



2022

# Annual Reports for Tennessee Educator Preparation Providers

## Technical Guide

Tennessee Department of Education | June 2023

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## Executive Summary

Since 2008, Tennessee has produced report cards on the performance of Tennessee educator preparation providers (EPPs) that have included information related to candidate academic profiles (e.g., GPA and ACT data), placement and retention data, and completer performance data (i.e., individual growth score data). The [Report Card](#) is designed primarily for external stakeholders, such as prospective teacher candidates and school districts, to support their understanding of the overall performance of Tennessee's EPPs.

While the *Educator Preparation Report Card* is not directly tied to a formal part of the accountability process, [Educator Preparation Policy \(5.504\)](#) sets the expectations that Annual Reports will be used in this process. As a result, the department developed the *Annual Reports for Tennessee Educator Preparation Providers (Annual Reports)*. Annual Reports are divided into two components— the Insights Tool and the Performance Report.

The *Performance Report* provides EPPs, the state, and review teams with data to help inform the decision to conduct an interim review between program review cycles when an EPP consistently falls below expectations and inform approval recommendations during comprehensive reviews. Specifically, the policy (5.504) requires that EPPs engage in an interim review process if expectations are not met on the Annual Reports for two consecutive years. These reports provide EPPs information on five domains that each include multiple indicators. In addition to reporting at the EPP level, the Insights Tool offers data disaggregated by clusters of specialty area programs (e.g., middle grades, special populations) and for individual specialty area programs (e.g., biology, secondary mathematics). The Insights Tool also provides EPPs with observation data for educators employed either post-program completion or while enrolled in a program with a job-embedded clinical practice.

## Key Terms

Term	Definition
Clinical Practice	<p>“Clinical practice” means student teaching, internship, or job-embedded opportunities that provide candidates with sustained school-based responsibilities, assignments, tasks, and assessments that allow a candidate to demonstrate the professional knowledge, skills, and dispositions to be an effective educator.</p> <ul style="list-style-type: none"> <li>• <i>Student Teaching</i> – Student teaching offers extended opportunity for classroom experience while the student earns course credit toward a degree or certification. Student teaching involves a planned semester of at least 15 weeks that includes full-day teaching and observation activities.</li> <li>• <i>Internship</i> – Internships require a full year of clinical practice during which the intern engages in direct teaching activities for at least 100 school days. Activities related to this experience may include classroom teaching, observation, coursework, seminars, and planning.</li> <li>• <i>Job-Embedded</i> – The job-embedded clinical practice is a full school year following completion of a baccalaureate degree whereby candidates are inducted into the teaching profession while serving as a teacher of record.</li> </ul>
Cohort Member	A cohort member is any person who completed an educator preparation program or enrolled in a job-embedded program during one of three academic years included in this Annual Report.
Completer	A completer is any teacher preparation program candidate who has completed licensure requirements and been endorsed for licensure by an EPP in one of the cohorts included in the Annual Reports.
Domain	A group of subdomains that are considered together based on the related nature of their metrics.
Educator Preparation Provider (EPP)	Educator Preparation Providers, also referred to as providers or EPPs, are the universities, colleges, and education-related organizations (EROs) that prepare Tennessee educators. The Annual Reports are produced for providers that are approved for licensure through the program approval process outlined in the <a href="#">Educator Preparation Policy (5.504)</a> adopted by the State Board of Education.
Endorsement Area	Endorsement areas indicate the subject(s) and/or grade level(s) for which a licensed educator is prepared to provide instruction, leadership, or services in schools or districts. When applying for licensure, each teacher candidate must meet requirements in at least one area of endorsement, though many are endorsed in multiple areas.

