



HEA Title II Accountability

Dottie Kingsley, Director
Strategic Planning Staff
Office of Postsecondary Education
dottie.kingsley@ed.gov



Performance Measurement

“We are not here to mark time, but to make progress, to achieve results and to leave a record of excellence.”

George W. Bush





Performance and Accountability

- Part 1: Title II GPRA Performance Measurement
- Part 2: The Secretary's Fifth Annual Report on Teacher Quality



Government Performance and Results Act (GPRA)

- Holds federal agencies accountable for achieving program results
- Requires setting goals and public reporting
- Seeks to reduce waste and inefficiency
- Helps identify what works and what does not



GPRA Requirements

- *Strategic plans*: Major long-term goals and objectives
- *Performance plans*: Annual program strategies and targets
- *Performance results*: Annual performance and accountability reports

ED Strategic Plan 2002-07

Goal 2: improve student achievement

Goal 5: enhance the quality of, and access to,
postsecondary and adult education





Measuring Progress

Program Assessment Rating Tool (PART)
measures performance in four areas:

1. Clear program purpose and effective design
2. Strong long- and short-term strategic plan
3. Sound program and fiscal management
4. Measure and publish results



PART Focuses on Quantitative Results:

- Outcome measures
- Efficiency measures
- Evidence-based program evaluation

...are 50% of PART scores

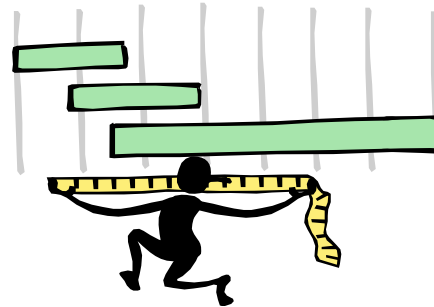
How Are PART Scores Used?

- Identify program strengths and weaknesses
- Promote program improvement and administrative changes
- Inform Congress, the public, and other stakeholders
- Make performance-based budgeting decisions



Title II PART Rating


- Teacher Quality Enhancement Grants Program (TQE) was last assessed in 2003
- Rated as “Results Not Demonstrated”
- Programs are generally re-evaluated at five-year intervals





GPRA Performance Today

- Title II has three performance measures
- Two are focused on teachers and one on efficiency
- Efficiency measures assess ability to achieve *results relative to resources*
- The measures and performance data are reported in annual reports



Measure 1.1 of 1: The percentage of preservice teachers passing subject matter competency tests as part of state licensure requirements.

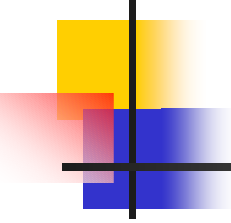
Year	Target	Actual	Status
2000		93	Measure not in place
2001		93	Measure not in place
2002		94	Measure not in place
2003		94	Measure not in place
2004		95	Measure not in place
2005	95	96	Target exceeded
2006	95	100	Target exceeded
2007	96	(Dec 2007)	Pending
2008	96	(Dec 2008)	Pending
2009	97	(Dec 2009)	Pending
2010	97	(Dec 2010)	Pending
2011	98	(Dec 2011)	Pending



Measure Calculation

Measure: *The percentage of preservice teachers passing subject matter competency tests as part of state licensure requirements*

- Operational definition:
 - Denominator: number of program completers in grantee states in a given academic year who took tests
 - Numerator: number who passed tests



Measure 2.1 of 2: Cost per successful outcome: the federal cost per Teacher Quality Enhancement program completer.

