

North Carolina Agricultural and Technical State University

College of Education

CAEP Accountability Measures

Educator Preparation Programs (Initial and Advanced)

April 30, 2023

CAEP Accountability Measures

(September 1, 2021-August 31, 2022)

4.2 CAEP Accountability Measures for 2021-2022

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- Job Placement Rates – First Destination Survey

CAEP Accountability Measures

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

PK-12 Student Growth

The table below provides a 2019-2022 summary of data collected on beginning teachers prepared by North Carolina A&T through the Education Value-Added Assessment System (EVAAS) who completed the EPP program from 2016-2021 in Literacy (LIT), Career Technical (CTE), English Language Arts (ELA), Science (SCI), Math and in a composite score of all subject/grade scores (COMP). North Carolina defines a beginning teacher as one in the first three years of teaching and holds a Standard Professional 1 license. In addition, the impact of candidates on student growth is measured by EVASS and categorized into three levels based on the test performance of the candidate’s 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. Student percentages are displayed and provided for “Meets Growth” and “Exceeds Growth.” The table provides observational data regarding NC A&T candidates compared to Public IHEs within the UNC System. It is important to note that the IHE-Public data includes NC A&T performance data. The information below shows the most recent data available to us.

NC A&T State University Ratings by Subject Compared to NC Public Institutions of Higher Education (IHE) Percentages, 2019-2022												
2019-2022	LIT		CTE		ELA		COMP		SCI		Math	
	N	% Meets + Exceeds	N	%Meets + Exceeds	N	% Meets + Exceeds	N	%Meets + Exceeds	N	%Meets + Exceeds	N	%Meets + Exceeds
NC A&T	15	94%	15	93%	13	93%	70	81%	14	76%	7	64%
IHE-Public	676	91%	151	81%	1586	91%	4452	83%	438	74%	749	76%

Data Source: NCDPI EPP Dashboard

Data trends indicate that teachers prepared by NC A&T State University (NC A&T) contribute to students’ academic success. Ninety-four percent (94%) of students taught by NC A&T program completers in literacy meets or exceeds growth and 93% meets and exceeds growth in Career and Technical Education subject areas. Based on the table above, we can observe that teachers prepared by NC A&T meets and exceeds growth percentages are slightly higher in literacy, English Language Arts, and science as compared to all public IHEs within the UNC System. We can also observe a significant percentage increase of student growth in career and technical education of teachers prepared by NC A&T in comparison to all public IHEs in the university 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 in order to be eligible for the Standard Professional 2 License. The table below provides teacher effectiveness data for NC A&T completers from 2015-2022. Due to COVID-19, NC DPI did not collect Spring 2020 NCEES data, therefore there is no information for Spring 2020. 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
2021-2022	100	100	93	96	95
2020	There is no NCEES Data available for 2020 due to Covid-19.				
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 2021-2022 reporting cycle reveals that significant percentages of candidates are proficient in 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 a diverse population of students.” In both standards, completers demonstrated 100% proficiency or greater during the 2021-2022 reporting cycle. For Standard 4 (Facilitating Student Learning) and Standard 5 (Teachers Reflect on their Practice), more than 95% of completers scored proficient or greater. While Standard 3, “teachers know the content they teach,” was the lowest proficiency area for NC A&T teachers, 93% scored proficient or greater, respectively. Overall, NC A&T completers are highly rated by employers.

