

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

The Arkansas Tech University College of Education 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 seven counties in Arkansas, which are 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 scores and post-unit test scores along with their reflections to demonstrate their impact on student learning across a unit of instruction.
2. **ACT Aspire Data** – collected and analyzed by the Arkansas Department of Education (ADE) 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%.
3. **Arch Ford Principal Surveys** – collected by the Arch Ford Education Cooperative on how our education program graduates meet certain professional expectations (e.g., growth as a professional, expectation to meet professional growth plan goals, and attainment of the Arkansas Teacher Excellence and Support System (TESS) evaluation criteria). *This collected information is also supported and supplemented through CAEP Measure 2, which includes survey data from employers concerning TESS evaluation domains and criteria.*
4. **College of Education Survey with Milestones Data** – collected through the Arkansas Tech University College of Education 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**

**2021 Data Results**

***Arch Ford Learner Impact Data***

| 2020-2021<br>Novice Teacher Year<br>and Number Participating | 2020-2021<br>Average Percentage Growth Range in<br>a Unit of Instruction |
|--|--|
| <b>Overall Novice Teacher (75 total novice teachers)</b>     | 13.7% to 20.7%   |
| <b>1st year Novice Teacher (30 novice teachers)</b>          | 11.8% to 19.2%   |
| <b>2nd year Novice Teacher (27 novice teachers)</b>          | 17.6% to 23.8%   |
| <b>3rd year Novice Teacher (18 novice teachers)</b>          | 11.3% to 18.4%   |

***ACT Aspire Data***

| State Assessments in English Language Arts, Math, and Science across grade levels.<br>Average expected = 80% Value Added Growth (VAS) based upon the ACT Aspire Assessment | 2020-2021 Results |                               |                 |
|--|-------------------|-------------------------------|-----------------|
| <b><u>18-19 Education Program Completers ARKANSAS TECH</u></b>   | <b><u>VAS</u></b> | <b><u>Confidence Band</u></b> | <b><u>N</u></b> |
| English Language Arts (ELA)  | 79.9              | 77.74 - 82.07                 | 23              |
| Math   | 80.62             | 78.19 - 83.04                 | 21              |
| Science  | 80.51             | 79.02 - 82.01                 | 18              |
| <b><u>18-19 Education Program Completers STATE</u></b>   | <b><u>VAS</u></b> | <b><u>Confidence Band</u></b> | <b><u>N</u></b> |
| English Language Arts (ELA)  | 79.4              | 79.01 - 79.79                 | 629             |
| Math   | 79.34             | 78.76 - 79.91                 | 552             |
| Science  | 79.93             | 79.46 - 80.4                  | 329             |
| <b><u>19-20 Education Program Completers ARKANSAS TECH</u></b>   | <b><u>VAS</u></b> | <b><u>Confidence Band</u></b> | <b><u>N</u></b> |
| English Language Arts (ELA)  | 79.82             | 78.42 - 81.21                 | 30              |
| Math   | 78.42             | 76.49 - 80.35                 | 22              |
| Science  | 79.74             | 77.36 - 82.12                 | 11              |
| <b><u>19-20 Education Program Completers STATE</u></b>   | <b><u>VAS</u></b> | <b><u>Confidence Band</u></b> | <b><u>N</u></b> |
| English Language Arts (ELA)  | 79.63             | 79.27 - 79.99                 | 655             |
| Math   | 78.82             | 78.31 - 79.33                 | 572             |
| Science  | 79.01             | 78.54 - 79.49                 | 347             |

### ***Arch Ford Principal Surveys***

| 2020-2021<br>Expectations that Novice Teacher will meet Professional Growth Plan Goals | 2020-2021<br>Observed Growth of Novice Teacher   | 2020-2021<br>Ability to demonstrate the 4 TESS Domains (on a “1” to “4” scale with “1” meaning “unsatisfactory,” and “4” meaning “exceptional.”) |
|--|--|--|
| 59/64 For Sure (92%)<br>2/64 Maybe (3%)<br>3/64 No (5%)                                | Exceptional in ALL Areas 11/63 (17%)<br>Exceptional in Many Areas 35/63 (56%)<br>Exceptional in a FEW Areas 16/63 (25%)<br>Exceptional not noted 1/63 (2%) | Planning and Preparation – 3.4<br>Establishing the Classroom Environment – 3.4<br>Instruction – 3.4<br>Professional Responsibilities – 3.4       |

### ***College of Education Survey with Milestones Met Data***

| Milestone   | 2021<br>(N = 76 participants) |
|---|-------------------------------|
| <b>Completing or pursuing an additional degree or endorsement after the initial licensure teaching degree</b> | 27                            |
| <b>Moving into a teacher, curriculum, building, or district leadership role</b>                               | 24                            |
| <b>Improving of student learning within classes or school supported by data/assessment results</b>            | 42                            |
| <b>Working on teams to improve learning within the school</b>   | 49                            |
| <b>Achieving a promotion within the school or district</b>  | 5                             |
| <b>Completing a (or multiple) Conference Presentation or Publication</b>                                      | 2                             |
| <b>Receiving a school or district award(s)</b>  | 7                             |
| <b>Receiving a state, regional, or national award(s)</b>  | 3                             |
| <b>Developing or creating curriculum or courses</b>   | 22                            |
| <b>Participating in a Professional Learning Community</b>   | 52                            |
| <b>Completing recognized and certified professional trainings/development</b>                                 | 41                            |
| <b>Facilitating/leading community or school-wide service initiatives</b>                                      | 13                            |

**Note:** Seventy-six 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 from 11.3 to 23.8 percentage points. 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 tends to slightly exceed the state average for expected growth in most cases. Principal feedback and milestones data further suggest 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.