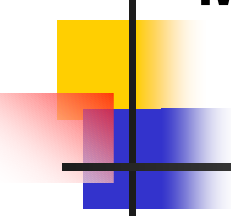
Target	Actual (or date expected)	Status
	2,932	Measure not in place
	4,728	Measure not in place
	4,427	Measure not in place
999	(December 2007)	Pending
999	(December 2008)	Pending



Measure Calculation

Measure: *Cost per successful outcome: the federal cost per Teacher Quality Enhancement highly qualified teacher*

- Operational definition:
 - Numerator: total allocation for TQE partnership grants reporting highly qualified teachers in a given fiscal year.
 - Denominator: number of highly qualified teachers reported by partnership grantees in the succeeding school year.



Measure 2.2 of 2: The percentage of program completers who are highly qualified teachers.

Target	Actual (or date expected)	Status
	84	Measure not in place
80	95	Target exceeded
95	97	Target exceeded
95	(December 2007)	Pending
95	(December 2008)	Pending
95	(December 2009)	Pending
95	(December 2010)	Pending
95	(December 2011)	Pending



Measure Calculation

Measure: *The percentage of program completers who are highly qualified teachers*

- Operational definition:
 - Denominator: number of program completers in teacher preparation programs in an academic year who took tests
 - Numerator: number of completers reported as 'highly qualified' under partial *No Child Left Behind* (NCLB) rules: bachelor's degree, passing tests, and certified by state licensing authorities



Improving the Title II PART Rating

- Reporting GPRA data and measuring progress toward goals
- Developing efficiency goals
- Analyzing grantee performance on GPRA measures
- Making performance information available to the public



Grantee Performance and Transparency

- Helps assess performance relative to similar grantees
- Helps identify exemplary projects, 'promising practices,' possible problems
- Each grantee's data will be made available on the Web



Example Grantee Level Results

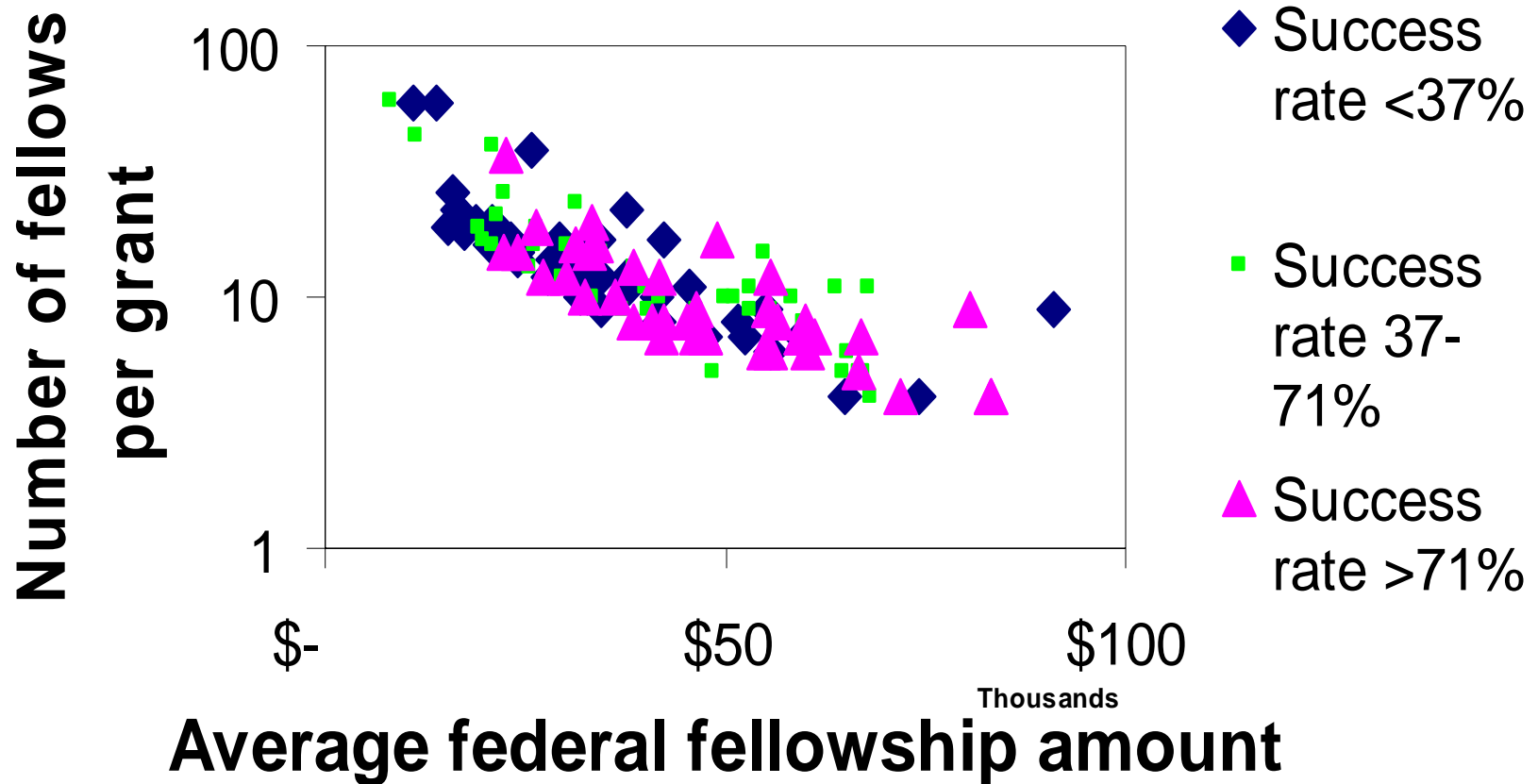
Institution	Field	Success/ Fellows	Fellowship	Efficiency
Brown University	Chem	7 / 8	\$42,423	\$48,483
University of Rochester	Phy	9 / 19	\$19,067	\$40,253
Purdue University	Bio	14 / 17	\$48,985	\$59,481
University of Chicago	Bio	10 / 12	\$41,637	\$49,964