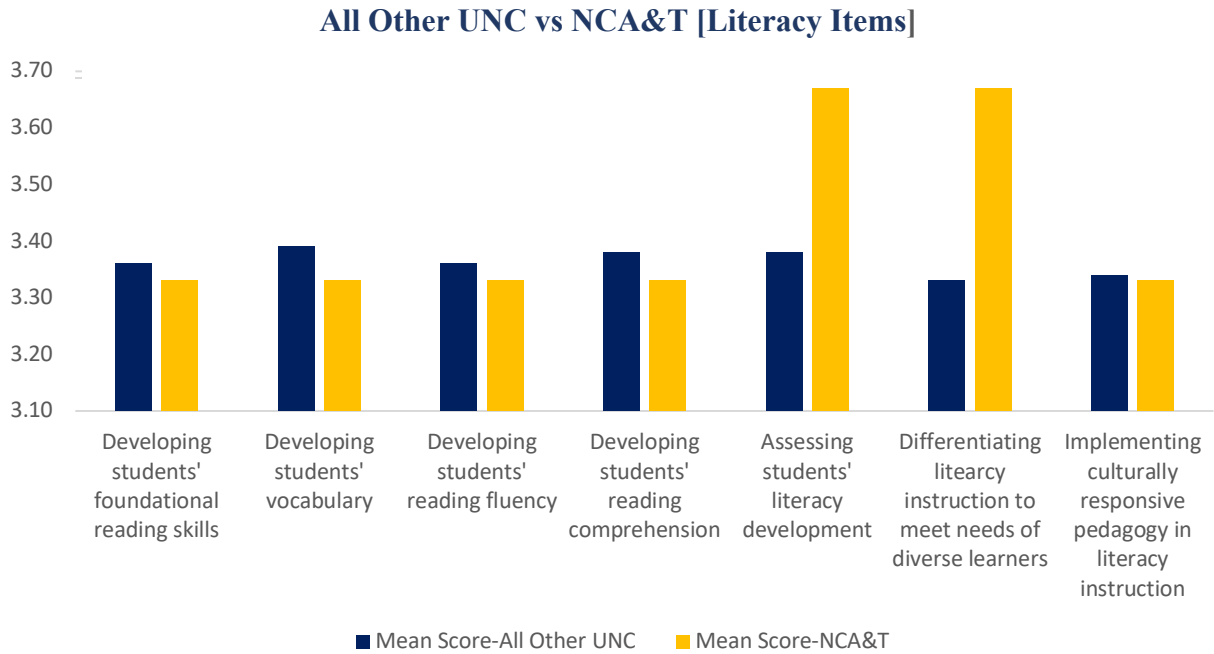
Measure 2: (Satisfaction of Employers and Stakeholder Involvement (R4.2|R5.3| RA4.1)/Initial and Advanced:

Initial: This section includes a summary of data collected through the North Carolina EPP Data Dashboard (2021-2022).

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. Survey item responses were segmented into two categories: data literacy and non-literacy items related to diversity. The data literacy items are comprised of the responses related to literacy. During the 2021-2022 academic year, employers returned surveys for eight initial completers. The first chart comprised of literacy items compares the mean scores for all other UNC system institutions and NC A&T for all literacy items. The data literacy responses reveal NC A&T candidates outperform system counterparts in assessing students’ literacy development and differentiating literacy instruction to meet the needs of diverse learners. We are comparable in mean scores in implementing culturally responsive pedagogy in literacy instruction. However, we are slightly below the mean in four areas in comparison to all other UNC schools in (1) in developing students’ foundational reading skills, (2) developing students’ vocabulary, (3) developing students’ reading fluency, and (4) developing students’ reading comprehension. In terms of non-literacy related responses, survey items were grouped in six categories: diversity, facilitating learning, creating a successful learning environment,

