North Carolina Agricultural and Technical State University

College of Education

***CAEP Accountability Measures***

Educator Preparation Programs (Initial and Advanced)

April 30, 2022

**CAEP Accountability Measures**

 ***(2020-2021)***

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**CAEP Accountability Measures**

**Measure 1: Completer Impact and Effectiveness (Component R4.)**

The report card also shows student growth percentages for beginning teachers. Note: IHE Report Cards are currently unavailable for 2019-2020.

**PK-12 Student Growth**

The table below provides Fall 2019 summary of data collected on beginning teachers prepared by North Carolina A&T through the Education Value-Added Assessment System (EVAAS) in K-2 Reading, Elementary Reading, and Elementary Math. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. Student growth value is calculated by the statewide growth model for educator effectiveness. The End-of-Grade assessments and the Measures of Student Learning provide the student data used to calculate the growth value. Student growth percentages are displayed, and percentages are provided for “Meets Growth” and “Exceeds Growth.” Due to COVID-19, NC DPI did not collect the Spring 2020 student assessment data; therefore, there is no information on the P-12 impact available for 2020-2021. The information below shows the most recent data available to us.

|  |  |  |  |
| --- | --- | --- | --- |
| **2019 EVAAS Data** | **Elementary Math** | **Elementary Reading** | **K-2 Reading** |
|  | N | % Meets + Exceeds | N | % Meets + Exceeds | N | % Meets+Exceeds |
| **NC A&T Prepared** | 14 | 85.71% | 19 | 100.00% | 25 | 88.00% |
| **Other NC Prepared** | 686 | 79.30% | 1437 | 97.08% | 1959 | 83.67% |
| **Other NC MSIs Prepared** | 37 | 70.27% | 118 | 98.31% | 249 | 80.32% |

Data Source: NCDPI EPP Performance Dashboard.

Data trends indicate that teachers prepared by North Carolina A&T State University (NC A&T) contribute to students’ academic success. Eighty-five percent (85.71%) of students taught by North Carolina A&T program completers in Elementary Math meets or exceeds growth compared to other North Carolina prepared teachers (79.30%) and compared to other North Carolina Minority Serving Institutions (MSIs) (70.27%). Similarly, NC A&T program completers make a positive impact on student learning in reading. For early literacy (K-2), 88% of children taught by an NC A&T teacher met or exceeded growth compared to other NC prepared (83.67%) or other NC MSI prepared teachers (80.32%). For elementary reading, 100% of children prepared by NC A&T Program completers met or exceeded growth, compared to 97% from other NC institutions and 98% from other NC MSIs, respectively. Overall, based on data from the North Carolina Department of Public Instruction, beginning teachers in their first 3 years of teaching after completing the educator preparation program from NC A&T have positive impacts on K-12 student learning and exceed their counterparts in Elementary Math, Elementary Reading, and K-2 Reading.

**North Carolina Educator Evaluation System (NCEES)**

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by North Carolina Agricultural and Technical State University. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” At the end of their third year, beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. The table below provides teacher effectiveness data for NC A&T completers from 2015-2019. Due to COVID-19, NC DPI did not collect Spring 2020 NCEES data, therefore there is no information for 2020-2021. The information below shows the most recent data available to us.

NCEES Data Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic/Cohort Years** | **Standard****1** | **Standard****2** | **Standard****3** | **Standard****4** | **Standard****5** |
|  | %Proficient or Greater | %Proficient or Greater | %Proficient or Greater | %Proficient or Greater | %Proficient or Greater |
| **Fall 2019** | 96.79 | 95.8 | 88.24 | 89.1 | 91.6 |
| **2016-2018** | 95 | 97 | 90 | 93 | 92 |
| **2015-2017** | 96 | 96 | 94 | 95 | 94 |

Data Source: NCDPI EPP Performance Dashboard

The EPP reviews NCEES data as part of the Quality Assurance System. A review of NCEES data over the past three years reveals that significant percentages of candidates are proficient on their annual evaluations. The strongest and most consistent proficiency demonstrated by NC A&T teachers is Standard 1, “teachers demonstrate leadership,” and Standard 2, “teachers establish a respectful environment for s diverse population of students.” In both standards, completers demonstrated above 95% proficiency over the last five reporting years. With respect to Standard 5, “teachers reflect on their practice,” more than 91% of completers scored proficient or greater. While Standard 3, “teachers know the content they teach,” and Standard 4, “teachers facilitate learning for their students,” were the lowest proficiency areas for NC A&T teachers, over 88% scored proficient respectively. Overall, NC A&T completers are highly rated by employers.

