



2017 – 2018 Continuing Approval Review Report

PURPOSE

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for Yes Prep Public Schools EPP on April 30, 2018. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Carlos Villagrana was identified as the program Legal Authority. Carlos Villagrana, Calvin Stocker, and Meghan Davenport were identified as the primary EPP contacts for the review process. Yes Prep Public Schools EPP was approved as an EPP on June 18, 2009. At the time of the review, the EPP was Accredited - Notice. At the time of the review, Yes Prep Public Schools EPP was approved to certify candidates in the following classes: Teacher class only.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Compliance Plan was developed as a result of the Yes Prep EPP Review to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Carlos Villagrana, Calvin Stocker, Meghan Davenport, and Kathryn Ryan.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on April 30, 2018. Additional EPP documents, including records for twelve (12) candidates, were submitted on April 30, 2018. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.



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FINDINGS, COMPLIANCE ISSUES and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” was drafted during the review that identifies compliance issues to be addressed and a timeline for completion. The first check-in date for the Compliance Plan is July 23, 2018. “Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings

Component I: Governance was not reviewed in its entirety as a part of the desk review. TEA reviewed what Yes Prep EPP self-reported in their Status Report.

- It was noted in the Status Report that seven (7) out of ten (10) advisory committee members are directly associated with the EPP and two (2) of the members are EPP directors. The Yes Prep EPP membership did not include a representative group of members. [19 TAC §228.20(b)]
- The EPP does not have any additional accreditations. [19 TAC §228.35(a)(6)]

TEA noted the following about Yes Prep Public Schools EPP: The EPP has been awarded four (4) grants over past three (3) years: Bill and Melinda Gates Foundation Teacher² Grant to develop new teachers focused on instructional coaching and increasing teacher workforce in Houston, two (2) Walton Family Foundation Grants, and a US Department of Education Transition to Teaching Grant to develop staff to better prepare candidates.

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §228.20(b) *The EPP membership does not include a representative group of members.*

Action: The Legal Authority and EPP staff need to be removed as members of the advisory committee. Ensure that the advisory committee is representative of the following: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers (ESCs); institutions of higher education; and/or business and community interests. The advisory committee membership must include at least three (3) of the five (5) groups.



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Recommendations:

- Increase the number of public school educators (principals, cooperating teachers, former candidates who are now certified) and staff (human resource directors from surrounding districts) and possibly current or past Yes Prep Public Schools candidates on the advisory committee to provide a variety of perspectives about the program.

Based on the evidence presented, Yes Prep Public Schools EPP was not in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

- TEA reviewed the website and Yes Prep Public Schools EPP Status Report to locate formal admission requirements. Twelve (12) files were reviewed for evidence of compliance.
- The EPP has posted information regarding the effect of supply & demand, the EPP performance over time for the past five (5) years, and the required criminal history background check on EPP website. [19 TAC §227.1(c)]
- A degree is required for admission to Yes Prep Public Schools EPP. Eleven (11) out of twelve (12) files (92%) contained evidence an official degree confirmed and one (1) file was not a candidate at Yes Prep. [19 TAC §227.10(a)(1)]
- Three (3) files were out-of-country candidates. One (1) of the files contained a master's degree from England and no transcript evaluation was required for admission. The other two (2) files contained a transcript evaluation for their out-of-country degrees. The transcript evaluation services used were Education Services & Center for Applied Research Evaluation and Education, Inc. [19 TAC §227.10(e)]
- Out-of-country applicants must also demonstrate proficiency in English language skills prior to admission. Three (3) out-of-country files were reviewed. The first file did not require a TOEFL iBT score because the degree earned was from a country whose primary language of instruction was English. The second file contained a letter stating that the language of instruction was English. That candidate was admitted in June of 2016 and a letter was acceptable at that time. The third file contained no TOEFL iBT score. The program was 50% compliant. [19 TAC §227.10(a)(6)]
- Candidates met the minimum GPA of 2.5 required for admission. A GPA range of 2.14-3.83 was noted in the eleven (11) files reviewed. TEA also checked the two (2) files that contained less than a 2.5 GPA for evidence of the program's policy, documentation by the program's director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement, and the Pre-Admission Content Test (PACT)



