State Board Updates

TACTE CONFERENCE

SEPTEMBER 12, 2016

Agenda

- Report Card
  - Rationale for Redesign
  - Feedback Gathering
  - Goals and Current Progress

- Other Updates
  - Subcommittee
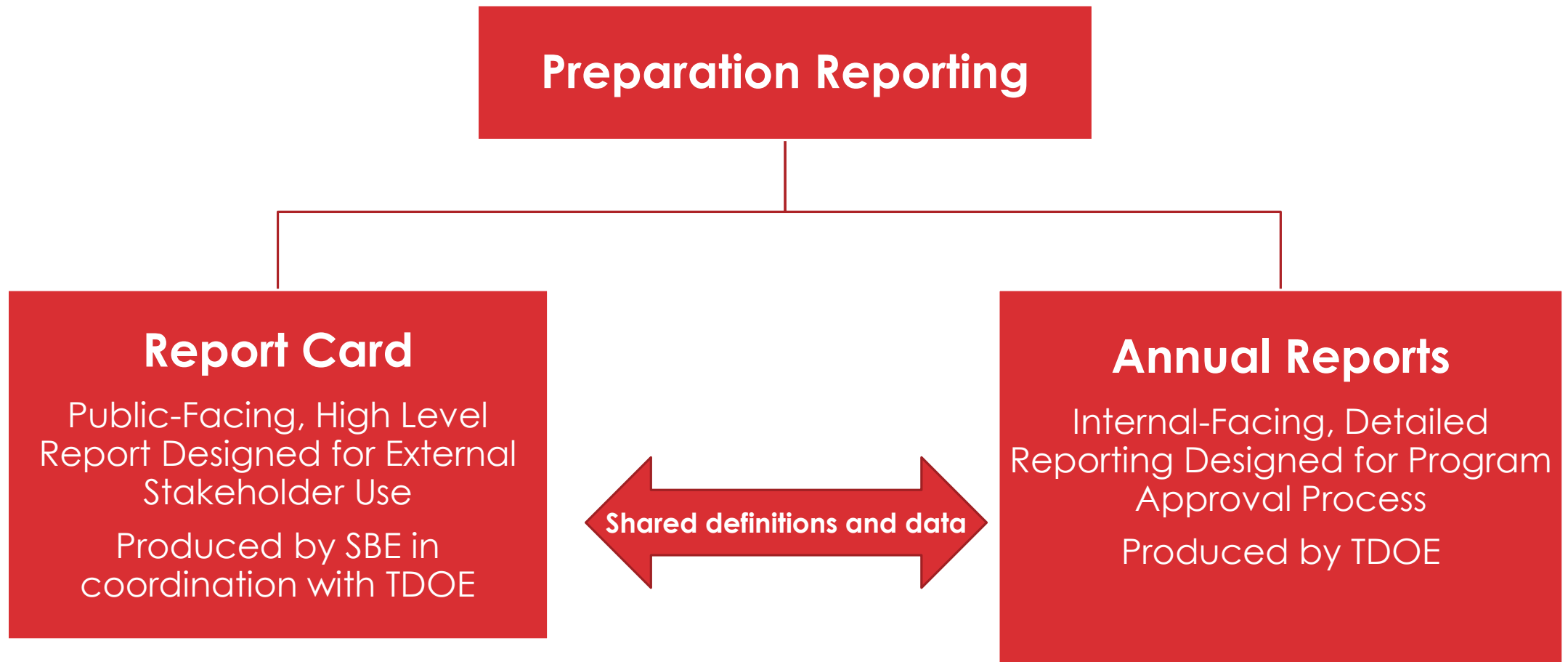 - Licensure Assessments
  - Standards Review

ORIGINS OF THE REPORT CARD

- The State Board of Education "*shall develop a report card or assessment on the **effectiveness of teacher training programs**. The state board of education shall annually evaluate performance of each institution of higher education providing an approved program of teacher training and other state board approved teacher training programs. The assessment shall focus on the **performance of each institution's graduates** and shall include, but not be limited to, the following areas:(A) **Placement and retention rates**; (B) Performance on **PRAXIS examinations or other tests** used to identify teacher preparedness; and(C) **Teacher effect data** created pursuant to § 49-1-606.*"

DATA REPORTING

Preparation Reporting

Report Card

Public-Facing, High Level Report Designed for External Stakeholder Use

Produced by SBE in coordination with TDOE

Shared definitions and data

Annual Reports

Internal-Facing, Detailed Reporting Designed for Program Approval Process

Produced by TDOE

Stakeholder Feedback

Stakeholder Feedback

- Throughout the Spring of 2016, SBE collected feedback on the current Report Card as well as ideas for a future iterations
    - Released a survey to districts, EPPs, and prospective candidates
    - Conducted a series of focus groups throughout the state

