

# Recommended Educator Preparation Program Accountability Model

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# **§ 115C-269.35-50**

## **EPP Accountability**

SL 2017-189 directs the Board to adopt rules that establish standards of performance to govern continuing accountability of Educator Preparation Programs (EPPs)



# SBE Directs PEPSC February 2025

- PEPSC reviews the model recommended in 2020 and makes sure that it is still the strongest recommendation that can be brought forward
- PEPSC returns to SBE by June with best thinking
- SBE will consider this input from PEPSC on the alternative model

# PEPSC Activity (Feb – Jun)

In creating the recommended model, PEPSC reviewed the current model in law and constructed the recommended model through subcommittee work.

PEPSC engaged wide representation from the field:

- Sought feedback from EPPs and LEAs through monthly webinars
- Solicited written suggestions and comments
- Met with various EPP groups and associations
- Considered hypothetical models with DPI simulated results using data from recent years

# How The Recommended Model Differs From Existing Model In Law

- Prioritizes **continuous improvement** focused on ensuring high quality regardless of program size
- Doubles number of measures, from 3 to 6
- Addresses EPPs with small sample sizes
- Differentiates traditional and residency programs
- Eliminates emphasis on subgroups

# Difference in Measures Between Model in Law and Recommended Model

## Model in Law

Recent Graduate Survey

EVAAS

NCEES

## Recommended Model

Recent Graduate Survey

Employer Survey

EVAAS

edTPA performance-based assessment

Foundations of Reading exam

Praxis II and other content exams

\* NCEES not included

# The Recommended Model Examines EPPs in Two Ways

(1)

With a **composite score** calculated from their performance across 5 weighted measures

(2)

With a **count** of the number of measures below a minimum threshold

# An example of the Continuous Improvement Track:

An EPP earns a composite score that **exceeds** the threshold to trigger action.

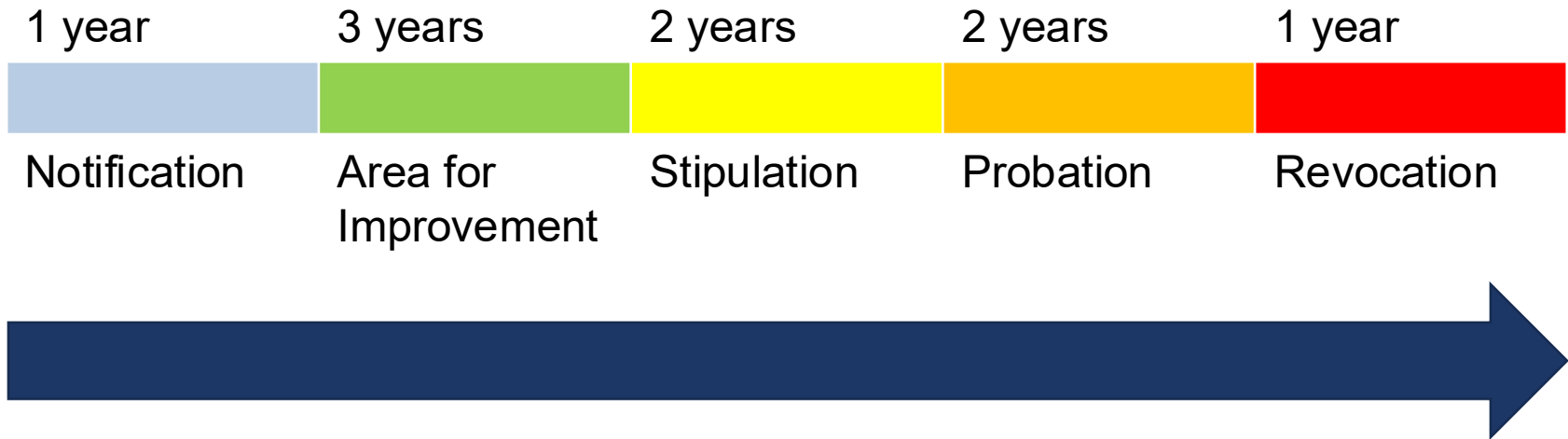
At the same time, one of the EPP's measures, Foundations of Reading, falls **below** its minimum threshold.

