



# PROGRAM EVALUATION DIVISION

## NORTH CAROLINA GENERAL ASSEMBLY

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# Opportunities Exist to Enhance the Effectiveness of the Educator Preparation Program Data Reporting System

## Summary

The Joint Legislative Program Evaluation Oversight Committee's 2015–17 work plan directed the Program Evaluation Division to examine Educator Preparation Programs (EPPs), which provide students with the knowledge and skills to become licensed teachers. This evaluation examines how EPP data are analyzed and reported and considers options for improvement.

**North Carolina currently has 47 EPPs housed within public, private, or independent colleges and universities.** The General Assembly, State Board of Education, Professional Educator Preparation and Standards Commission (PEPSC), and Council for the Accreditation of Education Preparation provide standards by which EPPs receive state approval and national accreditation. Two annual reports produced by the Department of Public Instruction (DPI) for each EPP represent the main oversight assessment tools available.

**Current EPP reports contain a wealth of information, but the dispersion of this data and lack of uniformity and helpful metrics render the reports ineffective.** DPI generates almost 100 reports annually, complicating comparative assessment. Also, sample size issues and data aggregation problems may mask performance discrepancies.

**New state law strengthens EPP accountability through the creation of PEPSC and stringent sanctions, the directive to develop performance metrics and risk factor reports, and the transfer of all EPP data to the UNC Quality Educator Dashboard; however, these changes come with challenges.** Sanctioning EPPs based on disaggregated performance data of demographic groups creates enforcement issues. Integrating private EPP data into the UNC dashboard presents management and branding issues. Also, the new law lacks an employment performance metric category.

**The State has the data and advisory bodies needed to adopt a streamlined approach to reporting in the form of a performance-based, weighted model.** The model reflects state priorities and assess EPP performance individually and comparatively. The Program Evaluation Division built such a model to demonstrate the State's ability to enhance reporting.

To address these findings, the General Assembly should

- add an EPP employment performance standard to state law;
- direct adoption of a small group exception for EPP sanctioning;
- direct development of a plan for incorporating private EPP data into the UNC Educator Quality Dashboard and management thereof; and
- require the State Board of Education, DPI, and PEPSC to jointly design a performance-based, weighted model for reporting EPP data to replace current reporting efforts.