

Item 14:

Consider and Take Appropriate Action on Request to Approve 2016-2017 Accountability System for Educator Preparation Programs (ASEP) Accreditation Statuses

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 statuses for two educator preparation programs (EPPs). A status of Accredited-Probation is being recommended for TeacherBuilder.com and a status of Accredited-Warning is being recommended for Training via E-Learning: An Alternative Certification Hybrid (TEACH).

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

EFFECTIVE DATE: Upon Board approval.

PREVIOUS BOARD ACTION: The SBEC approved accreditation statuses in January 2002, 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, April 2016, and March 2017. The accreditation status for 21st Century Leadership Principal Preparation Program was approved in March 2018. The accreditation statuses of 132 programs were approved in May 2018.

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, 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 requires that accreditation statuses of an EPP will be determined annually based on performance indicators 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 candidates completing student teaching, clinical teaching, or an internship, and
5. the results from a teacher satisfaction survey.

The results of certification examinations and the frequency and duration of field supervision for candidates completing an internship were the only indicators that were in effect for the 2016-2017 academic year accreditation statuses.

For the 2016-2017 academic year, the standard for the certification examinations indicator was 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.

For the 2016-2017 academic year, the standard for the field supervision indicator was for 95% of the candidates who completed an internship to receive at least three observations from their field supervisors that were at least 45 minutes in length each.

2016-2017 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, no test scores, or no interns, the program is also assigned **“Accredited-Not Rated.”**
- An EPP is assigned the status of **“Accredited-Warned”** if the EPP (1) fails to meet a performance standard for the overall performance of its candidates on any one of the performance indicators, (2) fails to meet a standard in any two gender or ethnicity demographic groups, (3) fails to meet a standard 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 the EPP (1) fails to meet a performance standard for the overall performance of its candidates on any one of the performance indicators for two consecutively measured years, (2) fails to meet a standard in any three gender or ethnicity demographic groups in one year, (3) fails to meet a standard 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.

- An EPP is assigned the status of **“Not Accredited-Revoked”** if the EPP is assigned the status of **“Accredited-Probation”** for three consecutively measured years. An EPP may be assigned the status of **“Not Accredited-Revoked”** 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. There are no programs being recommended for the status of **“Not Accredited-Revoked”** for the 2016-2017 academic year.

Under the rules that were in effect during the first half of the 2016-2107 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.

An EPP that fails to meet the 80% performance standard for all candidates admitted to an individual certification field during the 2016-2017 academic year is provided a notice from TEA staff. The notice identifies the certification field(s) that did not meet the performance standard, and the EPP is encouraged to develop an action plan for addressing the deficiencies.

RECOMMENDED ASEP STATUS: Pursuant to 19 TAC §229.6, TEA staff provided notice to TeacherBuilder.com and Training via E-Learning: An Alternative Certification Hybrid of proposed recommendations for lowered accreditation status prior to making final recommendations to the Board. These programs were informed of their right to an informal review of the proposed recommendations pursuant to 19 TAC §229.6 and/or §229.7.

On June 15, 2018, TeacherBuilder.com requested an informal review. The official notice of TEA's proposed recommendation sent to the program on June 1, 2018, the informal review request the program submitted on June 15, 2018, and TEA's response to the informal review and final recommendation sent to the program on July 13, 2018, are included under separate cover. Based on the informal review request, TEA staff is not changing the recommendation to assign Teacherbuilder.com an ASEP status of “Accredited-Probation” for the 2016-2017 academic year.

Training via E-Learning: An Alternative Certification Hybrid did not request an informal review; however, TEA staff had two face-to-face meetings (June 27 and 29) with the program's director to help provide further clarification and guidance to the program's deficiencies.

Attachment II includes a summary of the proposed recommendations for accreditation statuses, action plans, and notices of certification field performance for TeacherBuilder.com and Training via E-Learning: An Alternative Certification Hybrid.

TEA staff has also included updates on four programs that are Accredited but must implement action plans as required in §229.4 due to their performance. No action is necessary on the part of SBEC of these required action plans and the programs have been notified.

Attachment III includes a summary for TeacherBuilder.com and Training via E-Learning: An Alternative Certification Hybrid that TEA staff is proposing recommendations for accreditation statuses of “Accredited-Warned” or “Accredited-Probation” and any other related SBEC actions.

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 statuses and related sanctions as presented.

