (Year One)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and • 2018–2019 Non-PPR Pass Rate

Entity	Proposed Status	Rationale
Southwestern University	Accredited—Warned (Year One)	Failed Field Observation Quality: All Students
Tarleton State University	Accredited—Warned (Year One)	Failed PPR Pass Rate: 2 Demographic Groups
TeacherBuilder.com	Accredited—Warned (Year One)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Non-PPR Pass Rate, and 2018–2019 PPR Pass Rate and Non-PPR Pass Rate
Teachworthy	Accredited—Warned (Year One)	Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Principal Appraisal and 2018–2019 PPR Pass Rate
Texas A&M University—Central Texas	Accredited—Warned (Year One)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 and 2018–2019 Non-PPR Pass Rate
Texas Southern University	Accredited—Warned (Year One)	Failed Non-PPR Pass Rate: All Students and 2 Demographic Groups
University of Houston—Victoria	Accredited—Warned (Year One)	Failed Non-PPR Pass Rate: 2 Demographic Groups
University of North Texas—Dallas	Accredited—Warned (Year One)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Principal Appraisal and Field Observation Frequency and 2018–2019 PPR Pass Rate and Non-PPR Pass Rate
Wayland Baptist University	Accredited—Warned (Year One)	Failed Non-PPR Pass Rate: 2 Demographic Groups Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Field Observation Frequency 2018–2019 PPR Pass Rate and Non-PPR Pass Rate
Wiley College	Accredited—Warned (Year One)	Failed Field Observation Frequency: <ul style="list-style-type: none"> All Students and 2 Demographic Groups

Entity	Proposed Status	Rationale
YES Preparatory Public Schools	Accredited—Warned (Year One)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Non-PPR Pass Rate and Principal Appraisal and 2018–2019 PPR Non-PPR Pass Rate and Field Observation Frequency
Accredited—Warned (Year Two)		
Dallas Baptist University	Accredited—Warned (Year Two)	Failed PPR Pass Rate: 2 Demographic Groups Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Principal Appraisal and 2018–2019 PPR Pass Rate
Region 20 Education Service Center	Accredited—Warned (Year Two)	Failed Field Observation Frequency: 2 Demographic Groups Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Principal Appraisal and Field Observation Frequency, and 2018–2019 Field Observation Frequency
Sul Ross State University—Alpine	Accredited—Warned (Year Two)	Failed Non-PPR Pass Rate: 2 Demographic Groups Failed Demographic Groups for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Field Observation Frequency and 2018–2019 Non-PPR Pass Rate
Teachers for the 21st Century	Accredited—Warned (Year Two)	Failed Field Observation Frequency: 2 Demographic Groups
Texas A&M University—Texarkana	Accredited—Warned (Year Two)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Principal Appraisal and 2018–2019 PPR Pass Rate
Web-Centric Alternative Certification Program	Accredited—Warned (Year Two)	Failed Demographic Group for 2 Consecutive Years: <ul style="list-style-type: none"> 2017–2018 Non-PPR Pass Rate and Principal Appraisal and 2018–2019 PPR Non-PPR Pass Rate

Table 3: Recommended Status - Accredited—Probation

Entity	Proposed Status	Rationale
Accredited—Probation (Year One)		
A Career in Education—ACP	Accredited—Probation (Year One)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Non-PPR Pass Rate and • 2018–2019 Field Observation Frequency
Alamo Colleges	Accredited—Probation (Year One)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and • 2018–2019 PPR Pass Rate
Alternative—South Texas Educator Program	Accredited—Probation (Year One)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 and • 2018–2019 Non-PPR Pass Rate
Houston Baptist University	Accredited—Probation (Year One)	Failed Field Observation Frequency: 5 Demographic Groups
Houston Community College System	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 Demographic Groups Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Field Observation Quality and • 2018–2019 Non-PPR Pass Rate, Field Observation Quality, and Field Observation Frequency
Huston-Tillotson University	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 Demographic Groups
Lamar University	Accredited—Probation (Year One)	Failed Demographic Groups for 3 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Failed Demographic Group for 2 Consecutive Years and • 2018–2019 Demographic Group PPR Pass Rate
Lone Star College—Kingwood	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 demographic groups
Mountain View College	Accredited—Probation (Year One)	Failed Field Observation Frequency: 4 Demographic Groups

