



Arkansas Educator Preparation Provider Quality Report (EPPQR)

Table of Contents

I. Introduction... 1
I.a. Accreditation ... 2
I.b. Arkansas EPPs ... 2
II. Definitions... 2
III. Arkansas Educator Workforce Data ... 3
III.a. Beginning Teacher Retention... 3
III.b. Teacher Program Candidates ... 3
III.c. Administrator Program Candidates ... 4
III.d. Teacher Program Completers ... 4
III.e. Administrator Program Completers ... 5
III.f. Arkansas Public Schools Students and Teachers by Race (2016-17) ... 6
III.g. EPP Candidates by Race (2016-17) ... 6
III.h. EPP Completers by Race (2016-17) ... 6
IV. Addressing Shortage Areas ... 7
V. First-year Program Completers Employed in Arkansas Public Schools (APS) ... 7
V.a. First-year completers employed in APS by EPP ... 7
V.b. First-year completers employed in APS by EPP and Subject Area ... 8
V.c. First-year completers employed in APS by Subject Area ... 8
VI. Licensure Test Pass Rates ... 8
VI.a. Licensure Test Pass Rates by Subject Area ... 8
VI.b. Summary Pass Rates ... 9
VII. Novice Teacher Survey Data - Perceptions of Preparation ... 10
VII.a. Domain 1 ... 10
VII.b. Domain 2 ... 10
VII.c. Domain 3 ... 10
VII.d. Domain 4 ... 10
VIII. Novice Teacher Supervisor Statewide Survey Data ... 10
VIII.a. Domain 1 ... 10
VIII.b. Domain 2 ... 11
VIII.c. Domain 3 ... 11
VIII.d. Domain 4 ... 11
IX. Partnerships for Clinical Preparation ... 11
X. Minority Recruitment ... 11

I. Introduction

Highly effective teachers and principals are paramount to producing college and career ready learners. To continuously improve the quality of the state's Educator Preparation Providers (EPP), the Arkansas Department of Education (ADE) works collaboratively with Arkansas institutions of higher education (IHE) and other providers to prepare this Educator Preparation Provider Quality Report (EPPQR).

The EPPQR contains demographic and statistical information on EPP candidates and completers which help inform policy decisions. The commitment of EPPs to providing accurate, relevant data demonstrates their dedication and contribution to the success of this effort. Identification of the metrics and the report format were developed in collaboration with a representative committee from all Arkansas EPPs.

EPPQR data are collected from the following sources:

- Educator Preparation Providers
Surveys of Novice Teachers
Surveys of Novice Teachers' Employers/Supervisors
Federal Higher Education Act (HEA) Title II reports.

HEA Title II is a national data collection for states and EPPs that is related to teacher preparation and licensure. HEA Title II Reports can be found at https://title2.ed.gov/Public/Home.aspx.

Data reported for program completers who were teaching the following year do not include teachers who teach in private schools or schools outside of Arkansas. The EPPQR allows the public to view aggregate data for Arkansas EPP completers by institution and in some cases by program area. Schools can use the report to make informed decisions about hiring. Students interested in pursuing a career in education can use the report to make decisions regarding EPP choice. EPPs may use the data to support continuous improvement efforts. These data assist state and institutional policy makers in identifying future needs and targeted improvements.



I.a. Accreditation

In 1986 the Arkansas State Board of Education mandated state approval of all education programs, requiring each to demonstrate characteristics of quality preparation. Historically, all Arkansas IHE EPPs were accredited by the National Council for Accreditation of Teacher Education (NCATE). In 2013 NCATE merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). Those IHE EPPs that hold NCATE accreditation are transitioning to CAEP standards at the end of the provider's seven-year accreditation cycle. State review is applied to EPPs that are not IHE-based. These programs are reviewed to ensure quality preparation in accordance with state statutes and formal agreements.

I.b. Arkansas EPPs

	EPP Type	Program Type	Accreditation, Status
American Board for Certification of Teacher Excellence (ABCTE)	Public	Alternative	State Reviewed, Current
Arkansas Professional Pathway to Educator Licensure (APPEL)	Public	Alternative	State Reviewed, Current
Arkansas State University (ASU)	Public	Both	CAEP, Current
Arkansas Teacher Corps (ATC)	Public	Alternative	State Reviewed, Current
Arkansas Tech University (ATU)	Public	Both	NCATE, Current
Central Baptist College (CBC)	Independent	Traditional	CAEP, Current
Crowley's Ridge College (CRC)	Independent	Traditional	Initial CAEP Application, Pending
eStem Public Charter School (eStem)	Public	Alternative	State Reviewed, Current
Harding University (HU)	Independent	Both	CAEP, , Current
Henderson State University (HSU)	Public	Both	NCATE, Current
Hendrix College (HC) [no longer an active program]	Independent	Traditional	NCATE, Expired
John Brown University (JBU)	Independent	Both	NCATE, Current
Lyon College (LC)	Independent	Traditional	CAEP, Current
Ouachita Baptist University (OBU)	Independent	Traditional	CAEP, Current
Philander Smith College (PSC)	Independent	Traditional	NCATE, Current
Prism Education Center (Prism)	Independent	Alternative	State Reviewed, Current
Southern Arkansas University (SAU)	Public	Both	NCATE, Current
Teach For America - AR (TFA)	Public	Alternative	State Reviewed, Current
U of A – Fayetteville (UAF)	Public	Traditional	NCATE, Current
U of A - Fort Smith (UAFS)	Public	Traditional	CAEP, Current
U of A - Little Rock (UALR)	Public	Both	CAEP, Current
U of A – Monticello (UAM)	Public	Both	NCATE, Current
U of A - Pine Bluff (UAPB)	Public	Both	NCATE, Current
University of Central Arkansas (UCA)	Public	Both	NCATE, Current
University of The Ozarks (UO)	Independent	Traditional	NCATE, Current
Williams Baptist University (WBU)	Independent	Traditional	NCATE, Current

II. 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.

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).



