

North Carolina Agricultural and Technical State University

College of Education

CAEP Accountability Measures
(9/1/2022-8/31/2023)

Educator Preparation Programs (Initial and Advanced Licensure Programs)

May 5, 2024

CAEP Accountability Measures

(September 1, 2022- August 31, 2023)

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Overview

The CAEP Annual Report will focus on the initial licensure programs offered by the Educator Preparation Program (EPP). The report will showcase the success of these programs in preparing future educators and professionals in their respective fields by highlighting and analyzing their performance and outcomes.

It's worth noting that the advanced programs had fewer than five program completers during this reporting cycle (9/1/2022-8/31/2023), no data is reported for these programs in accordance with data report protocol best practices.

Despite this limitation, the EPP remains committed to continuous improvement and excellence in all our programs, ensuring that our students receive the best possible education and preparation for their future endeavors. The CAEP Annual Report serves as a testament to our dedication to quality education and our students' academic and professional success.

Impact Measures

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

PK-12 Student Growth

The table presented below summarizes the data collected by North Carolina Department of Public Instruction through the Education Value-Added Assessment System (EVAAS) for beginning teachers who completed the EPP program within a rolling three-year window after program completion. The data presented is for the years 2022-2023 and includes scores for Literacy (LIT), English Language Arts (ELA), Science (SCI), Math, and a composite score of all subjects/grades (COMP). In North Carolina, a beginning teacher is defined as someone in their first three years of teaching, holding a Standard Professional 1 license. This means that the provided table includes data for recent program completers (2019-2021), and NCDPI will update the EPP Dashboard as more candidates completing programs in these years receive their first EVAAS ratings in 2023 or 2024.

The EVAAS measures the impact of candidate teachers on student growth, categorizing their performance into three levels based on the test performance of their students: (1) Did not meet expected growth, (2) Met expected growth, or (3) Exceeded expected growth. This measure applies only to candidates teaching in a grade/subject with NC standardized testing. The table displays the percentages of students who "Met Growth" and "Exceeded Growth" for the respective categories. It provides observational data regarding NC A&T candidates compared to Public IHEs within the UNC System. The information presented in the table is the most recent data available.

Table 1: PK-12 Student Growth

	LIT		ELA		COMP		Math		SCI	
2022-2023	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds
NC A&T	23	71.9	27	90.0	65	74.7	22	81.5	9	69.2
IHE - Public	1624	81.8	1857	91.6	4099	80.5	1099	73.9	369	71.1

Data Source: NCDPI EPP Performance Dashboard

According to data trends, it has been observed that teachers who have been trained by NC A&T State University (NC A&T) have a positive impact on students' academic progress. The data reveals that

71% of students taught by NC A&T program completers in literacy have met or exceeded growth. Ninety percent of the students have met and exceeded growth in English Language Arts, 81% in math, 69% in science, and 74% in a composite score of all subject/grade scores. It is noteworthy that teachers trained by NC A&T have higher percentages of meeting and exceeding growth in Math as compared to all public IHEs within the UNC System.

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 to be eligible for the Standard Professional 2 License. The table below provides teacher effectiveness data for NC A&T completers from 2017 – present.

Table 2: NCEES Data

2022-2023	Standard 1 LEADER		Standard 2 CLS ENV		Standard 3 CONTENT		Standard 4 PEDAGOGY		Standard 5 REFLECT	
	N	% Proficient or Greater	N	% Proficient or Greater	N	% Proficient or Greater	N	% Proficient or Greater	N	% Proficient or Greater
NC A&T	79	100	68	100	66	97.1	79	100	67	98.5
IHE – Public	4804	96.9	4402	96.2	4351	95.1	4727	95.3	4377	95.7

Data Source: NCDPI EPP Performance Dashboard

A review of the data from the last 2022-2023 reporting cycles reveals that a significant number of candidates have demonstrated proficiency or higher in their annual evaluations. Teachers who have completed their training at NC A&T have consistently shown the strongest proficiency in Standard 1 (Leadership), Standard 2 (Classroom Environment), and Standard 4 (Pedagogy). In fact, during the 2022-2023 reporting cycle, they demonstrated 100% proficiency or greater in all three of these standards. For Standard 3 (Content) and Standard 5 (Reflection), more than 97% of completers scored proficient or higher. It is worth noting that teachers who have completed their training at NC A&T have consistently received higher ratings across all standards than those who have completed their training at IHE-Public within the UNC System.

