CLARK ATLANTA UNIVERSITY
School of Education

CAEP Accountability Measures for Academic Year 2022-2023
-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 2023 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

2023 GaPSC Inductee Survey (N=7)

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
    (Items with no response were ignored when deriving average scores.)

Survey Items	This EPP	All EPPs	Similar EPPs
1. Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. (InTASC Standard 1)	3.86	3.40	3.50
2. Plan instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)	3.86	3.43	3.44
3. Deliver instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)	3.86	3.40	3.40
4. Develop and manage a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.86	3.38	3.42
5. Implement effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.71	3.27	3.25
6. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction. (InTASC Standard 3)	3.71	3.49	3.48
7. Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.71	3.44	3.42
8. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.71	3.12	3.06
b. Students with Disabilities	3.43	3.29	3.17
c. English Language Learners	3.14	3.05	2.90
d. At-Risk Students	3.86	3.14	3.15
9. Use technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.86	3.44	3.38
10. Create experiences to build accurate conceptual understandings when students have misconceptions. (InTASC Standard 4)	3.86	3.35	3.35
11. Create opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.71	3.42	3.43
12. Use academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.71	3.41	3.42
13. Utilize strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.86	3.45	3.48
14. Create opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.71	3.38	3.30
15. Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.86	3.38	3.40
16. Examine data to understand each learners progress and learning needs. (InTASC Standard 6)	3.86	3.26	3.36
17. Engage learners in monitoring their own progress. (InTASC Standard 6)	3.86	3.35	3.21

Survey Item	This EPP	All EPPs	Similar EPPs
18. Develop supports for literacy development across content areas. (InTASC Standard 5)	3.71	3.28	3.30
19. Develop flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.71	3.36	3.43
20. Utilize a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.86	3.41	3.47
21. Promote students responsible use of interactive technologies. (InTASC Standard 3)	3.86	3.34	3.43
22. Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.71	3.47	3.43
23. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.71	3.40	3.40
24. Use formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.71	3.46	3.45
25. Use a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.86	3.43	3.41
26. Use a variety of instructional strategies to support learners communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.71	3.44	3.45
27. Align instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.57	3.50	3.45
28. Use ongoing analysis and reflection to improve planning and practice. (InTASC Standard 9)	3.57	3.46	3.23
29. Seek professional development opportunities to further develop my practice. (InTASC Standard 9)	3.71	3.41	3.40
30. Work collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.71	3.54	3.53
31. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.57	3.66	3.66
32. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)	3.71	3.54	3.57

Measure 2: Satisfaction of employers and stakeholder involvement

2023 Employer Survey (N=3)

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
(Items with no response were ignored when deriving average scores.)

Survey Items	This EPP	All EPPs	Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.36	3.37
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.35	3.37
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.00	3.32	3.26
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.27	3.16
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.31	3.21

6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.29	3.22

7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)

a. Gifted Students	3.00	3.23	3.38
b. Students with Disabilities	3.00	3.28	3.38
c. English Language Learners	3.00	3.25	3.40
d. At-Risk Students	3.00	3.26	3.35
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.00	3.37	3.32
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.32	3.32
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.33	3.37
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.00	3.30	3.32
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.00	3.32	3.26
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.00	3.28	3.24
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.00	3.26	3.28
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.28	3.21
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.20	3.29
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.25	3.29
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.29	3.26
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.34	3.32
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.32	3.26
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.29	3.28
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.31	3.26
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.28	3.28
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.25	3.26
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.28	3.28
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.34	3.37
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.00	3.30	3.32
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.32	3.32
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.33	3.44	3.42
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	4.00	3.46	3.53
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.00	3.36	3.33

Measure 3: Candidate competency at completion

Pass Rates for GACE Content Exams, 2020-21 to 2022-23

Test Name	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
2022-23					
001 Elementary Education Test I	10	247	**80**	20	60
002 Elementary Education Test II	13	245	**92**	46	46
022 Mathematics Test I	2	225	**50**	50	50
023 Mathematics Test II	2	180	**0**	0	0
024 Science Test I	3	234	**67**	33	34
025 Science Test II	1	197	**0**	0	0
081 Special Ed Gen Curriculum Test I	2	238	**100**	100	0
082 Special Ed Gen Curriculum Test II	3	237	**100**	67	33
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

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

Employment Statistics, 2021 to 2023

Program Name	Graduation Year	# Graduates	# Employed as Teachers	% Employed as Teachers
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	100%
Broad Field Science	2023	1	1	100%
Elementary Education	2023	13	11	85%
Special Education - General Curriculum	2023	7	6	86%

Source: GaPSC DataBank & LinkedIn