Tennessee Educator Acceleration Model (TEAM)	The Tennessee Educator Acceleration Model (TEAM) is the primary rubric used to evaluate Tennessee public school educators. To learn more about TEAM, click <a href="#">here</a> .
Tennessee Value-Added Assessment System (TVAAS)	The Tennessee Value-Added Assessment System (TVAAS) measures teachers' impact on their students' academic progress. Rather than measuring proficiency, TVAAS specifically captures student growth to better represent the effect that teachers and schools can have on students. TVAAS is scored from Levels 1-5. Levels 1 and 2 indicate that a teacher's students are making less than expected growth, Level 3 indicates that students are making expected growth, and Levels 4 and 5 indicate that students are exceeding growth expectations. To learn more about TVAAS, click <a href="#">here</a> .

## Annual Reports Generation

### Annual Reports Generation

The 2022 Annual Reports were developed by the Tennessee Department of Education with support from the State Board of Education and education preparation providers (EPPs). The data included in the Annual Reports represent multiple data sources and the collective efforts of all these partners.

### Data Included in the 2022 Annual Reports

The 2022 Annual Reports include data from three cohorts of preparation completers and candidates:

- Cohort 1 (2018-19) includes individuals who completed preparation programs and those who were candidates enrolled in job-embedded preparation programs between Sept. 1, 2018 and Aug. 31, 2019.
- Cohort 2 (2019-20) includes individuals who completed preparation programs and those who were candidates enrolled in job-embedded preparation programs between Sept. 1, 2019 and Aug. 31, 2020.
- Cohort 3 (2020-21) includes individuals who completed preparation programs and those who were candidates enrolled in job-embedded preparation programs between Sept. 1, 2020 and Aug. 31, 2021.

The business rule for including job-embedded candidates in Annual Reports data differs from that for traditional candidates. While traditional candidates who complete a student teaching or internship clinical practice are included in our reports according to program completion date, job-embedded candidates are included based on enrollment date. Both types of educators are qualified to serve as teacher-of-record if they obtain a Tennessee license and are employed by a district. Both dates (program enrollment and completion) are reported by the EPP in TNCompass, and directly inform the creation of each year's cohort data set.

In most cases, data points included on the Annual Reports are representative of all three cohorts. Tool tips, boxes of information that appear when a user scrolls over a data point, allow the user to view each cohort separately. Three years of data will continue to be included on the reports with older cohorts removed while new cohorts are added.

Metric values on Annual Reports were suppressed if fewer than ten people from an EPP were identified as being included in the metric. This suppression often occurs when data are disaggregated at a granular level such as endorsement area or clinical type.

### Data Collection Process

Initial data for the Annual Reports were generated via an export of all cohort members who were recommended or initial licensure in TNCompass, provided by the TNCompass vendor RANDA. State Board of Education and Tennessee State Department of Education staff then sent these rosters to EPPs to validate completeness and accuracy and supply additional data points, such as demographics and admissions and assessment information. The State Board of Education and the Tennessee Department of Education worked with providers to verify the accuracy of their data submissions. Various state data systems were then used to gather additional information on the reported cohort members, such as observation scores, TVAAS scores, and employment data. These data serve as the foundation for the Annual Reports. In addition to data obtained through state databases, the Annual Reports include assessment data obtained from Educational Testing Services (ETS) and Pearson (edTPA).

## Annual Reports

The [Educator Preparation Policy 5.504](#) sets the expectations that Annual Reports will be used as a formal part of the accountability process for Educator Preparation Providers (EPPs). Annual Reports are divided into two components, the Insights Tool and the Performance Report. The Insights Tool provides EPPs with detailed information to support continuous improvement. The Performance Report provides EPPs, the state, and review teams with data that can be used to inform the decision to conduct an interim review between program review cycles when an EPP consistently falls below expectations and inform approval recommendations during comprehensive reviews.

### Insights Tool

The Insights Tool allows EPPs to examine completer data by cohort, program, endorsement, and clinical type to better understand the impact and effectiveness of the teacher preparation program. The Insights Tool provides data to EPPs across five domains, with metrics within each domain to further disaggregate data about candidates across three cohorts of program completers.