III. Arkansas Educator Workforce Data

III.a. Beginning Teacher Retention

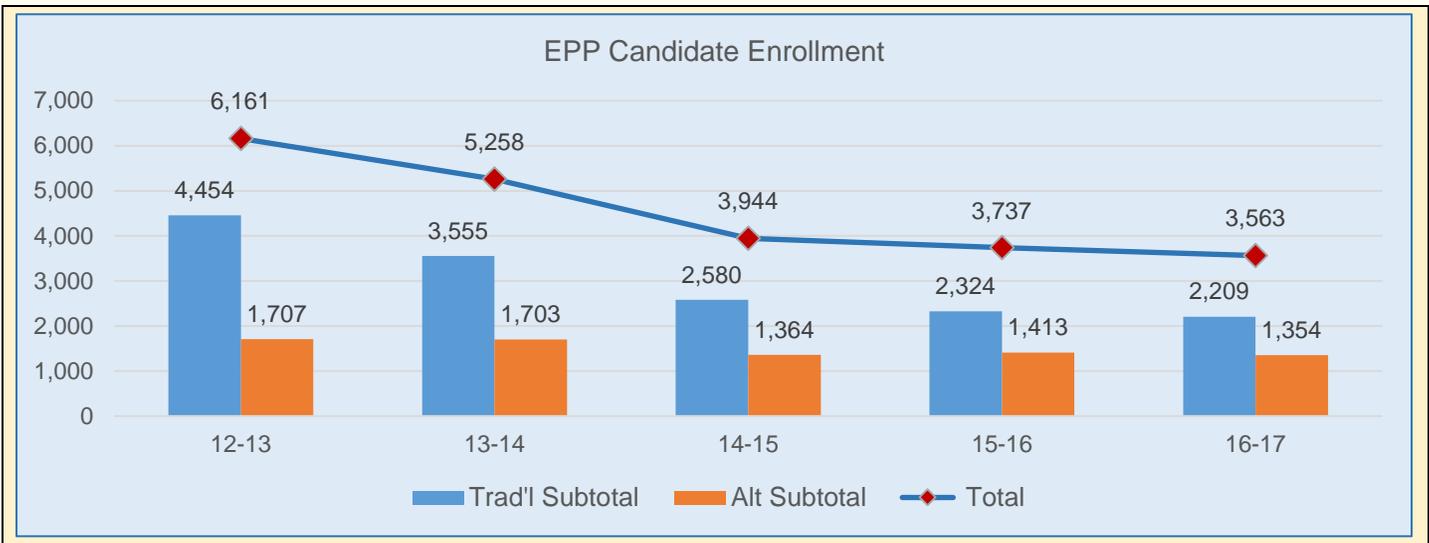
	Beginning Teachers	Retention after 1 year	%	Retention after 3 years	%	Retention after 5 years	%
2008-2009	1,966	1,791	91.1%	1,561	79.4%	1,420	72.2%
2009-2010	2,164	1,998	92.3%	1,670	77.2%	1,493	69.0%
2010-2011	2,296	2,047	89.2%	1,724	75.1%	1,529	66.6%
2011-2012	2,282	2,062	90.4%	1,708	74.8%	1,515	66.4%
2012-2013	2,681	2,389	89.1%	2,003	74.7%	1,919	71.6%
2013-2014	3,037	2,731	89.9%	2,320	76.4%		
2014-2015	3,111	2,772	89.1%	2,382	76.6%		
2015-2016	2,887	2,648	91.7%				
2016-2017	2,924	2,643	90.4%				
2017-2018	3,372						
	Avg. # Beg. Teachers	Avg. 1-yr Retention	%	Avg. 3-yr Retention	%	Avg. 5-yr Retention	%
2008-2017	2,594	2,342	90.3%	1,910	76.3%		
2008-2015	2,505						
2008-2013	2,278					1,575	69.2%

Source: ADE Research and Technology

III.b. Teacher Program Candidates

The following data reflect EPP enrollment as reported in the federal HEA Title II annual reports.

EPP	12-13	13-14	14-15	15-16	16-17	Average	% of State
ABCTE-Alt				40	55	48	1.0%
APPEL-Alt	420	532	365	350	389	411	9.1%
ASU-T	389	360	301	423	331	361	379 8.4%
ASU-Alt	31	13	11	12	23	18	
ATC-Alt		30	42	23	53	30	0.7%
ATU-T	276	238	158	133	303	222	373 8.2%
ATU-Alt	198	134	159	176	88	151	
CBC-T	4	8	14	14	11	10	0.2%
CRC-T			23	30	17	14	0.3%
eStem-Alt					3	3	0.1%
HU-T	273	211	223	236	186	226	343 7.6%
HU-Alt	143	125	93	128	96	117	
HSU-T	204	197	163	150	109	165	205 4.5%
HSU-Alt	29	12	20	50	92	41	
HC-T	4	8	6	7	6	6	0.1%
JBU-T	190	189	119	48	52	120	128 2.8%
JBU-Alt	0	0	13	13	15	8	
LC-T	7	5	2	1	10	5	0.1%
OBU-T	84	54	60	65	46	62	1.4%
Prism-Alt	0	0	0	0	0	0	0.0%
PSC-T	8	10	1	0	9	6	0.1%
SAU-T	276	301	183	60	72	178	286 6.3%
SAU-Alt	165	174	71	91	37	108	
TFA-Alt	92	63	53	83	60	70	1.5%
UAF-T	770	852	415	293	353	537	11.8%
UAFS-T	1128	257	239	198	161	397	8.7%
UALR-T	244	244	187	195	147	203	339 7.5%
UALR-Alt	257	106	129	120	68	136	
UAM-T	82	92	65	34	36	62	147 3.2%
UAM-Alt	78	85	90	44	130	85	
UAPB-T	53	50	24	13	11	30	34 0.8%
UAPB-Alt	5	10	0	0	5	4	
UCA-T	407	426	366	384	328	382	692 15.3%
UCA-Alt	289	419	318	283	240	310	
UO-T	19	22	16	17	9	17	0.4%
WBC-T	36	31	15	23	12	23	0.5%
Traditional Subtotal	4,454	3,555	2,580	2,324	2,209	3,024	66.7%
Alternative Subtotal	1,707	1,703	1,364	1,413	1,354	1,508	33.3%
Total	6,161	5,258	3,944	3,737	3,563	4,533	100%



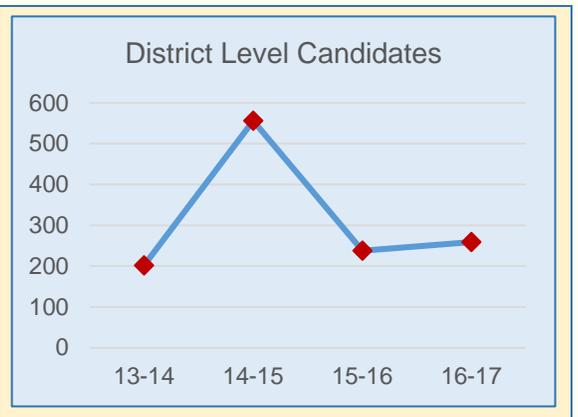
Source: 2014 - 2018 HEA Title II Reports
T = Traditional Route, Alt = Alternative Route

III.c. Administrator Program Candidates

These data are as submitted from the EPPs directly to ADE.