The EPP begins a formal process to improve that outcome.



# Program Evaluation Leads to Continuous Improvement Track

(Timeline Based on One Performance Measure)



# Continuous Improvement

1. The EPP submits an annual improvement plan to NCDPI which is monitored each year its Foundations of Reading measure falls below the minimum level.
2. NCDPI identifies peer EPPs with success in Foundations of Reading. The EPP receives peer technical assistance.
3. The EPP may exit the formal continuous improvement track when it raises its Foundations of Reading scores.

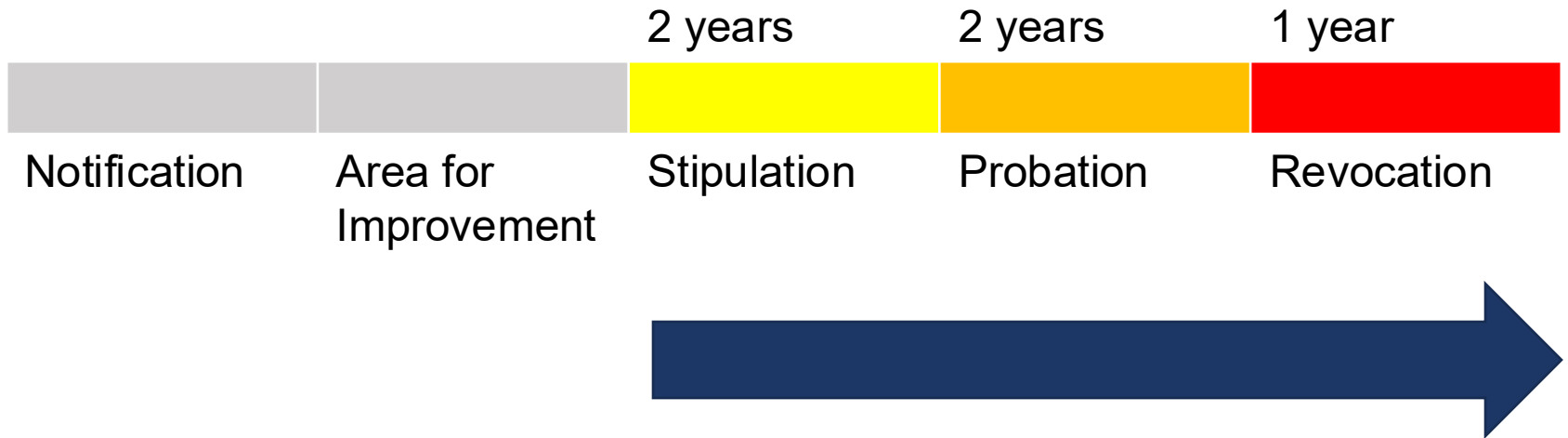
# An example of the Corrective Action Track:

An EPP is below the minimum thresholds in EVAAS scores, edTPA performance assessment, Foundations of Reading examination, and employer survey results.

The EPP begins a formal process to improve that outcome.

# Program Evaluation Leads to Corrective Action Track

(Timeline Based on Multiple Performance Measures)



# Some final thoughts...

- The consensus of the field is that this recommended model provides a **more accurate** assessment of EPPs and offers a better path to promote program **improvement** over the model in law.
- A more detailed examination of the recommended model is provided in your materials for review.
- The changes proposed today cannot be implemented without a change in current law.
- Thresholds and specific conditions of the model will need to be further fleshed out in administrative code.
- PEPSC hopes this review helps inform the Board and looks forward to hearing next steps.

