

BILL ANALYSIS

C.S.H.B. 2566
By: VanDeaver
Public Education
Committee Report (Substituted)

BACKGROUND AND PURPOSE

Interested parties note the attention that is directed toward curriculum standards and instructional materials in the effort to improve student performance across Texas, but the parties emphasize the importance of teachers with regard to the educational outcomes achieved by Texas students. The parties suggest that educator preparation programs must prepare the teacher workforce to serve the diverse student populations enrolled in Texas schools and be held accountable in continued efforts toward improving student performance. C.S.H.B. 2566 attempts to strengthen Texas traditional and alternative educator preparation programs and eliminate redundancy and increase efficiency with regard to the governance of the programs.

CRIMINAL JUSTICE IMPACT

It is the committee's opinion that this bill does not expressly create a criminal offense, increase the punishment for an existing criminal offense or category of offenses, or change the eligibility of a person for community supervision, parole, or mandatory supervision.

RULEMAKING AUTHORITY

It is the committee's opinion that rulemaking authority is expressly granted to the State Board for Educator Certification in SECTIONS 3, 7, and 9 of this bill.

ANALYSIS

C.S.H.B. 2566 amends the Education Code to permit the State Board for Educator Certification (SBEC) to make a written delegation of authority to the commissioner of education or the Texas Education Agency (TEA) to informally dispose of a contested case involving educator certification. The bill replaces the requirement that any minimum academic qualifications for a teaching certificate that require a person to possess a bachelor's degree must also require that the person receive instruction in detection and education of students with dyslexia as part of the curriculum for that degree with a requirement that such qualifications for a certificate require a person to receive instruction in detection and education of students with dyslexia as part of the training required to obtain that certificate. The bill removes an exemption from the requirement for a person who obtains a certificate through an alternative certification program.

C.S.H.B. 2566 replaces SBEC's discretionary authority to propose rules establishing minimum standards for approval or renewal of approval of educator preparation programs and certification fields authorized to be offered by an educator preparation program with a requirement that SBEC propose rules to establish standards to govern such approval or renewal of approval. The bill requires a program, in order to be eligible for approval or renewal of approval, to adequately prepare candidates for educator certification and meet the standards and requirements of SBEC. The bill requires SBEC to require that each program be reviewed for renewal of approval at least every five years and to adopt an evaluation process to be used in reviewing a program for renewal of approval.

C.S.H.B. 2566 specifies that the rules SBEC is required to propose establishing standards to govern the continuing accountability of all educator preparation programs based on certain information are rules necessary to establish such standards. The bill includes race among the factors with respect to which the information is to be disaggregated and, with regard to the information on compliance with SBEC requirements regarding ongoing support provided by field supervisors, changes the individuals to whom that support is given from beginning teachers during their first year in the classroom to candidates completing student teaching, clinical teaching, or an internship. The bill adds as information on which the standards are based results from a teacher satisfaction survey, developed by SBEC with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching after completing an educator preparation program. The bill includes the results of the teacher satisfaction survey in the information regarding each program that SBEC is required to make available to the public through SBEC's website.

C.S.H.B. 2566 requires SBEC's annual performance report, based on the submission by each educator preparation program of the data elements required by SBEC for such a report, to include data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences and includes race among the factors by which other mandatory reporting elements are to be disaggregated. The bill specifies that the rules SBEC is required to propose establishing performance standards for the Accountability System for Educator Preparation for accrediting programs are rules necessary to establish such standards.

C.S.H.B. 2566 specifies that the rules SBEC is required to propose for the sanction of certain educator preparation programs are rules necessary for such sanction and includes programs that do not comply with state law or rules among the programs subject to sanction. The bill sets the requirement for an annual review of each program's accreditation as the minimum frequency for the performance of such a review. The bill revises the terms and conditions for a revocation of approval and the closing of a program by TEA under SBEC rules and changes the entity responsible for paying the costs of technical assistance obtained as required by TEA or the costs associated with the appointment of a program monitor by TEA from the program's sponsor to the program.

C.S.H.B. 2566 authorizes SBEC to authorize an investigation of an educator preparation program if certain risk factors indicate that a program presents a significant level of risk or a complaint indicates that a program may have violated a statutory provision or rule relating to educators. The bill sets out the factors SBEC may consider if investigating a complaint against a program and authorizes SBEC, based on the results of an investigation, to take any action regarding the program allowed under applicable law. The bill authorizes any permissive or required action taken against a program to be taken also with regard to a particular field of certification that the program is authorized to offer. The bill requires a program to have the opportunity for a contested case hearing if SBEC revokes approval or denies renewal of approval for the program or a particular field of certification that the program is authorized to offer. The bill authorizes SBEC to take action regardless of a program's performance on certain accountability measures or accreditation status. The bill requires SBEC to propose rules necessary to implement these provisions.