- Received feedback from **468** different stakeholders

- Full stakeholder feedback report posted to our website

- Intend to conduct follow-up analysis after the launch of the redesigned Report Card

SURVEY RESPONSES BY ROLE
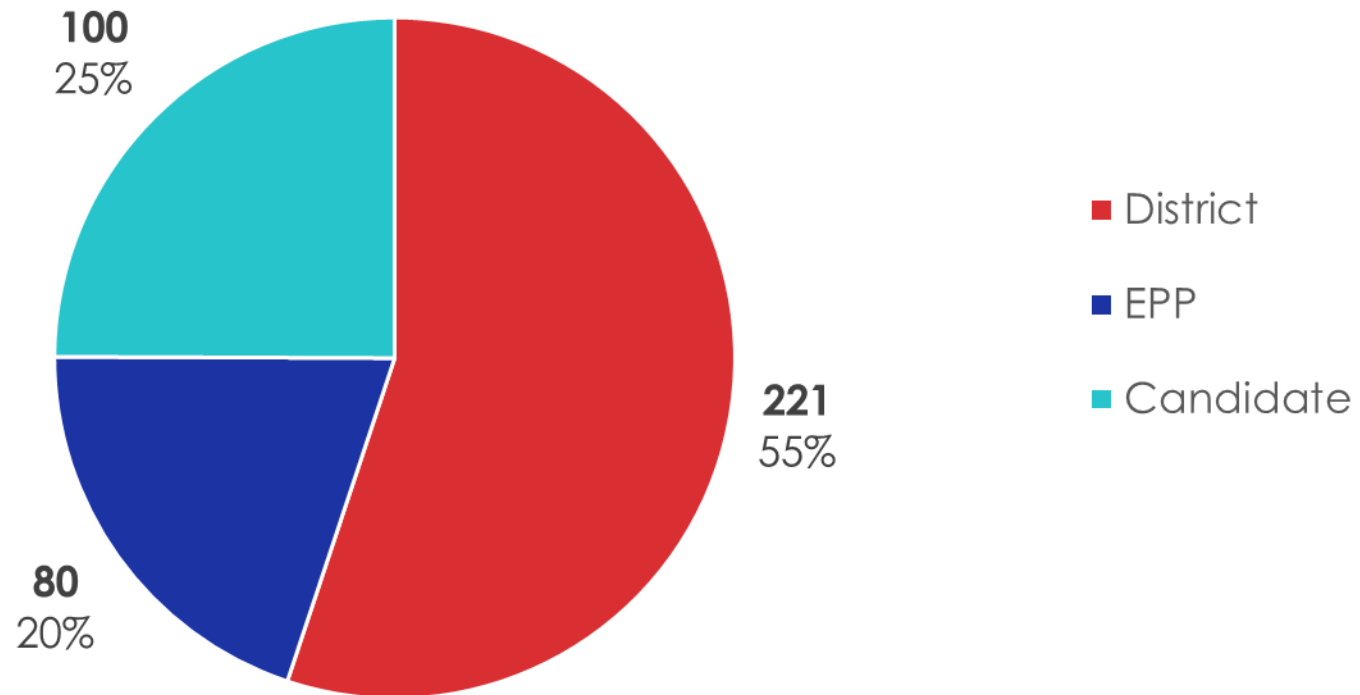
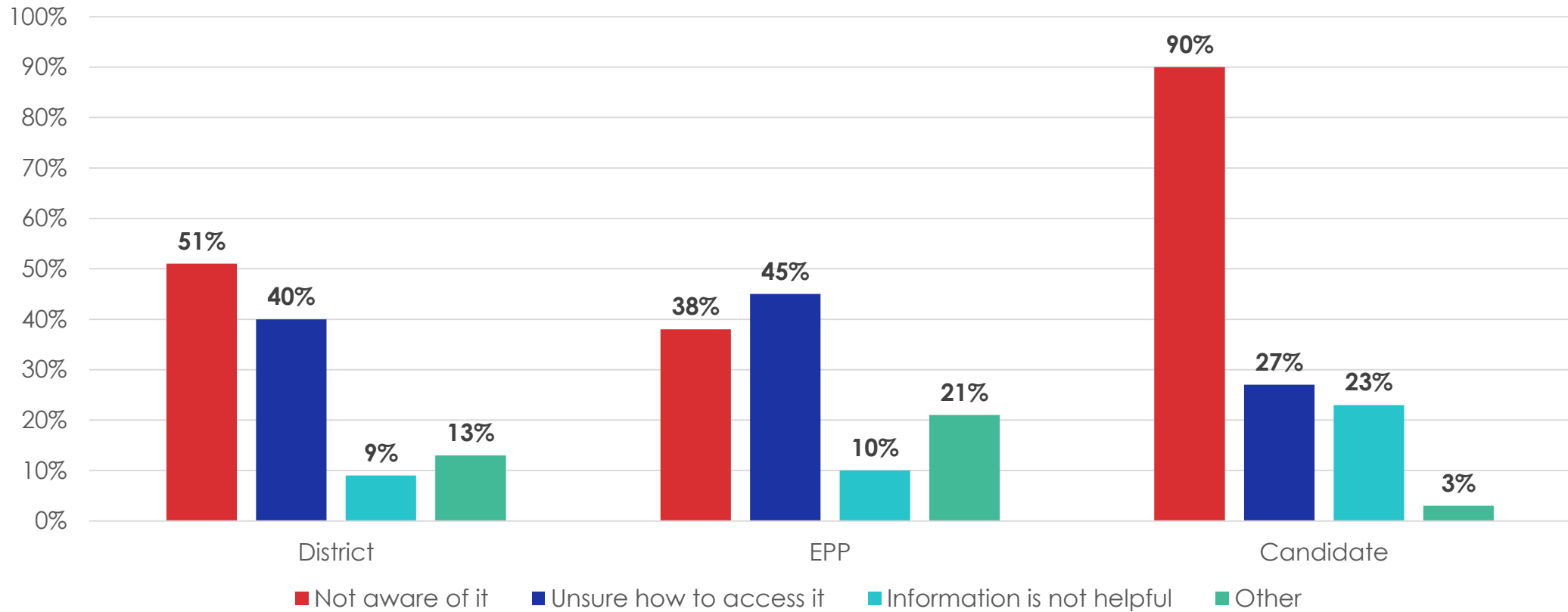# Usage of the Report Card
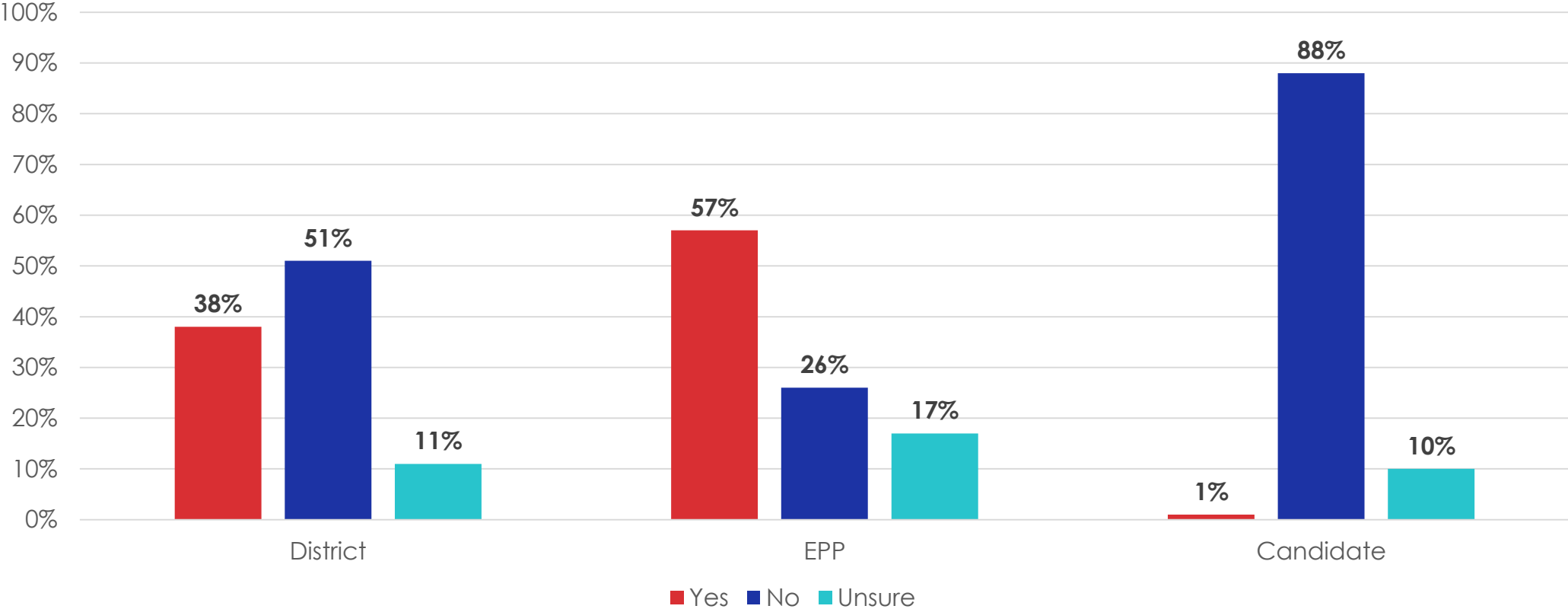
Reasons for Not Using The Report Card

