# Higher Education Act Title II

# Institutional and Program Report Card System (IPRC)

**User Manual** 

May 2012

U.S. Department of Education Office of Postsecondary Education



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## Part I: Introduction to Title II Reporting

## A. Introduction

Sections 205 through 208 of Title II of the *Higher Education Act (HEA)*, as amended in 2008, (PL 110-315) call for accountability for programs that prepare teachers. Section 205 of Title II requires reports from each institution of higher education (IHE) that conducts a traditional teacher preparation program or an alternative route to state certification or licensure program and that enrolls students receiving federal assistance under *HEA* (e.g., Title IV). In addition, states must be able to report on alternative routes to teacher certification or licensure that are operated by entities that are not institutions of higher education. The law can be accessed at <a href="http://www2.ed.gov/policy/highered/leg/hea08/index.html">http://www2.ed.gov/policy/highered/leg/hea08/index.html</a>.

A teacher preparation program is a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education. For the purposes of Title II reporting, all traditional teacher preparation programs at a single institution of higher education are considered to be a single program. Likewise, all alternative routes to initial teacher certification are considered to be a single program. The law requires institutions of higher education to submit timely and accurate reports or risk a fine of up to \$27,500.

Teacher preparation programs, both traditional and alternative, report to their states, which report to the U.S. Department of Education. Since 2001, the Office of Postsecondary Education at the U.S. Department of Education has collected data from states on teacher preparation programs and their students, as well as states' assessment and licensing of teacher candidates.

While annual Title II reporting is required by law, the mechanisms IHEs use to report are determined by the state. The Institutional and Program Report Card (IPRC) system is an online tool by which IHEs and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements on teacher preparation, certification and licensing mandated by Title II. If a state chooses to use the IPRC system, all IHEs in the state must report to the state using this system. IHEs may need to develop their own internal systems or processes to collect the necessary information to enter into the IPRC system.

This manual provides an overview of Title II reporting for IHEs, including reporting requirements and cycles, key definitions and guidance on using the IPRC system. For purposes of this manual, all entities reporting to their state under Title II will be referred to as IHE(s). For technical assistance in using the IPRC, contact Westat at <u>title2@westat.com</u> or 877-684-8532. Additional technical assistance documents and information, such as frequently asked questions, can be found at <u>https://title2.ed.gov/TA.asp</u>. For purposes of this manual, all screenshots are informational and for display purposes only. Data shown in screenshots are examples only and do not necessarily represent correct data.

## **B.** Reporting Requirements

Section 205(a) of Title II requires each IHE to report annually on:

- Basic aspects of its teacher preparation program, such as admissions requirements; number of students enrolled by gender, ethnicity and race; information about supervised clinical experience; the number of students prepared by academic major and subject area; and the number of program completers;
- Goals for increasing the number of teachers trained in shortage areas and assurances about aspects of teacher training;
- How well groups of students perform on initial state licensing and certification assessments;
- Approval or accreditation of the teacher preparation program and whether the program is under a designation of "low-performing;" and
- Information about preparing teachers to use technology, to participate as a member of individualized education program teams and to teach students with disabilities or who are limited English proficient.

Table 1 highlights each section of the report card and whether a narrative or numeric response is required. A narrative response to a question may include checking yes or no, selecting from a list of possible responses or typing a response in a text box. A numeric response asks for you to type a number in a box or upload a data file. Sections may require only narrative responses, only numeric responses or both types of responses.

Report Section	Narrative	Numeric
Program Information	$\checkmark$	
Admissions requirements	✓	
Enrollment		✓
Supervised clinical experience	✓	✓
Teachers prepared		✓
Program completers		✓
Annual goals	✓	✓
Assurances	✓	
Pass rates		✓
Low-performing	✓	
Use of technology	✓	
Teacher training	✓	

## Table 1. Types of responses by report section

## C. Reporting Cycles

The data elements required by Title II refer to different points in time. For example, admissions requirements are based on the most current information available, while enrollment is based on a specific academic year. Table 2 shows each report section and the corresponding data collection year/cycle for each reporting year.

	Reporting year		
<b>Report section</b>	2013	2014	2015
Program Information	Most recent information	Most recent information	Most recent information
Admission requirements	Most recent information	Most recent information	Most recent information
Enrollment	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
Supervised clinical experience	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
Teachers prepared	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
Program completers	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
	Academic year 2010-2011	Academic year 2011-2012	Academic year 2012-2013
	Academic year 2009-2010	Academic year 2010-2011	Academic year 2011-2012
Annual goals	Academic year 2012-2013	Academic year 2013-2014	Academic year 2014-2015
	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
	Academic year 2010-2011	Academic year 2011-2012	Academic year 2012-2013
Assurances	Most recent information	Most recent information	Most recent information
Pass rates-program completers	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
	Academic year 2010-2011	Academic year 2011-2012	Academic year 2012-2013
	Academic year 2009-2010	Academic year 2010-2011	Academic year 2011-2012
Pass rates-all enrolled students who have completed nonclinical courses	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
Pass rates-other enrolled students	Academic year 2011-2012	Academic year 2012-2013	Academic year 2013-2014
Low-performing	Most recent information	Most recent information	Most recent information
Use of technology	Most recent information	Most recent information	Most recent information
Teacher training	Most recent information	Most recent information	Most recent information

## Table 2. Data collection year/cycle by report section

## **D.** Key Definitions

Below are some key definitions for Title II reporting. Additional definitions can be found in the IPRC system's glossary.

- Academic year: A period of 12 consecutive months, starting September 1 and ending August 31.
- *Alternative route to certification or licensure*: A teacher preparation program that primarily serves candidates who are the teacher of record in a classroom while participating in the route. Alternative route teacher preparation programs are defined as such by the state.
- *Enrolled student*: A student who has been admitted to a teacher preparation program, but who has not yet completed the program.
- *Initial certification*: The first teaching certificate or license issued to an individual. The specific certificates or licenses classified as initial certification in each state are defined by the state.
- *Program completer*: A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.
- *Teacher preparation program*: A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an IHE. For the purpose of reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program.
- *Traditional teacher preparation program*: A teacher preparation program that primarily serves undergraduate students without prior teaching or work experience and leads at least to a bachelor's degree.<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Some traditional teacher preparation programs may lead to a teaching credential but not a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.

## E. General Information for IHE Reporting

Please note the following general reminders about IHE Title II reporting.

- Your report is due on or before April 30.
- The focus of Title II reporting is on initial teacher certification or licensure. When gathering data and completing the report, do **not** include currently licensed teachers who are earning additional licenses or endorsements, or licenses for school staff other than classroom teachers (e.g., administrators, guidance counselors).
- IHEs must comply with all of the requirements outlined by their testing companies for the calculation of pass rates. IHEs may need to provide program participant information to the testing companies and work with the testing companies to verify pass rate data.
- The data reported in the IPRC system is at the aggregate level, not the individual level.
- States determine the classification of teacher preparation programs as traditional or alternative.
- IHEs with only traditional teacher preparation programs will submit one report for traditional programs. IHEs with only alternative routes will submit one report for alternative programs. IHEs with both traditional and alternative programs will submit two reports—one for the traditional routes and one for the alternative routes. The two reports are identical; the only distinction is the type of program reporting.
- IHEs are encouraged to use the text boxes throughout the report, and the optional contextual section, to provide additional information to describe the teacher preparation program and to provide context for the data being reported.

## F. Benefits to Using the IPRC System

Using the IPRC data entry system is not required by law; however, it has been designed to help IHEs, and ultimately states, with their data collection process. Benefits to using this system include:

- There is no cost to use this system.
- This system allows users to work on the report at their own pace by saving data electronically as they work.
- Data submitted using this system will be pre-populated into the state report.
- Narrative information entered in the previous year's report will be pre-populated in the following year's report. Narrative information includes text typed into text boxes, responses to yes/no questions and other non-numerical data.
- The IPRC contains automated internal edit check functions to help users identify missing or incomplete data.

## Part II: Using the IPRC System for Title II Reporting

## A. Logging In and Logging Out

To log in to the on-line Title II Institutional and Program Report Card system (IPRC), follow these steps:

- 1. Go to this Website: <u>https://title2.ed.gov/Title2IPRC/default.aspx</u>. You may want to bookmark this Website or set it as a favorite for future reference.
- 2. Type the username and password given to you by Westat in the username and password fields. Alternatively, you may want to copy and paste the username and password given to you by Westat to ensure that they are entered correctly.
- 3. Click the box next to **I have read and accept the terms and conditions of using this system** and click on the Continue button. You can also tab to the Continue button and press Enter (see Figure 1). If you do not check this box, the system will not allow you to log in. A pop-up box will appear reminding you to accept the terms and conditions of using this system.

## Figure 1. Login screen

Title II Higher Educatio	n Act		
Submit State Reports	View Reports / Resources	Frequently Asked Questions	Contacts / Help
SUBMIT REPORTS			
	authorized users only. You sho Use of this network constitutes information stored within the Please report any problems yo 877-684-8532. Enter your username and pass Username:	ed States government computer n uld have no expectation of priva consent to monitoring, retrieval network for any purpose includir u encounter while using this web sword to continue.	cy in your use of this network. I, and disclosure of any ng criminal prosecution. I site to <u>titlez@westat.com</u> or

The first time you log into the IPRC, you will be prompted to change your password (see Figure 2). Your new password must meet the following requirements:

- Must be 8-15 characters in length;
- Cannot be one of your last 6 IPRC passwords;
- Cannot contain a symbol;
- Must contain at least one letter;
- Must contain at least one number;
- Must be changed at least every 90 days.

Some examples of a password that meets the requirements are:

- 123MainSt
- Elizabeth7
- October31
- eddd2796af
- 35flowers
- Sum14mer

Use care when creating a new password. The IPRC will not warn you that your new password may not meet the requirements. Entering a new password that does not meet the requirements (e.g., is 16 characters) will allow you to continue into the IPRC, but the new password will not work the next time you log in and may cause your account to be locked.

Usernames and passwords are **case sensitive.** Be sure that your Caps Lock is not on when you are logging in.