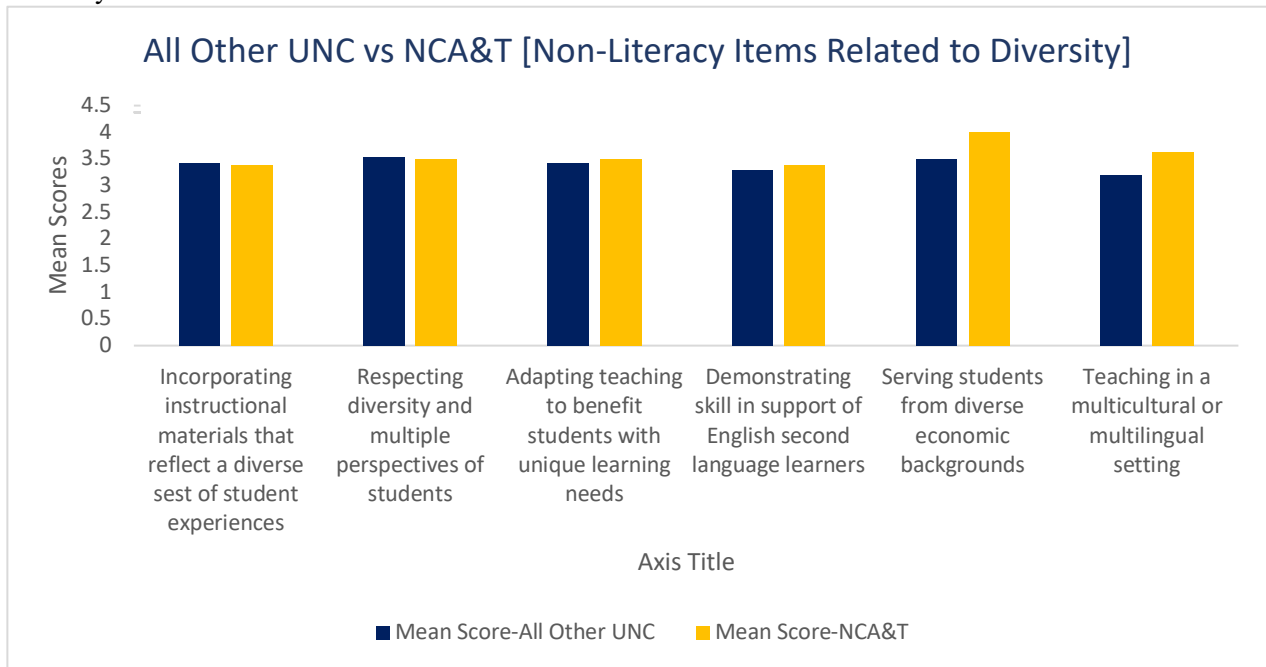
classroom management, reflection on teaching practices, and instructional methods for comparison with all other UNC schools.

Literacy



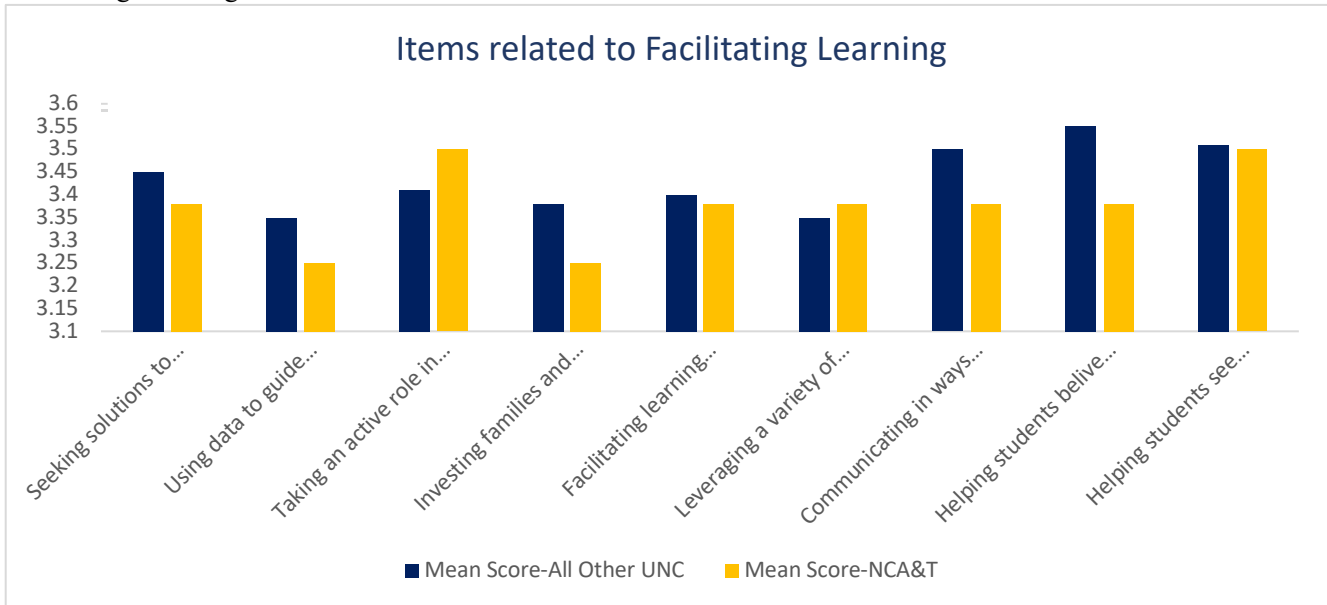
Data Source: NCDPI EPP Performance Dashboard

