

Item 7:

Consider and Take Appropriate Action on Adoption of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. The proposed amendments would provide for commendations for high-performing EPPs; would adopt the accountability manual into rule; would adjust the performance standard for the accountability indicator for the pedagogy and professional responsibility (PPR) examinations; would clarify performance standards; would clarify the determination of EPP, certification class, or category accreditation status; would allow for the SBEC to require EPP action plans; and would allow for a contested case hearing of a certification class or category. Technical changes would also remove outdated provisions, clarify processes, and update language to align with other chapters. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c), as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017; 21.0441(c) and (d); 21.0443; 21.045, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017; 21.0451; and 21.0452.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(d), states that the SBEC may adopt a fee for the approval and renewal of approval of an educator preparation program (EPP), for the addition of a certificate or field of certification, and to provide for the administrative cost of appropriately ensuring the accountability of EPPs.

TEC, §21.043(b) and (c), as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to provide EPPs with data, as determined in coordination with stakeholders, based on information reported through the Public Education Information Management System (PEIMS) that enables an EPP to assess the impact of the program and revise the program as needed to improve.

TEC, §21.0441(c) and (d), requires the SBEC to adopt rules setting certain admission requirements for EPPs.

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC. The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, states that the board shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs.

TEC, §21.0451, states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards and shall annually review the accreditation status of each EPP. The costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the sponsor of the EPP.

TEC, §21.0452, states that to assist persons interested in obtaining teaching certification in selecting an EPP and to assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding educator programs in this state available to the public through the SBEC's Internet website.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC Chapter 229 would be December 22, 2019 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: At the July 26, 2019 SBEC meeting, the SBEC approved the proposed amendments to 19 TAC Chapter 229 for publication in the *Texas Register* as proposed rules.

BACKGROUND INFORMATION AND JUSTIFICATION: Educator preparation programs (EPPs) are entrusted to prepare educators for success in the classroom. Chapter 229 establishes the performance standards and procedures for educator preparation program accountability.

The TEC, §21.0443, requires EPPs to adequately prepare candidates for certification. Similarly, TEC, §21.031, requires the SBEC to ensure candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. The TEC, §21.045, also requires the SBEC to establish standards to govern the continuing accountability of all EPPs. The SBEC executes those provisions of the TEC and fulfills its mission statement with the rules in 19 TAC Chapter 229, which establish the process for issuing annual accreditation ratings for all EPPs to ensure the highest level of educator preparation.

At the October 2018 SBEC meeting, TEA staff informed the Board that staff would be working to explore opportunities for adjustments to the comprehensive accountability system to increase consistency and transparency. At the December 2018 SBEC meeting, TEA staff presented several topics and received direction from the Board to inform potential rule changes to Chapter

229. At the April 2019 SBEC meeting, TEA staff presented draft rule text on proposed amendments to 19 TAC Chapter 229.

The proposed amendments to 19 TAC Chapter 229, shown in Attachment II, are described below. In addition to the detailed descriptions below, the proposed amendments would also remove outdated provisions related to the 2016–2017 and 2017–2018 academic years; would include technical edits to remove the redundancy of "gender, race, or ethnicity" by streamlining the definition of *demographic group*; would provide technical clean-up edits for clarification; and would provide re-lettering/numbering to conform with the *Texas Register* style and formatting requirements.

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

Proposed new Figure: 19 TAC §229.1(c) would adopt the 2018–2019 Accountability System for Educator Preparation (ASEP) manual into rule to prescribe the relevant criteria, formulas, calculations, and performance standards relevant to §229.1(d) and §229.4(a).

Current §229.1(c) would be relettered to §229.1(d). The proposed amendment to relettered §229.1(d) would strike the word "areas" and provide four categories in which an EPP may receive commendations for success from the SBEC. The proposed amendment would allow the SBEC to recognize EPPs that go above and beyond in preparing candidates for educator preparation.

At the December 2018 SBEC meeting, the Board directed staff to provide the following categories to identify high-performing EPPs to receive commendations for success:

1. The proposed amendment to §229.1(d)(1) would establish the category of **Rigorous and Robust Preparation**. The proposed amendment would allow the SBEC to recognize EPPs that perform above and beyond on the ASEP annual performance standards.
2. The proposed amendment to §229.1(d)(2) would establish the category of **Preparing the Educators Texas Needs**. The proposed amendment would allow the SBEC to recognize EPPs that actively recruit educators in shortage areas, of color, and for rural schools.
3. The proposed amendment to §229.1(d)(3) would establish the category of **Preparing Educators for Long-Term Success**. The proposed amendment would allow the SBEC to recognize EPPs that demonstrate educators' retention in the profession and teacher growth into other professional roles.
4. The proposed amendment to §229.1(d)(4) would establish the category of **Innovative Educator Preparation**. The proposed amendment would allow the SBEC to recognize EPPs that go above and beyond seeking new pathways in preparing candidates for educator preparation.

§229.2. Definitions.

The proposed amendment to §229.2(5) would provide a technical edit to replace the word "less" with "fewer" to provide clarification of it being a countable number. The proposed amendment

would also clarify that the experience referenced in the definition of *beginning teacher* is as a classroom teacher.

The proposed amendment to §229.2(6) would provide a technical edit to replace the phrase "an enrollee or" with the word "a" to align with current definitions of candidates participating in an EPP. "Enrollee" is not used for reporting purposes.

The proposed amendment to §229.2(7) would delete the phrase, "also referred to as certification field," from the definition of *certification category* and would add language to reference 19 TAC Chapter 233, which is where the certification categories (i.e., English Language Arts and Reading; Social Studies, Special Education, and Health) can be found in rule.

The proposed amendment to §229.2(8) would add the phrase "may contain one or more certification categories as described in Chapter 233 of this title" and would delete the phrase "also referred to as certification field" to clarify that a class of certificate may contain one or more categories within a certification area. This amendment would better distinguish between a class and a category since a category is a subgroup of a class, as well as align with other SBEC rules where this definition exists.

The proposed amendment to §229.2(10) would provide a technical edit to strike the phrase "also referred to as finisher" to align with current definitions of candidates who have completed an EPP. The term "finisher" is not used for reporting purposes.

The proposed amendment to §229.2(11) would update the cross reference to §229.4(c) to properly cite small group exceptions.

The proposed amendment to §229.2(13) would clarify that the demographic groups as to race and ethnicity are African American, Hispanic, White, and Other and would strike the reference to the aggregate reporting categories established by the Higher Education Act. The proposed amendment would reflect current practice of disaggregated categories used for accountability and reporting purposes. The proposed amendment would also strike the requirement that the EPP assign each candidate to a demographic group, as that information is already reported when each candidate is formally admitted into a program.

The proposed amendment to §229.2(14) would provide a grammatical technical edit to strike the phrase "that must be" to clarify that to be considered an EPP, the entity must be approved by the SBEC.

The proposed amendment to §229.2(15) would provide a grammatical technical edit to strike the word "elements" to clarify that data to be reported by EPPs do not have to be defined as "elements" to be relevant data for reporting purposes.

The proposed amendment to §229.2(18) would provide a grammatical technical edit to replace the word "the" with the phrase "an individual in his or her" to clarify that a first-year teacher is an individual in the first year of employment.

The proposed amendment to §229.2(25) would provide a grammatical technical edit to replace the word "the" with the phrase "an individual in his or her" to clarify that a new teacher is an individual in the first year of employment as a classroom teacher under a standard certificate. §229.3. Required Submissions of Information, Surveys, and Other Data.

The proposed amendment to §229.3(a) would provide a grammatical technical edit to replace acronym "TEC" with the phrase "Texas Education Code (TEC)" to provide clarity and consistency.

The proposed amendment to §229.3(f)(1) would amend the Figure: 19 TAC §229.3(f)(1) to provide clarification of current practice and calculations of EPP-reported data to TEA and combine Sections A, B, and C into one continuous section with the accountability system data consecutively numbered. The following provides more detail on the proposed amendments to the figure.

- The proposed amendment in the current Section A of the figure would strike "Frequency, and duration, and quality of field supervisor guidance" and replace it with "Record of all candidate observations, including candidates in a certification class other than classroom teacher" to accurately reflect the data required to support TEC, §21.045, regarding field supervision. Currently, EPPs document and track field supervision for all candidates but only report individual observation records to TEA for classroom teacher candidates. During the recent cycle of continuing approval of EPPs, a number of programs lacked documentation of field observations required when preparing candidates in certification classes other than classroom teacher (Superintendent, Principal, Librarian, Counselor, Educational Diagnostician, Reading Specialist, and Master Teacher). The SBEC requires, in 19 TAC Chapter 228, that all candidates receive ongoing support by their EPP through field supervision. The proposed amendment would allow data collection to monitor this issue. The proposed amendment would also clarify that individual records of each field observation that occurred in the academic year would be required, not the average of the candidates. TEA will conduct necessary calculations based on the submission of records.
- The proposed amendment in the current Section B of the figure would clarify that EPPs would report the record of candidates related to data submission and not the numbers of candidates. TEA will compute the numbers based on the submission of records.
- The proposed amendment in current Section C of the figure would clarify that EPPs would report actual numbers and scores, not the averages of those actual numbers. TEA will compute the averages based on the submission of records.

The proposed amendment to §229.3(f)(1) would include further edits to the Figure: 19 TAC §229.3(f)(1) to remove all references not directly related to data submissions required of EPPs. Subsection (f)(1) prescribes that EPPs must provide data as specified in the figure. The proposed amendment would provide clarity by only providing the data that is applicable for EPPs to submit to TEA.

§229.4. Determination of Accreditation Status.

The proposed amendment in §229.4(a) would replace "with respect to gender, race, and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act)" with the phrase "by demographic group" to provide consistency and alignment with the definition in §229.2(13) regarding the definition of *demographic group*. The proposed amendment would also specify that the formula and calculations used to determine the

performance standards for the accountability performance indicators would be provided in the new Figure: 19 TAC §229.1(c). This proposed amendment would adopt the 2018–2019 ASEP manual into rule to provide transparency to the field and policymakers in how the performance standards were calculated. The proposed amendment would also clarify that data will be used only if the indicators were included in the accountability system for that academic year. As more indicators become effective, this would provide transparency on when the indicators will be used for accountability purposes.

The proposed amendment to §229.4(a)(1) would strike outdated provisions related to the 2017–2018 academic year.

The proposed new §229.4(a)(1)(B) would clarify that, beginning in the 2020–2021 academic year, the pass rate for certification examinations would be based on all examinations approved by the EPP and not those taken before admission to the EPP nor those specific examinations taken for pilot purposes. Current rule provides that the pass rate be based solely on examinations required to obtain initial certification, rather than all examinations approved by the EPP. This allows candidates to change certification area after admission, and therefore, there is no distinct pathway from which a candidate is admitted, prepared, trained, and recommended for testing and certification. The current structure provides for an accountability gap in that, at any time during preparation, candidates can switch as many times as desired, and EPPs are only responsible for the area of internship and certification. In some instances, candidates keep taking tests until they pass one, which becomes the only test for which programs are accountable. The current provision in §229.4(a)(1) regarding the performance standard being based on individuals admitted after December 26, 2016 would be carried over to proposed new §229.4(a)(1)(B) to provide consistency for EPPs.

