

Arkansas Educator Preparation Provider Quality Report

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Section 1. Overview

A. Introduction

The Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE), supported by the Professional Licensure and Standards Board (PLSB), has adopted an Educator Preparation Provider Quality Report (EPPQR) designed to support and promote teacher preparation programs' continuous growth and professional learning. The catalyst for the report was the desire to hold all new teachers in the state to the same high standard, despite the variation in preparation programs - specifically traditional higher education programs, alternative route programs, and teacher residency programs. Understanding that some of the data presented has been collected through newly developed systems, the DESE and the PLSB would like to caution over emphasis on sole measures or generalization to overall program quality. The EPPQR contains valuable information but should not be used to speculate on the ranking of educator preparation programs within the state.

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 DESE works collaboratively with Arkansas institutions of higher education (IHE) and other alternative providers to prepare this report. The primary purpose of the EPPQR is to facilitate discussion about continuous improvement efforts within teacher training programs.

The EPPQR allows the public to view aggregate data for Arkansas EPP candidates and completers. 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.

The EPPQR contains demographic and statistical information on EPP candidates and program 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 of all Arkansas EPPs.

EPPQR data are collected from the following sources:

- Educator Preparation Providers
- Surveys of Novice Teachers
- Surveys of Novice Teachers' 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 this link [HEA Title II](#).

Data reported for program completers who were teaching in Arkansas public schools the following year (Section 2.C.) do not include teachers in private schools or schools outside of Arkansas.

The EPPQR was designed and developed by a working group comprised of representatives from DESE and Arkansas EPPs. For each of the factors in Section 3, a standard was established by the group. For factor 3.A., accreditation was set as the standard to be met. For factors 3.B., 3.C., and 3.D., based on prior years' data, one standard deviation below the mean was used as the standard to be met. Section 4 utilized a rubric that was devised by the group.

Throughout the report, data is not exhibited if $n < 10$.

B. Definitions

Alternative Route 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 EPP.

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).

C. Arkansas Educator Preparation Providers (EPPs)

EPP	EPPQR Abbreviation	EPP Type	Program Type Offered
American Board for Certification of Teacher Excellence	ABCTE	Public	Alternative Route
Arkansas Professional Pathway to Educator Licensure	APPEL	Public	Alternative Route
Arkansas State University - Jonesboro	ASU	Public	Traditional & Alternative Route
Arkansas Teacher Corps	ATC	Public	Alternative Route
Arkansas Tech University	ATU	Public	Traditional & Alternative Route
Central Baptist College	CBC	Independent	Traditional
Crowley's Ridge College	CRC	Independent	Traditional
eStem Public Charter School	eStem	Public	Alternative Route
Harding University	HU	Independent	Traditional & Alternative Route
Henderson State University	HSU	Public	Traditional & Alternative Route
John Brown University	JBU	Independent	Traditional & Alternative Route
Lyon College	LC	Independent	Traditional
Ouachita Baptist University	OBU	Independent	Traditional
Philander Smith College	PSC	Independent	Traditional
Prism Education Center	Prism	Independent	Alternative Route
Southern Arkansas University	SAU	Public	Traditional & Alternative Route
Teach For America - AR	TFA	Public	Alternative Route
University of Arkansas – Fayetteville	UAF	Public	Traditional
University of Arkansas - Fort Smith	UAFS	Public	Traditional
University of Arkansas - Little Rock	UALR	Public	Traditional & Alternative Route
University of Arkansas – Monticello	UAM	Public	Traditional & Alternative Route
University of Arkansas - Pine Bluff	UAPB	Public	Traditional & Alternative Route
University of Central Arkansas	UCA	Public	Traditional & Alternative Route
University of The Ozarks	UO	Independent	Traditional
Williams Baptist University	WBU	Independent	Traditional & Alternative Route

