Re-visioning: Future of the EPP Annual Report (Focus Group)

Jennifer E. Carinci, CAEP
Richard Rice, CAEP
Attendees participated in a focus group to shape the future of the EPP Annual Report

- CAEP staff detailed common questions from EPPs on the 2014 and 2015 EPP Annual reports
  - See slides 4-38 for an overview of 2014 results and feedback

- CAEP staff listened to feedback on how to improve the user experience, use, and usefulness of EPP Annual reports for 2016 and beyond
  - See next slide for questions asked of attendees
    - If you were unable to attend the focus group and would like to share your thoughts on any of the questions on slide 3, please email Jennifer.Carinci@caepnet.org and Richard.Rice@caepnet.org
Focus Group Questions

If you would like to share your thoughts on any of the questions below, please email Jennifer.Carinci@caepnet.org and Richard.Rice@caepnet.org

• What is most important for CAEP to ask about in the EPP Annual Report?

• What info do you already gather that is not asked about on the EPP Annual Report?

• Is there a way for CAEP to ask better questions about data that you do collect for the EPP Annual Report?

• What would make the EPP Annual Report more useful to you?

• How do you use the technical guide for the EPP Annual Report?

• Is there another form of assistance that would be helpful to you in completing the EPP Annual Report?

• Do you have an ideal vision for what the EPP and/or Annual Report should look like?

• What information do you think should be included in the CAEP Annual Report?
NOTE: The following presentation has been archived from the Fall 2014 CAEP Conference, as the Spring session focused on gathering feedback.

Provider Annual Reporting: Where We are and Where We are Headed

Jennifer E. Carinci, CAEP
“IT'S BEEN A GREAT YEAR! FIRST WE DISCOVERED FIRE, AND THEN UHK HERE CREATED THIS FABULOUS STATISTICAL TOOL WHICH WE'LL BE ABLE TO USE ONCE WE EVOLVE ENOUGH TO DO MATH.”
Agenda

• Annual Report Introduction
• Eight Annual Measures
• Evidence
• Results from the 2014 EPP Annual Report
• Feedback Survey Results
• Looking Ahead
• Q &A
Why CAEP Annual Reporting?

- To monitor progress
- Incorporate research findings
- To use of data for improvement
- To promote a transparent culture of evidence
## Reporting Cycle Timing

<table>
<thead>
<tr>
<th>Previous Reporting Cycle</th>
<th>Upcoming Reporting Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Collection Period:</strong></td>
<td><strong>Data Collection Period:</strong></td>
</tr>
<tr>
<td>- Academic Year 2012-2013</td>
<td>- Academic Year 2013-2014</td>
</tr>
<tr>
<td>September 1, 2012- August 31, 2013</td>
<td>September 1, 2013- August 31, 2014</td>
</tr>
<tr>
<td><strong>Title of the report:</strong></td>
<td><strong>Title of the report:</strong></td>
</tr>
<tr>
<td>- 2014 (NOT 2013)</td>
<td>- 2015 (NOT 2014)</td>
</tr>
<tr>
<td><strong>Launch of Call:</strong></td>
<td><strong>Launch of Call:</strong></td>
</tr>
<tr>
<td>- January 2014</td>
<td>- January 2015</td>
</tr>
<tr>
<td><strong>Date of submission to CAEP:</strong></td>
<td><strong>Date of submission to CAEP:</strong></td>
</tr>
<tr>
<td>- April 2014</td>
<td>- April 2015</td>
</tr>
</tbody>
</table>
By CAEP Board policy, these reports are a required part of accreditation and the information contained in them is readily available on each EPP’s website.

A missed annual report submission could result in the revoking of accreditation.
How will the data be used?

- Track individual EPP performance
- Aggregate for annual reporting and research
- Facilitate continuous improvement of CAEP and the EPP
Resources will be provided to guide your completion of the report:

- Guide
- Webinar
- Staff responses
CAEP’s AIMS site

URL:
http://aims.caepnet.org

Need help accessing AIMS?

Contact:
TechSupport@caepnet.org
8 Annual Measures

On the job impact:
1. P-12 student learning/development
2. teaching effectiveness
3. employer satisfaction
4. completer satisfaction

Preparation outcomes:
5. Completer or graduation rate
6. Licensure rates
7. employment rate
8. consumer information* annually reported but is not considered in making accreditation decisions
4. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

NOTE: CAEP Board policy on Standard 4:

- Effective teaching is a fundamental goal of the CAEP Standards, therefore the EPP must meet this standard to be accredited.
  - Discuss data trends for Candidate and Program Measures in the EPP Annual Report for impact on student learning and development, results of completer and employer surveys, and indicators of teaching effectiveness.
Relationship to Standard 5

• **5.4** Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

• **NOTE: CAEP Board Policy on component 5.4:**
  - To be awarded full accreditation, each EPP must meet CAEP’s guidelines for component 5.4 on continuous improvement.
  - This includes analysis of trends in the EPP annual reports about program impact (impact on P-12 student learning, teaching effectiveness, employer satisfaction and retention of completers, and completer satisfaction) and program outcomes (completer rates, licensing rates, and hiring rates).
Other Information to Report

• **Annual reporting of progress on stipulations and weaknesses**
  - The Annual Report and Monitoring Committee
    - conducts periodic reviews of progress on the annual updates and substantive changes that have occurred in the EPP.
    - ensures that progress has been made on addressing deficiencies from the previous accreditation visit.

