

Kentucky Educator Preparation Accountability System

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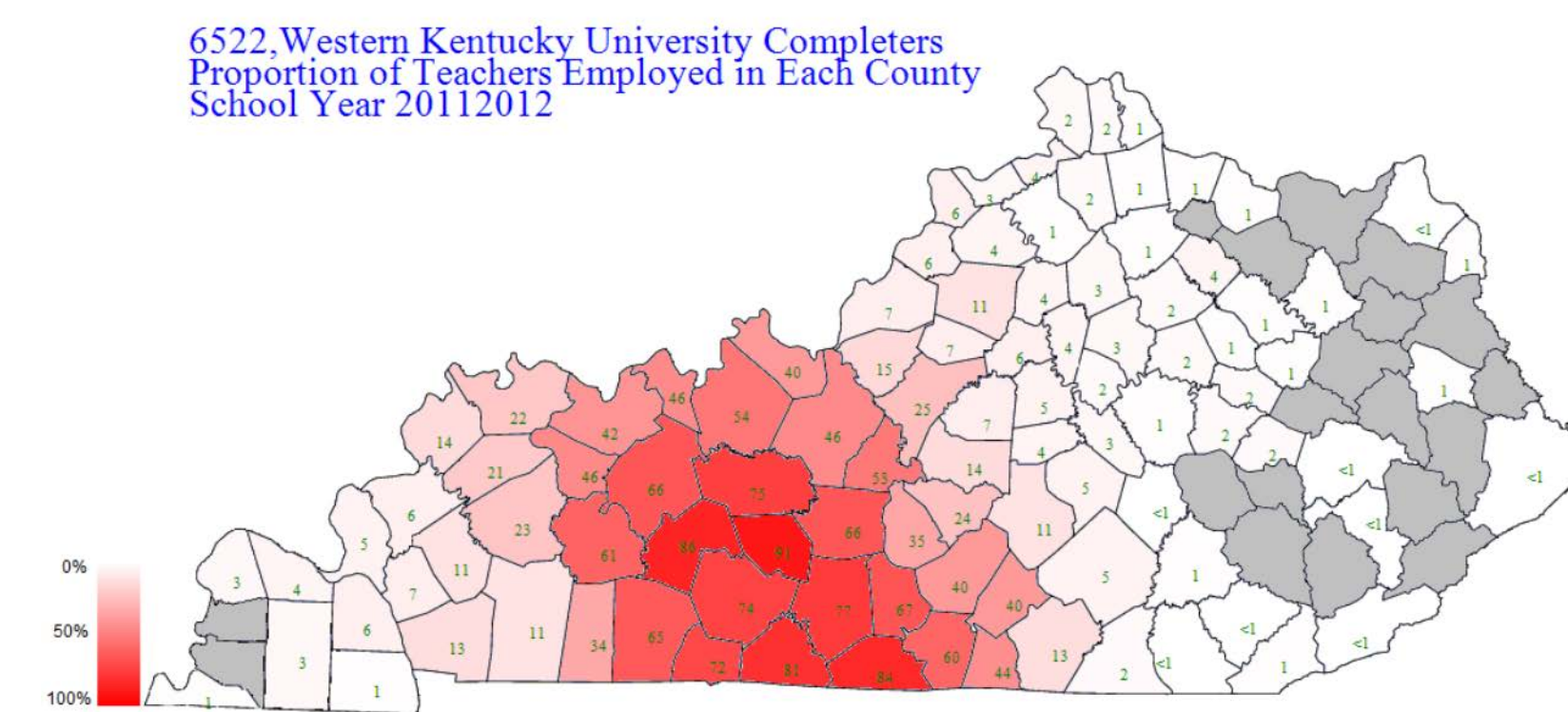
Education Professional Standards Board

Guiding Principles

- Bright lines are necessary, but of limited value
- Composite indexes cause distortion and gaming
- Successful performance might look different for different providers
- Understanding markets is essential - performance is contingent on conditions of practice
- Accountability is a matter of negotiation
- Provider efforts are assumed to be honest unless the process generates information to the contrary
- Sanctions should be reserved for egregious cases
- Inference based on multiple measures

