

Overview

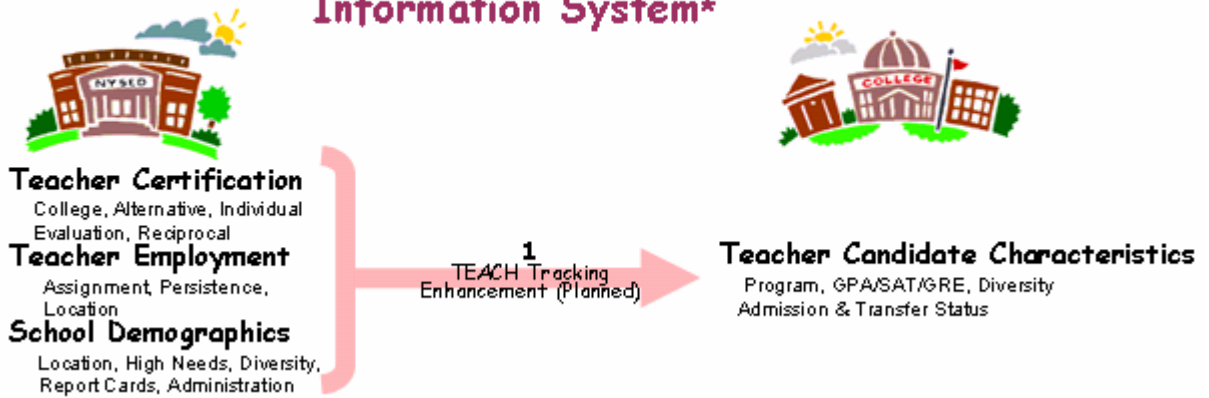
A comprehensive **New York State PK-16 Educational Quality Information System (EQIS)** would allow educators to link data on the characteristics of schools and teacher preparation institutions with the performance of preservice and inservice teachers to improve PK-12 student learning.

Nearly all of the significant data sources shown above already exist in separate databases or file cabinets within NYSED, teacher preparation institutions, and the public schools. However, they are nearly impossible to access in a timely fashion to produce reports that can be used by those responsible for improving teaching and learning in the schools and in college teacher preparation programs.

A PK-16 Educational Quality Information System would gather significant educational data from at least three sources – NYSED, teacher preparation institutions, and the public schools – into a data warehouse (with appropriate privacy protections) to make it possible for authorized users in all three domains to obtain standard reports, make queries, and download data from a secure online website.

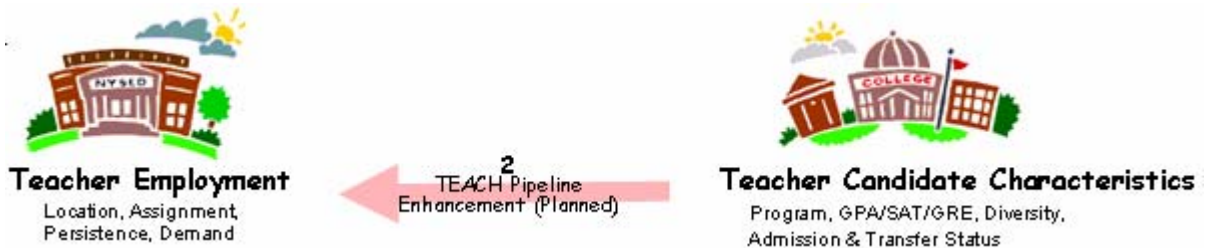
Implementing such a system would require collaboration among NYSED, teacher preparation institutions, and the public schools. A representative steering committee should produce a document that describes a detailed vision and the operational/analytical specifications of a mature PK-16 Educational Quality Information System. Priority steps, technology, personnel, timeline and funding sources should be identified with as much certainty as possible. The vision and specifications should be reviewed regularly, updated and enhanced; and a report on progress should be produced. Creating such a system would require resources, which are not currently available. It would be a long-term, developmental and potentially controversial project, but the benefits to PK-12 students in New York State are great. The conceptual framework presented here offers a starting point for discussion.

Toward a New York State PK-16 Educational Quality Information System*



A planned **Tracking Enhancement** to NYSED’s online TEACH System would allow colleges to track program completers into the teaching workforce. It would provide data to address key questions and inform policy decisions in the following areas:

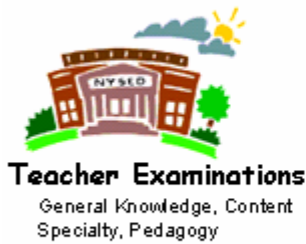
1. What proportion of college program completers in each certification area enter the workforce as teachers? How many achieve tenure? How many are employed in high needs and urban schools? How long do they stay in the workforce? **The data would inform decisions about how colleges can increase the supply of teachers in high needs certification areas.**
2. Are there different employment outcomes for different kinds of program completers? **The data would inform decisions about how colleges can maximize the success of diverse candidates.**
3. What additional certifications do program completers acquire? How many teach out of certification area? **The data would inform decisions about how colleges can enhance these career paths, especially in high demand certification areas and for middle school teachers.**
4. How do teachers and their school employers evaluate the quality of college preparation programs? **The data would inform decisions about how colleges can improve teacher preparation programs.**



A planned **Pipeline Enhancement** to NYSED’s online TEACH System would allow NYSED to forecast future teacher supply more accurately farther into the future. Colleges could provide information to NYSED on the candidates enrolled in each registered program two or more years prior to expected graduation, as well as the maximum capacity of each program. This enhancement would provide data to address key questions and inform policy decisions in the following areas:

1. How many teacher candidates will enter the workforce as teachers in the next 2-5 years? **The data would inform decisions about how NYSED can work with colleges to increase the yield in high demand certification areas.**
2. Do some colleges have excess capacity in high demand certification programs? **The data would inform decisions about how NYSED could work with colleges to increase enrollment in high demand certification programs.**

Toward a New York State PK-16 Educational Quality Information System*



A possible **Certification Examination Enhancement** to NYSED's online TEACH System would allow colleges to analyze the performance of their program completers on the appropriate the New York State Teacher Certification Examinations over time (overall and subscore statistics in addition to pass rates) and compare them to statewide and sectorwide benchmarks. Colleges could provide information about program completer characteristics when making recommendations for certification. Combining these data sources would address key questions and inform policy decisions in the following areas:

1. What are areas of strength and weakness for all college program completers? For those who are subsequently employed in the public schools? **The data would inform decisions about how colleges can improve teacher preparation programs.**
2. Are there achievement gaps among different kind of teacher candidates? **The data would inform decisions about how colleges can enhance the performance of diverse candidates.**
3. How is performance on licensure exams related to other measures of teacher candidate performance?

Creating an effective **Preservice/Inservice Teacher Performance Link** is a long term project. Colleges and schools already routinely evaluate the performance of student teachers to meet accreditation requirements; schools evaluate inservice teachers through the Annual Professional Performance Review (APPR) process required by NYSED. Crosswalking the diverse evaluation instruments currently in use to national standards (e.g., CCSSO's INTASC or NBPTS) (and working to improve the processes and instruments themselves over time) could lead to the construction of common teacher performance database(s) that would address key questions and inform policy decisions in the following areas:

1. What are the performance strengths and weakness of preservice and inservice teachers? How are they related? How do they change over time? **The data would inform decisions about how teacher performance data can be used to improve the effectiveness of teacher preparation programs, school professional development programs, and school personnel decisions.**
2. Eventually, how are various aspects of inservice teacher performance related to PK-12 student achievement?