The five domains within the Insights Tool include: Candidate Recruitment, Employment and Retention, Candidate Assessment, Completer Satisfaction, and Completer Impact and Effectiveness. Combined, these domains represent the broad scope of preparation and experience for educators in the state of Tennessee. The metrics within each of the domains provide a deep dive into candidate data.

*Table 1: Insights Tools Domains and Subdomains*

Domain	Subdomains
<b>Domain 1: Candidate Recruitment and Selection</b>	Admissions Assessment, Race and Ethnicity, Sex, and High-Needs Endorsement Areas
<b>Domain 2: Employment and Retention</b>	Overall Employment Rate, First Year Employment Rate, Two Year Retention Rate, and Three-Year Employment Rate
<b>Domain 3: Candidate Assessment</b>	Pedagogical Assessment, Literacy Assessment, and Specialty Area Assessment
<b>Domain 4: Completer, Partner, and Employer Satisfaction</b>	Completer Satisfaction
<b>Domain 5: Completer Effectiveness and Impact</b>	Overall Evaluation Ratings, TVAAS Ratings, Observation Ratings, Average Observation Domain Scores, and Average Observation Indicator Scores

## Domain 1: Candidate Recruitment and Selection

The Candidate Recruitment and Selection domain includes four subdomains. Data for these metrics were reviewed and verified by EPPs as a part of the data collection process facilitated by the State Board and the Department of Education.

These metrics use data obtained for completers and educators enrolled in job-embedded preparation programs. As a result, these metrics do not reflect the admitted cohort of candidates for each EPP. For example, this process did not collect GPA data for individuals who were admitted to the preparation program but did not complete the program. Assessing this information could further illuminate the relationship between selection characteristics and successful program completion. In the future, the department will develop a plan for collecting data on individuals who have been admitted to an educator preparation program. The metrics of each of the subdomains is described in detail below.

### Admissions Assessment

#### *Percentage with ACT of 21+*

<i>Metric Description</i>	This metric reports the percentage of individuals with a reported ACT score of 21 or greater.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the total number of individuals with a reported ACT score of 21 or greater by the total number of individuals with a reported ACT score.

#### *Percentage with SAT of 1020+*

<i>Metric Description</i>	This metric reports the percentage of individuals with a reported SAT score of 1020 or greater.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the number of individuals with a reported SAT score of 1020 or greater by the total number of individuals with a reported SAT score.

#### *Average GRE score*

<i>Metric Description</i>	This metric reports the average of reported GRE scores.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the sum of reported GRE scores by the total number of individuals with a GRE score.

#### *Percentage passed Praxis Core (reading, writing, and math)*

<i>Metric Description</i>	This metric reports the percentage of passing scores received on Praxis Core (i.e., reading, writing, and math) assessments.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the number of passing scores for individual Praxis Core tests by the total number of Praxis Core scores reported.



*Percentage of candidates with 2.75+ undergraduate GPA*

<i>Metric Description</i>	This metric reports the percentage of individuals with a 2.75 or higher undergraduate GPA.
<i>How is this data calculated?</i>	This metric is calculated by dividing the total number of individuals with a 2.75 or higher undergraduate GPA by the total number of individuals with any undergraduate GPA.

*Average program GPA*

<i>Metric Description</i>	This metric reports the average GPA of program candidates.
<i>How is this data calculated?</i>	This metric is calculated by dividing the sum total of average program GPAs by the total number of program GPAs reported.

**Race and Ethnicity**

*Percentage of completers in underrepresented racial and ethnic categories and distribution of completers by race and ethnicity*

<i>Metric Description</i>	This metric reports the percentage of individuals in underrepresented racial and ethnic categories and the distribution of individuals by race and ethnicity.
<i>How is this data calculated?</i>	<p>This metric is calculated by dividing the total number of individuals with a race and ethnicity reported other than White by the total number of individuals with a reported race or ethnicity.</p> <p>The metric that presents the distribution of completers by race and ethnicity is calculated by dividing the total number of individuals within each reported racial or ethnic group by the total number of individuals with a reported race or ethnicity.</p>
<i>Additional Metric Specific Information</i>	Cohort members whom ethnicity was identified as Hispanic or Latino were included in the underrepresented racial and ethnic category. Cohort members whose race was not reported are not included for this metric.