# Supporting Information



EPP Performance Measures	Individual Measure Thresholds	Composite Score Weights
<b>edTPA</b> – pass rate	60%	50%
<b>Recent Grad Survey</b> – percentage of candidates who rate their EPP as preparing them ‘Somewhat well’, “Well”, or “Very Well”	70%	15%
<b>Employer Survey</b> – Percentage of employers who rate the EPP’s completers as “Comparable To” or “Better Than” other EPPs.	70%	15%
<b>Pearson Foundations of Reading Test</b> - Percentage of students passing licensure content exams. EPPs without Elementary or Special Education GC programs will not be evaluated on this measure.	60%	10%
<b>Praxis II and all other content exams</b> – Percentage of students passing licensure content exams.	60%	
<b>EVAAS</b> – Percentage of completers who meet or exceed student growth goals	70%	10%
		Total: 100%



# Monitoring Process

- Considers both the annual weighted composite score rating (ranging from 1 to 4) and the established minimum performance threshold for each individual measure.
- Two distinct tracks:
  - **Continuous Improvement Track:** This track proactively informs EPPs of identified areas for improvement and provides a realistic timeframe for addressing them.
  - **Corrective Action Track:** This track addresses critical performance issues, providing timely notification and support to EPPs for necessary remediation.

NOTIFICATION	The EPP is informed of a specific performance concern. <i>This notification is non-public.</i>
AREA FOR IMPROVEMENT (AFI)	The EPP is formally notified of a persistent performance issue and provided a designated period for improvement. <i>This notification is non-public.</i>
STIPULATION	If the EPP needs continued support beyond the AFI period to meet improvement targets, or if significant performance challenges are recognized, the program will move into a phase of enhanced collaboration and public accountability to ensure positive growth. <i>This action is made public.</i>
PROBATION	If the EPP needs continued support beyond the STIPULATION period to meet improvement targets, or if significant performance challenges continue, the program will move into a phase of elevated collaboration and public accountability to ensure positive growth. <i>This action is made public.</i>
REVOCATION	The EPP's approval as a provider within the state is rescinded due to ongoing and unresolved performance issues. <i>This action is made public.</i>



# Continuous Improvement Track

- Prior to formal implementation of the monitoring process, the state will collect and provide each EPP with two years of data.
- Following the implementation, EPPs will undergo annual evaluation utilizing the most recent three years of data. This three-year data set will be evaluated in two ways:
  1. Weighted, with the most recent year (Year 3) receiving the primary weight to more effectively reflect the impact of recent improvements.
  2. Simple, with each year receiving equal weight.
- The final evaluation will be based upon the one which is most advantageous to the EPP.

# Continuous Improvement Track

- Nationally accredited (i.e., CAEP or AAQEP) EPPs in good standing exempt from public notices for improvement issued by the state.
  - While these EPPs remain subject to the state's monitoring process, all notifications and sanctions originating from the state will be private unless the State Board of Education (SBE) determines that revocation of state approval is warranted.
- Should a nationally accredited EPP receive an AFI or other sanction from its national accreditor, the EPP is required to report this information, along with a comprehensive improvement plan, as part of the annual IHE Report.
- EPP will continue to report on the AFI(s) or other sanctions in subsequent annual reports until the accrediting body officially removes them.