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score report. One file contained an exception letter, but no PACT. The other file did not contain an exception letter, but did contain PACT. The PACT policy was posted on the website, but not followed. [19 TAC §227.10(a)(3)(A); 19 TAC §228.10(a)(3)(B)(i-ii)]

- Applicants are required to demonstrate content knowledge prior to admission by passing the applicable PACT exam. Nine (9) out of twelve (12) files reviewed were PACT. One (1) was a transfer candidate and had a passed content exam prior to transferring to Yes Prep. One (1) file tested via the PACT route after admission. The EPP was 83% compliant. [19 TAC §227.10(a)(4)]
- All files reviewed (11) demonstrated basic skills with a degree conferred. One (1) file was not reviewed. [19 TAC §227.10(a)(4)]
- An application is required for admission to Yes Prep Public Schools EPP, but was not maintained in candidate EPP files. All applications are maintained by partner schools where candidates are employed. The EPP also requires an interview with standard questions, but the interview was not found in any file reviewed. The EPP provided a link to the partner schools' interview questions and rubric. It was also noted that some partner schools also require a sample lesson or videos, but those were also not provided for any file reviewed. A writing sample is also required, but was also not found in any file reviewed. All files did not meet the requirement of having an application or other screening device used to determine applicant's admission. [19 TAC §227.10(a)(7); 19 TAC §227.10(a)(8); 19 TAC §227.10(b)]
- One (1) file was a transfer candidate. That file contained a transfer form and official transcripts in the file. [19 TAC §227.10(c)]
- All applicants were formally admitted and contained a formal letter of admission in their file. However, four (4) out of eleven (11) files reviewed contained a different admission date on the formal offer of admission than was documented in the Educator Certification Online System (ECOS) for the EPP. Seven (7) out of eleven (11) files (64%) met the with regards to data integrity. [19 TAC §229.3(f)(1)]. The program did meet the formal admission letter requirement for each file reviewed (100%). [19 TAC §227.17(a)(7)-(8)]
- All candidates (11) began coursework, training and received approval to test after being formally admitted as required. One file was not reviewed. [19 TAC §227.17(e)]

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §227.10(a)(3)(B)(i-ii) *The EPP did not require an exception letter and PACT for applicants with less than a 2.5 GPA.*

Action: For applicants with less than a 2.5 GPA, the EPP must include documentation signed by the director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement in each file that contains less than a 2.5 GPA and the PACT score report that shows the date that the applicant passed the PACT prior to admission.



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- 19 TAC §227.10(a)(6) *The EPP did not require TOEFL for out-of-country applicants.*

Action: Require a TOEFL iBT score of 24 speaking; 22 listening; 22 reading; 21 writing for out-of-country applicants that are not from countries in the Figure listed in 19 TAC §230.11(b)(5)(C) prior to admission. Require applicants to use the EPPs TOEFL code to ensure that the scores are sent directly to the program.

- 19 TAC §227.10(a)(7)-(8) and 19 TAC §227.10(b) *The EPP did not require an application, interview or sample lesson from applicants.*

Action: Require an EPP application of each applicant and maintain the application in each candidate's EPP file. Require an interview scored on a rubric with a cut score. Maintain the scored interview in each candidate's EPP file. If the EPP requires a sample lesson or video, require that the sample lesson or video be scored on a rubric and maintain the evidence and scored rubric in the candidate's EPP file. Post the requirement on the website along with the cut score an applicant must achieve for each to be admitted. Maintain all EPP candidate files separate and apart from district application files.

- 19 TAC §227.17(b)-(e) & 19 TAC §229.3(f)(1) *The EPP application formal admit date and admit date reported in ECOS were not the same.*

Require the EPP to accurately formally admit candidates and ensure that the admit date on the formal admission letter is the same as the admit date entered into ECOS.

Recommendations:

- None.

Based on the evidence presented, Yes Prep Public Schools is not in compliance with 19 TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Component III: Curriculum was not reviewed in its entirety as a part of the desk review. TEA reviewed what Yes Prep EPP self-reported in their Status Report.