Section 2. Workforce Data

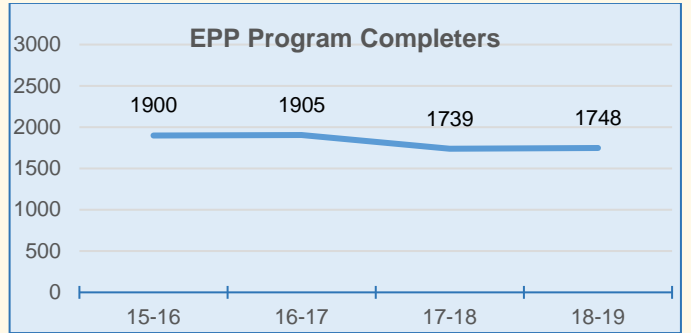
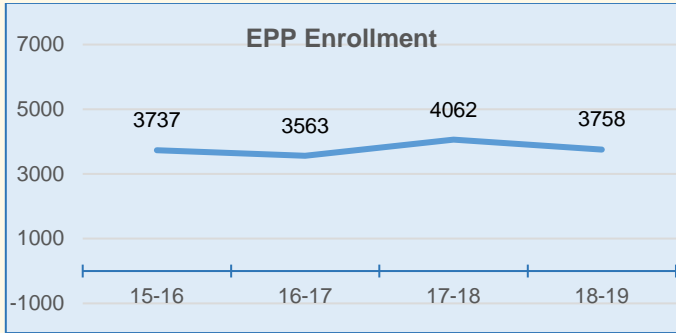
- A. Program Completer Definitions – Arkansas EPPs adhere to one of the following definitions for “program completer” in their HEA Title II report. They either **require** or **do not require** passing licensure tests for candidates to be considered program completers. **EPPs that do not require passing licensure tests would allow candidates to “complete”, though their candidates would not be eligible for a standard Arkansas teaching license.**

EPPs that DO require passing licensure tests:					EPPs that DO NOT require passing licensure tests:				
APPEL	eStem	PSC	UALR		ABCTE	CRC	LC	UAF	
ATC	HSU	Prism	UAM		ASU	HU	SAU	UCA	
CBC	OBU	UAFS	UAPB	UO	ATU	JBU	TFA	WBU	

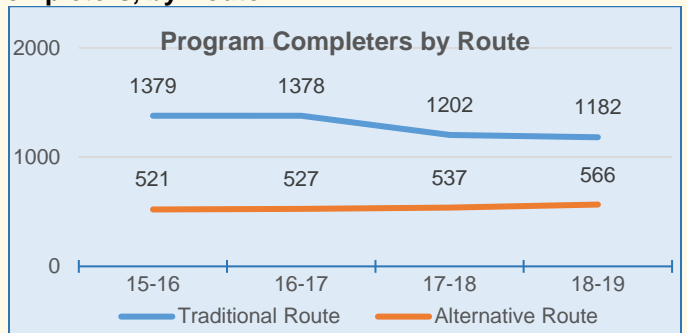
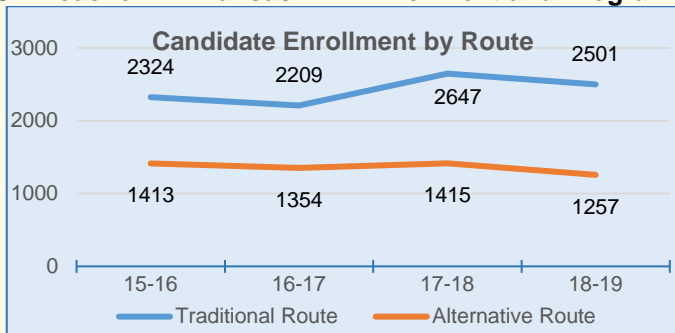
Source: Self-reported by the EPPs via survey response.



