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May 24, 2013

Excellence in Teaching
260 South Texas Blvd. Suite 304
Weslaco, TX 78596-

Dear Luis Eduardo Gonzalez:

This is official notification that Excellence in Teaching has been assigned the following status under the Accountability System for Educator Preparation (ASEP):

ACCREDITED

A description of the Texas Administrative Code relevant to this determination, along with excerpts from those rules, are attached to this notice. If applicable, any notice regarding failure to meet a performance standard in a certification field will also be attached.

Although this accreditation status is based on 2011-2012 school year data, and is therefore referred to as the 2012 status determination, it will be effective from the date it was approved by the SBEC (February 8, 2013) until the next annual accreditation ratings are approved by the SBEC based on 2012-2013 academic year data. In several weeks, as required by the TEC §21.0452, accreditation statuses for all EPPs will be posted on the EPP Consumer Information webpage at www.tea.state.tx.us.

Please share this information with appropriate members of your staff. On behalf of the State Board for Educator Certification (SBEC) and the Texas Education Agency, we would like to sincerely thank you for your ongoing commitment to preparing quality future educators for the children of Texas, and we look forward to working with you for another year.

Sincerely,

Michele Moore
Associate Commissioner
Educator Leadership and Quality
Texas Education Agency
michele.moore@tea.state.tx.us

Performance Standards & Accreditation Statuses

The Texas Education Code (TEC) §§21.045 and 21.0451 require that the State Board for Educator Certification (SBEC) set four performance standards and assign accreditation statuses to educator preparation programs (EPPs) based on whether they meet those standards.

Your program's 2012 accreditation status will be determined on the first performance standard [§229.4(a)(1)(C)], an **80% pass rate for the certification examinations taken by qualifying candidates** [§229.2(26)]. TEA will use the results from the 2011-2012 school year to determine your programs passage rate.

Next year's accreditation status will be expanded to include two additional performance standards, the **results of administrator appraisals** [19 TAC §229.4(a)(2)], and the **rate of compliance with SBEC field supervision requirements** [19 TAC §229.4(a)(4)]. These standards have been piloted for the 2010-2011 and 2011-2012 school years and will be fully implemented next year.

The final performance standard, **beginning teacher's impact on student achievement**, is still being developed and will not become a part of your accreditation status until the 2014-2015 school year.

These performance standards apply not only to the group of all qualifying candidates, but also, as required by TEC 21.045(a), to **each disaggregated gender and ethnicity group (female, male, African-American, Hispanic, white, and other ethnicity)**, and **failure to meet the standards** for those groups **may also result in an Accredited-Warned or an Accredited-Probation status**, according to the criteria provided in §229.4(d) & (e).

Failure to meet a performance standard for all qualifying candidates in a certification field is a separate matter that does not affect accreditation status, but pursuant to §229.5(b) and (c), such a **failure for three consecutive years** will result in **revocation of an EPP's approval to offer preparation in that certification field**. A notice will be sent to an EPP that has a certification field that fails to meet a performance standard for two consecutive years warning the EPP that one more year of failure in that field will result in revocation of approval to offer that field.

All performance standard results are subject to the **small group exception rules that are provided in §229.4(g)**. Under those rules, if all qualifying EPP candidates or **any gender or ethnicity group or any certification field** does not meet a performance standard, and there are **10 or fewer candidates** in that group, those results are not counted for accreditation status or certification field purposes for that year. However, those results will then be added to the following year's results. If there are still 10 or fewer candidates in the group or field in the second year, and the cumulated results do not meet the performance standard, those cumulated results are carried forward to the third year.

In the third year, the three-year cumulated results must be counted for accreditation status and certification field purposes, no matter how small the three-year candidate group may be. These rules have **only been effective for the 2011 and 2012 accreditation determinations**, so that if a small group has not met the performance standard for those two years, its two-year totals for those years will be added to the 2012-2013 results and the **three-year cumulated results must be counted for the 2013 accreditation status determinations**. Once the results of a group or field have been counted as failing to meet a performance standard, the results of that group or field in each consecutive year thereafter that

they fail to meet the standard will be counted, regardless of the number of candidates in that group or field.

An EPP that **fails to meet a performance standard** for any candidate group, regardless of whether that group is **too small to be counted** for accreditation status purposes, is **required to send to TEA an action plan** describing how it will address that failure and what steps it will take to improve the performance of its candidates, especially those in that group. §229.4(g)(6) & (h).

SELECTED CHAPTER 229 EXCERPTS

[Candidates counted for pass rate purposes]

§229.2. Definitions.

- (26) Pass rate--For each academic year, the percent of tests passed by candidates who have finished all educator preparation program requirements for coursework; training; and internship, student teaching, clinical teaching, or practicum by the end of that academic year. For purposes of determining the pass rate, candidates shall not be excluded because the candidate has not been recommended for certification, has not passed a certification examination, or is not considered a "completer" for purposes of the Higher Education Act or other applicable law. 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, student teaching, 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, student teaching, clinical teaching, or practicum program requirements, and does not reflect any attempts made after that year. The formula for calculation of pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified educator preparation program requirements divided by the total number of last attempts made by those candidates.

[Performance Standards]

§229.4. Determination of Accreditation Status.

