North Carolina Agricultural and Technical State University

College of Education

CAEP Accountability Measures (9/1/2023-8/31/2024)

Educator Preparation Programs (Initial and Advanced Licensure Programs)

April 30, 2025

CAEP Accountability Measures

(September 1, 2023- August 31, 2024)

4.2 CAEP Accountability Measures for 2023-2024

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<div align="center">**Overview**</div>

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 each of the advanced licensure programs had fewer than five program completers during this reporting cycle (9/1/2023-8/31/2024), 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.

<div align="center">**Impact Measures**</div>

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

PK-12 Student Growth
The table presented below summarizes the data collected by the 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 2023-2024 and includes scores for Literacy (LIT), English Language Arts (ELA), Science (SCI), Math, and career and technical (CTE). In North Carolina, a beginning teacher is defined as someone in their first three years of teaching, holding a Standard Professional 1 license.

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.

Table1: PK-12 Student Growth

		LIT		ELA		Math		CTE
2023-2024	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds
NC A&T	13	65.0	16	84.2	7	63.6	12	85.7
IHE - Public	97 7	80.4	87 7	92.2	42 4	69.7	11 5	86.5

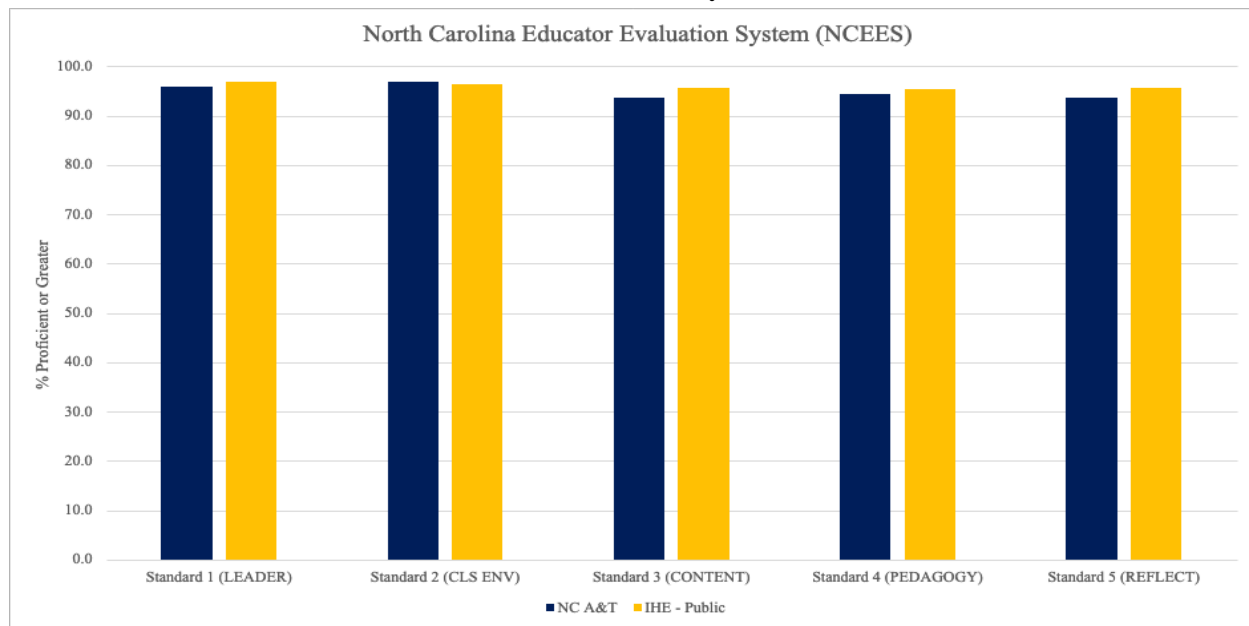*Data Source: NCDPI EPP Performance Dashboard*

Data trends indicate that teachers trained by North Carolina A&T State University (NC A&T) positively impact students' academic progress. According to the data, 65% of students taught by NC A&T program

graduates have met or exceeded the expected growth in literacy. Specifically, 84.2% of students have met or exceeded growth in English Language Arts, 63.6% in mathematics, and 85.7% in Career and Technical Education (CTE).

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 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, progressing 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.

Chart 1: NC A&T North Carolina Education Evaluation System Data

Data Source: NCDPI EPP Performance Dashboard

A review of the data from the last 2023-2024 reporting cycles reveals that a significant number of candidates have demonstrated proficiency or higher in their annual evaluations. Teachers who completed their training at NC A&T consistently show the strongest proficiency in Standard 1 (Leadership) and Standard 2 (Classroom Environment). For Standard 3 (Content), Standard 4 (Pedagogy), and Standard 5 (Reflection), over 90% of completers scored proficient or higher.