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Findings:

- Yes Prep Public Schools EPP self-reported that mental health, substance abuse, and youth suicide training provided to candidates was not from an approved provider. The training provided in this area does not meet requirements. [19 TAC §228.30(c)(2)]
- Yes Prep Public Schools EPP self-reported that they provide training in the Pre-K guidelines for candidates seeking certification in an area that includes early childhood education (ECE) and Pre-K, but did not indicate what that training entailed. It could not be verified that the Pre-K guidelines were taught to candidates. [19 TAC §228.30(d)(3)]

TEA noted that Yes Prep Public Schools EPP is rated by NCTQ as the top ACP in the State of Texas, in the 99th percentile of all educator preparation programs (institutions of higher education & ACPs) nationwide for its elementary teacher development curriculum and in the 88th percentile of all educator preparation programs (institutions of higher education & ACPs) for its secondary teacher development curriculum. Yes Prep Public Schools EPP has recently taken on a culturally responsive pedagogy initiative to best prepare its teacher cohort for the ever-evolving and diverse needs of all the populations of students its teacher serves.

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §228.30(c)(2) *Instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1) was not provided by an approved provider.*

Action: Require the EPP to use an approved provider for mental health, substance abuse, and youth suicide when training candidates. Provide TEA with the name of the provider that the EPP will use. The list of providers can be found on the [TEA Program Provider Resource page](#). Require candidates to provide the EPP with a dated certificate of completion with hours noted and maintain that certificate in each candidate's file.

- 19 TAC §228.30(d)(3) *for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines were not taught.*

Action: Require the EPP to instruct in the PK guidelines for any applicant seeking certification in a certificate that includes early childhood education (ECE) and PK. The PK Guidelines can be accessed [here](#).

Recommendations:

- None.



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Based on evidence presented, Yes Prep Public Schools EPP is not in compliance with 19 TAC §228.30-Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- Yes Prep Public Schools EPP provides candidates with adequate coursework and training. A benchmark document was provided for review. Benchmarks for the past three (3) years were included. In 2015-2016 benchmarks included: Professional learning modules, collaborative assessments, informal coaching, and collaboration with campus administration. In 2016-2017 benchmarks included: Professional learning modules, collaborative assessment logs, formal observations, informal coaching/support, and collaboration with campus administration. In 2017-2018, benchmarks included: Teaching Excellence assessment logs, formal and informal assessments, collaboration with campus administration, professional learning modules, exit tickets for completed coursework, induction training Saturdays, professional learning Saturdays, professional learning data capture for September-March, and accelerating teacher effectiveness data capture in the Fall and Spring semesters. Benchmarks were found in all files reviewed. [19 TAC §228.35(a)(1)]
- The Yes Prep Public Schools EPP curriculum is intensive, rigorous, interactive candidate focused, & performance based as evidenced by benchmark docs and observation reports for files reviewed. [19 TAC §228.35(a)(2)]
- Four (4) out of twelve (12) files reviewed have earned a standard certificate and all coursework and training were completed prior to issuance of the standard certificate. One file was not reviewed and the remainder of candidates are still in process. [19 TAC §228.35(a)(3)]
- All candidates are late-hires. Yes Prep Public Schools EPP submitted documents for nine (9) files. Four (4) files did not meet all late-hire requirements. One (1) file did not have a certificate issued. One (1) file contained no documentation of school district training. Three (3) files met late-hire criteria, but one (1) file contained 31.6 hours of field-based experiences, one (1) file contained eleven (11) hours of field-based experiences, and one (1) file contained ten (10) hours of field-based experiences. The EPP did not meet the requirements for late-hires as prescribed. [19 TAC §228.35(a)(4); 19 TAC §228.35(d)]
- Yes Prep Public Schools EPP has procedures for allowing relevant military experiences. The program provided the website where that information is posted as evidence of compliance. [19 TAC §228.35(a)(5)(A)]