**Sex**

*Percentage of male completers and distribution of completers by sex*

<i>Metric Description</i>	This metric reports the percentage and distribution of male completers.
<i>How is this data</i>	This metric is calculated by dividing the number of male

<i>calculated?</i>	<p>completers by the total number of individuals with a reported sex.</p> <p>The distribution of completers by sex metric is calculated by dividing the total number of individuals within each reported sex by the total number of individuals with a reported sex.</p>
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**High-Needs Endorsement**

*Percentage of completers endorsed in high-needs subject areas*

<i>Metric Description</i>	This metric reports the percentage of individuals obtaining endorsements in high-needs subject areas.
<i>How is this data calculated?</i>	This metric is calculated by dividing the number of individuals with a high-needs endorsement reported by the total number of individuals with an endorsement reported.
<i>Additional Metric Specific Information</i>	<p>The following endorsement codes are identified as high-needs subject areas:</p> <ul style="list-style-type: none"> <li>• English as a Second Language (490)</li> <li>• Secondary Math (125, 413, 2002)</li> <li>• Biology (126, 415)</li> <li>• Chemistry (127, 416)</li> <li>• Physics (129, 417)</li> <li>• Spanish (142, 169, 409, 495)</li> <li>• Special Education Modified (460)</li> <li>• Special Education Comprehensive (461)</li> <li>• Special Education Interventionist (144, 145)</li> </ul>

## Domain 2: Completer Employment and Retention

The Completer Employment and Retention domain includes four subdomains. These metrics use educator staffing data from the Tennessee Department of Education. In addition, all cohort members with evaluation data in a given school year are counted as employed. The metrics of each of the subdomains are described in detail below.

### Overall Employment Rate

*Percentage Employed within Three Years*

<i>Metric Description</i>	This metric represents the percentage of completers with a Tennessee license number who were employed in a Tennessee public school in the first, second, or third year following program completion or, in the case of job-embedded candidates, following program enrollment.
<i>How is this data calculated?</i>	This metric is calculated by dividing employed individuals by the total number of individuals from cohorts 1, 2 and 3 who obtained a Tennessee teaching license.

### First Year Employment Rate

*Percentage Employed in First Year*

<i>Metric Description</i>	This metric represents the percentage of completers with a Tennessee license number who were employed in a Tennessee public school in the first year following program completion or in the case of job-embedded candidates, following program enrollment.
<i>How is this data calculated?</i>	This metric is calculated by dividing the number of individuals employed by the total number of individuals from the cohorts 1, 2 and 3 who obtained a Tennessee teaching license and had the potential to be employed for a single year.

### Two-Year Retention Rate

*Percentage Retained for Two Years*

<i>Metric Description</i>	This metric represents the percentage of completers with a Tennessee license number who were employed in a Tennessee public school in the first year and second year following program completion or in the case of job-embedded candidates, following program enrollment.
<i>How is this data calculated?</i>	This metric is calculated by dividing individuals employed for two years by the number of individuals who were employed for one year, with the potential to be employed a second year.
<i>Additional Metric Specific Information</i>	Numerators for this metric are inclusive of individuals who were employed in a single year and were eligible to be employed for a second year. For some educators, this metric would explore two years of potential employment, while for others it may include three years of potential employment, dependent on the associated

	cohort year and clinical practice type.
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**Three-Year Retention Rate**

*Percentage Retained for Three Years*

<i>Metric Description</i>	This metric represents the percentage of completers with a Tennessee license number who were employed in a Tennessee public school during both the 2018-19 and 2019-20 academic years.
<i>How is this data calculated?</i>	This metric is calculated by dividing individuals employed for three years by the number of individuals who were employed for two years, with the potential to be employed a third year.

