

**Item 5:**  
**Consider and Take Appropriate Action on Proposed**





- (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, §21.0441, Admission Requirements for Educator Preparation Programs (excerpts):**

- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
  - (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
  - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

**Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal:**

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
  - (1) educator preparation programs; and
  - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

**Texas Education Code, §21.045, Accountability System for Educator Preparation Programs, as amended SB 1839, 85th Texas Legislature, Regular Session, 2017:**

- (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 examination 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)

**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.

**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;
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- (11) Consecutively measured years--Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(g) of this title (relating to Determination of Accreditation Status).
- (12) Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's clinical teaching assignment.
- (13) Demographic group--Male and female, as to gender; the aggregate reporting categories established by the Higher Education Act, as to race and ethnicity. Each educator preparation program will assign a candidate to one gender demographic group and at least one Higher Education Act-established race or ethnicity group.
- (14) Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories.
- (15) Educator preparation program data--Data elements reported to meet requirements under the Texas Education Code, §21.045(bg 0.006 Tc3(6.8(o7.5(du)12(c)45 0 Td ( 66.8(on.t)2. 1 -1.145 Td [(es)5.15/MCID 4 >

Source: *The provisions of this §229.2 adopted to be effective April 18, 2010, 35 TexReg 2849; amended to be effective October 26, 2014, 39 TexReg 8395; amended to be effective December 27, 2016, 41 TexReg 10302.*

§229.3. Required Submissions of Information, Surveys, and Other ~~Da~~

- (a) Educator preparation programs (EPPs), EPP candidates, first-year teachers, new teachers, beginning teachers, field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections (e) and (f) of this section.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education. ~~Applicable to the 2019-2020 school year, the commissioner shall report to the State Board of Education the number of public schools that fail to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, and the number of public schools that are referred to the commissioner of education for failure to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section.~~

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The accreditation status of an educator preparation program (EPP) shall be determined at least annually, based on performance standards established in rule by the State Board for Educator

- (II) a pass rate of 75% for the 2017-2018 academic year;
  - (III) a pass rate of 80% for the 2018-2019 academic year;
  - (IV) a pass rate of 85% for the 2019-2020 academic year; and
  - (V) a pass rate of 90% for the 2020-2021 academic year and beyond;
- (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be:
- (A) 70% for the 2016-2017 academic year (reporting year only);
  - (B) 75% for the 2017-2018 academic year;
  - (C) 80% for the 2018-2019 academic year;
  - (D) 85% for the 2019-2020 academic year; and
  - (E) 90% for the 2020-2021 academic year and beyond;
- (3) to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers;
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship.
- (A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be:
    - (i) a 95% compliance rate with SBEC requirements for each EPP candidate completing an internship for the 2016-2017 academic year;
    - (ii) a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2016-2017 academic year (reporting year only); and
    - (iii) a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2017-2018 academic year and beyond; and
  - (B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be:
    - (i) 85% for the 2016-2017 academic year (reporting year only); and
    - (ii) 90% for the 2017-2018 academic year and beyond; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be set after a pilot study is completed during the 2016-2017 academic year.
- (b)

described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.

(d) Accredited-Warned status.

(1) An EPP shall be assigned Accredited-Warned status if the EPP:

- (A) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section in any one year;
- (B) fails to meet the performance standards in any two gender, race, or ethnicity demographic groups on any of the indicators set forth in subsection (a) of this section in any one year;  
or
- (C) fails to meet the performance standards for a gender, race, or ethnicity demographic group on any of the indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.

- (g) Small group exception.
- (1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds ten. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.
  - (2) For an EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, where the group contains ten or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.
  - (3) If the preceding year's EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, contained ten or fewer individuals, that group performance shall be combined with the current year's group performance, and if the two-year cumulated group contains more than ten individuals, then the two-year cumulated group performance must be measured against the standards in that second year.
  - (4) If the two-year cumulated EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, contains ten or fewer individuals, then the two-year cumulated group performance shall be combined with the current year's group performance. 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.
  - (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, does not meet the necessary number of individuals needed to measure against performance standards for that year, any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.
- (h) Action plan. 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

- (2) require the EPP to obtain professional services approved by the TEA or SBEC; and/or
  - (3) appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of all candidates admitted to an individual certification class or category offered by an EPP fail to meet any of the standards in §229.4(a) of this title (relating to Determination of Accreditation Status) for three consecutive years, the s1(h)8(65.4( o))-5.3(s)2.logo1

of this title (relating to Informal Review of Texas Education Agency Recommendations), and an EPP shall be entitled to an informal review of the proposed recommendation, under the conditions and procedures set out in §229.7 of this title, prior to the submission of the recommendation for action to either the SBEC or the State Office of Administrative Hearings (SOAH). If the EPP fails to request an informal review in a timely manner, the proposed recommendation will become a final recommendation.

