

Item 9:

Consider and Take Appropriate Action on Request to Approve 2018–2019 Educator Preparation Program (EPP) Commendations

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the proposed 2018–2019 commendations for educator preparation programs (EPPs).

STATUTORY AUTHORITY: ASEP accreditation statuses and sanctions for EPPs are authorized by the Texas Education Code (TEC) §21.045 and §21.0452.

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, §21.0452, as amended by SB 668 and SB 573, 86th Texas Legislature, Regular Session, 2019, 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: Upon Board approval.

PREVIOUS BOARD ACTION: The SBEC approved a framework and procedures for calculations for EPP commendations at the October 2019 meeting.

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.

To better distinguish EPP performance outside of the accountability system, the SBEC directed staff to provide options to recognize high-performing EPPs. 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. **Rigorous and Robust Preparation:** Allows the SBEC to recognize EPPs that perform above and beyond on the ASEP annual performance standards.
2. **Preparing the Educators Texas Needs:** Allows the SBEC to recognize EPPs that actively recruit educators in shortage areas, of color, and for rural schools.
3. **Preparing Educators for Long-Term Success:** Allows the SBEC to recognize EPPs that demonstrate educators' retention in the profession and teacher growth into other professional roles.

4. **Innovative Educator Preparation:** Allows the SBEC to recognize EPPs that go above and beyond seeking new pathways in preparing candidates for educator preparation.

As the October 2019 SBEC meeting, the Board adopted the EPP Commendation framework into rule, reflected in 19 TAC §229.1(d). This section allows the SBEC to recognize EPPs that go above and beyond in preparing candidates for educator preparation.

The following is a description of the EPP Commendation categories with corresponding standards and a summary of the methods used in the determination of the commendations. Attachment II includes details regarding the recommended 2018–2019 EPP Commendations for all dimensions, including the EPP performance on the individual dimensions.

SBEC procedures contained in 19 TAC §229.1(c), establishes the method and performance standards for each EPP commendation, summarized below:

Commendation Category	Descriptor of Indicator	Performance Standard
1. Rigorous and Robust Preparation	First Test Pass Rate, all exams	95%
	First Test Pass Rate in teacher shortage areas	95%
2. Preparing the Educators Texas Needs	Percentage of prepared teachers in teacher shortage areas	Top 5
	Percentage of prepared teachers who identify as teachers of color	Top 5
	Percentage of prepared teachers who are employed in rural schools	Top 5
3. Preparing Educators for Long Term Success	Teacher retention as a Texas public school teacher for 5 years	95%
	Teacher retention as a Texas public school professional for 5 years	95%
	Principal employment in Principal or Assistant Principal Role within 3 years	75%
4. Innovative Educator Preparation	Approved by the SBEC per EPP petition	SBEC Approval

Only EPPs with an accreditation status of “Accredited” are recommended for commendations in this framework.

2018–2019 EPP Commendation Determination Methods:

TEA follows the procedures described in 19 TAC §229.1(c) to calculate EPP performance on these standards. The data used are collected via EPP submission (in accordance with 19 TAC §229.2(f)(1)), along with data from the Educator Certification Online System (ECOS) and the Public Education Information Management System (PEIMS).

Staff analyzes data for commendations for all EPPs. The small group aggregation procedure in 19 TAC §229.4(c) is used where applicable, with the difference that EPPs with 10 or fewer candidates in a category following the aggregation procedure are not eligible for recognition on that indicator. Following the full analysis, any EPPs with an ASEP status other than Accredited are removed from eligibility.

The teacher shortage areas used in the determinization of commendations for categories 1 and 2 are identified by TEA staff and approved by the US Department of Education. The shortage areas used in the determination of EPP commendations are:

- Bilingual/English as a Second Language – Elementary and Secondary Levels
- Special Education – Elementary and Secondary Levels
- Career and Technical Education – Secondary Levels
- Technology Applications and Computer Science – Secondary Levels
- Mathematics – Secondary Levels

Staff uses data in PEIMS to identify rural campuses, employment, and retention. These data are reported annually as of the last Friday in October. Consequently, employment records as of this date are those that are used in these calculations.

The fourth category, Innovative Educator Preparation, has not yet been operationalized. EPPs will be asked to submit information in the Spring of 2020 for review by the SBEC. Following this review, the SBEC will have the opportunity to provide commendations in this category. There is a separate agenda item to provide an opportunity for the SBEC Chairperson to appoint a committee and presiding officer to review EPP submissions and make recommendations to the full Board for EPP commendations for this category.