# Continuous Improvement Track

The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.	The EPP achieves a satisfactory composite score (2 or above), with one or two performance measures identified for focused development.
NOTIFICATION	AFI 1	AFI 2	AFI 3	STIPULATION 1	STIPULATION 2	PROBATION 1	PROBATION 2	REVOCATION
<p>EPP has 3 years from notification to meet the required threshold on any performance measure(s) identified as deficient.</p> <p>EPP creates a plan of improvement submitted to NCDPI within 60 days of notification.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP reports to NCDPI on improvement process as part of the annual IHE Report. If improvement is met after the first year, the EPP goes off notification. If not, the reporting requirements continue for the following year.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP reports to NCDPI on improvement process as part of the annual IHE Report. If improvement is met after the second year, the AFI is removed. If not, the reporting requirements continue for the following year.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP reports to NCDPI on improvement process as part of the annual IHE Report. If improvement is met after the third year, the AFI is removed. If not, the EPP goes into Stipulation 1.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP submits a revised plan of improvement within 60 days of notice and receives peer technical assistance selected by PEPSC.</p> <p>EPP has one year after receiving stipulation to meet the required threshold on any AFI measure(s).</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP reports to NCDPI on improvement process as part of the annual IHE Report. If improvement is met in this reporting year the stipulation is removed. If not, the EPP goes on Probation.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP submits revised plan of improvement and receives peer technical assistance selected by PEPSC.</p> <p>EPP has one year after receiving probation to meet the required threshold on any Stipulation measures.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP reports to NCDPI on improvement process as part of the annual IHE Report. If improvement is met in this reporting year, the EPP goes off probation. If not, the EPP may be granted additional time in probation for improvement or may have their status as an EPP revoked. Recommendation to SBE from PEPSC with SBE making any final decision.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>Determined by the State Board of Education with recommendation from PEPSC.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>
Non-Public	Non-Public	Non-Public	Non-Public	Public	Public	Public	Public	Public