Example Summary Analysis

Category	Efficiency	Success Rate	Fellows
Overall	\$67K	49%	14
Range	\$14K to 831K	0% to 100%	4 to 61
Fellowship			
> \$76K	\$99K	62%	7
Medium	\$78K	51%	12
< \$36K	\$43K	43%	25

Success rate generally increases with higher fellowship amounts





How Can Grantees Help?

- Submit accurate, reliable, and on-time annual and final performance reports
- Continue to conduct and report the results of project evaluations
- Provide feedback to federal managers



Resources

- PART Web site:

<http://www.expectmore.gov>

- ED Performance Web site:

<http://www.ed.gov/about/reports/annual/index.html?src=pn>

- Title II Program Web site:

<http://www.ed.gov/programs/heatqp/index.html>



HEA Title II Accountability

- Part 1: GPRA and Program Performance
- Part 2: The Secretary's Fifth Annual Report on Teacher Quality (HEA Title II Accountability Data)



HEA Title II

- Requires data collection on teacher quality and teacher preparation nationwide.
- Established database of information on state policies and practices.
- Collected first comprehensive reports from states in 2001.



HEA Title II Reporting: Three Levels

- Teacher preparation programs report to states
- States report to the U.S. Department of Education
- Secretary of Education reports to the Congress



Title II and NCLB

Focus on teacher quality to increase student achievement:

- All classes taught by a highly qualified teacher by the end of the 2005-2006 school year
- All students achieving at grade level or better in reading and math by 2014