**Measure 2: (Satisfaction of Employers and Stakeholder Involvement (R4.2|R5.3| RA4.1)/Initial and Advanced:**

**Initial:** This section includes a summary of data collected through the North Carolina EPP Data Dashboard (2020-2021).

The Employer Satisfaction with Candidate Preparation survey requires NC principals or assistant principals to rate all beginning teachers on items aligned to the state's professional teaching standard. During the 2020-2021 academic year, employers returned surveys for 17 initial completers. Ninety-two percent of employer responses for the selected teaching tasks indicated that our candidates were comparable, more effective, or much more effective relative to other first-year teachers. In addition, during the 20-21 academic year, 100% of employer responses indicated that our candidates were comparable, more effective, or much more effective than other first-year teachers in serving students from diverse backgrounds.

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| NCDPI Employer Satisfaction with Candidate Preparation SurveyInitial Licensure- All Pathways Fall 2020 - Spring 2021 |
| **Item** | **Percentage of Items with Positive responses** | **Much More** | **More****Effective** | **Comparable** | **Less** | **Much****Less** |
| Diverse Students | 100 | 18% | 24% | 59% | 0% | 0% |
| Use Assessments | 94 | 0% | 18% | 76% | 6% | 0% |
| Student Efficacy | 94 | 6% | 12% | 76% | 6% | 0% |
| Relevant | 94 | 6% | 18% | 71% | 6% | 0% |
| PLC | 94 | 6% | 18% | 71% | 6% | 0% |
| Pedagogy | 94 | 0% | 18% | 76% | 6% | 0% |
| Professional Dev. | 94 | 0% | 24% | 71% | 6% | 0% |
| Diversity | 94 | 0% | 24% | 71% | 6% | 0% |
| Diverse Materials | 94 | 0% | 35% | 59% | 6% | 0% |
| Discipline | 94 | 0% | 24% | 71% | 6% | 0% |
| Content | 94 | 0% | 35% | 59% | 6% | 0% |
| Expectations | 94 | 0% | 35% | 59% | 6% | 0% |
| Communications | 94 | 0% | 18% | 76% | 6% | 0% |
| Class Environment | 94 | 6% | 35% | 53% | 6% | 0% |
| Aligning Instruction | 94 | 0% | 24% | 71% | 6% | 0% |
| Technology | 88 | 0% | 18% | 71% | 6% | 6% |
| Student Collaboration | 88 | 0% | 24% | 65% | 6% | 6% |
| Solutions | 88 | 0% | 24% | 65% | 6% | 6% |
| Reflections | 88 | 2% | 23% | 67% | 3% | 5% |
| Multicultural | 88 | 13% | 19% | 63% | 6% | 0% |
| Methods | 88 | 0% | 24% | 65% | 6% | 6% |
| Families | 88 | 0% | 18% | 71% | 12% | 0% |
|  ELL | 88 | 0% | 18% | 71% | 6% | 6% |
| Differentiating Assess | 88 | 0% | 29% | 59% | 6% | 6% |
| Using Data  | 88 | 0% | 18% | 71% | 6% | 6% |
| Promoting Critical Thinking | 88 | 2% | 23% | 67% | 3% | 5% |
| Adaptive | 88 | 6% | 29% | 53% | 6% | 6% |

Data Source: NCDPI EPP Performance Dashboard

**Advanced:** The table below provides data from the Advanced Program Skyfactor Employer survey used to measure satisfaction with advanced program completers. The 2020-2021 data indicates that employers rated the advanced candidates' overall level of performance as very satisfied—an average rating of 6.53 on a 7-point scale. The survey response rate was 33.3%.

*Advanced Program Employer Survey*

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| Advanced Program Employer SurveyFall 2020 – Spring 2021 |
| Variable | Number | Mean | Std Dev | Minimum | Maximum |
| General Learning | 5 | 6.057143 | 0.689573 | 5 | 6.857143 |
| Program Learning | 5 | 5.774725 | 0.733408 | 4.5 | 6.285714 |
| Overall Level of Satisfaction | 5 | 6.533333 | 0.649786 | 5.666667 | 7 |

Data Source: Skyfactor Advanced Program Employment Survey

**Measure 3: Candidate Competency at Completion. (R3.3)/Initial and Advanced**

North Carolina Agricultural & Technical State University’s (NC A&T) initial Educator Preparation Program (EPP)

features a quality assurance system that includes both proprietary and state-level assessments to evaluate candidate knowledge and competency and performance related standards. Proprietary assessments used by NC A&T include

edTPA and the Educator Disposition Assessment (EDA). The state-level assessment used is the LEA/IHE Certification

of Teaching Capacity Assessment. Collectively, these tools provide the EPP data to assess candidate competency at completion.

