Higher Education Act
Title II

Institution and Program Report Card (IPRC)

Reporting System User Manual

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 http://www2.ed.gov/policy/highered/leg/hea08/index.html.

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 title2@westat.com or 877-684-8532. Additional technical assistance documents and information, such as frequently asked questions, can be found at https://title2.ed.gov/Public/TA.aspx. 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.

<table>
<thead>
<tr>
<th>Report Section</th>
<th>Narrative</th>
<th>Numeric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Information</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Admissions requirements</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Postgraduate</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervised clinical experience</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Teachers prepared</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Program completers</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Annual goals</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Assurances</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Pass rates</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Low-performing</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Use of technology</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
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.

Table 2. Data collection year/cycle by report section

<table>
<thead>
<tr>
<th>Report section</th>
<th>Reporting year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Program Information</td>
<td>Most recent information</td>
</tr>
<tr>
<td>Admission and undergraduate/postgraduate requirements</td>
<td>Most recent information</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Supervised clinical experience</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Teachers prepared</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Program completers</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td></td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Assurances</td>
<td>Most recent information</td>
</tr>
<tr>
<td>Pass rates–program completers</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Pass rates–all enrolled students who have completed nonclinical courses</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Pass rates–other enrolled students</td>
<td>Academic year 2015-2016</td>
</tr>
<tr>
<td>Low-performing</td>
<td>Most recent information</td>
</tr>
<tr>
<td>Use of technology</td>
<td>Most recent information</td>
</tr>
<tr>
<td>Teacher training</td>
<td>Most recent information</td>
</tr>
</tbody>
</table>
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 teacher preparation program:* 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 during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

*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.¹

¹ 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 Title II Institutional and Program Report Card system (IPRC), follow these steps:

1. Go to this Website: https://title2.ed.gov/Public/Login.aspx. You may want to bookmark this Website or set it as a favorite for future reference.

2. Read the Terms and Conditions, check the check boxes to indicate you accept the terms and conditions, and click “Accept.”

3. Type the username and password given to you by Westat in the username and password fields, and click “Continue.”

Figure 1a. Terms and Conditions
Figure 1b. Login Screen

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

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

Some examples of a password that meets the requirements are:

- 123MainSt!
- Elizabeth@7
- $October31

Use care when creating a new password. If you enter a password that does not meet the requirements, you will be prompted to create a new password. 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. If you do not remember the correct username, click on the “Forgot your username or password?” on the login screen.

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

Figure 2a. Initial password change message

After you have changed your password, you will see drop down menus containing security questions (see Figure 2b) 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 selecting the questions, provide the answers in the Answer 1, Answer 2 and Answer 3 boxes. 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.

Figure 2b. Password and security question fields

After you have successfully changed your password and setup your security questions and answers, click Save/Exit 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 within 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**

![Unlock Account](image)

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.
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.

Figure 4. Unlock Account Security Questions

Figure 5. Forgot your username or password? Link
In the top right-hand corner, 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**

B. **System Security**
For security purposes, 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 every 15 minutes.**

**Figure 7. Time-out warning**

C. **System Features**
The following features can be found throughout the IPRC system:
- Radio buttons
- Text boxes
- Check boxes
- Buttons to
  - Insert
  - Edit
  - Delete
  - Check Spelling
- Save or
- Reset
- Printer-friendly view
- Contact us
- Upload files
**Radio buttons.** 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.

**Text boxes.** Single-line text boxes are usually limited to the size of the displayed box. Multi-line 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**

![Use of Technology example](image-url)
Check boxes. 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.

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 (See Figure 10).

Figure 10. Insert/edit/delete
Some sections ask for a website. Enter the Web address, including “http://” (see Figure 11).

**Figure 11. Web address**

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

**Reset Page:** 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 **Reset Page** button. The section will return to how it appeared the last time you saved it.

**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 select the **This Page is in Progress** radio button and click the **Save** button to save your data at least every 15 minutes (see Security). Use this button to save your data periodically as you work through a section. When you have completed the section, select the **This Page is Completed** radio button and then hit the **Save** button. In order to submit your IPRC Report, all sections must be saved as Completed. If you need to make changes to a Completed section,

**Check Spelling.** 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.

**Print.** To print the current section of the report, click on the **Print** button at the bottom of the page. A new window will open with the report section that is formatted for printing. The feature is helpful for printing a section after you complete it so that you can review your work.
**Contact Us.** If you need technical assistance with this Website, click on the Report Home tab under the Report Menu to the right. This will bring you to the report home page which lists email and telephone contact information. Contact your state Title II coordinator with questions about your responses.