Entity	Proposed Status	Rationale
North American University	Accredited—Probation (Year One)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 and • 2018–2019 Non-PPR Pass Rate
Region 05 Education Service Center	Accredited—Probation (Year One)	Failed Field Observation Frequency: 4 Demographic Groups Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Field Observation Quality and • 2018–2019 Field Observation Frequency
Region 06 Education Service Center	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 Demographic Groups
Region 11 Education Service Center	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 Demographic Groups
Region 13 Education Service Center	Accredited—Probation (Year One)	Failed Field Observation Frequency: 5 Demographic Groups
Schreiner University	Accredited—Probation (Year One)	Failed Field Observation Frequency: 5 Demographic Groups
South Texas Transition to Teaching	Accredited—Probation (Year One)	Failed PPR Pass Rate: 3 Demographic Groups Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 and • 2018–2019 PPR Pass Rate
St. Edward's University	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 Demographic Groups
Texas A&M University—Kingsville	Accredited—Probation (Year One)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and • 2018–2019 PPR Pass Rate
The Texas Institute for Teacher Education	Accredited—Probation (Year One)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and • 2018–2019 Field Observation Quality

Entity	Proposed Status	Rationale
University of Houston—Downtown	Accredited—Probation (Year One)	Failed Field Observation Frequency: 4 Demographic Groups Failed Demographic Groups for 3 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Failed Demographic Group for 2 Consecutive Years and • 2018–2019 Failed Demographic Group Field Observation Frequency
University of St. Thomas	Accredited—Probation (Year One)	Failed Demographic Groups for 3 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Failed Demographic Group for 2 Consecutive Years and • 2018–2019 Failed Demographic Group Non-PPR Pass Rate and Field Observation Frequency
University of Texas—Permian Basin	Accredited—Probation (Year One)	Failed Field Observation Frequency: 3 Demographic Groups
Accredited—Probation (Year Two)		
Region 01 Education Service Center	Accredited—Probation (Year Two)	Failed Non-PPR Pass Rate: 3 Demographic Groups Failed Demographic Groups for 3 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Failed Demographic Group for 3 Consecutive Years and • 2018–2019 Demographic Group Non-PPR Pass Rate
Sul Ross State University—Rio Grande	Accredited—Probation (Year Two)	Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 Principal Appraisal and Field Observation Frequency and • 2018–2019 Non-PPR Pass Rate
Training via E-Learning: An Alternative Certification Hybrid (T.E.A.C.H.)	Accredited—Probation (Year Two)	Failed Field Observation Frequency: 4 Demographic Groups Failed Indicators for 2 Consecutive Years: <ul style="list-style-type: none"> • 2017–2018 and • 2018–2019 Field Observation Frequency

Entity	Proposed Status	Rationale
Accredited—Probation (Year Three)		
*Texas Alternative Certification Program—Brownsville	Accredited—Probation (Year Three)	Failed Non-PPR Pass Rate: 3 Demographic Groups and Field Observation Frequency: 6 Demographic Groups

*Note: At the October 4, 2019 SBEC meeting, the Board approved an Agreed Order to close the Texas Alternative Certification Program—Brownsville on August 30, 2020. Therefore, although the program is being recommended for Accredited—Probation (Year Three), TEA staff are not recommending the SBEC begin the process of revocation due to the Agreed Order for the program to close.

ATTACHMENT III**EPPs with Two Consecutive Years of Failing Certification Fields****EPP Failure of Certification Fields for Two Consecutive Years: 2017–2018 & 2018–2019**

Program	Certification Field(s)
A+ Texas Teachers	Business & Finance 6–12
McLennan Community College	Core Subjects EC–6
Region 13 Education Service Center	Business & Finance 6–12
TeacherBuilder.com	Core Subjects EC–6
Texas A&M University—Kingsville	Core Subjects EC–6
Texas Alternative Certification Program—Brownsville (closing)	Core Subjects EC–6
University of Texas—Rio Grande Valley	Core Subjects EC–6
Web-Centric Alternative Certification Program	Languages Other than English: Spanish Science 4–8

Note: Pursuant to 19 TAC §229.5(c) and (d), beginning with the 2016–2017 academic year, if the performance of candidates in an individual certification class or category offered by an EPP fails to meet the performance standard on the non-PPR examinations for three consecutive years, the approval to offer that certification class or category shall be revoked. Therefore, if the programs above fail the performance standard in the certification fields listed above for the 2019–2020 academic year, they will be brought before the SBEC to begin the process of revocation of that certification field.