



CLARK ATLANTA UNIVERSITY

School of Education

CAEP Accountability Measures for Academic Year 2020-2021

Measure 1 (initial): Completer Effectiveness (R4.1)

(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: 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

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.

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.

Source: Georgia Professional Standards Commission, 2021 PPEM

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2 | R5.3 | RA4.1)

Initial:

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.

Advanced:

Overall Performance Rating for School Counseling 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 (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 (Initial and Advanced): Candidate competency at completion. (R3.3)

Initial: % Candidates passing GACE Content Exams

Test Name	CAU				
	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
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
2018-19					
001 Elementary Education Test I	10	247	100	50	50
002 Elementary Education Test II	12	240	83	42	42
023 Mathematics Test II	1	233	100	100	0

Advanced: % Candidates passing GACE Content Exams

Test Name	CAU				
	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
2020-21					
103 School Counseling Test I	9	247	100	56	44
104 School Counseling Test II	10	248	100	60	40
301 Educational Leadership	2	231	50		50
2019-20					
103 School Counseling Test I	4	245	100	50	50
104 School Counseling Test II	3	227	33	0	33
301 Educational Leadership	5	244	80		80
2018-19					
103 School Counseling Test I	8	253	100	38	62
104 School Counseling Test II	8	249	100	50	50
301 Educational Leadership	8	250	75		75

Measure 4 (Initial and Advanced): Ability of completers to be hired in education positions for which they have prepared

Initial:

Program Name	Graduation Year	Graduates	Employed as Teachers	% Employed as Teachers
Elementary Education	2018	1	1	100%
Broad Field Science	2019	1	1	100%
Elementary Education	2019	2	2	100%
Special Education - General Curriculum	2019	1	1	100%
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%
Early Childhood – Elementary Education	2018	1	1	100%
Broad Field Science	2019	1	1	100%
Elementary Education	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.

Advanced: 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%
School Counseling	2021	10	9		1	90%

Source: GaPSC DataBank & Counselor Education Department

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.

Advanced: 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%
MA Program	2021	9	2	4		2	86%
EdD Program	2021	2	1	1			100%

Source: GaPSC DataBank & Educational Leadership Department

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.