When logging in, if you receive a message saying "Your username is invalid," this indicates that you have entered your username incorrectly. Be sure you are using your IPRC username and password. Additionally, be sure that you are using this website to log into the IPRC: <u>https://title2.ed.gov/Title2IPRC/default.aspx</u>. You can also access the IPRC from the Title II homepage (<u>https://title2.ed.gov</u>), by clicking on the Submit Reports tab and selecting the second item from the menu (Institutional and Program Report Card System).

IPRC accounts that are not used for more than 90 days are deactivated. Contact Westat (title2@westat.com) to reactivate your account.

ubmit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
UBMIT REPORTS			
structions			
noose Program			<u>Contact Us</u> - <u>Glossary</u> - <u>Log o</u>
count Information	Account Information		
ossary			
ontact Us	Contact Name:	Vancy Thor	aton
stitutions	Title:	induite y	
ogram Status Report			4
ers	Agency:		
er Activity	Address:		
	City, State, Zip		]
	Phone: x		a
	Fax:		
	Email: Nanc	yThornton@westat.com	
	Username: Nanc	yT Must be 5 to 12 let	ters and/or numbers.
	Password:	Must be 8 to 12 cha	aracters, contain a letter, and contain a
	numb	er.	
	Confirm password:	••••	
	Security Questions: Quest	tion 1: What is your mother's	s middle name? 🛛 🗸
	Answ	er 1:	
	-	tion 2: What is your father's	middle name?
	Answ	er 2:	
	0	What is your materns	al grandmother's first name? 🔽
	Quest		
	All S W	ei 3.	
	Save		
			<u>Contact Us</u> - <u>Glossary</u> - <u>Log o</u>

#### Figure 2. Initial password change

After you have changed your password, you will see drop down menus containing security questions that will allow you to access the IPRC in the event you get locked out of the system. You will be required to set up your security questions at the initial password change screen by selecting three different questions from the drop down menu in the **Question 1**, **Question 2** and **Question 3** boxes. After you have identified your questions, provide the answers in the **Answer 1**, **Answer 2** and **Answer 3** boxes. Be sure to keep track of your security questions and answers as you have provided in the system. If you need to use this feature in the future, you will be required to provide the answers exactly as you have provided in this section.

After you have successfully changed your password and setup your security questions and answers, click **Save** to proceed (*see Section II Part C. System Features for help with the buttons*).

During subsequent logins, if you enter an incorrect username and/or password, you will see a message stating, "The username/password supplied is incorrect. Please check it before trying again." You may then re-enter the correct username and password to log in. If you enter an incorrect username and/or password three times, you will be locked out of your account. The incorrect logins do not necessarily happen consecutively. If you logged in incorrectly three times during the last 12 hours, your account will be locked. This feature is for security purposes; however, it means that **you will not be able to access your account**. In the event that you get locked out of your account, you will be able to unlock your account via your computer by answering the three security questions that you provided at your initial login. To begin this process, enter your email address in the box provided (see Figure 3), click **Continue.** You must ensure that you provide the email as it was listed in the IPRC account information. If you provide anything different from what is on file, the IPRC system will not be able to identify you, subsequently not allowing you to unlock your account.

## Figure 3. Unlock Account

Title II Higher Education Act					
Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help		
SUBMIT REPORTS					
		te to too many failed login attemp to three security questions before ess.			

After entering in your email address, the next screen will prompt you to answer your three security questions (see Figure 4). Enter the correct answers to your security questions and click **Continue**. After answering your security questions, you will be directed to the account information page (Figure 2), where you will be required to change your password. Be sure to follow all of the security requirements when resetting your password. Enter the new password in the **Password** and **Confirm Password** boxes, then click **Save**. Your account has now been unlocked and you are ready to navigate the IPRC system.

## **Figure 4. Unlock Account Security Questions**

.

Submit Reports       View Reports / Resources         SUBMIT REPORTS       Unlock Account         What is your mother's middle       What is your father's middle reports	Title II Higher Education Act					
Unlock Account What is your mother's middle	Technical Assistance	Contacts / Help				
What is your mother's middle						
What is your maternal grand	name?					

If you do not remember your username and/or password, click on the "Forgot your Username or Password?" link (see Figure 5), and your login information will be sent to you via email.

Submit State Reports	View Reports / Resources	Frequently Asked Questions	Contacts / Help
SUBMIT REPORTS			
	authorized users only. You sho Use of this network constitutes information stored within the Please report any problems yo 877-684-8532. Enter your username and pass Username:	ed States government computer r uld have no expectation of priva consent to monitoring, retrieval network for any purpose includir u encounter while using this web word to continue.	cy in your use of this network. , and disclosure of any ng criminal prosecution. e site to <u>title 2@westat.com</u> or

Figure 5. Forgot your username or password? Link

In the top right-hand corner and bottom right-hand corner of each page, you will see a link called **Log out** (see Figure 6). Click on this link when you want to log out of the system. This will return you to the Login Page.

## Figure 6. Log out

Title II Higher Educatio	n Act				
Submit State Reports	View Reports / Resources	Frequently Asked Questions	Contacts / Help		
SUBMIT REPORTS					
Instructions			•	♥	
Institution/Program Information		<u>C</u>	<u>ontact Us</u> - <u>Glossary</u> - <u>Lo</u>	<u>g out</u>	
Section I.a Admission Requirements					
Section I.b Enrollment			Test Univ Traditional Pr	-	
Section 1.c Supervised Clinical Experience				008-09	
Section I.d Certification	Welcome				
Section I.e Program Completers	V VOICONNO				
Section II Annual Goals	Welcome to the Title II Institu	tional and Program Report Card	System.		
Section II Assurances					
Section III Pass Rates	Title II report cards are due in April, 2010. As you complete your report card, check <i>Section</i> VIII for unanswered questions and edit check information.				
Section IV Low-Performing	VIII for unanswered questions	and edit check information.			
Section V Use of Technology	You can print your entire rep	ort card using the <i>Print Report Ca</i>	rd menu item. If you want	t to	
Section VI Teacher Training	print a single report section, u	ise the <i>Printer-friendly view</i> link a	t the top or bottom of the		
Section VII Contextual Information	section.				
Print Report Card	ml l ( l	- 1) - 1. C	1	1	
Change Program		g the information required for this rtunity Act, Title II: Reporting Re			

## **B.** System Security

For security purposes, only one username and password is distributed to each IHE or program. Data are stored on a secure database running on a secure operating system and are accessible only by use of a username and password; thus, you are prevented from viewing others' data during the reporting period.

The IPRC automatically logs you off the system after 20 minutes of inactivity (activity includes moving to another page, saving the page, etc.). A time-out warning will notify you that your session is about to expire (see Figure 7). If data are not saved or if inactivity continues, the session will time out, and you will need to log back into the system. **Data should be saved** at least <u>every 15 minutes</u> to avoid losing them.

## Save your data at least every 15 minutes!

#### **Figure 7. Time-out warning**

Microso	ft Internet Explorer 🛛 🛛
♪	Your session is about to expire due to inactivity. Please save your changes before they are lost.
	ОК

## C. System Features

The following features can be found throughout the IPRC system:

- Radio buttons
- Text boxes
- Check boxes
- Buttons to
  - o Insert
  - o Edit
  - o Delete
  - Check Spelling
  - Save or
  - o Reset
- Printer-friendly view
- Contact us
- Upload files

**<u>Radio buttons</u>**. You may choose only ONE response when using radio buttons. To select a radio button, click on it with your mouse. Once a radio button is selected, the only way to deselect it is to choose another radio button in that response.

<u>Text boxes</u>. Single-line text boxes are usually limited to the size of the displayed box. Multiline text boxes do not have a character limit; however, we encourage you to **be brief**, concise and to the point when entering text. When referencing a Web address, include the entire address (including "http://"). (See Figure 8 for an example of radio buttons and text boxes.)

## Figure 8. Radio buttons and text boxes

Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions			
nstitution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
ection I.a Admission Requirements			
ection I.b Enrollment			Massachusetts Test Universit Traditional Progran
ection I.c Supervised Clinical Experience			2009-1
ection I.d Teachers Prepared	Institution/Program Informa	tion	
Section I.e Program Completers	Ū.		
Section II Annual Goals		Pr	inter-friendly view (opens in new window
Section II Assurances			
ection III Pass Rates		n: Massachusetts Test Uni	versity
ection III Assessment Pass Rates	Institution/Program Typ		
ection III Summary Pass Rates	Academic Yea	r	
ection IV Low-Performing	Stat	e: Massachusetts	
ection V Use of Technology			Text boxes
ection VI Teacher Training	Addre:	38:	
Section VII Contextual Information			
Section VIII Report Card Certification	City, State, Z	ip	
Print Report Card			
change to Alternative, IHE-based Program	Contact Nam	.e: 💙	
account Information	Phon	.e:	
Plossary	Ema	il•	
Contact Us	Linte		
Radio	Is your institution a member of O Yes ④ No	a Teacher Quality Enhand	cement(TQE) partnership grant?
	TQE partnership name or grant		
	TQE partnership hame or grant	number, n'applicable:	
	Save) Reset		
		Pr	inter-friendly view (opens in new window
			Massachusetts Test Universit Traditional Progran 2009-1
			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
	Title II II:ek en Filmention And		
	Title II, Higher Education Act OMB Control No.: 1840-0744		

<u>Check boxes</u>. You may choose more than one check box in a single response (see Figure 9). To select a check box, click your mouse in the box (or using the Tab key, tab to the box and press the space bar). To deselect a box, click your mouse in the box (or press the space bar) again.