**edTPA:** EdTPA is a proprietary, content-specific, portfolio-based assessment from the Stanford Center for Learning, Assessment, and Equity  (SCALE). edTPA is designed to answer the question, “Is the candidate ready to teach?” For the EEPs programs, the portfolio is comprised of three tasks: Task 1: Planning, Task 2: Instruction, and Task 3: Assessment.

For each task, the candidates develop artifacts (lesson plans, video clips, student assessments, etc.) and write commentaries providing rationales for their decision-making. Rubrics are scored on a scale from 1-5. All portfolios are submitted to SCALE/Pearson for official external scoring, and scores are submitted to the EPP for data evaluation and program improvement purposes. Beginning in fall 2019, a passing edTPA score is required for a licensure recommendation in North Carolina. The minimum state-established passing score for 15 rubric handbooks is 38 (the average rubric score is 2.53). The EPP defines proficiency on edTPA rubrics as meeting the rubric average required for a passing score in NC, with at least 80% of candidates meeting or exceeding the target. However, it is important to note that this allows candidates to score a level 2 on some rubrics and still pass the overall project. Below is a table that outlines the means of candidate scores, along with the range, standard deviation, and percent proficient for the 2020-2021 academic year.

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| edTPA *(NC Passing Score = 38 or higher)*Fall 2020 – Spring 2021 |
|  | N | Mean Score | Range | Std. Dev. | %Proficient |
| All Programs | 53 | 42.86 | 21.28 | 4.31 | 94% |
| Undergraduate | 20 | 42.36 | 5.55 | 7.75 | 92% |
| Graduate | 33 | 43.06 | 21.28 | 4.90 | 95% |

Data Source: edReports

Across all initial programs, the mean score is 42.86, with a 94% proficiency rate. Graduate students in the MAT program scored slightly higher than undergraduate initial candidates, with 95% and 92% proficiency rates, respectively.

**Educator Dispositions Assessment (EDA):** The EDA is a proprietary assessment developed by Almerico, Johnston, and Wilson (2017). The EPP uses the Educator Dispositions Assessment to evaluate and monitor teacher candidates’ dispositions. Candidates are assessed on the EDA during various transition points throughout their academic program. Per each evaluation, candidates must earn a rating of 1 or higher in all areas of the EDA in order to remain in good standing. If a candidate earns a "0" on any indicator, they will be referred to the Academic, Retention, and Dismissal (ARD) committee. Options for the ARD committee include 1) Candidate completing an intervention and remediation process or 2) Dismissal from the program. Only the final evaluation scores at the end of student teaching are shared in the table below as evidence of candidate competency at completion.

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| Educator Dispositions Assessment (EDA)*(Scores reported from 0-2)*Fall 2020 – Spring 2021 |
|  | N | Mean Score | Range | Std. Dev. | %Proficient |
| All Programs | 39 | 1.99 | 0.11 | 0.03 | 100% |
| Undergraduate | 16 | 1.99 | 0.03 | 0.02 | 100% |
| Graduate | 23 | 1.99 | 0.04 | 0.02 | 100% |

Data Source: Taskstream

All candidates in the undergraduate and graduate (MAT) initial programs in the 2020-2021 academic year proved to be proficient on the Educator Dispositions Assessment, as rated by clinical educators and university supervisors.

**LEA/IHE Certification of Teaching Capacity Assessment:** The LEA/IHE Certification of Teaching Capacity assessment is a North Carolina state-level tool that corresponds to the North Carolina Educator Evaluation System that aligns with North Carolina Professional Teaching Standards and parallels the in-service Teacher Evaluation Rubric used in the state. The LEA/IHE Certification of Capacity assessment reflects the knowledge, skills, and dispositions teacher candidates must demonstrate throughout their programs and allows distinctions of “Met” or “Not Met” to be made related to the North Carolina Professional Teaching Standards. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the proficient candidate level, indicated by a rating of “Met” on each element and on each standard on the LEA/IHE Certification of Teaching Capacity assessment. Candidates are assessed using this tool as the culminating assessment of student teaching. The final assessment, completed by the University Supervisor, Clinical Educator, and Principal, ensures that candidates have met state and program requirements at the proficient level. For each question (N=25), candidates are rated on a scale from 1-4, with 4 being the highest score. For candidates to reach the distinction of “Met,” they must have a mean total score across the 25 questions of 2.50 or greater. Reported here is a table that outlines the means of candidate scores, along with the range, standard deviation, and percent proficient for the 2020-2021 academic school year.