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

NCDPI Employer Satisfaction Survey

The Employer Satisfaction with Candidate Preparation survey is a tool used by North Carolina principals or assistant principals to evaluate all beginner teachers based on the state's professional teaching standard. The responses to the survey items were divided into seven categories, which include literacy and non-literacy categories such as diversity, facilitating learning, learning environment, classroom management, reflection, and instructional methods. The literacy items pertain to responses related to literacy.

In the 2022-2023 academic year, the literacy responses of NC A&T candidates were found to be comparable or greater than all other UNC system institutions for all literacy items. The survey results show that NC A&T candidates are better at developing students' foundational reading skills and reading fluencies than their counterparts in the UNC system. However, in three areas, namely developing students' vocabulary, differentiating literacy instruction, and implementing culturally responsive pedagogy in literacy instruction, our percentage of comparable responses is slightly lower than all other UNC schools.

We are, however, comparable in developing students' reading comprehension and assessing their literacy development. For non-literacy related responses, survey items were grouped into six categories including diversity, facilitating learning, creating a successful learning environment, classroom management, reflection on teaching practices, and instructional methods. These categories were used to compare the results of NC A&T with all other UNC schools, and the findings are presented in Table 3.

Table 3: Satisfaction of Employers

2022-2023	NC A&T		IHE - Public	
	N	% Comparable or Greater	N	% Comparable or Greater
Literacy				
Developing students' foundational reading skills	15	93.8	1233	91.9
Developing students' vocabulary	14	87.5	1253	93.4
Developing students' reading fluency	15	93.8	1239	92.4
Developing students' reading comprehension	15	93.8	1249	93.1
Assessing students' literacy development	15	93.8	1251	93.4
Differentiating literacy instruction to meet needs of diverse learners	14	87.5	1208	90.1
Implementing culturally responsive pedagogy in literacy instruction	14	87.5	1240	92.7
Diversity				
Incorporating instructional materials that reflect a diverse set of student experiences	26	92.9	2509	93.5

Adapting teaching to benefit students with unique learning needs	25	89.3	2442	91
Demonstrating skill in support of English second language learners	26	92.9	2498	93.1
Serving students from diverse economic backgrounds	24	96.4	2451	91.3
Teaching in a multicultural or multilingual setting	25	89.3	2307	86.1
Facilitating Learning				
Seeking solutions to address students' learning needs in a proactive manner	25	89.3	2460	91.7
Using data to guide practice	25	89.3	2443	91.1
Taking an active role in professional learning communities	24	85.7	2444	91.1
Investing families and other significant adults in students' learning	26	92.9	2472	92.1
Facilitating learning through student collaboration in small groups and teams	26	92.9	2450	91.3
Leveraging a variety of formal and informal assessments to drive student learning	26	92.9	2474	92.2
Communicating in ways that are clearly understood by students	26	92.9	2509	93.5
Helping students believe they can do well in school	24	96.4	2551	95
Helping students value learning	24	96.4	2529	94.2
Creating a Successful Learning Environment				
Contributing to the productivity of school-wide goals	24	85.7	2453	91.4
Aligning instruction with the North Carolina Standard Course of Study	26	92.9	2573	95.9
Exhibiting a strong foundation of knowledge in his/her content area(s)	24	96.4	2519	93.9
Classroom Management				
Maintaining a classroom environment that enables students to learn	26	92.9	2396	89.3
Managing disruptive behavior in the classroom	24	96.4	2332	86.9
Making expectations about student behavior clear	23	82.1	2367	88.2
Reflection on Teaching Practices				
Reflecting on practice and identifying areas for improvement	25	89.3	2585	92.6
Engaging in professional development to address identified improvement needs	25	89.3	2523	94
Self-assess and reflect on own practices	26	92.9	2572	95.8
Instructional Methods				