Staff Members Responsible:

Tam Jones, Director, Educator Preparation

Christie Pogue, Director, EPP Accreditation and Policy Development

Attachments:

- I. Statutory Citations
- II. Proposed Accreditation Statuses for 2016-2107
- III. Summary of Programs with a Proposed Accreditation Status of Accredited-Warned or Accredited-Probation

ATTACHMENT I**Statutory Citations Relating to Proposed Amendments to 2016-2017 Accountability System for Educator Preparation Programs (ASEP) Accreditation Statuses****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 II

Proposed Accreditation Statuses for 2016-2017

Entity Type (Type) – A university may offer educator preparation through the undergraduate route, the post-baccalaureate route, and/or the alternative certification route. All other entities (Private, District, Charter, Community College, County, and ESC) offer educator preparation through the alternative certification route.

Status – The 2016-2017 ASEP accreditation status based on the certification examination and field supervision performance standards. The 2016-2017 accreditation status for all programs except TeacherBuilder.com and Training via E-Learning: An Alternative Certification Hybrid have already been approved by the Board.

Exams (E)– An X in this column means that the EPP did not meet the certification examination performance standard of 80% for all students or for two or more demographic groups.

Support (S) – An X in this column means that the EPP did not meet the field supervisor performance standard of 95% for all students or for two or more demographic groups.

Rules (R) – An X in this column means that the EPP has violated SBEC rules and/or the Texas Education Code, Chapter 21.

Action Plan (AP) – An EPP that fails to meet a required performance standard for the aggregated group or a group disaggregated by gender or ethnicity shall 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. An X in this column means that the program must develop an action plan.

Notice (N) – An EPP that failed to meet the 80% performance standard for certification examination results on an individual certification field examination during the 2016-2017 academic year will be provided a notice from TEA staff. The notice will identify the certification field that did not meet the performance standard and the EPP will be encouraged to develop an action plan for addressing the deficiencies. An X in this column means that TEA staff will provide this notice.

Entity	Type	Status	Exams	Support	Rule	Action Plan	Notice
ACT-Rio Grande Valley	District	Accredited				X	X
Houston ISD	District	Accredited				X	
Lamar University	University	Accredited				X	
Region 13 Education Service Center	ESC	Accredited					
TeacherBuilder.com	Private	Accredited – Probation (Year One)		X	X	X	

Entity	Type	Status	Exams	Support	Rule	Action Plan	Notice
Training via E-Learning: An Alternative Certification Hybrid (TEACH)	Private	Accredited – Warned (Year One)			X	X	

ATTACHMENT III

**Summary of Programs with a Proposed Accreditation Status of
Accredited-Warned or Accredited-Probation**

Program	Proposed Status	Reason	Proposed Sanction
TeacherBuilder.com	Accredited-Probation (Year One)	Three demographic groups in one year and violations of SBEC rules	Implement Action Plan and continue monitor assignment to address issues and require all deficiencies to be addressed by December 1, 2018
Training via E-Learning: An Alternative Certification Hybrid	Accredited-Warned (Year One)	Violations of SBEC data reporting rules	Require 2016-2017 action plan and implement activities based on 2016-2017 action plan

The following pages provide details on how staff determined the proposed recommendations for each program.

Educator Preparation Program (EPP): TeacherBuilder.com**Current Status:** Accredited-Warned (Year Three)**Proposed Status:** Accredited-Probation (Year One)**Proposed Sanction:** Modify sanctions already in place:

1. TeacherBuilder.com is assigned an Accredited-Probation status due to violations of State Board for Educator Certification (SBEC) rules and failure to meet performance standard for field supervision. 19 TAC §§ 229.4(e)(1)(B), 229.4(e)(2) and 229.5(a).
2. Based on the assignment of the Accredited-Probation status, require TeacherBuilder.com to implement an action plan to address deficiencies in compliance with SBEC rules and field supervision performance standards. 19 TAC §229.4(h). The program must provide TEA staff with action plan updates at least every 60 days from the date the program is provided notice of the adoption of this action. Each update must include the progress the program has made in addressing the deficiencies. All deficiencies must be corrected by December 1, 2018.
3. Based on the assignment of the Accredited-Probation status and as a condition of continuing approval, TEA staff will continue the monitor to participate in the activities of TeacherBuilder.com and report the activities to the TEA. All costs associated with the appointment of the monitor shall be paid by TeacherBuilder.com. 19 TAC §229.5(b)(3) and §229.5(g).
4. Based on the assignment of the Accredited-Probation status, TeacherBuilder.com is prohibited from the addition of new certificate classes or new certification fields. 19 TAC §228.10(d)(3).
5. TeacherBuilder.com is required to have each candidate's transcript, content examination results, and/or Statement of Eligibility reviewed and approved by the appointed monitor prior to recommending a probationary certificate. 19 TAC §229.5(b)(3).
6. TeacherBuilder.com is required to have each out-of-country applicant's transcript review by an evaluating service and TOEFL results reviewed and approved by the appointed monitor prior to admission to the program. 19 TAC §227.10.
7. As a condition of continuing program approval, TeacherBuilder.com is prohibited from the admission of candidates into certification fields for which TeacherBuilder.com does not have a TEA-approved curriculum matrix. TeacherBuilder.com is required to grant TEA staff access to the TeacherBuilder.com online curriculum. Certification fields must have a TEA-approved curriculum matrix by December 1, 2018. 19 TAC §229.6(b).
8. TeacherBuilder.com is required to participate in a discretionary continuing approval review by TEA staff when curriculum matrices are approved by TEA staff and recommended by the appointed monitor no later than December 1, 2018. At the time of the review, TeacherBuilder.com is required to show compliance with all SBEC rules as a condition of continuing program approval. TeacherBuilder.com is required to pay the applicable fee for the review. 19 TAC §228.10(b) and §229.9(3).
9. Upon a successful discretionary continuing approval review visit report, TeacherBuilder.com may request the SBEC to lift the conditions of continuing approval and re-evaluate its accreditation rating. 19 TAC §229.6(b).