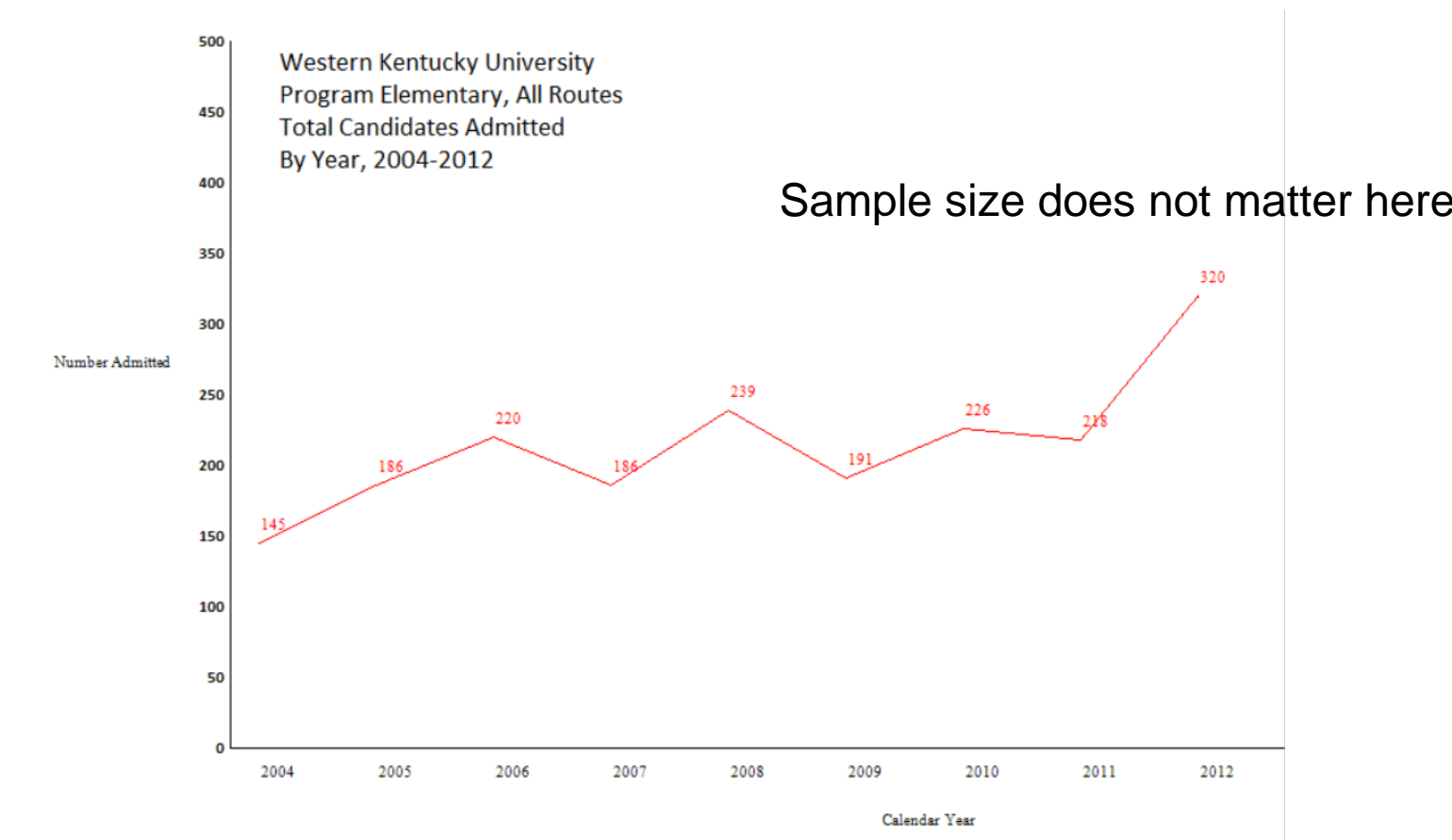
Report Elements

A View of a Labor Market



Charts are more useful than tables