Diversity



Data Source: NCDPI EPP Performance Dashboard

Facilitating Learning



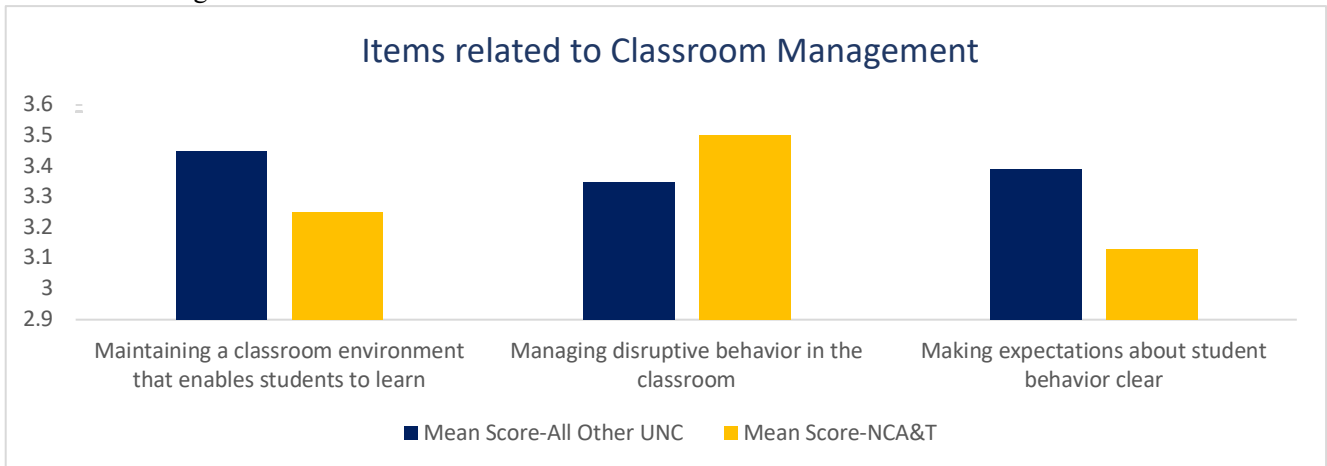
Data Source: NCDPI EPP Performance Dashboard

