



AR Educator Preparation Provider Quality Report

eStem Public Charter School

Provider Type	Program Type	Admissions Selectivity	Accreditation Status	Accreditation Date
Independent	Alternative ◀	Open Enrollment	Initial CAEP Application	
Public ◀	Traditional	Moderately Selective	CAEP Accredited	
	Both	Selective ◀	NCATE Accredited	
		Highly Selective	State Reviewed ◀	Current ◀

Table of Contents

Table of Contents	1
I. Definitions.....	1
II. Arkansas Educator Workforce Data	1
II.a. Teacher Program Candidates	1
II.b. Administrator Program Candidates	2
II.c. Teacher Program Completers	2
II.d. Administrator Program Completers	2
II.e. Arkansas Public Schools (APS) and EPPs by Gender and by Race (2016-17)	2
III. Addressing Shortage Areas.....	2
IV. First-year Program Completers Employed in Arkansas Public Schools (APS)	2
V. Licensure Test Pass Rates	2
VI. Novice Teacher Survey Data - Perceptions of Preparation.....	2
VII. Employer/Supervisor Survey Data	3
VIII. Partnerships for Clinical Preparation.....	3
IX. Minority Recruitment	3

I. Definitions

Alternative Educator Preparation Program – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation.

Educator Preparation Provider (EPP) – institutions or organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs, IHEs offering Alternative programs, or organizations not based at IHEs offering Alternative programs.

Educator Preparation Programs – individual license areas offered under the auspices of each EPP.

Programs offered by this provider are on the [ADE Routes to Teacher Licensure/Preparation Web Page](#) under the heading “Find an Approved Educator Preparation Program”.

HEA Title II (Title II of the Higher Education Act of 1965) – In October 1998 Congress reauthorized the Higher Education Act, in which, Sections 207 and 208 of Title II reflect the efforts of States, IHEs, and their school district partners to improve the recruitment, preparation, and support of new teachers. The annual federal HEA Title II Report includes requirements, conditions, and specifications related to teacher preparation and licensure for EPPs and states.

IHE – Institution of Higher Education (college or university).

Licensure Tests – examinations taken by educator candidates before entering the teaching profession (required by many states, including Arkansas) as part of the licensure process.

Program Candidate – an individual who has been admitted into an educator preparation program.

Program Completer – a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

Traditional Educator Preparation Program – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching).

II. Arkansas Educator Workforce Data

II.a. Teacher Program Candidates

	14-15 SY		15-16 SY		16-17 SY		Average		% of State Total *	
	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative
eStem						3		3		< 0.1%
State	2,580	1,364	2,324	1,413	2,209	1,354	2,371	1,377	63.3%	36.7%
State Total	3,944		3,737		3,563		3,748		100%	

Source: HEA Title II reports

* = % of State Total; not % of Traditional or Alternative



II.b. Administrator Program Candidates

This EPP does not offer an Administrator program.

II.c. Teacher Program Completers

	14-15 SY		15-16 SY		16-17 SY		Average		% of State Total *	
	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative
eStem						3		3.0		0.2%
State	1,559	618	1,385	519	1,381	527	1,442	555	72.2%	27.8%
State Total	2,177		1,904		1,908		1,996		100%	

Source: HEA Title II reports

* = % of State Total; not % of Traditional or Alternative

II.d. Administrator Program Completers

This EPP does not offer an Administrator program.

II.e. Arkansas Public Schools (APS) and EPPs by Gender and by Race (2016-17)

	Total	Male	Female	Gender not known	Asian	Black	Hispanic	Multi-racial	Native Amer.	Pacific Isl.	White	Race not known	% Non-White *
APS Students	477,268	244,903	232,365		7,819	97,133	60,390	11,312	3,042	3,585	293,987		38.90%
APS Teachers	32,818	7,752	25,066		117	2,696	93	231	182	11	29,488		10.50%
eStem Candidates	3	2	1			1					2		33.30%
eStem Completers	3	2	1			1					1	1	50.00%

Source: ADE Data Center and 2018 Title II Report

* = % of those whose race was known

III. Addressing Shortage Areas

Does the EPP have a plan for addressing geographic or academic shortage areas, and if so, what are the goals in that regard?

EPP response:

eStem was created for, and is still seeking to meet the STEM teacher shortage in our district.

