Educator Preparation Provider (EPP) Quality Measures - Report Notes

Overview

This report was created in accordance with Public Act 15-243 *AN ACT CONCERNING TEACHER PREPARATION PROGRAM EFFICACY*. While the report will ultimately contain ten indicators, data for some of these indicators are not yet available. The table in Appendix A outlines the indicators and status. If data are not yet available this is noted in the description column.

How to Use this Report

If you wish to view all available indicators for the state, a single EPP or multiple EPPs, **select a single year from the year dropdown**.

If you would rather view trend data (most recent five years), **select Trend from the year dropdown and then a single indicator from the indicator dropdown**. Note that you will only see the indicator dropdown when Trend is selected. With single year selection, the default shows all available indicators.

When viewing single year data, Indicator 4 – Licensure Assessment Pass Rates data appear in a separate table (below the table with all other indicators). Candidates are represented only once per reporting year for all other indicators; however, may be reflected in counts under multiple assessments in the Indicator 4 table if they have taken multiple assessments.

Inclusion/Exclusion and Suppression Rules

Data for alternate route to certification EPPs (EPP Type = Alternate) is included beginning in 2018-19. The varied lengths and formats of these programs did not allow for appropriate comparison to traditional EPPs prior to 2018-19.

EPPs that discontinued their programs prior to 2018-19 are excluded from this report.

Data for Indicator 4 – Licensure Assessment Pass Rates are suppressed when the count of candidates who attempted the assessment is less than six.

Terms/Definitions

Term	Definition	Values
Year	Year for which data are reported	Single Year (format *yyyy-yyyy*), Trend The trend selection provides data for most recent five years. **Note**: You can only view trend data for a single indicator.
EPP[1]	Educator preparation provider	Single EPP, All EPPs or State of Connecticut
Program[1]	Educator preparation programs offered at the EPPS	Single Program, All Programs
Indicator[2]	Quality measure indicator[2]	Indicator 1 – Completers Indicator 2 – Certification Issuance Indicator 4 – Licensure Assessment Pass Rates Indicator 5 – Employed[3] within One Year Indicator 6 – Employed[3] within One Year (High Needs or Hard to Staff) Indicator 7 – Employed[3] in the Second and Fourth Years **Note:** Indicator dropdown is only available for *Year = Trend* selection.
Filter By	Disagreggate data by candidate groups	All Groups EPP Type (Traditional/Alternate) Race/Ethnicity Gender

[1] See the Connecticut Department of Education (CSDE) EPP webpage for additional information on EPPs and Programs.
[2] See Appendix A for more information on indicators including availability and calculation.
[3] Employed in **CONNECTICUT** public schools, including approved private special education programs ONLY.

Sources and Update Schedule

Multiple data sources contribute to this report including the Educational Testing Service(ETS)/Title II database, CSDE Connecticut Educator Certification System (CECS) database and the CSDE Educator Data System (EDS).

The data and report will be updated **on or before July 1 of each year**.

For additional information on the data sources and update schedule please see Appendix B.

Data Contact

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Appendix A

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Educator Preparation Provider (EPP) Data Dashboard Indicators
(Based on EPAC[1], CAEP[2] and Statutory Reporting Requirements[3])

Data Dashboard Indicators[4]	Definition	Calculation
1. Program Completer and Enrollment Numbers **State and/or national reporting requirements:** • EPAC Principles 5 and 6 • CAEP	Number of program completers and enrollees in a reporting year.	Program completer and enrollee numbers are derived from the ETS/Title II database after the database "freeze" deadline of April 15 (February 28 for EPPs). NOTE: "Program completers" are individuals who have completed all EPP program requirements, including edTPA, for the reporting year, but not including licensure testing, as reported by the EPP.
2. Certification Issuance Rates **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6	Number and percentage of program completers in a reporting year that attained a Connecticut teaching certificate within one year of program completion.	Of all program completers in the reporting year (denominator), the number (and percentage) who attained a Connecticut teaching certificate within one year of program completion (by August 31 of the year after program completion) (numerator).

1 Educator Preparation Advisory Council. Established by the State Board of Education (SBE) on March 7, 2012, to advise the SBE on the transformation of Connecticut's system for the approval and oversight of educator preparation provider (EPP) programs.

2 Council for the Accreditation of Educator Preparation.

3 C.G.S. 10-146h.

4 For all indicators, analyses can be grouped by EPP Type (traditional or alternate route to certification), EPP, and EPP program, and disaggregated by race/ethnicity or gender.

Data Dashboard Indicators[4]	Definition	Calculation
3. Pre-Service Performance Assessment (edTPA) Pass Rates **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	Best attempt pass rate for program candidates in a reporting year. *Not yet available	For all program candidates who attempted edTPA in the reporting year (denominator), the number (and percentage) of candidates who had any assessment score that was a passing score (best attempt) (numerator).
4. Licensure Assessment Pass Rates **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	Participation rate and best attempt pass rate for program completers in a reporting year who attempted licensure testing for these tests: Praxis II, Foundations of Reading Test, Early Childhood Test, ACTFL OPI and WPT Tests.	Of all program completers in the reporting year who attempted licensure testing (denominator), the number (and percentage) who had any test score in the appropriate subject area assessment that was a passing score (best attempt) (numerator). This calculation will include all tests from the very first attempt.
5. Employment Rates **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	Number and percentage of program completers in a reporting year employed in any Connecticut public school, including approved private special education programs, within one year after program completion.	Of all program completers in the reporting year (denominator), the number (and percentage) who were employed in any Connecticut public school, including approved private special education programs, within one year after program completion (by June 30th of the year after completion) (numerator).
6. Employment Rates, Hard to Staff Schools **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6	Number and percentage of program completers in a reporting year employed in a public school in high need (Alliance) districts.	Of all program completers in a reporting year (denominator) the number (and percentage) who were employed in a Connecticut public school in a high needs district within one year after program completion (by June 30th of the year after completion) (numerator). This calculation will not include placement in approved private special education programs.