At the December 2018 SBEC meeting, the Board directed staff to propose rule text to align the ASEP indicator relating to examination pass rates with the preparation model in 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and with Chapter 228, Requirements for Educator Preparation Programs. The proposed amendment would close the current gap to ensure an aligned content pathway of admission, preparation, and assessment for individuals seeking educator certification and would create more transparency and consistency in the accountability system.

The proposed amendment to §229.4(a)(1)(C) would provide for a transition period in the calculation of the pedagogy and professional responsibilities (PPR) examination pass rate for the 2018–2019 and 2019–2020 academic years (AYs) to be as prescribed in §229.4(a)(1)(A), and for the 2020–2021 AY to be as prescribed in proposed new §229.4(a)(1)(B). The proposed amendment would also strike outdated provisions related to the 2017–2018 academic year and establish the performance standard for the PPR pass rate at 85% beginning with the 2018–2019 AY without annual increase; thus the proposed striking of §229.4(a)(1)(C)(i) and (ii). This sustained performance standard would allow for consistency and stability over time.

The proposed amendment in §229.4(a)(1)(D) would provide for a transition period in the calculation of the non-PPR examination pass rate for the 2018–2019 and 2019–2020 AYs to be as prescribed in §229.4(a)(1)(A) and for the 2020–2021 AY to be as prescribed in proposed new §229.4(a)(1)(B). The proposed amendment would also strike outdated provisions related to the 2017–2018 academic year and establish the performance standard for the non-PPR pass rate at 75% beginning with the 2018–2019 AY without annual increase; thus the proposed striking of

§229.4(a)(1)(D)(i)–(iv). This sustained performance standard would allow for consistency and stability over time.

The proposed amendment in §229.4(a)(2) would establish the 2018–2019 academic year as a report-only year for the principal survey indicator and not be used to determine accreditation status. Therefore, EPPs will not be held accountable for the principal survey indicator for the 2018–2019 academic year. The revised principal survey was piloted during the 2017–2018 academic year. The proposed amendment would also strike outdated provisions related to the 2017–2018 academic year.

The proposed amendment in §229.4(a)(4)(A) and (B) would strike outdated provisions related to the 2017–2018 academic year.

The proposed amendment in §229.4(a)(5) would establish the performance standard for the new teacher satisfaction survey at 70%. The proposed amendment would also establish the 2018–2019 academic year as a report-only year and not be used to determine accreditation status. Therefore, EPPs will not be held accountable for the new teacher satisfaction survey indicator for the 2018–2019 academic year. The new teacher satisfaction survey was piloted during the 2017–2018 academic year. The proposed performance standard of 70% would align with the principal survey performance standard of 70% adopted by the SBEC in December 2018. The proposed amendment would also strike outdated provisions related to the 2017–2018 academic year.

Proposed new §229.4(b) would clarify that EPPs be assigned an accreditation status based on the indicators in §229.4(a) and in compliance with SBEC rules and the TEC. This would provide transparency to the field and policymakers in how the accreditation statuses are assigned.

Current §229.4(b)–(f) would be renumbered to §229.4(b)(1)–(5) and would be amended to provide clarity that the assignment statuses in §229.4(b)(1)–(5) are aligned with proposed new §229.4(b), regarding accreditation status assignment, to accurately reflect the proper assignment of those statuses.

Current §229.4(d)(1)(A)–(C) would be renumbered to §229.4(b)(3)(A)(i)–(iii) for technical formatting purposes.

The proposed amendment to renumbered §229.4(b)(3)(A)(ii) would strike "any" and "any of the" regarding indicators in §229.4(a) to clarify that an EPP shall be assigned a status of Accredited—Warned when failing to meet the standard for any two demographic groups on an indicator in any one year. This clarification would not change how the accreditation statuses have been issued under this provision but would clarify that the demographic groups must be in the same indicator to count for accountability purposes. The proposed amendment to renumbered §229.4(b)(3)(A)(ii) and (iii) would also strike "gender, race, or ethnicity" to provide consistency and alignment with the definition of *demographic group* in §229.2(13).

Section 229.4(d)(2) would be renumbered to §229.4(b)(3)(B) for formatting purposes and would allow the SBEC to assign a status of Accredited—Warned to an EPP for violation of an SBEC order for continual approval. This would encourage EPPs to comply with SBEC orders and allow the SBEC to lower an EPP's status from Accredited to Accredited—Warned if a violation occurs. The proposed amendment would also provide a grammatical technical edit to replace the

phrase "Texas Education Code (TEC)" with the acronym "TEC" with to provide clarity and consistency.

Section 229.4(e)(1)(A)–(C) would be renumbered to §229.4(b) (4)(A)(i)–(iii) for technical formatting purposes.

The proposed amendment in §229.4(b)(4)(A)(ii) would strike "any" and "any of the" regarding indicators in §229.4(a) to clarify that an EPP shall be assigned a status of Accredited—Probation in any three demographic groups on an indicator in any one year. This clarification would not change how the accreditation statuses have been issued under this provision but would clarify that the demographic groups must be in the same indicator to count for accountability purposes. The proposed amendment in §229.4(b)(4)(A)(ii) and (iii) would also strike "gender, race, or ethnicity" to provide consistency and alignment with the definition of *demographic group* in §229.2(13).

Section 229.4(e)(2) would be renumbered to §229.4(b)(4)(B) for formatting purposes and would allow the SBEC to assign a status of Accredited—Probation to an EPP for violation of an SBEC order for continual approval. This would encourage EPPs to comply with SBEC orders and allow the SBEC to lower an EPP's status from Accredited or Accredited—Warned to Accredited—Probation if a violation occurs.

Section 229.4(f)(1)–(5) would be renumbered to §229.4(b)(5)(A)–(F) for technical formatting purposes.

New §229.4(b)(5)(C) would allow the SBEC to assign a status of Not Accredited—Revoked if an EPP fails to pay the SBEC-required ASEP technology fee by the deadline set by TEA as prescribed in §229.9(7). This would encourage EPPs to not default on the payment and would provide equity to all EPPs in support of timely payment of the ASEP technology fee.

Section 229.4(g)(1)–(5) would be relettered to §229.4(c) for technical formatting purposes.

The proposed amendment in relettered §229.4(c)(1)–(5) would strike the phrase "gender, race, or ethnicity" and would replace it with the phrase "demographic group" to provide consistency and alignment with the definition of *demographic group* in §229.2(13).

The proposed amendment in relettered §229.4(c)(3) and (4) would clarify the aggregation procedure for small groups. For groups with 10 or fewer individuals, the group performance would be combined with the next most recent prior year's group performance for which there was at least one individual to ensure that at least 11 individuals or three years of data would be calculated for accountability purposes. For example, if a program has a small group for the 2016–2017 AY of three individuals, does not have any individuals in the 2017–2018 AY, but has one individual in the 2018–2019 AY, then has three individuals in the 2019–2020 AY, the program would be held accountable for the seven individuals for the 2019–2020 AY.

2016–2017	2017–2018	2018–2019	2019–2020	2019–2020 ASEP
3	0	1	3	7

The proposed amendment in relettered §229.4(c)(5) would provide that EPPs that do not have any candidate data for all indicators in an academic year will maintain the accreditation status assigned by the SBEC in the previous year. This would provide for an accreditation status in the event a program does not have candidate data.

§229.5. Accreditation Sanctions and Procedures.

The proposed amendment in new §229.5(b)(4) would provide the SBEC the opportunity to require an EPP to develop an action plan to address program deficiencies. Previously all EPPs that failed any performance standard were required to develop an action plan that TEA was required to approve. At the December 2018 SBEC meeting, the Board removed this provision and directed TEA staff to maintain the flexibility of the requirement. The proposed amendment would allow the SBEC the discretion of requiring an EPP to develop an action plan to address program deficiencies and prescribe the steps the program will take to improve the performance of its candidates.

The proposed amendment in §229.5(c) would strike "all" to clarify that every candidate does not have to pass the performance standard to meet the standard for that indicator. The proposed amendment would clarify that the provisions regarding the sanctioning of an EPP's certification class or category are for candidates pursuing certification in a particular category or class not simply admitted in the program. The proposed amendment would also clarify that this provision only applies to the non-PPR examination indicator because that is the only accountability indicator reported by certification class and category.

The proposed amendment in §229.5(e) would strike the phrase "gender, race, and ethnic" and replace it with the term "demographic group" to provide consistency and alignment with the definition of *demographic group* in §229.2(13). The proposed amendment would also strike the provision relating to all indicators in §229.4 to clarify that this provision only applies to the non-PPR examination indicator because that is the only accountability indicator reported by certification class and category. The proposed amendment would update the cross reference to §229.4(g) with §229.4(c) to properly cite small group exceptions.

§229.8. Contested Cases for Accreditation Revocation.

The proposed amendment to §229.8(a) would clarify that the provisions in this section related to contested cases do apply to withdrawing approval to offer a specific certification class or category to comply with the statutory requirement in TEC, §21.0451(b), that provides that any action authorized or required to be taken against an EPP may also be taken with regard to a certification class or category authorized to be offered by an EPP. The proposed change would provide that prior to revocation of approval to offer a specific class or category, an EPP would be provided an opportunity for a contested case hearing.

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

The proposed amendment to §229.9(7) would remove outdated provisions in §229.9(7)(A)–(C) related to 2017 and the 2017–2018 academic year and would clarify the required SBEC-adopted ASEP technology fee of \$35 per admitted candidate.

No changes are recommended to the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, but additional changes may be recommended at the time of the meeting based on public comment.

FISCAL IMPACT: No changes have been made to this section since published as proposed. The TEA staff has determined that there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking.

During the first five years the proposed rulemaking would be in effect, the proposed changes in Figure: 19 TAC §229.3(f)(1) would expand the regulation that requires EPPs to report the frequency, duration, and quality of candidate observations and increase the number of individuals subject to its applicability. Currently, EPPs document and track field supervision for all candidates but only report individual observation records to TEA for classroom teachers. The SBEC requires, in 19 TAC Chapter 228, Requirements for Educator Preparation Programs, that all candidates receive ongoing support by their EPP through field supervision, so the proposed change will expand the reporting requirement to include all candidates.

The proposed amendment to §229.1(c) would limit the regulation that allows commendations from the SBEC to EPPs by setting criteria, calculations, and performance standards necessary for a program to achieve commendation. The proposed amendment in relettered §229.4(a)(1)(D) would limit the regulation that determines the non-PPR examination pass rate by establishing the pass rate at 75% beginning with the 2018–2019 academic year without the annual increase that is currently set in rule, decreasing the number of individuals subject to its applicability.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions;

would not require an increase or decrease in future legislative appropriations to the agency; would not repeal an existing regulation; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not increase the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. The public benefit anticipated as a result of the proposed amendments would be an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP. There is no anticipated cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have a new data and reporting impact proposed in §229.3(f)(1). New reporting requirements in 19 TAC §229.3(f)(1) include observation data for certification classes other than classroom teacher class (Superintendent, Principal, Librarian, Counselor, Educational Diagnostician, Reading Specialist, and Master Teacher). Currently, EPPs report the observation frequency and duration for classroom teachers only. The programs already have to document and track the observations for these classes. The reporting would be the same, uploaded into the Educator Certification Online System (ECOS) system. Section 228.35(h) requires EPPs to document and track the required observation data. TEC, §21.045, allows the SBEC to require EPPs to submit data to ensure access and equity.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal began August 23, 2019 and ended September 23, 2019. Any public comments received will be provided to the SBEC under separate cover prior to the October 4, 2019 meeting. The SBEC will take registered oral and written comments on this item at the October 4, 2019 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve for adoption, subject to State Board of Education review, the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Members Responsible:

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

Attachments:

- I. Statutory Citations
- II. Text of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, (including Figure: 19 TAC §229.1(c) and Figure: 19 TAC §229.3(f)(1))

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;
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection 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, §21.043, Access to PEIMS Data, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (b) The agency shall provide educator preparation programs with data based on information reported through the Public Education Information Management System (PEIMS) that enables an educator preparation program to:
 - (1) assess the impact of the program; and
 - (2) revise the program as needed to improve the design and effectiveness of the program.
- (c) The agency in coordination with the board shall solicit input from educator preparation programs to determine the data to be provided to educator preparation programs.