Creating a Successful Learning Environment



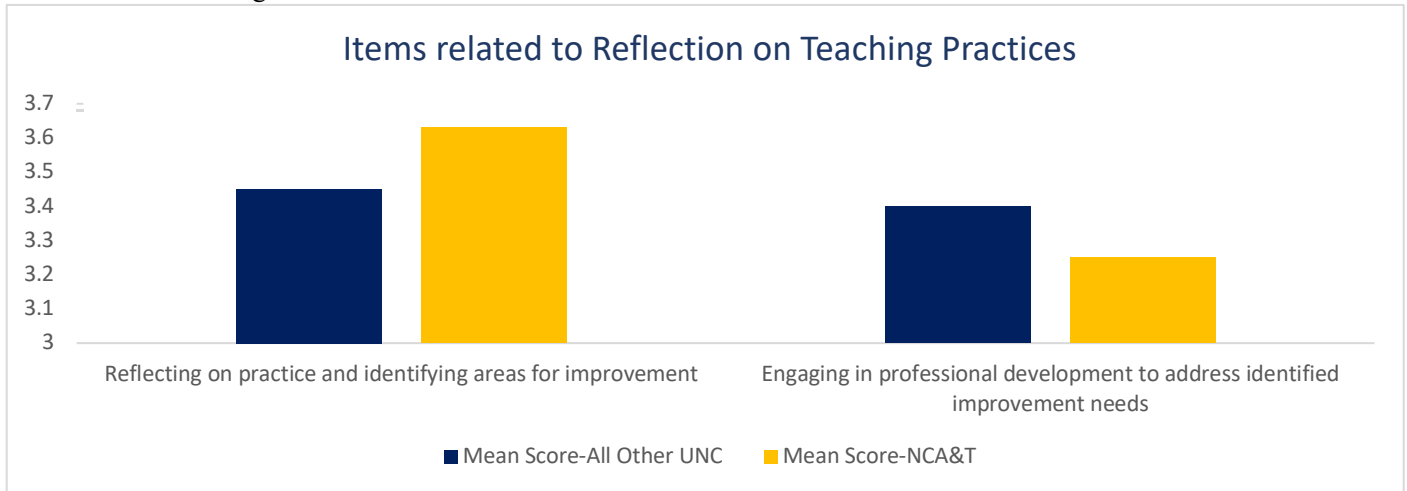
Data Source: NCDPI EPP Performance Dashboard

Classroom Management



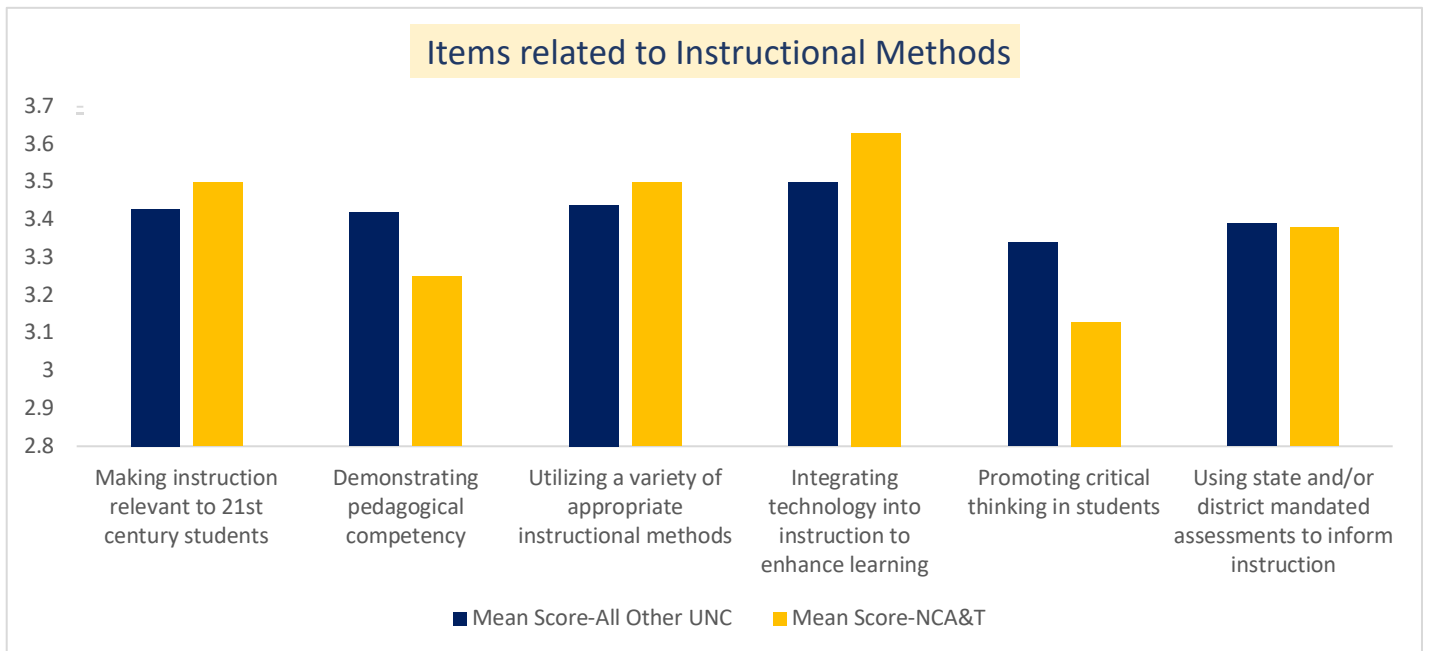
Data Source: NCDPI EPP Performance Dashboard