C.S.H.B. 2566 requires SBEC to propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program, which factors must include a history of the program's compliance with state law and SBEC rules, standards, and procedures and whether the program meets accountability standards. The bill authorizes the risk factors to include whether the program is accredited by other organizations. The bill requires SBEC to use the set of risk factors developed to guide TEA in conducting monitoring, inspections, and compliance audits of programs.

C.S.H.B. 2566 requires SBEC to propose rules necessary to establish a process for a candidate

for teacher certification to direct a complaint against an educator preparation program to TEA. The bill requires SBEC by rule to require a program to notify candidates for teacher certification of the complaint process and sets out content required in the notice. The bill requires the program to provide for that notification on the program's website, if the program maintains a website, and on a sign prominently displayed in program facilities. The bill requires SBEC to post the complaint process on TEA's website. The bill establishes that SBEC has no authority to arbitrate or resolve contractual or commercial issues between a program and a candidate for teacher certification.

EFFECTIVE DATE

September 1, 2015.

COMPARISON OF ORIGINAL AND SUBSTITUTE

While C.S.H.B. 2566 may differ from the original in minor or nonsubstantive ways, the following comparison is organized and formatted in a manner that indicates the substantial differences between the introduced and committee substitute versions of the bill.

INTRODUCED

SECTION 1. Section 21.035, Education Code, is amended to read as follows:

Sec. 21.035. DELEGATION AUTHORITY; ADMINISTRATION BY AGENCY. (a) The board may delegate to the commissioner any power or duty granted to or imposed on the board by law, including the authority to propose rules and make final orders and decisions. The delegation of any authority to the commissioner must be in writing.

(b) The Texas Education Agency shall provide the board's administrative functions and services.

SECTION 2. Section 21.0441(a), Education Code, is amended to read as follows:

(a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:

(1) except as provided by Subsection (b), satisfies minimum grade point average requirements prescribed by the board, including [not to exceed the following]:

(A) an overall grade point average of at least 2.75 on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or

(B) a grade point average of at least 2.75 on

HOUSE COMMITTEE SUBSTITUTE

SECTION 1. Section 21.035, Education Code, is amended to read as follows:

Sec. 21.035. DELEGATION AUTHORITY; ADMINISTRATION BY AGENCY. (a) The board is permitted to make a written delegation of authority to the commissioner or the agency to informally dispose of a contested case involving educator certification.

(b) The agency [~~Texas Education Agency~~] shall provide the board's administrative functions and services.

No equivalent provision.

a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and

(2) if the person is seeking initial certification:

(A) has successfully completed at least:

(i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or

(ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or

(B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

No equivalent provision.

SECTION 3. Subchapter B, Chapter 21, Education Code, is amended by adding Section 21.0443 to read as follows:

Sec. 21.0443. EDUCATOR PREPARATION PROGRAM APPROVAL AND RENEWAL. (a) The board may 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

SECTION 2. Section 21.044(b), Education Code, is amended to read as follows:

(b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate ~~[curriculum for that degree]~~, instruction in detection and education of students with dyslexia. ~~[This subsection does not apply to a person who obtains a certificate through an alternative certification program adopted under Section 21.049.]~~

SECTION 3. Subchapter B, Chapter 21, Education Code, is amended by adding Section 21.0443 to read as follows:

Sec. 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 obtain renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing the request of an educator preparation program for renewal of approval.

SECTION 4. Section 21.045, Education Code, is amended to read as follows:

Sec. 21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS. (a) The board ~~may~~ ~~[shall]~~ propose rules necessary to establish ~~[establishing]~~ standards to govern the ~~[approval and]~~ continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity, and other factors as determined by the board:

- (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; and

(4) results from a teacher satisfaction survey of new teachers performed at the end of the teacher's first year of teaching after completing an educator preparation program ~~[compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to beginning teachers during their first year in the classroom].~~

(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

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.

