



CLARK ATLANTA UNIVERSITY

School of Education

CAEP Accountability Measures for Academic Year 2021-2022 -Initial Programs-

Measure 1: Completer Effectiveness

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

Student Growth Percentile (SGP) Ratings - First Academic Year After Program Completion, 2018-2020 Program Completers (n= 4)

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	0%	3%	3%
2	0%	14%	13%
3	75%	80%	80%
4	25%	3%	5%

Source: Georgia Professional Standards Commission, 2021 PPEM

NOTE: Insufficient data for the 2022 PPEM

NOTE: SGP is a measure of student growth for core state-tested subjects. A growth percentile can range from 1 to 99. SGPs are produced for the Georgia Milestones (grades 4-12 reading/ELA, math, science, and social studies) and EOCs. The grand mean of SGP performance for all tested courses taught by the teacher (MeanGP) is used in calculating the Student Growth rating. There are four SGP rating levels: Level 1: MeanGP <30; Level 2: MeanGP >30 and <40, Level 3: MeanGP >40 and < 65; Level 4: MeanGP > 65. Level 3 is expected for proficiency.

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

Teacher Assessment on Performance Standards (TAPS), 2018-2020 Program Completers (N = 11)

	CAU	All GA EPPs	Similar EPPs
Average Summative Score	18.6	20.2	19.2
Average Rating	2.6	3.0	2.9

Source: Georgia Professional Standards Commission, 2021 PPEM

NOTE: Insufficient data for the 2022 PPEM

TAPS Summative Score Distribution by Level (N = 11):

	CAU	All GA EPPs	Similar GA EPPs
Level I	0.0%	0.1%	0.0%
Level II	36.4%	3.5%	10.2%
Level III	63.6%	95.7%	89.8%
Level IV	0.0%	0.8%	0.0%

Note: The TAPS component of the Teacher Keys Evaluation System (TKES) in Georgia provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to ten quality performance standards that are scored from 0 to 3 (summative score can range from 0-30). There are four TAPS rating levels: Level I: TAPS Summative Score of 0 – 6; Level II: TAPS Summative Score of 7 – 16; Level III: TAPS Summative Score of 17 – 26; Level IV: TAPS Summative Score of 27 – 30. Level III is expected for proficiency.

Source: Georgia Professional Standards Commission, 2021 PPEM

NOTE: Insufficient data for the 2022 PPEM

Average TAPS Scores by Standard (N=11)

	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.91	2.02	1.91
2. Instructional Planning	1.73	2.00	1.91
3. Instructional Strategies	2.00	2.01	1.90
4. Differentiated Instruction	1.91	1.96	1.86
5. Assessment Strategies	1.90	2.00	2.00
6. Assessment Uses	1.80	2.00	1.90
7. Positive Learning Environment	1.80	2.10	1.90
8. Academically Challenging Environment	1.80	1.90	1.80
9. Professionalism	1.80	2.10	2.00
10. Communication	1.80	2.00	2.00

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency. Insufficient data for 2022 PPEM

Source: Georgia Professional Standards Commission, 2021 PPEM

NOTE: Insufficient data for the 2022 PPEM

Measure 2: Satisfaction of employers and stakeholder involvement

Overall Performance Rating for Teacher Ed Completers (n=9)

Rating	%	N
1) Needs Improvement	11.11%	1
2) Fair	11.11%	1
3) Good	22.22%	2
4) Very Good	55.56%	5
Total	100.00%	9

Source: 2019 & 2020 CAU SOE Employer Surveys.

Employer Satisfaction with Ed Leadership Completers (n=13)

Completer's Performance	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total
1. Building a collective vision of student success and well-being.	0.00%	0	0.00%	0	46.15%	6	53.85%	7	13
2. Championing and supporting instruction and assessment that maximizes student learning and achievement	0.00%	0	15.38%	2	53.85%	7	30.77%	4	13
3. Managing and developing staff members' professional skills and practices in order to drive student learning and achievement.	0.00%	0	8.33%	1	33.33%	4	58.33%	7	12
4. Cultivating a caring and inclusive school community dedicated to student learning, academic success and the personal well-being of every student.	0.00%	0	0.00%	0	53.85%	7	46.15%	6	13
5. Effectively coordinating resources, time, structures, and roles to build the instructional capacity of teachers and staff.	0.00%	0	8.33%	1	41.67%	5	50.00%	6	12
6. Engaging families and the outside community to promote and support student success.	0.00%	0	0.00%	0	33.33%	4	66.67%	8	12
7. Administering and managing operations efficiently and effectively.	0.00%	0	0.00%	0	46.15%	6	53.85%	7	13

Source: 2019 & 2020 CAU SOE Employer Survey.

Measure 3: Candidate competency at completion

Pass Rates for GACE Content Exams, 2019-20 to 2021-22

Test Name	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
2021-22					
001 Elementary Education Test I	8	245	88	38	50
002 Elementary Education Test II	9	240	78	44	33
024 Science Test I	2	196	0	0	0
025 Science Test II	2	248	100	50	50
081 Special Ed Gen Curriculum Test I	6	262	100	0	100
082 Special Ed Gen Curriculum Test II	5	262	100	0	100
2020-21					
001 Elementary Education Test I	14	238	79	36	43
002 Elementary Education Test II	16	244	100	56	44
081 Special Ed Gen Curriculum Test I	1	258	100	0	100
082 Special Ed Gen Curriculum Test II	1	244	100	100	0
2019-20					
081 Special Ed Gen Curriculum Test I	1	261	100	0	100
082 Special Ed Gen Curriculum Test II	1	255	100	0	100
001 Elementary Education Test I	6	254	100	50	50
002 Elementary Education Test II	8	240	88	62	25

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

Employment Statistics, 2020 to 2022

Program Name	Graduation Year	# Graduates	# Employed as Teachers	% Employed as Teachers
Elementary Education	2020	7	7	100%
Mathematics	2020	3	3	100%
Elementary Education	2021	9	9	100%
Special Education - General Curriculum	2021	2	2	100%
Elementary Education	2022	17	16	94%
Broad Field Science	2022	2	2	100%
Mathematics	2022	1	1	100%
Special Education - General Curriculum	2022	5	5	80%

Source: GaPSC DataBank, LinkedIn, and Departmental Records