EPP Performance Reporting

March 2023 State Board of Education Meeting

Andrew Sioberg
Director, Educator Preparation

Tom Tomberlin
Senior Director, Educator Preparation, Licensure, and Performance

Reporting Obligations

- 115C-269.35 (b) The State Board shall require all recognized EPPs to submit annual performance reports.

- 115C-269.50 The State Board shall make the report cards available to the public through the State Board's Internet Web site on an annual basis beginning December 15, 2019, and shall submit the report to the Joint Legislative Education Oversight Committee annually by that date.

On the NCDPI Website

- Both EPP Performance Reports and the dashboard on EPP Report Card information are located on the NCDPI website at:

 https://www.dpi.nc.gov/educators/educator-preparation/epp-performance

NC EPP Dashboard

- Enrollment

- Prior Academic Preparation

- Candidate Satisfaction

- Initial License Rate

- License Exam Pass Rates

- License Conversions

- NC Employment and Retention

- Employer Satisfaction

- Areas Served

- Teaching Performance

- Impact on Student Growth

New Reporting Features

- 2021-2022 year reporting data

- Narrative responses now incorporated into the dashboard

- User driven ad hoc analyses capability
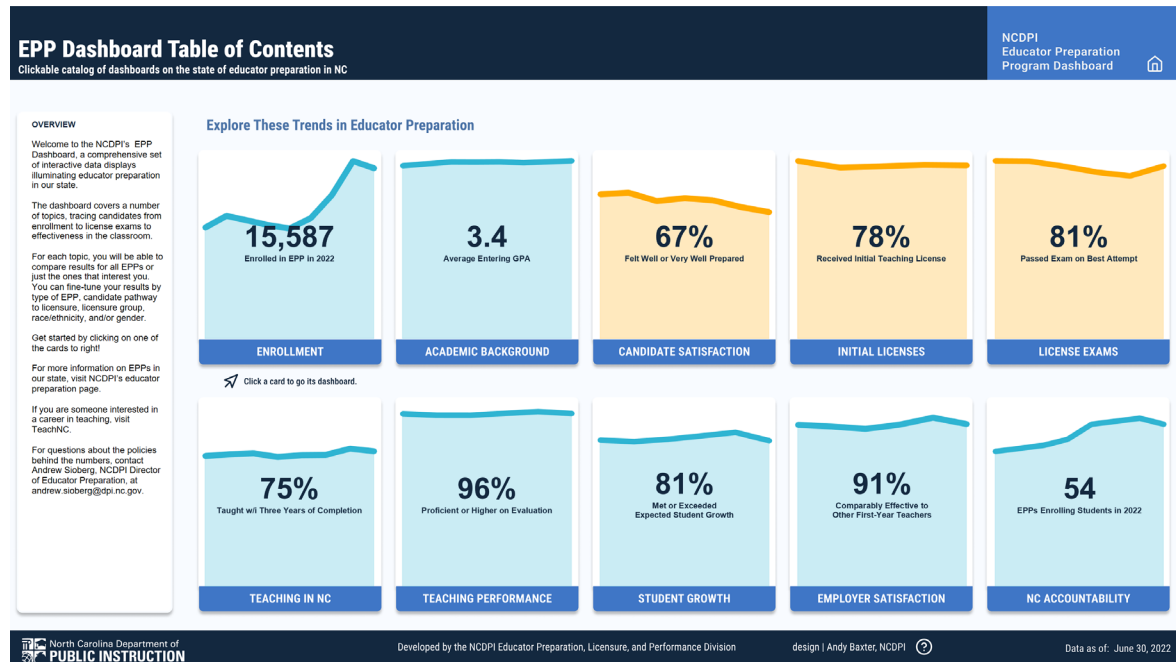
Notable state trends

Candidate Satisfaction
Percentage of teaching tasks for which candidates were "Well" or "Very-Well" prepared, by year of survey.

76% ... 67%
2016 2017 2018 2019 2020 2021 2022
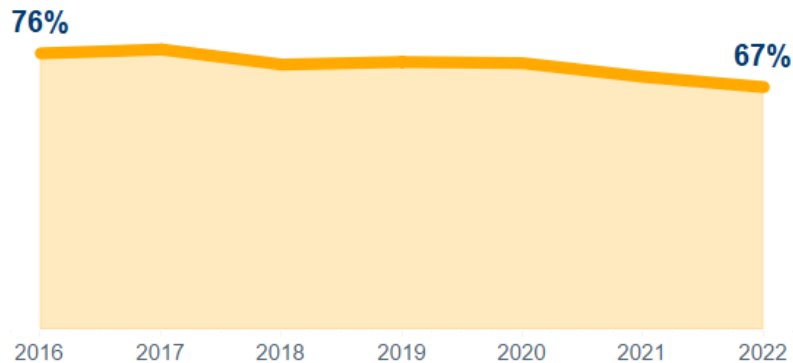
Employer Satisfaction
Percentage of teaching tasks on which candidates were comparable or better than the average first year teacher, by year of survey.

