

November 20, 2019

Via Email with delivery/read receipt

Joan Y Pedro
 University of Houston—Clear Lake
 CDN: 101509

Dear Dr. Pedro:

This is official notification that TEA staff will recommend that your program be assigned the following status under the Accountability System for Educator Preparation at the February 21, 2020 State Board for Educator Certification (SBEC) meeting:

ACCREDITED

This recommended accreditation status is based on 2018–2019 academic year data¹, reflected in the attachment, and the rules currently in effect to determine accreditation ratings. Once the recommendation is approved by the SBEC, the status will be effective from the date SBEC approves it until SBEC approves the next annual accreditation ratings based on 2019–2020 academic year data. After the SBEC takes action on this recommendation, TEA staff will post accreditation statuses for all educator preparation programs (EPPs) on the Educator Preparation Program Consumer Information web page.

The table below reflects the required performance standards and program deficiencies for accountability purposes, pursuant to Texas Administrative Code (TAC) 229.4. The attachment includes more detail, including percentages and the number of individuals for each indicator and group.

Indicator & Performance Standard	All	Female	Male	African American	Hispanic	Other	White
PPR Pass Rate: 85%	Met Standard	Met Standard	Met Standard	Small Group Exception	Met Standard	Met Standard	Met Standard
Non-PPR Pass Rate: 75%	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Field Observation Frequency: 95%	Met standard	Met standard	Met standard	Met standard	Met standard	Met standard	Met standard
Field Observation Quality: 90%	Met Standard						

¹Where necessary, the small group aggregation procedure has been conducted. In these instances, applicable data from 2017–2018 and 2016–2017 has been included. Please see Texas Administrative Code (TAC) 229.4 for more information.

The table below reflects the certification fields that did not meet the required performance standards for the 2017–2018 and 2018–2019 academic years. Pursuant to 19 TAC §229.5(c) and (d), beginning with the 2016–2017 academic year, if candidates in an individual certification class or category fail to meet the performance standard on the non-PPR examinations for three consecutive years, the approval to offer that class or category shall be revoked.

1b. Test Code—Certification Exams by Test Desc.	2018–2019	Total_N (2018–2019)	N_Pass (2018–2019)	PCT. (2018–2019)
Social Studies 7–12	Did not meet Standard	7	5	71.43

Please note: although the Principal Survey and Teacher Survey Indicators are not being used for accountability purposes for the 2018–2019 academic year, the attachment includes the performance standard data on these indicators for EPP planning purposes.

Please share this information with appropriate members of your staff. If you have any questions regarding this notification, please contact me at Christie.Pogue@tea.texas.gov or (512) 463-4420.

Sincerely,

Christie Pogue
 Director, EPP Accreditation and Policy Development

cc: Mark Olofson, TEA

cc: Tam Jones, TEA

Attachment: Educator Preparation Program 2018–2019 Academic Year ASEP Results

ATTACHMENT

Educator Preparation Program 2018–2019 Academic Year ASEP Results

ASEP Indicators and Standards:	Total_N	N_Pass	PCT	
1a. Certification Exams—PPR				
All	Met Standard	173	170	98.27
Female	Met Standard	154	152	98.7
Male	Met Standard	19	18	94.74
African American	Small Group Exception	5	5	100
Hispanic	Met Standard	73	73	100
Other	Met Standard	15	13	86.67
White	Met Standard	87	86	98.85
1b. Certification Exams—Non-PPR				
All	Met Standard	257	237	92.22
Female	Met Standard	231	212	91.77
Male	Met Standard	26	25	96.15
African American	Met Standard	13	10	76.92
Hispanic	Met Standard	137	128	93.43
Other	Met Standard	15	15	100
White	Met Standard	105	97	92.38
2. Principal Appraisal				
All	Met Standard	90	72	80
Female	Met Standard	84	67	79.76
Male	Small Group Exception	6	5	83.33
African American	Small Group Exception	2	2	100
Hispanic	Met Standard	31	28	90.32
Other	Small Group Exception	2	2	100
White	Met Standard	55	40	72.73
4a. Field Supervision—Observations				
All	Met standard	135	135	100
Female	Met standard	116	116	100
Male	Met standard	19	19	100
African American	Met standard	1	1	100
Hispanic	Met standard	60	60	100
Other	Met standard	9	9	100
White	Met standard	65	65	100
4b. Field Supervision—Exit Survey				
All	Met Standard	137	131	95.62
5. New Teacher Satisfaction—Teacher Survey				
All	Met Standard	39	33	84.62
Female	Met Standard	35	29	82.86
Male	Small Group Exception	4	4	100
African American	NA	NA	NA	NA
Hispanic	Met Standard	17	16	94.12
Other	Small Group Exception	1	1	100
White	Met Standard	21	16	76.19

1b. Test Code—Certification Exams by Test Desc.				
Principal	Met Standard	22	20	90.91
Special Education EC–12	Met Standard	17	16	94.12
Art EC–12	Small Group Exception	8	8	100
Core Subjects 4–8	Small Group Exception	10	8	80
English Language Arts and Reading 7–12	Small Group Exception	5	5	100
History 7–12	Small Group Exception	4	4	100
Mathematics 7–12	Small Group Exception	6	6	100
Principal as Instructional Leader	Small Group Exception	1	1	100
Core Subjects EC–6	Met Standard	90	84	93.33
Mathematics 4–8	Small Group Exception	7	7	100
School Counselor	Met Standard	9	9	100
English as a Second Language (ESL) Supplemental	Met Standard	18	16	88.89
Social Studies 7–12	Did not meet Standard	7	5	71.43
Life Science 7–12	Small Group Exception	7	6	85.71
Reading Specialist	Small Group Exception	1	1	100
Bilingual Target Language Proficiency Test (BTLPT)—Spanish	Met Standard	31	28	90.32
Superintendent	Small Group Exception	1	1	100
English Language Arts and Reading 4–8	Small Group Exception	1	1	100
Science 4–8	Small Group Exception	1	1	100
Bilingual Education Supplemental	Met Standard	33	31	93.94
Master Teacher—Technology	Small Group Exception	3	3	100
School Librarian	Met Standard	23	22	95.65