CLARK ATLANTA UNIVERSITY
School of Education

CAEP Accountability Measures for Academic Year 2023-2024

-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 2024 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

2024 GaPSC Inductee Survey (N=2)

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 Item s	Average Rating
1. Demonstrate an understanding of learner development by providing learning experiences relevant to the developmental level of the student.	5
2. Design curricular experiences where learners can demonstrate mastery of key content.	4
3. Demonstrate accurate and current content knowledge in the subject(s) taught.	5.5
4. Demonstrate research-based and/or evidence-based instructional strategies relevant to the subject(s) taught.	4.5
5. Plan instruction with evidence-based strategies to meet the needs of all students.	4.5
6. Use student learning data to inform instructional goals and daily lessons.	4
7. Align instructional goals with state and local district performance standards.	5.5
8. Use a variety of research-based and/or evidence-based instructional strategies to facilitate students' acquisition of knowledge and skills.	4.5
9. Engage students in active learning activities relevant to the content.	5
10. Engage students in higher-order thinking activities.	4
11. Differentiate the instructional content to challenge and support each student's learning.	3.5
12. Maintain high expectations of students while differentiating instruction.	3.5
13. Use a variety of research-based and/or evidence-based instructional strategies to accommodate individual learning needs/goals.	3.5
14. Align student assessment with the established curriculum and learning goals.	4.5
15. Identify a variety of assessment strategies and instruments according to student population.	4.5
16. Use formal and informal methods of assessing student learning at multiple points (diagnostic, formative, and summative).	4.5
17. Systematically analyze assessment data to determine individual student needs and progress.	4
18. Use data to inform instructional content and delivery methods.	3.5

19. Use assessment results to provide constructive and frequent feedback to various stakeholders (including students and families) on progress toward learning goals.	3.5
20. Provide a safe environment that is conducive to learning for all.	4.5
21. Provide a positive environment that encourages respect for all.	4.5
22. Establish clear expectations, rules, routines, and procedures to promote a safe and orderly learning environment.	4
23. Create a student-centered environment that encourages students to explore new ideas as self-directed learners.	4
24. Create an academic environment that promotes critical and creative thinking.	4
25. Create a rigorous environment that encourages students to take appropriately challenging academic risks.	4.5
26. Follow professional ethics, policies, and legal codes of conduct.	5
27. Participate in professional learning activities, and incorporate learning into classroom activities to meet the needs of their students.	4
28. Engage in activities outside the classroom intended for school and student enhancement.	4
29. Work collaboratively with internal and external stakeholders, such as students, school and district personnel, families, and community representatives.	4
30. Communicate instructional goals and expectations with students and families.	3

Measure 2: Satisfaction of employers and stakeholder involvement

2024 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	Average Rating
1. Demonstrate an understanding of learner development by providing learning experiences relevant to the developmental level of the student.	5
2. Design curricular experiences where learners can demonstrate mastery of key content.	4.67
3. Demonstrate accurate and current content knowledge in the subject(s) taught.	4.67
4. Demonstrate research-based and/or evidence-based instructional strategies relevant to the subject(s) taught.	5

5. Plan instruction with evidence-based strategies to meet the needs of all students.	4.67
6. Use student learning data to inform instructional goals and daily lessons.	5
7. Align instructional goals with state and local district performance standards.	5
8. Use a variety of research-based and/or evidence-based instructional strategies to facilitate students' acquisition of knowledge and skills.	4.67
9. Engage students in active learning activities relevant to the content.	4.67
10. Engage students in higher-order thinking activities.	4.67
11. Differentiate the instructional content to challenge and support each student's learning.	5
12. Maintain high expectations of students while differentiating instruction.	4.67
13. Use a variety of research-based and/or evidence-based instructional strategies to accommodate individual learning needs/goals.	5
14. Align student assessment with the established curriculum and learning goals.	4.67
15. Identify a variety of assessment strategies and instruments according to student population.	4.67
16. Use formal and informal methods of assessing student learning at multiple points (diagnostic, formative, and summative).	4.67
17. Systematically analyze assessment data to determine individual student needs and progress.	4.67
18. Use data to inform instructional content and delivery methods.	4.67
19. Use assessment results to provide constructive and frequent feedback to various stakeholders (including students and families) on progress toward learning goals.	4.67
20. Provide a safe environment that is conducive to learning for all.	5
21. Provide a positive environment that encourages respect for all.	5
22. Establish clear expectations, rules, routines, and procedures to promote a safe and orderly learning environment.	5
23. Create a student-centered environment that encourages students to explore new ideas as self-directed learners.	5
24. Create an academic environment that promotes critical and creative thinking.	4.67
25. Create a rigorous environment that encourages students to take appropriately challenging academic risks.	4.67
26. Follow professional ethics, policies, and legal codes of conduct.	5
27. Participate in professional learning activities, and incorporate learning into classroom activities to meet the needs of their students.	5
28. Engage in activities outside the classroom intended for school and student enhancement.	5

29. Work collaboratively with internal and external stakeholders, such as students, school and district personnel, families, and community representatives.	5
30. Communicate instructional goals and expectations with students and families.	5

Measure 3: Candidate competency at completion

Pass Rates for GACE Content Exams, 2021-22 to 2023-24

Test Name	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
2023–24					
001 Elementary Education Test I	9	246	78	22	56
002 Elementary Education Test II	8	230	62	25	38
022 Mathematics Test I	7	175	43	43	0
023 Mathematics Test II	7	186	29	0	29
024 Science Test I	3	175	0	0	0
025 Science Test II	2	178	0	0	0
081 Special Ed Gen Curriculum Test I	5	230	80	40	40
082 Special Ed Gen Curriculum Test II	5	212	40	20	20
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

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

Employment Statistics, 2021 to 2024

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%
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%

Source: GaPSC DataBank, LinkedIn and Departmental Records