

Item 14:**Consider and Take Appropriate Action on Request to Approve 2016-2017 Accountability System for Educator Preparation Programs (ASEP) Accreditation Status for 21st Century Leadership Principal Preparation Program****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the proposed 2016-2017 Accountability System for Educator Preparation Programs (ASEP) accreditation status for 21st Century Leadership Principal Preparation Program (21st Century) as Accredited - Probation (Year Three).

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

EFFECTIVE DATE: Upon Board approval.

PREVIOUS BOARD ACTION: The SBEC took action on accreditation statuses for 21st Century in November 2003, May 2004, March 2005, May 2006, May 2007, May 2008, June 2009, April 2010, April 2011, February 2012, February 2013, May 2014, June 2015, and April 2016.

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

To meet the statutory requirements, the SBEC adopted amendments to Chapter 229 of the Texas Administrative Code (TAC) that went into effect in April 2010, October 2014, March 2015, and December 2016. Chapter 229 states that accreditation statuses of an EPP will be determined annually based on performance standards established in rule that include:

1. results of the certification examinations,
2. appraisals of first-year teachers by principals,
3. achievement of students taught by beginning teachers,
4. the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to teacher candidates, and
5. the results from a teacher satisfaction survey.

The results of certification examinations and the frequency and duration of structural guidance and ongoing support provided by field supervisors to teacher internship candidates were the only standards that were used for the 2016-2017 academic year. Because 21st Century only prepares individuals for the principal certificate, only the results of principal certification examinations were used to calculate the 2016-2017 accreditation status. The proposed 2016-2017 accreditation statuses for the remainder of the EPPs will be presented to the Board at its May 2018 meeting.

For the 2016-2017 academic year, the certification examinations standard is based on 80% of the candidates passing certification exams that are approved by an EPP and required for initial certification. For each academic year, the pass rate is the percent of tests passed by candidates who have completed all EPP requirements by the end of that academic year. The pass rate is based solely on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that field or fields, whether taken before or after admission to an EPP, are not included. The rate reflects a candidate's success only on the last attempt made on the examination by the end of the academic year in which the candidate completes an EPP and does not reflect any attempts made after that year. Exams required for certification that are attempted before a candidate is enrolled in an EPP are not included in the determination of the pass rate.

ASEP Accreditation Statuses:

- An EPP is assigned the status of **“Accredited”** if the EPP has met all the accountability performance standards. An EPP is assigned the status of **“Accredited-Not Rated”** upon initial approval to offer educator preparation and until the program can be assigned a status based on the performance standards. If an EPP has no completers or no test scores, the program is also assigned **“Accredited-Not Rated.”**
- An EPP is assigned the status of **“Accredited-Warned”** if (1) the EPP fails to meet the performance standards for the overall performance of its candidates on any one of the performance indicators in any one year, (2) fails to meet the standards in any two gender or ethnicity demographic groups in any one year, (3) fails to meet the standards for a gender or ethnicity demographic group for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard, or (4) the SBEC determines that the EPP has violated SBEC rules and/or the TEC, Chapter 21.
- An EPP is assigned the status of **“Accredited-Probation”** if (1) the EPP fails to meet the performance standards for the overall performance of its candidates on any one of the performance indicators for two consecutively measured years, (2) fails to meet the standards in any three gender or ethnicity demographic groups in one year, (3) fails to meet the standards for a gender or ethnicity demographic group for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard, or (4) the SBEC determines that the EPP has violated SBEC rules and/or the TEC, Chapter 21.

Under the rules that were in effect during the 2016-2017 academic year, if the overall performance of candidates of an EPP fails to meet the performance standard and the group contains twenty or fewer individuals, the failure to meet the performance standard will not be counted for purposes of accreditation status. If a two-year cumulated group contains less than twenty individuals, the failure to meet the performance standard will not be counted for purposes

of accreditation status. The three-year cumulated group performance must be measured against the standards in that third year, regardless of how small the cumulated number of group members may be.

An EPP that fails to meet a required performance standard for the aggregated group or a group disaggregated by gender or ethnicity is required to develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates, especially regarding the performance standard that was not met. TEA staff may specify 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 of the failure to meet a performance standard.