Following approval by the SBEC, staff will post commendation information on the TEA website along with existing EPP information for candidates and the general public. These commendations will remain active and posted until the approval of 2019–2020 ASEP accreditation statuses and/or commendations.

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

ASSOCIATE COMMISSIONER’S RECOMMENDATION:

Approve the 2018–2019 Educator Preparation Program Commendations as presented.

Staff Members Responsible:

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

Attachments:

- I. Statutory Citations
- II. Proposed EPP Commendations for 2018–2019

ATTACHMENT I**Statutory Citations Relating to 2018–2019 Educator Preparation Program Commendations****Texas Education Code, §21.045, Accountability System for Educator Preparation Programs:**

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

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

Texas Education Code, §21.0452, 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 perseverance of beginning teachers in the profession, based on information reported through the Public Education Information Management System (PEIMS) providing the number of beginning teachers employed as classroom teachers for at least three years after certification in comparison to similar programs;
 - (8) 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;
 - (9) 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
 - (10) 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**Proposed EPP Commendations for 2018–2019**

The following tables present the proposed EPP commendations for 2018–2019. Each category and indicator are presented in a separate table.

Category 1: Rigorous and Robust Preparation**Table 1: Rigorous and Robust Preparation—First Test Pass Rate, all exams**

Educator Preparation Program	Number of Passed Exams	Performance
Amberton University	31	100%
Austin College	34	97%
Austin Community College	46	96%
Baylor University	299	97%
Educators of Excellence ACP	32	97%
EIT: Excellence in Teaching	17	100%
Houston ISD	83	97%
Region 07 Education Service Center	23	100%
Region 10 Education Service Center	199	98%
Rice University	18	100%
Southern Methodist University	164	98%
Southwestern Adventist University	11	100%
Texas Wesleyan University	90	95%
University Of Dallas	26	96%
Urban Teachers	183	98%

Table 2: Rigorous and Robust Preparation—First Test Pass Rate in teacher shortage areas

Educator Preparation Program	Content Area	Number of Passed Exams	Performance
Baylor University	Bilingual/ESL	59	97%
Region 10 Education Service Center	Bilingual/ESL	29	97%
Urban Teachers	Bilingual/ESL	56	95%
Baylor University	Special Education	11	100%
Urban Teachers	Special Education	64	98%

Category 2: Preparing the Educators Texas Needs**Table 3: Preparing the Educators Texas Needs—Percentage of prepared teachers in teacher shortage areas**

Educator Preparation Program	Content Area	Number of Teacher Certificates	Percent
Intern Teacher ACP	Bilingual/ESL	27	49%
A Career in Teaching—ACP (McAllen)	Bilingual/ESL	19	33%
Texas A&M International University	Mathematics	15	10%
Hardin-Simmons University	Mathematics	13	9%
University of Texas—Dallas	Mathematics	15	6%
Houston ISD	Mathematics	18	6%
Austin Community College	Special Education	19	25%
McLennan Community College	Career & Technical Education	15	10%

Table 4: Preparing the Educators Texas Needs—Percentage of prepared teachers who identify as teachers of color

Educator Preparation Program	Race/Ethnicity	Number of Teachers	Percent
Prairie View A&M University	Black/African American	95	88%
EIT: Excellence in Teaching	Hispanic/Latino	13	100%
Intern Teacher ACP	Hispanic/Latino	27	96%
Texas A&M International University	Hispanic/Latino	146	95%

Table 5: Preparing the Educators Texas Needs—Percentage of prepared teachers who are employed in rural schools

Educator Preparation Program	Number of Teachers	Percent
Region 14 Education Service Center	17	37%
Region 07 Education Service Center	23	36%
McLennan Community College	22	33%

Category 3: Preparing Educators for Long Term Success**Table 6: Preparing Educators for Long Term Success—Teacher retention as a Texas public school teacher for 5 years**

Educator Preparation Program	Number of Teachers	Percent
Intern Teacher ACP	14	100%

Table 7: Preparing Educators for Long Term Success—Teacher retention as a Texas public school professional for 5 years

Educator Preparation Program	Number of Educators	Percent
Intern Teacher ACP	14	100%
Prairie View A&M University	60	97%

Table 8: Preparing Educators for Long Term Success—Principal employment in Principal or Assistant Principal Role within 3 years

Educator Preparation Program	Number of Principals	Percent
Texas Christian University	12	92%
University of Texas—Austin	10	77%