District Level licensure programs

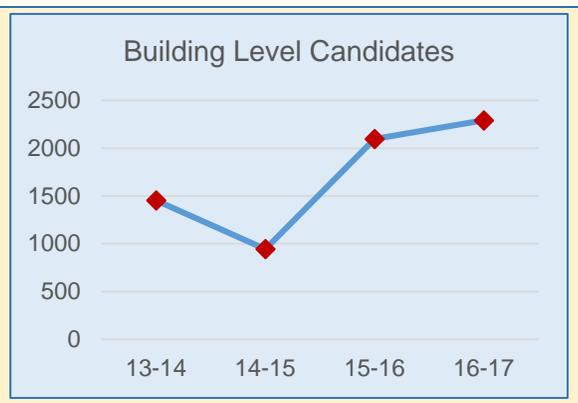
	13-14	14-15	15-16	16-17	Average	% of State Total
ASU	EPP data not available	465	174	180	273.0	77.8%
ATU		7	10	8	8.3	2.4%
HU		22	15	14	17.0	4.8%
HSU		16	22	16	18.0	5.1%
SAU		6	0	5	3.7	1.0%
UAF		22	3	14	13.0	3.7%
UALR		3	1	8	4.0	1.1%
UAM		1	1	0	0.7	0.2%
UCA		14	12	14	13.3	3.8%
Total		202	556	238	259	351.0



Source: Data submitted to ADE by EPP

Building Level licensure programs

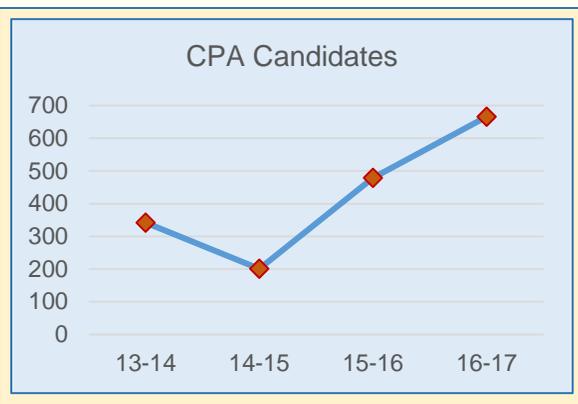
	13-14	14-15	15-16	16-17	Average	% of State Total
ASU	EPP data not available	599	1,899	2,033	1,510.3	85.0%
ATU		66	39	37	47.3	2.7%
HU		79	51	47	59.0	3.3%
HSU		52	47	33	44.0	2.5%
SAU		20	1	39	20.0	1.1%
UAF		48	5	40	31.0	1.7%
UALR		20	12	3	11.7	0.7%
UAM		13	9	12	11.3	0.6%
UCA		47	32	48	42.3	2.4%
Total		1,452	944	2,095	2,292	1,777.0



Source: Data submitted to ADE by EPP

Curriculum Program Administrator licensure programs

	13-14	14-15	15-16	16-17	Average	% of State Total
ASU	EPP data not available	140	441	591	390.7	87.1%
ATU		6	5	3	4.7	1.0%
HU		10	10	3	7.7	1.7%
HSU		12	4	18	11.3	2.5%
SAU		5	0	7	4.0	0.9%
UAF		2	0	3	1.7	0.4%
UALR		5	4	4	4.3	1.0%
UAM		0	0	0	0.0	0.0%
UCA		21	15	37	24.3	5.4%
Total		342	201	479	666	448.7



Source: Data submitted to ADE by EPP

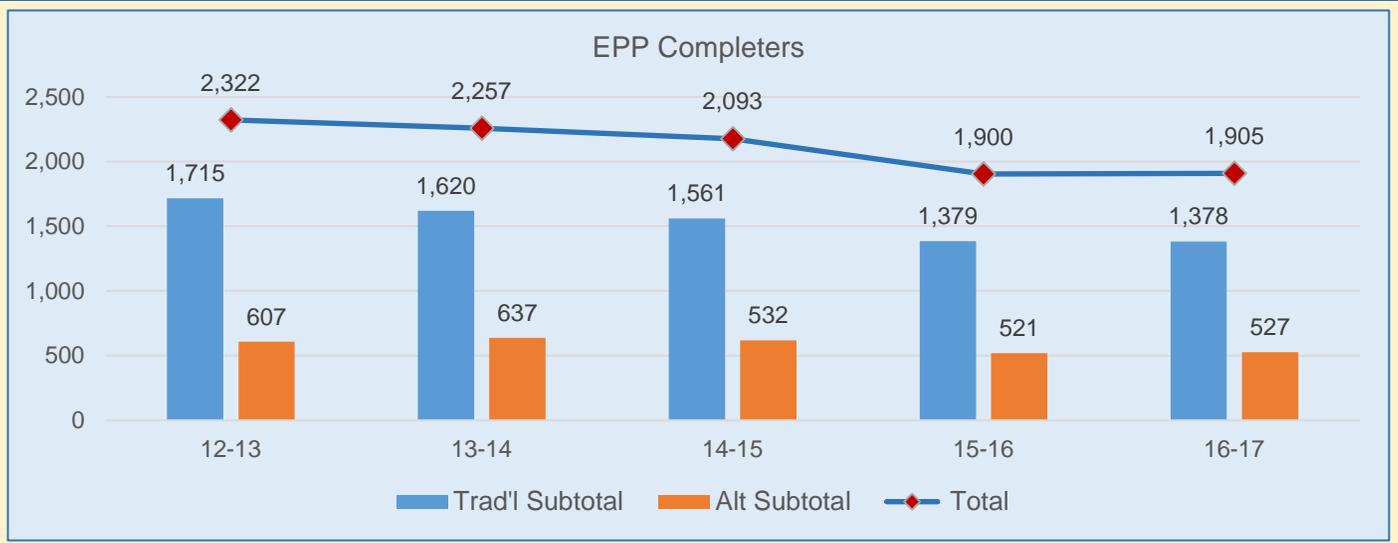
III.d. Teacher Program Completers

The following data reflect EPP enrollment as reported in the federal HEA Title II annual reports.

EPP	12-13	13-14	14-15	15-16	16-17	5-yr Average	% of State
ABCTE-Alt				6	16	11	0.5%



APPEL-Alt	173	178	172	138	130	158		7.5%
ASU-T	315	334	292	249	203	279	293	13.8%
ASU-Alt	14	30	6	7	13	14		
ATC-Alt	0	0	0	15	9	5		0.2%
ATU-T	276	213	216	168	170	209	238	11.3%
ATU-Alt	36	27	34	27	23	29		
CBC-T	0	1	3	4	7	3		0.1%
CRC-T	0	0	5	11	11	5		0.3%
eStem-Alt					3	3		0.1%
HU-T	118	121	117	129	139	125	181	8.6%
HU-Alt	35	66	75	55	50	56		
HSU-T	123	127	102	95	92	108	120	5.7%
HSU-Alt	18	15	11	5	12	12		
HC-T	6	3	5	5	7	5		0.2%
JBU-T	48	29	25	30	17	30	32	1.5%
JBU-Alt				0	5	3		
LC-T	16	7	5	2	1	6		0.3%
OBU-T	29	40	33	34	31	33		1.6%
Prism-Alt					0	0		0.0%
PSC-T	5	3	1	0	0	2		0.1%
SAU-T	61	77	63	46	53	60	87	4.1%
SAU-Alt	23	20	27	28	39	27		
TFA-Alt	90	91	101	54	36	74		3.5%
UAF-T	244	221	250	229	260	241		11.4%
UAFS-T	125	114	105	104	103	110		5.2%
UALR-T	73	52	76	67	68	67	120	5.7%
UALR-Alt	88	75	43	33	24	53		
UAM-T	40	35	37	21	5	28	75	3.5%
UAM-Alt	42	44	41	44	66	47		
UAPB-T	27	11	11	13	11	15	17	0.8%
UAPB-Alt	3	3	1	0	5	2		
UCA-T	165	176	170	148	176	167	264	12.5%
UCA-Alt	85	88	107	107	96	97		
UO-T	5	24	16	14	9	14		0.6%
WBC-T	39	32	27	16	18	26		1.2%
Traditional Subtotal	1,715	1,620	1,559	1,385	1,381	1,532		72.5%
Alternative Subtotal	607	637	618	519	527	582		27.5%
Total	2,322	2,257	2,177	1,904	1,908	2,114		100%