• **Annual reporting of progress on Focused Improvement and Transformation Initiative**
Public Disclosure and Transparency of Accreditation Information (Policy XXXIX)

- EPPs to post links to candidate performance data and other information (including Title II data) prominently on your homepage.

- Access to this information is a public service and should be geared to public understanding of the performance of the candidates in your preparation programs.

- When displaying data, the EPP is responsible for considering candidate confidentiality.
Display of Candidate Performance Data

• Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

• Additional links can be added.
Examples of Data to Display

- Results of state licensure exams
- Results of employer and/or graduate surveys
- Average GPAs of program completers
- Retention rates in preparation programs and in the teaching field
- Job placement rates
- Value-added or growth model data on teacher effectiveness
- Graduation rates
Who is the user? Who is the audience?

Cartoon:
PROMETHEUS!

I HAVE THIS COMIC'S ANNUAL REPORT...

COMPARSED TO THE PREVIOUS YEAR, PAIN WAS UP 15%, MISERY 20%, AND ANGUISH 45%!

WAS MY SUFFERING REALLY THAT MUCH WORSE?

NOT YOURS--THE READERS!

©2010 Mark Weinstein
2014
EPP Annual Report Results
Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2 Column 3 Column 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.1 Candidate performance during pre-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit and lesson plans</td>
<td>683</td>
<td>62 41</td>
</tr>
<tr>
<td>Pre-post tests of student learning</td>
<td>494</td>
<td>111 181</td>
</tr>
<tr>
<td>Videos of candidate instruction</td>
<td>317</td>
<td>224 245</td>
</tr>
<tr>
<td>Candidate reflection</td>
<td>682</td>
<td>65 39</td>
</tr>
<tr>
<td>Surveys of P-12 students on candidate performance</td>
<td>83</td>
<td>165 538</td>
</tr>
<tr>
<td>State-adopted assessment(s) (specify)</td>
<td>457</td>
<td>98 231</td>
</tr>
<tr>
<td>State-designed assessment(s) (specify)</td>
<td>301</td>
<td>78 407</td>
</tr>
<tr>
<td>EPP-designed assessment(s) (specify)</td>
<td>534</td>
<td>54 198</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>248</td>
<td>60 478</td>
</tr>
<tr>
<td>5.1.2 Completer performance during in-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student achievement and/or learning models (e.g., value-added modeling)</td>
<td>159</td>
<td>144 483</td>
</tr>
<tr>
<td>EPP-designed case study</td>
<td>60</td>
<td>110 616</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>196</td>
<td>92 498</td>
</tr>
</tbody>
</table>
Results: Completer Surveys

612 The completer provides summary ratings of the EPP and its programs.

550 The completer provides responses to open-ended questions about the EPP.

The completer provides a response to questions about their preparation in at least one of the following areas:

- Content knowledge
- Instruction and pedagogical content knowledge
- Teaching diverse P-12 students
- Teaching P-12 students with diverse needs
- Classroom management
- Alignment of teaching with state standards
- Family and community engagement
- Assessment of P-12 student learning
- Other (Specify)

If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

542 At the end of the program
227 Between the end of the program and one year after program completion
240 Between one and two years after program completion
112 Between two and three years after program completion
94 Between three and four years after program completion
87 More than four years after program completion
## Results: Completer Surveys (Continued)

The EPP can demonstrate that the completer survey is...

<table>
<thead>
<tr>
<th>Description</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable (produces consistent results about completer satisfaction)</td>
<td>575</td>
<td>139</td>
</tr>
<tr>
<td>Valid (can make an appropriate inference about completer satisfaction)</td>
<td>590</td>
<td>124</td>
</tr>
<tr>
<td>A measure with a representative sample (demonstrates typical completer responses)</td>
<td>588</td>
<td>126</td>
</tr>
<tr>
<td>Inclusive of stakeholder interests</td>
<td>611</td>
<td>103</td>
</tr>
<tr>
<td>A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)</td>
<td>672</td>
<td>42</td>
</tr>
</tbody>
</table>

