Chapter Five
Biennial Reports

Introduction

This chapter provides information on the role of Biennial Reports in the accreditation cycle. An underlying expectation of the accreditation system is that all educator preparation programs are engaged in continuous program improvement that is grounded in the collection and analysis of data about their candidates and program effectiveness. The Biennial Report formalizes that expectation by requiring institutions to submit, on a biennial basis, two years of assessment data that the institution is using to ensure that candidates are developing, and completers have acquired, the appropriate skills and knowledge to prepare them to be professional educators. Ongoing program improvement efforts also require that program effectiveness data is being collected in a comprehensive and systematic way and that, although the Commission on Teacher Credentialing (CTC) requires biennial reports, the institution and its programs collect data at least on an annual basis.

I. Purpose

The purpose of the biennial report is for every credential preparation program to demonstrate to the CTC how it utilizes candidate, completer, and program data to guide on-going program improvement activities. In addition, the biennial reports help move accreditation away from prior years' "snapshot" approach to a process in which accreditation is part of a continual evaluation system. The biennial report process allows for the recognition that effective practice means program personnel are engaged constantly in the process of evaluation and program improvement.

The biennial report includes a section in which the institution can briefly describe its educator preparation programs, summarize the number of candidates and completers in each program, and provide a brief update on changes made to the programs since the last site visit or biennial report was submitted. In addition to candidate and program data, the report also includes a section in which institution leadership will identify trends that were observed across programs and describe institutional plans for remedying concerns identified by the data. Program-specific improvement efforts must align to appropriate common or program standards.

II. Organization and Structure of Biennial Reports

The Biennial Report template may be found on the CTC's website at http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html.

The Biennial Report is comprised of two major parts – Section A and Section B. Each program offered at an institution must complete Section A. For instance, if an institution offers a Multiple Subject program, an Education Specialist program, and an Induction program, it must complete three sets of Section A – one for *each* of the three programs.

Section B is an overall institutional report that summarizes findings across the institution and identifies any institutional change proposed or planned across programs. Section B must be completed and signed by the unit leader (typically the Dean or Superintendent) and only one Section B is completed by the institution. Below is additional information about each of these two Sections. The information below is not comprehensive. Please consult the CTC's webpage on biennial reports (http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html) for more specific and up-to-date information. If questions are still unanswered, contact the CTC consultants assigned to biennial reports.

Section A. Program Specific Information
Section A is comprised of the following four parts: (I.) Contextual Information; (II.) Candidate Assessment, Performance and Program Effectiveness information; (III.) Analysis of Candidate Assessment Data; and (IV.) Use of Assessment Results. Completion of the entire Section A is intended to be brief, approximately 10 pages per program, and to include only enough narrative to respond to the prompt.

Section A. Part I. Contextual Information. This part of the report asks program sponsors to provide general information to help reviewers understand the program, the context in which it operates (such as multiple sites) including the number candidates and completers, and significant changes since the CTC approved the current program document or the most recent Biennial Report.

Section A. Part II. Candidate Assessment/Performance and Program Effectiveness Information. This part of the report asks program sponsors to submit information on how candidate and program completer performance are assessed and how the program gathers information from stakeholders regarding the effectiveness of program administration. A summary of the data for two academic years is required. The length of this section depends on the size of the program and how data is reported. The information and data submitted in this section will be used as the basis for the analysis and action plan submitted in Sections III and IV.

Only aggregated data should be provided; no data on individual candidate performance should be included. Programs sponsors should provide a brief description of the way the data was collected and describe the structure of the data (e.g., minimum and maximum values of a continuous measure, a four-point rubric used for portfolio information, etc.). The data should be presented in a summary fashion, identifying the minimum and maximum scores, the mean (or other measure of central tendency), and, if the sample size is large, the standard deviation. This information can be reported in a table format or as a chart. The CTC encourages institutions to make good use of tables and appropriate types of charts so that the results of an analysis are clear and obvious and to reduce the need for text.

All Multiple Subject and Single Subject programs must include data related to the TPA as one of the primary candidate assessments. Included should be descriptive statistics such as the range, median, mean, or percent passed. In addition, information specified in the

report template related to TPA assessors must also be provided. The program must summarize the data and identify any strengths or weaknesses that have been revealed by the analysis of the data.

Information prepared for national or professional accrediting bodies may be used for the biennial report as long as the resulting report satisfies requirements of the biennial report.

Section A. Part III. Analyses of Candidate Assessment and Program Effectiveness Data. This part of Section A asks each program to provide an analysis of the data provided in Section A, Part II. It asks program sponsors to identify strengths and areas for improvement that have been identified through the analysis of the data and asks the program sponsor what the analysis of the data demonstrates about: a) candidate competence and b) program effectiveness.

The CTC does not prescribe a particular level of analysis as long as the analyses reported are useful for determining whether or not candidates are developing the appropriate competencies, and for identifying the strengths and weaknesses of the credential program(s). The reports must show that the institution's personnel analyzed the data and used the results to identify programmatic changes and improvements. In general, inclusion of the possible response or score options, the range of responses or scores, the mean (or mode(s)) and standard deviation, along with limited narrative if desired, are sufficient analyses for describing candidate and program information.

Section A. Part IV. Use of Assessment Results to Improve Candidate and Program Performance
This part of Section A asks program sponsors to indicate how they used the data from assessments and analysis of that data to improve candidate and program performance. This could include, but is not limited to, continued monitoring, proposed changes to the program, or collection of additional data to determine the most appropriate course of action. Any proposed changes should be linked to the data that support the modification.

