

CAEP Measure 1 (Initial Licensure Programs)
Completer Effectiveness
Component R4.1

The Arkansas Tech University College of Education and Health works in partnership with other education entities to collect data and information to demonstrate how our education graduates impact the learning growth of public-school students. We also work with these partners to gather information on how these graduates demonstrate the professional knowledge, skills, and dispositions expected of today's educators. In our reports, we refer to these graduates as "education program completers." We use these collected data and information to continuously improve our programs.

We make use of four different data collection tools to determine how our students are doing in these areas. We collect data at Arkansas Tech, and our education partners in the state also collect data that they share with us.

Within this report, we are presenting the following pieces of information and data.

1. **Arch Ford Learner Impact Data** – collected by the Arch Ford Education Service Cooperative concerning our program completers that are employed in schools in the Arch Ford district of the state. This district includes graduates employed in schools in the following seven counties in Arkansas: Cleburne, Conway, Faulkner, Pope, Perry, Van Buren, and Yell Counties. Novice teachers complete a survey concerning a unit they taught with their students. They include pre-unit test and post-unit test scores along with their reflections to demonstrate their impact on student learning across a unit of instruction.
2. **Arch Ford Novice Teacher Employer Survey** – collected by the Arch Ford Education Service Cooperative. This information includes employer ratings of novice teachers' attainment of the Arkansas TESS domains.
3. **ACT Aspire Data** – collected and analyzed by the Arkansas Department of Education Division of Elementary and Secondary Education (DESE). These data include overall average test scores in English Language Arts, Mathematics, and Science for novice teachers who graduated from our education programs and teach these subjects in different grade levels (e.g., elementary, secondary, etc.). DESE has created a formula used to determine if students reached the average expected level of growth during a year as shown by these tests. This average is called a "value-added growth score (VAS)," and the expectation for a group of students' average growth in a year is 80%.
4. **College of Education and Health Survey with Milestones Data** – collected through the Arkansas Tech University College of Education and Health year-end survey where education program graduates, who are now novice teachers, select from a list of milestones they have met in their first years of practice.

CAEP Measure 1 (Initial)
Completer Effectiveness and Impact on P-12 Learning and Development
Component R4.1

2023 Data Results

Arch Ford Learner Impact Data

| 2022-2023 Avg. Student Growth in Unit of Instruction | 2022-2023 Average Percentage Growth Range |
|--|--|
| Overall Novice Teacher (186 total novice teachers) | 16% to 20% |
| 1st year Novice Teacher (63 novice teachers) | 11% to 19% |
| 2nd year Novice Teacher (73 novice teachers) | 14% to 21% |
| 3rd year Novice Teacher (51 novice teachers) | 12% to 20% |

Arch Ford Novice Teacher Employer Survey

| 2022-2023 Education Cooperative's Novice Teacher (NT) Employer Results for ATU Education Program Graduate (Ratings from 1 to 4) 1 - Unsatisfactory, 2 - Needs Improvement, 3 - Satisfactory, 4 - Exceptional | 2022- 2023 | 2022- 2023 | 2022- 2023 |
|---|---------------|---------------|---------------|
| | NT Year 1 | NT Year 2 | NT Year 3 |
| | N = 37 | N =29 | N =47 |
| Overall, how would you categorize this novice's performance in Planning & Preparation (Domain 1)? | M = 2.9 | M = 2.9 | M = 3.0 |
| Overall, how would you categorize this novice's performance in Establishing the Classroom Environment? (Domain 2) | M = 3.2 | M = 2.8 | M = 3.1 |
| Overall, how would you categorize this novice's performance in Instruction (Domain 3) | M = 3.1 | M=2.80 | M = 3.1 |
| Overall, how would you categorize this novice's performance in Professional Responsibilities? (Domain 4) | M = 3.0 | M =2.90 | M = 3.1 |
| How prepared do you believe this novice came to your school? | M = 3.2 | M = 3.2 | M = 3.4 |

