INSIGHT TO IMPACT DASHBOARD

Exam Pass Rates
Data Dashboard Protocol

Data Overview

Essential Question
- Are our professional certification candidates prepared to pass the credential exams?

Dashboard Pages
- Pass Rates Per Exam
- State Level Comparison
- Pass Rate Summary Table

Data Description
Exam pass rates by sub-populations (e.g., certification role, race/ethnicity, content exam, certification route, gender, etc.), number of attempts, and/or admission cohort/academic year comparable to the state averages.

Why These Data Matter:
The *Exam Pass Rates* dashboard provides insights into exam pass rates with several helpful filters for analyzing data, including content exam, certification role, and race/ethnicity. Analyzing these data can lead to improved intervention support plans for candidates, thereby increasing exam pass rates and certification completion. Programs can use this information to allocate resources more effectively for exam preparation and support. Additionally, they can leverage positive trends and high exam pass rates to enhance candidate recruitment and marketing efforts, especially by comparing them to statewide pass rate averages. Ultimately, the trends illuminated by this dashboard, combined with strategic interventions and support, will not only increase exam pass rates but also boost certification completion rates, as certification exams are often a significant hurdle to overall program completion.

Data Considerations:
- **Reported Data** — The dashboard visualizations utilize data from state, district, and educator preparation programs that are both collected and submitted. These visualizations leverage the data from the reporting timelines corresponding to the specific stakeholder population (e.g., Certification Years corresponds to the Accountability System for Educator Preparation (ASEP) Report - Includes candidates designated as Enrolled, Other Enrolled, or Finishers/Completers between September 1st and August 31st of that certification year).
- **Admission Cohort** — Displays the data by the year in which the teacher candidates were admitted to the program.
- **Academic Year** — Displays the data for all candidates during a specific academic year,

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regardless of when they began the program.

- **Content Exam** — All content exams that are offered for Professional Certifications including exams that have been phased out for current use, but have historical data.
- **Candidate Finishers/Completers** — The certification area of the Candidate Finishers/ Completers shown is based solely on their initial certification area (e.g., Counselor, Principal) reported by the EPP.
- **Certification Route** — This route corresponds to the selection made for the candidate(s) by the program in ASEP reporting.
- **Certification Area Grade Level** — Refers to the candidate's certification area as assigned by the EPP upon program admission.
- **Race/Ethnicity** — These data correspond to the data provided by the candidate.
- **Gender** — These data correspond to the data provided by the candidate.
- **Attempt: First, Second, Best** — Displays the outcome for the selected candidate's first attempt at the selected exam, the selected candidate's second attempt at the selected exam, or the selected candidate's best attempt at the selected exam.

Protocol Description

Recommended Participants

- EPP Leadership (Dean, Directors, Department Chairs, Assessment Team)
- Certification Officer
- Faculty/Teacher Educators
- Course Leaders and/ or Instructors
- District and/or Campus Leaders

Recommended Time

- 90-120 minutes

Examples of How this Dashboard's Data Could be Leveraged

- Examine first and/or second attempt exam outcomes of candidates on state content/ pedagogy exam(s), supporting the identification and allotment of interventions/ supports for candidate sub-populations that have not yet passed.
- Identify specific certification areas, certification routes, or candidate demographics that would benefit from focused interventions and/or supports.
- Highlight successful outcomes in recruitment materials to attract a broader candidate applicant pool.

Protocol: Exam Pass Rates Dashboard

Frame › Describe › Plan
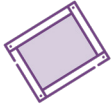
Frame

Occurs before reviewing the data to orient stakeholders and focus the analysis.

Guiding Questions (discuss and answer all that are applicable)
- What are we trying to understand and do with these data?
- What do you expect to see in the data? Are there any assumptions or biases that need to be named?
- What decisions can these data help us make?

Example:

We want to use this dashboard to identify subpopulations (e.g., by candidate race/ethnicity, specific content exam, exam type, gender, professional role, etc.) with pass rates below the desired threshold. We are also trying to understand which exam area(s) fall below our pass rate goals set during our strategic planning. This will help us prioritize as a program which exam areas and which subpopulations need interventions and support. We also are trying to understand how candidate exam pass rates in each of the professional roles compare to the state averages for each specific professional role. We anticipate that our candidates are outperforming the state averages and would like to use those overall data points to market our professional role credentialing pathways. We have an assumption that our data from the principal exams is strongest because we have been offering that credentialing pathway for longer than all our other pathways, but we want to use these data to confirm that assumption.

Your framing...

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Frame > Describe > Plan

Describe

Occurs during the data review to make meaning of the data and support decision-making.

Guiding Questions (discuss and answer all that are applicable)
- What do you see in the data?
- Are there trends, outliers, correlations, etc.?
- What do the data suggest?

Example:

When looking at the "Pass Rates Per Exam" page and then reviewing the section for "Pass Rate by Race/Ethnicity", we uncovered the trend that over the last three years our Hispanic - Latino candidates have passed exams at lower rates than their White counterparts. When using the filter on this same dashboard to look at the individual exam data for the PASL and Reading Specialist exams (the areas in which we have the most candidates), interestingly the disparity between Hispanic-Latino examinees and White examinees holds true for the PASL exam, but not for the Reading Specialist exam. For the Reading Specialist exam, Hispanic-Latino and White candidates passed exams at equivalent rates. This disparity is something that we want to explore further.

Your description...

Protocol: Exam Pass Rates Dashboard

Plan

Occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.

Guiding Questions (discuss and answer all that are applicable)
- Based on these data, what should we do next?
- What are the specifics (timelines, resources, limitations, etc.) of our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?

Example:
For each exam, we will create an intervention plan to support the specific subpopulations that have historically underperformed based on this dashboard's data. That intervention plan will need to include tiered supports that range from holistic support to very targeted support. Each exam intervention plan will include a RACI matrix that identifies who is Responsible, Accountable, Consulted, and Informed with each plan. Additionally, each exam intervention plan will include goals for 1 year and 3 years from the beginning of the plan implementation to support the increase in exam pass rates. These goals will inform program leadership of the success (or not) of each intervention plan. These plans will be crafted during the summer and implemented in the upcoming academic year. Quarterly updates will be presented on the plan progress and current pass rates for the targeted exams at our quarterly leadership meetings.

Your plan...