

Item 16:

Consider and Take Appropriate Action on Request to Approve 2013-2014 Accountability System for Educator Preparation Programs (ASEP) Accreditation Status for TeacherBuilder.com

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve a 2013-2014 Accountability System for Educator Preparation Programs (ASEP) Accreditation Status for TeacherBuilder.com.

STATUTORY AUTHORITY: ASEP accreditation statuses for Educator Preparation Programs (EPP) are authorized by Texas Education Code (TEC) §21.045.

EFFECTIVE DATE: Upon SBEC approval.

PREVIOUS BOARD ACTION: The SBEC approved an accreditation status for TeacherBuilder.com in May 2006, May 2007, May 2008, June 2009, April 2010, April 2011, February 2012, February 2013, and May 2014. At the June 12, 2015 meeting, the SBEC assigned TeacherBuilder.com a 2013-2014 ASEP status of "Pending."

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:

The SBEC is responsible for establishing standards to govern the continuing accountability of all EPPs that prepare individuals for certification. Senate Bill 174 (2009), amended TEC §21.045 and enacted §21.0451.

To meet the statutory requirements, the SBEC adopted 19 TAC Chapter 229, which states that accreditation statuses of an EPP will be determined annually based on four performance standards. The pass rate performance standard of certification examinations of EPP candidates was the only standard that was used for the 2013-2014 academic year.

Accreditation statuses are based on the 80% pass rate performance standard for certification exams that are approved by an EPP and required for initial certification. For each academic year, pass rate is the percent of tests passed by candidates who have finished all educator preparation program requirements for coursework; training; and internship, clinical teaching, or practicum 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 educator preparation program, 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 finishes the coursework; training; and internship, clinical teaching, or practicum program requirements, 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.

An EPP is assigned the status of **“Accredited”** if the educator preparation program 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 finishers or no test scores, the program is also assigned **“Accredited-Not Rated.”**

An EPP is assigned the status of **“Accredited-Warned”** if (1) the program fails to meet the performance standards for the overall performance of its candidates on any one of the four performance indicators, (2) fails to meet the standards in any two gender or ethnicity demographic groups, (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) if the SBEC determines that the EPP has violated SBEC rules and/or TEC, Chapter 21.

An EPP is assigned the status of **“Accredited-Probation”** if (1) the program fails to meet the performance standards for the overall performance of its candidates on any one of the four performance indicators for two consecutively measured years, (2) fails to meet the standards in any three gender or ethnicity demographic groups, (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) if the SBEC determines that the EPP has violated SBEC rules and/or TEC, Chapter 21.

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 is required to develop an action plan if any candidate group, including those disaggregated by gender, ethnicity, or certification field, fails to meet the required performance standard for any performance indicator and the failure to meet the performance standard is not counted for purposes of accreditation status because the group contains twenty or fewer individuals. The action plan describes the steps that the EPP will take to improve the performance of its candidates.

FISCAL IMPACT: None.

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

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

I recommend that the State Board for Educator Certification approve the 2013-2014 Accountability System for Educator Preparation Programs accreditation statuses as presented.

Staff Member Responsible: Tim Miller, Director
Educator Preparation Programs