## Domain 3: Candidate Assessment

The Candidate Assessment domain includes three subdomains. These metrics use data collected from Pearson or ETS. The department receives edTPA data through a data-sharing agreement with Pearson. The department receives Praxis scores through a data-sharing agreement with ETS. The metrics of each of the subdomains are described in detail below.

### Pedagogical Assessment

#### *Average edTPA Score*

<i>Metric Description</i>	This metric reports the average of cohort members edTPA scores.
<i>How is this data calculated?</i>	This metric is calculated by dividing the sum of reported edTPA scores by the total number of individuals with a reported edTPA score.
<i>Additional Metric Specific Information</i>	edTPA score data are based on the maximum score reported for a candidate based on candidates' requests to have scores sent the department or candidates' identification of a Tennessee EPP as the "Attending Institution."

#### *Percentage passed: Principles of Learning and Teaching (PLT)*

<i>Metric Description</i>	This metric reports the percentage of cohort members receiving passing scores on the PLT assessment.
<i>How is this data calculated?</i>	This metric is calculated by dividing the number of passing scores for each PLT assessment by the total number of PLT scores reported. If an individual attempted an assessment multiple times, the first two attempts are included in the calculation.
<i>Additional Metric Specific Information</i>	PLT score data include assessment attempts based on candidates' requests to have scores sent to the department or candidates' identification of a Tennessee EPP as the "Attending Institution."

### Literacy Assessment

#### *Percentage passed Reading Assessments*

<i>Metric Description</i>	This metric reports the percentage of cohort members receiving passing scores on the Reading: Elementary Education and Reading Across the Curriculum: Elementary assessments.
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<i>How is this data calculated?</i>	This metric is calculated by dividing the number of passing scores for each assessment by the total number of scores reported. If an individual attempted an assessment multiple times, the first two attempts are included in the calculation.
<i>Additional Metric Specific Information</i>	These data were collected from ETS and include assessment attempts based on candidates' requests to have scores sent to the department or candidates' identification of a Tennessee EPP as the "Attending Institution."

**Specialty Area Assessment**

*Percentage of Completers Passing Required Specialty Area Assessments*

<i>Metric Description</i>	This metric reports the percentage of cohort members receiving passing scores on specialty area assessments.
<i>How is this data calculated?</i>	This metric is calculated by dividing the number of passing scores for each assessment by the total number of scores reported. If an individual attempted an assessment multiple times, the first two attempts are included in the calculation.
<i>Additional Metric Specific Information</i>	<p>This metric is based on data from ETS and includes all scores reported for each specialty area (content) assessment. These data include assessment attempts based on candidates' requests to have scores sent to the department or candidates' identification of a Tennessee EPP as the "Attending Institution."</p> <p><i>Note: Assessments taken that were not required for the endorsements related to a candidate/completer program area are excluded from these analyses.</i></p>

## Domain 4: Completer, Employer, and Partner Satisfaction

The Completer, Employer, and Partner Satisfaction domain includes one subdomain currently. This metric uses data obtained from the Tennessee Educator Survey, which is conducted each spring by the Tennessee Department of Education in partnership with the Tennessee Education Research Alliance (TERA). All educators in public and charter schools receive a personalized invitation to complete the survey. The Early Career branch of the survey is for educators in their first three years of teaching. For information about the survey, click [here](#).

### Completer Satisfaction

*Percentage of novice teachers indicating they were well-prepared*

<i>Metric Description</i>	This metric reports the percentage of novice teachers indicating that they were well-prepared by their EPP's coursework and program content prepared for their current role as a teacher.
<i>How is this data calculated?</i>	This metric is calculated by dividing the number of completers who selected <i>somewhat</i> or <i>well-prepared</i> when responding to each item by the number of completers responding to each item.

