

# FY23 Educator Preparation Program (EPP) Performance Measures

*A Report Utilizing Data from the 2021-2022 Academic Year and the Most Recent Program Reviews for Each EPP*

These measures were adopted by the State Board of Education in December 2016 for assessing the performance of Idaho’s Educator Preparation Programs (EPPs). There are four individually weighted categories, each of which are broken into subcategories with their own available point value. The EPPs receive a rating (i.e., effective, at risk, low performing) on each subcategory, which is determined by comparing relevant data to the attached scoring rubric.

Finally, each EPP receives an OVERALL PROGRAM RATING based on the total sum earned out of the 100 available points.

Category 1: Student Learning Outcomes (15% Weighting)									
Student Growth (10 Points Available)			2021-2022 data on 1 <sup>st</sup> year teachers reported by districts as part of Career Ladder requirements (% "yes" vs "no" indicating if students met educator's Measurable Student Achievement targets)						
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
96.50%	96.78%	97.65%	96.19%	88.89%	98.44%	95.62%	93.38%	96.38%	91.38%
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
Teacher Evaluation Measures (5 Points Available)			2021-2022 data on 1 <sup>st</sup> year teachers reporting the average # of "unsatisfactory" components on the state evaluation framework						
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
0.01%	0.02%	0.01%	0.04%	0.00%	0.01%	0.04%	0.16%	0.02%	0.00%
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective

## Category 2: Teacher Employment Outcomes (8% Weighting)

### Placement Rate

(2 Points Available)

Data comparing completers from the 2020-2021 Title II report to Idaho public school teaching assignments in 2021-2022

Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
63.59%	43.48%	78.95%	57.41%	100.00%	31.73%	68.00%	100%	81.98%	100%
Effective	At Risk	Effective	At Risk	Effective	Low Performing	Effective	Effective	Effective	Effective

### High Need Placement Rate

(2 Points Available)

Data comparing completers from the 2020-2021 Title II report to 2021-2022 Idaho teaching assignments in federally designated Teacher Cancellation Low Income (TCLI) schools

Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
41.04%	23.91%	60.53%	35.19%	80.00%	21.60%	48.00%	100%	68.18%	91%
Effective	Low Performing	Effective	At Risk	Effective	Low Performing	Effective	Effective	Effective	Effective

### Retention Rate

(2 Points Available)

Data comparing 2017-2018 new teachers to those still teaching in Idaho as of 2021-2022 (5<sup>th</sup> Year Retention Rate)

Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
77.9%	75.4%	75.2%	79.4%	N/A <sup>1</sup>	65.5%	78.7%	76.2%	76.7%	42.1%
Effective	Effective	Effective	Effective		At Risk	Effective	Effective	Effective	Low Performing

### High Need Retention Rate

(2 Points Available)

Data comparing 2017-2018 new teachers in federally designated Teacher Cancellation Low Income (TCLI) schools to those still teaching in Idaho TCLI schools as of 2021-2022 (5<sup>th</sup> Year Retention Rate)

Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
77.6%	74.2%	75.2%	79.7%	N/A <sup>1</sup>	64.9%	78.8%	75.0%	76.2%	38.0%
Effective	Effective	Effective	Effective		At Risk	Effective	Effective	Effective	Low Performing

## Category 3: Survey Outcomes (25% Weighting)

<b>Alumni Feedback</b> <span style="float: right;">15-question survey regarding quality of preparation sent from EPPs to completers</span> (15 Points Available) <span style="float: right;">(Rated on the same rubric scale as the state's evaluation framework)</span>									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
3.0	3.0	3.0	3.2	3.4	3.0	3.1	0 <sup>2</sup>	N/A <sup>2</sup>	N/A <sup>3</sup>
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Low Performing		
<b>Employer Feedback</b> <span style="float: right;">15-question survey regarding quality of preparation sent from EPPs to employers</span> (10 Points Available) <span style="float: right;">(Rated on the same rubric scale as the state's evaluation framework)</span>									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
3.1	3.1	3.1	0 <sup>2</sup>	4.0 <sup>4</sup>	3.1	3.1	0 <sup>2</sup>	N/A <sup>2</sup>	N/A <sup>3</sup>
Effective	Effective	Effective	Low Performing	Effective	Effective	Effective	Low Performing		

<sup>1</sup> CSI's first cohort started in Fall of 2018. The four year retention rate is 100%.

<sup>2</sup> No survey data was provided

<sup>3</sup> Arrangements would need to be made with ABCTE and TFA Idaho to collect the survey data going forward.

