Louisiana Believes

Teacher Preparation Quality Rating System: Teacher Quality Proposal

November 2018

DEPARTMENT of EDUCATION

Agenda

- Teacher Preparation Quality Rating System Overview

- Milestones for the Learning Phase (2018-2019 and 2019-2020)

- Teacher Quality Index: Proposal

- Next Steps

Quality Rating System Overview

Teacher Preparation Quality Rating System: Development

June 2016
BESE approved and BOR endorsed the development and implementation of updated policies relative to the initial and ongoing approval of teacher preparation programs, and charged BESE and BOR with forming a workgroup to guide the development of these policies.

Winter 2016
The teacher preparation workgroup was formed and convened to develop recommendations relative to the initial and ongoing approval of teacher preparation programs. The workgroup was led by Dr. Bob Pianta and included representation from BESE, BOR, LACTE, national experts and Dr. George Noell. The recommendations were memorialized in a memo that was disseminated to BESE.

March 2017
Approximately 25 Deans and Directors met to discuss the accountability work group's recommendations, including the **transition timeline** and **draft policies** with **proposed domains**.

May 2017
More than 40 Deans and Directors were provided with additional details relative to the quality rating proposal, including **simulated ratings**, **on-site review cost estimates**, and information relative to the formation of an **advisory group**, which would advise BESE on the continued development of the quality rating system.
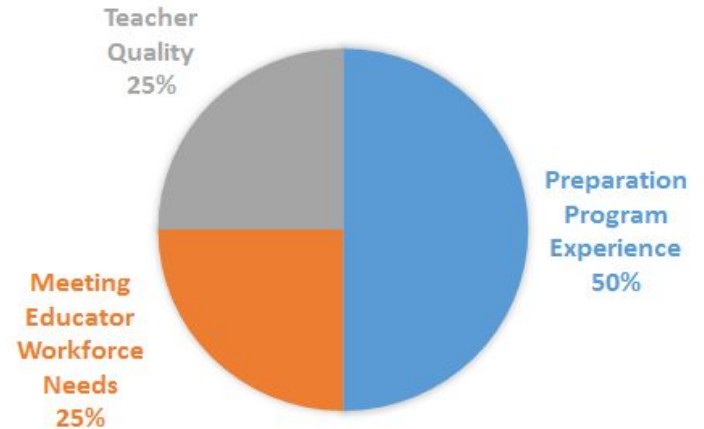
June 2017
BESE approved the Teacher Preparation Quality Rating System (See Bulletin 996, Chapter 4)

Teacher Preparation Quality Rating System

The purpose of the Teacher Preparation Quality Rating System is to:

- Provide teacher preparation providers with meaningful information for improvement
- Identify programs of excellence and programs in need of improvement and, therefore, inform enrollment and hiring decisions, and interventions
- Reward programs for meeting Louisiana's educator workforce needs, particularly in rural communities, and in terms of high-need certification areas

Teacher Quality 25%

Preparation Program Experience 50%

Meeting Educator Workforce Needs 25%

Teacher Preparation Quality Rating System: Key Elements

Preparation Program Experience	Meeting Educator Workforce Needs	Teacher Quality
- Quality of Selection - Quality of Content Knowledge and Teaching Methods - Quality of Clinical Placement, Feedback, and Candidate Performance - Quality of Program Performance Management	- Percentage of program completers in high-need certification areas - Percentage of residents placed in high-need schools	Value-added results of program completers

Teacher Preparation Quality Rating System: Phase In

	2017-2018	2018-2019 and 2019-2020	2020-2021 and 2021-2022
	RESEARCH PHASE	LEARNING PHASE	ACCOUNTABILITY CYCLE 1
Measures	Measures will be researched and updates will be proposed to BESE in 2018, if necessary	Measures will be reported and updates will be proposed to BESE in 2020, if necessary	Measures will be used for accountability purposes
Performance Profiles	Will be produced in spring 2019, however, will not be reported publicly	Will be produced each winter (2020 and 2021) and publicly reported for informational purposes only	Will be produced each winter and publicly reported
Quality Rating	Will not be produced	Will be produced in winter 2021 and will be publicly reported for informational purposes only	Will be produced in winter 2023 and will be used to make ongoing approval decisions.
Ongoing program approval decisions	Not applicable	Will not be made	- Will be made in 2023 - Providers that receive a rating of Level 3 or above will move to a four-year accountability cycle