Texas Education Code, §21.0441, Admission Requirements for Educator Preparation Programs (excerpts):

- (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, §21.0443, 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, §21.045, Accountability System for Educator Preparation Programs, as amended SB 1839, 85th Texas Legislature, Regular Session, 2017:

- (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.

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) 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;
 - (10) 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), 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) and (10), the board shall develop surveys for distribution to program participants and school principals.
 - (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.
 - (f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.

- (g) The board may require any person to provide information to the board for purposes of this section.

ATTACHMENT II
Text of Proposed Amendments to 19 TAC

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 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) The relevant criteria, formulas, calculations, and performance standards relevant to subsection (d) of this section and §229.4(a) of this title (relating to Determination of Accreditation Status) are prescribed in the figure provided in this subsection.

Figure: 19 TAC §229.1(c)

- (d) ~~(e)~~ An accredited EPP may receive commendations for success in the following four categories [areas] identified by the SBEC and prescribed in the figure in subsection (c) of this section: [z]

- (1) Rigorous and Robust Preparation;
- (2) Preparing the Educators Texas Needs;
- (3) Preparing Educators for Long-Term Success; and
- (4) Innovative Educator Preparation.

§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, 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) ACT®--The college entrance examination from ACT®.
- (4) 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) Beginning teacher--For purposes of the Texas Education Code, §21.045(a)(3), and its implementation in this chapter, a classroom teacher with fewer [less] than three years of experience as a classroom teacher.
- (6) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as a [an enrollee or] participant.
- (7) Certification category--A certificate type within a certification class [z], as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates) [also referred to as certification field].

- (8) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates [~~Certification~~]), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title [also referred to as certification field].
- (9) Clinical teaching--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (10) Completer--A person who has met all the requirements of an approved educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer [~~; also referred to as finisher~~].
- (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(c) [§229.4(e)] of this title (relating to Determination of Accreditation Status).
- (12) Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's clinical teaching assignment.
- (13) Demographic group--Male and female, as to gender; and [the aggregate reporting categories established by the Higher Education Act.] African American, Hispanic, White, and Other, 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.]
- (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.
- (15) Educator preparation program data--Data [~~elements~~] reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.
- (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.
- (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.
- (18) First-year teacher--For purposes of the Texas Education Code, §21.045(a) (2), and its implementation in this chapter, an individual in his or her [the] first year of employment as a classroom teacher.
- (19) GPA--Grade point average.
- (20) GRE®--Graduate Record Examinations®.
- (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.
- (22) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- (23) Internship--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (24) Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's internship assignment.
- (25) New teacher--For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, an individual in his or her [the] first year of employment as a classroom teacher under a standard certificate.

- (26) Practicum--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (27) SAT®--The college entrance examination from the College Board.
- (28) Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's practicum assignment.
- (29) 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, administrators, 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 subsections (e) and (f) of this section.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the Texas Education Code (TEC) [~~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 by September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by principals shall be submitted by June 15 of any academic year in which an administrator has had experience with a first-year 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 academic year in which the candidate completed the requirements of an EPP.
- (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) [~~Figure: 19 TAC §229.3(f)(1)~~]
 - (2) Candidates 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 of the survey is a requirement for completion of an EPP.
 - (3) 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.
 - (4) 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.

- (5) New teachers in a Texas public school, including an open-enrollment charter school, 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 State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) at least annually, based on the following accountability performance indicators, disaggregated by demographic group ~~[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 and determined with the formulas and calculations included in the figure provided in §229.1(c) of this title (relating to General Provisions and Purpose of Accountability System for Educator Preparation Programs). Data will be used only if the following indicators were included in the accountability system for that academic year:
- (1) the EPP candidates' performance on examinations of pedagogy and professional responsibilities (PPR) and non-PPR standard certification examinations ~~[beginning with the 2017-2018 academic year]~~. The EPP candidates' performance on PPR and non-PPR examinations shall provide separate accountability performance indicators for EPPs.
- (A) For both PPR and non-PPR examinations, the performance standard shall be calculated based on the percentage of individuals admitted after December 26, 2016, who passed an examination within the first two attempts. For purposes of determining the pass rate, an individual shall not be excluded because the individual 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 individual 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 formula for calculation of pass rate is the number of individuals who have passed an examination on their first or second attempt, including any attempts after the candidate completed the EPP, divided by the number of individuals who passed an examination on their first attempt plus those who passed or failed on their second attempt.
- ~~(B) for the 2020-2021 academic year and following, the performance standard shall be the percent of individuals admitted after December 26, 2016, who passed an examination within the first two attempts, including those attempted after the individual has completed the EPP or when the EPP has not recommended the individual for a standard certificate. The pass rate is based solely on the examinations approved by the EPP. Examinations taken before admission to the EPP or specific examinations taken for pilot purposes are not included in the pass rate.~~
- ~~(C) [(B)]~~ For examinations of PPR, the pass rate will be calculated as described in subparagraph (A) of this paragraph ~~for the 2018-2019 and 2019-2020 academic years and subparagraph (B) of this paragraph beginning with the 2020-2021 academic year. [and the]~~ The performance standard shall be a pass rate of 85%. [±]
- ~~[(i) a pass rate of 85% for the 2017-2018 academic year; and~~
- ~~[(ii) a pass rate of 90% for the 2018-2019 academic year and beyond.]~~
- ~~(D) [(C)]~~ For non-PPR examinations, the pass rate will be calculated as described in subparagraph (A) of this paragraph ~~for the 2018-2019 and 2019-2020 academic years and subparagraph (B) of this paragraph beginning with the 2020-2021 academic year. [and the]~~ The performance standard shall be a pass rate of 75%. [±]
- ~~[(i) a pass rate of 75% for the 2017-2018 academic year;~~
- ~~[(ii) a pass rate of 80% for the 2018-2019 academic year;~~
- ~~[(iii) a pass rate of 85% for the 2019-2020 academic year; and]~~

- ~~(iv) a pass rate of 90% for the 2020-2021 academic year and beyond;~~
- (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be 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 standard ~~[beginning with the 2017-2018 academic year]~~ shall be 70% . The 2018-2019 academic year will be a reporting year only and will not be used to determine accreditation status ;
- (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;
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) 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. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator.
- (A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements of documentation of §228.35(g) of this title for 95% of the EPP's candidates ~~[beginning with the 2017-2018 academic year]~~ .
- (B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be 90% ~~[for the 2017-2018 academic year and beyond]~~ ; and
- (5) the 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 under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be 70%. The 2018-2019 academic year will be a reporting year only and will not be used to determine accreditation status [set after a pilot study is completed during the 2017-2018 academic year] .
- (b) Accreditation status assignment. All approved EPPs shall be assigned an accreditation status based on the accountability performance standards described in subsection (a) of this section and in compliance with SBEC rules and/or TEC, Chapter 21.
- (1) ~~(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.
- (2) ~~(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.
- (3) ~~(d)~~ Accredited-Warned status.
- (A) ~~(1)~~ An EPP shall be assigned Accredited-Warned status if the EPP:
- (i) ~~(A)~~ fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section in any one year;
- (ii) ~~(B)~~ fails to meet the performance standards in ~~[any]~~ two ~~[gender, race, or ethnicity]~~ demographic groups on an [any of the] indicator [indicators] set forth in subsection (a) of this section in any one year; or
- (iii) ~~(C)~~ fails to meet the performance standards for a ~~[gender, race, or ethnicity]~~ demographic group on any of the 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.

(B) ~~(2)~~ An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC ~~[Texas Education Code (TEC)]~~, Chapter 21.

(4) ~~(e)~~ Accredited-Probation status.

(A) ~~(1)~~ An EPP shall be assigned Accredited-Probation status if the EPP:

(i) ~~(A)~~ fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section for two consecutively measured years;

(ii) ~~(B)~~ fails to meet the performance standards in ~~[any]~~ three ~~[gender, race, or ethnicity]~~ demographic groups on an ~~[any of the]~~ indicator ~~[indicators]~~ set forth in subsection (a) of this section in any one year; or

(iii) ~~(C)~~ fails to meet the performance standards for a ~~[gender, race, or ethnicity]~~ demographic group on any of the 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.

(B) ~~(2)~~ An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.

(5) ~~(f)~~ Not Accredited-Revoked status.

(A) ~~(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.

(B) ~~(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.

~~(C)~~ An EPP may be assigned Not Accredited-Revoked status if the EPP fails to pay the required Accountability System for Educator Preparation Programs (ASEP) technology fee by the deadline set by TEA as prescribed in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).

~~(D)~~ ~~(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.

~~(E)~~ ~~(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).

~~(F)~~ ~~(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.

~~(c)~~ ~~(g)~~ Small group exception.

(1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by demographic group ~~[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. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.

- (2) For an EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], where the group contains 10 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) If the current year's EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], contained between one and 10 individuals, that group performance shall be combined with the next most recent prior year's group performance for which there was at least one individual, and if the two-year cumulated group contains more than 10 individuals, then the two-year cumulated group performance must be measured against the standards in the current year.
- (4) If the two-year cumulated EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], contains between one and 10 individuals, then the two-year cumulated group performance shall be combined with the next most recent group performance for which there was at least one individual [~~from the year preceding the prior year~~]. The three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members may be.
- (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators, the accreditation status will continue from the prior year. [z] Any [~~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. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

§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, 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; and/or [z]
 - (4) require the EPP to develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates. 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 that SBEC has ordered the action plan.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of [~~all~~] candidates pursuing certification in [~~admitted to~~] an individual certification class or category offered by an EPP fails [~~fail~~] to meet the performance standard on the non-PPR examinations as described in §229.4(a)(1)(D) [~~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 shall be revoked. Any candidates already admitted for preparation in that class or category 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 unless and until the SBEC reinstates approval for the EPP to offer that certification class or category.
- (d) For purposes of determining compliance with subsection (c) of this section, candidate performance in individual certification classes or categories in only the 2016-2017 academic year and subsequent academic years will be considered.
 - (e) Performance indicators by demographic group [~~gender, race, and ethnic groups~~] shall not be counted for purposes of subsection (c) of this section [~~z~~] pertaining [~~relating~~] to performance standards for individual certification classes or categories. If the aggregated number of individuals counted for a certification class or category is 10 [~~ten~~] or fewer, [~~and~~] the performance on the standard [~~certification class or category fails to meet any of the standards in §229.4(a) of this title, the certification class or category shall not count that year, but~~] shall be cumulated and counted in the same manner as provided in §229.4(c) [~~§229.4(g)~~] 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-Warning, 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.

