

Item 19:

Discussion of 2017-2018 and 2018-2019 Continuing Approval Reviews of Educator Preparation Programs

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to review and discuss the educator preparation program (EPP) continuing approval review process and the results to date for the 2017-2018 and 2018-2019 reviews. This item provides context for Board action at the October 2019 meeting regarding the continuing approval of the reviewed programs.

STATUTORY AUTHORITY: The statutory authority for 19 TAC §§229.6(a), 228.10(b) and 229.9 is the Texas Education Code (TEC), §§21.0443, 21.041, 21.0452, and 21.061.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting additional updates to the SBEC at the July 26, 2019 meeting with proposed action at the October 4, 2019 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC §21.0443 authorizes the SBEC to adopt rules providing for EPP approval and renewal of approval. TEC §21.061 states that the SBEC is to carry out a process for reviewing and, as necessary, updating standards and requirements for EPPs. TEC §21.041 allows the Board to set fees for the approval or renewal of approval of an EPP. TEC §21.0452 authorizes the Board to make information available regarding EPPs to the public. 19 TAC §228.10(b) requires that Texas Education Agency (TEA) staff shall review every approved EPP at least once every five years.

The purpose of this item is to provide the Board an overview of the purpose for program continuing approval reviews, the processes and timelines that TEA staff utilize in conducting reviews, and the current status of completing the reviews for the 2017-2018 and 2018-2019 years. In addition, TEA staff is including this item to preview and provide context for upcoming Board decisions regarding the continuing approval of the reviewed programs.

The purpose of a regular periodic review of an approved EPP, as required by statute in TEC §21.0443 and supported by SBEC rule in 19 TAC §228.10(b), is to provide evidence to ensure an EPP is adequately preparing candidates for educator certification and meeting the standards and requirements set by the SBEC. In the review process, TEA gathers evidence to determine EPP compliance with the TEC and TAC in the program approval components of:

- governance;
- admission practices;
- curriculum;
- coursework, training, program delivery, and ongoing support of candidates;
- assessment and evaluation of candidates and the program;
- professional conduct;
- complaints procedures;
- certification procedures; and
- integrity of data submission.

The review process provides clarification of current rules and requirements to EPPs and encourages the sharing of best practices to promote a continuous improvement mindset. TEA staff develops and implements targeted training to individuals and groups of EPPs based on common issues that arise across multiple EPP reviews. The review process also provides TEA with an opportunity to identify and showcase exceptional programs or practices that can be shared with other EPPs.

At the beginning of the review cycle, TEA staff develops a set of risk factors to use in assessing the overall risk level for each EPP to determine the type of review for that EPP in accordance with TEC §21.0454. The factors used in the risk assessment for 2017-2018 and 2018-2019 continuing approval reviews were:

- 1) Accreditation data including two areas:
 - The principal appraisal of first-year teachers who were either “sufficiently prepared” or “well prepared”
 - The quality of field supervision by the EPP
- 2) Annual performance data including two areas:
 - Retention of teachers – the percentage of teachers who are still employed as a teacher five years after earning a standard certificate
 - The percentage of tests passed by students in an EPP
- 3) Formal complaints against the EPP that occurred within the five years since the last review and that revealed one or more violations of TAC prescribed in TEC §21.0454(a)(1)
- 4) Accreditation status of the EPP with increased risk for those with Accredited-Warned or Accredited-Probation status prescribed in TEC §21.0454(a)(2)
- 5) Accreditation by other organizations, which reduced the risk for those EPPs accredited by a national organization for educator preparation, such as CAEP (Council for the Accreditation of Educator Preparation)

At the time of the review, the EPP must submit a status report regarding its compliance with existing standards for EPPs and the entity’s original proposal to TEA. TEA uses the status report to focus on specific EPP processes and documents and to identify areas where EPP staff may not have clear understanding of rules and requirements. TEA staff used a desk review format to review EPPs for the 2017-2018 and 2018-2019 reporting years. A desk review requires the EPP to submit documents to TEA in lieu of a site visit.