Reflection on Teaching Practices



Data Source: NCDPI EPP Performance Dashboard

Instructional Methods



Data Source: NCDPI EPP Performance Dashboard

Advanced Program Employer Survey: The advanced programs deployed the Skyfactor Employer Survey during the last reporting cycle, 2020-2021. The survey response rate was 33.3%, therefore, the EPP will conduct focus group sessions with employers instead of survey deployment every other year. This will allow us to engage directly with employers and gather more detailed and actionable feedback. The EPP believes this approach will ultimately lead to more valuable insights and a better understanding of our successes and the needs of our employers. Data for this measure for the advanced program will be available in Spring 2024.

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

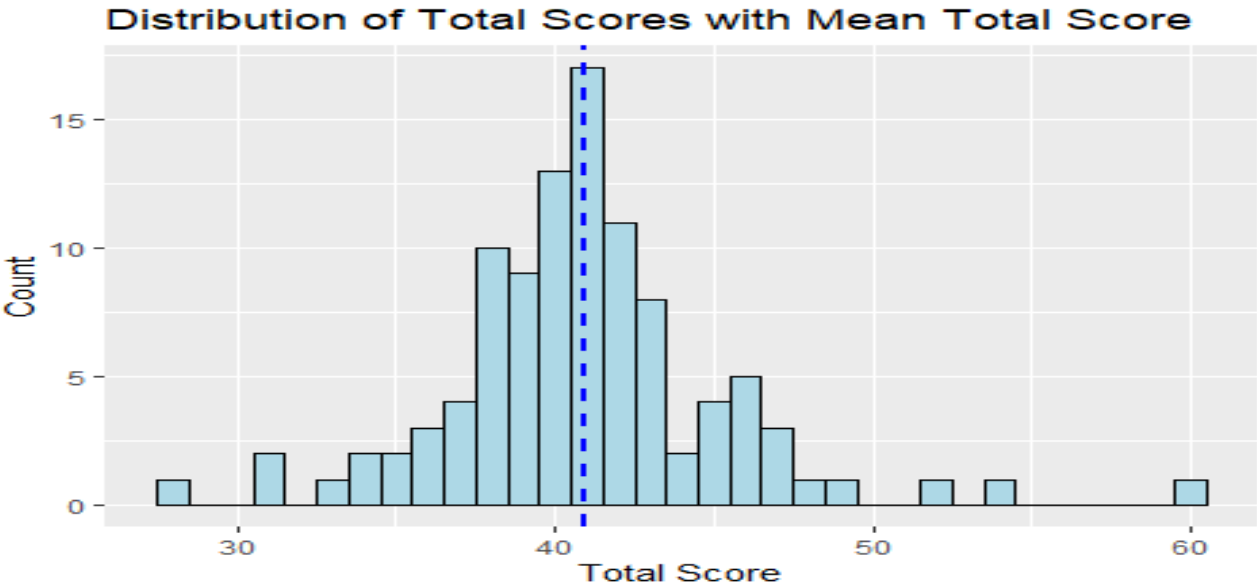
North Carolina Agricultural & Technical State University's (NC A&T) initial Educator Preparation Program (EPP) features a quality assurance system that includes both proprietary and state-level assessments to evaluate candidate knowledge and competency and performance related standards. Proprietary assessments 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. Below is a table that outlines the means of candidate scores, along with the median, standard deviation, and percent proficient for the 2021-2022 academic year.