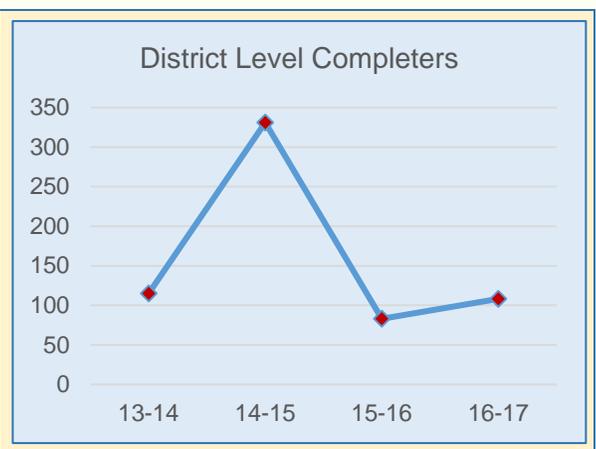
Source: 2014 - 2018 HEA Title II Reports
T = Traditional Route, Alt = Alternative Route

III.e. Administrator Program Completers

These data are as submitted from the EPPs directly to ADE.

District Level licensure programs

	13-14	14-15	15-16	16-17	Average	% of State Total
ASU	EPP data not available	300	52	62	138.0	79.3%
ATU		6	2	2	3.3	1.9%
HU		16	6	11	11.0	6.3%
HSU		4	11	10	8.3	4.8%
SAU		1	2	3	2.0	1.1%
UAF		1	2	2	1.7	1.0%
UALR		1	1	6	2.7	1.5%
UAM		0	0	0	0.0	0.0%
UCA		2	7	12	7.0	4.0%
Total	115	331	83	108	174	100%





Source: Data submitted to ADE by EPP

Building Level licensure programs

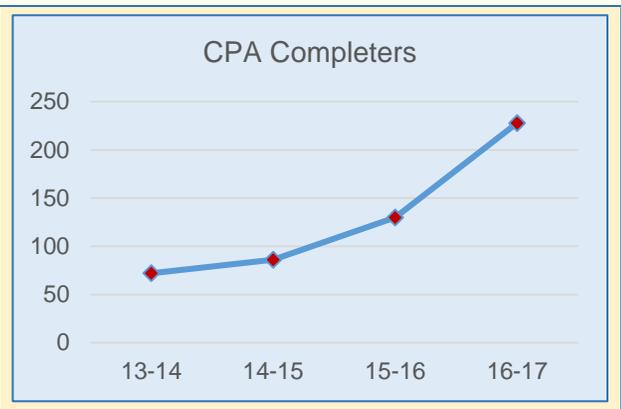
	13-14	14-15	15-16	16-17	Average	% of State Total
ASU	EPP data not available	288	568	790	548.7	81.4%
ATU		20	31	28	26.3	3.9%
HU		24	27	26	25.7	3.8%
HSU		9	22	24	18.3	2.7%
SAU		8	13	16	12.3	1.8%
UAF		6	5	7	6.0	0.9%
UALR		5	1	11	5.7	0.8%
UAM		3	14	5	7.3	1.1%
UCA		15	20	36	23.7	3.5%
Total		242	378	701	943	674



Source: Data submitted to ADE by EPP

Curriculum Program Administrator licensure programs

	13-14	14-15	15-16	16-17	Average	% of State Total
ASU	EPP data not available	69	109	199	125.7	84.9%
ATU		5	2	5	4.0	2.7%
HU		2	3	4	3.0	2.0%
HSU		2	5	6	4.3	2.9%
SAU		3	2	2	2.3	1.6%
UAF		0	0	0	0.0	0.0%
UALR		1	1	2	1.3	0.9%
UAM		0	0	0	0.0	0.0%
UCA		4	8	10	7.3	5.0%
Total		72	86	130	228	148



Source: Data submitted to ADE by EPP

III.f. Arkansas Public School Students and Teachers 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 *
Students	477,268	244,903	232,365		7,819	97,133	60,390	11,312	3,042	3,585	293,987		38.9%
Teachers	32,818	7,752	25,066		117	2,696	93	231	182	11	29,488		10.5%

Source: ADE Data Center.

III.g. EPP Candidates 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 *
ABCTE	55			55		16	1	2			15	21	55.9%
APPEL	389	156	233		9	25	7	14	6		328		15.7%
ASU	354	73	281		4	18	1	4	1	1	325		8.2%
ATC	53	22	31		2	15	1	8	1		26		50.9%
ATU	391	121	270		2	21	12		5		351		10.2%
CBC	11	2	9			1			1		9		18.2%
CRC	17	7	10				1				16		5.9%
eStem	3	2	1			1					2		33.3%
HU	282	61	221		4	10	9	10	6		243		13.8%
HSU	201	62	139		1	30	5	6	4	1	154		23.4%
HC	6	2	4			2					4		33.3%
JBU	67	13	54				4	2	1		60		10.5%
LC	10	5	5		2	1					7		30.0%
OBU	46	10	36			1					45		2.2%
PSC	9	2	7			8					1		88.9%
Prism	0										0		
SAU	109	29	80			10	2	3		1	93		14.7%
TFA	60	20	40		1	16	2	3			38		36.7%
UAF	353	50	241	62	1	3	16	5	3		247	78	10.2%
UAFS	161	40	121		1	3	9	0	7		141		12.4%
UALR	215	44	164	7	1	27	5	9	0	1	155	17	21.7%
UAM	166	36	130			14	2	5	2	1	142		14.5%
UAPB	16	2	14			15					1		93.8%
UCA	568	132	436		4	48	16	12	1	1	486		14.4%
UO	9	1	8				1	1			7		22.2%
WBU	12	3	9								12		0.0%
Total	3,563	895	2,544	124	32	285	94	83	38	6	2,894	116	16.0%