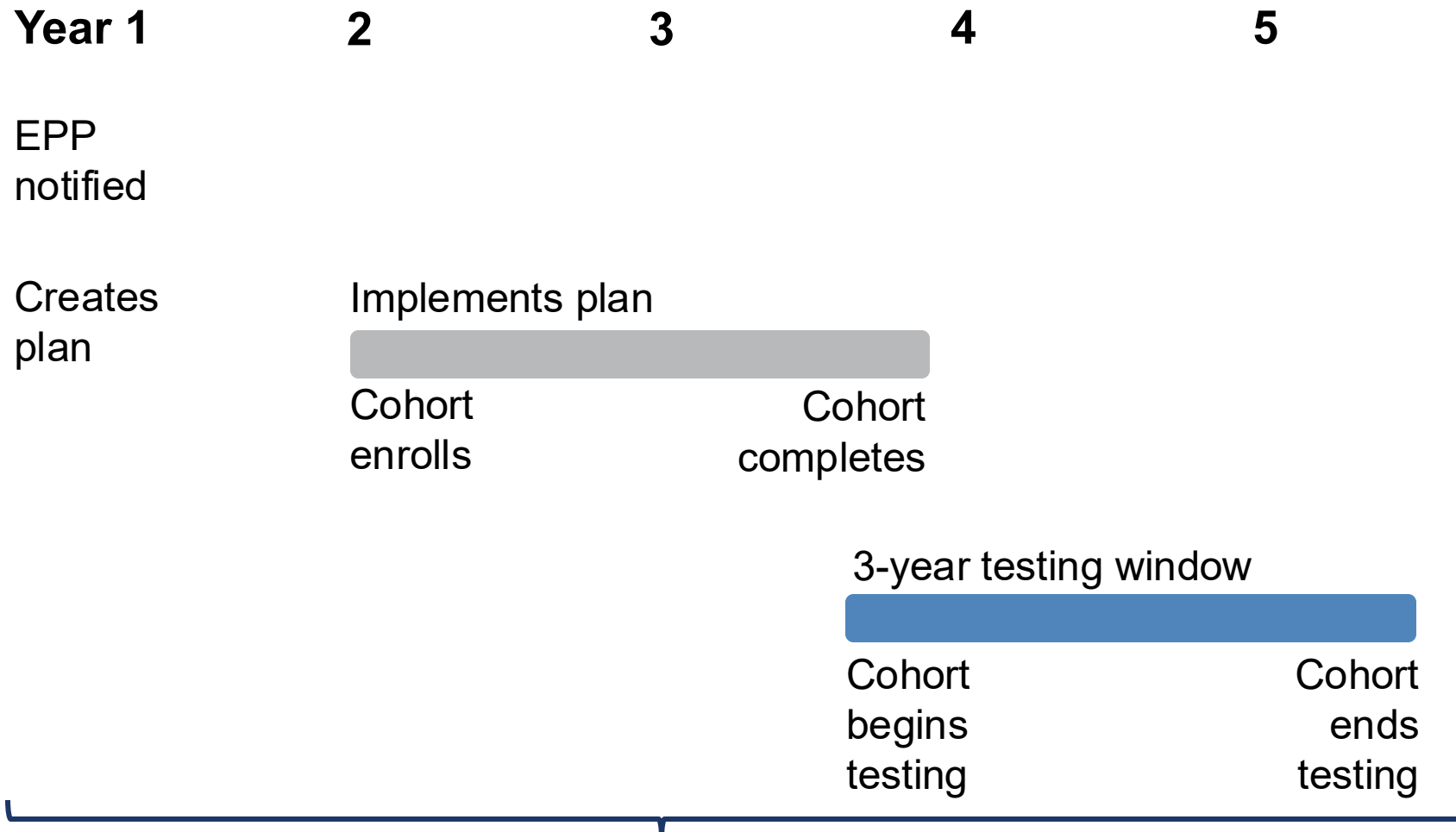
# Corrective Action Track

- Upon implementation of the monitoring system, an Educator Preparation Program (EPP) that receives a composite score rating of 1, or that has areas for development on three or more performance measures will be placed on the Corrective Action track with a status of Stipulation 3.
- This public sanction establishes a defined timeframe for the EPP to rectify all identified program performance needs. Under this track, EPPs will have immediate access to peer technical assistance as selected by the Professional Educator Preparation and Standards Commission (PEPSC)

# Corrective Action Track

Opportunities exist for the EPP to improve 3+ performance measures or its composite rating (to 2+), supported by targeted resources.	Opportunities exist for the EPP to improve 3+ performance measures or its composite rating (to 2+), supported by targeted resources.	Opportunities exist for the EPP to improve 3+ performance measures or its composite rating (to 2+), supported by targeted resources.	Opportunities exist for the EPP to improve 3+ performance measures or its composite rating (to 2+), supported by targeted resources.	Opportunities exist for the EPP to improve 3+ performance measures or its composite rating (to 2+), supported by targeted resources.
STIPULATION 3	STIPULATION 4	PROBATION 3	PROBATION 4	REVOCATION
<p>EPP has one year to meet the required threshold on at least two of the three areas for development or to earn a composite score rating of 2 or better. The EPP must submit a comprehensive improvement plan to NCDPI within 60 days of official notification of this status.</p> <p>EPP receives peer technical assistance selected by PEPSC.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>The EPP will report its improvement progress to the NCDPI as part of the annual IHE Report.</p> <p>The following outcomes will determine the EPP's sanction status based on the improvement demonstrated on the previously identified deficient measures:</p> <p><b>Removal of Sanction:</b> If the EPP meets the required threshold on all three areas for development and/or achieves a composite score rating of 2 or better, it will be removed from any sanction status.</p> <p><b>Transition to Stipulation 1</b> (Continuous Improvement): If the EPP meets the required threshold on two of the three previous areas for development and has a composite score of 2 or better, it will transition to Stipulation 1 within the continuous improvement process.</p> <p><b>Transition to Probation 3:</b> If the EPP meets the required threshold on only one of the three previous areas for development or maintains a composite score rating of 1, it will move to Probation 3.</p> <p>EPP receives peer technical assistance selected by PEPSC.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP submits an updated comprehensive plan of improvement and receives peer technical assistance selected by PEPSC.</p> <p>EPP has one year after receiving probation to meet the threshold or better on all remaining areas for development or move to a composite score of 2+.</p> <p><b>Removal of Sanction:</b> If the EPP meets the required threshold on all three areas for development and/or achieves a composite score rating of 2 or better, it will be removed from any sanction status.</p> <p><b>Transition to Stipulation 1</b> (Continuous Improvement): If the EPP meets the required threshold on two of the three previous areas for development and has a composite score of 2 or better, it will transition to Stipulation 1 within the continuous improvement process.</p> <p><b>Transition to Probation 3:</b> If the EPP meets the required threshold on only one of the three previous areas for development or maintains a composite score rating of 1, it will move to Probation 4.</p> <p>EPP receives peer technical assistance selected by PEPSC.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>EPP reports to NCDPI on improvement process as part of the annual IHE Report. If required improvements are met in this reporting year, the EPP is removed from sanction. If not, the EPP may be granted additional time in probation for improvement or may have their status as an EPP revoked. Recommendation to SBE from PEPSC with SBE making any final decision.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>	<p>Determined by the State Board of Education with recommendation from PEPSC.</p> <p>After a minimum of two years on probation, the EPP can have its program revoked.</p> <p>EPP may appeal based on factors identified in the Appeals Process.</p>
Public	Public	Public	Public	Public

