



**Idaho State
Board of Education**

TITLE II STATE REPORTING GUIDE FOR EPPS

A toolkit of resources to support Idaho State Board of Education approved educator preparation providers in completing Title II reporting.

The audience for this guide includes Idaho State Board of Education approved educator preparation providers.

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Purpose

Title II is a federal mandate. [Sections 205 through 208](#) of the [Title II of the Higher Education Opportunity Act](#) call for accountability for programs that prepare teachers. The Higher Education Act was signed in 1998, and the legislation was reauthorized in 2008. The Educator preparation providers report annually to the state in April. States report annually to the U.S. Department of Education in October. This report is to inform the public of the status of educator preparation programs. More specifically, Section 205 of Title II of the Higher Education Opportunity Act mandates the collection of data on state assessments, standards for teacher certification and licensure, data on the performance of educator preparation programs, and other requirements. The law requires the Secretary to use these data in submitting an annual report on the quality of educator preparation to Congress.

Institutional and Program Report Card

The U.S. Department of Education, with the help of the federal contractor, developed a web-based data entry tool called the Institutional and Program Report Card (IPRC). All educator preparation programs submit their IPRCs to the federal contractor in compliance with the federal reporting deadlines set forth in Title II. Table 1 lists the sections and content that are reported in the IPRCs.

Table 1: Institutional and Program Report Card's Sections and Content

Section	Content
Section I	Program Information (List of Programs), Program Requirements (Undergraduate requirements, Postgraduate requirements, Supervised Clinical Experience), Enrollment and Program Completers, Teachers Prepared (by Subject Area and Academic Major), and Program Completers
Section II	Program Assurances; Annual Goals for mathematics, science, special education, and Instruction of Limited English Proficient Students
Section III	Assessment Pass Rates and Summary Pass Rates
Section IV	Low-Performing Teacher Preparation Institutions
Section V	Use of Technology
Section VI	Teacher Training (General Education and Special Education)
Section VII	Contextual Information (Optional)

For the IPRC, the educator preparation provider collects and reports information on the following:

Section I: Program Information

All educator preparation providers complete Section I.

1. Admission requirements: admissions information for undergraduate, initial teacher license programs; post-graduate, initial teacher license programs; all undergraduate educator preparation programs; and all post-graduate educator preparation programs.
2. Exit requirements: exit information for undergraduate, initial teacher license programs; post-graduate, initial teacher license programs; all undergraduate educator preparation programs; and all post-graduate educator preparation programs.

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3. Student enrollment: the number of students enrolled by gender, ethnicity and race for both initial teacher license programs only and all educator preparation programs.
4. Faculty and staff: the number of faculty and staff by gender, ethnicity and race for both initial teacher license programs only and all educator preparation programs.
5. Clinical experiences (Practicum and Pre-practicum): information on practicum and pre-practicum experiences for both initial teacher license programs only and all educator preparation programs.
6. Annual goals: report up to three goals for your educator preparation programs for the upcoming year. Prior year's goals will be pre-populated. If you are a newly approved educator preparation provider, enter N/A for prior year goals and progress on goals.
7. Program and practicum completion: the average number of courses required for program completion and the average number of practicum hours required for program completion. These will be reported separately for Teacher Initial Baccalaureate; Teacher Initial Post-baccalaureate; Teacher Professional; Specialist Teacher Initial; Administrator Initial; and Professional Support Initial programs.
8. Substantial program or organizational changes: report up to three substantial changes in your organization's educator preparation programs over the past year.
9. Number of: students enrolled; non-practicum coursework completers; and program completers.

Section II: Goals and Assurances

Only Title II educator preparation providers need to complete this section.