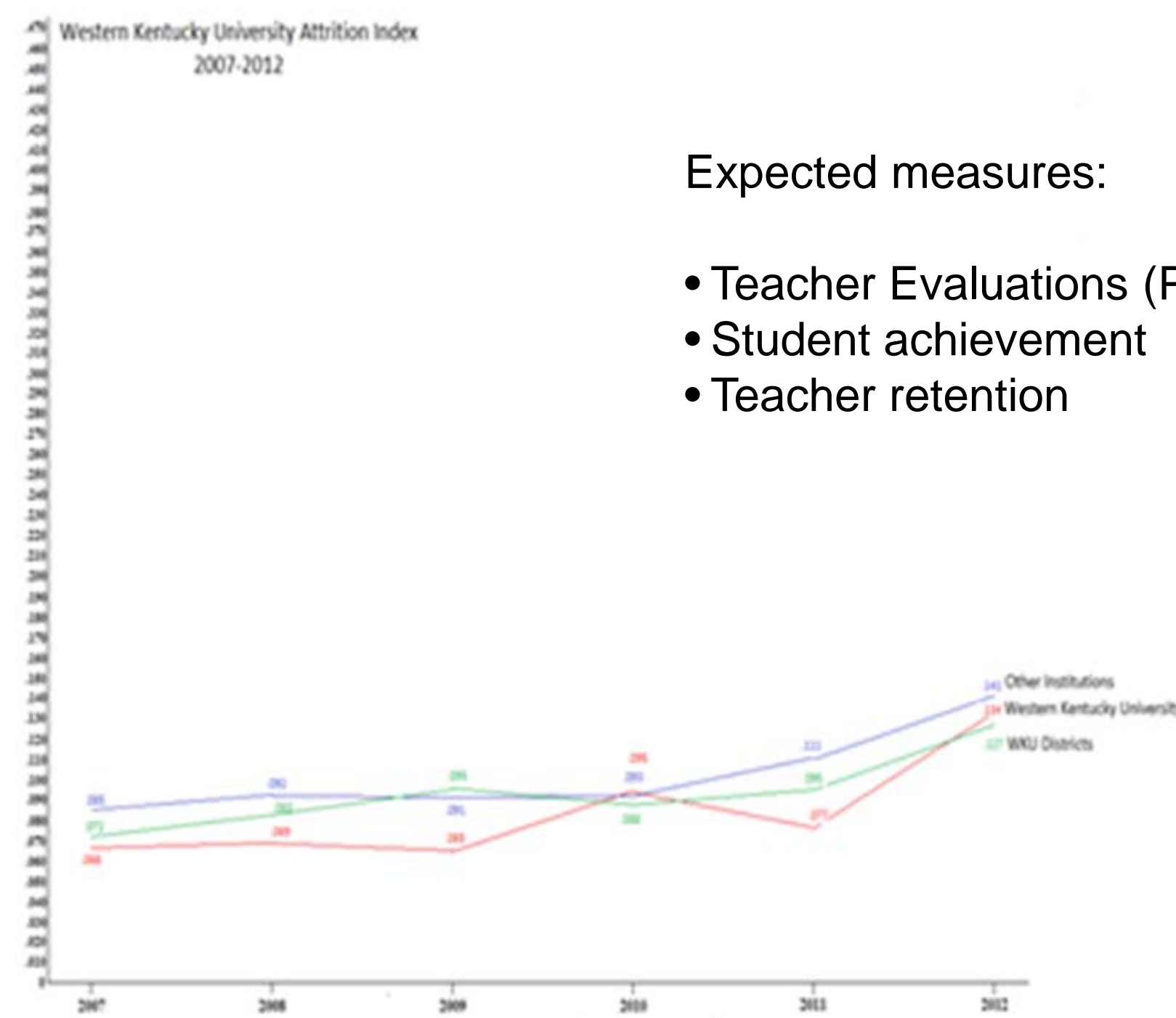
Program Admissions are the Denominator for Other Measures



Proportional Models

Expected measures:

- Teacher Evaluations (PGES)
- Student achievement
- Teacher retention



Implementation Timeline

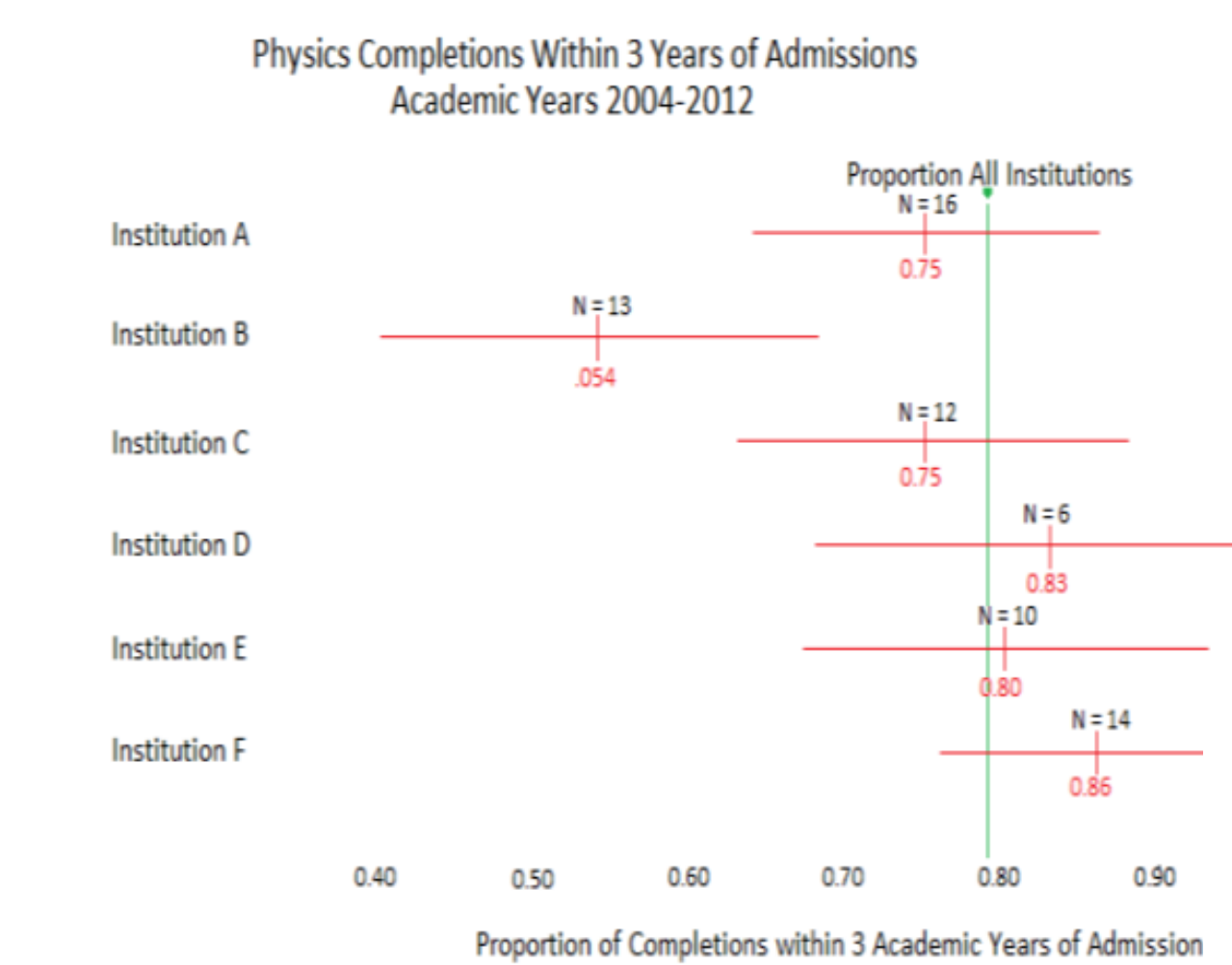
- 2013 – development of the system
- 2014 – adoption by EPSB
- 2015 – Development of the KEPAS module (proof of concept)
- Summer 2016 – Production of the first program performance report
- 2017 – development and testing of proportional models