Source: 2018 Title II Report

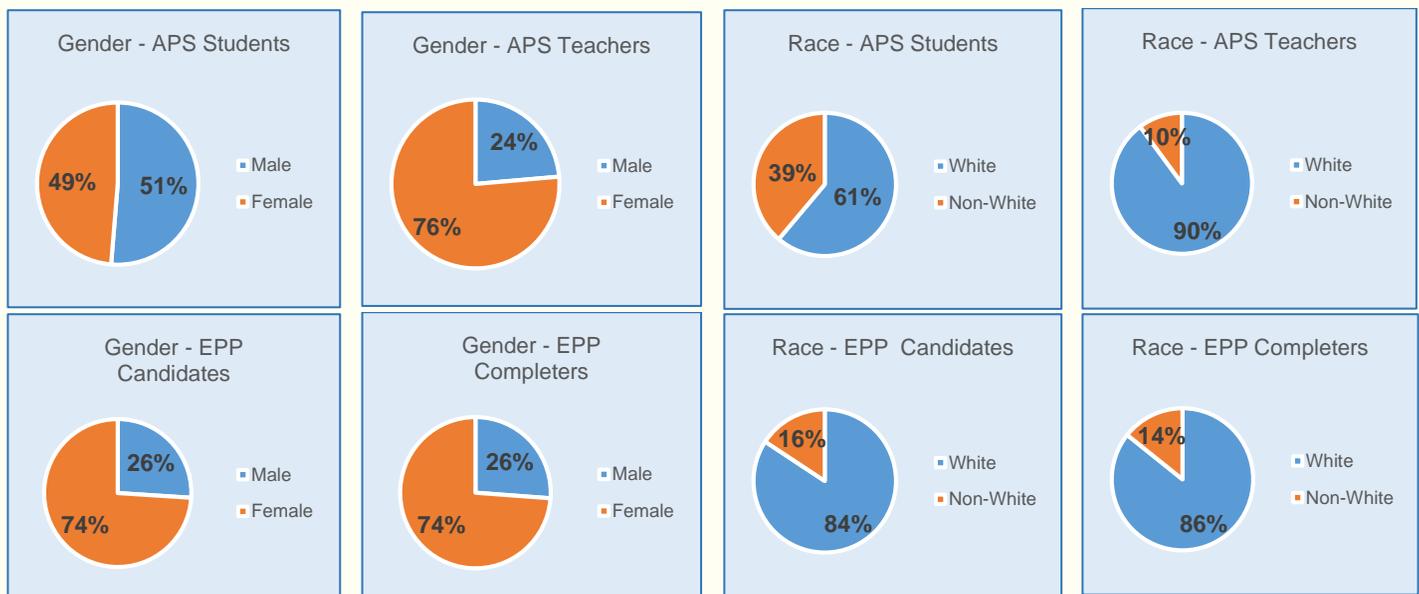
* = % of only those whose race was known



III.h. EPP Completers 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 *
ABCTE	16	1	3	12							4	12	0.0%
APPEL	130	52	78		2	8	2	2			116		10.8%
ASU	216	57	159		1	13	3	4			195		9.7%
ATC	9	4	5			3					6		33.3%
ATU	193	41	152			2	3	1	2	1	181	3	4.7%
CBC	7	1	6								7		0.0%
CRC	11	2	9				1				10		9.1%
eStem	3	2	1			1					1	1	50.0%
HU	189	37	152		3	3	7	9	8		158	1	16.0%
HSU	104	31	73		1	7		4	3		88	1	14.6%
HC	7	1	4	2		2					3	2	40.0%
JBU	22	6	13	3				1			17	4	5.6%
LC	1		1								1		0.0%
OBU	31	5	26						1		29	1	3.3%
PSC	0												
Prism	0												
SAU	92	25	64	3		2		3	1		81	5	6.9%
TFA	36	10	26			5	8	1			19	3	42.4%
UAF	260	76	184		3	5	17	8	8		213	6	16.1%
UAFS	103	17	86			1	5	3	7	1	82	4	17.2%
UALR	92	19	73		1	14	2	1			70	4	20.5%
UAM	71	25	46			10	2	1	1		56	1	20.0%
UAPB	16	2	13	1		12		2			1	1	93.3%
UCA	272	70	202		2	24	5	5	3	2	222	9	15.6%
UO	9	4	5								8	1	0.0%
WBU	18	6	12					1			17		5.6%
	1,908	494	1,393	21	13	112	55	46	34	4	1,585	59	14.3%

Source: 2018 Title II Report
* = % of those whose race was known



IV. Addressing Shortage Areas

The section below reflects Arkansas EPPs answers to the following question.

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

State response:

EPPs in Arkansas exercise a variety of opportunities to address shortage areas via educator preparation programs. These include utilizing advertisement, high-need grants, outreach plans, student orientations, STEM and other career fairs, presentations, feasibility studies, endowed scholarships, strategic planning, and financial assistance for those who are preparing to teach in academic shortage areas. There are also initiatives in Arkansas that are designed specifically to assist in this regard. These include TEACH Arkansas, Teacher Cadets, Partner schools in the Delta, and the UTeach model for preparing mathematics and science teachers.

Details and specific goals for each EPP can be found on the ADE website at [EPPQRs](#).

Source: EPP submissions to ADE

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

V.a. First-year completers employed in APS by EPP

	Completers 2015-2016	Employed in APS 2016-2017	% Employed	Completers 2016-2017	Employed in APS 2017-2018	% Employed
ABCTE	6	2	33%	9	5	56%
APPEL	138	113	82%	127	104	82%
ASU	256	171	67%	217	147	68%
ATC	15	14	93%	9	2	22%
ATU	195	120	62%	193	131	68%



CBC	4	3	75%	7	7	100%
CRC	11	7	64%	11	5	45%
eStem	EPP not active these years.					
HU	184	82	45%	189	88	47%
HSU	100	72	72%	104	80	77%
HC	5	0	0%	6	2	33%
JBU	30	10	33%	19	6	32%
LC	2	1	50%	1	1	100%
OBU	34	14	41%	31	14	45%
Prism	Program is new. No completers.					
PSC	0	0	0%	0	0	0%
SAU	74	45	61%	89	57	64%
TFA	54	54	100%	36	17	47%
UAF	229	112	50%	260	114	44%
UAFS	104	63	61%	103	67	65%
UALR	100	72	72%	91	61	66%
UAM	65	41	63%	71	56	79%
UAPB	13	9	69%	15	9	60%
UCA	255	167	65%	272	163	60%
U O	14	10	71%	9	8	89%
WBU	16	7	44%	18	10	56%
State	1,904	1,189	62%	1,890	1,156	61%
Green = 2018 ≥ 2017						

Source: ADE Research and Technology and HEA Title II Reports

V.b. First-year completers employed in APS by EPP and Subject Area

These data for each EPP can be accessed via the individual EPP reports found on the ADE website at [EPPQRs](#).