Teacher Preparation Quality Rating System: Learning Phase Milestones

Academic Year	Timeline	Milestone
2018-2019	Sept. 2018	Business rules relative to teacher preparation quality rating system finalized
	Oct. 2018-May 2019	16 preparation providers participate in on-site reviews
	Nov. 2018	Data verification process for performance profiles launches
	Winter 2018	BESE considers index for Teacher Quality domain
	Spring 2019	Performance profiles released to teacher preparation providers

Teacher Preparation Quality Rating System: Learning Phase Milestones

Academic Year	Timeline	Milestone
2019-2020	Oct. 2019-May 2020	Remaining 11 preparation providers participate in on-site reviews
	Nov. 2019	Data verification process for performance profiles launches
	Winter 2019	Performance profiles publicly released; no stakes attached to ratings

Proposal

Teacher Quality Domain: Goals

The teacher preparation accountability workgroup recommended that value-added results be included as part of the teacher preparation quality rating system and recommended that the Department develop an index for this domain.

The goals for the Teacher Quality index are as follows:
- The index should be on a scale of 1-4, as this is the scale used for the other domains and for the overall rating
- The index should be kept as simple as possible, so that all stakeholders can easily draw meaning from it
- To the extent possible, the index should align to the reporting methodology used in teacher, school, and school system accountability

Process for Developing Teacher Quality Domain Index Proposal

Based upon this recommendation, the Department worked with Dr. George Noell to develop and test fair and reliable indices for this domain.

The following proposal is being recommended for its clarity and its alignment to teacher and school accountability.

Methodology

The following rules were used in developing the proposal:
- Only the first year of value-added data following program completion was used
- A rating was only generated if the teacher preparation provider had at least 10 program completers with value added results over a period of three years.
  - Using these rules, 26 pathways (62 percent) received a Teacher Quality rating.
  - This means that the overall quality rating for pathways with less than ten program completers with value-added results will be generated using only the domains for which a rating can be calculated (i.e. Preparation Program Experience/Meeting Educator Workforce Needs)

Teacher Quality Index Proposal

Proposal
Score ranges are based on the percentage of program completers with Effective Proficient (EP) and Highly Effective (HE) value-added results.
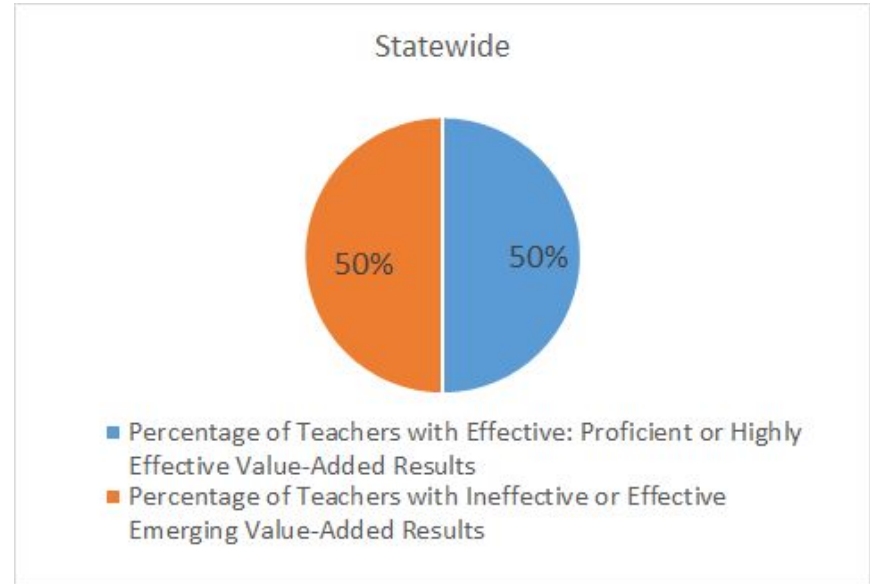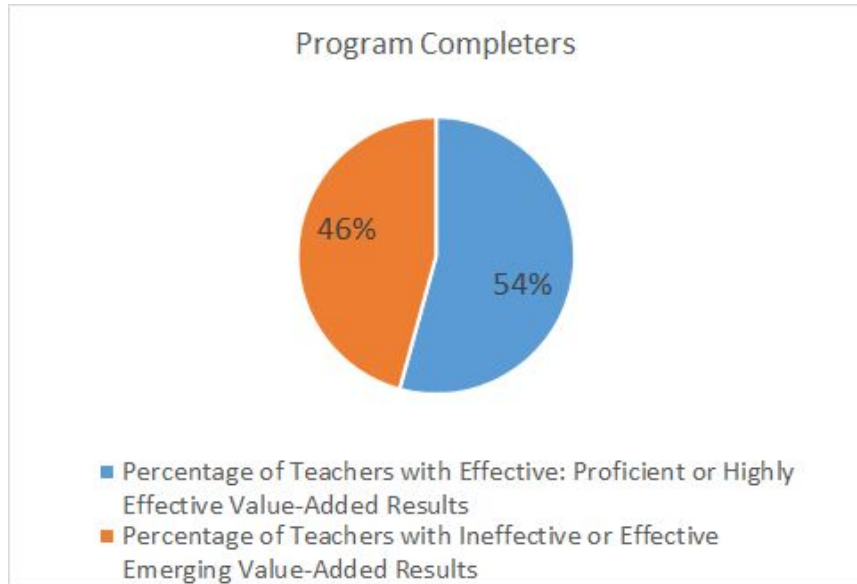
Rationale
This proposal was chosen for its clarity and alignment to the K12 accountability system. Statewide, 50 percent of teachers earn Effective: Proficient and Highly Effective results each year. This proposal compares the outcomes of program completers to the state average.