§229.8. 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), or withdraws approval to offer a specific certification class or category, and does not apply to a final recommendation proposing the assignment of Accredited-Warning or Accredited-Probation status or ordering any other sanction, including, without limitation, [~~withdrawing approval to offer a specific certification class or category~~] 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.
- (c) Upon the finality of a decision from the State Board for Educator Certification (SBEC) under the Administrative Procedure Act 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 the SBEC final order; and
 - (2) automatically modified to remove authorization for an individual certification class or category on the effective date of the SBEC final order.
- (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 application and approval (nonrefundable)--\$9,000.
- (2) Five-year continuing approval review visit pursuant to §228.10(b) of this title (relating to Approval Process)--\$4,500.

- (3) Discretionary continuing approval review visit pursuant to §228.10(b) of this title--\$4,500.
- (4) Addition of new certification category 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) Accountability System for Educator Preparation Programs technology fee -- [~~±~~] \$35 per admitted candidate.
 - ~~[(A) — on or after March 15, 2017, and before September 1, 2017 — \$55 per admitted candidate; and]~~
 - ~~[(B) — for the 2017-2018 academic year — \$55 per admitted candidate; and]~~
 - ~~[(C) — for the 2018-2019 academic year and beyond — \$35 per admitted candidate.]~~

Figure: 19 TAC §229.1(c)

Texas Accountability System for Educator
Preparation (ASEP) Manual
2018-2019

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Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) was the result of state legislation¹ that implemented an accountability framework for educator preparation programs (EPPs) and provided information for EPPs, policymakers, and the public. ASEP provides information about the performance of EPPs and establishes accountability measures related to EPP processes and outcomes. Within this legislation, The State Board for Educator Certification (SBEC) was charged with establishing rules² governing ASEP. Key provisions of the governing legislation and rules include:

- Establishing minimum standards for initial and continuing approval of EPPs
- Establishing sanctions for EPPs that do not meet standards
- Requiring annual reporting of performance data for each EPP
- Providing publicly available consumer information to support individuals in selection of EPPs and school districts in making recruitment and staffing decisions

About This Manual

This manual provides descriptions and examples of the analyses and calculations used in calculating the values for the ASEP indicators for accreditation. These analytical approaches will be used to compute ASEP values based on 2018-2019 data. This manual is designed to be adopted into rule by the SBEC. To this end, it has been condensed from prior iterations to focus solely on those indicators and calculations for the ASEP accreditation indicators.

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). Chapters 3-7 elaborate on each individual ASEP indicator and include an explanation of the analysis along with an example. Chapter 8 presents information about the recognition of high-performing EPPs.

Educator Preparation Advisory Committee:

The purpose of the Educator Preparation Advisory Committee (EPAC) is to provide input on issues related to EPP policy in Texas. The committee members selected for the EPAC are representative of the different types of EPP stakeholders in the state. Texas Education Agency (TEA) staff engages other stakeholders through their professional organization events (conferences, workshops, board meetings, etc.) and invites representatives to EPAC meetings or portions of meetings as appropriate. Members of this standing committee are approved by the SBEC and meet regularly in Austin and in virtual spaces to provide their perspective and input.

Educator Preparation Data Workgroup:

The purpose of the Educator Preparation Data Workgroup is to advise TEA staff on matters relating to the collection, analysis, reporting, and use of EPP data to improve the quality of the EPPs. Members of this

¹ Texas Education Code (TEC) §§21.045, 21.0451, and 20.0452.

² [Texas Administrative Code \(TAC\) §229](#)

standing committee are approved by the SBEC and meet regularly in Austin and in virtual spaces to provide their perspective and input.

ASEP Accountability Indicators

ASEP accountability indicators are used to determine accreditation status of EPPs. These indicators are described in Texas Education Code (TEC) §21.045 and enacted in rule in Texas Administrative Code (TAC) Chapter 229. TEC statute identifies five measures, which TAC rule further delineates into seven separate indicators:

- ASEP Accountability Indicator 1a: Certification examination results for pedagogy and professional responsibilities (PPR) exams
- ASEP Accountability Indicator 1b: Certification examination results for non-PPR exams
- ASEP Accountability Indicator 2: Principal appraisal of the preparation of first-year teachers
- ASEP Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers
- ASEP Accountability Indicator 4a: Frequency and duration of field observations
- ASEP Accountability Indicator 4b: Quality of field supervision
- ASEP Accountability Indicator 5: Satisfaction of new teachers

These indicators are further explained in the following chapters, including the performance standards and methods for calculations.

Chapter 2 – Methodological Considerations

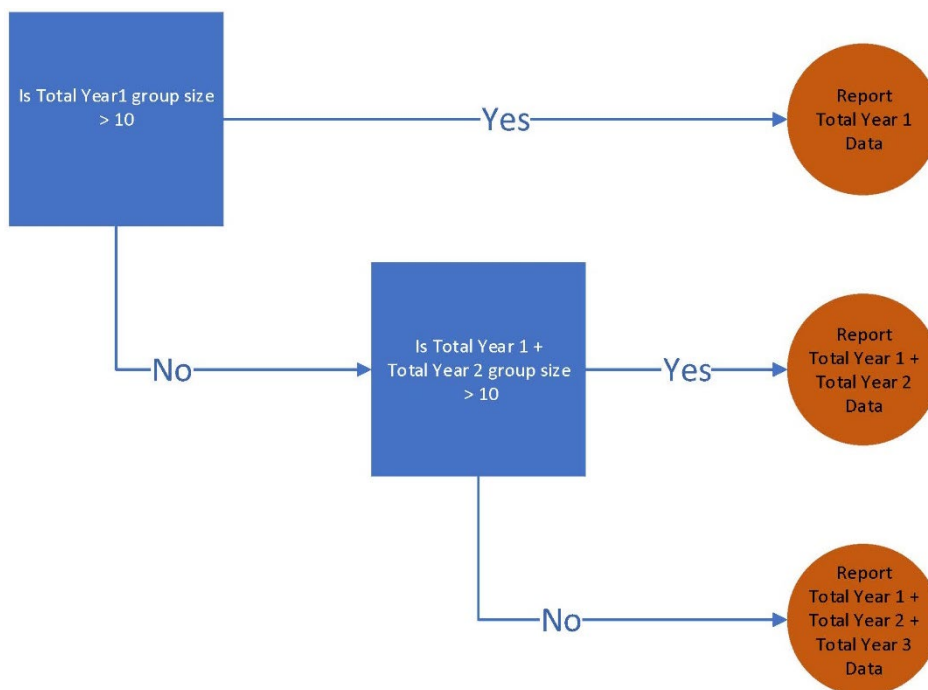
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

Small Group Aggregation

Per 19 TAC §229.4(c), selected ASEP accountability indicators are subject to a small group consideration and aggregation. These indicators are used for accountability if groups include more than 10 individuals in an individual year or contain 10 individuals when combined with the next-most prior year for which there are data, or when combined with the two next-most prior years for which there are data.

Illustration 1 summarizes the procedure for the small group aggregation. If 10 or fewer individuals are present in a reporting group in a year, data are combined with data for the next most prior year for which there are data. If the combined (Year 1 and Year 2) group size is more than 10, then the combined group data are reported. If the combined group size is 10 or fewer, then data from the next most prior year for which there are data are combined (Year 1, Year 2, and Year 3) and the performance for the combined group is reported regardless of sample size.

Illustration 1: Overview of Small Group Aggregation Procedure



As illustrated above, use of the small group exception may result in nonreported data for ASEP for some years. Because determination of accreditation status may be based on performance across multiple years, the small group procedure allows for accreditation determinations to be based on data from nonconsecutive years, including only those years in which enough data are available.

Demographic Group Conventions

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation in respect to gender, race, and ethnicity. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(13).

As of this publication, Educator Certification Online System (ECOS) allows for self-identified gender designations of male and female, which are the disaggregated gender categories reported for ASEP. If no selection is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Per 19 TAC §229.2(13) ASEP uses these four categories for the race and ethnicity demographic group: African American, Hispanic, White, and Other. If no selection for race and ethnicity is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Rounding Conventions

Unless otherwise noted, to compute ASEP accountability indicators, conventional rounding rules are applied. For example, when rounding to a whole number, numbers that end with a decimal value of .4999 or less are rounded down; those that end with a decimal value of .5000 or more are rounded up. When rounding to a one-place decimal, numbers that end with .9499 round to .9, and those that end with .9500 round to 1.0.

Chapter 3 – Certification Exam Pass Rate

Overview

ASEP Indicator 1 is the pass rate on certification exams approved by the EPP. The SBEC has separated this indicator into two measures: the pass rate on PPR exams (1a) and the pass rate on non-PPR exams (1b). This chapter presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two similar indicators.

Individuals Included

For the 2018-19 academic year (AY), all individuals who are enrolled in an EPP and complete an examination required for licensure are eligible for inclusion. Individuals admitted to the EPP prior to December 27, 2016, who have not exited the program and subsequently re-entered the EPP following December 26, 2016, are excluded from this calculation. For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate.

Assessments Included

For the 2018-19 AY, certification examinations approved by the EPP and required for certification in the category(ies) in which the candidate is pursuing certification are eligible for inclusion. The TEA identifies these examinations by comparing the examinations completed by the individual to the category being pursued, specified by the EPP on the finisher records list in ECOS with the category(ies) of the certificate associated with the internship active at the time of the examination, should such an internship exist.

The examination must be the first or second attempt for the particular examination³ approved by the EPP for the individual. Examinations approved by the EPP and completed prior to the reporting year are used in determining the attempt-count for an individual. Results from examinations taken during the reporting year are used in the calculation of the pass rate. Examinations approved by the EPP but completed after the individual has finished the EPP are included. Examinations that are part of an exam pilot program as of the date they are approved by the EPP are excluded, both from the pass rate and from the determination of which examinations are the first two attempts.

Calculation

ASEP Accountability Indicator 1a:

Divide the number of passed PPR certification examinations on the first or second attempt by the total number of passed PPR certification examinations on the first attempt plus the number of PPR certification examinations passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

³ Examinations are uniquely identified by test number and test type

ASEP Accountability Indicator 1b:

Divide the number of passed non-PPR certification examinations on the first or second attempt by the total number of passed non-PPR certification examinations on the first attempt plus the number of non-PPR certification examinations passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations**Core Subjects Adjustment**

The Core Subjects examinations (291 Core Subjects EC-6 TExES and 211 Core Subjects 4-8 TExES) allow for candidates to re-take individual subject areas if they fail the examination on their first attempt. The way in which the test vendor reports this data back to TEA necessitates a post-hoc adjustment to the pass rates related to these exams. The core subjects adjustment treats individual subject retakes as second attempts only once a) all subject areas have been passed or b) a particular subject area has been failed the second time. If all subject areas are passed without a subject area being failed the second time, TEA identifies this as a second attempt pass. If the candidate fails an individual subject area a second time, TEA identifies this as a second attempt fail.

It should be noted that if individuals take the individual subject matter exams, each attempt counts towards their 5-time test limit for the overall (i.e., 291 Core Subjects EC-6 TExES and 211 Core Subjects 4-8 TExES) exam.

Disaggregation at the Test Level

EPP results are disaggregated at the individual certification exam level. The same approach to candidate and assessment identification is used in this reporting. Additionally, the TEA uses the small group aggregation procedure described in Chapter 2 for the individual exam level. Per 19 TAC §229.5(e), results within individual certification areas are not disaggregated by race, gender, or ethnicity.