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

626 88

Access to results of completer surveys and the survey response levels

- Individual Program 172
- State 141
- Other 68
Results: Graduation Rates

Example of CAEP planned improvements based on feedback

**First Time Enrollment.** The number of candidates who enrolled for the first time, during a specified academic year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates who were enrolled for the first time in a program</td>
<td>AVG = 168.50</td>
<td>AVG = 168.50</td>
<td>AVG = 177.39</td>
<td>AVG = 190.38</td>
<td>AVG = 200.62</td>
<td>AVG = 193.361</td>
<td>AVG = 168.50</td>
<td>AVG = 177.39</td>
<td>AVG = 190.38</td>
<td>AVG = 200.62</td>
</tr>
<tr>
<td>leading to an initial teacher certification or licensure</td>
<td>MED = 101</td>
<td>MED = 100.5</td>
<td>MED = 105.5</td>
<td>MED = 109.5</td>
<td>MED = 96</td>
<td>MED = 96</td>
<td>MED = 101</td>
<td>MED = 100.5</td>
<td>MED = 105.5</td>
<td>MED = 109.5</td>
</tr>
</tbody>
</table>

**Progress in AY 2012-2013.** The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013.

<table>
<thead>
<tr>
<th>Academic year the candidate was first enrolled</th>
<th>AY 2012-2013</th>
<th>Column 2</th>
<th>AY 2011-2012</th>
<th>Column 3</th>
<th>AY 2010-2011</th>
<th>Column 4</th>
<th>AY 2009-2010</th>
<th>Column 5</th>
<th>AY 2008-2009</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates who were recommended</td>
<td>AVG = 27.04</td>
<td>AVG = 27.04</td>
<td>AVG = 51.23</td>
<td>AVG = 50.96</td>
<td>AVG = 30.87</td>
<td>AVG = 16.88</td>
<td>AVG = 27.04</td>
<td>AVG = 27.04</td>
<td>AVG = 51.23</td>
<td>AVG = 50.96</td>
</tr>
<tr>
<td>for a initial teacher certification or</td>
<td>MED = 2</td>
<td>MED = 25</td>
<td>MED = 24.5</td>
<td>MED = 10</td>
<td>MED = 2</td>
<td>MED = 2</td>
<td>MED = 2</td>
<td>MED = 25</td>
<td>MED = 24.5</td>
<td>MED = 10</td>
</tr>
<tr>
<td>licensure during AY 2012-2013</td>
<td>Range: 0-1,177</td>
<td>Range: 0-676</td>
<td>Range: 0-856</td>
<td>Range: 0-848</td>
<td>Range: 0-872</td>
<td>Range: 0-872</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Data demonstrate confusion in reporting, as the AVG recommended during AY 2012-2013 (177) is greater than the AVG enrolled during AY 2012-2013 (168.5).
## Results: Ability of completers to meet licensing state requirements

### Assessment Pass Rates reported to Title II

<table>
<thead>
<tr>
<th></th>
<th>Number taking test</th>
<th>Average scaled score (value should be between 0 and 1)</th>
<th>Number passing test</th>
<th>Pass rate (%)</th>
<th>Statewide average pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All program completers, 2011-2012</strong></td>
<td>AVG = 182.07 MED = 107 Range: 0-3,722</td>
<td>AVG = 0.71 MED = 0.74 Range: 0.06-.99</td>
<td>AVG = 174.40 MED = 102 Range: 0-3,579</td>
<td>AVG = 96.45 MED = 99 Range: 0-100</td>
<td>AVG = 95.29 MED = 97 Range: 35-100</td>
</tr>
<tr>
<td><strong>All program completers, 2010-2011</strong></td>
<td>AVG = 188.12 MED = 106 Range: 0-6,317</td>
<td>AVG = 0.70 MED = 0.74 Range: 0.08-0.98</td>
<td>AVG = 180.20 MED = 102 Range: 0-5,974</td>
<td>AVG = 96.31 MED = 99 Range: 0-100</td>
<td>AVG = 95.38 MED = 97 Range: 34-100</td>
</tr>
</tbody>
</table>

The EPP can demonstrate that the licensure or certification test results are...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative (demonstrates typical candidate or completer performance)</td>
<td>751</td>
<td>35</td>
</tr>
<tr>
<td>Actionable (provides specific guidance to the EPP for continuous improvement)</td>
<td>701</td>
<td>85</td>
</tr>
</tbody>
</table>

The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>688</td>
<td>98</td>
</tr>
</tbody>
</table>
## Results: Indicators of teaching effectiveness

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The EPP has a plan to collect data in the next two years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The EPP does not currently have a plan to collect data within the next two years.</td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>Completer performance during in-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys of P-12 students on completer performance</td>
<td>45</td>
<td>104</td>
</tr>
<tr>
<td>School district-level teacher evaluation</td>
<td>108</td>
<td>117</td>
</tr>
<tr>
<td>Employer observations</td>
<td>71</td>
<td>93</td>
</tr>
<tr>
<td>Employer surveys</td>
<td>369</td>
<td>159</td>
</tr>
<tr>
<td>EPP-designed case study</td>
<td>31</td>
<td>97</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>81</td>
<td>43</td>
</tr>
</tbody>
</table>
## Results: Employer Survey

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>399</td>
<td>250</td>
</tr>
</tbody>
</table>

Employer survey results are available to the EPP.

