



CLARK ATLANTA UNIVERSITY

School of Education

## 2019 -2020 EPP Annual Reporting Measures

### 1. Impact on P-12 learning and development (Component 4.1)

**Student Growth Percentile (SGP) Ratings - First Academic Year After Program Completion, 2017-2019 Program Completers (n=4)**

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	0%	3%	4%
2	0%	15%	18%
3	75%	79%	74%
4	25%	3%	4%

Source: Georgia Professional Standards Commission, 2020 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.

### 2. Indicators of teaching effectiveness (Component 4.2)

**Teacher Assessment on Performance Standards (TAPS), 2017-2019 Program Completers (N = 12)**

	<b>CAU</b>	<b>All GA EPPs</b>	<b>Similar EPPs</b>
Average Summative Score	18.7	20.2	19.4
Average Rating	2.7	3.0	2.9

**TAPS Summative Score Distribution by Level (N = 12):**

	<b>CAU</b>	<b>All GA EPPs</b>	<b>Similar GA EPPs</b>
Level I	0.0%	0.1%	0.0%
Level II	33.3%	3.6%	7.5%
Level III	66.7%	95.5%	92.5%
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.*

**Average TAPS Scores by Standard (N=12)**

	<b>This EPP</b>	<b>All GA EPPs</b>	<b>Similar EPPs</b>
Professional Knowledge	1.92	2.02	1.93
2. Instructional Planning	1.75	2.00	1.92
3. Instructional Strategies	2.00	2.01	1.92
4. Differentiated Instruction	1.92	1.96	1.90
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	1.90
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.*

*Source: Georgia Professional Standards Commission, 2020 PPEM*

### 3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

#### **Overall Performance Rating for Teacher Ed Completers (2018 and 2019 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.*

#### **Overall Performance Rating for School Counseling Completers (2018 and 2019 Completers, n=6)**

Rating	%	N
1) Needs Improvement	0.00%	0
2) Fair	16.67%	1
3) Good	33.33%	2
4) Very Good	50.00%	3
Total	100.00%	6

Source: 2019 & 2020 CAU SOE Employer Surveys.

**Employer Satisfaction with Ed Leadership Completers (2018 and 2019 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
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Source: 2019 & 2020 CAU SOE Employer Survey.

## 4. Satisfaction of completers (Component 4.4 | A.4.2)

### School Counseling Alumni Survey (Excerpt)

Graduating Cohorts: 2015 to 2019, n=8

<i>My program prepared me to...</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
1. Understand the basic legal and ethical guidelines for school counseling situations.	87.50%	7	12.50%	1	0.00%	0	0.00%	0	8
2. Prepare career guidance lessons.	75.00%	6	25.00%	2	0.00%	0	0.00%	0	8
3. Be familiar with ways to construct intervention plans for at-risk students.	62.50%	5	37.50%	3	0.00%	0	0.00%	0	8
4. Have the knowledge and skills to adequately address bullying issues at my school.	62.50%	5	37.50%	3	0.00%	0	0.00%	0	8
5. Develop the skills required for consultation and collaboration and exercise these skills with teachers, staff and parents.	87.50%	7	12.50%	1	0.00%	0	0.00%	0	8
6. Have the skills to interface with the community relating to careers and higher education.	50.00%	4	50.00%	4	0.00%	0	0.00%	0	8
7. Take a leadership role within the administration of the school in which I am employed.	62.50%	5	37.50%	3	0.00%	0	0.00%	0	8

Source: 2019 & 2020 CAU SOE Completer Surveys.

### Teacher Ed Programs Alumni Survey (Excerpt)

Graduating Cohorts: 2015-2019, n=21

<i>My program prepared me to...</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
1. Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.	47.62%	10	47.62%	10	4.76%	1	0.00%	0	21
2. Plan instruction incorporating the basic theories of student development appropriate to my students.	42.86%	9	38.10%	8	19.05%	4	0.00%	0	21
3. Deliver instruction incorporating the basic theories of student development appropriate to my students.	47.62%	10	38.10%	8	14.29%	3	0.00%	0	21
4. Develop and manage a collaborative classroom in which all students have ownership.	47.62%	10	47.62%	10	4.76%	1	0.00%	0	21
5. Implement effective classroom management strategies and procedures in all school areas.	47.62%	10	42.86%	9	9.52%	2	0.00%	0	21
6. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.	61.90%	13	33.33%	7	4.76%	1	0.00%	0	21
7. Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	42.86%	9	52.38%	11	0.00%	0	4.76%	1	21