SECTION 4. Section 21.045, Education Code, is amended to read as follows:

Sec. 21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS. (a) The board ~~shall~~ propose rules necessary to establish ~~[establishing]~~ standards to govern the ~~[approval and]~~ 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; ~~[and]~~

(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 after completing an educator preparation program ~~[beginning teachers during their first year in the classroom].~~

(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; [;] and

(3) the following information, disaggregated by race, ~~[sex and]~~ ethnicity, and other factors as determined by the board:

(A) ~~[(1)]~~ the number of candidates who apply;

(B) ~~[(2)]~~ the number of candidates admitted;

(C) ~~[(3)]~~ the number of candidates retained;

(D) ~~[(4)]~~ the number of candidates completing the program;

(E) ~~[(5)]~~ the number of candidates employed in the profession after completing the program;

(F) ~~[(6)]~~ the number of candidates retained in the profession; and

(G) ~~[(7)]~~ any other information required by federal law.

(c) The board ~~may~~ **shall** propose rules necessary to establish ~~[establishing]~~ 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). ~~[The board may propose rules establishing minimum standards for approval or renewal of approval of:~~

~~[(1) educator preparation programs; or~~

~~[(2) certification fields authorized to be offered by an educator preparation program.]~~

SECTION 5. The heading to Section 21.0451, Education Code, is amended.

SECTION 6. Sections 21.0451(a), (c), and (d), Education Code, are amended to read as follows:

(a) The board ~~may~~ **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;

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; [;] and

(3) the following information, disaggregated by race, ~~sex,~~ and ethnicity:

(A) ~~[(1)]~~ the number of candidates who apply;

(B) ~~[(2)]~~ the number of candidates admitted;

(C) ~~[(3)]~~ the number of candidates retained;

(D) ~~[(4)]~~ the number of candidates completing the program;

(E) ~~[(5)]~~ the number of candidates employed in the profession after completing the program;

(F) ~~[(6)]~~ the number of candidates retained in the profession; and

(G) ~~[(7)]~~ any other information required by federal law.

(c) The board **shall** propose rules necessary to establish ~~[establishing]~~ 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). ~~[The board may propose rules establishing minimum standards for approval or renewal of approval of:~~

~~[(1) educator preparation programs; or~~

~~[(2) certification fields authorized to be offered by an educator preparation program.]~~

SECTION 5. Same as introduced version.

SECTION 6. Sections 21.0451(a), (c), and (d), Education Code, are amended to read as follows:

(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 **must provide** the opportunity for a contested case hearing ~~[before the effective date of the closure];~~ and
(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 **must provide** the opportunity for a contested case hearing ~~[before the effective date of the closure]~~.
(c) A ~~[permissive]~~ revocation ~~[under Subsection (a)(2) or required revocation under Subsection (a)(3)]~~ 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 ~~[sponsor of the]~~ educator preparation program.

SECTION 7. Subchapter B, Chapter 21, Education Code, is amended by adding Sections 21.04511, 21.0454, and 21.0455 to read as follows:

Sec. 21.04511. SPECIAL

(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** ~~[must provide]~~ the opportunity for a contested case hearing ~~[before the effective date of the closure];~~ and
(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** ~~[must provide]~~ the opportunity for a contested case hearing ~~[before the effective date of the closure]~~.
(c) A ~~[permissive]~~ revocation ~~[under Subsection (a)(2) or required revocation under Subsection (a)(3)]~~ 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 ~~[sponsor of the]~~ educator preparation program.

SECTION 7. Subchapter B, Chapter 21, Education Code, is amended by adding Section 21.04511 to read as follows:

Sec. 21.04511. SPECIAL

ACCREDITATION INVESTIGATION. (a) The board may propose rules necessary to implement this section.

(b) The board may authorize an investigation of an educator preparation program if:

(1) the risk factors adopted in accordance with Section 21.0454 indicate that an educator preparation program presents a significant level of risk; or

(2) a complaint, including a complaint received under the process established under Section 21.0455, indicates that an educator preparation program may have violated a provision of this chapter or a rule adopted under this chapter.

(c) Based on the results of an investigation, the board may take any action regarding the educator preparation program allowed under Section 21.0451(a)(2) or another provision of this chapter, including:

(1) revoking approval or denying renewal of approval;

(2) lowering the program's accreditation status;

(3) requiring the program to obtain technical assistance approved by the agency or board;

(4) requiring the program to obtain professional services under contract with another person; and

(5) appointing a monitor to participate in and report to the board on the activities of the program.

(d) If the board revokes approval or denies renewal of approval for an educator preparation program, the educator preparation program must have the opportunity for a contested case hearing.

(e) Any action authorized or required to be

ACCREDITATION INVESTIGATION. (a) The board shall propose rules necessary to implement this section.