21st Century has failed to meet overall performance standards for the principal certification examination for five consecutive years. This has resulted in the assignment of Accredited-Warning statuses in 2012-2013 and 2013-2014, a discretionary continuing approval review in 2014, and an assignment of Accredited-Probation statuses in 2014-2015 and 2015-2016. The Board assigned a monitor to assist 21st Century with improvement efforts on March 3, 2017. While some improvements have been made since the monitor was assigned, 21st Century had 68% of candidates meet the performance standard and did not meet the 80% performance standard by the end of the 2016-2017 academic year. Because 21st Century has not met the performance standard for two consecutive years, TEA staff recommends that the Board assign 21st Century a 2016-2017 accreditation status of Accredited-Probation and continue the assignment of the monitor.

Pursuant to 19 TAC §229.6, TEA staff provided notice to 21st Century of the proposed recommendations for SBEC action. The notice informed 21st Century of their right to an informal review of the proposed recommendations pursuant to 19 TAC §229.6. 21st Century requested an informal review, and no changes were made to the proposed recommendation after the review.

If the SBEC acts on a final recommendation of an accreditation status of Accredited-Probation, 21st Century will have been assigned an Accredited-Probation status for three consecutive years. This designation will result in a proposed recommendation from TEA staff to assign a Not Accredited-Revoked status for the program as required by 19 TAC §229.4(f)(1) at the May 2018 SBEC meeting.

Attachment II includes a summary of the proposed recommendations for accreditation status.

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

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve the 2016-2017 Accountability System for Educator Preparation Programs accreditation status and related sanctions for 21st Century Leadership Principal Preparation Program as presented.

Staff Members Responsible:

Tim Miller, Director, Educator Preparation and Program Accountability

Attachments:

- I. Statutory Citations
- II. Proposed 2016-2107 Accreditation Status for 21st Century Leadership Principal Preparation Program

ATTACHMENT I**Statutory Citations Relating to Proposed Amendments to 2016-2017 Accountability System for Educator Preparation Programs (ASEP) Accreditation Status for 21st Century Leadership Preparation Program****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).

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

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

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

ATTACHMENT IIProposed 2016-2107 Accreditation Status for
21st Century Leadership Principal Preparation Program**Educator Preparation Program (EPP):** 21st Century Leadership Principal Preparation Program**Current Status:** Accredited-Probation**Proposed Status:** Accredited-Probation (Year Three)**Proposed Sanction:** Continue monitor assignment to assist EPP with implementing an action plan from 2014 continuing approval review and a 2016 action plan.**Data:** Certification Examinations

Year	All	Female	Male	African American	Hispanic	Other	White
2017	68%(25)	65%(23)	100%(2)	50%(16)	100%(4)	100%(1)	100%(4)
2016	71%(41)	74%(35)	50%(6)	68%(25)	88%(8)	0%(2)	83%(6)
2015	90%(10)	89%(9)	100%(1)	100%(4)	67%(3)	100%(1)	100%(2)
2014	69%(16)	69%(13)	67%(3)	57%(7)	100%(2)	67%(3)	75%(4)
2013	77%(30)	81%(21)	67%(9)	67%(9)	64%(11)	100%(1)	100%(9)

Status Rule Applied: 229.4(e)(1)(A). An EPP shall be assigned Accredited-Probation status if the EPP fails to meet the performance standards set by the State Board for Educator Certification (SBEC) for the overall performance of all its candidates on the certification examination performance indicator for two consecutively measured years.**Small Group Exception Rule Applied:** None in 2017. 229.4(g)(4) was applied in 2015. If the preceding year's EPP candidate group, not disaggregated by gender, ethnicity, and certification field, contained 20 or fewer individuals, that group performance shall be combined with the following year's group performance, and if the two-year cumulated group contains more than 20 individuals, then the two-year cumulated group performance must be measured against the standards in that second year.**Sanction Rule Applied:** 229.5(b)(3). 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: appoint a monitor to participate in the activities of the EPP and report the activities to the Texas Education Agency or SBEC.**Notes:** The 2015 All group did not meet standard because it was combined with 2014 data when the small group exception was applied. Candidates from 21st Century Leadership Principal Preparation Program passed 20 of the 26 tests they took over that two-year period. That cumulative 77% passing rate is below the 80% standard set by the SBEC. The 2016 All group did not meet standard because it had more than 20 candidates with a 71% passing rate that is below the 80% standard set by the SBEC.