90% ... 91%
2017 2018 2019 2020 2021 2022
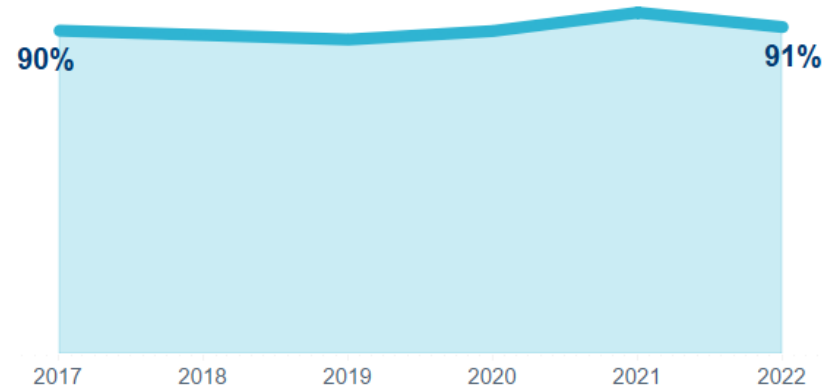
Teaching Performance
Percentage of candidates Proficient or above on all evaluation standards in the year following EPP Completion, by year of EPP completion.

90% ... 94%
2015 2016 2017 2018 2019 2020 2021
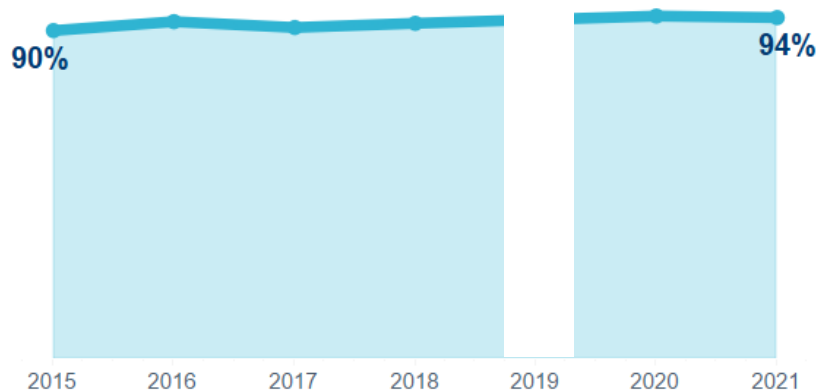
Student Growth
Percentage of candidates Meeting or Exceeding Student Growth expectations in the year following EPP Completion, by year of candidate completion.

79% ... 81%
2015 2016 2017 2018 2019 2020 2021
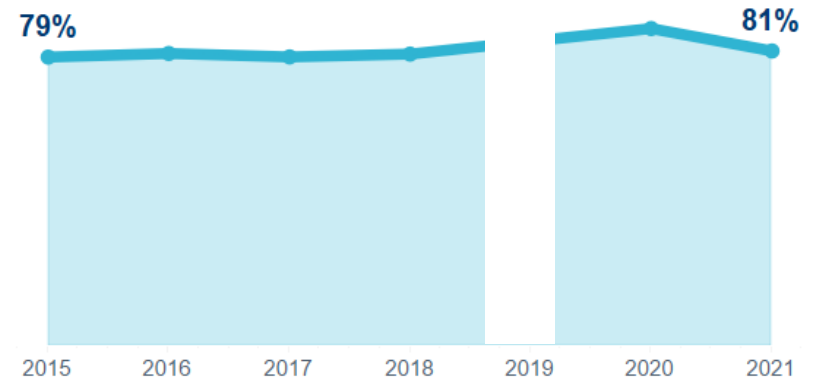
A Close Look at Admissions (New and Corrected Information)

Revisiting EPP Enrollment Data

Updated the EPP enrollment analysis presented in February in two primary ways:

- Corrected some errors in the underlying data
- Corrected how year-to-year differences in enrollment are calculated

Corrected data:

Omitted admissions data from these EPPs for 2022 reporting year

EPP	Reported in Feb	Corrected
Lees-McRae	0	26
NC A&T	1	69
UNC-Pembroke	3	225
App State*	536	640

* Note: In addition to changes for 2022, App State also changed some data for prior years due to a coding change they corrected in their reporting.

Corrected data (cont'd):

Enrollment data were intended to include only degrees and licenses that reflected candidates pursuing **initial teaching licenses**. Across all reporting years, already-licensed candidates who were pursuing additional teaching licenses were erroneously included.

Admission Year	Reported in Feb	Corrected
2022	5,111	4,721
2021	8,603	7,743
2020	7,309	6,443
2019	6,156	4,887
2018	5,454	4,261
2017	5,098	4,126
2016	5,576	4,442
2015	5,371	4,375
2014	6,918	5,552

