



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Higher Education Committee

FROM: John L. D'Agati *John L. D'Agati*

SUBJECT: Process Used by the New York State Education Department and Institutions of Higher Education to Report Data on Teacher Education Programs to the United States Department of Education, as Required Pursuant to Title II of the Higher Education Act of 1965, as Amended.

DATE: March 9, 2015

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SUMMARY

Item for Discussion

The Office of Higher Education works with our certification assessment vendor and teacher preparation programs to collect information on students who are enrolled in and have completed New York State teacher preparation programs, which is required to be reported to the United States Department of Education (USDOE) pursuant to Title II of the Higher Education Act of 1965, as amended (when referring to the act, "HEA", and when referring to the reporting requirement pursuant to the act, "Title II"). Title II requires all institutions of higher education with teacher preparation programs that receive federal assistance under HEA to report annually on specific quality indicators related to teacher preparation.

One of these quality indicators is the certification assessment pass rates for program completers. Each fall, every teacher preparation program receiving federal assistance under HEA, or as required by the Department, must submit a data worksheet that includes a list of their teacher candidates to the Department. From this list of candidates, the programs separately identify those candidates who completed the program (program completers), as defined by Title II, within the reporting timeframe designated by USDOE, which currently is September 1 – August 31. The attachment outlines the process for the collection and verification of these data.

Title II defines a program completer as a candidate who has completed all the requirements of a state-approved teacher preparation program leading to his/her very first teaching certificate. The Department uses these reported data for three purposes: (i) Title II reporting; (ii) updating and maintaining higher education program profiles¹; and (iii) ensuring institutional accountability under the Commissioner's Regulations to determine whether corrective action is needed. Candidate information reported by programs pursuant to Title II is a subset of the broader group of teacher and school building leader candidate information reported to the Department by the programs.

The Department's certification assessment vendor provides a secure platform to facilitate collection of the required information. The programs upload data worksheets containing information for all identified program enrollees and program completers, and the vendor then processes the worksheets into an aggregate data set. To isolate the data required to be reported pursuant to Title II, the Office of Teaching Initiatives accesses the aggregate data set and compares it against the Department's TEACH system database to identify those candidates receiving their very first teaching certificate.

Once program completers are identified for Title II reporting purposes, aggregate pass rate data for each certification assessment are compiled for each teacher/leader preparation program. This aggregate pass rate data are then made available to each college program for their review. The Department then shares these data with the programs and requests that they review and verify the information. The programs are also given the opportunity to make revisions and corrections as necessary.

Following this review, the final program aggregate pass rate data are reviewed and, once confirmed by the Department, transmitted to USDOE. Data reported pursuant to Title II may be found at <https://title2.ed.gov/Public/Home.aspx>. The data currently available cover the 2011– 2012 academic year.

Attachment

¹ Higher education program profiles provide teacher preparation programs with a range of information about their students and how they are performing in their respective roles as teachers and leaders upon program completion. These profiles serve as mechanisms for aligning teacher preparation programs with career-ready skills needed by teachers and school building leaders. These transparent data profiles were included as part of New York's Race to the Top application and were approved by the Board in December of 2009.