Small Sample Size Problem and Strategy

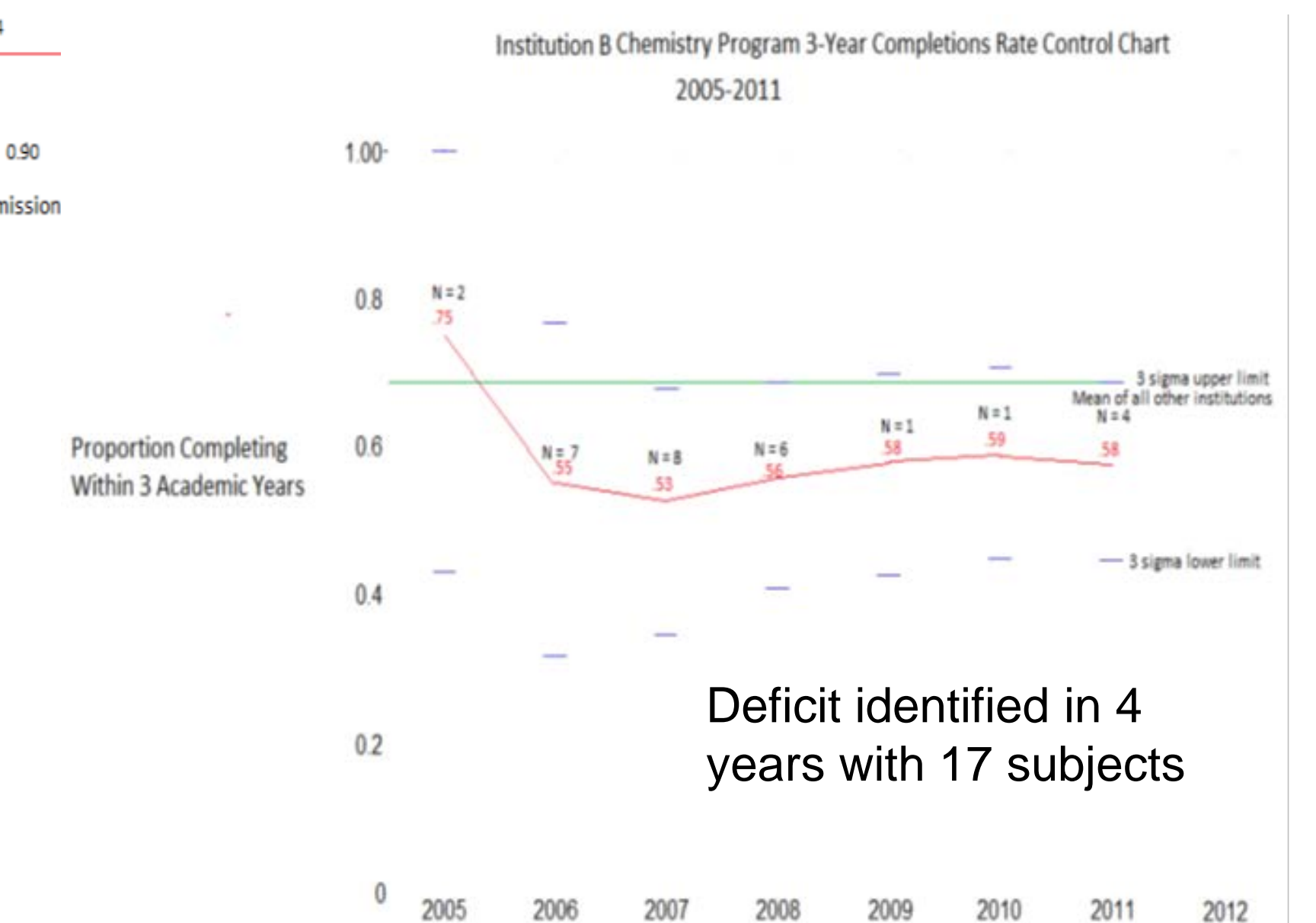
Most programs are small

56% would be waived by CAEP
Only 2% have 25 or more admissions for all years
Even when grouped by multiple years, only 5% have 25 or more admissions
Even when summing by program categories, most are too small