(b) The board may authorize an investigation of an educator preparation program if:

(1) the risk factors adopted in accordance with Section 21.0454 indicate that an educator preparation program presents a significant level of risk; or

(2) a complaint, including a complaint received under the process established under Section 21.0455, indicates that an educator preparation program may have violated a provision of this chapter or a rule adopted under this chapter.

(c) If the board investigates a complaint against an educator preparation program as provided by Subsection (b)(2), the board may consider:

(1) the seriousness of the alleged violation;

(2) the timeliness of the complaint;

(3) the program's history of compliance with board rules and complaints filed against the program;

(4) the source of the complaint;

(5) the feasibility of investigating the complaint; and

(6) any other reasonable matter considered appropriate.

(d) Based on the results of an investigation, the board may take any action regarding the educator preparation program allowed under Section 21.0451(a)(2) or another provision of this chapter, including:

(1) revoking approval or denying renewal of approval;

(2) lowering the program's accreditation status;

(3) requiring the program to obtain technical assistance approved by the agency or board;

(4) requiring the program to obtain professional services under contract with another person; and

(5) appointing a monitor to participate in and report to the board on the activities of the program.

(See Subsection (f) below.)

(e) Any action authorized or required to be

taken against an educator preparation program under this section may also be taken with regard to a particular field of certification that the program is authorized to offer.

(See Subsection (d) above.)

(f) The board may take action under this section regardless of an educator preparation program's performance on the measures listed in Section 21.045 or accreditation status under Section 21.0451.

Sec. 21.0454. RISK FACTORS FOR EDUCATOR PREPARATION PROGRAMS; RISK-ASSESSMENT

MODEL. (a) The board may propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:

- (1) a history of the program's compliance with state law and board rules, standards, and procedures;
- (2) whether the program meets the accountability standards under Section 21.045; and
- (3) whether the program is accredited by other organizations.

(b) The board shall use the set of risk factors developed under Subsection (a) to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

Sec. 21.0455. COMPLAINTS REGARDING EDUCATOR PREPARATION PROGRAMS. (a) The board may propose rules necessary to

taken against an educator preparation program under this section may also be taken with regard to a particular field of certification that the program is authorized to offer.

(f) An educator preparation program must have the opportunity for a contested case hearing if the board revokes approval or denies renewal of approval for:

- (1) the educator preparation program; or
- (2) a particular field of certification that the educator preparation program is authorized to offer.

(g) The board may take action under this section regardless of an educator preparation program's performance on the measures listed in Section 21.045 or accreditation status under Section 21.0451.

SECTION 9. Subchapter B, Chapter 21, Education Code, is amended by adding Sections 21.0454 and 21.0455 to read as follows:

Sec. 21.0454. RISK FACTORS FOR EDUCATOR PREPARATION PROGRAMS; RISK-ASSESSMENT

MODEL. (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:

- (1) a history of the program's compliance with state law and board rules, standards, and procedures; and
- (2) whether the program meets the accountability standards under Section 21.045.

(b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.

(c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

Sec. 21.0455. COMPLAINTS REGARDING EDUCATOR PREPARATION PROGRAMS. (a) The board shall propose rules necessary to

establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.

(b) The board by rule shall require an educator preparation program to notify candidates for teacher certification of the complaint process adopted under Subsection (a). The notice must include the name, mailing address, telephone number, and Internet website address of the agency for the purpose of directing complaints to the agency. The educator preparation program shall provide for that notification:

(1) on the Internet website of the educator preparation program, if the program maintains a website; and

(2) on a sign prominently displayed in program facilities.

(c) The board shall post the complaint process adopted under Subsection (a) on the agency's Internet website.

(d) The board has no authority to arbitrate or resolve contractual or commercial issues between an educator preparation program and a candidate for teacher certification.

No equivalent provision.

establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.

(b) The board by rule shall require an educator preparation program to notify candidates for teacher certification of the complaint process adopted under Subsection (a). The notice must include the name, mailing address, telephone number, and Internet website address of the agency for the purpose of directing complaints to the agency. The educator preparation program shall provide for that notification:

(1) on the Internet website of the educator preparation program, if the program maintains a website; and

(2) on a sign prominently displayed in program facilities.

(c) The board shall post the complaint process adopted under Subsection (a) on the agency's Internet website.

(d) The board has no authority to arbitrate or resolve contractual or commercial issues between an educator preparation program and a candidate for teacher certification.

SECTION 8. Section 21.0452(b), Education Code, is amended to read as follows:

(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) 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;

(7) 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; ~~[and]~~

(8) 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

(9) 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.

SECTION 8. This Act takes effect September 1, 2015.

SECTION 10. Same as introduced version.