## Domain 5: Completer Effectiveness

The Completer Effectiveness domain has five subdomains. All metrics in this domain use data obtained from the Tennessee Department of Education’s evaluation database (TNCompass). If an individual has a level of effectiveness (LOE), TVAAS, or Observation rating, they are included in the relevant metric. It is possible that an individual does not have all three of these data points but is included in an evaluation metric for which there is data. The overall distribution of ratings (such as LOE, TVAAS, and Observation) includes data from all approved models (TEAM, TEM, and Project COACH) recorded in TNCompass. Data from TEM and Project COACH are not included in domain and indicator observation ratings as individual observation data are not currently recorded in TNCompass. Average scores across all observation metrics are converted to whole numbers using the same process used in the TEAM evaluation model. The range conversion can be found in the table below.

*Table 2: TEAM Score Conversion*

Average Score	Corresponding Level
Less than 2	Level 1
Greater than or equal to 2 and less than 2.75	Level 2
Greater than or equal to 2.75 and less than 3.5	Level 3
Greater than or equal to 3.5 and less than 4.25	Level 4
Greater than or equal to 4.25 and less than or equal to 5	Level 5

Note: Some of these metrics are not available this year due to the COVID-19 pandemic.

### Overall Evaluation Ratings

*Percentage of completers with LOE of Level 3 or higher*

<i>Metric Description</i>	This metric reports the percentage of individuals with a level of overall effectiveness (LOE) of Level 3 or higher.
<i>How is this data calculated?</i>	This metric is calculated by dividing the total number of LOE ratings of 3 or higher obtained by individuals in cohorts 1, 2, and 3 by the total number of LOE ratings obtained by individuals from cohorts 1, 2, and 3 who held a license and had an LOE in TNCompass.

*Distribution of Overall Evaluation Ratings*

<i>Metric Description</i>	This metric reports the percentage of individuals earning each level of effectiveness rating (1, 2, 3, 4, or 5).
<i>How is this data calculated?</i>	This metric is calculated by dividing the number of each LOE rating (1, 2, 3, 4, or 5) obtained by individuals in cohorts 1, 2, and 3 by the



	total number of individuals from cohorts 1, 2, and 3 who held a license and had a LOE rating in TNCompass.
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### **TVAAS Ratings**

#### *Percentage of Completers with TVAAS of level 3 or Higher*

<i>Metric Description</i>	This metric reports the percentage of individuals with TVAAS rating of 3 or higher.
<i>How is this data calculated?</i>	This metric is calculated by dividing the total number of individuals from cohorts 1, 2, and 3 with a TVAAS rating of 3 or higher by the total number of individuals from cohorts 1, 2, and 3 who held a license and had a TVAAS rating in TNCompass.

#### *Distribution of TVAAS Ratings*

<i>Metric Description</i>	This metric reports the percentage of individuals earning each TVAAS rating (1, 2, 3, 4, or 5).
<i>How is this data calculated?</i>	The distribution of TVAAS ratings metric is calculated by dividing the number of individuals from cohorts 1, 2, and 3 who earned a TVAAS rating (1, 2, 3, 4, or 5) by the number of individuals from cohorts 1, 2, and 3 who held a license and had a TVAAS rating in TNCompass.

### **Observation Ratings**

#### *Percentage of Completers with Observation Ratings of Level 3 or Higher*

<i>Metric Description</i>	This metric reports the percentage of individuals with observation ratings of level 3 or higher.
<i>How is this data calculated?</i>	This metric is calculated by dividing the total number of observation ratings of 3 or higher obtained by individuals in cohorts 1, 2, and 3 by the total number of observation ratings obtained by individuals from cohorts 1, 2, and 3 who held a license and had an observation rating in TNCompass.