Source: EPP submission to ADE

IV. First-year Program Completers Employed in Arkansas Public Schools (APS)

	Number of completers in the license area from the EPP in 2016-17 SY	Number of completers in license area who were working in APS in the 2017-18 SY	% of completers in license area who were working in APS in the 2017-18 SY
Biology	1	1	100%
Marketing	1	1	100%
MCE	1	0	0%
eStem	3	2	67%
All Arkansas EPPs	1,890	1,156	61%

Source: ADE Research and Technology and data submitted by EPP

V. Licensure Test Pass Rates

The licensure tests reported here are those assessments that are required for educator licensure in Arkansas. Pass rates reflect the tests taken between 9/1/16 and 8/31/17, and the numbers passing each test. If a candidate took a test more than once, only the highest score is reported. Arkansas EPPs had the opportunity to verify that their candidates took the tests listed for their institution, and that those candidates were prepared in the content area.

No tests were reported for this year.

VI. Novice Teacher Survey Data - Perceptions of Preparation

First-year teachers complete a Novice Teacher Survey at the end of their first year of teaching to identify perceptions of their educator preparation experience based on the four TESS "Framework for Teaching" domains. The 2018 questions and results are presented below.

Respondents were asked to rate the statements based on how well they felt their EPP prepared them in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Domain	Category	eStem Scores (n=0)	State scores (n=921)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.17
1b.	Knowledge of students		3.25



1c.	Instructional outcomes		3.05
1d.	Knowledge of resources		3.07
1e.	Coherent instruction		3.12
1f.	Student assessments		3.02
2a.	Environment of respect and rapport		3.33
2b.	Culture for learning		3.25
2c.	Managing classroom procedures		3.02
2d.	Managing student behavior		2.90
2e.	Organizing physical space		3.14
3a.	Communicating with students		3.26
3b.	Questioning and discussion techniques		3.07
3c.	Engaging students in learning		3.15
3d.	Using assessment in instruction		3.05
3e.	Flexibility and responsiveness		3.21
4a.	Reflecting on teaching		3.27
4b.	Maintaining accurate records		3.06
4c.	Communicating with families		3.00
4d.	Participating in professional community		3.24
4e.	Growing and developing professionally		3.29
4f.	Showing professionalism		3.48
		Avg. of all 22 items	3.15

Source: ADE Novice Teacher Survey - Spring 2018

VII. Employer/Supervisor Survey Data

The supervisors of first-year teachers complete a “Supervisor Perception of Novice Teacher Preparation Survey” at the end of the novice teachers’ first year of teaching. The purpose of the survey is to identify supervisor perceptions of their novice teachers’ educator preparation experience base on the four TESS “Framework for Teaching” domains. The spring 2018 questions and results are presented below. For logistical reasons, traditional and alternative preparation programs could not be separated.

Respondents were asked to rate the statements based on how well they felt EPPs prepared teachers in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Domain	Category	eStem Scores (n=2)	State scores (n=443)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.49
1b.	Knowledge of students		3.42
1c.	Instructional outcomes		3.32
1d.	Knowledge of resources		3.43
1e.	Coherent instruction		3.42
1f.	Student assessments		3.27
2a.	Environment of respect and rapport		3.48
2b.	Culture for learning		3.40
2c.	Managing classroom procedures		3.26
2d.	Managing student behavior		3.13
2e.	Organizing physical space		3.54
3a.	Communicating with students		3.44
3b.	Questioning and discussion techniques		3.23
3c.	Engaging students in learning		3.33
3d.	Using assessment in instruction		3.21
3e.	Flexibility and responsiveness		3.38
4a.	Reflecting on teaching		3.38
4b.	Maintaining accurate records		3.46
4c.	Communicating with families		3.30
4d.	Participating in professional community		3.44
4e.	Growing and developing professionally		3.46
4f.	Showing professionalism		3.56
		Avg. of all 22 items	3.38

Source: ADE Novice Teacher Supervisor Survey - Spring 2018

VIII. Partnerships for Clinical Preparation

Does the EPP have P-12 school and/or community partnerships? If so, please describe how the partnerships establish mutually agreeable expectations for candidate entry, preparation, and exit, to ensure that theory and practice are linked, and share accountability for candidate outcomes.

EPP response:

Our program was originated via a Walton Foundation Grant. We are now supported by our district, but have begun conversations with the state, to become a training site for other schools who need alternative certification training options. Our practices meet or exceed state requirements. We are currently reforming our original 3 year MOU to become a 1 year MOU and then we will come under the state’s alternative site umbrella for direct oversight.

Source: EPP submission to ADE

IX. Minority Recruitment

Are there strategies in place to increase the number of minority teachers? If so, please describe these strategies.

EPP response:

We recruit from minority colleges and have a record of 6/15 minority completers in our history.

Source: EPP submission to ADE