<sup>4</sup> CSI received two responses for two alumni from one administrator on the Employer Feedback Survey.

## Category 4: Characteristics of Teacher Preparation Programs (52% Weighting)

<b>Content &amp; Pedagogical Knowledge</b> <span style="float: right;">Full state review of all programs every seven years.</span> (26 Points Available) <span style="float: right;">Assessed through program approval recommendations based on evidence of meeting the requirements of the Idaho Standards for Initial Certification of Professional School Personnel.</span>									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>	<b>100% Approved or Conditionally Approved</b>
Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
<b>Quality Clinical Preparation &amp; Rigorous Exit Qualifications</b> <span style="float: right;">Reviewed every third/fourth year, both as part of the full state reviews and focused visits.</span> (26 Points Available) <span style="float: right;">Assessed through program approval ratings on State Specific Requirements (SSRs) related to clinical practice and qualifications for certification (including a successful score on statewide Common Summative Assessment of Teaching based upon the state's framework and development of an Individualized Professional Learning Plan)</span>									
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>	<b>N/A<sup>5</sup></b>
Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 600 hours</i>	Clinical Hours <i>Required: 240 hours</i>	Clinical Hours <i>Required: 500 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 640 hours</i>	Clinical Hours <i>Required: 0 hours</i>	Clinical Hours <i>Required: 0 hours</i>

<sup>5</sup> These factors are no longer present in the standards; future state reviews will fail to yield data relevant to this subcategory as it was adopted by the Board. This measure can't be applied through all institutions.

# EDUCATOR PREPERATION PROGRAM RATINGS

## OVERALL PROGRAM RATING

(Based on 100 Available Points)

Sum of Points from All 4 Categories

70 Points or More = Program is rated as **Effective**

41 to 69 Points = Program is **At Risk** of becoming Low Performing

0 to 40 Points = Program is rated as **Low Performing**

Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
<b>71/74<sup>6</sup></b>	<b>68/74<sup>6</sup></b>	<b>71/74<sup>6</sup></b>	<b>61/74<sup>6</sup></b>	<b>70/70<sup>7</sup></b>	<b>65/74<sup>6</sup></b>	<b>72/74<sup>6</sup></b>	<b>49/74<sup>6</sup></b>	<b>49/49<sup>8</sup></b>	<b>45/49<sup>8</sup></b>
<b>Effective</b>	<b>Effective</b>	<b>Effective</b>	<b>Effective</b>	<b>Effective</b>	<b>Effective</b>	<b>Effective</b>	<b>At Risk</b>	<b>Effective</b>	<b>Effective</b>

<sup>6</sup> The total amount of points possible on the Performance Measures Report were seventy-four (74) points due to omitting the “Quality Clinical Preparation and Rigorous Exit Qualifications” subcategory. The same percentages to determine the “Overall Rating” is used. Overall scores from zero percent (0%) to forty percent (40%) are rated as “Low Performing”, forty-one percent (41%) to sixty-nine percent (69%) are rated as “At Risk”, and seventy percent (70%) to one hundred percent (100%) are rated as “Effective”.

<sup>7</sup> The total amount of points possible on the Performance Measures Report for College of Southern Idaho were seventy (70) points due to omitting the “Quality Clinical Preparation and Rigorous Exit Qualifications” subcategory, “Retention Rate” subcategory, and the “High Need Retention Rate” subcategory. The same percentages to determine the “Overall Rating” is used. Overall scores from zero percent (0%) to forty percent (40%) are rated as “Low Performing”, forty-one percent (41%) to sixty-nine percent (69%) are rated as “At Risk”, and seventy percent (70%) to one hundred percent (100%) are rated as “Effective”.

<sup>8</sup> The total amount of points possible on the Performance Measures Report for ABCTE and Teach for America - Idaho were forty-nine (49) points due to omitting the “Completer and Alumni Surveys” and the “Quality Clinical Preparation and Rigorous Exit Qualifications” subcategories. The same percentages to determine the “Overall Rating” is used. Overall scores from zero percent (0%) to forty percent (40%) are rated as “Low Performing”, forty-one percent (41%) to sixty-nine percent (69%) are rated as “At Risk”, and seventy percent (70%) to one hundred percent (100%) are rated as “Effective”.