V.c. First-year completers employed in APS by Subject Area

	16-17 Completers in License Area	Completers in License Area, Working in APS 17-18	% of Completers in License Area, Working in APS in 17-18
French	2	2	100%
Marketing	2	2	100%
Physics	15	13	87%
Special Ed	14	10	71%
Business	59	40	68%
Biology	77	52	68%
Drama/Speech	12	8	67%
MCE	264	173	66%
Mathematics	63	40	63%
English	142	87	61%
Music	108	66	61%
Elementary	664	405	61%
Art	56	34	61%
Chemistry	5	3	60%
Spanish	20	12	60%
Phys. Ed.	215	120	56%
Social Studies	105	58	55%
FACS	32	17	53%
Physics/Math	2	1	50%
Agriculture	28	12	43%
ECH/Special Ed	5	1	20%
Total	1,890	1,156	61%

Source: ADE Research and Technology and data submitted by EPP

VI. Licensure Test Pass Rates

VI.a. Licensure Test Pass Rates by Subject Area

The ETS 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. Data include both traditional and alternative preparation programs. **Pass Rate results for individual EPPs (those with approved programs for that particular subject area) can be found in that institution's EPPQR on the ADE website at [EPPQRs](#).**

Test #	Test Name	Arkansas Test Takers				National Test Takers	
		# Tests	# Pass	% Pass	Mean Score	# Tests	Mean Score
5701	Agriculture	28	26	92.9	166.8	513	167.1
5134	Art: Content Knowledge	50	31	62.0	161.7	1,624	163.4
5235	Biology: Content Knowledge	61	50	82.0	157.2	3,546	163.2
5101	Business Ed: Content Knowledge	31	30	96.8	171.5	1,887	170.0
5245	Chemistry: Content Knowledge	30	15	50.0	149.0	1,585	159.8
5665	Chinese (Mandarin): World Language	1	*	*	*	165	187.8
5651	Computer Science	13	6	46.2	151.9	214	159.4
5024	Education of Young Children	16	11	68.8	166.4	2,684	167.2
5004	Elem. Ed: Multiple Subj. Soc. Stud.	612	463	75.7	161.5	21,434	164.2
5003	Elem. Ed. Multiple Subj. Math	585	529	90.4	173.4	21,070	171.3
5002	Elem. Ed. Multiple Subj. Reading Lang. Arts	574	506	88.2	168.7	20,658	168.5



5005	Elem. Ed. Multiple Subj. Science	618	497	80.4	165.8	21,179	167.0
5039	English Lang. Arts: Content and Analysis	125	93	74.4	172.7	2,965	173.4
5362	English to Speakers of Other Languages	381	376	98.7	178.2	3,451	176.5
5122	Family and Consumer Sciences	37	36	97.3	161.9	1,012	162.5
5174	French: World Language	3	*	*	*	382	169.1
5358	Gifted Education	80	63	78.8	159.5	503	163.4
5857	Health and Phys. Ed: Content Knowledge	183	155	84.7	162.7	2,436	163.7
5023	Interdisciplinary Early Childhood Education	13	13	100.0	181.2	208	178.7
5311	Library Media Specialist	74	71	96.0	164.8	1,355	163.6
5561	Marketing Education	1	*	*	*	245	168.4
5161	Mathematics: Content Knowledge	130	57	43.8	150.7	7,772	153.6
5047	Middle School English Lang. Arts	163	92	56.4	162.5	2,982	162.9
5169	Middle School Math	202	129	63.9	165.1	5,642	166.9
5440	Middle School Science	145	85	58.6	150.3	2,816	157.2
5089	Middle School Social Studies	121	95	78.5	160.4	2,160	164.8
5113	Music: Content Knowledge	102	90	88.2	166.4	2,387	166.8
5095	Physical Education: Content and Design	20	7	35.0	164.3	1,374	166.6
5265	Physics: Content Knowledge	20	11	55.0	136.6	840	151.2
5621	Principles of Learning and Teaching: Early Ch.	323	308	95.3	169.9	3,206	168.1
5623	Principles of Learning and Teaching: 5-9	295	272	92.2	173.9	2,324	174.5
5624	Principles of Learning and Teaching: 7-12	709	672	94.8	173.0	13,320	174.7
5622	Principles of Learning and Teaching: K-6	455	434	95.4	174.9	14,933	175.1
5421	Professional School Counselor	136	128	94.1	167.8	3,704	169.0
5301	Reading Specialist	49	45	91.8	180.6	1,639	180.3
6011	School Leaders Licensure Assessment	540	495	91.7	174.1	7,028	174.2
5402	School Psychologist	11	11	100.0	164.4	2,680	169.1
6021	School Superintendent Assessment	77	72	93.5	168.7	735	168.9
5086	Social Studies: Content and Interpretation	146	100	68.5	156.8	1,716	159.0
5195	Spanish: World Language	32	16	50.0	163.9	2,204	169.7
5354	Special Ed: Core Knowledge Applications	209	206	98.6	174.6	5,998	172.4
5221	Speech Communication: Content Knowledge	34	32	94.1	161.6	282	160.1
5331	Speech-Language Pathology	27	27	100.0	181.3	9,532	176.5
5641	Theatre	10	7	70.0	165.6	314	168.4
5841	World Language Pedagogy	28	27	96.4	180.4	243	179.5

Source: ETS® Data Manager

VI.b. Summary Pass Rates

Summary Pass Rates reflect the percentage of all **Traditional Route** teacher candidates who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Years with less than ten test takers per year were combined (over three years) for a pass rate. **Alternative Route test takers are not reported here since nontraditional EPPs are not responsible for content knowledge preparation.**

EPP	Title II Report Year									Comb. 3 years		
	2016 (14-15 SY)			2017 (15-16 SY)			2018 (16-17 SY)			#	Passed All	%
	#	Passed All	%	#	Passed All	%	#	Passed All	%			
ASU	291	270	93	245	232	95	206	173	84			
ATU	216	209	97	168	164	98	170	162	95			
CBC	3	*	*	4			7			14	14	100
CRC	5	*	*	11	9	82	11	7	64			
HU	117	112	96	128	122	95	139	123	88			
HSU	102	101	99	95	94	99	92	90	98			
HC	5	*	*	6	*	*	5			16	15	94
JBU	27	26	96	29	27	93	14	14	100			
LC	5	*	*	2	*	*	1			8		
OBU	33	33	100	33	33	100	31	31	100			
PSC	1	*	*	1	*	*	0			2		
SAU	63	59	94	45	42	93	52	42	81			
UAF	250	244	98	229	224	98	103	102	99			
UAFS	107	107	100	104	102	98	258	242	94			
UALR	76	75	99	67	66	99	68	68	100			
UAM	37	35	95	21	20	95	5					
UAPB	11	11	100	11	11	100	15	14	93			
UCA	170	169	99	148	148	100	176	163	93			
UO	16	16	100	14	14	100	9					
WBU	27	23	85	14	13	93	18	11	61			
State Average			97%			96%			92%			

Green = pass rate ≥ state average.

Source: HEA Title II Reports - 2016, 2017, 2018

= number of traditional EPP candidates taking educator licensure tests

Passed All = number of candidates who passed all tests for the license

% = percentage who passed all tests

* = no data if n < 10

State Avg. includes only scores from test takers in traditional programs with 10 or more test takers.

