



CLARK ATLANTA UNIVERSITY

School of Education

CAEP Accountability Measures for Academic Year 2024-2025

-Initial Programs-

Measure 1: Completer Effectiveness

(a) Completer impact in contributing to P-12 student-learning growth

Since 2013, Horizons Atlanta at Clark Atlanta University has empowered Metro-Atlanta Young Scholars through an innovative six-week summer enhancement program. As the only Historically Black College and University (HBCU) affiliate in the Horizons National network, CAU remains committed to reducing summer learning loss while fostering academic excellence and social growth. Classroom teachers in this program are recent alumni of the teacher education programs at Clark Atlanta University, while Assistant Classroom Teachers are current students in the Elementary Education program.

Learning over the six-week program is assessed using the STAR assessments. The STAR Assessment is a suite of computer-adaptive tests developed by Renaissance Learning, widely used in P-12 education to measure student performance in reading, math, and early literacy. The three-year average STAR data for the program reveals a consistent level of teacher effectiveness in preventing summer learning loss and facilitating academic advancement across all core domains.

STAR Assessment Results

Test	2025 Learning Growth	3 Year Average Learning Growth
Early Literacy	4.4 weeks	5.7 weeks
Reading	17.3 weeks	10.3 weeks
Mathematics	3.8 weeks	7.2 weeks

In the domain of Reading, teachers established a high standard of performance, achieving an average of 10.3 weeks of growth within a six-week timeframe. This indicates that, historically, the instructional team has been able to deliver nearly 1.7 weeks of literacy progress for every week of actual instruction.

Similarly, the three-year average for Mathematics stands at 7.2 weeks of growth, demonstrating that math instructors have consistently pushed students more than a full week ahead of their expected summer trajectory. Even in Early Literacy, the average growth of 4.4 weeks suggests that teachers effectively maintained student skills, successfully mitigating the "summer slide" that often affects foundational learners.

b) Completer effectiveness in applying professional knowledge, skills, and dispositions

2025-26 Completer Survey (N=20)

<i>My program prepared me for:</i>	% Strongly Agree	% Agree	% Agree or Strongly Agree
Planning and Delivering Instruction			
Recognizing Developmental Levels	75.00%	25.00%	100%
Planning Instruction	73.68%	26.32%	100%
Delivering Instruction	63.16%	26.32%	89.48%
Utilizing Technology for Learning	57.89%	36.84%	94.73%
Aligning Instructional Goals with Standards	70.59%	17.65%	88.24%
Classroom Management and Learning Environment			
Managing Collaborative Classrooms	78.95%	10.53%	89.48%
Implementing Classroom Mgmt Strategies	75.00%	20.00%	95.00%
Creating Engaging Learning Environments	45.00%	25.00%	70.00%
Differentiation			
Supporting At-Risk Students	68.42%	15.79%	84.21%
Supporting Students with Disabilities	57.89%	31.58%	89.47%
Understanding Cultural Impact	73.68%	21.05%	94.73%
Supporting Gifted Students	36.84%	31.58%	68.42%
Supporting English Language Learners	45.00%	25.00%	70.00%
Assessment and Data Literacy			
Using Diagnostic/Formative/Summative Assessments	70.59%	29.41%	100%
Examining Data for Learner Progress	66.67%	5.56%	72.23%
Using Assessment Data to Adjust Instruction	64.71%	23.53%	88.24%
Professionalism			
Working Collaboratively with Colleagues	72.22%	22.22%	94.44%

Measure 2: Satisfaction of employers and stakeholder involvement

2025-26 Employer Survey (N=17)

Satisfaction with job performance of CAU graduate:	% Satisfied	% Very Satisfied	% Satisfied or Very Satisfied
1. Knowledge of subject area (content)	47.06%	47.06%	94.12%
2. Instructional and pedagogical content knowledge	41.18%	47.06%	88.24%
3. Teaching diverse P-12 students	41.18%	47.06%	88.24%
4. Alignment of teaching with state standards	41.18%	47.06%	88.24%
5. Teaching P-12 students with diverse needs	47.06%	41.18%	88.24%
6. Collaboration with school-based colleagues and staff	41.18%	47.06%	88.24%
7. Family and community engagement	52.94%	35.29%	88.23%
8. Development of a safe learning environment	41.18%	47.06%	88.24%
9. Ability to utilize technology in the instructional process	47.06%	47.06%	94.12%
10. Assessment of P-12 student learning	52.94%	35.29%	88.23%

Measure 3: Candidate competency at completion

Pass Rates for GACE Content Exams, 2022-23 to 2024-25

Completer Cohort	Total Completers	% Passed GACE 1	% Passed GACE 2
2022-23	23	87%	91%
Broad Field Science	2	50%	50%
Elementary Education	14	93%	100%
Mathematics	1	0%	0%
Special Education - General Curriculum	6	100%	100%
2023-24	16	69%	69%
Elementary Education	7	71%	71%
Mathematics	6	50%	50%
Special Education - General Curriculum	3	100%	100%
2024-25	18	94%	94%
Elementary Education	14	100%	100%
Mathematics	1	0%	0%
Special Education - General Curriculum	3	100%	100%
3-year Average	57	84%	86%

Measure 4: Ability of completers to be hired in education positions for which they have prepared

Employment Statistics, 2022 to 2025

Program Name	Graduation Year	# Graduates	# Employed as Teachers	% Employed as Teachers
Broad Field Science	2022	2	2	100%
Mathematics	2022	1	1	100%
Special Education - General Curriculum	2022	5	5	100%
Broad Field Science	2023	1	1	100%
Elementary Education	2023	13	11	85%
Special Education - General Curriculum	2023	7	6	86%
Elementary Education	2024	7	7	100%
Special Education - General Curriculum	2024	1	1	100%
Broad Field Science	2024	2	2	100%
Mathematics	2024	1	1	100%
Elementary Education	2025	24	21	88%
Broad Field Science	2025			100%
Mathematics	2025	7	7	100%
Special Education - General Curriculum	2025	5	5	100%

Source: GaPSC DataBank, LinkedIn and Departmental Records