

**Proposal for 2017 Missouri Annual Performance Report for
Educator Preparation Programs**

- I. Purpose. The purpose of the Annual Performance Report for Educator Preparation Programs is to collect and report data that facilitates:
 - A. Public accountability
 - B. Continuous improvement
- II. Overall Structure
 - A. Current
 - *Candidate Knowledge and Skills*. Knowledge and skills will be reported in alignment with appropriate Missouri standards (e.g. teacher, counselor)¹ instead of by assessment instrument. The purpose of assessment is to determine the degree to which the participants have met stated criteria/standards. This change shifts the focus to the goal of continuous improvement and away from emphasis on particular instruments. This change also holds programs accountable for ensuring that candidates meet all of the Missouri standards. This section is the only section currently viable.
 - B. Future (Possible)
 - *Placement and Retention*. State and national entities have requested that we report information about where candidates find jobs and how long they stay in those positions. Some data are newly available in this area, but they need to be analyzed before criteria related to accountability can be determined. This will require that DESE continue to provide data and to seek to expand the data available. While these data could be included in future versions of the APR-EPP, they would not necessarily be integrated into the calculation for accreditation.
 - *Impact on P-12 Schools*. There is increasing societal and political pressure to produce evidence that program completers have a positive impact on student learning in P-12 schools. Data for this section still needs to be identified, reviewed, and piloted.
 - *Continuous Improvement*. Discussion has also taken place regarding the possibility of crediting programs with verifiable improvement and/or the implementation of structures for program improvement. The Missouri School Improvement Plan (MSIP) offers a possible model for this.
- III. Programs Included in Review Process
 - A. Only programs leading to an initial certification will be included in the review process for the time being. This will focus attention on programs that provide an initial licensure of some type (e.g. teacher, counselor, school administrator). Many of the non-initial programs (e.g. Math Specialist, Reading Specialist, ELL, Librarian, and Superintendent) are so small that they are frequently left out of calculations, or they do not have enough indicators to be included. Efforts will continue to identify appropriate means of evaluating these programs.
 - B. Programs must have a minimum of **10** certification candidates, aggregated over the **five**

¹ Teachers: <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>; Administrators: <https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/administrator-standards>; School counselors: <https://dese.mo.gov/sites/default/files/CounselorContinuumStandards.pdf>

previous years, in order to be included in the review.² This is consistent with current DESE guidelines regarding data suppression.

- C. Clusters will be almost entirely eliminated for purposes of reporting or to reach the minimum n size. This is consistent with recommendations from the national technical advisory committee. However, the one exception to this rule is that Counselor K-8 and Counselor 7-12 will be reported together, and Principal K-8 and Principal 7-12 will be reported together. In both cases, the data points are nearly identical between levels, so reporting the programs separately is unnecessary and may lead to an EPP being penalized twice for the same test score.
- D. A program score will only be generated for the purposes of accreditation when a program has data from at least half of the “new” indicators (e.g. MEES, MOPTA, MOCA) identified as part of that program’s APR. Historical scores to be excluded include Praxis scores and MOCA scores from the seven tests available in 2014-15 that were subsequently revised for 2015-16.
- E. **If an Educator Preparation Program (EPP) has no teacher education programs that meet the criteria for generating a score for the basis of an accreditation decisions by the State Board of Education (SBOE), data from all teacher education programs offered by that EPP will be aggregated and an overall score generated.**

IV. Program Score

- A. DESE’s accreditation status recommendation to the SBOE will be based upon a calculation using data related the relevant state educator standards.
- B. For each type of program (teacher, counselor, etc.) a table has been created to demonstrate how points will be distributed. Models for teacher, school counselor, and principal preparation programs can be found in the Appendices.
- C. Points will be assigned to the scoring table using predetermined alignments between program mean scores and APR points. See Appendices for models based upon teacher, school counselor, and principle preparation..

