

Lewis-Clark State College

2026 CAEP Accountability Measures

Reporting on data from the 2024–2025 Academic Year

Measure 1: Completer Impact and Effectiveness

Completer Impact in Contributing to P–12 Student-Learning Growth (R4.1)

Lewis-Clark State College’s Teacher Education Program (LCSC) utilizes available state-level and program-collected data to assess completer impact on P–12 student learning and development.

The **Idaho State Board of Education** annually collects student achievement data as a metric for Educator Preparation Programs. When provided by the Office of the State Board of Education, LCSC reports the percentage of first-year teachers meeting state targets for student achievement or student-success indicators.

Table 1: State Student Achievement / Student Success Indicators

Completer Year	First Year of Teaching	% of First-Year Teachers Who Met State Indicators
2024	2024–2025	100%
2023	2023–2024	94%
2022	2022–2023	89%

Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions (R4.1)

All Idaho public schools evaluate teachers annually using the **Idaho Framework for Teaching Evaluation**, based on the *Charlotte Danielson Framework for Teaching (2nd Edition)* (IDAPA 08.02.02.120). LCSC completers are evaluated across the following domains:

Domain 1 – Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2 – The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3 – Instruction and Use of Assessment

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4 – Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

State Annual Evaluation Data

The Idaho State Board of Education provides ratings for Idaho public-school teachers, including LCSC completers. Ratings across components (n=22 components) reflect whether completers performed at **Satisfactory or better**.

Table 2

% of First-Year Teachers Rated “Satisfactory” or Better on Annual Evaluations

Completer Year	First Year of Teaching	% Rated Satisfactory or Better
2024	2024–2025	100%
2023	2023–2024	97%
2022	2022–2023	96%

LC State also regularly conducts interviews with local school district administrators to gauge feedback on LC State completers.

Program-Collected Evidence of Completer Impact

Limitations and Context

Lewis-Clark State College (LCSC) continues to experience challenges in obtaining broad, representative datasets related to completer impact. These limitations stem primarily from reliance on voluntary participation in the Completer–Mentor Program, the requirement that schools grant permission to access aggregate student data, and the absence of statewide objective measures that directly link teacher effectiveness to Educator Preparation Programs (EPPs).

LCSC remains committed to maintaining meaningful and ongoing engagement with program completers, recognizing the professional value such interaction provides to both the institution and its graduates. However, given the current educational climate and competing professional demands, many completers have elected not to participate in the Completer–Mentor Program. As a result, participation for the 2024–2025 academic year was as follows:

- **Participation Level (n):** 0
- **Data Limitations:** Due to the lack of participation during the 2024–2025 academic year, LCSC is unable to provide sufficient data to support analysis or draw meaningful conclusions regarding completer impact.

To address these challenges and improve future participation, LCSC has implemented several strategies, including:

- Offering professional development credit incentives
- Conducting direct outreach to school districts and principals
- Increasing communication with program completers

In addition, LCSC continues to seek permissions for access to aggregate student learning data in order to provide stronger, more objective evidence of completer impact. The institution is also exploring supplementary measures, including case study opportunities and optional reporting mechanisms for completers who are willing to contribute data