Corrected how year-to-year differences in enrollment are calculated

BACKGROUND

EPP Reporting Year

| Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
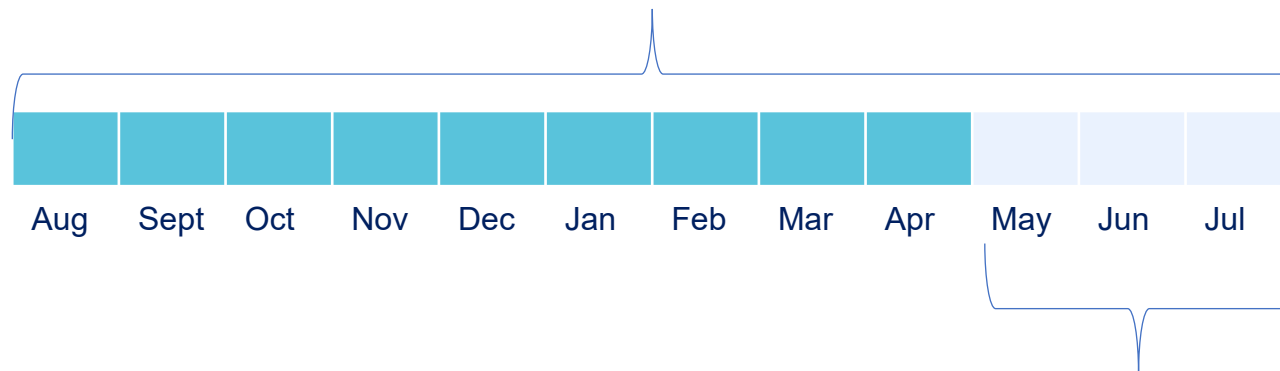
EPPs submit data to NCDPI
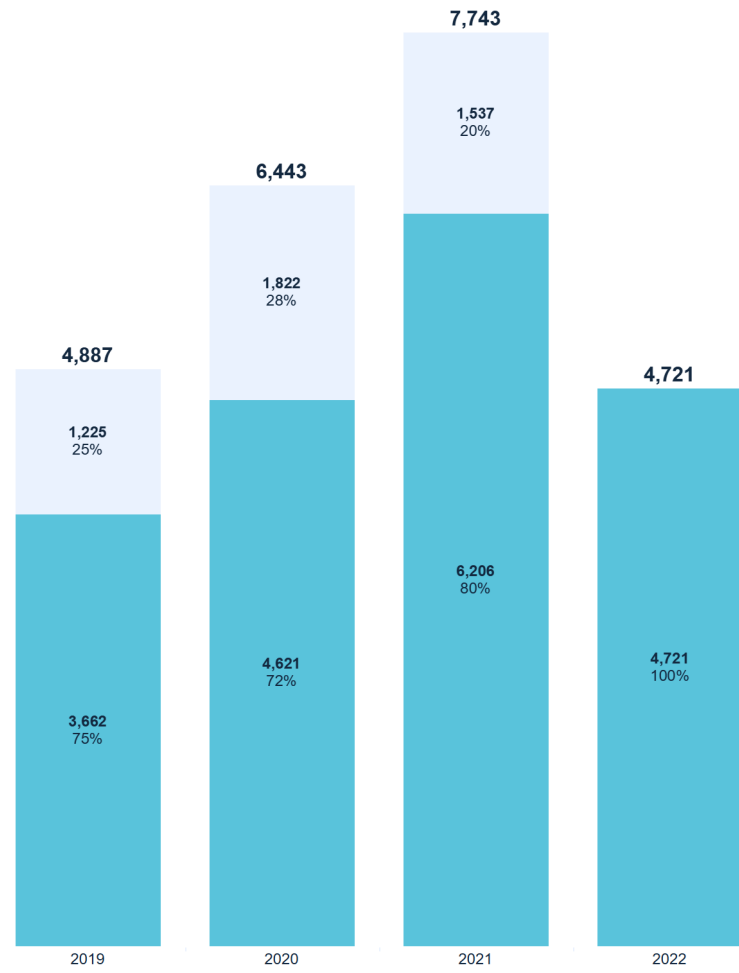while reporting year in progress

Any changes in enrollment that occur after EPPs submit their
data are not reflected in that year's reporting.