Section B. Institutional Summary
Section B. Institutional Summary and Plan of Action. This section of the Biennial Report addresses all credential programs within an institution. It asks for institutional leadership to indicate trends observed in the data across programs and to identify areas of strength, areas for improvement, and next steps or a plan of action. The summary is signed and submitted by the unit leader: Dean, Director of Education, Superintendent, or Head of the Governing Board of the Program Sponsor. Only one Section B per institution should be provided to the Committee on Accreditation (COA), regardless of how many programs or sites the institution operates.

Institutions with only one program are asked to complete Section B as well. An institutional representative from outside the program, who oversees the program in some capacity, is asked to review the document on behalf of the institution, noting patterns and trends. This administrator then writes a response outlining how the institution will aid in program modifications outlined in Section A, Part IV.

Biennial Reports are submitted to the CTC's designated email (BiennialReports@ctc.ca.gov) using the following guidelines:

- All files and documents are grouped into one file.
- The file title for IHE: <institution name> <Biennial Report> <submission year>. For example, College of California Biennial Report 2012
- The file title for BTSA Induction programs: <program #> <program name>
 <Submission year>. For example 999 Superfine USD BR 2012

Upon submission, the institution should receive an automatic email reply that the email was received, followed by a personal email within 3-5 days that the submission was opened and checked for readability. If an institution does not receive an automated reply email immediately after submitting a report, an error is probable and follow up should be made to that email address.

III. Review Process for Biennial Reports

Staff Review

Staff reviews the reports 1) for completeness, 2) for the inclusion of candidate and program data, 3) for the analyses of candidate and program data, and 4) to ensure that the next steps or action plan reflects the data analyses and is aligned with program and common standards. Staff will summarize the information for the COA.

Institutions/Program Sponsors will be notified of receipt and review of the Biennial Report. It is possible that information provided by an institution in a biennial report could reveal a significant concern with the operation or efficacy of a credential program. In such cases, the COA could proceed by requesting additional information from the institution, directing staff to hold a technical assistance meeting with the institution to address the concerns, or scheduling a focused site Biennial Reporting visit to be conducted by members of the Board of Institutional Review (BIR) members, apart from the regularly scheduled accreditation visit. However, only after an accreditation site visit by a review panel of experts would the institution be subject to stipulations or denial of accreditation.

Use by Review Teams

When an institution submits documents for program assessment (year 4 of the accreditation cycle) and when preparing for a site visit (year 6 of the cycle), the biennial reports will be sent to the appropriate review team to provide them with a more comprehensive representation of the institution's activities over time. It will be used by these review teams as another source of information upon which standards findings and accreditation recommendations may be based. Findings on standards and accreditation recommendations may not be based solely on information provided in biennial reports.

COA Review

On an annual basis, CTC staff will present a summary of the biennial reports that were completed during the preceding year. In addition to this annual review, if information provided by an institution in a biennial report reveals a possible significant concern with

the operation or efficacy of a credential program, staff may bring this situation to the attention of the COA. The COA can take appropriate action *(see Staff Review).*

Commission Review
Summary information about the biennial report process each year will be included in the *Annual Report on Accreditation* submitted by the COA to the CTC each year.

IV.   Additional Information and Questions about Biennial Reports
Provided below is some additional information related to Biennial Reports. For additional, and up-to-date information, consult the CTC's website at: http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html

Admissions data – The biennial reports should include only data for candidates already enrolled in educator preparation programs or program completers/graduates. Admissions data should not be included.

Candidate level data – The Biennial Report is focused on aggregated data. Program Sponsors should **not** submit candidate level data.

Combined reports – In appropriate circumstances and with appropriate disclosure, program reports may be combined. If an institution operates two programs that are very similar but differ slightly in coursework or field experience, it would be acceptable for the institution to combine these two programs into a single biennial report. Programs may combine Section A responses as long as there is significant commonality within the programs.

However, the institution must include a brief statement that clarifies which programs are represented in the data and a brief statement of the similarities and differences in program structure (a rationale for why the institution chose to combine the reporting of the data). In addition, the combined report should contain disaggregated data for each credential program to determine differences between programs. Institutions should consult CTC staff (BiennialReports@ctc.ca.gov) if it is considering combining data from multiple credential programs in their biennial reports.

Multiple Sites - An institution must submit one biennial report Section A for each approved credential program it operates. This means that if a program is offered at different sites, the data must reflect all candidates enrolled at all sites, but should be disaggregated by site to determine whether any differences exist between sites. Accreditation looks at the institution as a whole and all its programs together. The biennial reporting process is no different in approach. The location of all programs will be noted in Section A of the report.

National or Professional Organizations - Information prepared for national or professional accrediting bodies may certainly be used for the biennial report as long as the resulting report satisfies requirements of the CTC's biennial report.

Programs Not Currently Operating – These programs should submit a modified biennial report. Using the biennial template, please identify the program and then, in Section A.I., indicate that the program is not currently operating.

Programs with Few Candidates- Programs with very small enrollments (less than 10) should report aggregated data as long as student identification cannot be inferred by the data. When feasible, these programs might wish to combine data from more than one year into one analysis to gain a better measure of student growth towards competency. This method would not be appropriate if significant programmatic changes had been made between the different cohorts.

Report Template – The CTC provides a standard template for program sponsors to use in submitting their biennial report. In addition, a second template is posted specifically for BTSA Induction programs. Program sponsors may combine sections of the report or submit information in a different order than what is set forth in the template, so long as the biennial report submitted includes all the information requested in the directions and in the CTC template. For example, a program sponsor may wish to discuss a data source, analyze that data source, and report on next steps before moving on to a second key assessment. This would likely still meet the CTC's expectations as long as all the requirements are included.