Making instruction relevant to 21st century students	25	89.3	2531	94.3
Demonstrating pedagogical competency	26	92.9	2500	93.1
Utilizing a variety of appropriate instructional materials	26	92.9	2516	93.7
Integrating technology into instruction to enhance learning	24	96.4	2573	95.9
Promoting critical thinking in students	24	85.7	2453	91.4
Using state and/or district mandated assessments to inform instruction	25	89.3	2534	94.4

Data Source: NCDPI EPP Performance Dashboard as of March 10, 2024

OUTCOME MEASURES

Outcome Measure 3: Candidate Competency at Completion. (R3.3)/Initial

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?” 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 41). 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. Below is a table that outlines the means of candidate scores, along with the median, standard deviation, and percent proficient for the 2022-2023 academic year.

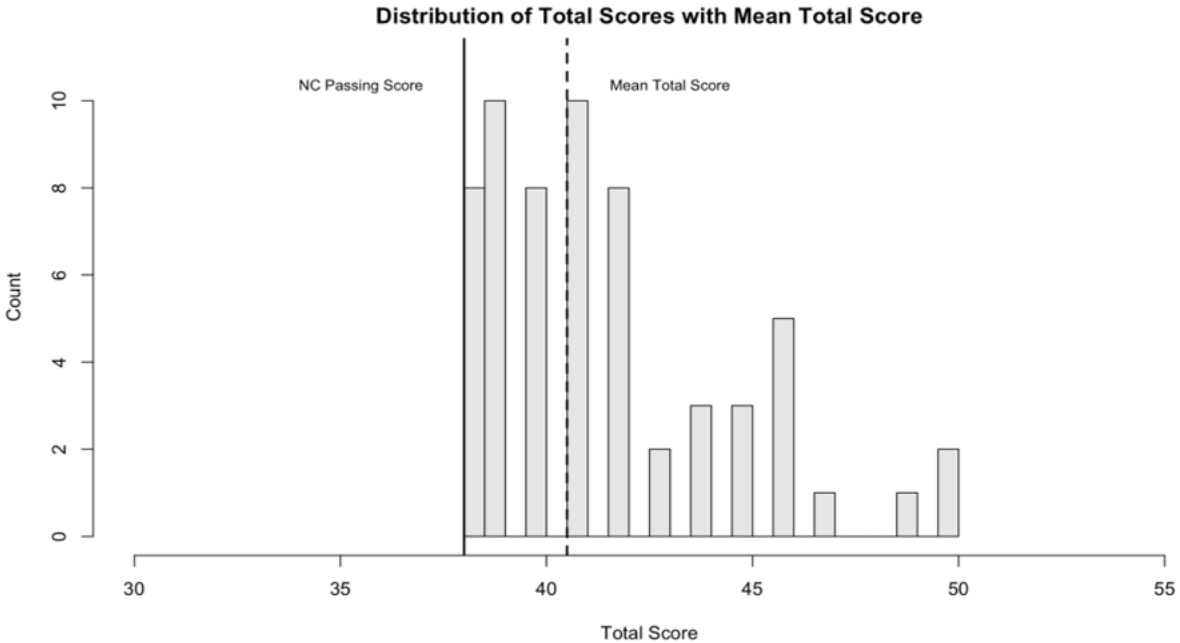
Table 4: edTPA Distribution of Graduate and Undergraduate Program Completers

edTPA (NC Passing Score = 38 or higher) Distribution of Graduate and Undergraduate Program Completers						
	N	Mean Score	Median Score	Std. Dev.	Total #Pass	Pass Rate%
All Programs	61	41.62	41	3.07	61	100.0%
Undergraduate	27	42	41	3.38	27	100.0%
Graduate	34	41.32	41	2.76	34	100.0%

Data Source: edReports

Of the 61 students in total, three students were excluded from the data summaries due to complications in the scoring of their portfolios. In addition, the mean total score for all students is 41.62 and the median score is 41.00 which indicates that the performances are fairly symmetric as confirmed by the following overall score distributions. The standard deviation for the overall total score is approximately 3.07.