Title II			
Higher Educatio	Act		
inglier Lubtuno			
Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions			
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log out</u>
Section I.a Admission Requirements			Massachusetts Test University
Section I.b Enrollment			Traditional Program
Section I.c Supervised Clinical Experience			2009-10
Section I.d Teachers Prepared	Section IV Low-Performing	ng	
Section I.e Program Completers			
Section II Annual Goals		Ē	<u>'rinter-friendly view (opens in new window)</u>
Section II Assurances	Provide the following informa	tion about the approval or	accreditation of your teacher
Section III Pass Rates	preparation program. (§205(		accreated for your toacher
Section III Assessment Pass Rates			
Section III Summary Pass Rates	Is your teacher preparation p	rogram currently approved	l or accredited?
Section IV Low-Performing	• Yes		
Section V Use of Technology	○ No		
Section VI Teacher Training	If yes, please specify the organ	lization(s) that approved or	accredited your program:
Section VII Contextual Information	State		····· · · · · · · · · · · · · · · · ·
Section VIII Report Card Certification	✓ NCATE	Check boxes	
Print Report Card	TEAC		8
Change to Alternative, IHE-based Program	Other specify:		
Account Information	Is your teacher preparation p	rogram currently under a (	designation as "low-performing" by
Glossary	the state (as per section 207(a	ı) of the HEA of 2008)?	
Contact Us	0		
	⊙ Yes ⊙ No		
	0140		
	Save Reset		
		P	rinter-friendly view (opens in new window)
			Massachusetts Test University
			Traditional Program
			2009-10
			<u>Contact Us - Glossary - Log out</u>
	Title II, Higher Education A OMB Control No.: 1840-072		
	омв соптот но.: 1640-072	14 (evb. 8/30/2012)	

## Figure 9. Check boxes

**Insert/Edit/Delete.** To add new entries, click **Insert**. To view or modify an existing entry, click **Edit**. To delete an entry, click **Delete**. You will see an alert box asking if you are sure you want to delete this item. Click on **OK** to delete the item, or click on **Cancel** if you do not want to delete the item. (see Figure 10).

Submit Reports	View Reports / Resources	Technical As:	sistance	Contacts / Help
SUBMIT REPORTS				
nstructions				
nstitution/Program Information			Q	<u>ontact Us</u> - <u>Glossary</u> - <u>Log out</u>
Section I.a Admission Requirements				
Section I.b Enrollment				Massachusetts Test University
Section I.c Supervised Clinical Experience				Traditional Program 2009-10
Section I.d Teachers Prepared	Section I.d Teachers Pr	renared		
Section I.e Program Completers		opurou		
Section II Annual Goals			Printer	-friendly view (opens in new window
Section II Assurances				
Section III Pass Rates	Provide the number of teach teach in 2009-10. (§205(b)		7 academic major	and subject area prepared to
Section III Assessment Pass Rates	( <u>9204,0</u> )	1,(11)		
Section III Summary Pass Rates	Academic major Numb	er prepared	Update	
Section IV Low-Performing	TOTAL		Edit	
Section V Use of Technology				
Section VI Teacher Training			nsert Cancel	
Section VII Contextual Information		_	-	
Section VIII Report Card Certification	Subject area Numb	er prepared	Update	
Print Report Card	TOTAL		Edit	
Change to Alternative, IHE-based Program		[I	nsert Cancel	
Account Information			Printer	-friendly view (opens in new window
Glossary				
Contact Us				Massachusetts Test University Traditional Program 2009-10
			G	ontact Us - Glossary - Log out

## Figure 10. Insert/edit/delete

Some sections ask for a website. Enter the Web address, including "http://" (see Figure 11).

#### Figure 11. Web address

bachelors degree or higher	💛 Yes	💛 No	💛 Yes	💛 No
Job offer from school/district	🔿 Yes	◯ No	🔿 Yes	<b>○</b> No
Personality test (e.g.,Myers-Briggs Assessment)	🔿 Yes	○ No	🔿 Yes	◯ No
Other (specify:	O Yes	◯ No	🔿 Yes	◯ No
Provide a link to your website where additional informa can be found: Indicate when students are formally admitted into your program:				
can be found:	initial te	eacher cer	tification	

**Buttons.** One or more buttons are at the bottom of each survey section. Please make special note of the following two buttons: **Save** and **Reset**. A description of each is below.

Save:	Selecting this button saves data in the section and keeps you in that
	section. If you will be working on the same section for a long time, we
	recommend that you save your data at least every 15 minutes (see
	Security). Use this button to save your data periodically as you work
	through a section.
Reset:	This button will reset all fields in the section to their last saved value.
	For example, if you make changes to a saved section but do not want to save the changes, use the <b>Reset</b> button. The section will return to how it appeared the last time you saved it.

<u>Check Spelling</u>. If you want to check the spelling in a section, click on the button at the bottom of the page marked, "Check Spelling." A new window will open that lists spelling errors and suggests replacements. This feature is similar to those used in word processing programs. In order for the spell-check feature to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers to use this feature.

**<u>Glossary</u>**. If you want to check the definition of a word listed in the glossary, click on the Glossary link at the top or bottom of the page. A new window will open with the glossary.

**<u>Printer-Friendly View</u>**. To print the current section of the report, click on the printer-friendly view link at the top or bottom of the page. A new window will open with the report section that is formatted for printing. To print the section, use your browser print function. You cannot enter data in printer-friendly view; you can only view the questions and data that have been entered. The feature is helpful for printing a section after you complete it so that you can review your work.

<u>Contact Us</u>. If you need technical assistance with this Website, click the Contact Us link. A new window will open with email and telephone contact information. Contact your state Title II coordinator with questions about your responses.

**<u>Upload Files.</u>** Some sections allow you to upload files. You will first need to select the file that you want to upload and then click the upload button.

## **D.** Report Navigation

Once you log into the IPRC, you will be able to access all sections of the report (see Figure 12). You can access any section of the survey by clicking the links on the left side of the page. You can also access other information, such as the instructions and glossary. Questions included in the report come from the reporting requirements in Title II. Each reporting section contains a reference to the specific section of the law requiring the question(s) (e.g., (\$205(a)(1)(C)(i))) and a link to the law for your reference.

## Figure 12. Main menu

Title II Higher Educatio	n Act		
Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions			
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log out</u>
Section I.a Admission Requirements			
Section I.b Enrollment			Test University Traditional Program
Section I.c Supervised Clinical Experience			2010-11
Section I.d Teachers Prepared by Subject Area	Instructions		
Section I.d Teachers Prepared by Academic Major			ns of higher education and other
Section I.e Program Completers		aration programs meet the ne	w reporting requirements on d by Title II of the <i>Higher Education</i>
Section II Annual Goals	• • /	· ·	ation is responsible for assisting
Section II Assurances			or issuing the annual report to
Section III Pass Rates	Congress.		
Section III Assessment Pass Rates	The Depending Defense 1		7. General and a 10 and 10 and 10
Section III Summary Pass Rates		<i>User Manual</i> is available in <u>PD</u> ons in preparing their reports.	<u>F format</u> or as a <u>Microsoft Word</u> The manual is for reference
Section IV Low-Performing	purposes only.		

## Change Program

IHEs that need to complete both a traditional and an alternative route report can select which report to complete after logging into the IPRC system. (see Figure 13). Select the report you would like to complete by clicking the **Traditional** or **Alternative, IHE based** link. You can toggle between the two reports by clicking **Change to Traditional Report** or **Change to Alternative, IHE based Report** on the left side menu. You will be brought to the Welcome screen each time you switch between the two reports. IHEs that need to complete only one type of report will not have access to both report types. At the top and bottom of each page is an indication of what report you are completing. The name of your IHE is shown, along with the type of report (traditional or alternative) and the academic year that is considered to be the "current" academic year that you are reporting on. Be sure that you are in the correct report before you enter data.

Submit Reports	View Reports / Resources Technical Assistance	Contacts / Help
SUBMIT REPORTS		
Instructions		
Institution/Program Information		<u>Contact Us - Glossary - Log ou</u>
Section I.a Admission Requirements		
Section I.b Enrollment		Massachusetts Test Universit Traditional Progran
Section I.c Supervised Clinical Experience		17401(10hai Frogram 2009-1
Section I.d Teachers Prepared	Change Program	
Section I.e Program Completers	Changer regram	
Section II Annual Goals	Choose report card to update:	
Section II Assurances		
Section III Pass Rates	<u>Traditional</u>	
Section III Assessment Pass Rates	Alternative, IHE-based	
Section III Summary Pass Rates		
Section IV Low-Performing		Massachusetts Test Universit
Section V Use of Technology		Traditional Program
Section VI Teacher Training		2009-1
Section VII Contextual Information		Contact Us - Glossary - Log ou
Section VIII Report Card Certification		
Print Report Card	Title II, Higher Education Act	
Change to Alternative, IHE-based Program	OMB Control No.: 1840-0744 (exp. 9/30/2012)	
Account Information		
Glossary		
Contact Us		

## Figure 13. Change program

## Instructions

From the left side of the page, click on the link for **Instructions.** This page provides basic information about the Title II reporting and the IPRC system and also provides links to other resources (see Figure 14). You will find links to the *User Manual* here.

## **Figure 14. Instructions**

Outural Devents	View Devente (Deserverse	Technical Assistance	Contrate Ulate		
Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help		
Instructions					
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log out</u>		
Section I.a Admission Requirements					
Section I.b Enrollment			Massachusetts Test University		
Section I.c Supervised Clinical Experience	Traditional Program 2009-10				
Section I.d Teachers Prepared	Instructions				
Section I.e Program Completers	Instructions				
Section II Annual Goals	This reporting system is a mechanism by which institutions of higher education and other				
Section II Assurances	state-approved teacher preparation programs meet the new reporting requirements on				
Section III Pass Rates	teacher preparation, certification, and licensing mandated by Title II of the <i>Higher Education</i>				
Section III Assessment Pass Rates	Act, as amended in 2008. The Office of Postsecondary Education is responsible for assisting institutions and states in fulfilling the requirements and for issuing the annual report to				
Section III Summary Pass Rates	Congress.				
Section IV Low-Performing					
Section V Use of Technology			DF format or as a <u>Microsoft Word</u>		
Section VI Teacher Training		ions in preparing their reports	. The manual is for reference		
Section VII Contextual Information	purposes only.				
Section VIII Report Card Certification	Section 205 of Title II of the	Higher Education Opportunity .	Act mandates that the Department		
Print Report Card	of Education collect data on	state assessments, other requi	rements, and standards for teacher		
Change to Alternative, IHE-based Program		as well as data on the perform the Secretary to use these dat	ance of teacher preparation ta in submitting an annual report		
Account Information			e first Secretarial report is due April		
Glossary		-	on October 7, 2010. Data from		
Contact Us	30, 2010, for use by states i		o states annually, beginning April		

## Institution/Program Information

The individual listed on the Institution/Program Information page (see Figure 15) will be shown in the report card as the contact person for members of the public who would like more information. Review the contact information each year and update as necessary. If your institution is a member of a Teacher Quality Enhancement (TQE) partnership grant, click the Yes radio button and enter the TQE partnership name or grant number. If your institution is not part of a TQE partnership grant, click the No radio button and do not enter anything into the TQE partnership name or grant number box. Once you have entered information in this section, choose the appropriate button (**Save, Reset**) at the bottom of the page.