The 2021-2022 edTPA data summarizes the information for 108 students who attempted the assessment. The data includes scores for both graduate and undergraduate students. The proportion of undergraduate students is considerably lower in comparison to graduate students. Please see the following table:

edTPA <i>(NC Passing Score = 38 or higher)</i> <i>Distribution of Graduate and Undergraduate Students</i> Fall 2021 – Spring 2022		
Student Type (Undergrad or Graduate)	Number of Students	Percentage of Students
Undergraduate	32	29.6%
Graduate	76	70.4%

Of the 108 students in total, six students were excluded from the data summaries due to complications in the scoring of their portfolios. Therefore, the data represents a total student population of 102. In addition, the mean total score for all students is 40.91 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 4.45.



edTPA (NC Passing Score = 38 or higher) Fall 2021 – Spring 2022						
	N	Mean Score	Median Score	Std. Dev.	Total #Pass	Pass Rate%
All Programs	102	40.91	41.00	4.45	87	85.29%
Undergraduate	32	41.25	41.00	3.60	29	90.62%
Graduate	70	40.76	41.00	4.80	58	82.85%

Data Source: edReports

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.

Educator Dispositions Assessment (EDA) (Scores reported from 0-2) Fall 2021– Spring 2022				
	N	Mean Score	Std. Dev.	%Proficient
All Programs	88	1.97	0.14	95.45%
Undergraduate	29	1.97	0.17	93.10%
Graduate	59	1.98	0.12	96.61%

Data Source: Taskstream

All candidates in the undergraduate and graduate (MAT) initial programs in the 2021-2022 academic year proved to be proficient on the Educator Dispositions Assessment, as rated by 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 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, standard deviation, and percent proficient for the 2021-2022 academic school year.

LEA/IHE Certification of Teaching Capacity (Scores reported from 0-4) AY 2021-2022				
	N	Mean Score	Std. Dev.	% Proficient
All Programs	81	3.324	0.47	96.30%

Graduate	51	3.336	0.51	96.08%
Undergraduate	30	3.272	0.46	96.67%

Data Source: Clinical Educator Evaluation Taskstream Data

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 MSA candidates' average SLLA 6011 scores 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 exam change. As the table below shows, candidate proficiency on the SLLA 6990 increased by 20.48% to a 100% pass rate on the SLLA 6990 exam. The data includes the candidate scores that were reported from the MSA program. The table below summarizes MSA candidates' average SLLA 6011 scores from 2018 to 2020 and SLLA 6990 from 2021.

School Leadership Licensure Assessment

School Leadership Licensure Assessment <i>(Scores reported from 163, 2018-2020, SLLA 6011)</i> <i>(Scores reported from 151, 2021 -2022, SLLA 6990)</i>				
Year	N	Mean	Standard Deviation	% Pass Rate
2018	8	166.1	12.77	63%
2019	3	***	***	***
2020	13	167.5	8.95	77%
2021	6	158.3	6.53	83%
2022	4	167.25	11.29	100%

Data Source: ETS/ N’s below 4, scores are not reported.

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

Variable Mean < 1.75	MSA EDLDA Variable Data <i>(Scores reported 0-2)</i> Fall 2021- Spring 2022
	Transition Point 4

Variable	Eval. By University Supervisor	
	Spring 2022 (N=5)	
	Mean	Std. Dev.
Confidence	1.90	0.22
Determined	1.40	0.54
Vision	1.80	0.22
Driven	2.00	0
Conflict Resolution	1.90	0.22
Diversity	1.90	0.22
Relationship	1.90	0.22
Expectations	1.90	0.22
Positive	1.90	0.22
Communication	1.90	0.22
Integrity	1.90	0.22
Culture	1.90	0.22
Beliefs	2.00	0
Adaptable	1.90	0.22
Self-Aware	1.60	0.54

Data Source: EDLDA Assessment

The table above provides disaggregated data by cohort and transition point. 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 2021-2022 academic year. In analysis of the preservice candidate's internship Spring 2022 data, the data reveals that all disposition indicators were above the variable mean by program completion, except for self-awareness.