After reviewing the status report and candidate records provided by the program, TEA staff asks for additional information based on the results of the risk assessment, current accreditation status, and submitted materials. This additional information might include:

- Curriculum to review areas where candidates may not be receiving sufficient instruction resulting in EPP pass rate or candidate performance issues
- Targeted areas arising from complaints
- Reporting processes if lowered accreditation status was based on, for example, observations reported not making the 95% target because the program did not upload them properly

- Educator preparation program advisory committee activities to evaluate the types of support the program was receiving

TEA staff conducted desk reviews for the 2017-2018 and 2018-2019 reporting years because staff did not conduct program reviews during 2016-2017 and for the first half of the 2017-2018 year. Because of the delay in review, TEA staff had to review 46 programs beyond their five-year period. Staffing transitions and the need to redesign the review process led to the delay. The continuing approval reviews for this cycle are still in progress due to the late start of the renewed review process in Spring 2018 and the number of EPPs identified for review. TEA staff anticipate completing these reviews before the end of the 2018-2019 reporting year.

At the close of each continuing approval review, TEA staff members provide the results of the review as well as the next steps programs must complete to correct deficiencies identified in the review process. Programs have until August 31, 2019 to correct deficiencies and provide confirmation to TEA.

TEA staff will provide a recommendation to the Board regarding the continuing approval of EPPs reviewed during the 2017-2018 and 2018-2019 review cycles in October 2019 in accordance with 19 TAC §§229.6 and 229.7. TEA staff will notify EPPs in advance of the recommendation that staff will make to the SBEC. If TEA staff will recommend conditions attached to an EPP's continuing approval or revocation of a program's continuing approval, the EPP will be able to request an informal review. Attachment II provides more detail around the steps involved in the review process with timelines for the upcoming year. Attachment III provides a list of those EPPs with completed reviews and those that are still pending. TEA staff will continue to update the Board on the progress of EPP reviews with final recommendations for action in October.

PUBLIC AND STUDENT BENEFIT: The development and application of EPP review criteria will help ensure educator preparation programs are preparing educators to positively influence the performance of the diverse student population of this state.

Staff Members Responsible:

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Attachments:

- I. Statutory Citations Relating to Continuing Approval Reviews
- II. Steps Involved in the Continual Approval Review Process
- III. Continual Approval Reviews Completed and In-Progress

ATTACHMENT I**Statutory Citations Relating to Continuing Approval Reviews****Texas Education Code, §21.041, Rules: Fees**

- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of renewal of an educator preparation program, or for the addition of a certificate or field of certificate to the scope of a program's approval. A fee imposed under this sub-section may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
- (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

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

- (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);
- (e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.

Texas Education Code, §21.061, Review and Updating of Educator Preparation Programs:

The board shall, after consulting with appropriate higher education faculty and public school teachers and administrators and soliciting advice from other interested persons with relevant knowledge and experience, develop and carry out a process for reviewing and, as necessary, updating standards and requirements for educator preparation programs.

ATTACHMENT II**Steps Involved in the Continuing Approval Desk Review Process**

- Phase I** TEA staff identify EPPs to review in the 2019-2020 reporting year using a five - year rotation. TEA staff will identify EPPs by April/May with reviews beginning in October 2019 and ending May 2020. After establishing the review schedule, preparation and planning occurs from May through September, including:
- TEA completes the risk assessment for the identified EPPs.
 - TEA sends a notification letter containing assigned review dates and other relevant information to the EPP Legal Authority.
 - TEA staff provide materials and training to EPP staff, including providing responses to EPP questions.
 - EPP assigns “point person” for review and begins the process of gathering information and preparing the status report for submission to TEA.
- Phase II** The EPP reviews begin in October and continue from October through May to allow TEA staff to focus on completing one review before beginning the next review. A continuing approval review begins with a review of preliminary data and information about the program to develop context for the form and function of the specific EPP to be reviewed. The preliminary review phase includes:
- Two weeks prior to the assigned review date, the EPP submits to TEA the status report containing information about how the program meets or exceeds requirements in TAC.
 - TEA staff complete a pre-assessment of the EPP using status reports and other relevant documents such as EPP handbooks and information from the Educator Certification Online System (ECOS) and the Accountability System for Educator Preparation (ASEP) system.
 - Two weeks prior to the assigned review date, TEA staff sends the EPP a candidate list randomly generated from EPP data in ECOS, ASEP, and the status report. The number of candidates depends on the number of certificate classes and routes approved for the EPP being reviewed.
- Phase III** On the assigned review date, the EPP securely transmits to TEA the requested records for candidates identified on the candidate list. Data gathered from these records along with the data and information gathered from the preliminary review provide evidence of the EPPs compliance with requirements in TAC and TEC:
- During a two-to-four-week window following receipt of candidate records, TEA staff use a standardized rubric aligned with TAC to evaluate evidence in candidate records and other EPP documentation. Staff makes a determination regarding compliance (C) or noncompliance (N) with each TAC requirement.