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- Yes Prep Public Schools EPP has procedures for allowing prior experience, education, or training. The program provided the website where that information is posted as evidence of compliance. [19 TAC §228.35(a)(5)(B)]
- Candidates for initial certification do not receive the required number of hours of coursework and training. All files contained evidence that candidates had completed requirements or were in process, but there was an issue with counting 50 hours of school district training. Yes Prep Public Schools requires 305 clock-hours of training. The EPP also used instructional coaching as a part of the required 300 clock-hours of training. It was determined that instructional coaching is field-supervision and cannot be used as a part of the 300 total hours. [19 TAC §228.35(b)]
- Eight (8) out of twelve (12) files completed 30 clock-hours of field-based experiences. One (1) file not reviewed. One (1) file had fewer than 30 clock-hours of field-based experiences. Two (2) files had no field-based experiences. Serving as a teacher of record does not count as field-based experiences because unsupervised. Eight (8) out of eleven (11) files or 72% were compliant. [19 TAC §228.35(b)(1)]
- Yes Prep Public Schools EPP provided a start date for ten (10) out of eleven (11) files reviewed and the tracking sheet for each file to indicate hours completed prior to internship. Thirty clock-hours of field-based experiences and 127 clock-hours of coursework and training are required by the EPP prior to internship. The EPP was 91% compliant. [19 TAC §228.35(b)(2)]
- Eight (8) out of twelve (12) files completed 30 clock-hours of field-based experiences. One (1) file was not reviewed. One (1) file had fewer than 30 clock-hours of field-based experiences. Two (2) files reviewed had no field-based experiences. Serving as a teacher of record does not count as field-based experiences because it is unsupervised. TEA looked for evidence in the form of observation logs reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students, verifying signatures of observed teacher; and reflections of observations. Eight (8) out of eleven (11) files or 72% of files contained required evidence of compliance. [19 TAC §228.35(e)(1)(A)]
- Field-based experience via video are not required, but up to 15 clock-hours are allowed. Five (5) out of eleven (11) files completed between 6.6-15 clock-hours of field-based experience via video with reflections and met the requirements. [19 TAC §228.35(e)(1)(B)]
- Ten (10) out of eleven (11) files were placed in an internship. Of those, four (4) had a standard issued after completion of the internship. One file was not placed on a certificate while in the internship. None of the files contained a statement of eligibility, but their eligibility was noted on their benchmark document. The EPP did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(C)(i)]
- Ten (10) out of eleven (11) files reviewed held a probationary or intern certificate during their internship and one file had no certificate during the internship. The EPP was 91% compliant. [19 TAC §228.35(e)(2)(C)(iv)]



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- Seven (7) out of eleven (11) files reviewed contained evidence of a variety of field-based experiences and one (1) file was not reviewed. One (1) file was a teacher and did not complete field-based experiences. Two (2) files contained evidence of only one (1) placement for field-based experiences. The EPP was 63% compliant and did not meet requirements as prescribed. [19 TAC §228.35(e)(2)(F)]
- Internships all took place in public schools associated with Yes Prep Public Schools EPP. Ten (10) out of eleven (11) files were in an appropriate placement, but did not contain the required statement of eligibility and did not meet the requirement as prescribed. [19 TAC §228.35(e)(4)]
- Eleven (11) files reviewed (100%) were assigned a mentor during the internship year. [19 TAC §228.35(f)]
- Nine (9) out of eleven (11) files reviewed had a mentor with current certification. One (1) file reviewed had a mentor who held an expired certificate and one (1) file reviewed had a mentor with an inactive certificate. The EPP was 81% compliant. [19 TAC §228.2(12)]
- Ten (10) out of eleven (11) mentors were trained. Training material, mentor handbooks, and a signed acknowledgement of receipt of training were provided as evidence. The EPP was 91% compliant. [19 TAC §228.35(f)]
- Eleven (11) files contained evidence that a field supervisor was assigned. One (1) field supervisor held an inactive certificate and one (1) did not have 3 years of required experience. The EPP was 82% compliant and met the requirement as prescribed. [19 TAC §228.35(g)]
- There was limited evidence provided that field supervisors received local and statewide field supervisor training. All field supervisors attended statewide field supervisor training. A handbook was provided for local training, but no evidence was provided that any field supervisor attended local training. The EPP did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- Each field supervisor is required to make an initial contact with the candidate assigned within the first three (3) weeks of assignment. Evidence was provided for five (5) out of eleven (11) files or 45% made a first contact as prescribed. The EPP did not meet the requirement of initial contact as prescribed. [19 TAC §228.35(g)]
- Evidence was provided for five (5) out of eleven (11) files or 45% of files that a pre- and post-observation conference was held by the field supervisor with the assigned candidate. The remainder of the files reviewed had either a combination of a pre- or post- observation conference or no conferences noted at all. The EPP did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- The field supervisor is required to provide a copy of each observation to the mentor, campus administrator and mentor teacher. Ten (10) out of (11) files or 91% of reviewed contained evidence in the form of emails with read receipt that the requirement was met as prescribed. [19 TAC §228.35(g)]