V. Included data

- A. Missouri Content Assessment (MOCA)
 - Indicator score will be assigned based upon the mean of the **best score** earned by each Certification Candidate instead of a fixed pass rate based upon a candidate’s first two attempts. This provides more nuanced data about how our candidates are doing (e.g. are the failures "high" or "low"?). Since certification is not dependent upon passing within a specified number of attempts, there is no reason to set the limit at two. In addition, this method of calculation increases the incentive for EPPs to continue supporting candidates beyond the second attempt.
 - **Since each Program Completer must have a passing score on the MOCA in order to become a Certification Candidate, scores will no longer be excluded if they fall outside of a particular window (currently two years). Each Teacher Candidate’s best score will be used for the calculation, regardless of when that score was earned.**
- B. Content GPA

² Previous version of the proposal indicated that data would be aggregated over 4 years. Five years would increase the number of program with a reportable n , but four years would provide more usable data for programs and allow outlier low-score years to be dropped sooner. DESE will analyze available data to determine if the gains from adding a fifth year would be substantial enough to counter the ill effects of such a change.

- Unless otherwise noted, content GPA will be calculated using all courses listed in the “Content Knowledge Area” on the program’s DESE-approved matrix.
 - Additional courses that a program might include, but are not on the approved matrix, should not be included.
 - Unless otherwise noted, Content GPA should be calculated using only courses identified in the section of the program’s approved curriculum matrix labeled “Content Knowledge”.
- APR 1.5 did not provide a method for calculating content GPA for several programs. This fact excluded programs from using the content GPA indicator, thereby increasing the relative value of all other indicators. Guidelines have been added to enable the calculation of some form of content GPA for all reportable programs.
 - Early Childhood and Early Childhood Special Education content GPA will be defined by the recommendations made by the Missouri Association of Early Childhood Teacher Educators (MAECTE). MAECTE recommends courses listed in the following sections of the curriculum matrices submitted to DESE be used to define Early Childhood Content Education GPA:
 - Content knowledge for teaching and Teaching and Learning Strategies
 - Home School-Community Relations
 - Program Management
 - MAECTE recommends courses listed in the following sections in the Competency framework define Early Childhood Special Education Content Education GPA:
 - Schools and the Teaching Profession
 - Teaching and Supporting Learning of Young Child
 - Program Management
 - Elementary Education content GPA will be calculated using courses listed in Section A.4. (Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child) of the DESE certification matrix.
 - Mild/Moderate Cross-Categorical Special Education will use the courses listed in Section A.4. (Teaching and Learning Strategies) of the DESE certification matrix.
- Content (or when appropriate, Program) GPA should be calculated for each Program Completer submitted in the fall of 2017.

C. Missouri Educator Evaluation System (MEES)

- APR points will be generated by calculating the mean of all items aligned to a standard. Scores submitted by both cooperating teacher and university supervisor will be averaged.
- Administrator evaluations of teacher candidates will not be used.
- Currently only the MEES for teacher candidates is available, but similar instruments for building administrators and school counselors are under development.
- EPPs currently only submit MEES data on 4 of 16 indicators, but they are encouraged to submit all 16 for academic year 2016-17, for both cooperating teacher and university supervisor. While only the 4 required indicators will be used for the APR released in early 2018, data from all indicators will be used to generate a mock APR 2.0.

Submission of data that will be required for APR 2.0 will facilitate the generation of a report that will more closely replicate the actual APR that will be released in early 2019.

- If a program does not submit MEES data on all required indicators, it will earn zero points toward each standard for which data is missing.
- An instrument similar to the MEES, but to be used for evaluating school counselors is currently under development. When it is ready for use, it will be integrated into the school counselor APR.

D. Missouri Performance Assessments (MOPTA, MOSLPA, MOSCPA, etc.)

- APR score will be determined by program mean of final scores on relevant tasks. Scores will be calculated using the resubmission score, if applicable, following the same logic employed to justify use of the best score on the MOCA.