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 2023-2024 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 assessing students' literacy development 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 percentages are comparable to responses from all other UNC schools.

Table 2: Satisfaction of Employers

2023	(Code)	N	NC A&T % Comparable or Greater	N	IHE - Public % Comparable or Greater
Literacy					
Developing students' foundational reading skills	Foundations	12	100	498	93.3
Developing students' vocabulary	Vocab	11	91.7	406	94.8
Developing students' reading fluency	Fluency	12	100	501	93.8
Developing students' reading comprehension	Compreh	15	93.8	502	94.2
Assessing students' literacy development	Develop	12	100	501	93.8
Differentiating literacy instruction to meet needs of diverse learners	Diff Instr	11	91.7	491	91.9
Implementing culturally responsive pedagogy in literacy instruction	Cult Resp	11	91.7	493	92.3
Diversity					
Incorporating instructional materials that reflect a diverse set of student experiences	Diverse Mat	23	100	1327	95.1
Adapting teaching to benefit students with unique learning needs	Adaptive	21	91.3	1297	93
Demonstrating skill in support of English second language learners	ELL	22	95.7	1315	94.3
Serving students from diverse economic backgrounds	Diverse Stu	23	100	1289	92.4

Teaching in a multicultural or multilingual setting	Multicultural	22	95.7	1241	89

Facilitating Learning					
Seeking solutions to address students' learning needs in a proactive manner	Solutions	20	87	1304	93.5
Using data to guide practice	Data	22	95.7	1293	92.7
Taking an active role in professional learning communities	PLC	20	87	1295	92.8
Investing families and ither significant adults in students' learning	Families	23	100	1315	94.3
Facilitating learning through student collaboration in small groups and teams	Stu Collab	21	91.3	1292	92.6
Leveraging a variety of formal and informal assessments to drive student learning	Diff Assess	22	95.7	1307	93.7
Communicating in ways that are clearly understood by students	Cir Comm	22	95.7	1327	95.1
Helping students believe they can do well in school	Stu Efficacy	23	100	1347	96.6
Helping students value learning	Value Learning	23	100	1333	95.6

Creating a Successful Learning Environment					
Contributing to the productivity of school-wide goals	Sch Goals	20	87	1294	92.8
Aligning instruction with the North Carolina Standard Course of Study	Align	22	95.7	1348	96.6
Exhibiting a strong foundation of knowledge in his/her content area(s)	Content	23	100	1331	95.4

Classroom Management					
Maintaining a classroom environment that enables students to learn	Class Env	22	95.7	1272	91.2
Managing disruptive behavior in the classroom	Discipline	21	91.3	1238	88.7
Making expectations about student behavior clear	Cir Expect	20	87	1259	90.3

Reflection on Teaching Practices					
Reflecting on practice and identifying areas for improvement	Reflect	21	91.3	1318	94.5
Engaging in professional development to address identified improvement needs	PD	22	95.7	1336	95.8
Self-assess and reflect on own practices	Diversity	23	100	1355	97.1

Instructional Methods					

Making instruction relevant to 21st century students	Relevant	22	95.7	1327	95.1
Demonstrating pedagogical competency	Pedagogy	22	95.7	1321	94.7
Utilizing a variety of appropriate instructional materials	Methods	22	95.7	1325	95
Integrating technology into instruction to enhance learning	Tech	23	100	1343	96.3
Promoting critical thinking in students	Crit Thinking	22	95.7	1292	92.6
Using state and/or district mandated assessments to inform instruction	Use Assess	22	95.7	1331	95.4

Data Source: NCDPI EPP Performance Dashboard. Please note that the Employer Satisfaction section of the EPP Dashboard reflects data only up to 2023. The 2024 data has not been released yet, so the analysis is based on the available figures from 2023 thus far.

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, competency, and performance-related standards. Proprietary assessments used by NC A&T include edTPA and the Educator Disposition Assessment (EDA). The state-level assessment utilized is the LEA/IHE Certification of Teaching Capacity Assessment. Collectively, these tools provide the EPP with data to assess candidate competency upon completion.

edTPA

edTPA is a proprietary, content-specific, portfolio-based assessment developed by the Stanford Center for Learning, Assessment, and Equity (SCALE). It is designed to answer the question, "Is the candidate ready to teach?" The portfolio consists of three tasks: Task 1: Planning, Task 2: Instruction, and Task 3: Assessment.