**Upload Files.** 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 on the drop-down menu at the top of the page. You can also access other information, such as the instructions and guidance. 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**
Instructions

At the top of the page, click on the report drop-down menu for a link to Instructions. This page provides basic information about the Title II reporting and the IPRC system and also provides links to other resources (see Figure 13). You will find links to the User Manual here.

Figure 13. Instructions
Institution Information

The individual listed on the Institution Information page (see Figure 14) 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 Partnership (TQEP) grant, click the Yes radio button and enter the TQEP Partnership information. If your institution is not part of a TQEP Partnership grant, click the No radio button and do not enter anything into the TQEP Partnership information boxes. Once you have entered information in this section, choose the appropriate button (Save/Stay, Reset) at the bottom of the page.

Figure 14. Institution information
Section III: Completing the Title II Report

Section 1: Program Information

Click on the link on the right side menu for Section 1: Program Information. Under the List of Programs tab, list each teacher preparation program included in the route for which you are reporting (i.e., if you are filling out the Traditional report, list each traditional teacher preparation program offered; if you are filling out the Alternative report, list each alternative program offered). Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oi/tqp/index.html, by clicking the Edit button and selecting the radio button next to the appropriate “yes”/“no” response.

Figure 15. Section 1: Program Information
Section I: Program Requirements

Click on the link on the right side menu for the Program Requirements tab. In this section, provide 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 16. This text box does not have a character limit; however, we encourage you to be brief, concise and to the point when entering text.

Figure 16. Admissions

Scroll down for Undergraduate Requirements and Postgraduate Requirements. 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 17). 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 there are no initial teacher certification programs at either the undergraduate level or postgraduate level, click the appropriate radio button at the top of the page. This will make the corresponding column inactive.
Figure 17. Undergraduate/Postgraduate Requirements

Undergraduate Requirements

Please provide the following information about your teacher preparation program’s entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the undergraduate level?
   - Yes
   - No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Scroll down for 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 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. You will receive an error message if the information entered is not a number. If you get an error message in any of the above sections, 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 the Program Requirements Section 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 18. Supervised clinical experience

Section I: Enrollment

On the right side of the page, click on the Enrollment tab. 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. If an individual completed the program during the academic year being reported, that individual is counted as a program completer and not an enrolled student.

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 http://www.gpo.gov/fdsys/pkg/FR-2007-10-19/pdf/E7-20613.pdf.

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 the Enrollment Section 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: Teachers Prepared

On the right side of the page, click on the link for Teachers Prepared. In this section, provide the number of teachers prepared by academic major and subject area for academic year 2016-2017. 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.

**Figure 20. Teachers Prepared by Subject Area**

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.01</td>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>13.10</td>
<td>Teacher Education - Special Education</td>
<td></td>
</tr>
<tr>
<td>13.1210</td>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>13.1202</td>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>13.1203</td>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>13.1205</td>
<td>Teacher Education - Secondary Education</td>
<td></td>
</tr>
</tbody>
</table>
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.

Section 1: Program Completers

On the left side of the page, click on the link for Program Completers. In this section, report the number of program completers for the three academic years shown (see Figure 22).

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 Page) 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 the Program Completers Section 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 22. Section I: Program completers**

![Program Completers](image)

**Section II: Annual Goals**

**Section II: Annual Goals** asks about annual goals (see Figure 23) and assurances (see Figure 24). When completing the Annual Goals sections, be sure to provide goal information for each teacher shortage area. If you would like to enter any additional narrative regarding your annual goals, enter these data into the text box in each shortage area 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 Page) at the bottom of the page.
Figure 23. Section II: Annual goals

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. \((205(a)(1)(A)(i), 206(a))\)

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program’s goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?
   - Yes
   - No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?
   - Yes
   - No
   - Not applicable

4. Description of strategies used to achieve goal, if applicable:

Figure 24. Section II: Assurances

Assurances

Please certify that your institution is in compliance with the following assurances. \((205(a)(1)(A)(iii), 206(b))\)

Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
   - Yes
   - No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
   - Yes
   - No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
   - Yes
   - No
   - Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
   - Yes
   - No
Section III. Program Pass Rates

This section contains two tabs: the Assessment Pass Rates tab, and the Summary Pass Rates tab. 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.

