

Data	Metrics to Include in the Accountability System	Decision Point Answers	Committee Decisions
Placement Rate Data	<p>Include the percentage of completers who become employed in an instructional position in a Florida public school district their <u>first or second year</u> following program completion.</p>	<p><i>How many cohorts of completers should be included? Could be anywhere from 1 to 5.</i></p> <ul style="list-style-type: none"> • Include 3 cohorts <p><i>Should this element be considered at the institution-district level or at the program level?</i></p> <ul style="list-style-type: none"> • Include Institutional and Program Level Data 	<p>Committee elected to include placement rate data based on the percentage of completers who become employed their first or second year following program completion using 3 cohorts at both the program and institutional level.</p>
Retention Data	<ol style="list-style-type: none"> 1. Include the percentage of completers <u>continuously employed</u> in an instructional position in a Florida public school district at the third year and fifth year marks. 2. Include the percentage of completers employed in an instructional position in a Florida public school district at the third year and fifth year mark after program completion. 	<p><i>How many cohorts of completers should be included? Could be anywhere from 1 to 5.</i></p> <ul style="list-style-type: none"> • Include 3 cohorts <p><i>Should this element be considered at the institution-district level or at the program level?</i></p> <ul style="list-style-type: none"> • Include Institutional and Program Level Data 	<p>Committee elected to include retention data based on the percentage of completers continuously employed in an instructional position at the third and fifth year marks; as well as percentage of completers who are employed in year 3 and year 5 following program completion using 3 cohorts at both the program and institutional level.</p>

(Continuously employed = Employed continuously in an instructional position in any Florida public school district regardless of district)

Critical Teacher Shortage Area Data	<ol style="list-style-type: none"> 1. Include the percentage of completers who become employed in a critical teacher shortage area instructional position in any Florida public school district their <u>first or second year</u> following program completion is included in the accountability system. 2. Include the total number of candidates produced in a critical teacher shortage area. 	<p><i>How many cohorts of completers should be included? Could be anywhere from 1 to 5.</i></p> <ul style="list-style-type: none"> • Include 3 cohorts <p><i>Should this element be considered at the institution-district level or at the program level?</i></p> <ul style="list-style-type: none"> • Include Institutional and Program Level Data 	<p>Committee elected to include critical teacher shortage data as an enhancement to an accountability system for teacher preparation programs based on the percentage of completers who become employed in a critical teacher shortage area their <u>first or second year</u> following program completion; as well as, and possibly compared to, <u>the total number of candidates produced</u> in a critical teacher shortage area by an institution using 3 cohorts at both the program and institutional level.</p>
Employer Satisfaction Data	<p>Committee has decided to use the percentage of completers that employers indicate meet their criteria to be rehired.</p>	<p><i>How many cohorts of completers should be included? Could be anywhere from 1 to 5.</i></p> <ul style="list-style-type: none"> • Include 3 cohorts <p><i>Should this element be considered at the institution-district level or at the program level?</i></p> <ul style="list-style-type: none"> • Include Institutional Level 	<p>Committee elected to include employer satisfaction data based on the percentage of completers that employers indicate meet their criteria to be rehired using 3 cohorts at institutional level.</p>

(Continuously employed = Employed continuously in an instructional position in any Florida public school district regardless of district)

Value-Added Model Data	<p>Committee has decided to use VAM data within an accountability system using the following metrics:</p> <ul style="list-style-type: none"> • In-program/In-field. Only include VAM data on completers who were trained in-program and teaching in-field. If VAM data is not aligned with area of certification, it should not be actionable. • Completer cohorts to include. Include VAM data for completers employed in an instructional position in a Florida public school district their <u>first year</u> following program completion. • Average VAM scores of completers from a particular institution/district • Aggregate across 3 years 	<p><i>How many cohorts of completers should be included? Could be anywhere from 1 to 5.</i></p> <ul style="list-style-type: none"> • 3 Cohorts <p><i>Should this element be considered at the institution-district level or at the program level?</i></p> <ul style="list-style-type: none"> • Include Institutional Level <p><i>Should standard error be taken into account in evaluating institutions and districts?</i></p> <ul style="list-style-type: none"> • Yes; specificity of the standard error will be determined once data is available for review by committee. • Use of standard error and confidence levels will be determined once data is available for review. • Recommendation by committee member: Include language explaining the importance of fidelity of the standard error and confidence level in order to refrain from penalizing institutions based on VAM data. 	<p>Committee elected to include Value-Added Model Data based on the average VAM score of completers who were trained in-program and teaching in-field at the institutional level employed in a Florida public school district their first year following program completion.</p> <p>Average VAM score will be used until the state defines “effective” in terms of performance on statewide assessments.</p> <p><u>Table Discussion Points:</u> Sample Size. As a default, a minimum sample size of 10 completers with VAM data should be used.</p> <p>Standard Error and Confidence Level Thresholds (keeping in mind AIR recommendations)</p>
------------------------	---	--	--

(Continuously employed = Employed continuously in an instructional position in any Florida public school district regardless of district)

Student Performance by Subgroups	Metrics will be determined at a later time.		Committee elected to include student performance by subgroup as an enhancement to an accountability system for teacher preparation programs.
Teacher Evaluation System Results	Metrics will be determined at a later time.	When overall teacher evaluation results are available (earliest by Fall of 2012), decisions will need to be reached on how to incorporate teacher evaluation results (e.g., the overall ratings, elements of the instructional practice and performance of students portions of the evaluations) into an accountability system for teacher preparation programs.	Committee elected to use teacher evaluation system results when data are available. Once data are available, decisions will need to be determined in terms of usage.

(Continuously employed = Employed continuously in an instructional position in any Florida public school district regardless of district)