Your Question:
You requested information on how states evaluate educator preparation programs.

Our Response:
States have focused on ensuring that educator preparation programs (EPPs) are effective at preparing individuals to teach, and that EPP reporting and accountability measures demonstrate the programs' ability to produce teachers that have a positive impact on student growth and are meeting the needs of the field within their state. While the majority of states gather information on EPPs, they continue to grapple with ways to select and report representative data and information to create a meaningful evaluation system for EPPs.

According to the National Council on Teacher Quality's (NCTQ) research, at least 22 states collect and report data that connect teachers' student growth data to their preparation program, and, based on a preliminary scan of NCTQ's state profiles, at least 12 states use teacher evaluations as part of their EPP evaluation or reporting process.

In addition to information about those 22 states, we have provided an overview of what these evaluation systems typically include, the research on their effectiveness, best practices, and state examples. Please contact us for additional information on any of these issues.

State examples of student performance and teacher evaluation in EPP evaluations
NCTQ's data portal reports on educator preparation data by states. State-specific summaries and citations can be retrieved by clicking on the drop-down menu located at the top right corner of the page. NCTQ rates states based on its 2017 Goals for General Teacher Preparation Performance Measures.

Student Performance
According to NCTQ's research, at least 22 states collect and report data that connect teachers' student growth data to their preparation program. Examples include:

- Alabama - In its EPP evaluation system, Alabama includes a value-added measure, student-growth percentiles, and student learning and development objectives.
- New Jersey - The state collects and reports data on student growth percentiles or the student's growth on specific learning objectives as part of its EPP evaluation system.
- Florida - The state collects and uses student growth data as calculated by the state's student learning growth formula as part of its EPP evaluation. The student growth formula uses statewide assessment data as part of the calculation. The growth formula is a value-added calculation.

Teacher Evaluation
Based on a preliminary scan of NCTQ's state profiles, at least 12 states use teacher evaluations as part of their EPP evaluation or reporting process. In states that use student performance measures in addition to teacher evaluation measures, there is a possibility that student performance could carry a higher weight in the overall EPP evaluation due to the fact that teacher evaluations often take into consideration student performance. Examples of states that use teacher evaluation for EPP accountability include:

- Massachusetts - The state uses the state evaluation ratings as part of their EPP evaluation. Part of the teacher evaluation ratings is student growth. As is the case with most states that include teacher evaluations, student growth is indirectly a factor of EPP evaluations due to its inclusion in the teacher evaluation measure.
- Delaware - The state requires that each EPP report information that includes teacher evaluation data. The EPP must report based on a matrix that includes the number of graduates who receive the highest evaluation rating and information on the satisfaction of the school or supervisor on the graduate's work.
- Nevada - Beginning in the 2018-19 school year, a data system for evaluating EPPs will be in place; teacher evaluations will be included. In the 2018-19 school year, 40 percent of the teacher evaluation rating will be based on student performance.

EPP evaluation overview
Generally, states have set out to develop systems that provide information on the performance of program graduates and the program's progress towards meeting the needs of the field in supplying quality teachers in areas of high demand. Based on our preliminary scan of data that states collect on educator preparation programs, five general types of data were found across states' EPP evaluation and reporting systems:
- student achievement measures,
- teacher evaluations,
- teacher surveys evaluating the EPP and their professional performance,
- program recruitment and completion rates, and
- teacher and school demographic information.

In a scan of state EPP evaluation systems, research, and reports, two general areas of focus emerged -- results and teacher supply and demand. The type and scale of information gathered can vary based on the area of focus.
- **Results:** States evaluate EPPs based on how graduates and their students performed in the classroom. These measures tend to focus on student performance or growth, value-added measures, and teacher evaluations, which can include the other measures.[1] When using these metrics, they tend to focus on teachers in their first five years of teaching.
- **Teacher Supply and Demand:** States collect data on the teacher market as it relates to EPPs. Specifically, states track the retention rates of graduates in the teaching profession, how well the program is meeting vacancies in the field, and the type of candidate that the program is preparing.

While the majority of states collect data on EPP performance, states are still developing processes for making the data publicly available. According to a 2017 report from NCTQ, 18 states publish data on EPPs on their website.