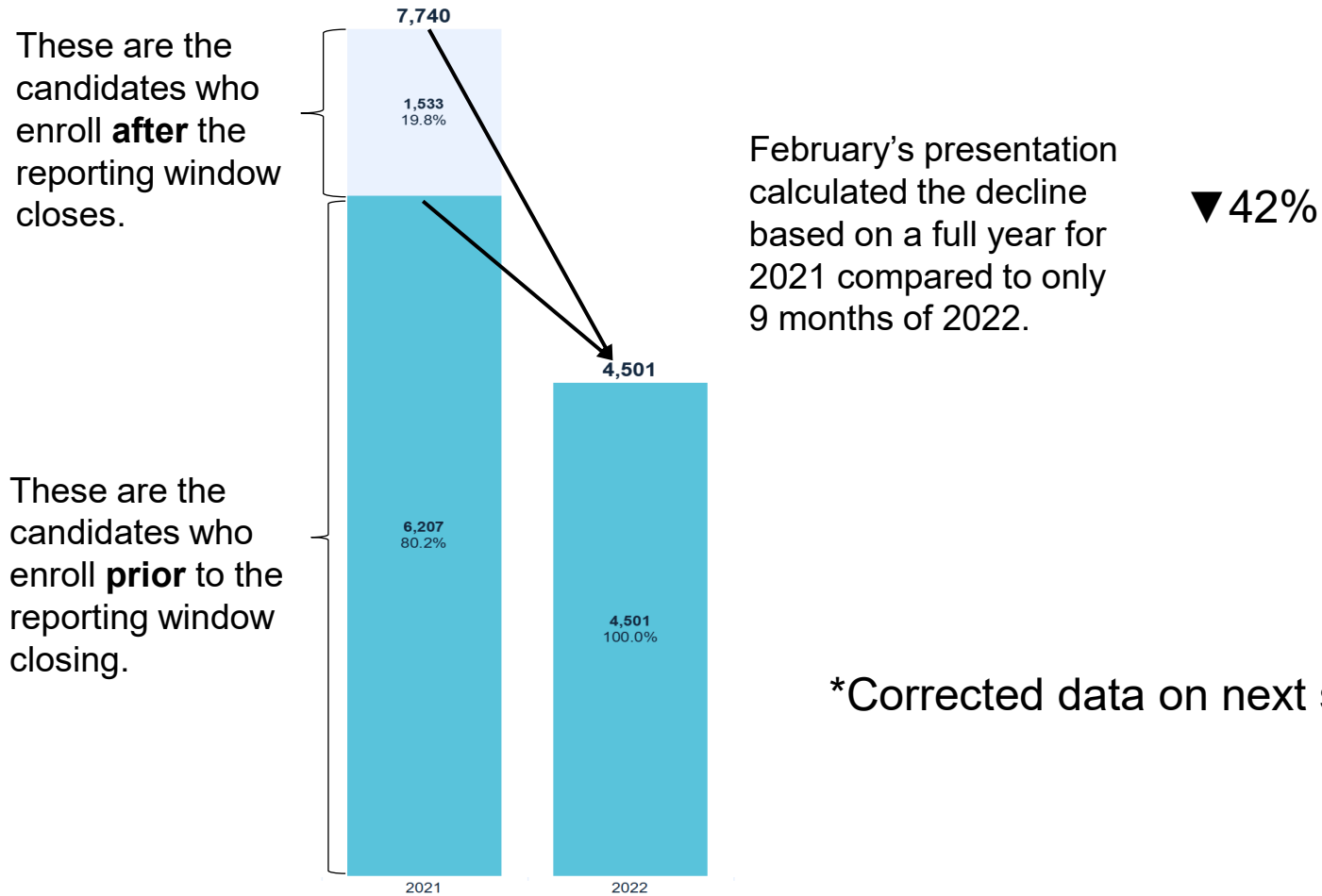# Effect of Lagged Admissions on Yearly Counts

These are candidates who enroll in that year but come in **after** the reporting window closes.

These are the candidates who enroll **during** the reporting window.

	2019	2020	2021	2022
Total	4,887	6,443	7,743	4,721
After window	1,225 (25%)	1,822 (28%)	1,537 (20%)	
During window	3,662 (75%)	4,621 (72%)	6,206 (80%)	4,721 (100%)

What was Shared in February for Overall New Enrollment

These are the candidates who enroll **after** the reporting window closes.

These are the candidates who enroll **prior** to the reporting window closing.

7,740

1,533
19.8%

6,207
80.2%

4,501

4,501
100.0%

2021

2022

February's presentation calculated the decline based on a full year for 2021 compared to only 9 months of 2022.

▼42%

*Corrected data on next slide

Revised Overall New Enrollment

These are the candidates who enroll **after** the reporting window closes.

These are the candidates who enroll **prior** to the reporting window closing.

7,743

1,537
20%

6,206
80%

4,721

4,721
100%

2021

2022
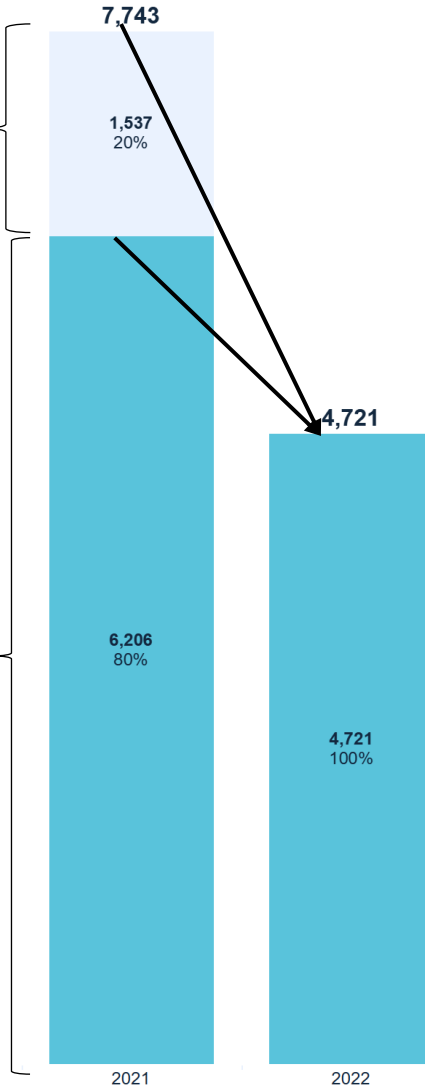
Data adjustments presented earlier reduce the decline calculated in February from 42% to 39%

▼39%

For an accurate assessment, calculate the change based on what was collected during the 2021 reporting window with what was captured so far in 2022

▼24%

New Enrollment - Candidates in First Year of Program (corrected)