#### *Distribution of Observation Ratings*

<i>Metric Description</i>	This metric reports the percentage of individuals earning each observation rating (1, 2, 3, 4, or 5).
<i>How is this data calculated?</i>	The distribution of observation ratings metric is calculated by dividing the number of individuals from cohorts 1, 2, and 3 who earned each observation rating (1, 2, 3, 4, or 5) by the number of observation ratings obtained by individuals from cohorts 1, 2, and

	3 who held a license and had an observation rating in TNCompass.
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**Average Observation Domain Scores**

*Average Instruction, Environment, and Planning Scores*

<i>Metric Description</i>	This metric reports the average Instruction, Environment, and Planning indicator scores.
<i>How is this data calculated?</i>	<p>This metric is calculated first at the individual educator level by dividing the sum of all indicator scores within each domain and dividing by the total number of indicators scored within each domain. The average obtained at the educator level for each domain is then converted to a whole number.</p> <p>Once each educator’s domain average is calculated, the final metrics are calculated by dividing the sum of all educator domain scores by the number of individuals with a domain score on record.</p>

**Average Observation Indicator Scores**

*Average Scores for All Indicators*

<i>Metric Description</i>	This metric reports the average scores for all indicators.
<i>How is this data calculated?</i>	<p>This metric is calculated first at the individual educator level by dividing the sum of all indicator scores within each indicator and dividing by the total number of times an educator was observed on each indicator. The average obtained at the educator level for each indicator is then converted to a whole number.</p> <p>Once each educator’s indicator average is calculated, the final metrics are calculated by dividing the sum of all educator indicator scores by the number of individuals with an indicator score on record.</p>

## Performance Report

The Performance Report previously assessed EPP’s effectiveness on key metrics across five domains, as listed below.

Due to the lack of teacher evaluation data from the 2019-20 school year and the continued impact of the COVID-19 pandemic on public schools during the 2020-21 school year, EPPs are not receiving ratings in every domain this year. The table below details the domains and metrics that are included on the 2022 Performance Report.

*Table 3: Domains and Metrics of the Performance Report*

Domain	Performance Report Metrics
Domain 1: Candidate Recruitment and Selection	Percentage of undergraduate candidates meeting an admissions assessment expectation, Percentage of candidates meeting the minimum undergraduate GPA expectation, Average Undergraduate GPA, Percentage of completers from an underrepresented racial/ethnic group, Percentage of completers who are male, Percentage of completers who receive a high-needs endorsement
Domain 2: Employment and Retention	Percentage of completers employed for at least two years
Domain 3: Candidate Assessment	Percentage of completers who pass the required pedagogical assessment, Percentage of completers who pass the required pedagogical assessment, Percentage of completers who pass the required pedagogical assessment
Domain 4: Completer, Partner, and Employer Satisfaction	This domain is not currently included on the Performance Report.
Domain 5: Completer Effectiveness and Impact	Percentage of Overall Level of Effectiveness ratings at or above 3, Percentage of TVAAS ratings at or above 3, Percentage of Observation ratings at or above 3

The 2019 Performance Report applies the established thresholds for meeting expectations for each domain and overall. To meet expectations at the domain level, the EPP must meet expectations on

the required number of key metrics. The required number of key metrics varies depending on the number of metrics within each domain. To meet expectations at the overall level, the EPP must meet expectations on the required number of domains. The expectations and metrics of each domain are detailed below.