E. First-Year Surveys

- Survey items will be used to generate points associated with each standard rather than focusing on only one question. Surveys were designed so that each standard is represented by a scale, consisting of multiple items, that has been reviewed for statistical validity and reliability. Scores will be reported by mean on each standard, with the first-year educator and the first-year educators' supervisors surveys being combined.
- In order to be reported, a minimum of 10 surveys must be returned AND the return rate must be at least **40%**.
- If the response rate for one of the sets of first-year surveys (either the educator or supervisor) is lower than 40%, but the response rate for the other survey is above 40%, the mean score for the survey with a response rate greater than 40% will be used alone.

VI. SBOE decisions regarding accreditation

A. Process for Board Review

- September: EPPs submit data
- October: Initial reports available; appeals process begins
- December: DESE accreditation recommendations taken to Board based upon decision criteria listed below

B. Accreditation Decisions

- Programs with "Accredited" Status
 - 90% of points or higher for two or more consecutive years: **Accredited with Distinction**
 - 70% of points or higher, if currently holding "Accredited" status: **Accredited**
 - 60-69.9% of points, first year: **Accredited**. This program will receive official notice of its status and possibility of becoming "Provisionally Accredited".
 - 60-69.9% of points, 2nd consecutive year: **Provisionally Accredited**
- Programs with "Provisionally Accredited" Status
 - **Accredited**. A provisionally accredited program earning 70% or more of the points available in two consecutive years will return to full "Accredited" status.
 - **Provisionally Accredited**. While in "Provisional Accreditation" status, a program earning fewer than 70% of the points possible in a year immediately after a year in which the program earned 70% or more will be designated as "Provisionally Accredited". A program earning 70% or more of the points possible in a year immediately following a year in which the program earned fewer than 70% will also be designated as "Provisionally Accredited".
 - **Unaccredited**: A provisionally accredited program that earns fewer than 70% of

the points possible in two consecutive years will be reviewed by the SBE. If the Board finds that the program is making sufficient progress, it may designate the program as “Provisionally Accredited” for a one-year period. If the SBE determines that the program is not making sufficient progress toward achieving full “Accredited” status, it may declare the program “Unaccredited”. An unaccredited program may not recommend program completers for certification.

VII. Public Reporting

- A. Schedule: Reports will be available to the public as soon as possible after the Board meeting at which accreditation decisions are made.
- B. The first page of the institutional report will include a list of the institution’s programs and their accreditation status for the coming academic year.
- C. Programs that do not have the data required for generation of an APR will be listed on this page next to the following statement: *This program has been approved by the State Board of Education to recommend candidates for certification. During the current data collection period, the program did not have enough graduates to generate the amount of data necessary for the creation of an APR.*

Timeline

- 2016
 - Summer
 - APR 1.5 approved
 - Committees constructed for development of APR 2.0. Charges given and work begins
 - Fall
 - Data submitted for 2015-16 program completers
 - Revised Comprehensive Guide for APR 1.5 published
 - Review preliminary MEES and MoPTA data and discuss options for reporting
- 2017
 - Winter
 - EPPs provided with program level data
 - Public reporting based upon APR1.5
 - Finalize method for reporting MEES and MoPTA data
 - Spring
 - APR 2.0 proposal presented at MACTE
 - Fall
 - Data submitted for 2016-17 completers
 - Revised Comprehensive Guide for APR 2.0 published
- 2018
 - Winter
 - EPPs provided with program level data
 - Public reporting based upon expanded APR 1.5 (MEES and MoPTA)
- 2019
 - Winter: Initial APR 2.0 data reported

