



CLARK ATLANTA UNIVERSITY

School of Education

2018 -2019 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, 2015-2017 Program Completers (n=6)

SGP Rating Level	CAU Completers	Completers from all GA EPPs	Completers from similar GA EPPs
1	0%	3%	5%
2	17%	17%	25%
3	83%	77%	67%
4	0%	3%	2%

Source: Georgia Professional Standards Commission, 2019 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), 2015-2017 Program Completers (N = 26)

	CAU	All GA EPPs	Similar EPPs
Average Summative Score	18.7	20.1	19.4
Average Rating	2.8	3.0	2.9

TAPS Summative Score Distribution by Level (N = 26):

	CAU	All GA EPPs	Similar GA EPPs
Level I	0.0%	0.1%	0.0%
Level II	18.2%	4.0%	8.2%
Level III	81.8%	94.9%	91.3%
Level IV	0.0%	1.0%	0.5%

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=26)

	This EPP	All GA EPPs	Similar EPPs
1. Professional Knowledge	1.91	2.02	1.97
2. Instructional Planning	1.77	2.00	1.92
3. Instructional Strategies	1.77	2.01	1.93
4. Differentiated Instruction	1.82	1.95	1.89
5. Assessment Strategies	1.90	2.00	1.90
6. Assessment Uses	1.80	2.00	1.90
7. Positive Learning Environment	1.90	2.10	2.00
8. Academically Challenging Environment	1.80	1.90	1.90
9. Professionalism	2.00	2.10	2.00
10. Communication	1.90	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, 2019 PPEM

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

Overall Performance Rating for Teacher Ed Completers (2015-18)

Rating	%	N
1) Needs Improvement	12.50%	1
2) Fair	12.50%	1
3) Good	25.00%	2
4) Very Good	50.00%	4
Total	100%	8

Source: 2019 CAU SOE Employer Survey.

Overall Performance Rating for School Counseling Completers (2015-18)

Rating	%	N
1) Needs Improvement	0.00%	0
2) Fair	0.00%	0
3) Good	50.00%	2
4) Very Good	50.00%	2
Total	100%	4

Source: 2019 CAU SOE Employer Survey.

Employer Satisfaction with Ed Leadership Completers (2015-18 Completers)

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	60.00%	6	40.00%	4	10
2. Championing and supporting instruction and assessment that maximizes student learning and achievement	0.00%	0	20.00%	2	30.00%	3	50.00%	5	10
3. Managing and developing staff members' professional skills and practices in order to drive student learning and achievement.	0.00%	0	11.11%	1	66.67%	6	22.22%	2	9
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	50.00%	5	50.00%	5	10
5. Effectively coordinating resources, time, structures, and roles to build the instructional capacity of teachers and staff.	0.00%	0	11.11%	1	55.56%	5	33.33%	3	9
6. Engaging families and the outside community to promote and support student success.	0.00%	0	0.00%	0	77.78%	7	22.22%	2	9
7. Administering and managing operations efficiently and effectively.	0.00%	0	0.00%	0	60.00%	6	40.00%	4	10

Source: 2019 CAU SOE Completer Survey.

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

School Counseling Alumni Survey Graduating Cohorts: 2014-15 to 2017-18

Number of Respondents: 7

<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.	0.00%	0	0.00%	0	14.29%	1	85.71%	6	7
2. Prepare career guidance lessons.	14.29%	1	0.00%	0	28.57%	2	57.14%	4	7
3. Be familiar with ways to construct intervention plans for at-risk students.	14.29%	1	0.00%	0	28.57%	2	57.14%	4	7
4. Have the knowledge and skills to adequately address bullying issues at my school.	14.29%	1	0.00%	0	42.86%	3	42.86%	3	7
5. Develop the skills required for consultation and collaboration and exercise these skills with teachers, staff and parents.	14.29%	1	0.00%	0	0.00%	0	85.71%	6	7
6. Have the skills to interface with the community relating to careers and higher education.	14.29%	1	0.00%	0	42.86%	3	42.86%	3	7
7. Take a leadership role within the administration of the school in which I am employed.	14.29%	1	0.00%	0	42.86%	3	42.86%	3	7

<i>My program prepared me to...</i>	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
8. Conduct individual counseling sessions based on appropriate theoretical models and techniques.	14.29%	1	0.00%	0	0.00%	0	85.71%	6	7
9. Know how to determine the most pressing needs in my school by conducting a needs assessment and then forming appropriate groups to meet those needs.	14.29%	1	14.29%	1	14.29%	1	71.43%	5	7
10. Know how to follow proper, ethical procedures when conducting group counseling in my school.	0.00%	0	14.29%	1	14.29%	1	85.71%	6	7
11. Have the knowledge and skills necessary to be a positive agent of change in my school.	0.00%	0	28.57%	2	28.57%	2	71.43%	5	7
12. Identify culturally appropriate intervention and counseling approaches with students.	0.00%	0	14.29%	1	14.29%	1	85.71%	6	7
13. Have the knowledge and skills necessary to advocate for all students.	0.00%	0	14.29%	1	14.29%	1	85.71%	6	7
14. Have the ability to identify a critical need in my school, review current literature on the topic, and then gather, aggregate, analyze and disaggregate data to stakeholders in order to meet the needs of my students and community.	14.29%	1	14.29%	1	14.29%	1	71.43%	5	7

Source: 2019 CAU SOE Completer Survey.