Candidates Pursuing Initial Teaching Licenses in First Year of Program
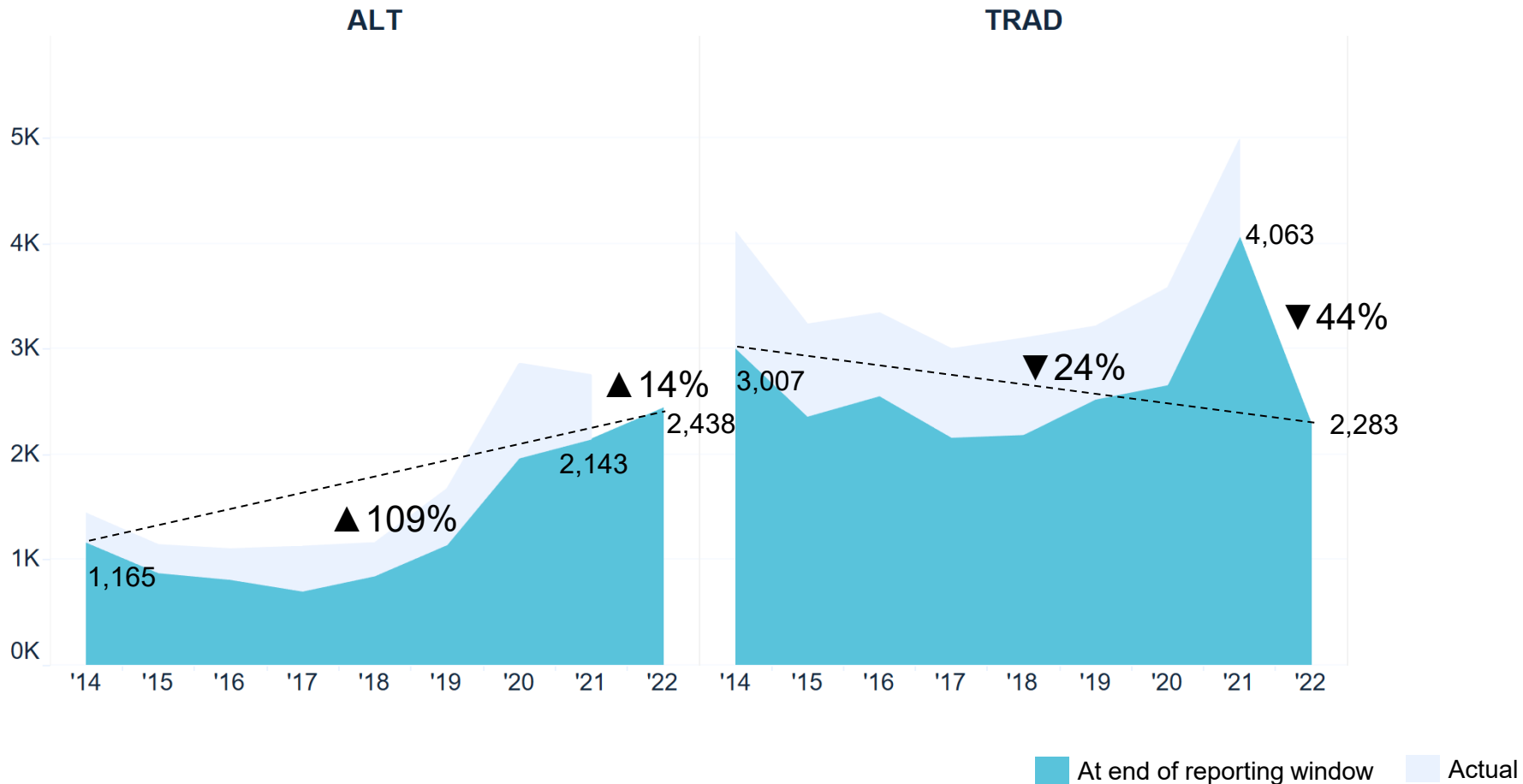Count by year, with percentage