1. Additional Program Information: Title II-specific questions on the program type.
2. Additional Admissions Information: Title II-specific questions about the admissions policies and practices for initial teacher licensure programs
 - a. The question asking for the percentage of students formally admitted into your initial teacher licensure programs, broken down by freshman, sophomore, junior, and senior, is referring to baccalaureate programs only.
 - b. The question asking when students are formally admitted into your initial, post-baccalaureate certification programs allows you to provide context to explain your answer.
3. Goals and assurances: Under the column 'Goal for # of completers,' please be sure to enter a numerical value. If a given program does not apply to your particular organization, enter '0' as the numerical value, choose N/A in the Goal Met column, and enter 'N/A' in the text boxes 'Description for strategies used to achieve goal' and 'Description of steps to improve performance in meeting goal or lessons learned in meeting goal.'

Section III: Statement and Designation as Low-Performing

Only Title II educator preparation providers need to complete this section.

Section IV: Use of Technology

Only Title II educator preparation providers need to complete this section.

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Section V: Teacher Training

Only Title II educator preparation providers need to complete this section.

Section VI: Certification

All educator preparation providers must certify their report card.

Reminder:

- **Before you submit the IPRC**, please make sure all data is accurate and complete and that you **save a copy** for your files. **Once you "submit" you will not be able to access your report to revise or print.**

State Report Card

Most of the information from the IPRCs and additional statewide information are presented in the consolidated state report as seen in Table 2.

Table 2: State Report Card's Sections and Content

Section	Content
Section I	Program Information, Program Requirements (Admissions requirements – Entry/Exit and Grade Point Average by Undergraduate and Postgraduate levels), Supervised Clinical Experience, Enrollment, Teachers Prepared by Subject Area, Teachers Prepared by Academic Major, Program Completers, and Initial teaching credentials issued
Section II	Annual Goals; Assurances
Section III	Credential Requirements
Section IV	Standards and Criteria
Section V	Assessment Information and Pass rate data by routes
Section VI	Alternative Routes
Section VII	Program Performance
Section VIII	Low Performing Teacher Preparation Programs
Section IX	Teacher Shortages
Section X	Use of Technology
Section XI	Statewide Improvement Efforts

Section I: Program Information

Section I of the state report includes information on the following topics – program information, admission requirements, supervised clinical experience, enrollment by gender and race/ethnicity, teachers prepared by subject area, teachers prepared by academic major, program completers, and number of credentials issued. Educator preparation programs at institutions of higher education with alternative routes are required to submit two separate reports: one for the Traditional route only and a second report for the Alternative route only.

Section II: Assurances and Annual Goals

Section II of the state report includes certification of educator preparation provider compliance and annual goals.

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Educator preparation providers certify that the educator preparation provider is in compliance with the following assurances (§205(a)(1)(A) (iii)), (§206(b)). The assurances are:

- Preparation responds to the identified needs of the local educational agencies or states where the program completers are likely to teach, based on past hiring and recruitment trends.
- Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Prospective special education teachers are prepared in core academic subjects and instructed in core academic subjects.
- Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Prospective teachers are prepared to effectively teach in urban and rural schools.
- Describe your institution's most successful strategies in meeting the assurances listed.

Educator preparation providers receiving federal assistance under this Act shall set annual quantifiable goals for increasing the number of prospective teachers trained in the teacher shortage areas designated by the Secretary or the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students (§205(a)(1)(A) (i), (§205(a)(1)(A) (ii), (§206(a)).

Section III: Credential Requirements

Section III of the state report asks for information about teaching credentials (certificate, license, other) currently issued by the state and answer the questions about each of those.

Section IV: Standards and Criteria

Section IV of the state report asks for information about the state's standards and criteria for teacher certification.

Section V: Assessment Information and Pass Rate Data by Routes

Section V of the state report provides statewide information about the number of individuals who completed educator preparation programs along with information about the performance of those candidates who took any assessment required for initial certification.

Section VI: Alternative Routes

Section VI of the state report asks for a list of all state-approved alternative routes and there are questions about each route.