Teacher Ed Programs Alumni Survey (Excerpt)
Graduating Cohorts: 2014-15 to 2017-18

Number of Respondents: 15

<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.	0.00%	0	6.67%	1	60.00%	9	33.33%	5	15
2. Plan instruction incorporating the basic theories of student development appropriate to my students.	0.00%	0	28.57%	4	50.00%	7	21.43%	3	14
3. Deliver instruction incorporating the basic theories of student development appropriate to my students.	0.00%	0	21.43%	3	42.86%	6	35.71%	5	14
4. Develop and manage a collaborative classroom in which all students have ownership.	0.00%	0	7.14%	1	64.29%	9	28.57%	4	14
5. Implement effective classroom management strategies and procedures in all school areas.	0.00%	0	13.33%	2	53.33%	8	33.33%	5	15
6. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.	0.00%	0	13.33%	2	33.33%	5	53.33%	8	15
7. Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	6.67%	1	6.67%	1	60.00%	9	26.67%	4	15

Source: 2019 CAU SOE Completer Survey.

**Educational Leadership Alumni Survey
 Graduating Cohorts: 2014-15 to 2016-17**

Number of Respondents: 25

	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	70.8%	17
	Prepared	25.0%	6
	Somewhat Prepared	4.2%	1
	Not Prepared	0.0%	0
	Total	100.0%	24
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	60.0%	15
	Prepared	40.0%	10
	Somewhat Prepared	0.0%	0
	Not Prepared	0.0%	0
	Total	100.0%	25
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	62.5%	15
	Prepared	33.3%	8
	Somewhat Prepared	4.2%	1
	Not Prepared	0.0%	0
	Total	100.0%	24
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	60.9%	14
	Prepared	34.8%	8
	Somewhat Prepared	4.4%	1
	Not Prepared	0.0%	0
	Total	100.0%	23
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	50.0%	11
	Prepared	45.5%	10
	Somewhat Prepared	4.6%	1
	Not Prepared	0.0%	0
	Total	100.0%	22
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to engage	Well Prepared	60.9%	14
	Prepared	34.8%	8

families and the outside community to promote and support student success (GELS Standard 6)	Somewhat Prepared	4.4%	1
	Not Prepared	0.0%	0
	Total	100.0%	23
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	52.2%	12
	Prepared	43.5%	10
	Somewhat Prepared	0.0%	0
	Not Prepared	4.4%	1
	Total	100.0%	23

Source: Educational Leadership Alumni Survey

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, 2016-18 Program Completers (N = 12)

	CAU	All GA EPPs	Similar EPPs
Average Score	249	263	254
Passed Professional	33.3% (N=4)	69.9%	50.8%
Passed Induction	66.7% (N=8)	28.8%	44.7%
Not Passed	0.0% (N=0)	1.4%	1.4%

Source: Georgia Professional Standards Commission, 2019 PPEM

EdTPA Assessment, 2016-18 Program Completers (N = 11)

	CAU	All GA EPPs	Similar EPPs
Rubric average	2.82	3.04	2.84
Passed	100.0% (N=11)	98.0%	93.0%
Not Passed	0.0% (N=0)	2.0%	7.0%

	CAU	All GA EPPs	Similar EPPs
Rubric 1: Planning For Content Understandings	2.93	3.09	3.15
Rubric 2: Using Knowledge of Students	2.45	3.13	2.97
Rubric 3: Using Knowledge of Students	2.82	3.20	3.04
Rubric 4: Supporting Academic Language Development	2.82	3.08	2.92
Rubric 5: Planning Assessments	2.55	3.06	2.87
Rubric 6: Learning Environment	3.09	3.11	3.01
Rubric 7: Engaging Students	3.00	3.01	2.76
Rubric 8: Deepening Student Learning	2.91	2.95	2.73
Rubric 9: Subject-Specific Pedagogy	2.91	2.98	2.78
Rubric 10: Analyzing Teaching Effectiveness	2.91	2.79	2.62
Rubric 11: Analyzing Student Learning	2.82	3.09	2.91
Rubric 12: Student Feedback	3.27	3.39	3.18
Rubric 13: Student Feedback	2.73	2.86	2.66
Rubric 14: Analyzing Students' Academic Language Understanding and Use	2.60	2.91	2.91
Rubric 15: Use of Assessment to Inform Instruction	3.00	3.06	2.92
Rubric 16: Mathematics Assessment: Analyzing Whole Class Understandings (Elementary Ed. only)	2.70	3.00	2.68

Rubric 17: Mathematics Assessment: Analyzing Individual Student Work Samples (Elementary Ed. only)

2.80	3.07	2.79
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Rubric 18: Mathematics Assessment: Using Evidence to Reflect on Teaching (Elementary Ed. only)

2.22	2.84	2.41
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Source: Georgia Professional Standards Commission, 2019 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%
Elementary Education	2014	16	16	100%
Elementary Education	2015	9	9	100%
Elementary Education	2016	1	1	100%
Elementary Education	2017	9	9	100%
Elementary Education	2018	1	1	100%
Elementary Education	2019	2	2	100%
Mathematics	2017	1	1	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 Name	Graduation Year	Graduates	Employed as Counselors	% Employed as Counselors
School Counselor	2018	8	8	100%
School Counselor	2019	8	7	88%

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.

Educational Leadership

	Graduation Year	Graduates	Employed as Leaders	Employed as Educators	% 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%

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.

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

School	Type	Control	PRGMS		FY2016	FY2015	FY2014
CLARK ATLANTA UNIVERSITY 223 JAMES P. BRAWLEY DRIVE SW ATLANTA GA 30314-4385	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	10.9	12	11.3
				No. in Default	150	163	165
				No. in Repay	1,366	1,354	1,454
				Enrollment figures	3,844	3,810	3,805
				Percentage Calculation	35.5	35.5	38.2

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 2016 CDR Year will use 2014-2015 enrollment).

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