Rating	Percentage of program completers with Effective Proficient and Highly Effective value-added results
Level 1: Ineffective	Effective Proficient and Highly Effective <35
Level 2: Needs Improvement	Effective Proficient and Highly Effective >=35 and <50
Level 3: Effective	Effective Proficient and Highly Effective >=50 and <65
Level 4: Highly Effective	Effective Proficient and Highly Effective >=65

Distribution of Value-Added Results

The distribution of program completers with Effective:Proficient and Highly Effective value-added results is very similar to the statewide distribution.

Program Completers

46%
54%

- Percentage of Teachers with Effective: Proficient or Highly Effective Value-Added Results
- Percentage of Teachers with Ineffective or Effective Emerging Value-Added Results

Statewide

50% 50%

- Percentage of Teachers with Effective: Proficient or Highly Effective Value-Added Results
- Percentage of Teachers with Ineffective or Effective Emerging Value-Added Results

Teacher Quality Index Proposal

Example

Delombre University operates undergraduate programs and had 100 program completers with value-added results over a period of two years with the below distribution.

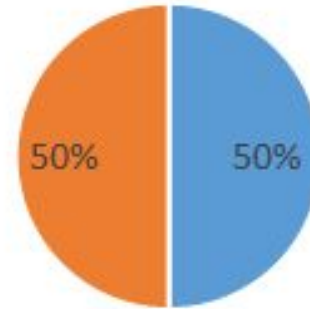| Value-added Results	Number of Program Completers	Percentage of Program Completers
Ineffective	10	10%
Effective: Emerging	40	40%
Effective: Proficient	40	40%
Highly Effective	10	10%

Since 50 percent of Delombre University's program completers have Effective: Proficient and Highly Effective value-added results, the rating for this domain is **Level 3 (Effective)**.

Program Completers

50%   50%

■ Percentage with Effective: Proficient or Highly Effective Value-Added Results
■ Percentage with Ineffective or Effective Emerging Value-Added Results

Teacher Quality Index Proposal

Using this index, 11 pathways (42 percent) earn a Level 3 or higher.

Pathway	Level 1 Effective Proficient/Highly Effective <35	Level 2 Effective Proficient/Highly Effective>=35 and <50	Level 3 Effective Proficient/Highly Effective >=50 and <65	Level 4 Effective Proficient/Highly Effective >=65
Post-Baccalaureate	1 (7%)	6 (43%)	6 (43%)	1 (7%)
Undergraduate	3 (25%)	5 (42%)	4 (33%)	0 (0%)

Next Steps

Next Steps

The Department will discuss the proposed Teacher Quality Index:
- with leadership from the Educator Research Consortium in early November;
- with teacher preparation providers during the regional collaborations on November 13 and November 15;
- during a webinar that will take place following the collaborations.

BESE will be asked to consider the Teacher Quality Index during the December or January meeting.

Appendix: Other Proposals

Other Proposals

Type	Considerations
Average VAM percentile rank for each teacher preparation provider	● Complicated
Percentage of program completers with Highly Effective value-added results greater than or equal to the state and program completers with Ineffective value-added results less than or equal to state	● Complicated ● Providers could end up in multiple categories
Set target for Effective: Proficient (EP) and Highly Effective (HE) results at the 90th percentile and the minimum for EP/HE at the 10th percentile; set cut scores for ratings of 2 and 3 based upon relation to minimum and target	● Similar to methodology used in TN ● Complicated

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