B. Teacher – Arkansas EPP Enrollment and Program Completers



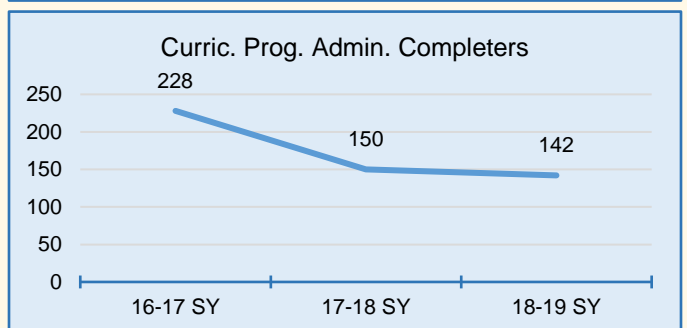
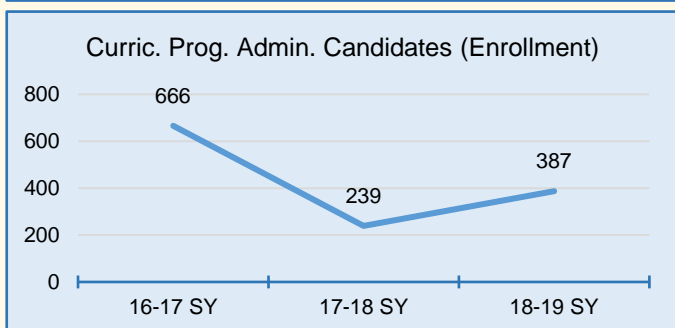
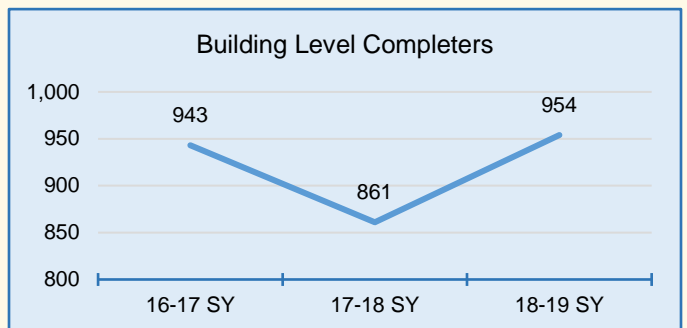
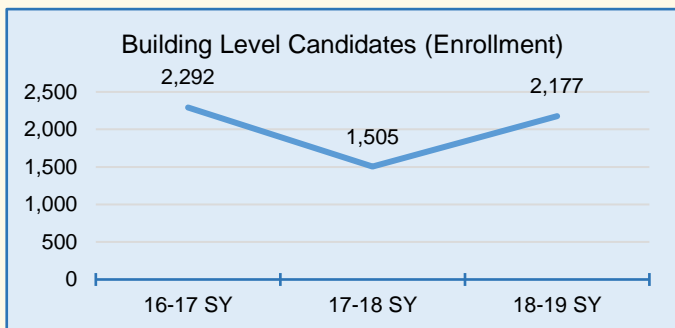
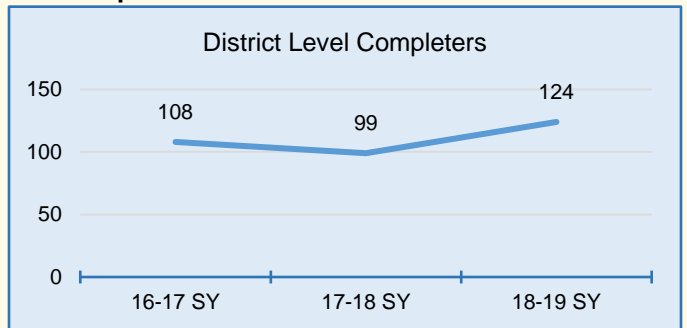
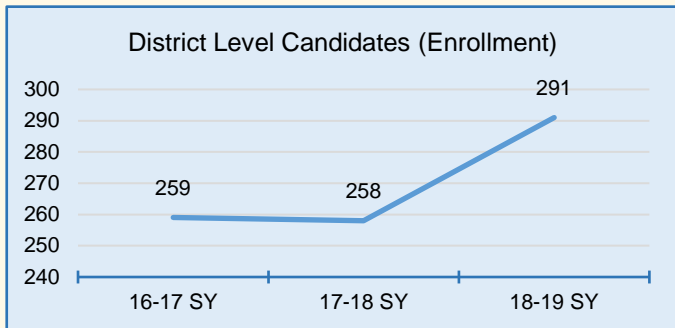
C. Teacher – Arkansas EPP Enrollment and Program Completers, by Route