Appendix A: Point Distribution by Standard, Teacher Preparation

	MoCA	MoPTA	Content GPA	MEES	Surveys	Points Earned		Percentage of Whole
Standard 1: Content Knowledge	All		All	1.1, 1.2	2-4			
Points	15		5			20	Points Earned/Points Possible*22	22.00%
Standard 2: Student Learning and Development				2.4	6-10			
Points				5	5	10	Points Earned/Points Possible*17	17.00%
Standard 3: Curriculum Implementation		Task 3		3.1, 3.2	11-12			
Points		15		1.25	1.25	17.5	Points Earned/Points Possible*15	15.00%
Standard 4: Critical Thinking				4.1	13-16			
Points				5	5	10	Points Earned/Points Possible*15	5.00%
Standard 5: Classroom Environment				5.1, 5.2, 5.3	17-23			
Points				5	5	10	Points Earned/Points Possible*15	15.00%
Standard 6: Effective Communication				6.1	24-29			
Points				5	5	10	Points Earned/Points Possible*3	3.00%
Standard 7: Assessment and Data Analysis		Task 2		7.1, 7.2, 7.5	30-34			
Points		15		1.25	1.25	17.5	Points Earned/Points Possible*17	17.00%
Standard 8: Professionalism				8.1	35-36			
Points				5	5	10	Points Earned/Points Possible*3	3.00%
Standard 9: Professional Collaboration				9.1, 9.2	37-39			
Points				5	5	10	Points Earned/Points Possible*3	3.00%
Percentage of Whole	16.50%	27.43%	5.50%	25.29%	25.29%			100%

Appendix B: Alignment between Assessment Scores and APR Points, Teacher Preparation

MOCA				Content GPA				MOPTA Task 2				MOPTA Task 3			
<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>
250	20	0.75	15	3.6	20	0.25	5	10.8	20	0.75	15	13	20	0.75	15
245	19	0.75	14.25	3.5	19	0.25	4.75	10.2	19	0.75	14.25	12.5	19	0.75	14.25
240	18	0.75	13.5	3.4	18	0.25	4.5	9.6	18	0.75	13.5	12	18	0.75	13.5
235	17	0.75	12.75	3.3	17	0.25	4.25	9.2	17	0.75	12.75	11.5	17	0.75	12.75
230	16	0.75	12	3.2	16	0.25	4	8.6	16	0.75	12	11	16	0.75	12
225	15	0.75	11.25	3.1	15	0.25	3.75	8	15	0.75	11.25	10.5	15	0.75	11.25
220	14	0.75	10.5	3	14	0.25	3.5	7.2	14	0.75	10.5	10	14	0.75	10.5
				2.9	13	0.25	3.25	6.6	13	0.75	9.75	9.5	13	0.75	9.75
				2.8	12	0.25	3	6	12	0.75	9	9	12	0.75	9

MEES (when worth 5 points)				MEES (when worth 1.25 points)				FYTS (when worth 5 points)				FYTS (when worth 1.25 points)			
<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>Mean</i>	<i>Raw Points</i>	<i>Weight</i>	<i>Weighted Points</i>
2.6	20	0.25	5	2.6	20	0.0625	1.25	3.6	20	0.25	5	3.6	20	0.0625	1.25
2.5	19	0.25	4.75	2.5	19	0.0625	1.1875	3.5	19	0.25	4.75	3.5	19	0.0625	1.1875
2.4	18	0.25	4.5	2.4	18	0.0625	1.125	3.4	18	0.25	4.5	3.4	18	0.0625	1.125
2.3	17	0.25	4.25	2.3	17	0.0625	1.0625	3.3	17	0.25	4.25	3.3	17	0.0625	1.0625
2.2	16	0.25	4	2.2	16	0.0625	1	3.2	16	0.25	4	3.2	16	0.0625	1
2.1	15	0.25	3.75	2.1	15	0.0625	0.9375	3.1	15	0.25	3.75	3.1	15	0.0625	0.9375
2	14	0.25	3.5	2	14	0.0625	0.875	3	14	0.25	3.5	3	14	0.0625	0.875
1.9	13	0.25	3.25	1.9	13	0.0625	0.8125	2.9	13	0.25	3.25	2.9	13	0.0625	0.8125
1.8	12	0.25	3	1.8	12	0.0625	0.75	2.8	12	0.25	3	2.8	12	0.0625	0.75

Appendix C: Point Distribution by Standard, School Counselor Preparation (Tentative)