- (d) Following the informal review, a final recommendation will be issued by the TEA staff. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review procedure.
- (e) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the SOAH, as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
- (f) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration and entry of a final order.

*Statutory Authority: The provisions of this §229.6 issued under the Texas Education Code, §§21.041(a), (b)(1), and (d), 21.0441(c) and (d), 21.0443, 21.045, 21.0451, and 21.0452.*

*Source: The provisions of this §229.6 adopted to be effective April 18, 2010, 35 TexReg 2849; amended to be effective October 26, 2014, 39 TexReg 8395; amended to be effective March 22, 2015, 40 TexReg 1375; amended to be effective December 27, 2016, 41 TexReg 1375. <</MCID 5 >>BD00 Tw 06 Tc -0.003 Tw -25.795 -1.6vio recommend c01 T*

- (A) Information maintained on the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) websites may be referenced by providing a general citation to the information.
  - (B) The TEA and SBEC reports previously sent to the EPP may be referenced by providing the title and date of the report.
  - (C) On request, the TEA shall provide copies of, or reasonable access to, information referenced in the notice.
- (2) The notice shall state the procedures for requesting an informal review of the proposed recommendation or change in accreditation status under this section, including the name and department of the TEA staff to whom a request for an informal review may be addressed.
- (3) The notice shall set a deadline for requesting an informal review, which shall not be less than 14 calendar days from the date of receipt of the notice. The notice may be delivered by mail, personal delivery, facsimile, or email.
- (c) Request. The chief operating officer or designee of the EPP may request, in writing, an informal review under this section.
- (1) The request must be properly addressed to the member of the TEA staff identified in the notice under subsection (b)(2) of this section and must be received by TEA staff on or before the deadline specified in subsection (b)(3) of this section.
  - (2) The request must set out the reasons the EPP believes the proposed recommendation or change in accreditation status is incorrect, with citations to include supporting evidence. The EPP may submit any written information to TEA as evidence to support its request, without regard to admissibility under the Texas Rules of Evidence. The request for review shall concisely state, in numbered paragraphs:
    - (A) if alleging the proposed recommendation would violate a statutory provision, the statutory provision violated and the specific facts supporting a conclusion that the statute was violated by the proposed recommendation;
    - (B) if alleging the proposed recommendation would be in excess of the SBEC's statutory authority, the SBEC's statutory authority and the specific facts supporting a conclusion that the proposed recommendation would be in excess of this authority;
    - (C) if alleging the proposed recommendation was made through unlawful procedure, the lawful procedure and the specific facts supporting a conclusion that the proposed recommendation was made through unlawful procedure;
    - (D) if alleging the proposed recommendation is affected by other error of law, the law violated and the specific facts supporting a conclusion that the proposed recommendation violated that law;
    - (E)

- (3) Failure to comply with the requirements of this subsection may result in dismissal of the request for informal review.
- (d) No review requested. If the TEA staff does not receive the EPP's request for an informal review by the deadline set in accordance with subsection (b)(3) of this section, the proposed recommendation will become a final recommendation and will proceed in accordance with subsection (f) of this section.
- (e) Informal review.



Figure: 19 TAC §229.3(f)(1)

Section A: Determination of Accreditation Status		
Data required to support Texas Education Code (TEC), §21.045(a), and 19 TAC §229.4, disaggregated by gender, race, and ethnicity		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting
1 Results of certification examinations prescribed under TEC, §21.048(a)	Pass rate as defined in 19 TAC §229.4(a)(1).	Certification test scores will be uploaded into the Accountability System for Educator Preparation /P2(S)-6

Section B: Annual Performance Report



Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting
7 Average GRE® scores and date	The overall and subject-specific GRE® scores used to admit candidates to the program.	If required for admission

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452		
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting

13

Appendix: Demographics Guidelines

ASEP will collect ethnicity and race information for candidates using the 1977 categories as well as using the new federal categories developed in 1997 as required by the United States Department of Education (USDE). The new federal category system requires that ethnicity and race be collected separately. It allows individuals to select multiple races. It requires all responses to be collected, but when reporting aggregate data to the USDE, a different set of categories is used for aggregate reporting. Beginning with the 2016-2017 academic year, educator preparation programs will report