Data Dashboard Indicators[4]	Definition	Calculation
7. Persistence Rates **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	Number and percentage of program completers in a reporting year in the field after the 1st and 3rd year of teaching or serving in a school leadership, administration or special service position in Connecticut.	Of those program completers employed in any Connecticut public school, including approved private special education programs, (denominator is the numerator from indicator #5) within one year after program completion, the number (and percentage) employed the 2nd and 4th years after program completion (by June 30 of the 2nd and 4th years after completion) (numerator).
8. Candidate Feedback **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	Survey data regarding readiness for teaching one year after program completion from program completers in a reporting year. *Not yet available	Satisfaction Rating Index—TBD The denominator will be the total number who responded to the survey.
9. Employer Feedback **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	Survey data regarding readiness for teaching one year after program completion from employers of program completers in a reporting year. *Not yet available	Satisfaction Rating Index—TBD The denominator will be the total number who responded to the survey.
10. Teacher Impact **State and/or national reporting requirements:** • C.G.S. 10-146h • EPAC Principles 5 and 6 • CAEP	TEAM (Induction Program) Module Data *Not yet available	TBD

Appendix B

CSDE EDUCATOR PREPARATION PROVIDER (EPP) DATA DASHBOARD CONCEPTUAL MODEL

A. EPP DATA DASHBOARD DATA FLOW/LOGIC/ANALYSIS GROUPS

STEP 1. Candidate level data by EPP is downloaded from the ETS/Title II database for a given year. These data include program completers and still enrolled candidates. **"Program completer" is defined as candidates who have completed ALL EPP program requirements, NOT INCLUDING LICENSURE TESTING.** This download is done each year after the April 15 ETS/Title II ABSOLUTE freeze deadline for EPP data cleaning and corrections. At this point, the CSDE download is frozen/static for the target DD year.

STEP 2. This ETS/Title II datafile is merged with the CSDE Connecticut Educator Certification System (CECS) database. Individuals are first matched for SSN (used in both the ETS/Title II and CECS databases) and then with Educator Identification Number (EIN) (CECS only). Through either queries or manual cleaning (e.g., finding and correcting a miskeyed SSN), this merge/matching process ultimately results in a database with the ETS/Title II individuals for a given target year sorted into one of three categories:

(1) PROGRAM COMPLETERS that are able to be matched in the CECS database by EIN. These individuals can be program completers with CECS testing data (as matched by EIN in CECS), with both pass and fail attempts (including all testing attempts) and individuals with no test data (e.g., created an account in CECS while still enrolled in an EPP program and have an EIN but have no testing data for the target year for whatever reason).

(2) PROGRAM COMPLETERS that are unable to be matched in the CECS database by EIN (e.g., never registered in CECS because decided not teach in CT).

(3) STILL ENROLLED CANDIDATES that are mostly unable to be matched in the CECS database unless candidates attempted licensure testing before program completion OR created an account in CECS (Not an issue, as we just need a count/percentage for DD indicator 1).

Like the initial data file downloaded from ETS/Title II, this data file reconciled according to the three categories above is also frozen/static for the target DD year once this merging and reconciliation work is complete. We have postulated that the merging and reconciliation work will take approximately 1-2 months to complete (no later than the end of May each year).

Please note that beginning 2018-2019, edTPA (pre-service performance assessment) is a CT EPP program completion requirement (NOT licensure requirement) for all initial licensure (and initial program) candidates, completed by candidates during student teaching. Because it is a program completion requirement—and these data will be in the ETS/Title II database—we will have a double check on program completers (i.e., in addition to EPP reporting).

Step 3. The reconciled ETS/Title II/CECS data file is next merged with the CSDE Educator Data System (EDS) database and other CSDE warehouse databases using EIN and "made ready" for DD display through SAS coding relative to the DD indicators. Like the initial data file downloaded from ETS/Title II and the reconciled ETS/Title II/CECS data file, this data file is frozen/static for the target DD year by the end of June at the latest. July 1 is the target date for an updated release each year of DD data. We will know after a cycle of data manipulation from beginning to end whether or not this annual timeline is feasible.

B. EPP DATA DASHBOARD INDICATORS

(1) Program completer and enrollment numbers and percentages

(2) Certification issuance rates (based on all program completers in a reporting year)

(3) Pre-Service performance assessment (edTPA) pass rates (based on all candidates in a reporting year who attempted the assessment)

(4) Licensure assessment pass rates (based on all program completers in a reporting year who attempted licensure testing)

(5) Employment rates (based on all program completers in a reporting year)

(6) Employment rates, hard to staff schools (based on all program completers in a reporting year)

(7) Persistence rates (based on all program completers in a reporting year)

(8) Candidate feedback (Satisfaction Index—based on total number responding to the survey in a reporting year)

(9) Employer feedback (Satisfaction Index—based on total number responding to the survey in a reporting year)

(10) Teacher Impact (TBD)

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