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- It was noted that ten (10) out of eleven (11) or 91% of reviewed contained evidence of informal observations and coaching. Observation documents were provided as evidence of compliance. [19 TAC §228.35(g)]
- The field supervisor collaborated with the candidate, campus administrator, and mentor teacher. Evidence in the form of email records with read receipt and signed observation documents were provided for ten (10) out of eleven (11) or 91% of files reviewed. [19 TAC §228.35(g)]
- Candidates were formally observed by the field supervisor. Nine (9) out of eleven (11) or 81% of files reviewed met the 45-minute duration, frequency, and format requirement. [19 TAC §228.35(g)(1)-(8)]
- One file reviewed contained an exemption from field-based experiences and internship. There was a letter in file that candidate was in a full-time teaching position, but there was no supervision with that placement. There was also not a letter from THECB documenting the exemption eligibility. The requirement was not met as prescribed. [19 TAC §228.35(i)]

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §228.35(a)(4) *With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved TEA continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the Texas Education Code (TEC), §21.451 (Staff Development Requirements) and must be directly related to the certificate being sought.*

Action: Require the EPP to maintain evidence of school district training not to exceed 50 clock-hours for all late-hires. School district training must be based on the standards required for the certificate sought.

- 19 TAC §228.35(b) & 19 TAC §228.35(b)(2) *An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship.*

Action: Require the EPP to provide a benchmark document that clearly explains the 300 clock-hours of coursework required and the timeline for the requirements to be met.



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- 19 TAC §228.35(b)(1) *a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method.*

19 TAC § 228.35(e)(2)(F) *Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.*

19 TAC §228.35(e)(1)(A) *Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities...*

19 TAC §228.35(e)(2)(F) *Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.*

Action: Require 30 clock-hours of FBEs in a variety of settings that include 15 clock-hours of hands-on FBEs working directly with students in an EC-12 setting and include the start of the school year.

- 19 TAC §228.35(g) *Ongoing educator preparation program support for initial certification of teachers. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.*

Action: Require a specific local field supervisor training for all field supervisors. Require field supervisors to attend that training and document, with sign-in sheets, that they have completed the training.

- 19 TAC §228.35(g) *The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment.*

Action: Require each field supervisor to make an initial contact with the candidate assigned within the 1st three weeks of assignment. Document that the initial contact was made in each candidate's file.



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- 19 TAC §228.35(g) *For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate.*

Action: Require each field supervisor to conduct a pre-observation and post-observation conference with each candidate for each formal observation. Document that both the pre-observation and post-observation conference occurred on observation documentation for each candidate.

Recommendations:

- Consider sending every field supervisor a field supervisor training PowerPoint presentation with read receipt or conduct a field supervisor training webinar. Require field supervisors to log in to the webinar and save the attendee list as evidence that local field supervisor training occurred.

Based on evidence presented, Yes Prep Public Schools EPP is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

- Yes Prep Public Schools EPP has established benchmarks to measure each candidate's progress. Benchmark documents were provided for all files reviewed. It was noted that over time, the benchmark documentation has become more sophisticated. The EPP went from a spreadsheet to an actual document with all benchmarks noted. [19 TAC §228.40(a)]
- Processes are in place to ensure candidates are prepared to be successful on their content exams. All candidates are required to test via the PACT route and the date tests were passed was provided on each benchmark document. [19 TAC §228.40(b)]
- All candidates were certified in the certification area for which they were admitted. [19 TAC §228.40(c)]
- A process is in place that formally admitted candidates are prepared to take certification exams. The website states that all candidates must PACT into the EPP. The EPP provides approval for the PPR exam and the date each candidate is approved to test is noted on the benchmark document. [19 TAC §228.40(d)]



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- The EPP self-reported in the Status Report that stakeholders have an opportunity to provide programmatic feedback through surveys three times per year. The survey asks each stakeholder about the impact of their interactions with the field supervisors, alignment of coaching and feedback, effectiveness of systems and support, and communication about satisfaction and clarity with certification. The EPP uses this data and feedback to make adjustments across the programmatic elements, curriculum, and engagement approaches with stakeholders. [19 TAC §228.40(e)]

TEA noted that Yes Prep Public Schools EPP has worked with the “TeacherSquared” team to develop a set of hypotheses for an early warning system to promote teacher retention.