*Domain 1: Candidate Recruitment and Selection*

Metric	Expectation
Percentage of undergraduate candidates meeting an admissions assessment expectation	95 percent of candidates obtained a 21 ACT, or a 1020 SAT, or passed all Praxis Core exams
Percentage of candidates meeting the minimum undergraduate GPA expectation	95 Percent of candidates were admitted with an undergraduate GPA of 2.75 or higher
Average Undergraduate GPA	Average undergraduate GPA is at or above 3.0
Percentage of completers from an underrepresented racial/ethnic group	Growth over time (2018-19 compared to 2020-21) or 22% of completers come from an underrepresented racial/ethnic group
Percentage of completers who are male	Growth over time (2018-19 compared to 2020-21) or 22% of completers are male
Percentage of completers who receive a high-needs endorsement	Growth over time (2018-19 compared to 2020-21) or the EPP is in the 75th percentile (or higher) for production of educators who receive a high-needs endorsement
<p><b>Standard for Meeting Expectations</b></p> <p>An EPP must meet four of the six metrics to meet expectations in Domain 1. If an EPP has fewer than six metrics reported the following scaled set of expectations has been established:</p> <ul style="list-style-type: none"> <li>• If an EPP has four or five metrics reported, the EPP must meet expectations for three metrics.</li> <li>• If an EPP has three or fewer metrics reported, the EPP will not be evaluated on this domain.</li> </ul>	

*Domain 2: Employment and Retention*

Metric	Expectation
Percentage of completers employed for at least	85 percent of completers are employed for at

two years	least two years
<b>Standard for Meeting Expectations</b>	
An EPP must meet the expectation for this metric to meet expectations for this Domain 2. If an EPP is not scored for this domain, it will not count towards the overall expectations.	

*Domain 3: Candidate Assessment*

Metric	Expectation
Percentage of completers who pass the required pedagogical assessment	90 percent of completers pass the required pedagogical assessment within two attempts
Percentage of completers who pass a required literacy assessment	90 percent of completers pass the required literacy assessment within two attempts
Percentage of completers who pass required specialty area assessments	90 percent of completers pass the required specialty area assessment(s) within two attempts
<b>Standard for Meeting Expectations</b>	
An EPP must meet two of the three metrics to meet expectations in Domain 3. If an EPP has fewer than three metrics reported the following scaled set of expectations has been established:	
<ul style="list-style-type: none"> <li>• If an EPP has two metrics reported, then expectations for both metrics must be met.</li> <li>• If an EPP has fewer than two metrics reported, the EPP will not be evaluated on this domain.</li> </ul>	

*Domain 4: Completer, Partner, and Employer Satisfaction*

This domain is not currently included on the Performance Report.
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*Domain 5: Completer Effectiveness and Impact*

Metric	Expectation
Percentage of Overall Level of Effectiveness ratings at or above 3	85 percent of completers have LOE ratings are 3 or higher
Percentage of TVAAS ratings at or above 3	Percentage of completers have TVAAS ratings of 3 or higher meets or exceeds the state average
Percentage of Observation Ratings at or above	90 percent of completers have observation

3	ratings of 3 or higher
<b>Standard for Meeting Expectations</b>	
<p>An EPP must meet two of the three metrics or meet the TVAAS metric to meet expectations in Domain 5. If an EPP has fewer than three metrics reported the following scaled set of expectations has been established:</p> <ul style="list-style-type: none"> <li>• If an EPP has two metrics reported, then expectations for both metrics must be met.</li> <li>• If an EPP has fewer than two metrics reported, the EPP will not be evaluated on this domain.</li> <li>• An EPP may meet expectations for this domain by meeting expectations on the TVAAS metric.</li> </ul>	

The following table provides details regarding overall expectations of performance.

*Table 4: Performance Report Overall Expectations*

<i>Metrics</i>	Four domains are considered for overall performance, which include Domain 1: Candidate Recruitment and Selection, Domain 2: Employment and Retention, Domain 3: Candidate Assessment, and Domain 5: Completer Effectiveness and Impact.
<i>Standards for Meeting Expectations</i>	<p>An EPP must meet expectations on three of the four domains, one of which must be Domain 5, to receive an overall meets expectations performance rating. If an EPP has fewer than four domains reported the following scaled set of expectations has been established:</p> <ul style="list-style-type: none"> <li>• If an EPP has three domains reported, then expectations for all three domains must be met, one of which must be Domain 5.</li> <li>• If an EPP has fewer than three domains reported, the EPP will not be evaluated at the overall level.</li> </ul>