Data:

1. Failure to provide curriculum that relies on scientifically based research to ensure teacher effectiveness and aligns to the Texas Essential Knowledge and Skills. 19 TAC §228.30(b).
2. Failure to provide coursework and training that is sustained, rigorous, interactive, student-focused, and performance-based. 19 TAC §228.30(b).
3. Failure to provide structured assessments of candidates' progress throughout the educator preparation program to ensure that candidates for educator certification are prepared to receive a standard certificate. 19 TAC §228.40(a).
4. Failure to submit accurate internship observation data by September 15 following the end of the academic year. 19 TAC §229.3(e).
5. Failure to provide accurate and timely internship observation data. Figure 19 TAC §229.3(f)(1).
6. Internship Observations, 2016-2017

	All	Female	Male	African American	White	Hispanic	Other
Number of Eligible Internships	493	280	213	#	43	434	#
Number of Internships Meeting Standard	366	213	153	#	39	317	#
Percentage of Internships Meeting Standard	74%	76%	72%	56%	91%	73%	71%
Table Note: The number of internships is not shown if N ≤ 10							

Explanation of Observation Data: The 2017 Female, Male, White, and Hispanic demographic groups had more than 20 students and the percentage of internships that included at least three observations that lasted for at least 45 minutes for each group was less than the 95% standard set by the SBEC.

Small Group Exception Rule Applied: None.

Status Rules Applied:

229.4(e)(1)(B). An EPP shall be assigned an Accredited-Probation status if the EPP fails to meet the standards in any three gender or ethnicity demographic groups on any performance indicator in any one year.

229.5(b)(3). If an EPP has been assigned Accredited-Warning 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 TEA or SBEC.

Sanction Rules 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 appoint a monitor to participate in the activities of the EPP and report the activities to the Texas Education Agency or SBEC.

229.6(b). After a continuing approval review or a complaint investigation, if the TEA staff finds that an EPP has failed to comply with SBEC rules, the TEA staff may issue a proposed recommendation for SBEC action relating to the EPP's approval to recommend candidates for educator certification. The proposed recommendation for SBEC action may include, but is not limited to, public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval.

Educator Preparation Program (EPP): Training via E-Learning: An Alternative Certification Hybrid (TEACH)**Current Status:** Accredited**Proposed Status:** Accredited-Warned (Year One)

Proposed Sanction: Require TEACH to develop and implement an action plan that addresses the deficiencies identified by TEA staff in submitting required data elements. The action plan must describe the steps the program will take to improve the submission of data. The program must send the action plan to TEA staff for review no later than 45 calendar days following notification to the program of SBEC approval of this action. TEA staff may prescribe the information that must be included in the action plan. The program must provide TEA staff with action plan updates at least every 60 days from the date the action plan is reviewed by TEA staff.

Data:

1. Failure to submit accurate and timely data elements as required by the SBEC for an annual performance report. TEC §21.045(b).
2. Failure to submit accurate annual performance report, grade point average, and candidate status data by September 15 following the end of the academic year. 19 TAC §229.3(e).
3. Failure to provide accurate and timely annual performance report, grade point average, and candidate status data. Figure 19 TAC §229.3(f)(1).

Status Rule Applied: 229.4(d)(2). An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules and/or TEC, Chapter 21.

Small Group Exception Rule Applied: Not applicable

Sanction Rule Applied: 229.4(h). An EPP that fails to meet a required performance standard shall 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 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 of the failure to meet a performance standard.

Explanation: TEACH has been in non-compliance of the SBEC data reporting rules over the past three years. The quality of data reporting by TEACH has been progressively worse each year.