Figure 1: Distribution of Mean Total Score



Based on the summary results above, the overall performance for both graduate and undergraduate students are fairly symmetrical. The average scores for both student populations are comparable. In addition, although the mean score for the graduate students is slightly lower than that of undergraduate students, this is not a considerable difference.

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 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.

Table 5: Educator Disposition Assessment Mean and Standard Deviation Scores

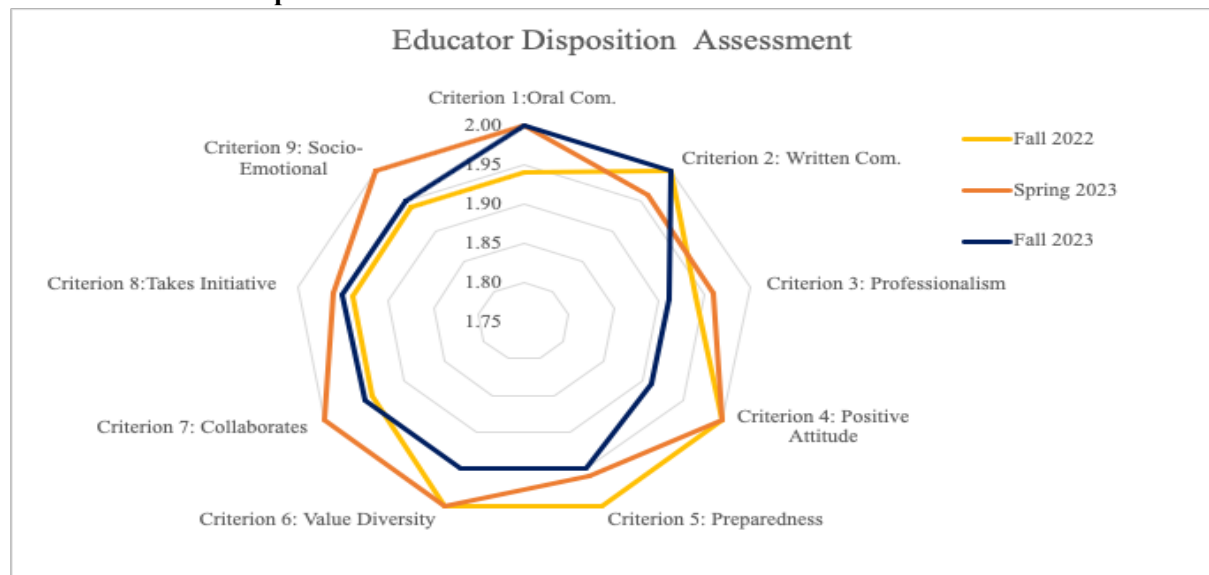
	Fall 2022		Spring 2023		Fall 2023	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Average Rubric Score	1.97	0.14	1.98	0.05	1.95	0.15
Criterion 1: Oral Com.	1.94	0.24	2.00	0	2.00	0
Criterion 2: Written Com.	2.00	0	1.96	0.19	2.00	0
Criterion 3: Professionalism	1.94	0.24	1.96	0.19	1.91	0.29
Criterion 4: Positive Attitude	2.00	0	2.00	0	1.91	0.29

Criterion 5: Preparedness	2.00	0	1.96	0.19	1.95	0.21
Criterion 6: Value Diversity	2.00	0	2.00	0	1.95	0.21
Criterion 7: Collaborates	1.94	0.24	2.00	0	1.95	0.21
Criterion 8: Takes Initiative	1.94	0.24	1.96	0.19	1.95	0.21
Criterion 9: Socio-Emotional	1.94	0.24	2.00	0	1.95	0.21

Data Source: Taskstream

We used a radar chart to display our edTPA and Student Evaluations data as it is an effective way to visualize complex and voluminous data. We have 25 criteria for Student Evaluations and nine criteria for EDA data. Radar charts can display multiple variables simultaneously, making them space-efficient and easy to interpret. Traditional bar charts would be less effective and cumbersome with so many variables.