TEA also noted that in an effort to attract and retain teachers of color, Yes Prep Public Schools EPP recently applied for and was awarded a grant from the Walton Family Foundation that will support a scholarship program. The scholarships provided will support incoming teacher candidates with certification fees, transitional funding to attract high-quality talent, and program fees for candidates that need additional support to pay for the program.

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations:

- None.

Based on evidence presented, Yes Prep Public Schools EPP is in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators’ Code of Ethics).



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- Candidates receive face-to-face intensive instruction on the Code of Ethics as a part of their summer induction training. TEA verified that each candidate acknowledges receipt of a copy of the Texas Educator's Code of Ethics. A signed copy of the Texas Educator's Code of Ethics was found in ten (10) out of eleven (11), or 91%, of the candidates' records.
- Yes Prep Public Schools EPP self-reported in the Status Report that staff and field supervisors receive training on the Code of Ethics. TEA verified that staff signed a Texas Educator's Code of Ethics. Signature documents were submitted for all thirty-eight (38) staff associated with the program.

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations:

- None.

Based on evidence presented, Yes Prep Public Schools is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- The Yes Prep Public Schools EPP complaints process is on file at TEA. [19 TAC §228.70(b)(1)]
- The complaints process was found to be posted on the EPP website. [19 TAC §228.70(b)(2)]
- The EPP self-reported in the Status Report that the complaint process is posted on-site at the EPP during professional learning sessions. [19 TAC §228.70(b)(3)]
- The complaint process is provided to candidates in the Candidate Handbook. [19 TAC §228.70(b)(4)]

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations

- None.



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Based on evidence presented, Yes Prep Public Schools is in compliance with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC §228 and §230

Findings

- All candidates had a transcript on file noting that a degree was earned prior to admission. [19 TAC §230.13(a)(1)]
- Four (4) candidate files reviewed had reached the point of standard certification and completed all requirements as noted in the benchmark documents provided. [19 TAC §230.13(a)(2)]
- All candidates must take a pre-admission content test (PACT) for their applicable certification area prior to admission and prior to issuance of a probationary certificate. Ten (10) out of (11) files contained evidence of a passed content exam prior to admission. The four (4) candidates that had reached the point of standard certification passed the pedagogy and professional responsibilities (PPR) exam prior to issuance of the standard certificate. One file had no certificate issued. [19 TAC §230.13(a)(3); 19 TAC §230.13(b)(4)]

Compliance Issues to be Addressed (see Compliance Plan):

- None.

Recommendations:

- None.

Based on evidence presented, Yes Prep Public Schools EPP is in compliance with 19 TAC §228 and §230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC §229

Findings

- TEA reviewed the Yes Prep Public Schools EPP reporting to verify that required data was reported in an accurate and timely manner. It was noted that four (4) out of eleven (11) files reviewed had a discrepancy in the formal admission dates on the formal offer of admission letter as compared to what was reported in the educator certification online system (ECOS) for the program. The program was 64% compliant. Two files reviewed



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had a discrepancy in observation documents provided for review as compared to what was posted in ECOS. The program was 81% compliant. [19 TAC §229.3(f)(1)]

Compliance Issues to be Addressed (see Compliance Plan):

- 19 TAC §229.3(f)(1) *The EPP did not accurately report formal admission in ECOS and was advised that the actual observations conducted by the field supervisor and the observations reported in ECOS must have the same date.*

Action: Require Yes Prep Public Schools EPP to accurately report all ASEP data in ECOS and on the GPA spreadsheet annually at the accountability system for educator preparation (ASEP) reporting time.

Recommendations:

- None.

Based on evidence presented, Yes Prep Public Schools EPP is not in compliance with 19 TAC §229 – Integrity of Data Reported.

GENERAL PROGRAM RECOMMENDATIONS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Implement quality control procedures to ensure ASEP reports, including GPA spreadsheets, are submitted accurately during state reporting each year.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.



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- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

A Compliance Plan was created collaboratively with the Yes Prep Public Schools EPP staff on May 30, 2018 and the first check-in date is due in 60 days on July 23, 2018.