change from '21 to '22
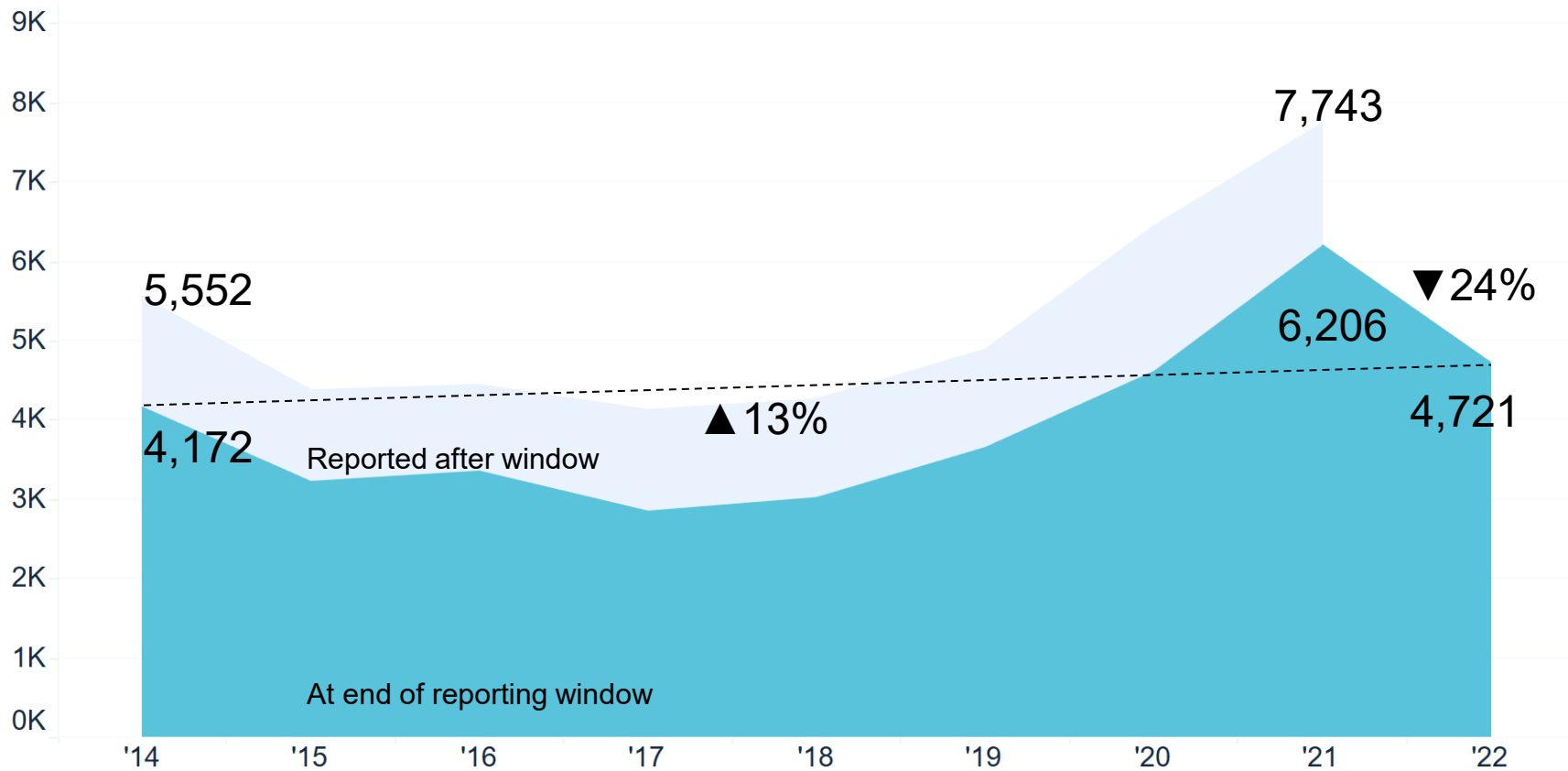
New Enrollment - Alternative Compared to Traditional Pathway (corrected)