Chart 1: Educator Disposition Assessment Radar Chart



Data Source: Taskstream

All candidates in the undergraduate and graduate (MAT) initial programs in the 2022-2023 academic year proved to be proficient on the Educator Dispositions Assessment, as rated by university supervisors.

There does not appear to be significant change overall from Fall 2022 to Spring 2023. The average rubric score slightly decreased from 1.97 to 1.95. The overall change is minimal; however, Criterion 4 (Positive Attitude) shows a notable decline (from 2 to 1.91). This might be an area where we could delve deeper to understand and address the underlying causes.

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 a 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 25 questions of 2.50 or greater. Reported here is a table that outlines the means of candidate scores, and standard deviation for each criterion for the 2022-2023 academic school year.

Table 6: LEA/IHE Certification of Teaching Capacity Evaluation

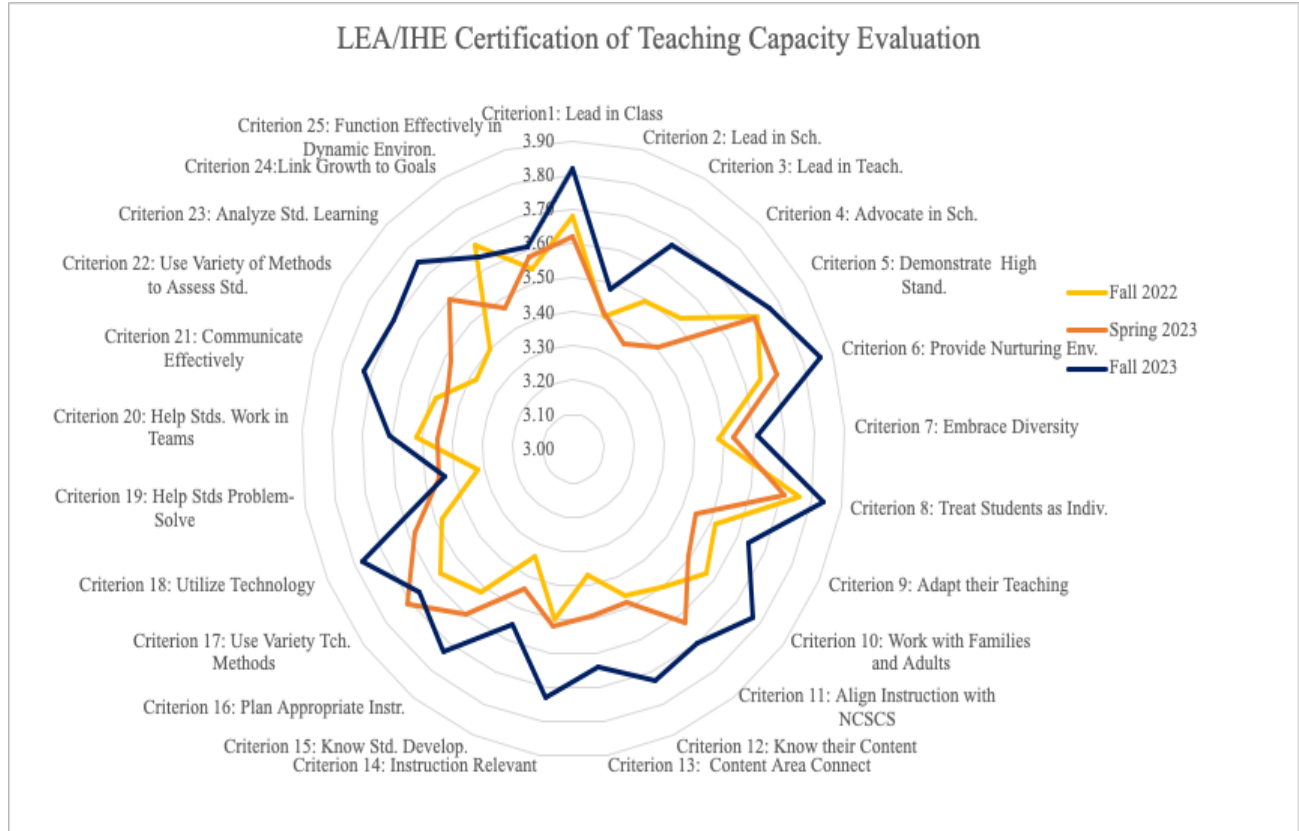
	Fall 2022		Spring 2023		Fall 2023	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Average Rubric Score	3.51	0.45	3.53	0.47	3.69	0.36
Criterion 1: Teachers Lead in Classroom	3.68	0.54	3.62	0.54	3.82	0.39
Criterion 2: Teachers Lead in Schools	3.40	0.62	3.41	0.59	3.48	0.51
Criterion 3: Teachers Lead in Teaching	3.49	0.47	3.35	0.52	3.68	0.44
Criterion 4: Teachers Advocate in Schools	3.52	0.56	3.41	0.63	3.70	0.49
Criterion 5: Teachers Demonstrate High Standards	3.72	0.53	3.71	0.50	3.77	0.39
Criterion 6: Teachers Provide Nurturing Environment	3.65	0.48	3.71	0.48	3.86	0.31
Criterion 7: Teachers Embrace Diversity	3.48	0.63	3.53	0.53	3.61	0.52