For each task, candidates develop artifacts (lesson plans, video clips, student assessments, etc.) and write commentaries that provide rationales for their decision-making. Rubrics are scored on a scale from 1 to 5. All portfolios are submitted to SCALE/Pearson for official external scoring, and scores are sent 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 achieving the rubric average needed 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 2023-2024 academic year.

Table 3: edTPA Distribution of Graduate and Undergraduate Scores

edTPA *(NC Passing Score = 38 or higher)* *Distribution of Graduate and Undergraduate Scores*						
	N	Mean Score	Median Score	Std. Dev.	Total #Pass	Pass Rate%
All Programs	72	40.68	41	3.89	60	83.3%
Undergraduate	31	40.94	41	3.43	27	87.1%
Graduate	41	40.49	40	4.19	33	80.5%

Data Source: edReports

Among 72 students, the mean score is 40.68, while the median score is 41.00. This indicates that Student performance is relatively symmetrical. The overall distribution of scores supports this conclusion. Furthermore, the standard deviation of the total scores is approximately 3.89.

Figure 1: Distribution of Mean Total Score
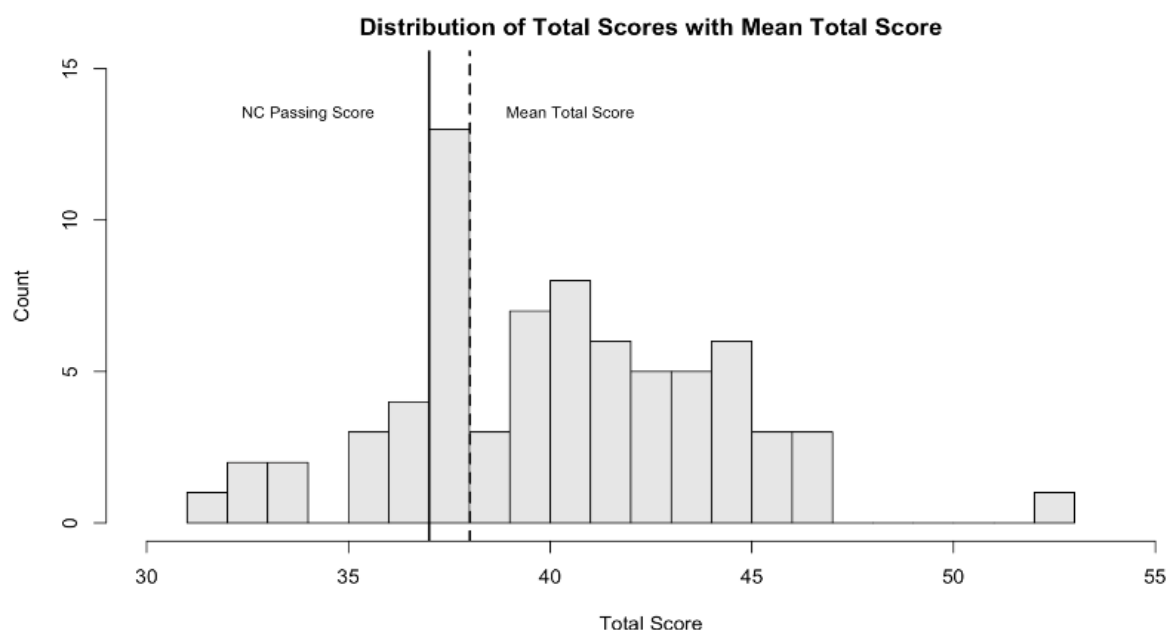
The summary results indicate that graduate and undergraduate students' overall performance is similar, as their average scores are comparable. However, it is important to note that the passing rate for graduate students is lower than that of undergraduate students.

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 at various transition points throughout their academic program. For each evaluation, candidates must earn a rating of 1 or higher in all areas of the EDA to maintain good standing. If a candidate receives a "0" on any indicator, they will be referred to the Academic, Retention, and Dismissal (ARD) committee. Options for the ARD committee include (1) a 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 4: Educator Disposition Assessment Mean and Standard Deviation Scores