Secretary's Fifth Annual Report Measures Progress

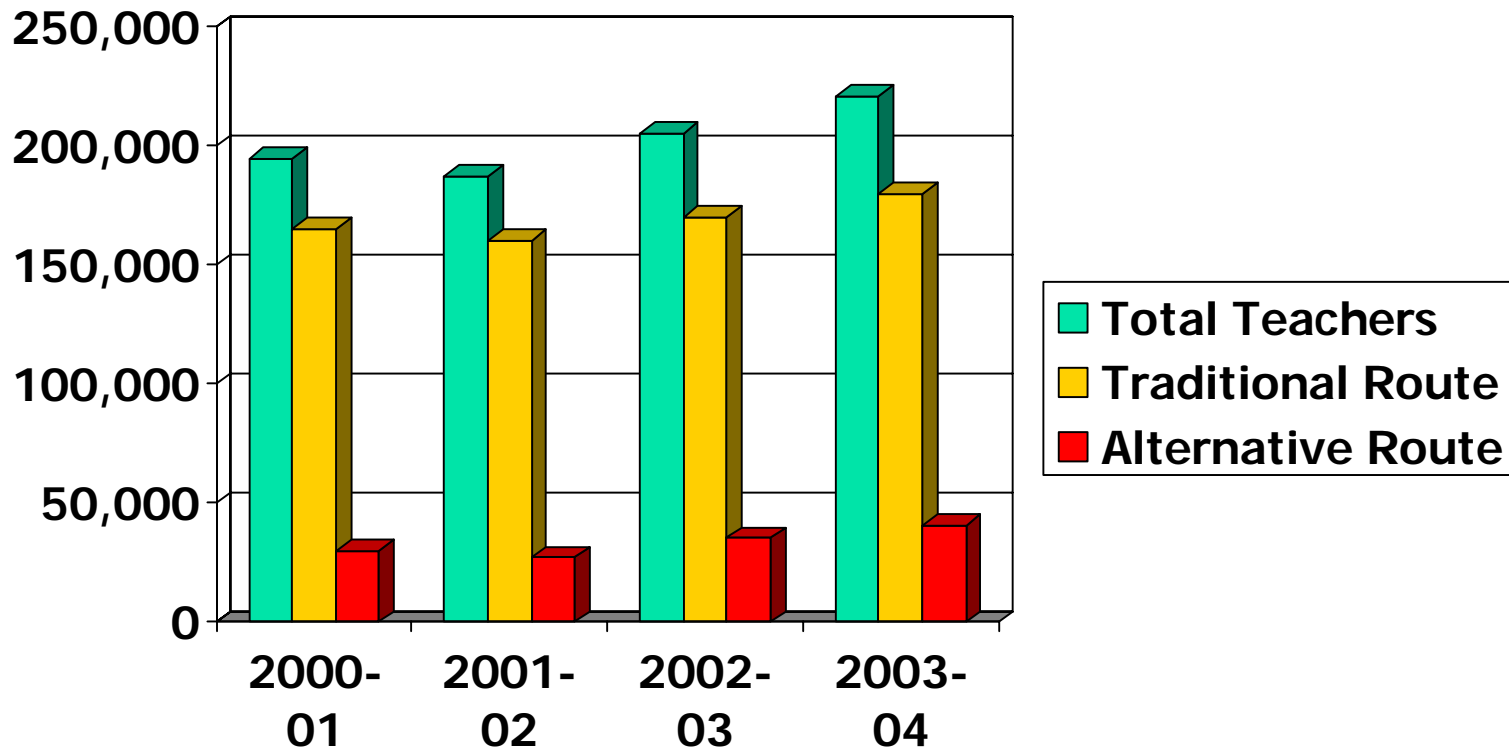
- Teacher Preparation:
 - Program Completers and Passing Rates, 2000-2001 Through 2003-2004
- State Oversight of Teacher Preparation:
 - Certification and Licensure, Standards, Waivers, and Low-Performing Programs as of October 2005
- Secretary's report released 2006



Teacher Preparation Programs

- Teacher preparation programs produced 220,777 new teachers in 2003-2004 -- largest number ever reported under Title II.
- Traditional program completers grew by 5% over the previous year.
- Alternative route completers grew more than 15% over the previous year.