Criterion 8: Teachers Treat Students as Individuals	3.76	0.41	3.71	0.55	3.84	0.34
Criterion 9: Teachers Adapt their Teaching	3.52	0.47	3.45	0.58	3.64	0.48
Criterion 10: Teachers Work with Families and Adults	3.57	0.57	3.49	0.63	3.77	0.39
Criterion 11: Teachers Align Instruction with NCSCS	3.50	0.51	3.63	0.57	3.70	0.49
Criterion 12: Teachers Know their Content	3.46	0.65	3.48	0.64	3.73	0.45
Criterion 13: Teachers Content Area Connect	3.37	0.57	3.49	0.64	3.64	0.48
Criterion 14: Teachers make Instruction Relevant	3.50	0.57	3.52	0.62	3.73	0.45
Criterion 15: Teachers Know Student Development	3.34	0.61	3.44	0.54	3.55	0.50
Criterion 16: Teachers Plan Appropriate Instruction	3.52	0.48	3.60	0.58	3.73	0.45
Criterion 17: Teachers Use Variety of Teaching Methods	3.57	0.47	3.71	0.51	3.66	0.46
Criterion 18: Teachers Utilize Technology	3.48	0.59	3.58	0.58	3.77	0.39
Criterion 19: Teachers Help Students Problem-Solve	3.32	0.61	3.45	0.64	3.43	0.52
Criterion 20: Teachers Help Students Work in Teams	3.52	0.56	3.45	0.63	3.61	0.52
Criterion 21: Teachers Communicate Effectively	3.48	0.64	3.44	0.58	3.73	0.45
Criterion 22: Teachers Use Variety of Methods to Assess Students	3.38	0.55	3.48	0.62	3.70	0.49
Criterion 23: Teachers Analyze Student Learning	3.40	0.47	3.60	0.56	3.75	0.41
Criterion 24: Teachers Link Professional Growth to Goals	3.68	0.55	3.47	0.53	3.64	0.48
Criterion 25: Teachers Function Effectively in Dynamic Environ.	3.54	0.55	3.58	0.58	3.61	0.52

Data Source: Taskstream

As mentioned earlier in this report, we used a radar chart to display our edTPA and Student Evaluations data as it is an effective way to visualize complex and voluminous data.