*Source: 2019 & 2020 CAU SOE Completer Survey.*

	Rating	%	N
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to build a collective vision of student success and well-being. (GELS Standard 1)	Well Prepared	78.13%	25
	Prepared	18.75%	6
	Somewhat Prepared	3.13%	1
	Not Prepared	0.00%	0
	Total	100%	32
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to champion and support instruction and assessment that maximizes student learning and achievement (GELS Standard 2)	Well Prepared	78.13%	25
	Prepared	21.88%	7
	Somewhat Prepared	0.00%	0
	Not Prepared	0.00%	0
	Total	100%	32
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to manage and develop staff members' professional skills and practices in order to drive student learning and achievement (GELS Standard 3)	Well Prepared	80.00%	24
	Prepared	16.67%	5
	Somewhat Prepared	3.33%	1
	Not Prepared	0.00%	0
	Total	100%	30
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to cultivate a caring and inclusive school community dedicated to student learning, academic success and the personal well-being of every student (GELS Standard 4)	Well Prepared	78.57%	22
	Prepared	17.86%	5
	Somewhat Prepared	3.57%	1
	Not Prepared	0.00%	0
	Total	100%	28
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and staff (GELS Standard 5)	Well Prepared	66.67%	18
	Prepared	29.63%	8
	Somewhat Prepared	3.70%	1
	Not Prepared	0.00%	0
	Total	100%	27
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to engage families and the outside community to promote and support student success (GELS Standard 6)	Well Prepared	64.29%	18
	Prepared	28.57%	8
	Somewhat Prepared	7.14%	2

	Not Prepared	0.00%	0
	Total	100%	28
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to administer and manage operations efficiently and effectively. (GELS Standard 7)	Well Prepared	60.71%	17
	Prepared	32.14%	9
	Somewhat Prepared	3.57%	1
	Not Prepared	3.57%	1
	Total	100%	28

Source: Educational Leadership Alumni Survey

## 5. Graduation Rates (initial & advanced levels)

### Graduation Rates for Initial Certification Programs

#### BA in Elementary Education

Cohort Year	Graduated in Elementary Education	Graduated in Ed Studies	Withdrew	Enrolled in AY 2019-20	Total Cohort	2-yr Grad Rate
2015	8	3		1	12	67%
2016	4		1		5	80%
2017	5			2	7	71%
Total	17	3	1	3	24	71%

#### MAT in Mathematics

Cohort Year	Graduated within 2 years	Total Cohort	2-yr Grad Rate
2016	3	3	100%
Total	3	3	100%

#### MAT in Science

Cohort Year	Graduated within 2 years	Total Cohort	2-yr Grad Rate
2015	1	1	100%
Total	1	1	100%

#### MA in Special Education



Cohort Year	Graduated within 2 years	Enrolled in AY2019-20	Total Cohort	2-yr Grad Rate
2015	1		1	100%
2017	1	2	3	33%
Total	2	2	4	50%

### Graduation Rates for Advanced Certification Programs

#### Educational Leadership Tier I (Master's Program)

Admission Term	N	Graduated within 2 yrs	2- year graduation rate
Fall 2016	4	4	100%
Fall 2017	8	6	75%

#### Educational Leadership Tier II (Ed.D. Program)

Admission Term	N	Graduated within 4 yrs	4- year graduation rate
Fall 2016	3	3	100%

#### School Counseling (Master's Program)

Admission Term	N	Graduated within 2 yrs	2- year graduation rate
Fall 2016	6	5	83%
Spring 2017	4	4	100%
Fall 2017	10	8	80%

## 6. Ability of completers to meet licensing (certification) and any additional state requirements

### GACE II Assessment, 2017-2019 Program Completers (N = 15)

	CAU	All GA EPPs	Similar EPPs
Average Score	245	263	255
Passed Professional	20.0% (N=3)	69.0%	53.1%
Passed Induction	80.0% (N=12)	29.7%	42.7%
Not Passed	0.0% (N=0)	1.4%	1.4%

Source: Georgia Professional Standards Commission, 2020 PPEM

### EdTPA Assessment, 2017-19 Program Completers (N = 14)

	<b>CAU</b>	<b>All GA EPPs</b>	<b>Similar EPPs</b>
Rubric average	2.81	3.02	2.87
Passed	100.0% (N=14)	98.0%	92.0%
Not Passed	0.0% (N=0)	2.0%	8.0%