BY PATHWAY

Candidates Pursuing Initial Teaching Licenses in First Year of Program
Count by year, with percentage change from '21 to '22

ALT

TRAD

1,165 ▲ 109% 2,143 ▲ 14% 2,438

3,007 ▼ 24% ▼ 44% 4,063 2,283

Legend: ■ At end of reporting window ■ Actual

New Enrollment by Licensure Area (corrected)

BY LICENSE

Candidates Pursuing Initial Teaching Licenses in First Year of Program
Count by year, with percentage change from '21 to '22

ELEM	SEC	SPSU	EC	MID	CTE
▼36%	▼15%	▼27%	▼13%	▼6%	▲22%

Legend: At end of reporting window / Actual
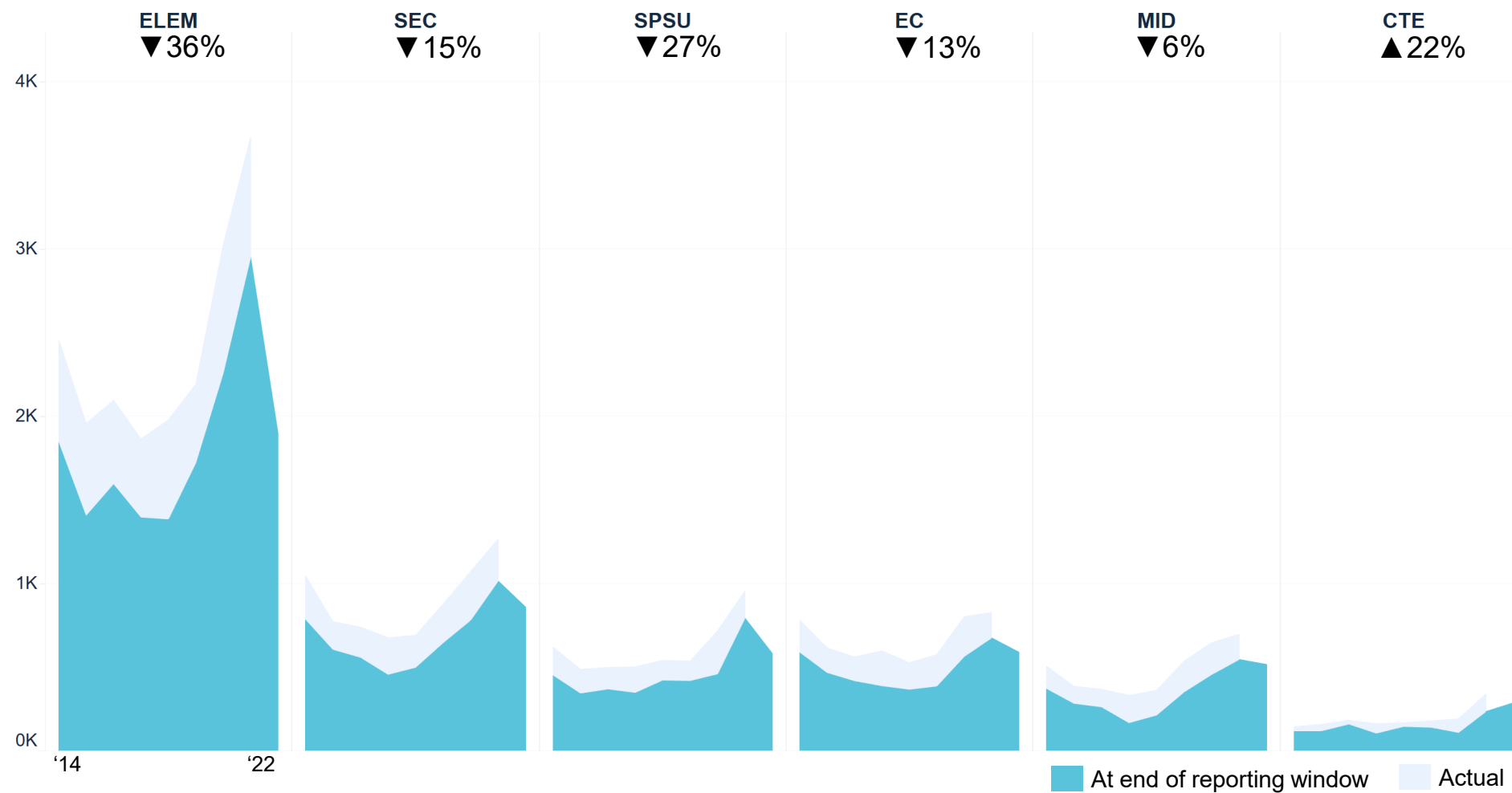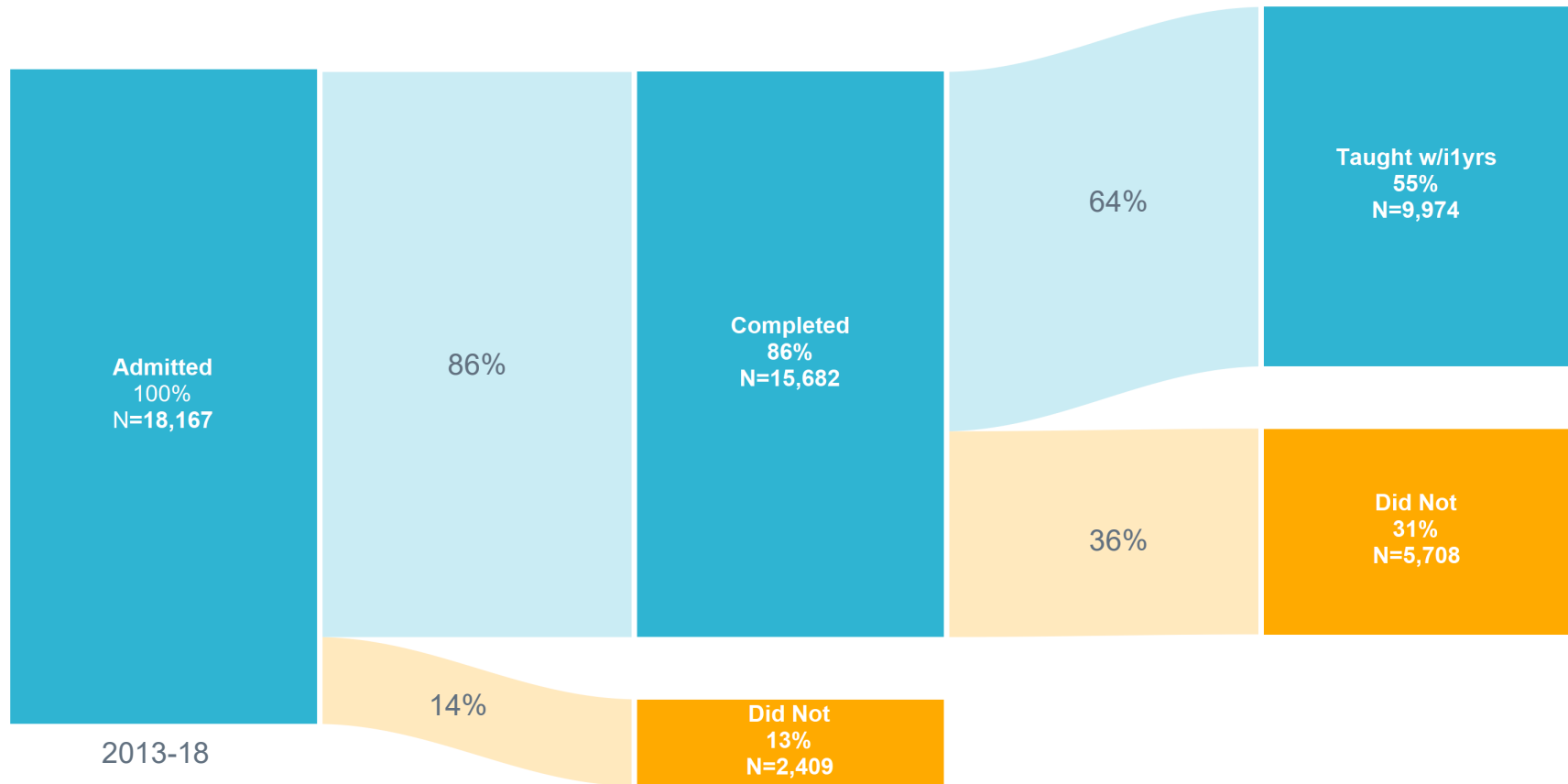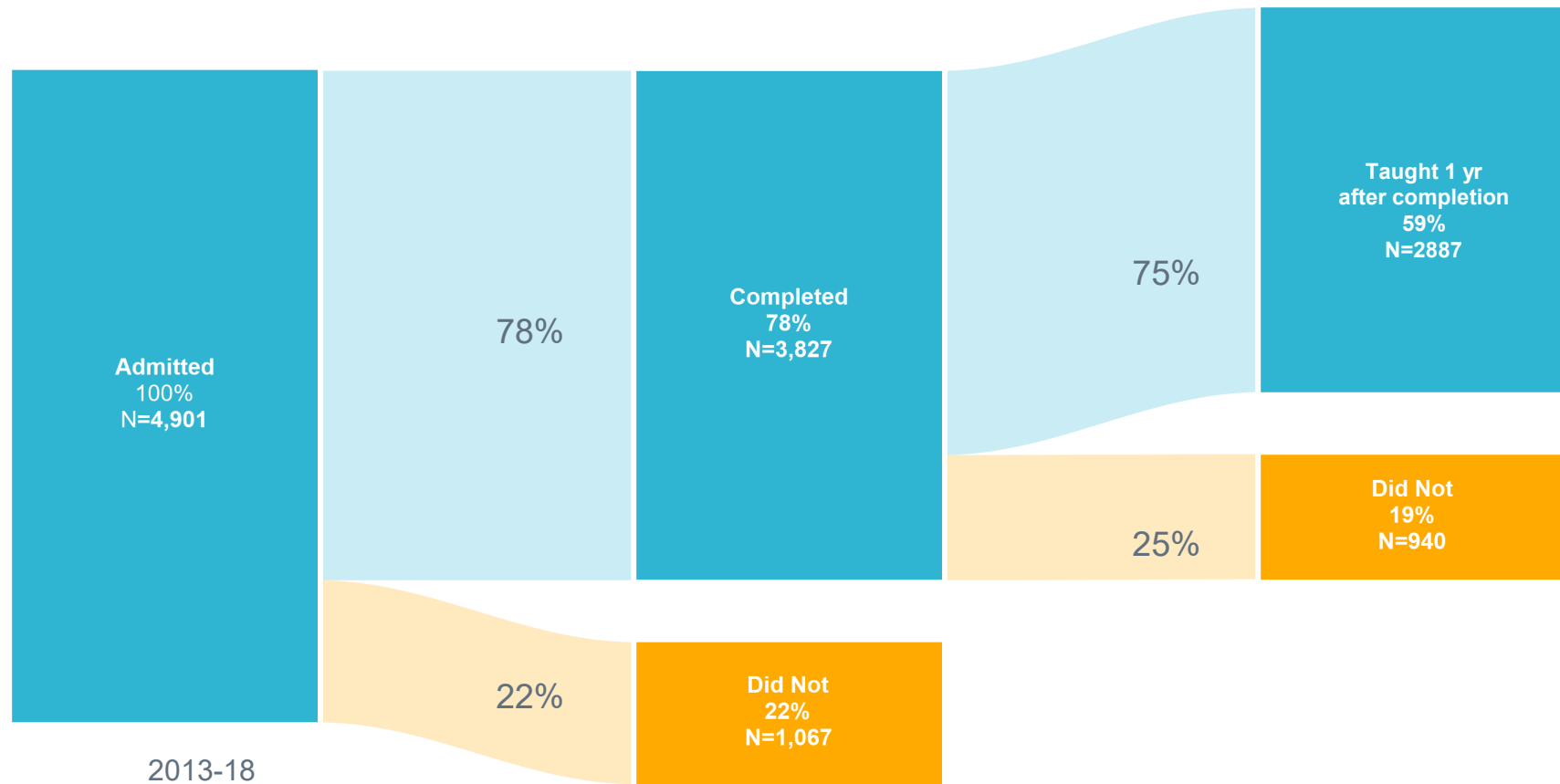
Putting it Together

- Cohorts do not enter the profession uniformly

- Decline in enrollment will have an impact on the 2023-2024 school year employment
  - This impact will likely be mitigated by higher enrollment rates during covid years

- Based on the projections, lower enrollment in 2022 could have greater employment impact in the 2024-2025 and 2025-2026 academic years

Questions