Most Important Data Elements

- **District**
  - **Satisfaction data from employers of recent completers: 31%**
  - Observation data of recent completers: 31%
  - Value-added data of recent completers: 31%

- **EPP**
  - **Satisfaction data from employers of recent completers: 55%**
  - Observation data of recent completers: 10%
  - Assessment (e.g., Praxis, edTPA) data: 10%

- **Candidate**
  - **Satisfaction data from employers of recent completers: 30%**
  - Placement information about recent completers 22%
  - Assessment (e.g., Praxis, edTPA) data: 14%

Additional Data That Would Be Helpful

- More information about student teaching experience (e.g., clinical hours, placement schools)

- Retention, both in the hiring district and over an extended period of time

- Observation data

- edTPA scores

- Satisfaction data from recent completers

Focus Group Data

Focus Groups

- 4 focus group days were held:
  - West, Middle, East, and a general stakeholder/partner session
  - Regional sessions included separate groups for EPPs, districts, and current EPP candidates
- Asked a series of questions regarding the current Report Card and provided feedback on two sample Report Cards

Pie chart:
- District — 30%
- EPP — 37%
- Candidates — 24%
- Partner — 9%
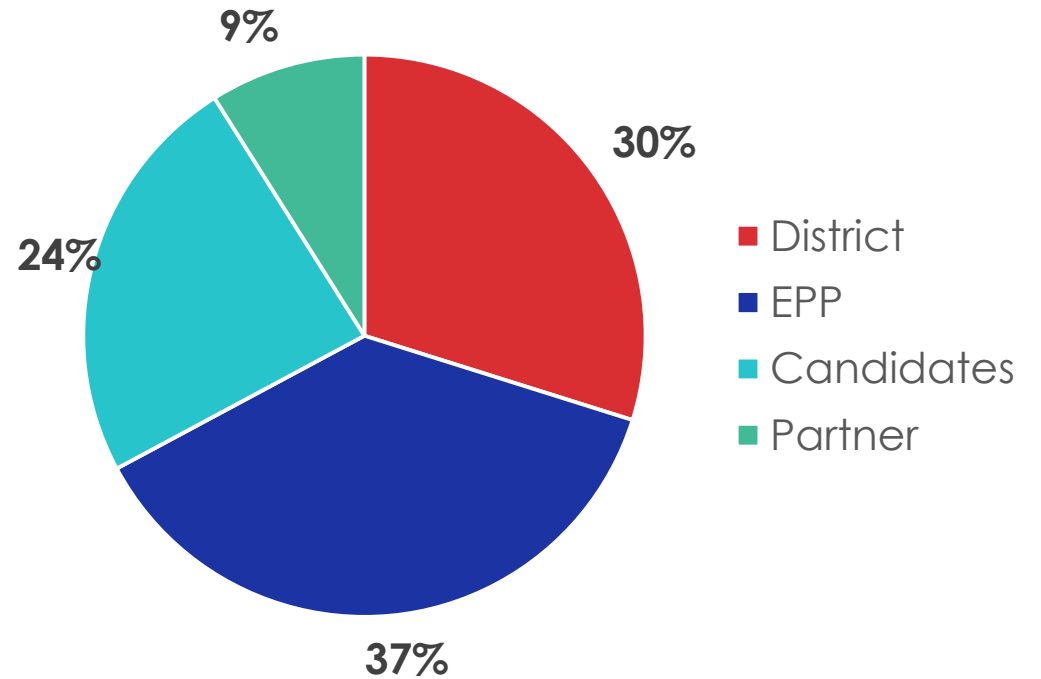
Current Report Card- Positives

- All stakeholders generally appreciated having completers' academic information aggregated in one place

- Specific stakeholder responses:
  - District representatives appreciated the inclusion of TVAAS information and the ability to compare programs to one another
  - EPP staff liked having a compilation of demographic information
  - Current students generally appreciated the sections on retention and initial license type the most
  - Partners acknowledged the helpfulness of including both TVAAS and retention information