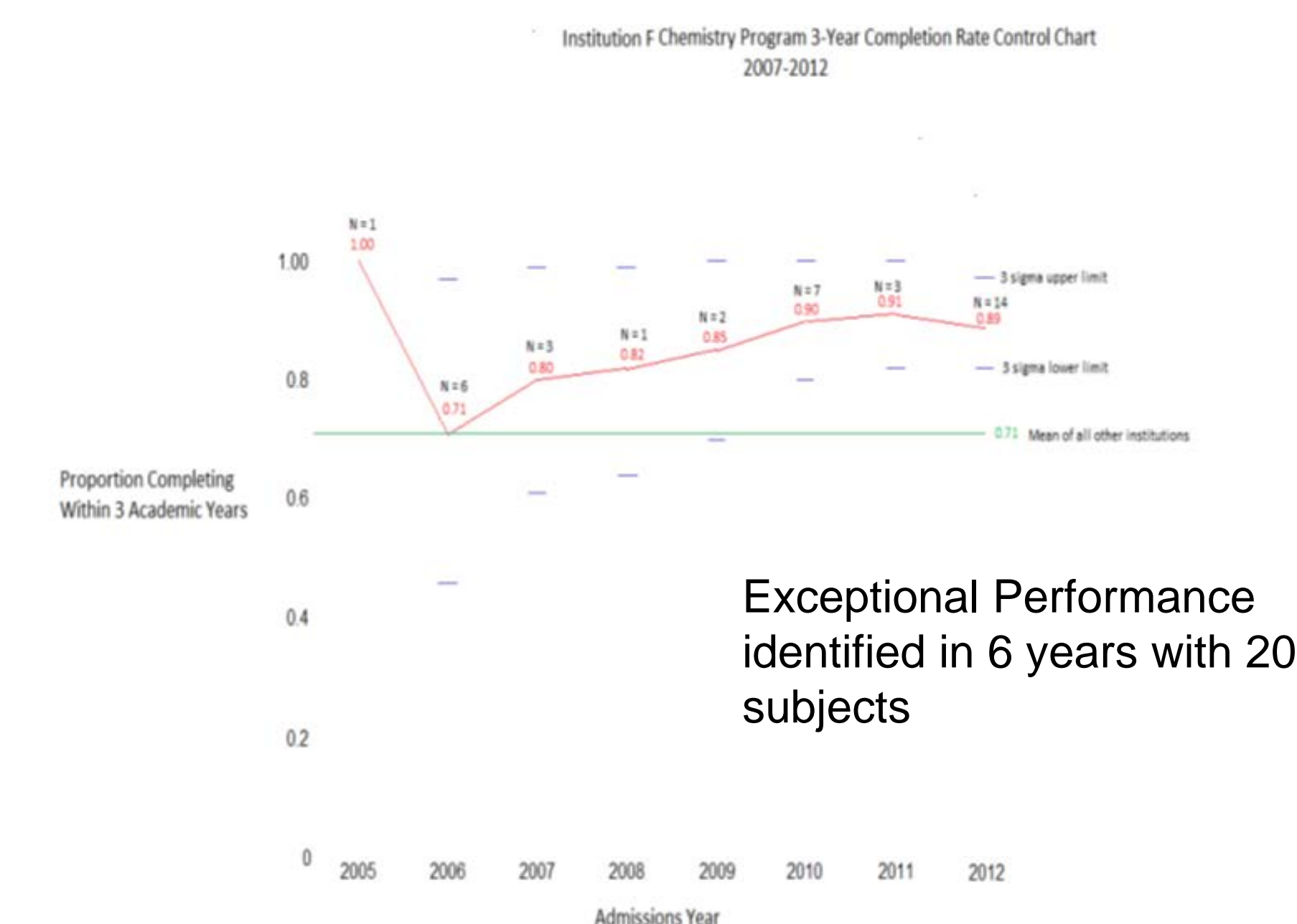
Small-sample charts for program completion rates. Proportion completing within 3 academic years of admission.