Title II	Contraction of the			^
Higher Educatio	n Acr			
Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help	
SUBMIT REPORTS				
Instructions				
Institution/Program Information		Co	<u>ntact Us - Glossary - Log out</u>	
Section I.a Admission Requirements				
Section I.b Enrollment			Massachusetts Test University	
Section I.c Supervised Clinical Experience			Traditional Program 2009-10	
Section I.d Teachers Prepared	Institution/Program Inform	ation		
Section I.e Program Completers	Institution Frogram mornation			
Section II Annual Goals	Printer-friendly view (opens in new window)			
Section II Assurances				
Section III Pass Rates	Name of Institution: Massachusetts Test University			
Section III Assessment Pass Rates	Institution/Program Type: Traditional			
Section III Summary Pass Rates	Academic Year: 2009-10			
Section IV Low-Performing	Sta	ate: Massachusetts		_
Section V Use of Technology				
Section VI Teacher Training	Addr	ess:		
Section VII Contextual Information				
Section VIII Report Card Certification	City, State,	Zip		
Print Report Card	,,,			
Change to Alternative, IHE-based Program	Contact Na:	me: 🔽		
Account Information	Pho	me:		
Glossary	Em	ail:		
Contact Us				
	Is your institution a member o	f a Teacher Quality Enhancemer	t(TQE) partnership grant?	¥

## Figure 15. Institution/program information

## Section III: Completing the Title II Report

## Section 1.a Program Information

Click on the link on the left side menu for **Section 1.a Program Information**. List each teacher preparation program included in your traditional route; IHE-based alternative route; or not IHE-based alternative route, and provide the total count of teacher preparation programs. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <a href="http://www2.ed.gov/about/offices/list/oii/tqp/index.html">http://www2.ed.gov/about/offices/list/oii/tqp/index.html</a>., by clicking the radio button next to the appropriate "yes"/"no" response.

## Figure 16. Section 1.a Program Information

(Screenshot not available)

## Section I.b. Admissions Requirements

Click on the link on the left side menu for **Section I.b Admissions Requirements**. Yes/no questions require you to choose either "yes" or "no" as your response. Click the radio button next to your response. To change your response, click the radio button for the other response.

Indicate whether each element is required for admission into or exit out of any of your initial teacher certification program(s) at either the undergraduate or postgraduate level (see Figure 16). If all of the requirements are applicable, you can select **Check all** *Yes*, or you can select **Check all** *No* if none of the requirements are applicable. These selections can be found under the heading for both undergraduate and postgraduate column headings. If all of the requirements are applicable but one or two, you can click **Check all** *Yes* and then click No on the one or two elements that are not required. If there are no initial teacher certification programs at either the undergraduate level or postgraduate level, click the appropriate box at the top of the page. This will make the corresponding column inactive.

## Figure 17. Section I.b Admissions Requirements

(Updated screenshot not available)

Title II Higher Education	n Act			
Submit Reports	View Reports / Resources	Technical Assistance	Contacts /	Help
SUBMIT REPORTS				
Instructions				
Institution/Program Information			Contact Us - 9	<u> Glossary - Log out</u>
Section I.a Admission Requirements				
Section I.b Enrollment			Massach	usetts Test University Traditional Program
Section I.c Supervised Clinical Experience				2009-10
Section I.d Teachers Prepared	Section I.a Admission Re	equirements		
Section I.e Program Completers		oquironionis		
Section II Annual Goals		E	rinter-friendly view	(opens in new window)
Section II Assurances				
Section III Pass Rates	For each element listed below teacher certification program	· •	-	
Section III Assessment Pass Rates	(1)(C)(i))	(s) at either the undergrad	fuate of postgradu	ate level. ( <u>9205(a)</u>
Section III Summary Pass Rates				
Section IV Low-Performing	There are no initial teach	er certification programs at	t the undergradua	te level.
Section V Use of Technology	🗹 There are no initial teach	er certification programs at	t the postgraduate	level.
Section VI Teacher Training				
Section VII Contextual Information	Elem		Undergraduate	Postgraduate
Section VIII Report Card Certification	Liem	ent	<u>Check all Yes</u> Check all No	<u>Check all Yes</u> Check all No
Print Report Card	A			
Change to Alternative, IHE-based Program	Application Fee/Payment		<ul> <li>♥ Yes</li> <li>♥ Yes</li> <li>♥ No</li> </ul>	OYes ONo
Account Information				
Glossary	Transcript		⊙Yes ○No	○Yes ○No
Contact Us	Fingerprint check		🔿 Yes 💿 No	○Yes ○No
	Background check		💿 Yes  🔿 No	⊖Yes ⊖No

In this section, provide additional information about admissions requirements, including your institution/program Website, timeframe when students are formally admitted into the program and whether your institution conditionally admits students. If you feel there is a need to enter any additional narrative regarding your admissions process, enter this information into the contextual box, as seen in Figure 18. This text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text.** Once you have entered information in the Admissions Requirements section, save your data using the **Save** button at the bottom of the page.

	Figure 18	. Section	<b>1.b</b>	Admissions	Rec	quirements
--	-----------	-----------	------------	------------	-----	------------

ſ	Personality test (e.g.,Myers-Briggs Assessment)	🔾 Yes 🔘 No	◯Yes ◯No	^
	Other (specify:	OYes ONo	OYes ONo	
	Provide a link to your website where additional informa can be found:	ation about admissi	ions requirements	
	Indicate when students are formally admitted into you program: Other specify:	r initial teacher cei	rtification	
	Does your initial teacher certification program conditio Ves No	nally admit studer	its?	
	Please provide any additional information about or exce provided above:	eptions to the admi	ssions information	
			< >	
	CheckSpelling			
	Save Reset	Printer-friendly view	(opens in new window)	
			Test University Traditional Program	~

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.b before moving on to the next section. You can respond to one or two questions in this section, save your data and then navigate to another section of the report. However, if this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

## Section I.c. Enrollment

On the left side of the page, click on the link for Section I.c Enrollment.

In this section, provide the number of students enrolled in the teacher preparation program by category (see Figure 19). Do not report on the total number of students enrolled in your entire institution, only include students enrolled in the initial teacher preparation program. Do not include currently licensed teachers who are earning additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors). For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

The ethnicity category includes the number of Hispanic/Latino students of any race. The race category includes includes the number of students who are American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White or Two or more races. Unknown, missing, other or other reporting categories are not permitted. Please note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in the race categories. Be sure to include non-resident aliens in the appropriate categories.

The following examples may be helpful in understanding how the reporting will work.

Example 1: An enrolled student self-identifies as Hispanic/Latino and as Asian. This individual is reported only in the Hispanic/Latino category.

Example 2: An enrolled student self-identifies as Hispanic/Latino and as Asian and Black or African American. This individual is reported only in the Hispanic/Latino category.

Example 3: An enrolled student self-identifies as non-Hispanic/Latino and as Native Hawaiian or Other Pacific Islander. This individual is reported in the Native Hawaiian or Other Pacific Islander category.

Example 4: An enrolled student self-identifies as non-Hispanic/Latino and as American Indian or Alaska Native and White. This individual is reported in the two or more races category.

It is understood that asking individuals to report on their race/ethnicity is optional in many places. Students should not be forced to report, and an ethnic/racial categorization should not be imposed or assumed. You will report on the race/ethnicity data that you have available, though the data may not be complete. Also, it is not expected that the sum of the enrolled students reported by race/ethnicity will equal the total number of students enrolled. For guidance from the U.S. Department of Education on the collection and reporting of racial and ethnic data, please see <a href="http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf">http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf</a>.

Similarly, asking individuals to report on their gender is optional in some places. Students should not be forced to report, and gender categorization should not be imposed or assumed. You will report on the gender data that you have available, though the data may not be

complete. Also, it is not expected that the sum of the enrolled students reported by gender will equal the total number of students enrolled.

Once you have entered information in the enrollment section, save your data using the **Save** button at the bottom of the page.

You will receive an error message in the following situations:

- The information entered is not a whole number.
- The value of any race and ethnicity category is higher than the count given for total enrollment.

If you get an error message, go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.c before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

#### ^ Title II **Higher Education Act** Contacts / Help Submit Reports View Reports / Resources Technical Assistance SUBMIT REPORTS Instructions Institution/Program Information Contact Us - Glossary - Log out Section I.a Admission Requirements Massachusetts Test University Section I.b Enrollment Traditional Program Section I.c Supervised Clinical 2009-10 Experience Section I.d Teachers Prepared Section I.b Enrollment Section I.e Program Completers Section II Annual Goals Printer-friendly view (opens in new window) Section II Assurances Provide the number of students in the teacher preparation program in the following Section III Pass Rates categories. Note that you must report on the number of students by ethnicity and race Section III Assessment Pass Rates separately. Individuals who are non-Hispanic/Latino will be reported in one of the race Section III Summary Pass Rates categories. The sum of the members of each racial category may not necessarily add up to the Section IV Low-Performing total number of students enrolled. (§205(a)(1)(C)(ii)) Section V Use of Technology 600 Total number of students enrolled in 2009-10 Section VI Teacher Training Section VII Contextual Information 250 Unduplicated number of males enrolled in 2009-10 Section VIII Report Card Certification 350 Unduplicated number of females enrolled in 2009-10 Print Report Card Change to Alternative, IHE-based 2009-10 Number enrolled Program Account Information Ethnicity Glossand 200 Hispanic/Latino of any race Contact Us Race

#### Figure 19. Section 1.c Enrollment

## Section I.d. Supervised Clinical Experience

On the left side of the page, click on the link for **Section I.d Supervised Clinical Experience.** 

In this section, provide information about supervised clinical experience. The activities that constitute supervised clinical experience will vary by state. If you are unsure about what to report in this section, please contact your state Title II coordinator.

If you feel there is a need to enter any additional narrative regarding supervised clinical experience, enter this information into the text box, as seen in Figure 20. This text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text.** 

Once you have entered information in the supervised clinical experience section, save your data using the **Save** button at the bottom of the page.