Small Group Aggregation and Enrollment Date

As described in Chapter 2, if individual demographic groups contain ten or fewer test individuals, the TEA adds results from the prior year for which there is data. For use in ASEP Accountability Indicators 1a and 1b, these prior-year groups continue to exclude individuals who were admitted prior to December 27, 2016. This means that the earliest available year for aggregation is AY 2016-2017.

Worked Examples**Example Calculation: Percent of Individuals Passing PPR Certification Examinations (ASEP Accountability Indicator 1a)**

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. PPR examinations which are necessary for the category(ies) necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the category(ies) identified by the EPP on the finisher records list in ECOS are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded.

Step 3: Retrieve PPR exam results for candidates identified in Step 1 for their category(ies) identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each category at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1a Example

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	February 2019	160: PPR EC-12	E
Andrea	April 2019	160: PPR EC-12	P
Betty	6/15/2017	Core Subjects 4-8	
Betty	October 2018	160: PPR EC-12	E
Betty	December 2018	160: PPR EC-12	E
Betty	February 2019	160: PPR EC-12	E
Betty	April 2019	160: PPR EC-12	P
Carlos	1/1/2018	LOTE EC-12-Spanish	
Carlos	February 2018	160: PPR EC-12	P
Dana	12/15/2018	Physical Ed EC-12	
Dana	April 2019	160: PPR EC-12	E
Eduardo	7/15/2017	Social Studies 8-12 & ESL Supplemental	
Eduardo	February 2019	160: PPR EC-12	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	December 2017	160: PPR EC-12	E
Faye	December 2018	160: PPR EC-12	E
Faye	March 2019	160: PPR EC-12	E
Faye	August 2019	160: PPR EC-12	E
Hector	3/15/2018	Core Subjects 4-8	
George	8/1/2017	Core Subjects EC-6	
George	December 2018	160 PPR EC-12	E
Imogen	8/12/2018	Social Studies 7-12	
Imogen	February 2019	270: PPR Trade and Industrial Education 6-12	P

Exclusion example:
All results that are not shaded in gray are excluded from calculations because the individual did not make a second attempt during the reporting AY or already attempted the exam twice.

Exclusion example:
Test 270: PPR Trade and Industrial Education for Imogen is excluded because it is not required for the candidates' certification category.

<u>Name</u>	<u>Admission Date</u> <u>Test Date</u>	<u>Certificate Description</u> <u>Test Number / Name</u>	<u>Test Result</u>
<u>Jermaine</u>	<u>9/1/2017</u>	<u>Core Subjects 4-8</u>	
Jermaine	December 2018	160: PPR EC-12	P
<u>Ken</u>	<u>6/1/2019</u>	<u>Math 7-12</u>	
<u>Lawrence</u>	<u>9/12/2018</u>	<u>Core Subjects 4-8 & Bilingual Supplemental Spanish</u>	
Lawrence	December 2018	160 PPR EC-12	F
<u>Mel</u>	<u>6/22/2017</u>	<u>Social Studies 78-12</u>	
Mel	Sept. 2018	160 PPR EC-12	F
<u>Nancy</u>	<u>12/29/2016</u>	<u>Physical Ed EC-12</u>	
Nancy	December 2018	160 PPR EC-12	F
<u>Oscar</u>	<u>2/11/2017</u>	<u>LOTE Spanish EC-12</u>	
Oscar	December 2018	160 PPR EC-12	F
Oscar	February 2019	160 PPR EC-12	P
<u>Patrice</u>	<u>1/12/2018</u>	<u>Core Subjects EC-6 & Bilingual Supplemental - Arabic</u>	
Patrice	June 2019	160 PPR EC-12	P
<u>Quinn</u>	<u>6/15/2017</u>	<u>Core Subjects EC-6 & Bilingual Supplemental- Spanish</u>	
Quinn	June 2018	160 PPR EC-12	F
Quinn	October 2019	160 PPR EC-12	P
<u>Roberto</u>	<u>7/1/2017</u>	<u>Core Subjects 4-8</u>	
Roberto	February 2018	160 PPR EC-12	F
Roberto	April 2019	160 PPR EC-12	P
<u>Sally</u>	<u>6/15/2018</u>	<u>LOTE Spanish EC-12</u>	
Sally	February 2019	160 PPR EC-12	P

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 of this manual for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of eligible passed examinations on the first or second attempt (9) by the total number of eligible examinations passed on the first added to the total number of eligible examinations that were passed or failed on the second attempt (11). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \left(\frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \right) \times 100 =$$

$$\left(\frac{9}{11} \right) \times 100 =$$

$$0.81818 \times 100 =$$

$$82\%$$

Example Calculation: Percent of Individuals Passing Non-PPR Certification Examinations (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Non-PPR exams which are necessary for the category(ies) necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the category(ies) identified by the EPP on the finisher records list are included.

Step 3: Retrieve non-PPR exam results for candidates identified in Step 1 for their category(ies) identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1b Example

Name	Admission Date Test Date	Certificate Description Test Number / Name	Test Result
Andrea	1/15/2017	Core Subjects EC-6	
Andrea	October 2018	291 Core Subjects EC-6	F
Andrea	December 2018	291 Core Subjects EC-6	F
Andrea	February 2019	291 Core Subjects EC-6	F
Andrea	April 2019	291 Core Subjects EC-6	P
Betty	6/15/2017	Core Subjects 4-8	
Betty	October 2018	211 Core Subjects 4-8	P
Carlos	1/1/2018	LOTE Spanish EC-12	

Exclusion example:
All results that are not shaded in gray are excluded from calculations because the individual did not make a second attempt during the reporting AY or already attempted the exam twice.

<u>Name</u>	<u>Admission Date</u> <u>Test Date</u>	<u>Certificate Description</u> <u>Test Number / Name</u>	<u>Test Result</u>
Carlos	December 2018	613 LOTE Spanish EC-12	P
Dana	12/15/2018	Physical Ed EC-12	
Dana	December 2018	158 Physical Education EC-12	F
Dana	April 2019	158 Physical Education EC-12	P
Eduardo	7/15/2017	Social Studies 7-12 & ESL Supplemental	
Eduardo	December 2018	232 Social Studies 7-12	P
Eduardo	January 2019	154 English as a Second Language Supplemental	P
Faye	6/6/2017	Core Subjects EC-6	
Faye	December 2018	291 Core Subjects EC-6	F
Faye	March 2019	291 Core Subjects EC-6	F
Faye	September 2019	291 Core Subjects EC-6	P
George	8/1/2017	Core Subjects EC-6	
George	September 2018	291 Core Subjects EC-6	P
Hector	3/15/2018	Core Subjects 4-8	
Hector	October 2018	211 Core Subjects 4-8	P
Imogen	8/12/2018	Social Studies 7-12	
Imogen	October 2018	232 Social Studies 7-12	F
Imogen	December 2018	232 Social Studies 7-12	F
Imogen	February 2019	232 Social Studies 7-12	F
Imogen	December 2018	233 History 7-12	P
Jermaine	9/1/2017	Core Subjects 4-8	
Jermaine	October 2018	211 Core Subjects 4-8	P
Jermaine	February 2019	068 Principal	P
Ken	6/1/2019	Math 7-12	
Ken	June 2019	235 Math 7-12	P
Lawrence	9/12/2018	Core Subjects 4-8 & Bilingual Supplemental- Spanish	
Lawrence	June 2019	164 Bilingual Education Supplemental	P
Lawrence	October 2018	211 Core Subjects 4-8	F
Mel	6/22/2017	Social Studies 7-12	
Mel	June 2019	232 Social Studies 7-12	F
Nancy	12/29/2016	Physical Ed EC-12	
Nancy	December 2018	158: Physical Ed EC-12	F
Oscar	2/11/2017	LOTE Spanish EC-12	
Oscar	December 2018	613: LOTE Spanish EC-12	P
Patrice	1/12/2018	Core Subjects EC-6 & Bilingual Supplemental - Arabic	
Patrice	June 2019	164 Bilingual Education Supplemental	P

<u>Name</u>	<u>Admission Date</u> <u>Test Date</u>	<u>Certificate Description</u> <u>Test Number / Name</u>	<u>Test Result</u>
Patrice	October 2018	291 Core Subjects EC-6	F
Patrice	December 2018	291 Core Subjects EC-6	F
Patrice	February 2019	291 Core Subjects EC-6	P
Quinn	6/15/2017	Core Subjects EC-6 & Bilingual Supplemental- Spanish	
Quinn	June 2019	164 Bilingual Education Supplemental	P
Quinn	October 2018	291 Core Subjects EC-6	P
Roberto	4/1/2017	Core Subjects 4-8	
Roberto	June 2018	211 Core Subjects 4-8	F
Roberto	October 2018	211 Core Subjects 4-8	F
Roberto	December 2018	211 Core Subjects 4-8	P
Sally	6/15/2018	LOTE Spanish EC-12	
Sally	December 2018	613 LOTE Spanish EC-12	F

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of examinations passed on their first or second attempt (14) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (19). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \left(\frac{\text{Number of tests passed}}{\text{Number of tests completed}} \right) \times 100 =$$

$$\left(\frac{14}{19} \right) \times 100 =$$

$$0.736 \times 100 =$$

73.6%, which rounds to 74%

Chapter 4 – Appraisal of First-Year Teachers by Administrators

Overview

ASEP Accountability Indicator 2 is the percent of first-year teachers who are designated as *sufficiently prepared* or *well-prepared* based on survey ratings by their principals. The SBEC has approved a new survey for use in the 2018-2019 AY, which was previously piloted in the 2017-2018 AY.

The principal survey is administered between early April and mid-June at the end of the relevant academic year. The survey is delivered through the ECOS. The roster of first-year teachers is determined using certification data and Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification, certifying that the individual is employed in the district, was employed for at least five months in the reporting period, and works at the school designated in the system.

Principals log in to ECOS to complete the survey. Within the survey, the principal verifies that the individual is teaching in the area(s) for which he or she was prepared by the EPP and that the individual was employed for at least five months in the reporting period. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These sections are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the individual worked with students with disabilities or students who are English language learners, these additional survey sections are displayed and required to be completed.

Following the end of the principal survey data collection period, the data is retrieved from ECOS, cleaned, processed, de-identified, and posted online. Additionally, EPP-specific reports are generated and delivered to EPPs and the public. The aggregated and disaggregated results are used as ASEP Accountability Indicator 2.

Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the five years prior to the reporting period and taught in the Texas public school system for a minimum of five months during the reporting period are included.⁴ Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on any of the four required survey sections are excluded. Data from optional sections (i.e., Students with Disabilities, English Language Learners) are included when available.

⁴ See TAC §229.2(18) for the definition of a first-year teacher

Calculation

Count the number of principal surveys for the EPP that met standard. Divide this number by the total number of completed principal surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Scoring Approach

In 2018-19 AY, the scoring approach was updated to align with the content and structure of the principal survey. This scoring approach was developed with input from the Educator Preparation Data Workgroup. The scoring approach weights all individual categories equally. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

<u>Subscale</u>	<u>Number of Items</u>	<u>Items in ECOS Survey</u>
Planning	<u>12</u>	<u>Q4 – Q15</u>
Instruction	<u>13</u>	<u>Q16 – Q28</u>
Learning Environment	<u>7</u>	<u>Q29 – Q35</u>
Professional Practices & Responsibilities	<u>6</u>	<u>Q36 – Q41</u>
Students with Disabilities	<u>6</u>	<u>Q43 – Q48</u>
English Language Learners	<u>4</u>	<u>Q50 - Q53</u>

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and English Language Learners section are only displayed if the principal indicates that the teacher worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either four, five, or six complete survey sections.