ACT Aspire Data

| State Assessments in English Language Arts, Math, and Science across grade levels. Average expected = 80% Value Added Growth (VAS) based upon the ACT Aspire Assessment | 2022-2023 Results | | |
|--|-------------------|-------------------------------|-----------------|
| <u>19-20 Education Program Completers ARKANSAS TECH</u> | <u>VAS</u> | <u>Confidence Band</u> | <u>N</u> |
| English Language Arts (ELA) | 80.15 | 79.15 – 81.14 | 30 |
| Math | 80.28 | 78.27 - 82.3 | 23 |
| Science | 79.32 | 77.88 - 80.75 | 19 |
| <u>19-20 Education Program Completers STATE</u> | <u>VAS</u> | <u>Confidence Band</u> | <u>N</u> |
| English Language Arts (ELA) | 79.31 | 78.96 - 79.66 | 666 |
| Math | 78.95 | 78.56 - 79.34 | 625 |
| Science | 79.22 | 78.77 - 79.67 | 441 |
| <u>20-21 Education Program Completers ARKANSAS TECH</u> | <u>VAS</u> | <u>Confidence Band</u> | <u>N</u> |
| English Language Arts (ELA) | 79.67 | 77.89 - 81.46 | 21 |
| Math | 77.18 | 73.84 - 80.53 | 15 |
| Science | 79.01 | 77.5 - 80.52 | 15 |
| <u>20-21 Education Program Completers STATE</u> | <u>VAS</u> | <u>Confidence Band</u> | <u>N</u> |
| English Language Arts (ELA) | 78.98 | 78.63 - 79.32 | 754 |
| Math | 78.36 | 77.93 - 78.79 | 638 |
| Science | 78.68 | 78.24 - 79.12 | 445 |
| <u>21-22 Education Program Completers ARKANSAS TECH</u> | <u>VAS</u> | <u>Confidence Band</u> | <u>N</u> |
| English Language Arts (ELA) | 79.46 | 78.13-80.80 | 13 |
| Math | 78.58 | 74.11-83.05 | 10 |
| Science | 77.77 | 74.34-81.20 | 12 |
| <u>21-22 Education Program Completers STATE</u> | <u>VAS</u> | <u>Confidence Band</u> | <u>N</u> |
| English Language Arts (ELA) | 79 | 78.6-79.43 | 616 |
| Math | 79.26 | 78.75-79.76 | 561 |
| Science | 79.31 | 78.76-79.87 | 387 |

College of Education and Health Survey with Milestones Met Data

| Milestone | 2023 (N = 22 participants) |
|--|-------------------------------|
| Completing or pursuing an additional degree or endorsement after the initial licensure teaching degree | 6 |
| Moving into a teacher, curriculum, building, or district leadership role | 3 |
| Improving of student learning within classes or school supported by data/assessment results | 7 |
| Working on teams to improve learning within the school | 10 |
| Achieving a promotion within the school or district | 1 |
| Completing a (or multiple) Conference Presentation or Publication | 1 |
| Receiving a school or district award(s) | 3 |
| Receiving a state, regional, or national award(s) | 0 |
| Developing or creating curriculum or courses | 4 |
| Participating in a Professional Learning Community | 15 |
| Completing recognized and certified professional trainings/development | 12 |
| Facilitating/leading community or school-wide service initiatives | 2 |

Note: Twenty-two people completed the survey and checked any of the items that applied to them. Therefore, there are more responses than participants in the results (i.e., several people selected more than one response since they achieved multiple milestones).

Summary and Notes

Concerning impact on student learning data results, it appears Arkansas Tech University (ATU) graduates, who are novice teachers, positively impact student learning in units of instruction that they teach. Across the three years of novice teacher classification, ATU graduates impacted student learning on units ranges between 11 to 21 percentage points with increases in novice teacher impact ranging from 7-8 % each year. As related to the academic growth of students measured through the ACT Aspire Assessment in English Language Arts, Mathematics, and Science, ATU education program graduates' impact on student learning is consistent with the state average for expected growth in most cases. Milestone data and the Employer Survey feedback further suggests that ATU education program graduates are demonstrating the professionalism expected of today's educators and that they are continuing to grow as professionals once they are hired. Employers also indicate that completers are prepared satisfactorily to exceptionally for the profession as indicated by their performance in the respective school district. It is informative that completers' perception of the improvement of their students' learning, professional learning community participation, working in teams to improve learning, and continuous education all seem to be factors that nearly all the novices reported. This demonstrates their efforts to positively impact student learning and growth (a core component of the College's vision and mission).