	MoCA	MOSCPA	Overall GPA	Counselor Candidate Evaluation ³	1st-year Surveys	Points Earned		Percentage of Whole
Standard 1: Student Development	Domain I	Task 2	GPA		1-6			
Points	20	20	20		20	80	Points Earned/Points Possible*20	20.00%
Standard 2: Program Implementation	Domain II	Task 1; Task 2			7-10			
Points	20	20	20		20	80	Points Earned/Points Possible*20	20.00%
Standard 3: Professional Relationships	Domain III	Task 3			11-14			
Points	20	20	20		20	80	Points Earned/Points Possible*15	20.00%
Standard 4: Leadership and Advocacy	Domain III	Task 1			15-19			
Points	20	20	20		20	80	Points Earned/Points Possible*15	20.00%
Standard 5: Ethical and Professional Conduct	Domain III				20-23			
Points	20	20	20		20	80	Points Earned/Points Possible*15	20.00%
Percentage of Whole	25.00%	25.00%	25.00%	0.00%	25.00%	400		100%

³ School Counselor Candidate Evaluation is currently under development. The instrument will be integrated when it is ready and will be worth 20% of the overall score.

Appendix D: Alignment between Assessment Scores and APR Points, School Counselor Preparation (Tentative)

MOCA		Program GPA		MOSCPA Tasks 1 and 2		MOSCPA Task 3		First-Year Surveys		Candidate Evaluation	
<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>
250	20	3.6	20	13	20	26	20	3.6	20	2.6	20
245	19	3.5	19	12.5	19	25	19	3.5	19	2.5	19
240	18	3.4	18	12	18	24	18	3.4	18	2.4	18
235	17	3.3	17	11.5	17	23	17	3.3	17	2.3	17
230	16	3.2	16	11	16	22	16	3.2	16	2.2	16
225	15	3.1	15	10.5	15	21	15	3.1	15	2.1	15
220	14	3	14	10	14	20	14	3	14	2	14
		2.9	13	9.5	13	19	13	2.9	13	1.9	13
		2.8	12	9	12	18	12	2.8	12	1.8	12

Appendix E: Point Distribution by Standard, Principal Preparation (Tentative)

	MoCA	MOSLPA	Overall GPA	1st-year Surveys	Points Earned		Percentage of Whole
Standard 1: Vision, Mission, and Goals	Domain 1	Task 2		4-6			
Points	20	20	20	10	70	Points Earned/Points Possible*20	20.00%
Standard 2: Teaching and Learning	Domain 3	Task 1		7-13			
Points	20	20	20	10	70	Points Earned/Points Possible*20	20.00%
Standard 3: Management of Organizational Systems	Domains 2 and 3	Task 3		14-16			
Points	20	20	20	10	70	Points Earned/Points Possible*15	20.00%
Standard 4: Collaboration with Families and Stakeholders				17-22			
Points			20	10	30	Points Earned/Points Possible*15	20.00%
Standard 5: Ethics and Integrity				23			
Points					0	Points Earned/Points Possible*15	20.00%
Standard 6: Professional Development				24-25			
Points				10			
Percentage of Whole	25.00%	25.00%	33.33%	16.67%	240		100%

Appendix F: Alignment between Assessment Scores and APR Points, Principal Preparation (Tentative)

MOCA		Program GPA		MOSCPA Tasks 1 and 2		MOSCPA Task 3		First-Year Surveys	
<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>	<i>Mean</i>	<i>Points</i>
250	20	3.6	20	13	20	26	20	3.6	20
245	19	3.5	19	12.5	19	25	19	3.5	19
240	18	3.4	18	12	18	24	18	3.4	18
235	17	3.3	17	11.5	17	23	17	3.3	17
230	16	3.2	16	11	16	22	16	3.2	16
225	15	3.1	15	10.5	15	21	15	3.1	15
220	14	3	14	10	14	20	14	3	14
		2.9	13	9.5	13	19	13	2.9	13
		2.8	12	9	12	18	12	2.8	12