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 2017, at which time you should be able to view your institution’s pass rates. To view your pass rates, click the Assessment Pass Rates tab (Figure 25) or the Summary Pass Rates tab (Figure 26). You will need to review and verify your pass rates before certifying your report.

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

- This information will be provided 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.
Section IV: Low-Performing
From the right side of the page, click on the link for Section IV: Low-Performing (see Figure 27). 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. Once you have entered information in this section, choose the appropriate button (Save, Reset Page) at the bottom of the page.
Section IV: Low-performing

On this page, review the questions regarding your program’s approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Section V: Use of Technology

From the left side of the page, click on the link for Section V: Use of Technology (see Figure 28). 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 Page) at the bottom of the page.

Figure 28. Section V: Use of technology
Section VI: Teacher Training

From the right side of the page, click on the one tab under Section VI: Teacher Training (see Figure 29). In this section, provide information about the preparation of both general and special education teachers. 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 Page) at the bottom of the page.

Figure 29. Section VI: Teacher training

Section VII: Contextual Information (Optional)

From the right side of the page, click on the one tab under Section VII: Contextual Information (see Figure 30). This section is optional; it can be used to provide supplementary information. In this section, 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. To upload a document, click the Choose file button to navigate your computer and select a document and 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 Page) in the middle of the page.

**Figure 30. Section VII: Contextual information (Optional)**

![Image of the Section VII interface](image)

**Certification**

On the right side of the page, click on the last tab for **Certification** (see Figure 31). 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 this Section; 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 not 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 31. Certification
**Printing Your Report**

Printing a section of the report: Within each section, the option to print is at the bottom of the page.

Printing the entire report: From the right side of the page, click on the **Download Report** link. From here (see Figure 32), you may print your complete report.

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 several 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.

**Figure 32. Download and print the full report**
Updating User Account Information

From Home tab, on the lower left side of the page, look for the Account Information window. Click the Edit button to you may update your contact information, user name and password (see Figure 33).

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

Figure 33. User account information
Glossary

For your reference, the glossary is accessed by clicking the Technical Assistance tab located on the top right of each page. Scroll to the bottom of the Technical Assistance page and select the Glossary link (See Figure 34). A new window will open with the Glossary.

Figure 34. Glossary
Contact Us

For your reference, contact information can be found by clicking Contact Us link on the left side menu (See Figure 35). Contact Westat for technical assistance in using this system. Contact your state Title II coordinator with questions about your responses.

Figure 35. 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)

TESTCOMPANY    DESCRIPTION
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

<table>
<thead>
<tr>
<th>Field Name</th>
<th>Description</th>
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<th>Field Type</th>
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<td>Unique code to identify the institution</td>
<td>6</td>
<td>Text</td>
</tr>
<tr>
<td>INSTNAME</td>
<td>Name of the institution</td>
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<td>Text</td>
</tr>
<tr>
<td>ASSESSMENTCODE</td>
<td>Unique code to identify the assessment</td>
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<td>Text</td>
</tr>
<tr>
<td>ASSESSMENTNAME</td>
<td>Name of the assessment</td>
<td>50</td>
<td>Text</td>
</tr>
<tr>
<td>TESTCOMPANY</td>
<td>Use code to identify test company</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>LOWSCORE</td>
<td>Lowest possible score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>HIGHSORE</td>
<td>Highest possible score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>CUTSCORE</td>
<td>Minimum passing score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>GROUP</td>
<td>Use code to identify status of students</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>TAKERS</td>
<td>Number of test takers</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>AVGSCALED</td>
<td>Average scaled score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSERS</td>
<td>Of total test takers, number who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSRATE</td>
<td>Percentage of test takers who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>STAVGPASSRATE</td>
<td>Statewide pass rate on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>STAVGSCALED</td>
<td>Statewide average scaled score on assessment</td>
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Variables continued