Section VII: Program Performance

Section VII of the state report asks for criteria for assessing the performance of educator preparation programs in the state. The Annual Performance Measures for Reporting on Educator Preparation Program Performance are used to assess the performance of educator preparation

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programs in the state for the purpose of identifying low performing and at-risk teacher preparation programs for Title II state reporting and are listed below:

- 1) Pedagogical Knowledge
 - The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.
 - Benchmark: 90%
 - Point Calculation:
 - >90% = 25 points
 - 80% - 89.9% = 15 points
 - < 70% = 0 points
- 2) Content Knowledge
 - The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.
 - Benchmark: 80%
 - Point Calculation:
 - >80% = 25 points
 - 79% = 24 points
 - 78% = 23 points
 - ...
 - < 64% = 0 points
- 3) Completer Effectiveness on Professional Practice.
 - The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement
 - Benchmark: 90%
 - Point Calculation:
 - >90% = 25 Points
 - 80% = 20 Points
 - 70% = 15 Points
 - 60% = 10 Points
 - 50% = 5 Points
 - <49% = 0 Points
- 4) Persistence in an Idaho Local Education Agency
 - The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.
 - Benchmark: 70%
 - Point Calculation:
 - >70% = 25 Points
 - 60% = 20 Points
 - 50% = 15 Points
 - 40% = 10 Points
 - 30% = 5 Points
 - <29% = 0 Points

The overall scoring is as follows:

- Effective EPP: 70-100 Points
- At-Risk EPP: 60-69 Points
- Ineffective (Low-Performing) EPP: 0-59 Points

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Section VIII: Low Performing Teacher Preparation Programs

Section VIII of the state report is where low performing educator preparation programs are identified in the state. The Annual Performance Measures for Reporting on Educator Preparation Program Performance is used to identify low performing and at risk educator preparation programs and is attached to the Title II Report.

Section IX: Teacher Shortages

Section IX of the state report includes the reauthorization of the Higher Education Act in 2008 that requires the new provision of addressing teacher shortages.

Section X: Use of Technology

Section X of the state report includes the reauthorization of the Higher Education Act in 2008 that requires a new provision of addressing the use of technology.

Section XI: Statewide Improvement Efforts

Section XI of the state report asks for a list and description of steps taken by the state during the past year to improve the quality of the current and future teaching force (§205(d)(2)(A)).

State-Specific Definitions

Alternative Route Candidates

- If a candidate is the teacher of record while pursuing his/her degree and/or *initial certificate* (i.e. Content Specialist or Occupational Specialist), then the individual will be reported in Title II as an alternative route candidate in an alternative route program.
- If an institution does not currently have an alternative program listed in Title II but has candidates that should be reported as alternative route candidates, the institution should contact the Title II supervisor at the Office of the State Board of Education to request addition of an alternative route program in the Title II system.
- **Please note:** For state reporting purposes, individuals who are the teacher of record while pursuing an additional endorsement and/or certificate (i.e. Teacher to New), he/she should be considered an alternate route candidate for state data tracking and reporting. However, because this individual is not pursuing his/her initial certificate, the individual should not be included in Title II reporting.

Enrollment

In calculating the enrollment of the educator preparation program, the institution should include individuals who were enrolled (as defined below) in the program during that academic year (as defined by Title II). An individual is considered enrolled in the educator preparation program if:

- a) The person has completed the formal admission process for the educator preparation program as established by the institution **and** has been formally accepted into the educator preparation program.

OR

- b) The person has declared education as their major **and** has accumulated at least 60 credit hours.

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Supervised Clinical Experience

IDAPA 08.02.02.015.01.b. requires a minimum of ten (10) undergraduate or six (6) graduate semester credit hours of student teaching.

IDAPA 08.02.02.007.01 identifies **clinical experience** as guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section.

IDAPA 08.02.02.007.016 identifies **student teaching** as extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing for an instructional certificate.

Please view the most current definitions in [IDAPA 08.02.02.007](#).

To calculate the hours of clinical experience prior to student teaching, the institution should include hours that meet the following qualifications.

