

Title II HEA Regulations 2016 – State Reporting Requirements

Idaho's plan for Annual Reporting on Educator Preparation Program Performance

On or before October 2019, the state shall report meaningful differentiations in teacher preparation program performance for each of Idaho's Educator Preparation Providers (EPPs), by program (e.g. elementary program, secondary English program, etc.). Quality will be indicated through three performance levels--***low-performing teacher preparation program, at-risk teacher preparation program, and effective teacher preparation program*** based on implementation of the following indicators:

<i>USDOE Guidance</i>	<i>Proposed Idaho EPP Measures</i>	<i>Weighting</i>	<i>Implementation Notes</i>
Student learning outcomes – any one measure, or combination of: - Student growth; - A teacher evaluation measure; - Another state-determined measure that is relevant to calculating student learning outcomes, including academic performance	Idaho will meet two of the three suggested requirements: - Student growth as reported by districts as part of Career Ladder requirements ("yes" or "no" indicating if students meet educator's growth targets - 10 points possible) - Teacher evaluation measures (reporting the number of "unsatisfactory" components on the state framework – 5 points possible)	15%	Data for 2015/16 and 2016/17 will be available by July 1, 2017 through Idaho SDE
Employment outcomes - State must calculate: - Teacher placement rate; - Teacher placement rate in high-need schools; - Teacher retention rate; and - Teacher retention rate in high-need schools	Idaho will meet all four requirements: - Teacher placement rate - Teacher placement rate in high-need schools - Teacher retention rate - Teacher retention rate in high-need schools (2 points possible for each category)	8%	Available through October ISEE upload data
Survey outcomes - State must collect qualitative and quantitative data including, but not limited to: - A teacher survey and an employer survey designed to capture perceptions of whether novice teachers who are employed in their first year of teaching possess the academic content knowledge and teaching skills needed to succeed in the classroom.	Idaho is already in year two of collecting this data, and fully meets the federal requirement: - Alumni feedback in the form of a validated, 15-question survey relative to quality of preparation, using the state's Framework for Teaching evaluation rubric scale (15 points) - Employer feedback in the form of a validated, 15-question survey relative to quality of preparation, using the state's Framework for Teaching evaluation rubric scale (10 points possible)	25%	Piloted in October 2015, year-two data collected October 2016. (Will likely need legislative action to ensure full compliance going forward)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016**

<i>USDOE Guidance</i>	<i>Proposed Idaho EPP Measures</i>	<i>Weighting</i>	<i>Implementation Notes</i>
<p>Characteristics of Teacher Preparation Programs - <i>Does the program produce teacher candidates:</i></p> <ul style="list-style-type: none"> - <i>With content and pedagogical knowledge;</i> - <i>With quality clinical preparation; and</i> - <i>Who have met rigorous teacher candidate exit qualifications</i> 	<p>Idaho meets all suggested requirements through the State Approval Process, which includes meeting State Specific Requirements every third year following the full accreditation review:</p> <ul style="list-style-type: none"> - <i>Content and Pedagogical Knowledge.</i> <i>Full review of all programs every seven years. Evidence of knowledge includes evaluation of syllabi, Praxis scores, GPA, exams. Measures of performance include artifacts demonstrating candidate work, interviews with cooperating teachers, employers, and candidates, and data from multiple observations of preservice candidates (26 points possible)</i> - <i>Quality Clinical Preparation.</i> <i>Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews.</i> - <i>Rigorous Candidate Exit Qualifications.</i> <i>Successful score on statewide Common Summative Assessment of Teaching based upon the state's framework and development of an Individualized Professional Learning Plan. Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews. (26 points possible)</i> 	52%	<p><i>Revisions of the State Approval Process for the purpose of increased rigor began in 2010; State Specific Requirement Reviews were added in 2012 and implemented in 2015. Both the process for, and implementation of, program approval visits are subject to ongoing review and revision. For the purpose of Title II reporting, a simplified process for reporting key data will need to be created, supplementing the full program reports currently submitted to the State Board of Education.</i></p>

Proposed Ranking

≥ 70% of points available = “Effective” program

41% - 69% of points available = “At risk” program

0% - 40% of points available = “Low performing” program