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 2. Only data from years in which ASEP Accountability Indicator 2 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: Principal Appraisal of First-Year Teachers (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name ⁵	Points by Survey Section ⁶						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL		
<i>Number of Questions</i>	<u>12</u>	<u>13</u>	<u>7</u>	<u>6</u>	<u>6</u>	<u>4</u>	<u>12</u>	<u>13</u>	<u>7</u>	<u>6</u>	<u>6</u>	<u>4</u>		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	Y
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	N
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	Y
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	N
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y

⁵ Public data sets do not include names.

⁶ PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

Name ⁵	Points by Survey Section ⁶						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	ELL	PL	INS	LE	PPR	SWD	ELL		
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 of the ASEP Manual for further explanation of the small group aggregation.

Step 6: Count the number of first-year teachers who met the criteria for being designated as *sufficiently-prepared or well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared or well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

$$90\%$$

Chapter 5 – Improvement in Student Achievement of Students Taught by Beginning Teachers

Overview

ASEP Accountability Indicator 3 is not reported in AY 2018-2019.

Chapter 6 – Frequency, Duration, and Quality of Field Supervision

Overview

ASEP Accountability Indicator 4 is the frequency, duration, and quality of field observations. The SBEC has separated this indicator into two measures: the frequency and duration of field observations (ASEP Accountability Indicator 4a) and the quality of field observations (ASEP Accountability Indicator 4b). ASEP Accountability Indicator 4a is based on data reported by EPPs into ECOS for each individual observation. ASEP Accountability Indicator 4b is based on an exit survey of teacher candidates which is administered at the time the candidates apply for their standard certificate. This section presents the individuals included, the data included, special methodological considerations, and a worked example of computing these two aligned indicators.

Individuals Included

ASEP Accountability Indicator 4a

For ASEP Accountability Indicator 4a, all individuals who completed an internship or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the field experience is reported in the reporting year in which it ended. Individuals serving an internship are identified for the data set if they have an intern, probationary, probationary extension, or probationary second extension certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Individuals who have their internship certificate deactivated prior to the expiration of the certificate are removed from the data set. These deactivations must be communicated to the TEA by the EPP. Additionally, individuals who do not complete their field experience, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their field experience, are removed from the data set. EPPs communicate these exceptions via official letters to the TEA during the ASEP reporting period.

For the 2018-19 AY, only individuals completing clinical teaching or an internship for a teacher certificate are included in the data set.

ASEP Accountability Indicator 4b

For ASEP Accountability Indicator 4b, all individuals who apply for an initial standard teaching license during the academic year are asked to submit surveys, which are completed in ECOS.

Data Included

ASEP Accountability Indicator 4a

All observations reported to the TEA through ECOS are used in the calculation for ASEP Accountability Indicator 4a. Observations must be reported in ECOS in the academic year during which they occurred. EPPs report the candidate name, candidate TEA ID, field supervisor name, field supervisor TEA ID, assignment begin date, assignment end date, observation date, observation duration, assignment type, notes, and any other field required by ECOS for each observation.

ASEP Accountability Indicator 4b

All exit surveys with complete data that are submitted in the reporting year are included in the data set.

Calculation

ASEP Accountability Indicator 4a:

Divide the number of individuals who completed an internship or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in 19 TAC §228.35(g) by the number of individuals who completed an internship or clinical teaching appointment in the reporting year. Multiply by 100. Round to the nearest whole number.

ASEP Accountability Indicator 4b:

Count the number of surveys for the EPP that met standard. Divide this number by the total number of completed exit surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations

For ASEP Accountability Indicator 4a, results are disaggregated by race, gender, and ethnicity categories. Per 19 TAC §229.4(c)(1), the small group aggregation procedure does not apply to indicator 4a.

For ASEP Accountability Indicator 4b, the data collection mechanism does not capture race, gender, or ethnicity data. Consequentially, this indicator is reported only at the aggregated level. The small group aggregation procedure does apply to ASEP Indicator 4b.

Worked Examples

Example Calculation: Frequency and Duration of Internship and Clinical Teaching Field Observations (ASEP Accountability Indicator 4a)

Step 1: Identify all individuals completing an internship between September 1 and August 31 of the reporting year. These individuals are those who have an intern, probationary, probationary extension, or probationary second extension certificate which expired in the reporting year.

Step 2: Identify all individuals completing clinical teaching between September 1 and August 31 of the reporting year. These individuals are those who were marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Step 3: Combine the individuals from Steps 1 and 2. Remove any accepted exceptions reported to the TEA during the annual reporting period using the supplied form.

Step 4: Retrieve all field observations reported to the TEA which occurred during the internships or clinical teaching experiences in the data set resulting from Step 3.

Step 5: Count the number of observations of at least the duration specified in 19 TAC §228.35(g), for each candidate.

Example Observation Data

Name	Certificate / Assignment Type	Observation Date	Visit_Hours ⁷
Carmen Adams	Intern	10/24/18	0:56
Carmen Adams	Intern	11/19/19	1:02
Carmen Adams	Intern	12/1/18	0:45
Carmen Adams	Intern	1/19/19	1:12
Carmen Adams	Intern	3/16/19	0:46
Christina Boyd	Intern	9/15/2018	0:57
Marjorie Brock	Clinical Teaching	9/25/18	0:50
Marjorie Brock	Clinical Teaching	10/1/18	1:14
Marjorie Brock	Clinical Teaching	10/19/18	1:02
Marjorie Brock	Clinical Teaching	11/4/18	1:02
Marjorie Brock	Clinical Teaching	12/19/18	1:09
Dora Cain	Intern	9/19/18	0:47
Dora Cain	Intern	11/12/18	0:51
Dora Cain	Intern	3/16/19	0:40
Dora Cain	Intern	5/1/19	1:00
Dianne Cannon	Clinical Teaching	9/20/18	1:13
Dianne Cannon	Clinical Teaching	11/12/18	0:38
Dianne Cannon	Clinical Teaching	2/16/19	0:53
Dianne Cannon	Clinical Teaching	4/25/19	0:47
Dianne Cannon	Clinical Teaching	5/10/19	1:01
Billie Daniels	Probationary	11/19/18	1:15
Billie Daniels	Probationary	1/29/19	0:58
Billie Daniels	Probationary	4/22/19	0:54
Madeline Doyle	Clinical Teaching	11/10/18	1:10
Madeline Doyle	Clinical Teaching	1/20/19	0:55
Madeline Doyle	Clinical Teaching	4/10/19	0:46
Jaime Fowler	Intern	9/30/18	0:59

Exclusion example:
The observation of Dora Cain on 3/16/19 and Dianne Cannon on 11/12/18 are not counted because these observations were less than the requirement in 19 TAC §228.35(g).

⁷ This column indicates the duration of the observation.

Name	Certificate / Assignment Type	Observation Date	Visit_Hours ⁷
Jaime Fowler	Intern	<u>11/1/18</u>	<u>1:07</u>
Jaime Fowler	Intern	<u>12/2/18</u>	<u>1:01</u>
Jaime Fowler	Intern	<u>2/7/19</u>	<u>1:00</u>
Jaime Fowler	Intern	<u>5/1/19</u>	<u>0:49</u>
Chad Frazier	Clinical Teaching	<u>9/27/18</u>	<u>0:46</u>
Chad Frazier	Clinical Teaching	<u>11/19/18</u>	<u>0:55</u>
Chad Frazier	Clinical Teaching	<u>2/1/19</u>	<u>1:11</u>
Chad Frazier	Clinical Teaching	<u>3/18/19</u>	<u>1:25</u>
Jean Hawkins	Probationary Ex	<u>10/1/18</u>	<u>0:58</u>
Jean Hawkins	Probationary Ex	<u>12/2/18</u>	<u>0:50</u>
Jean Hawkins	Probationary Ex	<u>2/10/19</u>	<u>1:00</u>
Jean Hawkins	Probationary Ex	<u>4/20/19</u>	<u>0:59</u>
Grace Hoffman	Clinical Teaching	<u>10/5/18</u>	<u>0:52</u>
Grace Hoffman	Clinical Teaching	<u>12/10/18</u>	<u>0:59</u>
Grace Hoffman	Clinical Teaching	<u>3/5/18</u>	<u>0:59</u>
Doris Hunter	Probationary	<u>9/25/18</u>	<u>1:03</u>
Doris Hunter	Probationary	<u>11/30/18</u>	<u>1:19</u>
Doris Hunter	Probationary	<u>3/30/19</u>	<u>0:45</u>
Melba Jensen	Clinical Teaching	<u>10/1/18</u>	<u>0:46</u>
Melba Jensen	Clinical Teaching	<u>1/10/19</u>	<u>0:53</u>
Melba Jensen	Clinical Teaching	<u>4/5/19</u>	<u>1:01</u>
Edmund Kennedy	Intern	<u>9/12/18</u>	<u>1:20</u>
Edmund Kennedy	Intern	<u>11/19/18</u>	<u>0:58</u>
Edmund Kennedy	Intern	<u>2/11/19</u>	<u>0:50</u>
Edmund Kennedy	Intern	<u>3/21/19</u>	<u>0:59</u>
Edmund Kennedy	Intern	<u>4/3/19</u>	<u>0:57</u>
Neil Newton	Clinical Teaching	<u>1/6/19</u>	<u>0:55</u>
Neil Newton	Clinical Teaching	<u>1/16/19</u>	<u>1:47</u>
Neil Newton	Clinical Teaching	<u>2/27/19</u>	<u>0:51</u>
Neil Newton	Clinical Teaching	<u>4/25/19</u>	<u>1:05</u>
Neil Newton	Clinical Teaching	<u>4/27/19</u>	<u>1:02</u>
Elsie Pearson	Probationary	<u>9/30/18</u>	<u>1:15</u>
Elsie Pearson	Probationary	<u>1/25/19</u>	<u>1:01</u>
Elsie Pearson	Probationary	<u>4/20/19</u>	<u>0:55</u>
Christopher Ray	Clinical Teaching	<u>9/3/18</u>	<u>0:58</u>
Christopher Ray	Clinical Teaching	<u>9/12/18</u>	<u>0:52</u>
Christopher Ray	Clinical Teaching	<u>10/5/18</u>	<u>0:47</u>
Christopher Ray	Clinical Teaching	<u>11/11/18</u>	<u>0:59</u>
Christopher Ray	Clinical Teaching	<u>12/5/18</u>	<u>0:46</u>
Charlie Schultz	Intern	<u>9/26/18</u>	<u>0:58</u>
Charlie Schultz	Intern	<u>11/19/18</u>	<u>0:45</u>

<u>Name</u>	<u>Certificate / Assignment Type</u>	<u>Observation Date</u>	<u>Visit Hours⁷</u>
<u>Charlie Schultz</u>	<u>Intern</u>	<u>1/19/19</u>	<u>0:53</u>
<u>Charlie Schultz</u>	<u>Intern</u>	<u>2/9/19</u>	<u>0:52</u>
<u>Charlie Schultz</u>	<u>Intern</u>	<u>4/5/19</u>	<u>1:23</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>1/10/19</u>	<u>1:17</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>1/14/19</u>	<u>0:59</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>1/25/19</u>	<u>0:53</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>2/18/19</u>	<u>0:46</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>3/9/19</u>	<u>0:48</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>5/5/19</u>	<u>0:55</u>
<u>Penny Sutton</u>	<u>Clinical Teaching</u>	<u>11/19/18</u>	<u>0:59</u>
<u>Marty Wood</u>	<u>Clinical Teaching (28 week)</u>	<u>9/2/18</u>	<u>0:49</u>
<u>Marty Wood</u>	<u>Clinical Teaching (28 week)</u>	<u>9/20/18</u>	<u>0:45</u>
<u>Marty Wood</u>	<u>Clinical Teaching (28 week)</u>	<u>11/18/18</u>	<u>0:57</u>
<u>Marty Wood</u>	<u>Clinical Teaching (28 week)</u>	<u>1/9/19</u>	<u>1:25</u>
<u>Marty Wood</u>	<u>Clinical Teaching (28 week)</u>	<u>2/18/19</u>	<u>1:15</u>
<u>Marty Wood</u>	<u>Clinical Teaching (28 week)</u>	<u>4/9/19</u>	<u>1:25</u>

Step 6: Identify candidates and interns who meet the minimum requirement of the number of observations required in 19 TAC §228.35(g).