	Fall 2023		Spring 2024		Fall 2024	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Average Rubric Score	1.95	0.15	1.94	0.24	1.78	0.36
Criterion 1: Oral Com.	2.00	0.00	1.92	0.40	1.67	0.75
Criterion 2: Written Com.	2.00	0.00	1.96	0.20	1.83	0.37
Criterion 3: Professionalism	1.91	0.29	1.92	0.28	1.83	0.37
Criterion 4: Positive Attitude	1.91	0.29	1.92	0.40	1.83	0.37
Criterion 5: Preparedness	1.95	0.21	1.96	0.20	1.83	0.37
Criterion 6: Value Diversity	1.95	0.21	1.96	0.20	1.83	0.37
Criterion 7: Collaborates	1.95	0.21	1.96	0.20	1.50	0.50
Criterion 8: Takes Initiative	1.95	0.21	1.96	0.20	1.83	0.37
Criterion 9: Socio-Emotional	1.95	0.21	1.96	0.20	1.83	0.37

Data Source: Taskstream

All candidates in the undergraduate and graduate (MAT) initial programs for the 2023-2024 academic year demonstrated proficiency on the Educator Dispositions Assessment, as rated by university supervisors.

There is a slight change overall from Fall 2023 to Fall 2024. The average rubric score slightly decreased from 1.95 to 1.78. Although the overall change is minimal, it does indicate a trend that warrants further investigation, particularly regarding how it may affect the broader objectives of the program or initiative. A closer look reveals that Criterion 7 (Collaborates) shows a notable decline, dropping from 1.95 to 1.50. This decrease of 0.45 points is significant compared to other criteria and may suggest underlying issues in teamwork and collaborative efforts within the group or organization.

LEA/IHE Certification of Teaching Capacity Assessment: The LEA/IHE Certification of Teaching Capacity assessment is a North Carolina state-level tool corresponding to the North Carolina Educator Evaluation System, aligning with the North Carolina Professional Teaching Standards and paralleling the in-service Teacher Evaluation Rubric used in the state. This assessment reflects the knowledge, skills, and dispositions that teacher candidates must demonstrate throughout their programs and allows for distinctions of "Met" or "Not Met" 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 of 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 2023-2024 academic school year.

Table 5: LEA/IHE Certification of Teaching Capacity Evaluation

	Fall 2023		Spring 2024		Fall 2024	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Average Rubric Score	**3.69**	0.36	**3.37**	0.55	**3.23**	0.85
Criterion1: Teachers Lead in Classroom	**3.82**	0.39	**3.59**	0.62	**3.42**	0.95
Criterion 2: Teachers Lead in Schools	**3.48**	0.51	**3.13**	0.64	**3.08**	0.95
Criterion 3: Teachers Lead in Teaching	**3.68**	0.44	**3.25**	0.69	**3.08**	0.86
Criterion 4: Teachers Advocate in Schools	**3.70**	0.49	**3.32**	0.71	**2.92**	0.95
Criterion 5: Teachers Demonstrate High Standards	**3.77**	0.39	**3.59**	0.62	**3.33**	0.94
Criterion 6: Teachers Provide Nurturing Environment	**3.86**	0.31	**3.49**	0.55	**3.33**	0.94
Criterion 7: Teachers Embrace Diversity	**3.61**	0.52	**3.40**	0.60	**3.33**	0.94
Criterion 8: Teachers Treat Students as Individuals	**3.84**	0.34	**3.56**	0.57	**3.42**	0.95
Criterion 9: Teachers Adapt their Teaching	**3.64**	0.48	**3.25**	0.63	**3.17**	0.90
Criterion 10: Techers Work with Families and Adults	**3.77**	0.39	**3.37**	0.73	**3.27**	0.75
Criterion 11: Teachers Align Instruction with NCSCS	**3.70**	0.49	**3.40**	0.62	**3.42**	0.76
Criterion 12: Teachers Know their Content	**3.73**	0.45	**3.44**	0.68	**3.17**	0.90
Criterion 13: Teachers Content Area Connect	**3.64**	0.48	**3.15**	0.63	**3.08**	0.86
Criterion 14: Teachers make Instruction Relevant	**3.73**	0.45	**3.34**	0.60	**3.33**	1.03
Criterion 15: Teachers Know Student Development	**3.55**	0.50	**3.25**	0.62	**3.17**	0.90
Criterion 16: Teachers Plan Appropriate Instruction	**3.73**	0.45	**3.41**	0.61	**3.25**	0.92

