
Item 15:**Discussion of the Implementation of Senate Bill 1839 Data Sharing Provision and Take Appropriate Action on Approval of Educator Preparation Data Workgroup****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss the implementation of the statutory requirements of Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017. SB 1839 requires the Texas Education Agency (TEA) in coordination with SBEC to solicit input from educator preparation programs (EPPs) regarding what data TEA could provide to EPPs to help them assess their impact, improve their design, and increase their effectiveness. Building upon the work TEA has done in recent years to compile and report data through the Accountability System for Educator Preparation Programs (ASEP) annual report, TEA has worked with Educate Texas and TNTP to solicit input and recommendations regarding EPP data from a wide variety of stakeholders throughout the fall of 2017. This item also provides the SBEC with an opportunity to approve the membership of an Educator Preparation Data Workgroup to recommend changes to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs as they relate to data for EPP continuous improvement, accountability, performance, and consumer information.

STATUTORY AUTHORITY: The statutory authority for the new data sharing requirement is the Texas Education Code (TEC), §21.043(b), which calls for TEA to provide EPPs with data based on information reported through the Public Education Information Management System (PEIMS) based on input from EPPs. The statutory authority for the ASEP annual report is the TEC, §§21.045(b), 21.0452(a), and 21.0452(b). The TEC, §21.045(b) requires each EPP to submit specific performance data, information, and data elements as required by the SBEC for an annual performance report to ensure candidate access and equity. The TEC, §21.0452(a) requires the SBEC to make certain information regarding EPPs in this state available to the public through the SBEC's Internet website to assist persons interested in obtaining certification in selecting an EPP and assist school districts in making staffing decisions. The TEC, §21.0452(b) describes the specific information that is required to be shared with the public.

BACKGROUND INFORMATION AND JUSTIFICATION: During the fall of 2017, TEA staff worked with Educate Texas and TNTP to implement the requirements of SB 1839 by facilitating four stakeholder engagement meetings in Tyler, Dallas, Lubbock, and Austin. Similar stakeholder engagement events also occurred in Corpus Christi at the Consortium of State Organizations for Texas Teacher Education (CSOTTE) conference and in Grapevine at the P16 Texas Prospect Summit. Representatives from EPPs, school districts, and community organizations participated in the stakeholder engagement meetings to provide input on the data TEA could provide to EPPs to help programs assess their impact, improve their design, and increase their effectiveness. An executive summary of the information received during the stakeholder engagement meetings will be shared with the SBEC at its December 2017 meeting.

TEA staff recommends that the SBEC appoint members to an Educator Preparation Data Workgroup to advise TEA staff on matters relating to the collection, analysis, reporting, and use of EPP data to improve the quality of EPPs. The workgroup will meet multiple times a year in

Austin. Given the specialized focus of this group, TEA staff recommends that only EPP representatives be appointed to this workgroup. TEA staff will engage non-EPP stakeholders through their professional organization events (conferences, workshops, board meetings, etc.) and invite non-EPP representatives to workgroup meetings or other events as appropriate.

Nomination forms for workgroup membership were sent to SBEC members and subscribers of the educator preparation mailing list and individuals who registered for one of the four stakeholder engagement meetings. The mailing list is the primary way that TEA staff communicates general information to EPPs and others who are interested in EPP issues. The deadline for workgroup nominations was after the publishing deadline for this item. Staff will present recommendations for workgroup members to the SBEC at its December 2017 meeting.

PUBLIC AND STUDENT BENEFIT: EPPs will benefit from more timely and actionable data to inform continuous improvement of their programs. New educators will benefit from program improvements for the programs preparing them. Ultimately, schools and students will benefit from having educators who have been more effectively prepared.

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

Approve the appointment of the Educator Preparation Data Workgroup members as presented.

Staff Members Responsible: Tim Miller, Director
Educator Preparation and Program Accountability

Attachment: Statutory Authority

ATTACHMENT**Statutory Citations Relating to Implementation of SB 1839 Data Sharing****Texas Education Code, §21.043, Access to PEIMS Data, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017 (excerpt):**

(a) The agency shall provide the board with access to data obtained under the Public Education Information Management System (PEIMS).

(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, §21.045, Accountability System for Educator Preparation Programs (excerpt):

(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

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- (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, §21.0452, Consumer Information Regarding Educator Preparation Programs (excerpt):

- (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.