Numbers of Teachers Produced by Type of Program





Teacher Preparation Program Data Limitations

- States determine whether a program is traditional or alternative; States' designations are not consistent
- The Title II data differ from the National Center for Alternative Certification
- Forty-seven states have alternative route programs, up from 44 in 2002.

High Teacher Producing States



Three states prepared 40 percent of the program completers, and the largest numbers of teachers in each type of program:

- New York
- California
- Texas



State Assessments

- Forty-four states require new teachers to pass at least one assessment for teacher certification.
- Academic content-related tests constitute the largest share of the testing (nearly 60 percent) reported.
- Little difference between assessments required for traditional and alternative route program completers within a given state.



State Licensing Exam Pass Rates

- Ninety-six percent of program completers passed state licensing exams.
- There is little difference between traditional and alternative route pass rates.
- The minimum passing scores remain generally lower than the national median scores for these tests.



Teacher Certification and Licensure

- More than 310,000 initial certifications were awarded in 2003-2004 — a slight decrease (01.8%) from the previous year.
- Nationally, the total number of teachers is stable at about 3.2 million.
- Fifty states have initial certification requirements



State Certification Requirements

- Thirty-nine states require a content-specific bachelor's degree for at least one of their initial certificates.
- Content Area Expertise --
 - For elementary: pass state test of content knowledge and teaching skills in reading, language arts, writing, mathematics, and other subjects.
 - For secondary: bachelor's degree or content knowledge assessment.



Number of States That Have Set Teacher Standards in Specific Fields, by Grade Level: 2005

Field	Grade level/number of states				
	K-12	Grades K-3	Grades 4-6	Middle grades	Secondary grades
Arts	44	3	3	2	4
Bilingual education, ESL	42	3	3	2	3
Early childhood education	8	35	0	0	0
English/language arts	27	3	5	17	22
Languages other than English	43	3	3	5	8
Mathematics	25	4	6	17	23
Science	25	4	6	17	23
Social studies	24	3	5	17	23
Special education	44	6	4	3	5
Technology in teaching	36	2	2	4	6
Vocational/technical education	10	1	2	14	35
Across all fields	53	36	9	33	39



Alignment of Teacher and Student Standards

Student Content Standards -

Fifty-three states and territories have standards for all K-12 students

Teacher Content Standards -

Fifty states and territories having content standards for teacher certification

* Standards are different across states, fields, and grade levels.

Requirements for New Teacher Certification

Initial Teacher Certification Requirements in Top Three States Producing Most Teachers

	Subject Degree	Pedagogy Courses	Other Courses	Credit Hours	GPA	Credit Recency	Teaching Practicum	Assessments
NY		X		X	X		X	X
CA	X	X	X	X	X	X	X	X
TX		X	X				X	X

Source: Title II State Reporting System



State Standards

- Forty-four states have aligned expectations for teachers with content standards designed for students.



Teachers Without Full Certification: Waivers

- Fifty-one states offer temporary or emergency licenses.
- Average duration is 1.4 years in length.
- Renewal of temporary teaching licenses is more restricted nationwide.