**EdTPA Rubric Average scores, 2017-19 Program Completers (N = 14)**

	<b>CAU</b>	<b>All GA EPPs</b>	<b>Similar EPPs</b>
Rubric 1: Planning For Content Understandings	3.00	3.11	2.93
Rubric 2: Using Knowledge of Students	2.64	3.09	2.97
Rubric 3: Using Knowledge of Students	2.79	3.19	3.04
Rubric 4: Supporting Academic Language Development	2.86	3.03	2.87
Rubric 5: Planning Assessments	2.57	3.02	2.87
Rubric 6: Learning Environment	3.07	3.09	3.01
Rubric 7: Engaging Students	2.93	2.99	2.80
Rubric 8: Deepening Student Learning	2.93	2.94	2.76
Rubric 9: Subject-Specific Pedagogy	2.86	2.95	2.78
Rubric 10: Analyzing Teaching Effectiveness	2.79	2.78	2.68
Rubric 11: Analyzing Student Learning	2.71	3.05	2.88
Rubric 12: Student Feedback	3.29	3.40	3.31
Rubric 13: Student Feedback	2.64	2.87	2.81
Rubric 14: Analyzing Students' Academic Language Understanding and Use	2.62	2.90	2.90
Rubric 15: Use of Assessment to Inform Instruction	2.93	3.05	2.96
Rubric 16: Mathematics Assessment: Analyzing Whole Class Understandings (Elementary Ed. only)	2.73	2.94	2.76
Rubric 17: Mathematics Assessment: Analyzing Individual Student Work Samples (Elementary Ed. only)	2.91	3.03	2.86
Rubric 18: Mathematics Assessment: Using Evidence to Reflect on Teaching (Elementary Ed. only)	2.20	2.79	2.48

*Source: Georgia Professional Standards Commission, 2020 PPEM*

## 7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

### Teacher Education Programs

Program Name	Graduation Year	Graduates	Employed as Teachers	% Employed as Teachers
Broad Field Science	2014	1	1	100%
Broad Field Science	2019	1	1	100%
Early Childhood – Elementary Education	2014	16	16	100%
Early Childhood – Elementary Education	2015	8	8	100%
Early Childhood – Elementary Education	2016	1	1	100%
Early Childhood – Elementary Education	2017	9	9	100%
Early Childhood – Elementary Education	2018	1	1	100%
Elementary Education	2019	2	2	100%
Elementary Education	2020	5	5	100%
Mathematics	2017	1	1	100%
Mathematics	2020	3	3	100%
Special Education - General Curriculum	2015	5	5	100%
Special Education - General Curriculum	2017	1	1	100%
Special Education - General Curriculum	2019	1	1	100%

Source: GaPSC DataBank

Note: Table includes degree completers who sought certification in Georgia and excludes international students and alumni who teach or work in private schools in Georgia or school systems in other states.

### School Counseling

Program	Graduation Year	Graduates	Employed as Counselors	Pursuing Further Graduate Studies	Unknown Status	% Employed as Counselors
School Counseling	2018	8	8	-	-	100%
School Counseling	2019	8	7	-	-	88%
School Counseling	2020	10	5	-	-	50%

Source: GaPSC DataBank & Department Chair

Note: Table includes degree completers who sought certification in Georgia and excludes international students and alumni who teach or work in private schools in Georgia or school systems in other states.

### Educational Leadership

Program	Graduation Year	Graduates	Employed as Leaders	Employed as Educators	Pursuing Further Graduate Studies	Unknown Status	% Employed as Leaders or Educators
MA Program	2018	7	2	5			100%
MA Program	2019	1	1	0			100%
EdD Program	2017	5	5	5			100%
EdD Program	2018	4	4	4			100%
EdD Program	2019	2		2			100%
MA Program	2020	6	2	2		1	75%
EdD Program	2020	7	2	5			100%

Source: GaPSC DataBank & Department Chair

Note: Table includes degree completers who sought certification in Georgia and excludes international students and alumni who teach or work in private schools in Georgia or school systems in other states.

## 8. Student loan default rates and other consumer information (initial & advanced levels)

School	Type	Control	PRGMS		FY2017	FY2016	FY2015
CLARK ATLANTA UNIVERSITY 223 JAMES P. BRAWLEY DRIVE SW ATLANTA GA 30314-4385	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	<b>Default Rate</b>	13.4	10.9	12
				<b>No. in Default</b>	174	150	163
				<b>No. in Repay</b>	1,298	1,366	1,354
				<b>Enrollment figures</b>	4,028	3,844	3,810
				<b>Percentage Calculation</b>	32.2	35.5	35.5

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Source: <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>