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 Competency			
Target = 100 Percent Competency Met			
MSA Program			
Cycle	2021 - 2022		
Competency	(N)	Met	% Met
Environmental Awareness	5	5	100%
Global Perspective	5	5	100%
Systems Thinking	5	5	100%
Visionary	5	5	100%
Communication	5	5	100%
Conflict Management	5	5	100%
Cultural Awareness	5	5	100%
Customer Focus	5	5	100%
Dialogue/Inquiry	5	5	100%
Sensitivity	5	5	100%
Emotional Intelligence	5	5	100%
Ethics	5	5	100%
Personal Ethics and Values	5	5	100%
Personal Responsibility for Performance	5	5	100%

Change Management	5	5	100%
Creative Thinking	5	5	100%
Results Orientation	5	5	100%
Delegation	5	5	100%
Organizational Ability	5	5	100%
Responsiveness	5	5	100%
Time Management	5	5	100%
Technology	5	5	100%

Data Source: NCDPI Summative, Certificate of Competency & Taskstream

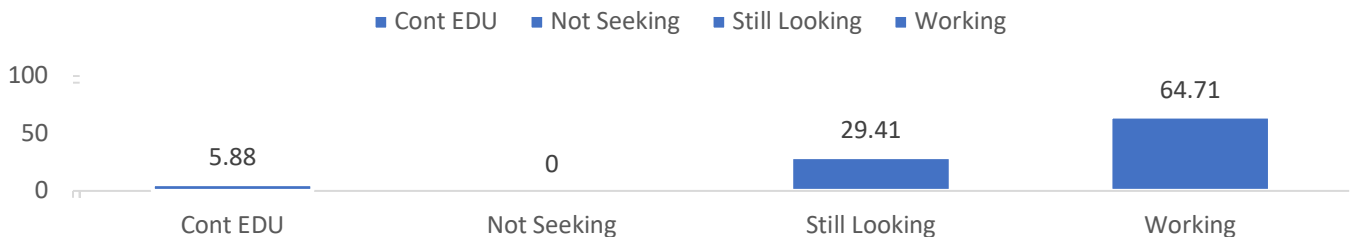
The table above provides the disaggregated data for the NCDPI Summative, Certificate of Competency by indicator for the 2021-2022 cohort cycle. The principal mentors utilize this instrument to evaluate the principal interns' performance at the culmination of their internship experience. The candidates 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 2021-2022 data indicates that all MSA candidates for the 2021-2022 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 (2021-2022): The First Destination Survey (FDS) is a survey conducted by career services at the university to collect data on the post-graduation outcomes of undergraduate and graduate students. The survey aims to gather information about what graduates are doing after they leave the institution, whether it be employment, continuing education, or even the military. The survey data is self-reported and includes the location of employment and salary range. The data reveals that the largest respondent group is master-level program completers. The master-level program completers comprise 69% of the respondents, followed by 17% of the doctoral and 14 % of the undergraduate program completers. In addition, the data indicates that most of our graduates are employed, with our Masters of Arts in Teaching (MAT) with the most significant employment rate of 95% among all the graduates. Please see the data charts below.

Undergraduate Elementary Education and Secondary Education Employment Rates

Elementary Education and Secondary Education Program Completers



Data Source: 2021-2022 NCAT First Destination Survey (FDS)

Graduate Program Employment Rate

Data Source: 2021-2022 NCAT First Destination Survey (FDS)

College of Education Graduate Program Employment Rates