You will receive an error message in the following situations:

• The information entered is not a number

If you get an error message, go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.d before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

# **Figure 20. Section I.d Supervised clinical experience** (Updated screenshot not available)

Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help	
SUBMIT REPORTS				
Instructions				
Institution/Program Information			<u>Contact Us</u> - <u>Glossar</u>	<u>ry - Log out</u>
Section I.a Admission Requirements				
Section I.b Enrollment			Massachusetts Te Traditi	est University onal Program
Section I.c Supe <mark>rvised Clinical</mark> Experience				2009-10
Section I.d Teachers Prepared	Section I.c Supervised	Clinical Experience		
Section I.e Program Completers	,			
Section II Annual Goals			Printer-friendly view (opens in	<u>new window</u>
Section II Assurances	Duewide the following inform	ation about auroprovided alig	iasl auronionas in assas i	- /5(-)
Section III Pass Rates (1)(C)(iii), §205(a)(1)(C)(iv))				J. ( <u>9205(a)</u>
Section III Assessment Pass Rates				
Section III Summary Pass Rates	Average number of clock h	ours required prior to studer	nt teaching	400
Section IV Low-Performing	A		<b>b</b> i	
Section V Use of Technology         Average number of clock hours required for student teaching           Section VI Teacher Training         Number of full-time equivalent faculty in supervised clinical experience during			icning	300
			40	
Section VII Contextual Information this academic year				
Section VIII Report Card Certification Print Report Card	Number of full-time equiva during this academic year	lent adjunct faculty in supe (IHE and PreK-12 staff)	rvised clinical experience	40
Change to Alternative, IHE-based Program	Number of students in supe	rvised clinical experience d	uring this academic year	40
Account Information Please provide any additional information about or descriptions of the supervised clini experiences:				
	Check Spelling Save Reset			
		:	Printer-friendly view (opens in	<u>, new window</u>
			Massachusetts Te Traditi	est Universit; onal Progran 2009-10
			<u>Contact Us</u> - <u>Glossar</u>	<u>ry - Log ou</u>
	Title II, Higher Education OMB Control No.: 1840-01			

## **Section I.e. Teachers Prepared**

On the left side of the page, click on the link for **Section I.e. Teachers Prepared Subject Area** (figure 21) or **Section 1.e Teachers Prepared Academic Major** (figure 22).

In this section, provide the number of teachers prepared by academic major and subject area for academic year 2011-2012. For the purposes of this section, only include individuals who are program completers. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank.

"Subject area" refers to the area in which individuals are prepared to teach. For each subject area listed, provide the number of individuals prepared by your program. Please choose the subject area(s) that best fit the areas in which teachers are prepared. Individuals may be counted more than once. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. You may leave a cell blank if no individuals were prepared in a particular subject area.

"Academic major" refers to the actual major granted to an individual. Academic majors vary from one IHE or teacher preparation program to the next; please choose the academic majors that most closely match the majors offered by your institution. For example, if an individual majored in Geology, that individual should be counted in the "Geological and Earth Sciences/Geosciences" academic major, even though the name of the major does not match exactly. Please note that the list of majors includes several "Teacher Education" majors, as well as several non-education majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education – Chemistry" category. Please also note that individuals may be counted more than once. For example, if an individual majors in Secondary Math Education, that individual should be counted in the "Teacher Education - Secondary Education" academic major category, as well as the "Teacher Education – Mathematics" category. You may leave a cell blank if no individuals were prepared in a particular academic major.

Please use the "Other" categories sparingly, if there is no similar subject area or academic major listed. Please use the text box to describe the breakdown of any subject areas or academic majors listed in the "Other" categories.

Section I.a Admission Requirements			
Section I.b Enrollment	Test University		
Section I.c Supervised Clinical Experience		Traditional Program 2010-11	
Section I.d Teachers Prepared by Subject Area	Section I.d Teachers Prepared by Subject Area		
Section I.d Teachers Prepared by Academic Major	Printer-friendly vie	ew (opens in new window)	
Section I.e Program Completers	Please provide the number of teachers prepared by subject area for acad	mic vear 2010-11	
Section II Annual Goals	Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An		
Section II Assurances			
Section III Pass Rates	individual can be counted in more than one subject area. If no individua	ls were prepared in a	
Section III Assessment Pass Rates	particular subject area, please leave that cell blank. ( <u>§205(b)(1)(H)</u> )		
Section III Summary Pass Rates			
Section IV Low-Performing	Subject Area	Number Prepared	
Section V Use of Technology		Trepareu	
Section VI Teacher Training	Education - General		
Section VII Contextual Information	Teacher Education - Special Education		
Section VIII Report Card Certification	Teacher Education - Early Childhood Education		
Print Report Card			
Change Program	Teacher Education - Elementary Education		
Account Information	Teacher Education - Junior High/Intermediate/Middle School		
Glossary	Education		
Contact Us	Teacher Education - Secondary Education		
Program Management	Teacher Education - Multiple Levels		

## Figure 21. Section I.e Teachers Prepared by Subject Area

Section I.c Supervised Clinical Experience		2010-11		
Section I.d Teachers Prepared by Subject Area	Section I.d Teachers Prepared by Academic Major			
Section I.d Teachers Prepared by Academic Major	Printer-friendly view (opens in new window)			
Section I.e Program Completers	Please provide the number of teachers prepared by academic major for academic year 2010-			
Section II Annual Goals	11. For the purposes of this section, number prepared by academic major for academic year 2010-			
Section II Assurances	completers. "Academic major" refers to the actual major(s) declared by the program			
Section III Pass Rates	completer. An individual can be counted in more than one academic major. If no individuals			
Section III Assessment Pass Rates	were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)			
Section III Summary Pass Rates				
Section IV Low-Performing	Academic Major	Number		
Section V Use of Technology		Prepared		
Section VI Teacher Training	Education - General			
Section VII Contextual Information	Teacher Education - Special Education			
Section VIII Report Card Certification	Teacher Education - Early Childhood Education			
Print Report Card				
Change Program	Teacher Education - Elementary Education			
Account Information	Teacher Education - Junior High/Intermediate/Middle School			
Glossary	Education			
Contact Us	Teacher Education - Secondary Education			
Program Management	marker Threeting Andrews			
Institutions	Teacher Education - Agriculture			
Users	Teacher Education - Art			

## Figure 22. Section I.e Teachers prepared by Academic Major

You will receive an error message in the following situations:

- The information entered for number prepared is not a whole number.
- If you enter a number row in "Other", but do not specify subject area/academic major
- If you specify a subject area/academic major in "Other", but do not enter a number

If you get an error message go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.e before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

## Section 1.f. Program Completers

On the left side of the page, click on the link for Section I.f Program Completers.

In this section, report the number of program completers for the three academic years shown (see Figure 23). Program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

Once you have entered information in the program completer section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You will receive an error message in the following situations:

• The information entered is not a whole number.

If you get an error message, go back and update your data and click the **Save** button. You will be able to save your work; however, your report will not be eligible for certification until the errors are cleared.

You can enter data on a rolling basis, so you do not necessarily need to complete Section I.f before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

# Figure 23. Section I.f Program completers

Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions			
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
Section I.a Admission Requirements			
Section I.b Enrollment			Massachusetts Test Universit
Section I.c Supervised Clinical Experience			Traditional Program 2009-1
Section I.d Teachers Prepared	Section I.e Program Co	mpleters	
Section I.e Program Completers	occaonile i rogiani oc	mpietero	
Section II Annual Goals			Printer-friendly view (opens in new window
Section II Assurances			
Section III Pass Rates			on preparation program completers in
Section III Assessment Pass Rates	each of the following acaden	nic years:	
Section III Summary Pass Rates	2009-10 600		
Section IV Low-Performing	2009 10		
Section V Use of Technology	2008-09 500		
Section VI Teacher Training			
Section VII Contextual Information	2007-08 400		
Section VIII Report Card Certification			
Print Report Card	Save		
Change to Alternative, IHE-based Program			Printer-friendly view (opens in new window
Account Information			Massachusetts Test Universit
Glossary			Traditional Program
Contact Us			2009-:
			<u>Contact Us</u> - <u>Glossary</u> - <u>Log or</u>
	Title II, Higher Education OMB Control No.: 1840-07		

## Section II. Annual Goals and Assurances

Section II is divided into two parts. The first part asks about annual goals; the second is about assurances. Select the link on the left to complete **Section II. Annual Goals** (see Figure 24) or **Section II Assurances** (see Figure 25).

When completing the **Annual Goals** section, be sure to provide the following information for each teacher shortage area:

- Enter the academic year in the correct format (e.g., 2008-09).
- Enter your numeric goal in the Goal box. The goal can be in the form of a number (e.g., 10) or a percent (e.g., 2%). IHEs that do not have a teacher preparation program in an area can enter NA for that area in the Goal box.
- Check Yes or No to indicate if the goal was met.
- Enter a description of the strategies used to achieve the goal.
- Enter a description of steps to improve your performance in meeting the goal or lessons learned in meeting the goal.

The Other shortage area row can be used when you have a shortage area other than the ones shown. Your state may have specified other shortage areas applicable to your state.

If you would like to enter any additional narrative regarding your annual goals, enter these data into the contextual box at the end of the section. This text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text.** 

In the **Assurances** section, check Yes or No for each statement. In the text box, describe your institution's most successful strategies in meeting the assurances. You can also use this box and the optional contextual information section (Section VII) to provide context for your responses.