Current Report Card-Negatives

- Representatives from across the spectrum questioned elements of the Report Card:
  - Correlation of data (e.g., Academic information and effectiveness)
  - Clarity of information (e.g., TVAAS presentation)
  - Missing information (e.g., Out-of-state completers)

- Stakeholders also felt the Report Card needed clearer explanations for:
  - Educational terms
  - Data metrics
  - Cohort definitions

Desired Changes

- Participants wanted better organized data, but there was no strong consensus on exactly what data would be best to include, some common suggestions were:

  - More information about hiring

  - Multiple measures of effectiveness

  - Information on clinical experience

  - Additional qualitative information

Increasing Report Card Usage

- Participants suggested:

  - Making the Report Card more user-friendly

  - Sending the Report Card to a larger audience to raise general awareness

  - Creating a clearer purpose for the Report Card and working to elevate partnerships between EPPs and districts

Goals for 2016

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- **User-friendly** - Present data and information in a clear and well-organized format

- **Focused** - Less is more; hone in on the most impactful pieces of information

- **Informative** - Supports strategic decision-making

- **Accessible** - Expand the audience to include school districts, prospective candidates, and EPPs

What this means for our work

- Conduct a comprehensive redesign process

- Ensure high-quality data collection

- Solicit and incorporate stakeholder feedback on most impactful metrics

- Report on the most impactful elements in a user-friendly format

- Highlight high-quality programs

- **Therefore, we are committed to listening to and learning from all stakeholders and refining our work over time.**

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Characteristics of the Redesigned Report Card

Targeted expansion of Report Card audience	At a glance information about provider quality – "Consumer-report"	Clear identification of areas of strength and challenge through a performance framework
Continuity of data between Report Card and Annual Reports	Commitment to data quality and transparency	Informational tool, not used for program approval decisions

Report Card Elements

- Profile page:
  - Provider Description
  - Dean/Department Chair information
  - Basic demographic and program characteristics

- Phasing-in an approach to use 3 cohorts of data
  - 2016 Report Card will have 2 cohorts (2013-14 and 2014-15 program completers)

- All information reported at the provider level
  - Program level information will be reported on Annual Reports

- Available in both online and PDF formats

Metric Updates

- **Domain 1: Candidate Profile**
  - Percentage of completers with an ACT score at or above 21 or the equivalent SAT score of 1020
  - Percentage of completers with an admissions GPA above 2.75
  - Percentage of endorsements received in high-demand areas
  - Percentage of racially or ethnically diverse completers

- **Domain 2: Employment**
  - First year placement rate
  - Three year placement rate
  - Beyond year one retention rate

*Items listed in red will not be available in 2016.

- **Domain 3: Satisfaction**
  - Completer Satisfaction
  - Employer Satisfaction

- **Domain 4: Program Impact**
  - Percentage of completers whose Observation scores are Level 3 or above
  - Percentage of completers whose Observation scores are Levels 4-5
  - Percentage of completers whose TVAAS scores are Level 3 or above
  - Percentage of completers whose TVAAS scores are Levels 4-5

Next Steps

- Finalizing the release date, delayed due to TVAAS delay

- Finalizing the performance framework system

- Update webinar in late September or early October

- Review window prior to launch

- Developing a comprehensive communications plan complete with tools

Other Updates

Subcommittee

- Board convened a subcommittee on Licensure and Preparation to take on deeper study and discussion of key policy issues beginning in May 2016

- Subcommittee Members:
  - Fielding Rolston
  - Mike Edwards
  - William Troutt

- Topics Studied:
  - edTPA
  - Content assessments
  - Comprehensive review process

- Plan to continue meeting quarterly

Licensure Assessments

- Board approved changes to the cut scores for the following assessments in July:
  - Art: Content and Analysis
  - Marketing Education
  - P.E.: Content and Design
  - World & US History: Content Knowledge
  - Latin
  - French
  - Earth & Space Science: Content Knowledge

- Recommendation on first reading in July and on final reading in October for edTPA adoption beginning in January 2019

Student Standards review

- Math and ELA
  - Review complete
  - 2016-17 training and transition year
  - 2017-18 implementation and assessment

- Science
  - July 2016, first reading
  - Oct 2016, final reading on new standards
  - 2017-18 training and transition year
  - 2018-19 implementation and assessment

- Social Studies
  - Jan 2017, first reading
  - April 2017, final reading on new standards
  - 2018-19 training and transition year
  - 2019-20 implementation and assessment

Contact Information

- SBE Website: http://tn.gov/sbe

- Report Card Website: http://tn.gov/sbe/topic/teacher-preparation-report-card

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