Initially, we found that the system's default minimum scale of around 1.85 exaggerated small score differences, which range narrowly from 1.91 to 2. To avoid misleading visualizations, we adjusted the minimum to 1.75. This helps present a more balanced view of performance, reduces visual bias, and maintains the integrity of data interpretation.

Chart 2: LEA/IHE Certification of Teaching Capacity Evaluation



Data Source: Taskstream

In addition, findings suggest that there is a clear improvement from Fall 2022 to Spring 2023, with the average rubric score increasing from 3.51 to 3.69. This positive change is evident across nearly all evaluation criteria as demonstrated in the Radar chart.

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

Job Placement Rates (2022-2023)

The First Destination Survey (FDS) is a comprehensive study conducted by the university's career services department. The purpose of the survey is to gather valuable insights into the paths that undergraduate and graduate students take after graduation. This helps to understand the outcomes of students after they complete their studies, whether they enter the workforce, pursue further education, or enlist in the military. It is important to note that all data collected in the survey is self-reported by the respondents.

The survey data analysis reveals that around 70% of undergraduate students have successfully secured employment after graduation. However, the findings for the Masters of Arts in Teaching (MAT) program indicate a lower employment rate compared to undergraduate degree holders, with only 31% of completers finding employment. It is worth noting that the advanced licensure programs have limited enrollment this academic year, which may impact the scope of the employment analysis provided in this report.

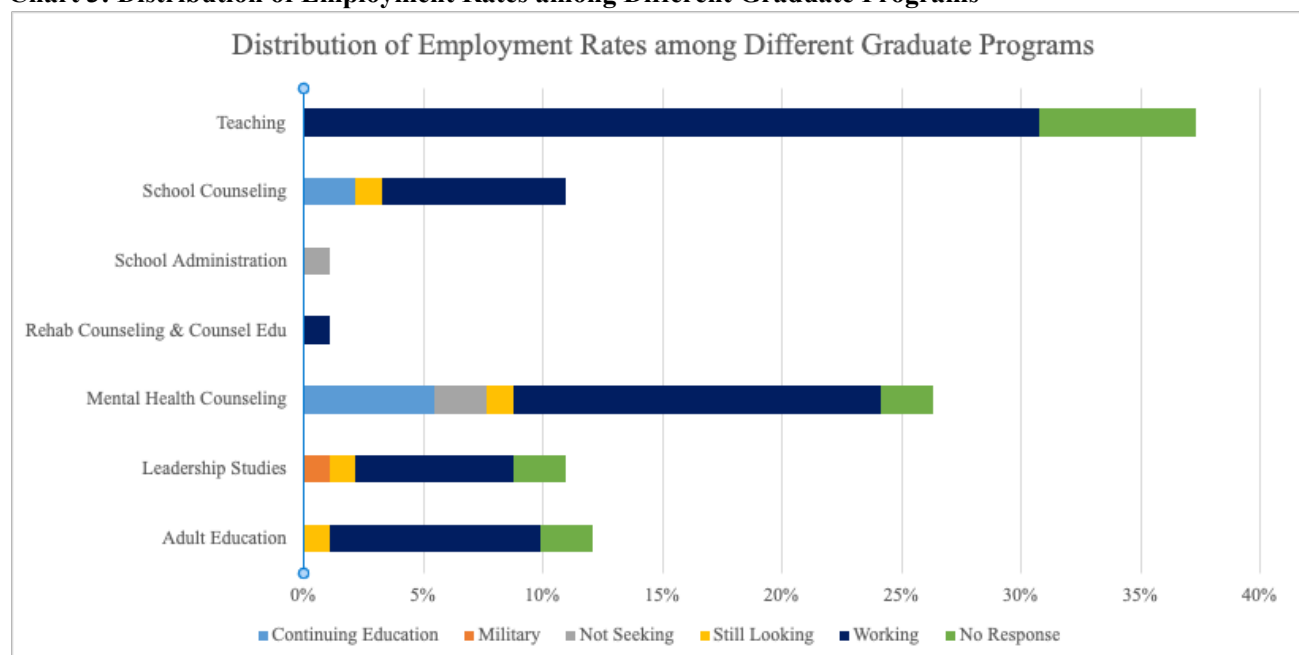
For a detailed breakdown of the survey results, you can refer to the data table and charts presented below. The FDS insights offer valuable information for the university to enhance its programs and support services to prepare students for their post-graduation endeavors better.