As you enter information into each of these sections, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section II before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If the section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

# **Figure 24. Section II Annual goals** (Updated screenshot not available)

Section III Pass Rates		gher education (IHE) that conducts a traditional teacher preparation
Section III Assessment Pass Rates		programs that offer any ongoing professional development programs) or
Section III Summary Pass Rates		state certification or licensure program, and that enrolls students
	-	istance under this Act, shall set annual quantifiable goals for increasing
Section IV Low-Performing		ctive teachers trained in teacher shortage areas designated by the
Section V Use of Technology		tate educational agency, including mathematics, science, special
Section VI Teacher Training		iction of limited English proficient students. IHEs that do not have a
Section VII Contextual Information		program in one or more of the areas listed below can enter NA for the IHE does not have that program. (\$205(a)(1)(A)(i), \$205(a)(1)(A)(ii),
Section VIII Report Card Certification	§206(a))	$\frac{1}{2} \cos \left( \sin \theta + \sin \theta + \cos \theta + \sin \theta + \cos \theta + \sin \theta + \cos \theta + \sin \theta$
Print Report Card	<u>(200(u)</u> )	
Change to Alternative, IHE-based Program	Teacher shortage area	Goal for increasing prospective teachers trained
Account Information	Mathematics	
Glossary		Academic year: (format: 2009-10)
Contact Us		Goal:
		Goal met? 🔿 Yes 🔿 No
		Description of strategies used to achieve goal:
		~
		×
		Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
		~

# **Figure 25. Section II Assurances**

	2000-09
Section I.e Program Completers	
Section II Annual Goals	Section II Assurances
Section II Assurances	
Section III Pass Rates	<u>Printer-friendly view (opens in new window)</u>
Section III Assessment Pass Rates	Please indicate whether your institution is in compliance with the following assurances.
Section III Summary Pass Rates	
Section IV Low-Performing	Training provided to prospective teachers responds to the identified needs of the local
Section V Technology	educational agencies or States where the institution's graduates are likely to teach, based on
Section VI Teacher Training	past hiring and recruitment trends.
Section VII Contextual Information	⊙Yes ONo
Section VIII Report Card Certification	
Print Report Card	Training provided to prospective teachers is closely linked with the needs of schools and the
Change Program	instructional decisions new teachers face in the classroom.
Account Information	O Yes
Instructions	No     No
Glossary	Prospective special education teachers receive coursework in core academic subjects and

#### Section III. Pass Rates

This section allows users to provide the information on the performance of the students in their teacher preparation program on each initial teacher certification or licensure assessment used in the state.

The following points are important to remember when reporting these data:

- This information will be provided to you by the state or the testing company or companies.
- In cases where a student has taken a given assessment more than once, the highest score on that test must be used in the pass rate calculation.
- There must be at least 10 students in each group taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported.
- In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data.
- Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.
- Not all groups of students will be applicable to every IHE. For example, if your IHE has interwoven clinical and nonclinical elements into every course so that there are no "nonclinical courses," the "all enrolled students who have completed all nonclinical courses" group would not apply, and you would not report any data in this group.
- In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher certification or licensure assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state certification or licensure assessment taken over a three-year period.

#### NEW FOR 2012

Westat will be working directly with states and testing companies to obtain pass rate files for each teacher preparation program. Once the final pass rate files have been received, Westat will load the pass rates into each report. It is estimated that this process should be complete by mid-April 2012, at which time you should be able to view your institution's pass rates. To view your pass rates, click **Section III Assessment Pass Rates** (figure 26) or **Section III Summary Pass Rates** (figure 27), You will need to review and verify your pass rates before certifying your report.

Section I.d Teachers Prepared	Section III Assessment Pass	Rates					
Section I.e Program Completers		latoo					
Section II Annual Goals Section II Assurances Section III Pass Rates	Assessment code - Assessment name	Number	Avg.	Number		State Average pass	State Average
Section III Assessment Pass Rates	Test Company	tests	score	tests	(%)	rate (%)	scaled
Section III Summary Pass Rates	Group						score
Section IV Low-Performing	1 -BIOLOGY	45	100	45	100	100	100
Section V Use of Technology	Evaluation Systems group of						
Section VI Teacher Training	Pearson All enrolled students who have						
Section VII Contextual Information	completed all nonclinical courses						
Section VIII Report Card Certification	2 -CHEMISTRY	12	100	12	100	100	100
Print Report Card	Evaluation Systems group of						
Change to Alternative, IHE-based Program	Pearson All enrolled students who have						
Account Information	completed all nonclinical courses						
Glossary	9 -ENGLISH	65	100	65	100	100	100
Contact Us	Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses						
	5 -PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	45	100	45	100	100	100

#### Figure 26. Assessment pass rates

# Figure 27. Summary pass rates

Title II Higher Educatio	n Act						
Submit Reports	View Reports / Resources T	echnical Assis	tance		Contacts / I	Help	
SUBMIT REPORTS							
Instructions Institution/Program Information Section I.a Admission Requirements Section I.b Enrollment Section I.c Supervised Clinical Experience Section I.d Teachers Prepared Section I.e Program Completers Section II Annual Goals	Section III Summary Pass Ra					<mark>Hossary</mark> - <u>Log out</u> usetts Test University Traditional Program 2009-10	
Section II Assurances Section III Pass Rates Section III Assessment Pass Rates	Group	Number taking tests	Number passing tests		Average pass rate (%)		
Section III Summary Pass Rates	All program completers, 2009-10	245	245	100	100		
Section IV Low-Performing	1	1	1	1	1	1	
Section V Use of Technology					Massach	usetts Test University	
Section VI Teacher Training						Traditional Program 2009-10	
Section VII Contextual Information							
Section VIII Report Card Certification				Co	ntact Us - O	<u> Glossary</u> - <u>Log out</u>	Į

## Section IV. Low-Performing

From the left side of the page, click on the link for **Section IV Low-Performing** (see Figure 28).

In this section, provide information about the approval or accreditation of your teacher preparation program.

Each state has its own state-specific definition of low performing. Confer with your state to determine if your program meets your state's definition.

Yes/no questions require you to choose either "yes" or "no" as your response. Click the radio button next to your response. To change your response, click the radio button for the other response.

A question with a list of responses allows to you choose more than one response, as applicable. Click the box next to one or more of your responses. To change your response, click the box again. If you choose "other" as your response, you must provide more information in the "specify" box.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section IV before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

# Figure 28. Section IV Low-performing

Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions			
nstitution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
Section I.a Admission Requirements			Managa
Section I.b Enrollment			Massachusetts Test Universit Traditional Program
Section I.c Supervised Clinical Experience			2009-1
Section I.d Teachers Prepared	Section IV Low-Perfor	mina	
Section I.e Program Completers			
Section II Annual Goals		1	Printer-friendly view (opens in new window
Section II Assurances	Descride the fall sector of f	mation about the community	a second itation of more too -1
Section III Pass Rates	-	mation about the approval or 05(a)(1)(D), §205(a)(1)(E))	accreditation of your teacher
Section III Assessment Pass Rates	proparation program. ( <u>420</u>	<u>, , , , , , , , , , , , , , , , , , , </u>	
Section III Summary Pass Rates	Is your teacher preparatio	n program currently approve	d or accredited?
Section IV Low-Performing			
Section V Use of Technology	○ No		
Section VI Teacher Training	If yes please specify the or	ganization(s) that approved o	r accredited your program.
Section VII Contextual Information	State	gamzation(3) that approved o	accreated your program.
Section VIII Report Card Certification	✓ NCATE		
Print Report Card	TEAC		
Change to Alternative, IHE-based Program	Other specify:		
Account Information	Is your teacher preparatio	n program currently under a	designation as "low-performing" by
Glossary	the state (as per section 20	7(a) of the HEA of 2008)?	
Contact Us	<ul><li>○ Yes</li><li>⊙ No</li><li>Save Reset</li></ul>		
		1	Printer-friendly view (opens in new window
			Massachusetts Test Universit Traditional Program 2009-1
			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
	Title II, Higher Education OMB Control No.: 1840-0		

## Section V. Use of Technology

From the left side of the page, click on the link for **Section V Use of Technology** (see Figure 29).

In this section, provide information about the use of technology in the teacher preparation program. Yes/no questions require you to choose either "yes" or "no" as your response. Click the radio button next to your response. To change your response, click the radio button for the other response. If any unit or department of the teacher preparation program would respond "yes" to an item, respond "yes" for the entire teacher preparation program and explain any exceptions in the text box.

The text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text.** Use the **Check Spelling** button to check your spelling in this section.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section V before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

Experience		
Section I.d Teachers Prepared	Section V Use of Technology	
Section I.e Program Completers		
Section II Annual Goals	Printer-friendly view (opens in new window)	
Section II Assurances		
Section III Pass Rates	$(\underline{\$205(a)(1)(F)})$	
Section III Assessment Pass Rates	Does your program prepare teachers to:	
Section III Summary Pass Rates	2002 your program propure counters to:	
Section IV Low-Performing	<ul> <li>integrate technology effectively into curricula and instruction</li> </ul>	
Section V Use of Technology	● Yes	
Section VI Teacher Training	O No	
Section VII Contextual Information	<ul> <li>use technology effectively to collect data to improve teaching and learning</li> </ul>	
Section VIII Report Card Certification	● Yes	
Print Report Card	○ No	
Change to Alternative, IHE-based Program	<ul> <li>use technology effectively to manage data to improve teaching and learning</li> <li>Nes</li> </ul>	
Account Information	O No	
Glossary		
Contact Us	<ul> <li>use technology effectively to analyze data to improve teaching and learning</li> <li>Yes</li> <li>No</li> </ul>	
	Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include	

# Figure 29. Section V Use of technology

## Section VI. Teacher Training

From the left side of the page, click on the link for **Section VI Teacher Training** (see Figure 30).

In this section, provide information about the preparation of both general and special education teachers. Be sure to scroll to the bottom of the page to respond to all items in this section.

Yes/no questions require you to choose either "yes" or "no" as your response. Click the radio button next to your response. To change your response, click the radio button for the other response. If any unit or department of the teacher preparation program would respond "yes" to an item, respond "yes" for the entire teacher preparation program and explain any exceptions in the text box. The special education items include a "Program does not prepare special education teachers" response. Use this response if your institution does not have a program to prepare special education teachers.

The text box does not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text.** Use the **Check Spelling** button to check your spelling in this section.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page.

You can enter data on a rolling basis, so you do not necessarily need to complete Section VI before moving on to the next section. You can respond to one or two questions in this section save your data and then navigate to another section of the report. If this section is not complete when you click the **Save** button, you will get a pop-up reminder with a list of questions that still need to be answered. The data you have entered have been saved, but additional questions may need to be answered before you complete and submit your report. This reminder is generated in real time, so each time you respond to a question, the question will be removed from the list.