- 313 The employer provides overall summary ratings of the completer.
- 263 The employer provides responses to open-ended questions about the completer.
- 349 The employer provides a response to questions about the completer’s preparation in at least one of the following areas:
  - 277 Collaboration with school-based colleagues and staff
  - 255 Alignment of teaching with state standards
  - 261 Family and community engagement
  - 356 Content/subject matter
  - 358 Instructional and pedagogical content knowledge
  - 283 Development of a safe learning environment
  - 320 Assessment of P-12 student learning
  - 343 Teaching P-12 students with diverse needs
  - 325 Teaching diverse P-12 students
  - 116 Other (Specify)
Results: Employer Survey (continued)

The EPP can demonstrate that the employer survey is...

<table>
<thead>
<tr>
<th>Description</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable (produces consistent results about employer satisfaction)</td>
<td>302</td>
<td>84</td>
</tr>
<tr>
<td>Valid (can make an appropriate inference about employer satisfaction)</td>
<td>310</td>
<td>75</td>
</tr>
<tr>
<td>A measure with a representative sample (demonstrates typical employer responses)</td>
<td>249</td>
<td>135</td>
</tr>
<tr>
<td>Inclusive of stakeholder interests</td>
<td>319</td>
<td>63</td>
</tr>
<tr>
<td>A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)</td>
<td>316</td>
<td>66</td>
</tr>
</tbody>
</table>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>284</td>
<td>97</td>
</tr>
</tbody>
</table>
Feedback Survey

• Survey sent to EPPs that submitted on-time reports
• 290 (32%) report preparers returned the survey
• Open for a two-week period (June 25 - July 11)

Thank you for your feedback!
Feedback Survey Results: Use of Report Information

- **Percentage of the information requested in the EPP Annual Report already being collected and used by EPPs**
  - AVG 64%; MED 75%; MIN 0%; MAX 100%

- **Examples of data outside EPP typical collection or use**
  - **Frequent, Expected Responses**
    - Completer impact data
    - Employment data
    - Consumer information, including student loan default
    - Average scaled score
  - **Frequent, Unexpected Responses**
    - Enrollment, progress, and completion data
    - Graduation rates
Feedback Survey Results: Annual Report Prompted Planned Improvements

• 78.9% planned to collect new data points or revise data collection process after completing the report.

• Examples
  ▪ Collaboration with school-based partners
  ▪ Student Surveys
  ▪ System to track completers
  ▪ Better survey collection/documentation
  ▪ Assessment System
  ▪ Collaboration/Communication with the state
Feedback Survey Results: Use by CAEP for Continuous Improvement

• How confident are you that you responded correctly to this section?

• Is there anything CAEP should keep in mind when interpreting data from this section?

• How can CAEP improve this section for next year?

• What are examples of data that you collect and/or use that were not requested in the EPP Annual Report?
2015 EPP Annual Report

When launched in 2015, access the template in AIMS at http://aims.caepnet.org

For questions: EPPAnnualReport@caepnet.org
Balancing Assessment Limitations and Decisions About Programs

- “No single methodology is perfect.”
- “This is not to say these limitations mean the instruments should not be used.”
- “The use of multiple measures generally assures the ability to make stronger inferences.”
- “Despite this concern, decisions about program effectiveness need to be made consistently and fairly. Using the most trustworthy data and methods currently available at any given decision point is the optimal way to proceed.”
  - (Worrell et al., 2014, p. 7)

Working Together to Improve

“Using evidence derived from data that have been assessed scientifically and technically to make decisions is best practice, and enhancing the technical quality of data employed in decision making will improve decision making.”

• (Worrell et al., 2014, p. 7)

Over the next few years, CAEP will review the data EPPs are able to collect both on their own and through their state data systems, and will create norms and benchmarks with designations of particular performance levels or changes as flags for a closer look. Information from these reports on accredited providers will be presented in aggregated form in recurring CAEP publications.
Moving Forward

User Friendly Measures = Better and Stronger

- Emphasis on
  - utility for provider
  - moving providers forward
  - use for research and improvement
  - moving the field forward
Questions?

- **Jennifer E. Carinci**
  Director of Research, Innovation, and Data Strategy
  Jennifer.Carinci@caepnet.org

- **Richard Rice**
  Accreditation Associate
  Richard.Rice@caepnet.org