- a) Meets Idaho’s definition for clinical experience, as aligned to the CAEP standards:

Clinical experiences take place in a variety of school- and community- based settings, as well as through simulations and other virtual opportunities (for example, online chats with students). Candidates observe, assist, tutor, instruct and may conduct research. These experiences integrate applications of theory from pedagogical courses or modules in Pre-K-12 or community settings and are aligned with the content standards. They offer an opportunity for candidates to develop, practice, demonstrate, and reflect upon clinical and academic components of preparation, as well as opportunities to develop, practice, and demonstrate evidence-based, pedagogical practices that improve student learning and development.

AND

- b) Meets Idaho’s expectations for supervision of clinical experiences, as aligned to the CAEP standards:

The candidate must be supervised by a “clinical educator” as defined by CAEP. For supervising individual to be considered a clinical educator, he/she must provide supervision that includes support and development of a candidate’s “knowledge, skills, or professional dispositions at some state” in the clinical experience.

Low Performing

In 2023, the Idaho State Board of Education approved new Annual Performance Measures for Reporting on Educator Preparation Program Performance that are used to measure educator preparation provider performance as indicated in the [Title II of the Higher Education Opportunity Act](#).

If any of an educator preparation provider’s programs had a low-performing program status for the reporting year, the institution should respond “Yes” to the final question in Section IV of the

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IPRC. The institution should then use “Section VII. Contextual Information” in the IPRC to clarify that the institution’s full educator preparation program (unit) is not considered low-performing and to identify the specific program(s) that were identified as low-performing for that specific year.

- Please note: The Title II questions for institutions do not request information from institutions regarding programs identified as at-risk for low performing. Thus, institutions **do not** need to report programs identified as at-risk for low performing. The state will do so, as required in the state Title II report.

Title II Reporting Requirements and Reporting Instruments

- [Higher Education Act](#)
- [Higher Education Act, Sections 205-208](#)
- [Federal Title II web page](#)
- [IPRC reporting instrument - PDF version](#)
- [State Report Card reporting instrument - PDF version](#)

Title II Reporting Technical Assistance

Technical assistance can be obtained through resources on the [Title II, Higher Education Act website](#) and outlined below:

Institution and Program Report Card (IPRC) Resources for Teacher Preparation Providers

- [Glossary of Key Terms](#)

For Technical Assistance please contact title2@trewon.com.

- Introduction to Title II Reporting
 - View the 6-minute Introduction to Title II Reporting training video [here](#).
 - View the transcript [here](#).
- IPRC System Features
 - View the 7-minute IPRC Reporting System Features training video [here](#).
 - View the transcript [here](#).
- IPRC Section by Section: Pre-loaded Sections
 - View the 9-minute IPRC Section by Section: Preloaded Sections training video [here](#).
 - View the transcript [here](#).
- IPRC Section by Section: Data Entry Sections
 - View the 9-minute IPRC Section by Section: Data Entry Sections training video [here](#).
 - View the transcript [here](#).
- Pass Rates
 - View the 5-minute Pass Rates training video [here](#).
 - View the transcript [here](#).
- Certifying the IPRC
 - View the 3-minute Certifying the IPRC training video [here](#).
 - View the transcript [here](#).

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FAQ

This [linked FAQ](#) addresses frequently asked questions about:

- General Title II Information
- Academic Year
- Admissions Requirements
- Enrollment
- Race/Ethnicity Reporting
- Program Completers
- Supervised Clinical Experience
- Certification
- Goals and Assurances
- Pass Rates
- Use of Technology
- Academic Major
- Alternative Routes to Teacher Certification or Licensure
- Institutional and Program Reporting Process

Contacts

ETS is the Title II State Contact, and it manages the Title II Phase 1: Pass Rate Data Collection website.

- ETS Support Center:
 - Toll-Free Hotline: (800) 772-9476
 - Email: title2@ets.org

Trewon Technologies is the Title II Federal Contact, and it manages the Title II Phase II: Institutional and Program Report Card (IPRC).

- Title II Support Center:
 - Toll-Free Hotline: (866) 214-2038
 - Email: title2@trewon.com