- (a) 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 Certification (SBEC), with regard to the following EPP accountability performance indicators, disaggregated with respect to gender and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act), and other requirements of this chapter:
- (1) the pass rate performance standard of certification examinations of EPP candidates shall be:
 - (A) 70% for the 2009-2010 academic year;
 - (B) 75% for the 2010-2011 academic year; and
 - (C) 80% for the 2011-2012 academic year;
 - (2) the results of appraisals of beginning teachers by school administrators, based on an appraisal document and standards that must be independently developed by the Texas Education Agency (TEA) staff and approved by the SBEC;
 - (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 for the first three years following certification; and
 - (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 of beginning teachers during their first year in the classroom.
 - (A) The 2009-2010 academic year will be a pilot year for these data collections.
 - (B) For the 2010-2011 academic year, the performance standard will be a 90% compliance rate with SBEC requirements as to the frequency, duration, and required documentation of field supervision for each EPP candidate.
 - (C) For the 2011-2012 academic year, the performance standard will be a 95% compliance rate with SBEC requirements as to the frequency, duration, and required documentation of field supervision for each EPP candidate.

[Accreditation Status Determination Rules]

- (d) Accredited-Warned status. An EPP shall be assigned Accredited-Warned status if the EPP:
 - (1) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the four performance indicators set forth in subsection (a) of this section in any one year;
 - (2) fails to meet the standards in any two gender or ethnicity demographic groups on any of the four performance indicators set forth in subsection (a) of this section in any one year; or
 - (3) fails to meet the standards for a gender or ethnicity demographic group on any of the four performance indicators set forth in subsection (a) of this section for two consecutive years, regardless of whether the deficiency is in the same demographic group or standard.

- (e) Accredited-Probation status. An EPP shall be assigned Accredited-Probation status if the EPP:
 - (1) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the four performance indicators set forth in subsection (a) of this section for two consecutive years;
 - (2) fails to meet the standards in any three gender or ethnicity demographic groups on any of the four performance indicators set forth in subsection (a) of this section in any one year; or
 - (3) fails to meet the standards for a gender or ethnicity demographic group on any of the four performance indicators set forth in subsection (a) of this section for three consecutive years, regardless of whether the deficiency is in the same demographic group or standard.

- (f) Not Accredited-Revoked status.
 - (1) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutive years.
 - (2) An EPP may be assigned Not Accredited-Revoked status if the EPP is assigned Accredited-Probation status for two consecutive years, 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.
 - (3) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.
 - (4) A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
 - (5) Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification, but may complete the training of candidates already admitted by the EPP and 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.

[Small Group Exception Rules]

- (g) Small group exception.
 - (1) If any EPP candidate group subject to the performance standards described in this chapter, including groups disaggregated by gender, ethnicity, and certification field, fails to meet the required academic year aggregate standard for any applicable class of performance indicators, and the group contains ten or fewer individuals, the failure to meet the performance standard shall not be counted for purposes of accreditation status determination for that academic year.
 - (2) The next year's performance indicators of a group not counted the previous year shall be combined with the group's preceding year performance indicators, and if the cumulated performance indicators fail to meet the required aggregate standard for any applicable class of performance indicators, the group shall be counted as failing to meet performance standards for that academic year, as long as the cumulative number of individual performance indicators exceeds ten.
 - (3) If the two-year cumulated performance indicators fail to meet performance standards but still do not exceed ten individual performance indicators, the group shall not be counted again that year. The two-year cumulated performance indicators shall then be combined with the following year performance indicators of the group. The three-year cumulated performance indicators of the group must be measured against the standards in that third year, regardless of how small the cumulated number of individual performance indicators may be.
 - (4) The performance indicators of a group shall be measured against performance standards described in this chapter in any one year in which the number of individual performance indicators or cumulated number of individual performance indicators as provided herein exceeds ten.
 - (5) After a year in which a group has been counted as failing to meet a performance standard, the individual performance indicators of the group related to that standard shall be counted in each subsequent consecutive year thereafter in which the performance indicators of the group fail to meet the standard, regardless of how small the number of individual performance indicators in the group may continue to be.

- (6) An EPP shall develop and file with TEA an action plan as required in subsection (h) of this section after one of its candidate groups fails to meet a performance standard regardless of whether the group contains less than ten performance indicators and is not counted for accreditation status purposes as failing to meet a performance standard.

[Action Plan]

- (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. [also see (g)(6) above]

[Certification Field Performance Consequences]

§229.5. Accreditation Sanctions and Procedures.

- (b) Notwithstanding the accreditation status of an EPP, if the performance of all candidates admitted to an individual certification field 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 approval to offer that certification field shall be revoked. Any candidates already admitted for preparation in that field may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be admitted for preparation in that field unless and until the SBEC reinstates approval for the EPP to offer that certification field.
- (c) Performance indicators by gender and ethnic groups shall not be counted for purposes of subsection (b) of this section, relating to performance standards for individual certification fields. If the number of counted performance indicators for a certification field is ten or fewer, and the performance indicators fail to meet any of the standards in §229.4(a) of this title, those performance indicators shall not count that year, but shall be cumulated and counted in the same manner as provided in §229.4(c) and (d) of this title.