|  |
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| LEA/IHE Certification of Teaching Capacity*(Scores reported from 0-4)*Fall 2020 – Spring 2021 |
|  | N | Mean Score | Range | Std. Dev. | %Proficient |
| All Programs | 48 | 3.37 | 1.26 | 0.48 | 99% |
| Undergraduate | 18 | 3.31 | 0.95 | 0.39 | 100% |
| Graduate | 30 | 3.41 | 1.27 | 0.51 | 98% |

Data Source: Taskstream

**Master of School Administration Program (Advanced)**

The MSA program uses three key assessments to ensure candidate competency at completion: School Leadership Licensure Assessment (SLLA), Educational Leadership Disposition Assessment (EDLDA), and the North Carolina Department of Public Instruction Summative Certificate of Competency.

**School Leadership Licensure Assessment (SLLA):** The SLLA evaluates leadership knowledge and skills to ensure candidates are prepared to enhance P-12 learning environments. The four-hour online test consists of two sections. Section I has 120 selected-response questions to complete in 165 minutes, and Section II has four constructed-response questions to complete in 75 minutes. The School Leader Licensure Assessment is aligned with the Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). The assessment also aligns with the North Carolina School Executive Standards. Additionally, this assessment is a third-party proprietary instrument from the Educational Testing Service (ETS).

The MSA program requires candidates to demonstrate their expertise of appropriate knowledge, skills, and dispositions on the School Leadership Licensure Assessment (SLLA 6990). The program uses the assessment to assess the specific standards-based knowledge and skills necessary for beginning educational administrators for competent professional practice. The table below summarizes the average SLLA 6011 scores for MSA candidates from 2018 to 2020. This exam was replaced in 2021 with the SLLA 6990, as ETS discontinued the SLLA 6011 exam. The normed passing score also changed from 163 to 151 with the change in exams. As is evident in the table below, candidate proficiency on the SLLA 6990 was higher (83%) than in previous cohorts taking the SLLA 6011 exams. The table below summarizes the average SLLA 6011 scores for MSA candidates from 2018 to 2020.

School Leadership Licensure Assessment

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| **School Leadership Licensure Assessment***(Scores reported from 163, 2018-2020, SLLA 6011)**(Scores reported from 151, 2021, SLLA 6990)* |
| Year | **N** | **Mean** | **Range** | **Standard Deviation** | **% Proficient** |
| 2018 | 8 | 166.1 | 30 | 12.77 | 63% |
| 2019 | 3 | 152.3 | 33 | 16.62 | 33% |
| 2020 | 13 | 167.5 | 29 | 8.95 | 77% |
| 2021 | 6 | 158.3 | 15 | 6.53 | 83% |

Data Source: ETS

**Educational Leadership Disposition Assessment (EDLDA):** The EDLDA, designated for our advanced licensure candidates, is a proprietary assessment developed by Almerico, Johnston, and Wilson (2019). The EDLDA instrument is used to raise concerns and identify exemplary dispositional behavior of pre-service principal candidates as they progress throughout the program. Principal mentors and program faculty use the EDLDA to rate the pre-service principal candidates' dispositions on 15 dispositional indicators. The evaluators rate candidates on a scale from 0 (Needs Improvement), 1 (Developing), or 2 (Meets Expectations) on each of the indicators. Per each evaluation, candidates must earn a rating of 1 or higher in all areas of the EDA in order to remain in good standing. Only the final evaluation scores at the beginning and end of the candidates' principal internship are shared in the table below as evidence of candidate competency at completion. EDLDA disaggregated data by indicator is outlined in the table below.