Example Data Summary

Name	Pre-Certification Teaching Experience	Number of 45-Minute Field Observations	Meet Minimum Requirement?
Marjorie Brock	Clinical Teaching	5	Y
Dianne Cannon	Clinical Teaching	5	Y
Madeline Doyle	Clinical Teaching	3	N
Chad Frazier	Clinical Teaching	4	N
Grace Hoffman	Clinical Teaching	3	N
Melba Jensen	Clinical Teaching	3	N
Neil Newton	Clinical Teaching	5	Y
Christopher Ray	Clinical Teaching	5	Y
Duane Soto	Clinical Teaching	6	Y
Marty Wood	Clinical Teaching	6	Y
Penny Sutton	Clinical Teaching	1	N
Carmen Adams	Intern	5	Y
Cristina Boyd	Intern	1	N
Dora Cain	Intern	3	N
Billie Daniels	Probationary	3	Y
Jaime Fowler	Intern	5	Y
Jean Hawkins	Probationary Ex	4	Y
Doris Hunter	Probationary	3	Y
Edmund Kennedy	Intern	5	Y
Elsie Pearson	Probationary	3	Y
Charlie Schultz	Intern	5	Y

Calculation Rule: Penny only had one qualifying observation. She is identified as a candidate for whom the minimum requirement was not met.

Calculation Rule: Cristina had only one qualifying observation. She is identified as a candidate for whom the minimum requirement was not met.

Step 7: Divide the number of candidates who received at least the minimum field observations required by 19 TAC §228.35(g) (14) by the total number of candidates who completed clinical teaching (21).

$$\frac{\text{Number of candidates who met minimum requirement}}{\text{Number of candidates with field experiences}} \times 100 =$$

$$\frac{14}{21} \times 100 = 66.67\%, \text{ which rounds to } 67\%$$

Example Calculation: Quality of Field Supervision (ASEP Indicator 4b)

Step 1: Access the Exit Survey results completed by candidates between September 1 and August 31 of the academic year. These results are recorded without personally identifiable information.

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating. Candidates rate their field experience on 11 survey items (items 39-45, 47-50) on the Exit Survey using a 4-point scale where 4 = Rarely; 3 = Occasionally; 2 = Frequently; and 1 = Always/Almost Always. To meet the standard of frequently or always/almost always providing the components of structural guidance and ongoing support provision of high-quality field supervision (see 19 TAC §229.4(a)(4)(B)), responses to the applicable items must sum to equal or less than 22 points (11*2=22), corresponding with an average score of 2 or less across survey items.

Example Data

Name	Total Points	Within Acceptable Values
Candidate 1	21	Y
Candidate 2	20	Y
Candidate 3	23	N
Candidate 4	19	Y
Candidate 5	18	Y
Candidate 6	18	Y
Candidate 7	17	Y
Candidate 8	14	Y
Candidate 9	19	Y
Candidate 10	25	N
Candidate 11	23	N
Candidate 12	18	Y
Candidate 13	14	Y
Candidate 14	14	Y
Candidate 15	28	N
Candidate 16	19	Y
Candidate 17	26	N
Candidate 18	13	Y
Candidate 19	19	Y
Candidate 20	13	Y
Candidate 21	16	Y
Candidate 22	18	Y
Candidate 23	21	Y
Candidate 24	20	Y
Candidate 25	33	N
Candidate 26	40	N
Candidate 27	26	N
Candidate 28	17	Y

Name	Total Points	Within Acceptable Values
Candidate 29	17	Y
Candidate 30	19	Y

Step 3: Count the number of candidate scores that were within acceptable criteria (22).

Step 4: Divide the number of candidates whose scores were within the acceptable criteria (22) by the total number of candidates with scores (30). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of candidates' scores that were within acceptable values}}{\text{Total number of survey responses}} =$$

$$\frac{22}{30} \times 100 =$$

73.33%, which rounds to 73%

Chapter 7 – New Teacher Satisfaction

Overview

ASEP Accountability Indicator 5 is the percent of new teachers who indicate that they were *sufficiently-prepared or well-prepared* by their EPP, as measured on the teacher satisfaction survey. The SBEC has approved a new survey for use in the 2018-2019 AY, which was previously piloted in the 2017-2018 AY.

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. In the 2018-2019 AY, the survey was delivered using the Qualtrics survey platform. The sample of new teachers is determined using certification data and PEIMS data. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they are completing their first year of teaching while holding a standard teaching certificate.

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are English language learners, those additional sections are displayed and are required to be completed by the teacher.

Following the close of the teacher survey data collection period, the data is retrieved from Qualtrics, cleaned, processed, de-identified, and posted online. The aggregated and disaggregated results are used as ASEP Accountability Indicator 5.

Individuals Included

All new teachers who finished an EPP program within the five years prior to the reporting period and are completing their first year of teaching while holding a standard certificate are included.⁸ Teachers must have taught in the Texas public school system for a minimum of five months during the reporting period as evidenced by their presence in the PEIMS employment data gathered in October of the reporting year. Only teachers with standard certificates as of the October snapshot date are included. Teachers who are teaching under an emergency permit or who were not listed as employed in the PEIMS data in the reporting period are excluded.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections are excluded. Data from additional sections (i.e., Students with Disabilities, English Language Learners) are included when available.

Calculation

Count the number of teacher surveys for the EPP that met standard. Divide this number by the total number of completed teacher surveys for the EPP. Multiply by 100. Round to the nearest whole number.

⁸ See TAC §229.2(25) for the definition of a new teacher

Scoring Approach

The scoring approach aligns with the scoring approach for the principal survey. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

<u>Subscale</u>	<u>Number of Items</u>	<u>Items in Survey (Question #)</u>
Planning	<u>12</u>	<u>Q4 - Q15</u>
Instruction	<u>13</u>	<u>Q16 - Q28</u>
Learning Environment	<u>7</u>	<u>Q29 - Q35</u>
Professional Practices & Responsibilities	<u>6</u>	<u>Q36 - Q41</u>
Students with Disabilities	<u>6</u>	<u>Q43 - Q48</u>
English Language Learners	<u>4</u>	<u>Q50 - Q53</u>

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, Students with Disabilities section and English Language Learners section are only displayed if the teacher indicates that he or she worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either 4, 5, or 6 complete survey sections.

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 5. Only data from years in which ASEP Accountability Indicator 5 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: New Teacher Satisfaction (ASEP Accountability Indicator 5)

Step 1: Access teacher satisfaction survey results.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name ⁹	Points by Survey Section ¹⁰						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PL	INS	LE	PL	INS	LE	PL	INS	LE		
<i>Number of Questions</i>	<u>12</u>	<u>13</u>			<u>13</u>	<u>7</u>	<u>12</u>	<u>13</u>	<u>7</u>	<u>12</u>	<u>13</u>	<u>7</u>		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	N
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	Y
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	N
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	Y
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

⁹ Public data sets do not include names.

¹⁰ PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1-5 for the prior year and add those individuals to the list. See ASEP Manual Chapter 2 for further explanation of the small group aggregation.

Step 6: Count the number of surveys that met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

90%

Chapter 8 – Educator Preparation Program Commendations

Per 19 TAC §229.1(c), an accredited EPP may receive commendations for success in areas identified by the SBEC. The TEA worked with the SBEC and the EPP stakeholder advisory groups in 2018 to identify and refine a framework for recognition and issues related to EPP eligibility and calculations. In 2019, the SBEC established a four-part framework for recognizing high-performing EPPs. This ASEP chapter presents that framework, related performance standards or metrics, sources of data, and descriptions of relevant calculations.

High-Performing EPP Framework

The framework consists of four parts. The framework was developed to allow for the recognition of EPPs that are high-achieving in both established and emerging measurements and priorities. Dimensions consist of multiple measures. The dimensions for recognition include:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

The measures within each dimension are presented in the table below. These measures are calculated annually to reflect EPP performance in the prior academic year. The TEA conducts these calculations in conjunction with the ASEP accountability calculations and presents both sets of the results to the SBEC for approval on similar schedules. In all cases, the small group aggregation procedure as described in ASEP Manual Chapter 2 is applied to these measurements. However, if the small group aggregation is used, only programs with more than 10 individuals over the three years necessary for the calculation are eligible to receive a commendation related to the measure.

High Performing EPP Framework

<u>Dimension</u>	<u>High-Performing EPP Measures</u>	<u>Standard</u>
<u>Rigorous and Robust Preparation</u>	<u>First test pass rate¹¹</u>	<u>95% or greater</u>
	<u>First Test Pass rate in teacher shortage areas</u>	<u>95% or greater</u>
	<u>Principal Survey % of candidates Met Standard</u>	<u>95% or greater</u>
<u>Preparing the Educators Texas Needs</u>	<u>Preparing teachers in shortage areas</u>	<u>Top 5 EPPs</u>
	<u>Preparing Educators of Color</u>	<u>Top 5 EPPs</u>
	<u>Preparing Teachers for Rural Schools</u>	<u>Top 5 EPPs</u>
<u>Preparing Educators for Long-Term Success</u>	<u>Teacher Retention as a Texas public school teacher for 5 years</u>	<u>95% or greater</u>
	<u>Educator Retention as a Texas public school professional for 5 years</u>	<u>95% or greater</u>
	<u>Principal Employment in Principal or Assistant Principal Role within 3 years</u>	<u>75% or greater</u>

¹¹ EPPs are only eligible for this commendation if the differences between pass rates of different demographic groups are less than 10 percentage points

Dimension	High-Performing EPP Measures	Standard
Innovative Educator Preparation	Approved by the SBEC per EPP petition	

Rigorous and Robust Preparation

This dimension of high-performance uses the same data as the ASEP accountability indicators. The first measure is the overall pass rate for a candidate's first attempt on exams. All exams, including PPR and non-PPR exams, are pooled for this measure. Following ASEP Indicator Accountability 1, only tests necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the category(ies) identified by the EPP on the finisher records list in ECOS are included. The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race and ethnicity are 10 percentage points or smaller for all groups meeting the minimum size criterion, following small group aggregation. Groups are only included in this analysis only if they contain more than 10 candidates following the small group aggregation.