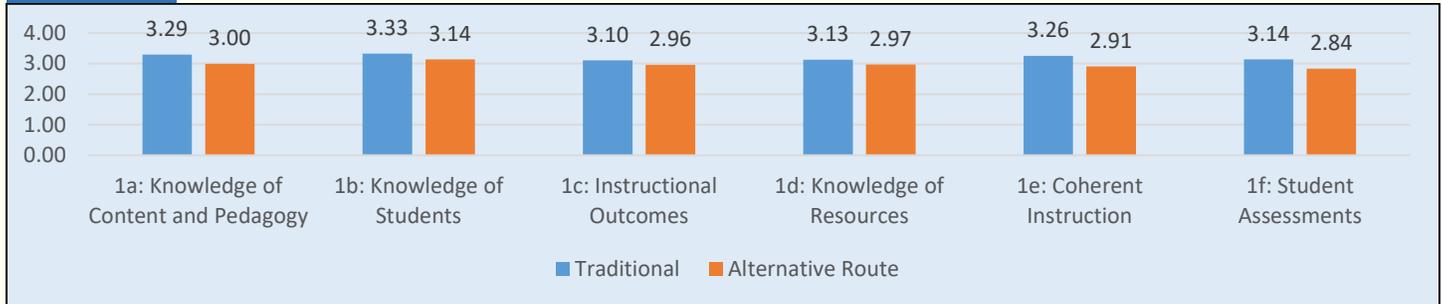


VII. Novice Teacher Survey Data - Perceptions of Preparation

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.

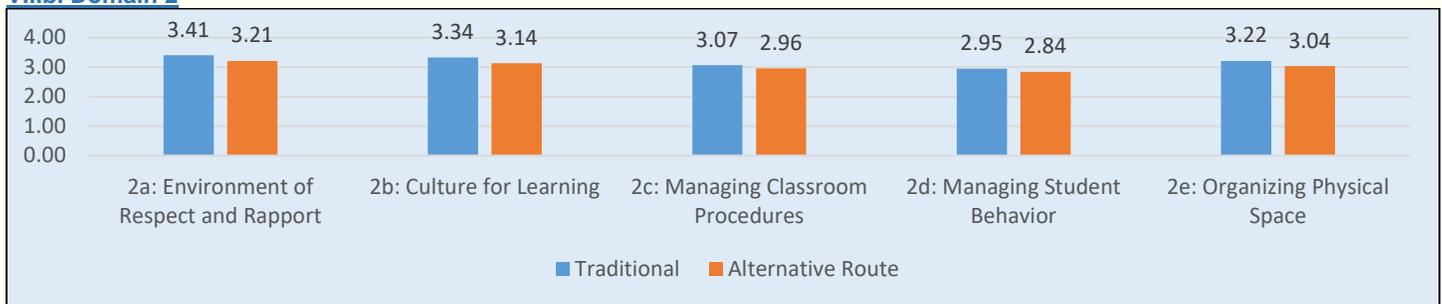
Respondents were asked to rate the statements based on how well they felt their EPP prepared them in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