EDLDA Variable Data

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| --- |
| MSA EDLDA Variable Data*(Scores reported 0-2)*Fall 2020- Spring 2021 |
| Variable Mean< 1.75 | ***Transition Point 3*** | ***Transition Point 4*** |
|  | Eval. By Prin. Mentor | Eval. By Prin. Mentor |
| Fall 2020 (N=5) | Spring 2021 (N=6) |
| **Variable** | Mean | Std. Dev. | Mean | Std. Dev. |
| Confidence | 1.60 | 0.55 | 1.83 | 0.41 |
| Determined | 1.80 | 0.45 | 2.00 | 0.00 |
| Vision | 1.80 | 0.45 | 2.00 | 0.00 |
| Driven | 2.00 | 0.00 | 2.00 | 0.00 |
| Conflict Resolution | 1.60 | 0.55 | 2.00 | 0.00 |
| Diversity | 2.00 | 0.00 | 2.00 | 0.00 |
| Relationship | 1.80 | 0.45 | 2.00 | 0.00 |
| Expectations | 2.00 | 0.00 | 2.00 | 0.00 |
| Positive | 1.80 | 0.45 | 2.00 | 0.00 |
| Communication | 1.80 | 0.45 | 2.00 | 0.00 |
| Integrity | 1.80 | 0.45 | 2.00 | 0.00 |
| Culture | 1.80 | 0.45 | 2.00 | 0.00 |
| Beliefs | 1.80 | 0.45 | 2.00 | 0.00 |
| Adaptable | 2.00 | 0.00 | 2.00 | 0.00 |
| Self-Aware | 2.00 | 0.00 | 2.00 | 0.00 |

Data Source: EDLDA Assessment

The table above provides disaggregated data by cohort and transition points. The variable mean for the data is <1.75. Variable means that are below 1.75 are shaded in blue. Data cycles are reported for the 2020-2021 academic year. In analysis of the preservice candidates internship Fall 2020-2021 data, the MSA program faculty compared the 2020-2021 initial and final scores earned from their principal mentors during their internship year. The data reveals that all disposition indicators were above the variable mean by program completion.

**North Carolina Department of Public Instruction Summative Certificate of Competency:** The NCDPI Summative Certificate of Competency rubric rates proficiencies of 22 competencies in seven categories: Vision, Relationships, Empowerment, Ethics Change, Management, and Technology. This summative assessment is utilized by principal mentors to rate the principal intern’s overall internship experience.

NCDPI Summative Certificate of Competency

|  |
| --- |
| North Carolina Department of Public Instruction Summative Certificate of CompetencyTarget = 100 Percent Competency MetMSA Program |
| **Cycle** |  **2020 - 2021** |
| **Competency** | **(N)** | **Met** | **% Met** |
| Environmental Awareness | 4 | 4 | 100% |
| Global Perspective | 4 | 4 | 100% |
| Systems Thinking | 4 | 4 | 100% |
| Visionary | 4 | 4 | 100% |
| Communication | 4 | 4 | 100% |
| Conflict Management | 4 | 4 | 100% |
| Cultural Awareness | 4 | 4 | 100% |
| Customer Focus | 4 | 4 | 100% |
| Dialogue/Inquiry | 4 | 4 | 100% |
| Sensitivity | 4 | 4 | 100% |
| Emotional Intelligence | 4 | 4 | 100% |
| Ethics | 4 | 4 | 100% |
| Personal Ethics and Values | 4 | 4 | 100% |
| Personal Responsibility for Performance | 4 | 4 | 100% |
| Change Management | 4 | 4 | 100% |
| Creative Thinking | 4 | 4 | 100% |
| Results Orientation | 4 | 4 | 100% |
| Delegation | 4 | 4 | 100% |
| Organizational Ability | 4 | 4 | 100% |
| Responsiveness | 4 | 4 | 100% |
| Time Management | 4 | 4 | 100% |
| Technology | 4 | 4 | 100% |

Data Source: Taskstream

The table above provides the disaggregated data for the NCDPI Summative, Certificate of Competency by indicator for the 2020-2021 cohort cycle. The principal mentors utilize this instrument to evaluate the principal interns' performance at the cumulation of their internship experience. The candidates must earn a rating of "met" in all competencies by the culmination of their internship experience to be recommended for program completion and licensure. Additionally, students who do not earn a "met" rating in all competencies are not recommended for graduation and licensure. The 2020-2021 data indicates that all MSA candidates for the 2020-2021 data cycle scored 100% proficiency on this assessment, as evidence of candidate competency at completion.

**Measure 4: Ability of completers to be hired (in positions for which they have prepared)/Initial and Advanced):**

**Job Placement Rates (2020-2021):** Data for Measure 4 is not yet available from the North Carolina Department of Public Instruction (NCDPI). In the Spring of each academic year, NCDPI provides EPPs with employment data regarding their initial and advanced program completers who are employed in North Carolina one year after graduation and the percentage of EPP completers who begin working in NC public schools, excluding graduates who work in private schools or out of state. The EPP expects that the data for the measure will become available to the public by August 31, 2022.