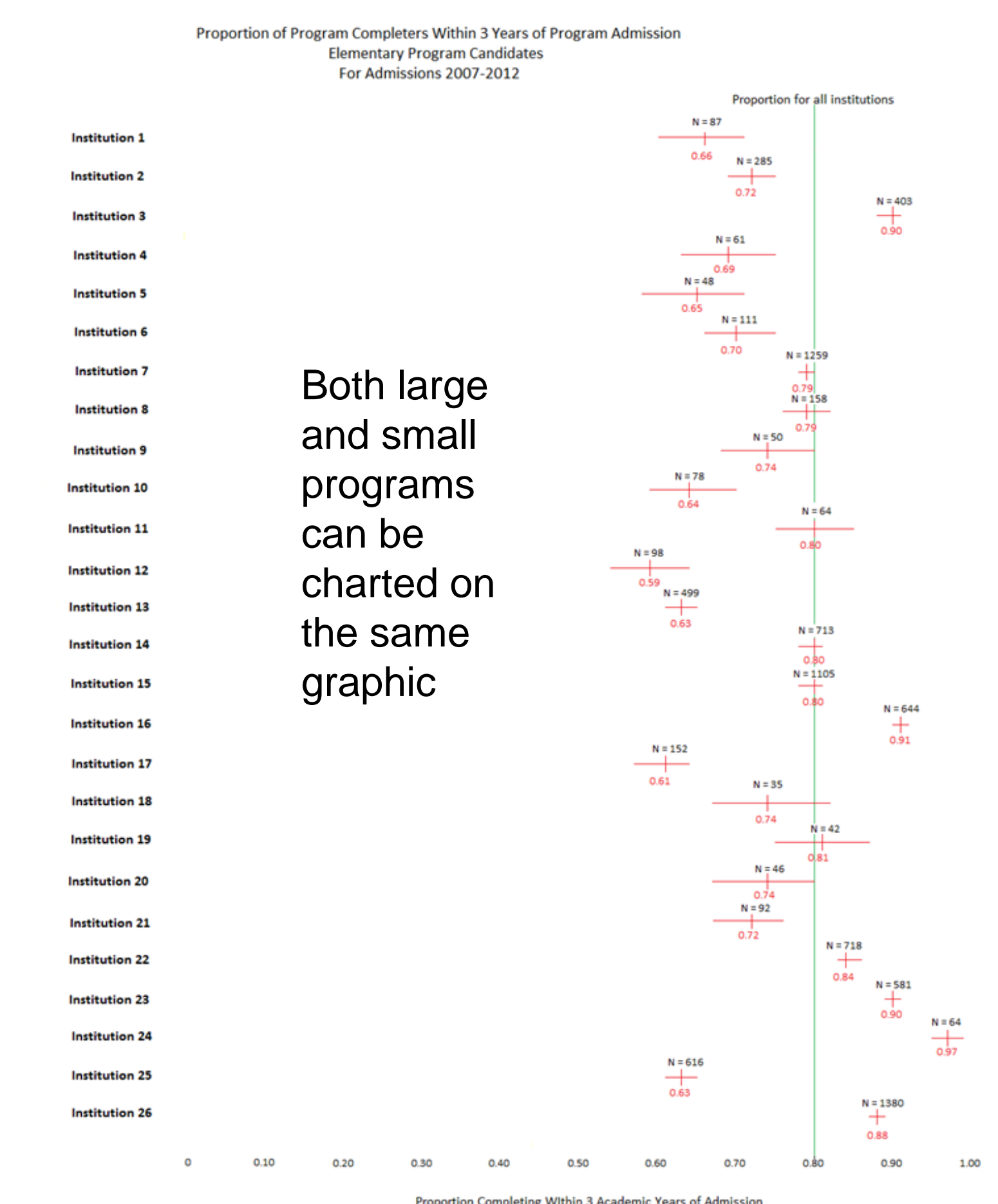
One institution clearly underperforming, identified with 13 subjects



Deficit identified in 4 years with 17 subjects



Exceptional Performance identified in 6 years with 20 subjects



Both large and small programs can be charted on the same graphic

6-year horizon

Chart programs with 5 or more observations

Recognize that only large deviations will be noticeable for very small programs

Query providers about programs with less than 5 observations

About 1/3 of programs

Consider surveys and single subject methods

Outcome Measures