- TEA staff and EPP staff conference over preliminary findings, providing the EPP an opportunity to submit additional documentation as necessary to provide evidence of alignment with TAC.

Phase IV After TEA staff have reviewed additional evidence, completed the rubric, and generated a final report detailing the outcome of the review, the following steps occur:

- TEA and EPP staff conference over the review's outcome, discuss areas that are not in alignment with TAC, and identify ideas and options for corrective actions.
- TEA staff finalize the report detailing the review's outcome and provide the report to EPP staff, allowing the EPP ten business days to respond with concerns or discrepancies.
- After the report is final, TEA staff send a copy to the EPP and post a copy on the Consumer Information page on the TEA website.
- Following the review, the EPP will provide evidence that the program has corrected the areas that were identified out of alignment with TAC by August 31st of the reporting year.

Phase V TEA provides a list of programs to the Board recommended for continuing approval for another five years or revocation of a program's continuing approval depending on the evidence that the program provided on the previously identified deficient areas.

ATTACHMENT III**Continuing Approval Reviews Complete**

Results from the reviews have been grouped into three categories including admission, preparation and certification, and data integrity.

Name of Program	Accreditation Status (2017-2018)	Type of Review	Admission	Preparation & Certification	Data Integrity
A Career in Teaching–Corpus Christi	Accredited— Probation (Yr 2)	Desk	N	N	N
Amberton University	Accredited	Desk	C	C	C
Educators of Excellence ACP	Accredited	Desk	C	C	N
Excellence in Teaching	Accredited	Desk	N	C	C
Houston ISD–ACP	Accredited	Desk	N	N	N
LeTourneau University	Accredited— Warned	Desk	C	C	N
Lone Star Colleges	Accredited	Desk	C	C	C
Midwestern State University	Accredited	Desk	N	N	N
Education Service Center 7	Accredited— Warned	Desk	C	C	C
Education Service Center 13	Accredited	Desk	C	C	N
Education Service Center 20	Accredited— Warned	Desk	C	N	C
Rice University	Accredited	Desk	N	N	N
Schreiner University	Accredited	Desk	C	C	C
South Texas Transitions to Teaching	Accredited— Warned	Desk	N	N	N
St. Mary's University	Accredited— Warned	Desk	C	C	C
Texas ACP–Austin	Accredited— Warned	Desk	N	N	N
Texas ACP–Brownsville	Accredited— Probation (Yr 2)	Desk	N	N	N
Texas Woman's University	Accredited	Desk	N	C	N
Training via E-Learning	Accredited— Probation (Yr 1)	Desk	N	N	N
Trinity University	Accredited	Desk	C	N	C

University of Dallas	Accredited	Desk	N	N	C
University of Texas–Dallas	Accredited— Warned	Desk	N	N	N
University of Texas–San Antonio	Accredited	Desk	N	N	N
University of Texas–Tyler	Accredited	Desk	N	N	N
Weatherford College	Accredited	Desk	N	N	C
Yes Prep Public School	Accredited	Desk	N	N	N

Legend:

C = the program in compliance in an area reviewed

N = the program not in compliance in an area reviewed

The threshold for earning a compliance rating of C is 80%.

Programs have until August 31, 2019 to correct the deficiencies and send notification.

Continuing Approval Reviews In-Progress

Name of Program	Accreditation Status (2017-2018)	Type of Review
Arlington Baptist University	Accredited	Desk
Austin College	Accredited—Warned	Desk
Baylor University	Accredited	Desk
Concordia University	Accredited	Desk
Education Career Alternatives Program (ECAP)	Accredited	Desk
iTeach Texas	Accredited	Desk
Jarvis College	Accredited	Desk
Prairie View A&M University	Accredited—Probation (Yr 2)	Desk
ESC 2	Accredited	Desk
South Texas College	Accredited	Desk
Stephen F. Austin State University	Accredited—Probation (Yr 1)	Desk
ACT San Antonio (Teachworthy)	Accredited—Probation (Yr 1)	Desk
Texas A&M—College Station	Accredited	Desk
Texas A&M—Corpus Christi	Accredited	Desk
Texas A&M—Kingsville	Accredited—Warned	Desk
Texas A&M—San Antonio	Accredited—Probation (Yr 1)	Desk
The Texas Institute for Teaching	Accredited—Warned	Desk
University of North Texas	Accredited	Desk
University of Phoenix	Accredited	Desk
Web Centric	Accredited—Warned	Desk

In-Progress means that the program is in the queue and the review process has started and is at varying stages of completion.