Table D2
Use for: summary pass rates for traditional teacher preparation programs within IHEs
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<td>Text</td>
</tr>
<tr>
<td>INSTNAME</td>
<td>Name of the institution</td>
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<td>Text</td>
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<tr>
<td>GROUP</td>
<td>Use code to identify status of students</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>TAKERS</td>
<td>Number of test takers</td>
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<td>Numeric</td>
</tr>
<tr>
<td>PASSERS</td>
<td>Of total test takers, number who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSRATE</td>
<td>Percentage of test takers who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>STAVGPASSRATE</td>
<td>Statewide summary pass rate</td>
<td>8</td>
<td>Numeric</td>
</tr>
</tbody>
</table>

Table D3
Use for: single assessment pass rates for alternative teacher preparation programs within IHEs
Filename: TableD3.xls

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<td>Text</td>
</tr>
<tr>
<td>INSTNAME</td>
<td>Name of the institution</td>
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<td>Text</td>
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<tr>
<td>ASSESSMENTCODE</td>
<td>Unique code to identify the assessment</td>
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<td>Text</td>
</tr>
<tr>
<td>ASSESSMENTNAME</td>
<td>Name of the assessment</td>
<td>50</td>
<td>Text</td>
</tr>
<tr>
<td>TESTCOMPANY</td>
<td>Use code to identify test company</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>LOWSCORE</td>
<td>Lowest possible score on assessment</td>
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<td>Numeric</td>
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<tr>
<td>HIGHSORE</td>
<td>Highest possible score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>CUTSCORE</td>
<td>Minimum passing score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>GROUP</td>
<td>Use code to identify status of students</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>TAKERS</td>
<td>Number of test takers</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>AVGSCHCARED</td>
<td>Average scaled score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSERS</td>
<td>Of total test takers, number who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSRATE</td>
<td>Percentage of test takers who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>STAVGPASSRATE</td>
<td>Statewide pass rate on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>STAVGSCHCARED</td>
<td>Statewide average scaled score on assessment</td>
<td>8</td>
<td>Numeric</td>
</tr>
</tbody>
</table>
Variables continued

Table D4
Use for: summary pass rates for alternative teacher preparation programs within IHEs
Filename: TableD4.xls

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

Table D5
Use for: single assessment pass rates for alternative teacher preparation programs outside of IHEs
Filename: TableD5.xls

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

Table D6  
Use for: summary pass rates for alternative teacher preparation programs outside of IHEs  
Filename: TableD6.xls

<table>
<thead>
<tr>
<th>Field Name</th>
<th>Description</th>
<th>Max Length</th>
<th>Field Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTCODE</td>
<td>Unique code to identify the institution</td>
<td>6</td>
<td>Text</td>
</tr>
<tr>
<td>INSTNAME</td>
<td>Name of the institution</td>
<td>100</td>
<td>Text</td>
</tr>
<tr>
<td>GROUP</td>
<td>Use code to identify status of students</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>TAKERS</td>
<td>Number of test takers</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSERS</td>
<td>Of total test takers, number who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>PASSRATE</td>
<td>Percentage of test takers who passed</td>
<td>8</td>
<td>Numeric</td>
</tr>
<tr>
<td>STAVGPASSRATE</td>
<td>Statewide summary pass rate</td>
<td>8</td>
<td>Numeric</td>
</tr>
</tbody>
</table>
✓ Troubleshooting Check List

☐ The files CANNOT contain any commas. Make sure that the text fields do not contain commas.

☐ An Institutional Code [INSTCODE] is required for each institution. Institutional Codes 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 Institutional Name [INSTNAME] is required for each institution. Institutional Names must be unique to each institution, but can be the same for a traditional and alternative route at the same institution.

☐ Please check the Institutional Name 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 Assessment Code for tests with two different names or the same Assessment Name 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.

☐ Assessment Names and Assessment Codes 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 Test Company [TESTCOMPANY] 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 Low Score [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 Low Score. This information should be available from the testing company.

☐ The High Score [HIGHSCORE] 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 High Score. This information should be available from the testing company.

☐ The Cut Score [CUTSCORE] is the minimum passing score on the assessment. It is possible for many tests to have the same Cut Score. This information should be available from the testing company.
Troubleshooting Check List continued

Use the code (1-6) to identify the Group [GROUP] 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 Takers [TAKERS] 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 Average scaled score [AVGScaled] 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 Passing [PASSERS] 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 Pass rate [PASSRate] 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.

Pass rate 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 Statewide Pass Rate [STAVGPASSRate] 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 Statewide Average Scaled Score [STAVGScaled] 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).