# Example of an Improvement Timeline for EPP with Low Content Exam Scores



**Final** results from first cohort under improvement plan are available a **minimum of five years** after notification.



# Special Situations: Move to Corrective Action

An EPP will immediately move to PROBATION 3 if either of the following occurs within any three years during a five-year period:

- a. The EPP receives a composite score rating of 1.
- b. The EPP has three identified areas for development.

**Example:** EPP A receives a composite score rating of 1 in Year 1 and Year 2 of implementation. In Year 3, the EPP achieves a composite score rating of 2. While this improvement could potentially lead to a reduction in sanction status under normal progression, the prior occurrences of a composite score rating of 1 trigger the immediate move to PROBATION 3 if, in Year 4 or Year 5, the EPP again receives a composite score rating of 1.

Once placed on PROBATION 3 under this rule, the EPP will remain at this status until either:

- i. The EPP meets all performance standards for two consecutive years.
- ii. The EPP progresses through the remainder of the sanction model as outlined in subsequent stages.

# Special Situations: Data Sufficiency and Evaluation

When an EPP graduates fewer than five total completers over the three-year evaluation period or has available data in less than 5 performance measures, the resulting performance measure data is unlikely to provide a valid basis for assessing program performance or identifying meaningful areas for improvement. In such instances, NCDPI will implement the following procedures:

- a. Notification of Insufficient Data: NCDPI will formally notify the EPP that the current completer dataset is insufficient for reliable evaluation.
- b. Evaluation Waiver: The EPP will be granted an evaluation waiver for the current evaluation cycle.
- c. Required Explanation and Improvement Plan: NCDPI will require the EPP to submit a written explanation for the low enrollment and graduation rates. Additionally, the EPP must develop and submit a comprehensive plan to NCDPI within sixty (60) days. This plan should detail specific strategies aimed at increasing enrollment and graduation rates to a level that permits meaningful data analysis in future evaluations.
- d. Reporting on Improvement Strategies: The EPP will be required to report on the outcomes and progress associated with the planned enrollment and graduation strategies in the subsequent year's IHE Report.



# Special Situations: Evaluation Waivers and Alternative Evaluation Methods

An EPP may receive a maximum of two (2) consecutive evaluation waivers. Following two consecutive waivers, an alternative evaluation method will be implemented. The EPP will have the following two options for data usage under the alternative evaluation method:

- a. **Extended Historical Data:** NCDPI will generate a historical performance dataset extending beyond the standard three-year period, aiming to include as close to ten (10) completers as possible. This extended dataset will then be used for evaluating the program.
- b. **Current Cohort Evaluation:** The current three-year cohort data will be used to evaluate the program, regardless of the sample size. Any null measures will be counted as 0%. If this option is selected, the EPP explicitly waives the right to appeal any sanction based on the argument that the data is invalid due to the small sample size

# Special Situations: Loss of National Accreditation

Should an EPP lose national accreditation status for any reason or choose not to be reaccredited, it will immediately be subject to state issued public sanctions.

# Special Situations: Teaching Out of Area

If an EPP has completers who are teaching outside of the licensure area for which they were prepared by the EPP, the completer(s) will not be included in the evaluation process.