Section I.d Teachers Prepared	
Section I.e Program Completers	Section VI Teacher Training
Section II Annual Goals	Printer-friendly view (opens in new window)
Section II Assurances	
Section III Pass Rates	$(\underline{\$205(a)(1)(G)})$
Section III Assessment Pass Rates	
Section III Summary Pass Rates	Does your program prepare <b>general education</b> teachers to:
Section IV Low-Performing	<ul> <li>teach students with disabilities effectively</li> </ul>
Section V Use of Technology	● Yes
Section VI Teacher Training	O No
Section VII Contextual Information	<ul> <li>participate as a member of individualized education program teams</li> </ul>
Section VIII Report Card Certification	● Yes
Print Report Card	O No
Change to Alternative, IHE-based	<ul> <li>teach students who are limited English proficient effectively</li> </ul>
Program	• Yes
Account Information	O No
Glossary	
Contact Us	Provide a description of how your program prepares <b>general education</b> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section $614(d)(1)(B)$ of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

# Figure 30. Section VI Teacher training

## Section VII. Contextual Information (Optional)

From the left side of the page, click on the link for **Section VII Contextual Information** (see Figure 31).

This section is optional; it can be used to provide supplementary information. In this section, you can provide any additional information that describes your teacher preparation program(s) or gives context for the responses you provided throughout your report. Use the **Check Spelling** button to check your spelling in this section.

You may also attach information to this report card. If you do attach supplementary information, please note you can only upload Microsoft Word, Microsoft Excel or Adobe PDF documents.

When uploading a document, click the **Browse** button to navigate your computer and select a document. Once you have selected your document, click open. Click the **Upload** button to finish the upload process. In the Link Text box, provide a brief title or description of the document. The files you upload will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Once you have entered information in this section, choose the appropriate button (**Save**, **Reset**) in the middle of the page.

Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions			
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
Section I.a Admission Requirements			
Section I.b Enrollment			Massachusetts Test Universit
Section I.c Supervised Clinical Experience			Traditional Program
Section I.d Teachers Prepared Section I.e Program Completers	Section VII Contextual Ir	formation (Optional)	
Section II Annual Goals		De	inter-friendly view (opens in new window
Section II Assurances		<u>11</u>	terener, den jopens in new wildow
Section III Pass Rates	Please use this space to provi	de any additional information	n that describes your teacher
Section III Assessment Pass Rates			n to this report card (see below). The
Section III Summary Pass Rates			ny evaluation plans or interim or
Section IV Low-Performing	final reports that may be av	ailable.	
Section V Use of Technology			~
Section VI Teacher Training			
Section VII Contextual Information			
Section VIII Report Card Certification			
Print Report Card	Check Spelling		
Change to Alternative, IHE-based Program	Save Reset		
Account Information			
Glossary	Supporting Files		
Contact Us			
			l. You should only upload PDF or 1ks in your report card. Upload files
	in the order that you'd like t		iks in your report card. Opload lifes
	Link text:		
	File: Browse	a	
	Upload		
		Pr	inter-friendly view (opens in new window
			Massachusetts Test Universit
			Traditional Program
			2009-1
			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
	Title II, Higher Education .	Act	
	OMB Control No.: 1840-07		

# Figure 31. Section VII Contextual information (Optional)

## Section VIII. Certification

On the left side of the page, click on the link for **Section VIII Certification** (see Figure 32). Upon entering this section, the system will run a check to ensure the report is complete. If the report is not complete, the system will present a list of questions that have been left unanswered. You can click on the link to the section(s) listed to bring you directly to the page where there are unanswered questions. Data verification features have been implemented to assist you in ensuring the quality and accuracy of the information being reported. The data verification report, which provides edit check information, is generated in real time and is always available in Section VIII; you do not need to certify your report in order to view the edit check information.

When all sections of the report have been completed, and the report has been reviewed by the appropriate person (e.g., university president), you are ready to certify your report. Select the check box under Certification of submission. Enter your name and title. Select the check box under Certification of review of submission. Enter the name and title of the reviewer. Checking these boxes indicates that the report is complete and that the information in the report is accurate. Finally, click the **Certify and Submit Report Card** button. Do <u>not</u> click this button until you are ready to submit your completed report. You will no longer have access to your report in order to edit it, so be sure that the report is complete before it is certified.

When this section is complete, the system will automatically send you an email indicating that the certification process is complete. The state Title II coordinator will receive a copy of this email. In order for the e-mail verification of data certification to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers to use this feature. Be sure to follow any other report certification procedures specified by your state.

# Figure 32. Certification

insuddions		
Institution/Program Information	<u>Contact Us - Glossary - Log or</u>	<u>at</u>
Section I.a Admission Requirements		=
Section I.b Enrollment	Westate Universi Traditional Progra	· ·
Section I.c Supervised Clinical Experience	Traditional Frogra 2008-	
Section I.d Certification	Section VIII Report Card Certification	
Section I.e Program Completers		
Section II Annual Goals	Certification of submission	
Section II Assurances		
Section III Pass Rates	I certify that, to the best of my knowledge, the information in this report is accurate and	
Section III Assessment Pass Rates	complete and conforms to the definitions and instructions used in the Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.	
Section III Summary Pass Rates	Орротипиу Ась, ние из керогинд кејегенсе ини азег гианама.	
Section IV Low-Performing	Name of responsible representative for teacher preparation program:	
Section V Use of Technology		
Section VI Teacher Training		
Section VII Contextual Information	Title:	
Section VIII Report Card Certification		
Print Report Card		
Change Program	Certification of review of submission	
Account Information	I certify that, to the best of my knowledge, the information in this report is accurate and	
Glossary	complete and conforms to the definitions and instructions used in the <i>Higher Education</i>	
Contact Us	Opportunity Act, Title II: Reporting Reference and User Manual.	
		~
	Sucal intranet 🔍 100%	lo •

## **Printing Your Report**

From the left side of the page, click on the **Print Report Card** link. From here (see Figure 33), you may print your complete report. To print the report, use your browser print function. For example, if you are using Internet Explorer, you should see a Print button at the top of your browser window. Click on this button to print the report or click on File from the menu at the top of the screen and then choose Print. You cannot enter data in this section, you can only view the questions and data that have been entered.

Depending on your window or browser settings, some sections (Section III, for example) will print better in landscape format. Also, many of the sections can be quite lengthy. Printing the entire report at once may take <u>several</u> minutes. You must wait for entire report to load on the screen before printing. It is recommended that you print a copy of your report after you complete it and keep it for your records. Alternatively, if you have access to a PDF program, you can create and save a PDF version of your report.

Title II Higher Educatio	n Act			
Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help	
SUBMIT REPORTS				
Instructions				
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log out</u>	
Section I.a Admission Requirements				
Section I.b Enrollment			Massachusetts Test University	
Section I.c Supervised Clinical Experience			Traditional Program 2009-10	
Section I.d Teachers Prepared	Print Report Card			
Section I.e Program Completers	r mit Kepon Gard			
Section II Annual Goals	Program Information			
Section II Assurances	Flogrammormation			
Section III Pass Rates	Name of	Institution: Massachusetts T	Cest University	
Section III Assessment Pass Rates		gram Type: Traditional	2	
Section III Summary Pass Rates		demic Year: 2009-10		
Section IV Low-Performing		State: Massachusetts		
Section V Use of Technology				
Section VI Teacher Training		Address: 123 Westat Lan	e	
Section VII Contextual Information		<u> </u>		
Section VIII Report Card Certification		Westat, MA, 12	345	
Print Report Card			J-10	

## **Figure 33. Print menu**

## **Updating User Account Information**

From the left side of the page, click on the **Account Information** link. From here (see Figure 34), you may update your contact information, user name and password.

Once you have entered information in this section, choose the appropriate button (Save) at the bottom of the page.

Figure 34. User account information

	View Reports / Resources	s T	Fechnical A	Assistance	Co	ontacts / Help	
SUBMIT REPORTS							
nstructions							
hoose Program					Contac	<u>et Us</u> - <u>Glossar</u>	<u>y</u> - <u>Log ou</u>
ccount Information	A accurat information						
lossary	Account Information	n					
ontact Us	Contact Name:		lancy	Thorn	ton	7	
stitutions			ancy	Thorn			
rogram Status Report	Title:						
sers	Agency:						
ser Activity	Address:				7		
					-		
	City, State, Zip						
	Phone:	х					
	Fax:						
	Email:	NancyThor	nton@w	estat.com			
	Username:			Iust be 5 to 12 lette	and /an m	mbarr	
		•••••					
	1435%014.	number.	• 1	fust be 8 to 12 cha	racters, conta	ain a letter, and c	ontain a
	Confirm password:						
	Security Questions:		What is	s your mother's	middle nai	me?	*
		Answer 1:					
		Question 2:	What is	s your father's i	middle nam	e?	~
		Answer 2:	- vinac i	o your latifier o l	induic num		
		Allswer 2:					
		Question 3:	What is	s your materna	l grandmot	ner's first name	? 👻
		Answer 3:					
	Save						
						<u>et Us</u> - <u>Glossar</u>	

## **Glossary**

For your reference, the glossary can be found by clicking **Glossary** link on the left side menu or at the top or bottom of each page. (See Figure 35). A new window will open with the Glossary.

# Figure 35. Glossary

Institution/Program Information	<u>Contact Us</u> - <u>Glossary</u> - <u>Log out</u>	_
Section I.a Admission Requirements		
Section I.b Enrollment	Massachusetts Test University	
Section I.c Supervised Clinical Experience	Traditional Program 2009-10	
Section I.d Teachers Prepared	Glossary	
Section I.e Program Completers	Clossaly	
Section II Annual Goals	Academic year: A period of 12 consecutive months, starting September 1 and ending August	
Section II Assurances	31.	
Section III Pass Rates		
Section III Assessment Pass Rates	Alternative route to certification or licensure: A teacher preparation program that primarily serves candidates that are the teacher of record in a classroom while participating in the	
Section III Summary Pass Rates	route. Alternative route teacher preparation programs are defined as such by the state.	
Section IV Low-Performing		
Section V Use of Technology	Challenging academic content standards: Standards that specify what children are expected to	
Section VI Teacher Training	know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills.	
Section VII Contextual Information	advanced skills.	
Section VIII Report Card Certification	Cohort of program completers: Individuals who met all requirements of a state-approved	
Print Report Card	teacher preparation program in a given academic year. (See definition of "program	
Change to Alternative, IHE-based Program	completer.")	
Account Information	Critical shortage area:See Teacher shortage area.	
Glossary		
Contact Us	<i>Cut score:</i> The minimum score required by the state to pass a teacher certification or licensure assessment.	
	<i>Early childhood education program:</i> A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or	

# Contact Us

For your reference, contact information can be found by clicking **Contact Us** link on the left side menu. (See Figure 36). Contact Westat for technical assistance in using this system. Contact your state Title II coordinator with questions about your responses.