Table 6: Undergraduate Elementary Education and Secondary Education Employment Rates

	N	Percentage of Students
Continuing Education	7	7.69%
Military	1	1.10%
Not Seeking	3	3.30%
Still Looking	4	4.40%
Working	64	70.33%
No Response	12	13.19%
Total	91	100%

Data Source: First Destination Survey

Chart 3: Distribution of Employment Rates among Different Graduate Programs



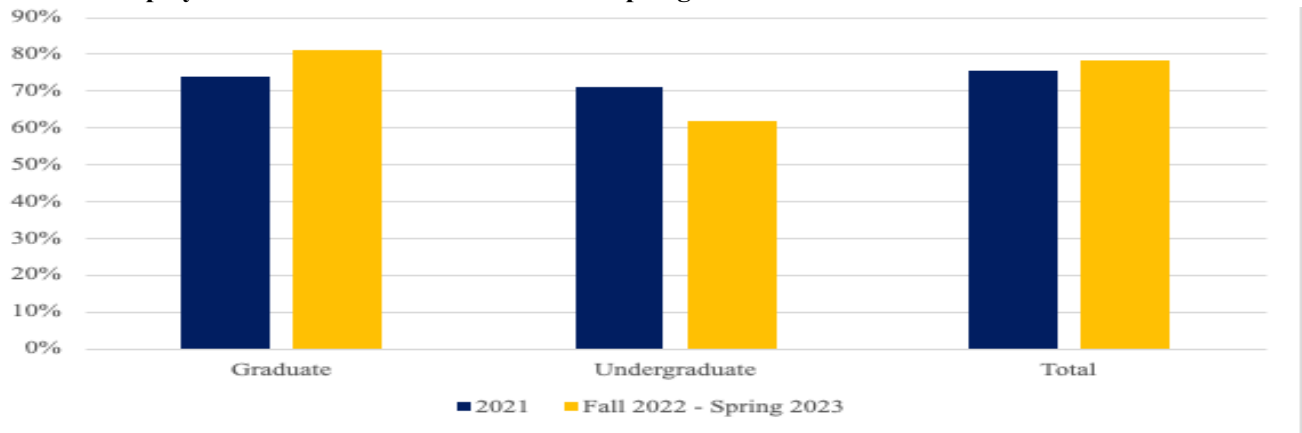
Data Source: First Destination Survey

The EPP (Educator Preparation Program) also used the NCDPI (North Carolina Department of Public Instruction) NC Employment data to analyze the employment rates of undergraduate and advanced program graduates who pursued initial licensure and were employed in North Carolina within three years of graduation. The analysis excluded graduates who work in private schools or out of state.

According to the NCDPI data, 75% of NCA&T (North Carolina Agricultural and Technical State University) initial licensure graduates were employed within three years of graduation. Comparing the NCDPI 2021 data to the EPP's most recent first destination data, we can see that there has been an improvement in the graduate program performance and overall outcomes between 2021 and Fall 2022/Spring 2023.

While comparing different time frames (3 years for teacher graduates of 2021 vs. 1-2 years for Fall 2022/Spring 2023), the trend indicates that the undergraduate rates will surpass the 2021 rate.

Chart 4. Employment Success: 2021 vs. Fall 2022 – Spring 2023 within 3 Years



Data Source: NCDPI EPP Performance Dashboard and First Destination Data

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