Research on EPP evaluations
States are actively collecting a range of data relating to EPPs as a means to evaluate their state's programs, yet there is some debate over which measures provide meaningful information. While the Council of Chief State School Officers reports that collecting a range of data on EPPs and organizing it into a formal system is a positive step for

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[1] Value-added models are frequently calculated by determining what students would be expected to score given their previous standardized test performance and determining where a teacher's students fell within their expected range.

states to take, research into the effectiveness of specific data points that states are using to evaluate EPPs has produced mixed results.

Researchers have focused on examining specific measures that states have used to assess the quality and effectiveness of EPP programs. Their work has not dismissed specific measures but put forward points for states to consider when building their EPP evaluation systems. The studies outlined below represent a sample of research that presents the ways in which the field is examining EPPs.

- How much does teacher quality vary across teacher preparation programs? Reanalysis from six states (Bellows and von Hippel, 2017) finds that teacher quality differences between most EPPs are negligible even in states previously reporting large differences. In an EducationNext discussion of their work, the authors elaborate on select findings:
  - Test scores, with some exceptions, cannot be used to say whether a given program's teachers are significantly better or worse than average.
  - Critics of value-added measures frequently overlook the fact that adjustments for school-level factors such as poverty levels, ELL populations, and other demographic factors are taken into consideration in the calculation.
  - The differences that appear in many of the program evaluations the researchers reviewed are random. In other words, there's random error in student test scores, random variation in the group of teachers who complete a program, and random variations in how responsive a graduate's students are to their teaching. Program rankings will consist of largely statistical noise, and program rankings will bounce up and down randomly from one year to the next.

- Evaluating Teacher Preparation Programs With Teacher Evaluation Ratings: Implications for Program Accountability and Improvement (Bastian, Patterson, and Pan, 2017) examines teacher evaluation ratings as they relate to EPPs in North Carolina. The authors assert four major findings:
  - Teachers from certain EPPs have significantly different rating than graduates of other programs.
  - It is important to adjust for elements of school context when analyzing evaluation ratings.
  - Evaluation ratings are a function of preparation quality, not just selection into the programs.
  - Evaluations ratings provide evidence on the performance of EPPs that is different from value-added.

State EPP evaluation systems
The Southern Regional Education Board (SREB) and the Council of Chief State School Officers (CCSSO) have engaged in work with states to support the development of their EPP data and evaluation systems. As a result of the collaboration and subsequent reporting, these organizations have reported on best practices and state progress towards developing EPP data systems.

Best Practice:
- In a 2017 report SREB suggests that states should develop data systems that follow teachers through their career, focus on outcome measures, break down data silos, and make data more accessible.
- In their 2017 report on their work with states to develop EPP evaluation and data systems, CCSSO suggests that states start by evaluating what data they have, then determining the reason certain data is necessary to evaluate EPPs and what data they will need.
  - CCSSO worked with Teacher Preparation Analytics to develop Key Effectiveness Indicators (KEI) for education preparation. The KEI was then used by states to evaluate whether they were collecting meaningful data. Additional information on the process can be found in the report linked above.

<u>State Examples:</u>
Information on how the states are implementing their programs as well as additional state examples can be found in both the CCSSO and SREB reports.

- North Carolina - The University of North Carolina developed a dashboard that includes information for each of their 15 University of North Carolina educator preparation programs. The dashboard provides information about the programs and the teacher's performance post-graduation. The dashboard includes 14 data points, including data on teacher candidate performance in the program, the time it took participants to complete the program, job placement rates, retention rates, and more.
- Tennessee - The state has provided data on the effectiveness of EPPs since 2009. In 2016, the Tennessee Board of Education and the Tennessee Higher Education Commission launched an interactive EPP report card. The report card for each program contains information on participants' ACT scores, racial and ethnic diversity, high-demand endorsements, placement, retention, observation scores, and Tennessee Value-Added Assessment System scores.
- Oklahoma - The state has established a system with a designated governance structure and process for collecting data. Data sharing is facilitated by the Oklahoma Office of Education Quality and Accountability and housed in the state-wide data management system. The elements of the data system include: basic demographic information; the schools where their graduates teach; their subjects and grades taught; where teachers move in the profession; how well teachers manage a classroom; and qualitative measures of a teacher's impact on student achievement.

4