Criterion 17: Teachers Use Variety of Teaching Methods	**3.66**	0.46	**3.35**	0.60	**3.42**	0.95
Criterion 18: Teachers Utilize Technology	**3.77**	0.39	**3.47**	0.56	**3.33**	0.75
Criterion 19: Teachers Help Students Problem-Solve	**3.43**	0.52	**3.21**	0.62	**3.08**	0.86
Criterion 20: Teachers Help Students Work in Teams	**3.61**	0.52	**3.44**	0.68	**3.17**	0.90
Criterion 21: Teachers Communicate Effectively	**3.73**	0.45	**3.35**	0.66	**3.25**	0.92
Criterion 22: Teachers Use Variety of Methods to Assess Students	**3.70**	0.49	**3.35**	0.66	**3.36**	0.64
Criterion 23: Teachers Analyze Student Learning	**3.75**	0.41	**3.32**	0.66	**3.25**	0.92
Criterion 24: Teachers Link Professional Growth to Goals	**3.64**	0.48	**3.37**	0.67	**3.33**	0.94
Criterion 25: Teachers Function Effectively in Dynamic Environ.	**3.61**	0.52	**3.34**	0.67	**3.25**	1.01

Data Source: Taskstream

The **LEA/IHE Certification of Teaching Capacity Evaluation** data from Fall 2023, Spring 2024, and Fall 2024 provides valuable insights into the evaluation of teaching effectiveness across various criteria. Overall, the average rubric score declined from 3.69 in Fall 2023 to 3.23 in Fall 2024. This indicates a perceived decrease in teaching capacity over this period, which is important to monitor and address. Additionally, the increase in standard deviation, particularly in Fall 2024, suggests greater variability in responses. This means that perceptions of teaching capacity among respondents are becoming more diverse.

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

Job Placement Rates (2023-2024)
The First Destination Survey (FDS) is a comprehensive study conducted by the university's career services department. The survey aims to gather valuable insights into the paths taken by undergraduate and graduate students after graduation. This helps in understanding the outcomes for students upon completing 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 are self-reported by the respondents.

Table 6 illustrates the distribution of students across various statuses, including those in continuing education, those still seeking opportunities, those working, and those who did not respond. The percentages reflect the proportion of each group within the undergraduate and graduate categories.

Table 6: Employment Rates (Fall 2023 – Fall 2024)

	Undergraduate + Graduate		Undergraduate		Graduate	
	N	% of Students	N	% of Students	N	% of Students
Continuing Education	7	4.09%	2	6.90%	5	3.52%
Still Looking	16	9.36%	5	17.24%	11	7.75%
Working	135	78.95%	20	68.97%	115	80.99%
No Response	13	7.60%	2	6.90%	11	7.75%
Total	171	100%	29	100.00%	142	100%

Data Source: NC A&T Career Services -First Destination Survey

The analysis of the survey data reveals a comprehensive overview of the current status of the 171 students surveyed. These are categorized into three main groups: Continuing Education, Still Looking, and Working, as well as those who did not respond. This group is further divided into undergraduate and graduate levels.

Among the students, a significant portion — 142 out of 171 — is comprised of graduates, making up 83% of the total, while only 29 are undergraduates, accounting for 17%.

Starting with the category of Continuing Education, only 7 students, or 4.1% of the total, belong to this group. Among them, 2 are undergraduates, representing 6.9% of their peers, while 5 are graduates, comprising 3.5% of the graduate population. This indicates that, although the number of students seeking further education is small, a higher proportion of graduates pursue this path compared to their undergraduate counterparts.

In the "Still Looking" category, 16 students (9.4% of the total) are actively searching for job opportunities. Of these, 5 are undergraduates, comprising 17.2% of the undergraduate group, while 11 are graduates, representing 7.8% of their segment. The data suggests that a notable proportion of undergraduates are still seeking work, highlighting potential challenges they face in landing entry-level positions. In contrast, although more graduates are still looking, their numbers are relatively low, reflecting differences in job search dynamics between the two groups.

The majority of students, 135 (78.9%), fall into the "Working" category. Among them, 20 undergraduates (69%) are employed, along with a substantial 115 graduates (81%). This high employment rate for graduates emphasizes their strong job placement and overall employability, while the employment rate for undergraduates, although lower, remains noteworthy.

Lastly, the "No Response" category includes 13 students (7.6% of the total). Among them, 2 are undergraduates (6.9%), and 11 are graduates (7.8%). This group's small proportion raises questions about potential communication issues or a lack of engagement among certain students.

Overall, this analysis uncovers several key insights. Nearly all of our graduate students demonstrate solid employability, with 81% in jobs compared to 69% of undergraduates. The inclination for continuing education is more pronounced among graduates, suggesting they may feel a stronger need for additional qualifications. Furthermore, the higher percentage of our undergraduates still searching for employment may reflect current challenges in the job market. Lastly, the low number of responses calls for attention to enhance engagement with students and ensure their voices are heard.

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