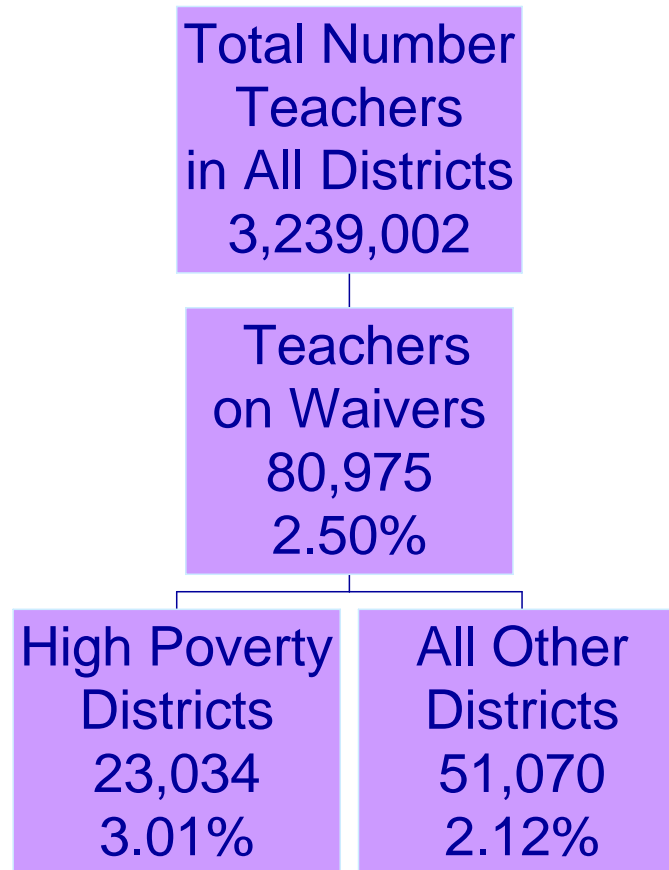


Increased National Performance

- More than 97 percent of the nation's 3.2 million classroom teachers are now fully certified or licensed.
- This is a 25 percent decrease from the previous year.
- Students in high poverty districts are more likely to be taught by teachers on waivers.



Number and Percentage of Teachers On Waivers

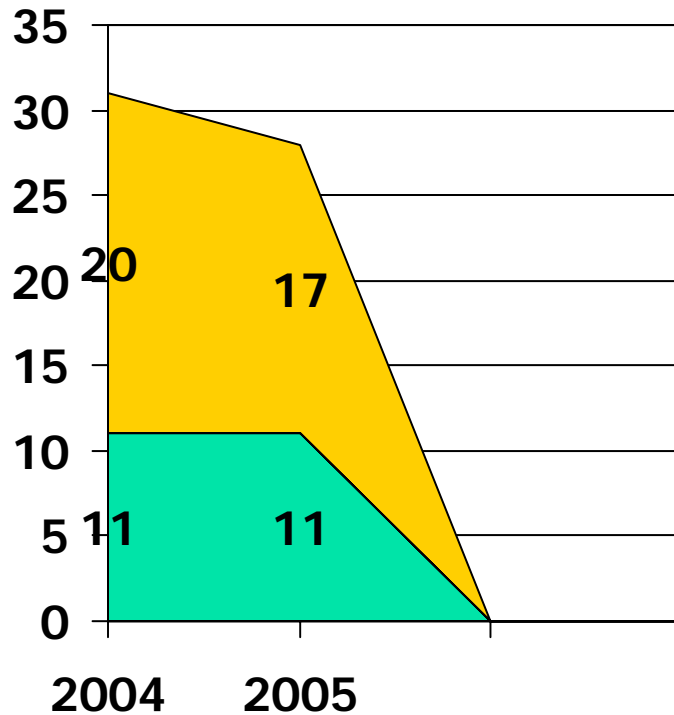




At-Risk and Low Performing Teacher Preparation Programs

- States oversee teacher preparation programs.
- Fifty-one of 54 states reported implementing criteria for assessing teacher preparation performance.
- Reviews tend to be on a 5- to 7-year cycle.

Low Performing Teacher Preparation Programs





National Progress

While substantial work remains to ensure that our teachers are prepared to educate all students for the increasingly competitive world they will inevitably enter, we should recognize and take pride in our accomplishments to date.

Margaret Spellings
Secretary of Education



Highly Qualified Teachers (HQTs)

- HQTs are increasingly present in America's classrooms.
- National assessments show fourth graders who learned basic mathematics skills increased during the last two years.
- In the last five years, more reading progress was made among 9-year-olds than during the three previous decades.



2006 Report on Teacher Quality

All state reports are available at:

- *<http://www.ed.gov/about/reports/annual/teachprep/index.html>*
- *<http://www.title2.org/>*

Dec 2006