VII.a. Domain 1



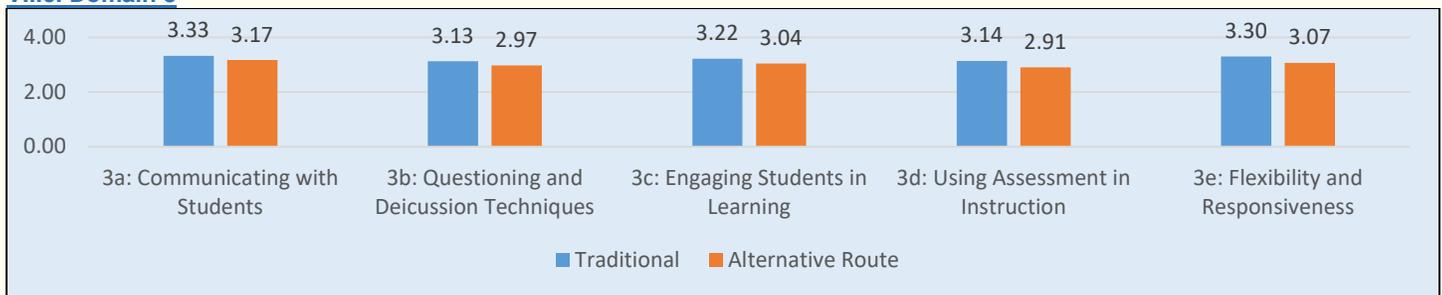
Source: ADE Novice Teacher Surveys

VII.b. Domain 2



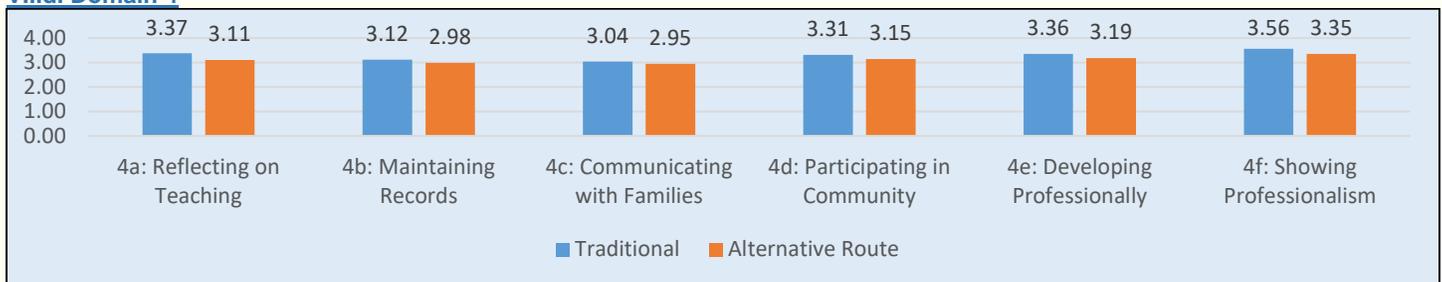
Source: ADE Novice Teacher Surveys

VII.c. Domain 3



Source: ADE Novice Teacher Surveys

VII.d. Domain 4



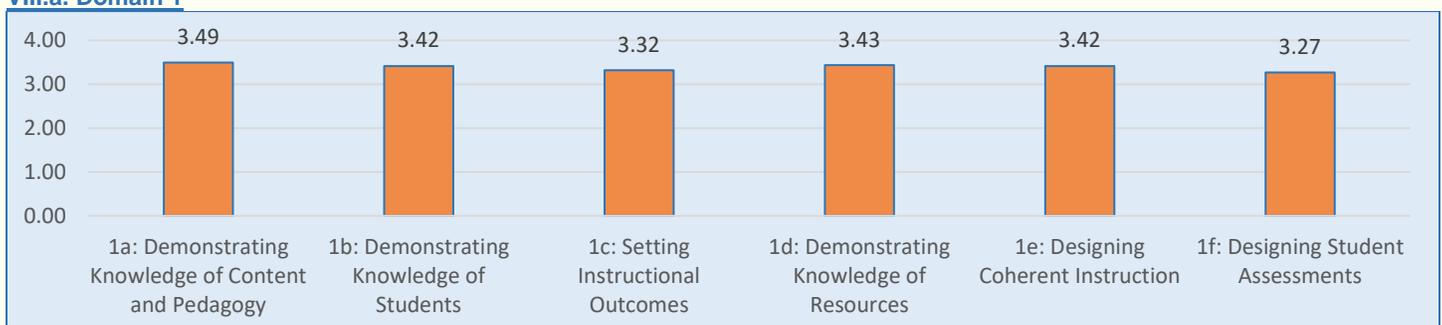
Source: ADE Novice Teacher Surveys

VIII. Novice Teacher Supervisor Statewide 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

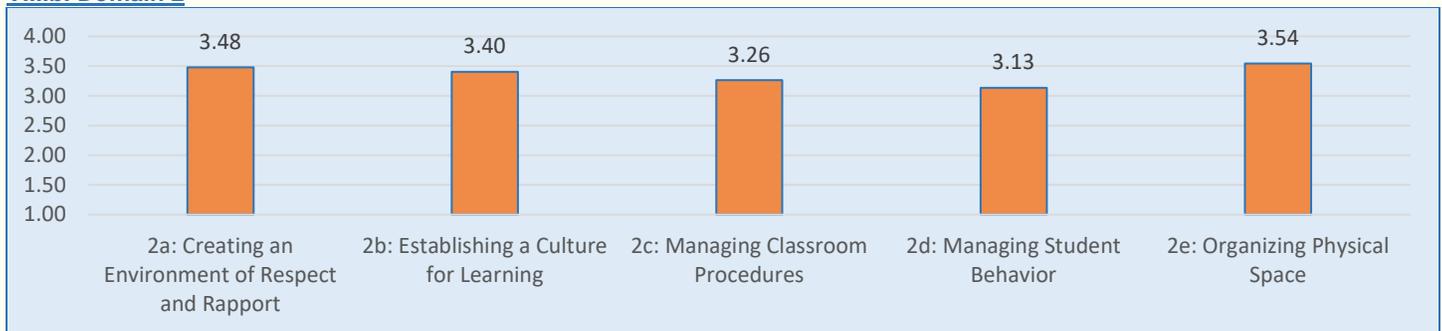
VIII.a. Domain 1





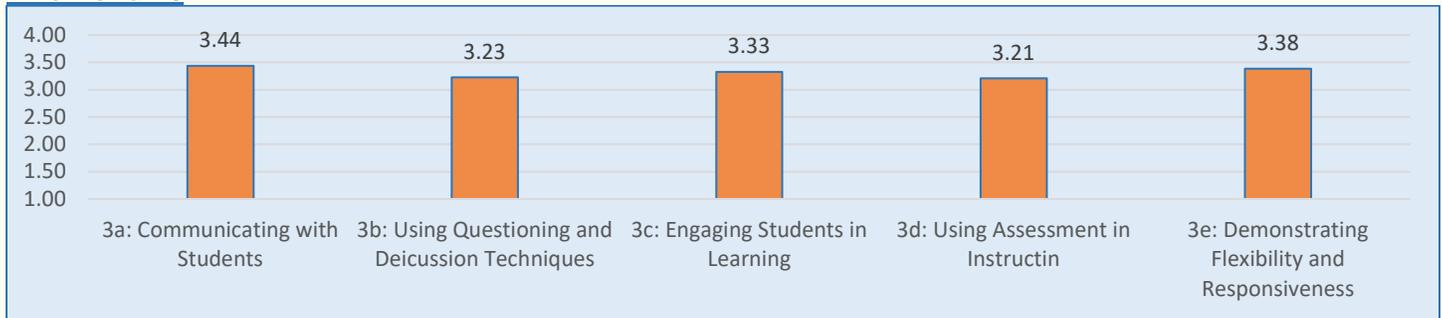
Source: ADE Novice Teacher Supervisor Surveys

VIII.b. Domain 2



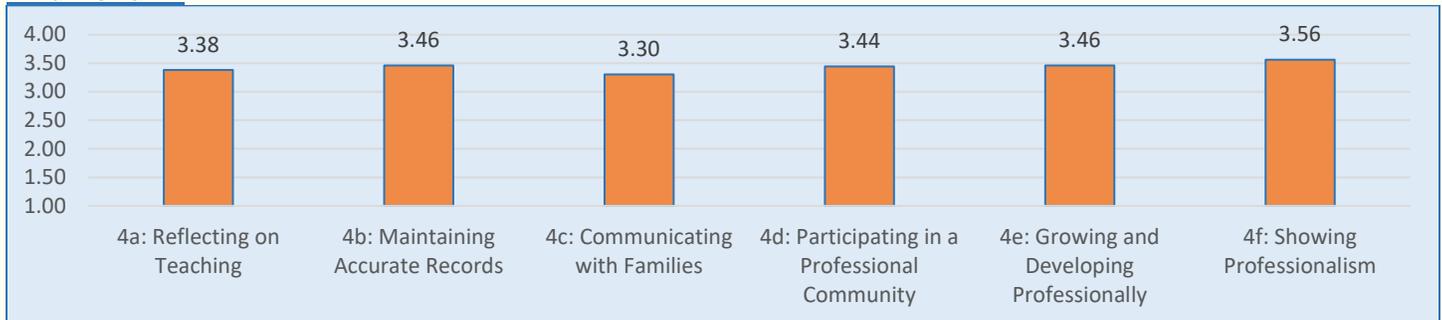
Source: ADE Novice Teacher Supervisor Surveys

VIII.c. Domain 3



Source: ADE Novice Teacher Supervisor Surveys

VIII.d. Domain 4



Source: ADE Novice Teacher Supervisor Surveys

IX. Partnerships for Clinical Preparation

The section below reflects a summary of Arkansas EPP's answers to the following question.

Do the EPPs have P-12 school and/or community partnerships? If so, how do 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?

State response:

Memorandums of Understanding are utilized to outline the responsibilities and requirements of both the EPP and partner districts that detail the selection of partnership sites, and list the benefits to the partner sites and teachers. Assignments and tasks completed by candidates during their time with partners are designed to allow them to put to practice the skills and understandings gained in the classroom in an authentic environment. Partners provide insights and additional perspectives that help to align the assessments, surveys, and field experiences that prepare candidates for teaching. Partnerships offer unique opportunities for candidates to be involved with families in authentic settings. The accountability for candidate outcomes is shared through the use of documents and assessment rubrics as well as ongoing relationships which indicate the shared expectations for teacher candidates.

Details and specific goals for each EPP can be found on the ADE website at [EPPQRs](#).

Source: EPP submissions to ADE

X. Minority Recruitment

The section below reflects a summary of Arkansas EPP's answers to the following question.

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

State response:

Arkansas EPPs conduct data collection that includes identifying barriers that impact non-white students. In some EPPs faculty meet to discuss candidate diversity and to make recommendations based on this review to develop opportunities to promote the success of diverse candidates. At least one EPP has hired a recruiter to focus solely on recruiting local Hispanic students. The ADE has added three new APPEL sites in Pine Bluff. The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program notifies eligible candidates of available scholarship funds. EPPs use Arkansas Department of Education data to target high schools with high Hispanic populations, and EPPs use inclusive language and convey cultural responsiveness within aspects of the programs to help remove roadblocks for minority candidates. EPPs also utilize the Teacher Cadet Program and effort to develop "grow your own" pathways for minority candidates.

Details and specific goals for each EPP can be found on the ADE website at [EPPQRs](#).

Source: EPP submissions to ADE.