# Figure 36. Contact us

Submit Departs	View Reports / Resources	Technical Assistance	Contacts / Help
Submit Reports SUBMIT REPORTS	view Reports / Resources	rechnical Assistance	Contacts / help
Instructions			
Institution/Program Information			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
Section I.a Admission Requirements			
Section I.b Enrollment			Massachusetts Test Universit Traditional Program
Section I.c Supervised Clinical Experience			1raditional Program 2009-1
Section I.d Teachers Prepared	Contact Us		
Section I.e Program Completers	oontaet oo		
Section II Annual Goals	E-mail questions to <u>title2@v</u>	<u>vestat.com</u> or call our toll-free t	elephone hotline (877-684-8532
Section II Assurances	or 877-6title2).		
Section III Pass Rates			
Section III Assessment Pass Rates			Massachusetts Test Universit Traditional Prograr
Section III Summary Pass Rates			2009-1
Section IV Low-Performing			
Section V Use of Technology			<u>Contact Us</u> - <u>Glossary</u> - <u>Log ou</u>
Section VI Teacher Training		A	
Section VII Contextual Information	Title II, Higher Education OMB Control No.: 1840-07		
Section VIII Report Card Certification	0.000 00000 00000 00000	/44 (exp. 9/ 30/ 2012)	
Print Report Card			
Change to Alternative, IHE-based Program			
Account Information			
Glossary			
Contact Us			

# Appendix A Title II Tips for Reporting Pass Rate Templates

Section 205 of Title II of the *Higher Education Act* (as amended in 2008) requires teacher preparation programs to report data on the assessments used for teacher certification or licensure by the state. These data include the number of test takers, the number who passed, the pass rate, the average scaled score and the minimum passing score for each assessment. States must report these data for each IHE (traditional and alternative routes) and non-IHE-based alternative route. For Title II reporting, all traditional teacher preparation programs at a single IHE are to be considered a single program. Similarly, all alternative routes at a single IHE are to be considered a single program.

Pass rate data will be reported at the single assessment level and at the summary level. At the single assessment level, pass rate data for each assessment taken by each group of students will be aggregated into a state summary pass rate. At the summary level, the pass rate data for each completer group will be aggregated to present the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates will not be computed for the enrolled groups of students as it is expected that they will not have declared their area of specialization, and the number and types of tests required for their areas of specialization would be unknown. The pass rate data for the traditional routes will be reported separately from the pass rate data for the alternative routes.

Data templates are provided to report pass rates and related data. These templates are provided in Excel format (.xls) and are required to be used to report pass rate data. You can also download a data template from the institutional (IPRC) or state (STRC) reporting systems. Once you have downloaded and saved a file, you can work in that file without being logged into the reporting system.

Pass rate files will undergo rigorous system checks as they are uploaded. Any errors will be reported immediately to you in an error message. Some errors will prevent you from uploading the file(s). Some errors must be corrected after the file is uploaded. To avoid these errors, please review the checklist before submitting or uploading pass rate files.

# Variables

GROUP	DESCRIPTION
1	All enrolled students who have completed all nonclinical courses
2	Other enrolled students
3	All program completers, current year
4	All program completers, prior year
5	All program completers, two years prior
6	All program completers, combined three years (summary pass rate files only)
TESTCOMPA	ANY DESCRIPTION
1	Educational Testing Service (ETS)

1	Educational Testing Service (ETS)
2	Evaluation Systems group of Pearson
3	College Board
4	American Board for Certification of Teacher Excellence (ABCTE)
5	American Council on the Teaching of Foreign Languages (ACTFL)
98	State
99	Other

#### Table D1

Use for: single assessment pass rates for traditional teacher preparation programs within IHEs Filename: TableD1.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

# Variables continued

#### Table D2

Use for: summary pass rates for traditional teacher preparation programs within IHEs Filename: TableD2.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

#### Table D3

Use for: single assessment pass rates for alternative teacher preparation programs within IHEs Filename: TableD3.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

# Variables continued

#### Table D4

Use for: summary pass rates for alternative teacher preparation programs within IHEs Filename: TableD4.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

## Table D5

Use for: single assessment pass rates for alternative teacher preparation programs outside of IHEs Filename: TableD5.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

# Variables continued

## Table D6

Use for: summary pass rates for alternative teacher preparation programs outside of IHEs Filename: TableD6.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

# ✓ Troubleshooting Check List

The files CANNOT contain any commas. Make sure that the text fields do not contain commas.
An <b>Institutional Code [INSTCODE]</b> is required for each institution. <b>Institutional Codes</b> must be unique to each institution, but can be the same for a traditional and alternative route at the same institution. For example, the Institutional Code for the traditional route at Teachers College can be 100, and the Institutional Code for the alternative route at Teachers College can also be 100. However, the Institutional Code for the traditional route at Educators University cannot be 100, since this is the Institutional Code for Teachers College.
Institutional Codes should match the codes used in prior years.
An <b>Institutional Name [INSTNAME]</b> is required for each institution. <b>Institutional Names</b> must be unique to each institution, but can be the same for a traditional and alternative route at the same institution.
Please check the <b>Institutional Name</b> to ensure uniformity. Verify that the names are spelled correctly. If you use abbreviations, make sure they are used consistently.
The Assessment Code [ASSESSMENTCODE] and Assessment Name [ASSESSMENTNAME] must be unique to each test. They also should match the codes and names given by the testing companies and/or your state. Frequently we see incomplete names (for example, Biology rather than Biology Content Knowledge) or inconsistent Assessment Codes.
You cannot use the same <b>Assessment Code</b> for tests with two different names or the same <b>Assessment</b> <b>Name</b> for tests with two different Assessment Codes. If a test has been changed and given a different code, but the name was not changed, you must make an adjustment to the test name with the different code. For example, if test 151 was revised, and the code for the revised test is 251, add the word "Revised" to the end of the Assessment Name for the test with Assessment Code 251.
<b>Assessment Names</b> and <b>Assessment Codes</b> must be used uniformly throughout tables D1-D6. Assessment Code 100 cannot have the Assessment Name Mathematics in Table D3 if Assessment Code 100 has the Assessment Name Reading in Table D1.
Use the code (1-5, 98, 99) to identify the <b>Test Company [TESTCOMPANY]</b> for each assessment. If all of the tests in the file are from the same company, this variable will have the same value for each test.
The <b>Low Score</b> [LOWSCORE] is the lowest possible score that a test taker can get on the assessment. This is not the lowest score observed or achieved by the test takers. It is possible for many tests to have the same <b>Low Score</b> . This information should be available from the testing company.
The <b>High Score</b> [ <b>HIGHSCORE</b> ] is the highest possible score that a test taker can get on the assessment. This is not the highest score observed or achieved by the test takers. It is possible for many tests to have the same <b>High Score</b> . This information should be available from the testing company.
The <b>Cut Score</b> [ <b>CUTSCORE</b> ] is the minimum passing score on the assessment. It is possible for many tests to have the same <b>Cut Score</b> . This information should be available from the testing company.

# ✓ Troubleshooting Check List continued

Use the code (1-6) to identify the <b>Group</b> [ <b>GROUP</b> ] of students taking the assessments. Once a student becomes a program completer, he or she is no longer included in the enrolled student groups. It is possible for a student to be in the same cohort for more than one year. It is possible to have zero students in the "all enrolled students who have completed all nonclinical courses" group if clinical experiences are incorporated throughout the teacher preparation program. See the Glossary section of this document for the definition of enrolled student and program completer.
Group 6 will only be used in Tables D2, D4 or D6 when an institution as a whole is submitting fewer than 10 completers in two of the last three, or all three, years being reported. Group 6 will include the completers from all three years being reported.
The number of test <b>Takers [TAKERS]</b> must be a number equal to or greater than zero, even if it is fewer than 10. If the record is left blank, it will not be loaded. Do not include tests in the file that had zero test takers.
The <b>Average scaled score</b> [ <b>AVGSCALED</b> ] must be a number equal to or greater than zero. See the Definitions section of this document for the definition of scaled score. The average scaled score should be blank if there are fewer than 10 test takers.
The number <b>Passing</b> [ <b>PASSERS</b> ] should be blank if there are fewer than 10 test takers. It must also be less than or equal to the number of takers.
The <b>Pass rate [PASSRATE]</b> should be blank if there are fewer than 10 test takers. It must be equal to the number of passers divided by the number of takers.
<b>Pass rate</b> percentages will be reported to the nearest whole percent (i.e., 98 percent, not 98.2 percent or 98.23 percent). Rounding will use the third (thousandths) digit, and in some cases the next after that (fourth). As an example, 98.49 percent would become 98 percent; 98.50 would become 99 percent. Round percentages of 99.50 and above to 100 percent.
The <b>Statewide Pass Rate [STAVGPASSRATE]</b> must be equal to the number of passers divided by the number of takers in the state. The statewide pass rate should be blank if there are fewer than 10 test takers in the state on the assessment (Tables D1, D3, D5) or fewer than 10 test takers in the state overall (Table D2, D4, D6).
The <b>Statewide Average Scaled Score [STAVGSCALED]</b> must be a number equal to or greater than zero. The statewide average scaled score should be blank if there are fewer than 10 test takers in the state on the assessment (Tables D1, D3, D5) or fewer than 10 test takers in the state overall (Table D2, D4, D6).
There must be a Table D2 record for every school listed in D1. Table D1 collects single assessment information at the IHE level, and D2 collects this IHE information at the summary level. All schools with assessment information in D1 must be aggregated and listed in D2. This is also the case with Table D4 and D3 and Tables D6 and D5. Summary pass rates must aggregate pass rate data from all testing companies used in the state.
There must be a statewide record for each assessment in D1, D3 and D5.
There must be a summary statewide record in D2, D4 and D6. Summary pass rates must aggregate pass rate data from all testing companies used in the state.
The statewide summary records must use the IHE or Program Code 9999. State summary records must be named Statename Summary (Alabama Summary, for example).