## EPP Performance Scoring Rubric

<b>Category 1: Student Learning Outcomes (15% Weighting)</b>					
<b>Subcategory</b>	<b>Description</b>	<b>Source</b>	<b>Effective</b>	<b>At Risk</b>	<b>Low Performing</b>
<b>Student Growth</b>	% of completers in their first year who had a majority of their students meet measurable student achievement / student success indicator targets.	Career ladder data reporting	> 80% <b>10 points</b>	50% to 80% <b>5 points</b>	< 50% <b>0 points</b>
<b>Teacher Evaluation Measures</b>	Average # of components on the state framework rated as “unsatisfactory” for first year completers.	Career ladder data reporting	< 0.5 <b>5 points</b>	0.5 to 1.5 <b>2 points</b>	> 1.5 <b>0 points</b>

<b>Category 2: Teacher Employment Outcomes (8% Weighting)</b>					
<b>Subcategory</b>	<b>Description</b>	<b>Source</b>	<b>Effective</b>	<b>At Risk</b>	<b>Low Performing</b>
<b>Placement Rate</b>	% of completers who obtained a teaching assignment in Idaho public schools in the following school year	Derived from ISEE & Title II reporting data	> 60% <b>2 points</b>	40% to 60% <b>1 point</b>	< 40% <b>0 points</b>
<b>High Need Placement Rate</b>	% of completers who obtained a teaching assignment in an Idaho high need public school the following school year (as defined by federal Teacher Cancellation Low-Income designation)	Derived from ISEE & Title II reporting data	> 40% <b>2 points</b>	25% to 40% <b>1 point</b>	< 25% <b>0 points</b>
<b>Retention Rate</b>	% of completers who started teaching in Idaho and are still teaching in an Idaho public school in their 5th year.	Derived from ISEE & Title II reporting data	> 70% <b>2 points</b>	60% to 70% <b>1 point</b>	< 60% <b>0 points</b>
<b>High Need Retention Rate</b>	% of completers who started teaching in an Idaho high need public school and are still teaching in an Idaho high need public school in their 5 <sup>th</sup> year (as defined by federal Teacher Cancellation Low-Income designation)	Derived from ISEE & Title II reporting data	> 65% <b>2 points</b>	55% to 65% <b>1 point</b>	< 55% <b>0 points</b>

Category 3: Survey Outcomes (25% Weighting)					
Subcategory	Description	Source	Effective	At Risk	Low Performing
<b>Alumni Feedback</b>	Average rating on the 15 questions posed on a survey regarding quality of preparation (rated 1-4 using the Danielson Framework scale, rounded to nearest tenth)	Alumni survey distributed annually by IACTE members	≥ 3.3 → 15 pts 3.2 → 14 pts 3.1 → 13 pts 3.0 → 12 pts 2.9 → 11 pts 2.8 → 10 pts 2.7 → 9 pts 2.6 → 8 pts 2.5 → 7 pts	2.4 → 6 pts 2.3 → 5 pts 2.2 → 4 pts 2.1 → 3 pts 2.0 → 2 pts 1.9 → 1 pts	≤ 1.8 → 0 pts
<b>Employer Feedback</b>	Average rating on the 15 questions posed on a survey regarding quality of preparation (rated 1-4 using the Danielson Framework scale, rounded to nearest tenth)	Employer survey distributed annually by IACTE members	≥ 3.0 → 10 pts 2.9 → 9 pts 2.8 → 8 pts 2.7 → 7 pts 2.6 → 6 pts	2.5 → 5 pts 2.4 → 4 pts 2.3 → 3 pts 2.2 → 2 pts 2.1 → 1 pts	≤ 2.0 → 0 pts

Category 4: Characteristics of Teacher Preparation Programs (52% Weighting)					
Subcategory	Description	Source	Effective	At Risk	Low Performing
<b>Content &amp; Pedagogical Knowledge</b>	% of programs approved or conditionally approved by state review process. (Evidence may include evaluation of syllabi, Praxis scores, GPA, exams, and artifacts of candidate work)	Full state review of all programs every seven years.	> 90%  <b>26 points</b>	75% to 90%  <b>10 points</b>	< 75%  <b>0 points</b>
<b>Quality Clinical Preparation &amp; Rigorous Exit Qualifications</b>	% of standards in SSRs related to clinical practice and qualifications for certification that are rated better than “unacceptable.” (Evidence may include performance on the statewide Common Summative Assessment of Teaching and development of an IPLP)	Reviewed every third/fourth year, both as part of the full state program reviews and focused visits.	> 90%  <b>26 points</b>	75% to 90%  <b>10 points</b>	> 75%  <b>0 points</b>