The second measure in this dimension is the first test pass rate in Texas-identified, federally designated teacher shortage subject areas. These shortage areas are identified annually and reported to the United States Department of Education. For this measure, only those subject-area exams necessary for certification in the specified categories are included. The standard is set at 95% or greater.

The third indicator in this category is EPP performance on the principal survey. Following the procedure in ASEP Manual Chapter 4, results on the principal survey are computed at the EPP level. The standard is set at 95% or more individuals being rated as "met standard."

Preparing the Educators Texas Needs

This dimension of high-performance identifies EPPs that prepare high percentages of educators identified by the SBEC and TEA as targeted for growth. For measures in this category, the top five programs, as a percentage of their completers, are recognized. As with all high-performing recognitions, only EPPs with an accreditation status of "Accredited" are eligible for recognition. This means that fewer than five EPPs may be recognized in any of these categories. Additionally, although the small group aggregation procedure is applied, only those programs which prepare more than 10 educators in any of the specified categories or groups once three years of data are aggregated are eligible for these commendations.

The first measure in this dimension is preparation of educators in teacher shortage subject areas. This indicator identifies EPPs that specialize in the preparation of educators for Texas-identified, federally-recognized teacher shortage areas. The top five EPPs in each identified certification category are eligible to be recognized.

The second measure in this dimension recognizes EPPs that prepare the highest percentage of educators who identify as African American and Hispanic. The top five EPPs with respect to each demographic group are eligible to be recognized.

The third measure is preparation of teachers for rural schools. Using first-year employment data available in the PEIMS database and the district-level geographic designations, the TEA identifies a) completers who are employed and b) completers who are employed in a rural district. The percentage of educators working in a rural district is then calculated. The EPPs with the five highest percentages are eligible to be recognized.

Preparing Educators for Long-term Success

This dimension of high-performance identifies EPPs that prepare educators who continue working in Texas public schools for at least five years. The first measure identifies the percentage of teachers who are recommended for certification by an EPP who are working as classroom teachers five years after their standard certification becomes effective. To calculate this measure, the TEA first identifies that subset of educators from an EPP who are working as classroom teachers in the year following their completion with the EPP and determines which of those teachers are employed as classroom teachers five years later. Using these numbers, the TEA computes a percentage. The standard for recognition on this measure is set at 95% or higher.

The second measure in the dimension is continued employment in any role in the Texas public education system. The calculation for this measure is similar to the prior measure; however, this measure reports the percentage of classroom teachers still employed in any role after five years. The eligible population is educators from all certification classes prepared by the EPP. The standard for recognition on this measure is 95% or higher.

The third measure in this dimension is the employment of newly prepared principals. The calculation for this standard is the percentage of newly prepared principals working in a public school in Texas in an educational leadership role (principal, assistant principal, instructional leader, etc.) within three years of obtaining principal certification. The standard for recognition on this measure is 75%.

Innovative Educator Preparation

The final dimension of recognition gives the SBEC the opportunity to designate EPPs that have implemented innovative approaches to educator preparation. Specific calls for innovation are updated annually using input from the SBEC, the TEA, and advisory committees. EPPs shall respond to these calls by July 1 of the reporting year with a complete set of materials to be eligible for recognition. The TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by an SBEC subcommittee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

For 2019-2020, the SBEC seeks to recognize EPPs with innovative practices related to authentic, practice-based educator preparation. Strong partnerships between EPPs, local education agencies (LEAs), and campuses can foster teacher preparation that benefits teachers, schools, and students in ways that traditional internships or clinical teaching appointments may not. Practice-based preparation may include, for example, residency models or multi-semester clinical teaching appointments. Programmatic requirements must be well above the SBEC-mandated minimums to be considered.

Applications for recognition will include an executive summary, a description of the program's innovative practices in authentic, practice-based educator preparation, a demonstration of success including measurable outcomes, an explanation of related programmatic values and goals, a description of the implementation of current practices as part of a continuous improvement effort, supporting information from candidates and EPP partners, and peer-reviewed research identifying the EPP practices as best practices in the field.

Figure: 19 TAC §229.3(f)(1)

<u>[Section A: Determination of Accreditation Status]</u>			
Data required to support Texas Education Code (TEC), §21.045(a) and (b); TEC, §21.0452; [] and 19 TAC §229.4, disaggregated by demographic group [gender, race, and ethnicity]			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
[1]	Results of certification examinations prescribed under TEC, §21.048(a)	Pass rate as defined in 19 TAC §229.4(a)(1).	Certification test scores will be uploaded into the Accountability System for Educator Preparation (ASEP). Texas Education Agency (TEA) staff will analyze the data and report it on the TEA website.]
[2]	Beginning teacher performance	The percentage of beginning teachers rated sufficiently prepared or well prepared on a survey completed by administrators.	Administrators of first year 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	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. TEA staff will analyze the data and report it on the TEA website.]
1	[Frequency and duration, and quality of field supervisor guidance] Record of all candidate observations, including candidates in a certification class other than classroom teacher.	[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 teaching and internships was satisfactory.] Individual records of each field observation that occurred in the academic year.	By September 15 of each year, each Educator Preparation Program (EPP) 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. TEA staff will analyze the data and report it on the TEA website.]
[5]	Teacher Satisfaction Survey	By program and year, the percentage of new teachers at the end of their first year of teaching after earning a standard certificate 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 August 31 of their first year as a teacher after earning a standard certificate. TEA staff will analyze the data and report it on the TEA website.]

<u>[Section B: Annual Performance Report Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity]</u>		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting
<u>[1] Acceptance Rate</u>	<u>The percentage of applicants who are admitted to the program each year.</u>	<u>TEA staff will analyze the data and report it on the TEA website.</u>
2 <u>[Number] Record of applicants</u>	Report submitted by the EPP. This is the <u>[number] record of individual candidates</u> who applied to be admitted to the program during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
3 <u>[Number] Record of candidates admitted</u>	Report submitted by the EPP. This is the <u>[number] record of individual candidates</u> who were admitted during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
4 <u>[Number] Record of candidates retained</u>	Report submitted by the EPP. This is the <u>[number] record of individual candidates</u> who have been admitted to the EPP but have not completed the EPP.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
5 <u>[Number] Record of candidates completing all EPP requirements</u>	Report submitted by the EPP. This is the record of individual candidates who have completed all EPP requirements.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
<u>[6] Number of candidates employed as beginning teachers under standard teaching certificates by no later than the first anniversary of completing the program</u>	<u>Number and percentage of completers who have earned a standard certificate and are employed in the school system.</u>	<u>TEA staff will use completer data as reported in B.5 with Educator Certification Online System (ECOS) and Public Education Information Management System (PEIMS) Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.</u>
<u>[7] Time required for candidates with probationary teaching certificates to be issued standard teaching certificates</u>	<u>Number of days between the first probationary certificate effective date and the first standard certificate effective date.</u>	<u>TEA staff will analyze the data and report it on the TEA website.</u>
<u>[8] Number of candidates retained in the profession</u>	<u>Number and percentage of persons who are still employed in the school system five (5) years after earning a standard certificate.</u>	<u>TEA staff will use completer data as reported in B.5 with ECOS and PEIMS Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.</u>

<u>[Section B: Annual Performance Report Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity]</u>		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting
6 [9] 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 U.S. 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.
[10] <u>Percentage of all tests passed</u>	<u>The number of candidates who passed a certification examination approved by an EPP divided by the number of attempts by candidates on examinations approved by an EPP.</u>	<u>Certification test scores will be uploaded into ASEP. TEA staff will analyze testing contractor or ASEP data and report it on the TEA website.</u>

<u>[Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452]</u>		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting
[1] <u>EPP status based on adherence to the standards</u>	<u>Accreditation Rating as described by TEC, §21.0451(a).</u>	<u>Determined annually by the State Board for Educator Certification (SBEC).]</u>
[2] <u>Optional EPP designation or ranking as provided by TEC, §21.0452(e)</u>	<u>Consumer Information designation or ranking based on data from TEC, §21.0452(b)(1).</u>	<u>If optional designations or ratings are determined by the SBEC, TEA staff will report it on the TEA website.]</u>
[3] <u>Annual Performance Report data</u>	<u>Data elements submitted or calculated as required by TEC, §21.045(b). See Section B.</u>	<u>TEA staff will analyze the data and report it on the TEA website.]</u>
7 [4] <u>[Average overall] Overall grade point average of persons admitted to the program</u>	The <u>[average]</u> overall grade point average of persons admitted to the program as required by 19 TAC §227.19.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.
8 [5] <u>[Average grade] Grade point average in specific subject areas</u>	The <u>[average]</u> grade point average in courses that are related to the certificate class and/or category in which candidates were admitted to the program.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.
9 [6] <u>[Average admitted] grade point average</u>	The <u>[average]</u> grade point average used to admit persons to the program as required by 19 TAC §227.19.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.

<u>[Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452]</u>			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
<u>10</u> <u>[7]</u>	<u>[Average]</u> GRE® scores and date	The overall and subject-specific GRE® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit GRE® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
<u>11</u> <u>[8]</u>	<u>[Average]</u> SAT® scores and date	The overall and subject-specific SAT® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit SAT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
<u>12</u> <u>[9]</u>	<u>[Average]</u> ACT® scores and date	The overall and subject-specific ACT® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit ACT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
<u>[10]</u>	<u>The degree to which persons who complete a program are successful in obtaining standard certification</u>	<u>The number and percentage of persons completing a program who earn their standard certificate.</u>	<u>TEA staff will use complete data as reported in B.5 with ECOS data. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[11]</u>	<u>The extent to which the program prepares teachers to effectively teach students with disabilities</u>	<u>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.</u>	<u>TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[12]</u>	<u>The extent to which the program prepares teachers to effectively teach students of limited English proficiency</u>	<u>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.</u>	<u>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. TEA staff will analyze the data and report it on the TEA website.]</u>

<u>[Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452]</u>			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
<u>[13]</u>	<u>Success preparing candidates to integrate technology effectively into curricula and instruction</u>	<u>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.</u>	<u>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 integrate technology effectively into curricula and instruction. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[14]</u>	<u>Success preparing candidates to use technology to collect, manage, and analyze data to improve teaching and learning</u>	<u>Percentage of new teachers 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.</u>	<u>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 use technology to collect, manage, and analyze data to improve teaching and learning. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[15]</u>	<u>Average ratio of field supervisors to candidates</u>	<u>The number of teacher candidates observed in the field per field supervisor observing candidates in the field, reported for the academic year, fall semester, and spring semester.</u>	<u>By September 15 of each year, each EPP will document field supervision in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[16]</u>	<u>Results of exit surveys given to program participants</u>	<u>The percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support.</u>	<u>TEA staff will administer an exit survey to interns and clinical teachers before they complete a program. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[17]</u>	<u>Results of surveys given to school principals</u>	<u>The percentage of first year teachers from each EPP who are appraised as sufficiently prepared.</u>	<u>TEA staff will administer a survey to principals of first year teachers. TEA staff will analyze the data and report it on the TEA website.]</u>
<u>[18]</u>	<u>Results of satisfaction surveys given to beginning teachers</u>	<u>The percentage of new teachers who report they were sufficiently prepared or well prepared at the end of their first year of teaching with a standard certificate.</u>	<u>TEA staff will administer a satisfaction survey to new teachers near the end of their first year of teaching with a standard certificate. TEA staff will analyze the data and report it on the TEA website.]</u>

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:

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

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