Click [Here](#) to view Teacher enrollment data.

Click [HERE](#) to view Teacher completer data.

D. Administrator – Arkansas EPP Enrollment and Program Completers



Click [HERE](#) to view administrator program data.

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

	# Completers 16-17	# Employed in APS 17-18	% Employed in APS 17-18	# Completers 17-18	# Employed in APS 18-19	% Employed in APS 18-19	# Completers 18-19	# Employed in APS 19-20	% Employed in APS 19-20
ABCTE	9	5	56%	4	2	50%	8	6	75%
APPEL	127	104	82%	134	95	71%	165	135	82%
ASU	217	147	68%	202	124	61%	214	141	66%
ATC	9	2	22%	13	8	62%	12	8	67%
ATU	193	131	68%	158	95	60%	158	97	61%
CBC	7	7	100%	3	2	67%	6	4	67%
CRC	11	5	45%	7	4	57%	3	1	33%
eStem	3	2	67%	5	5	100%	0	0	0%

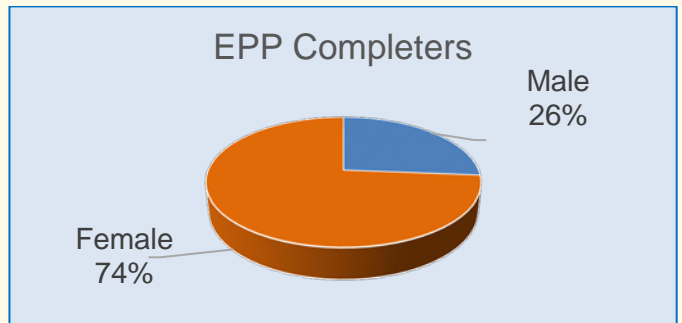
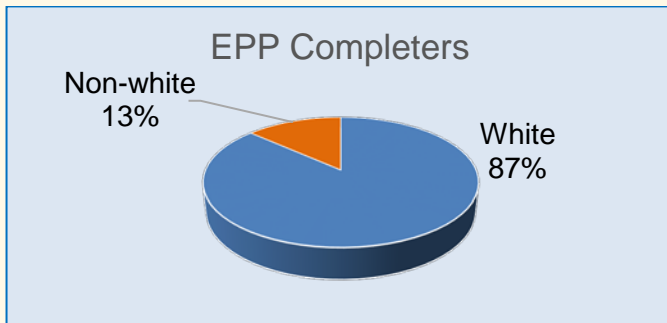
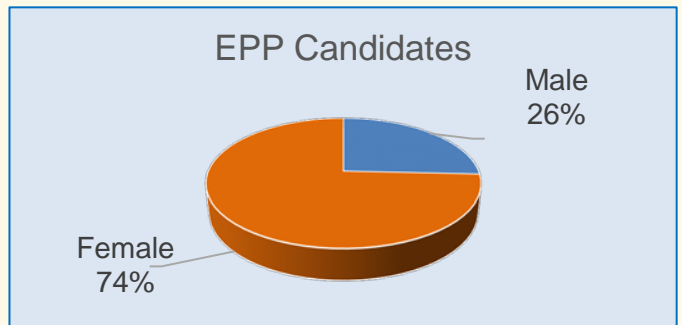
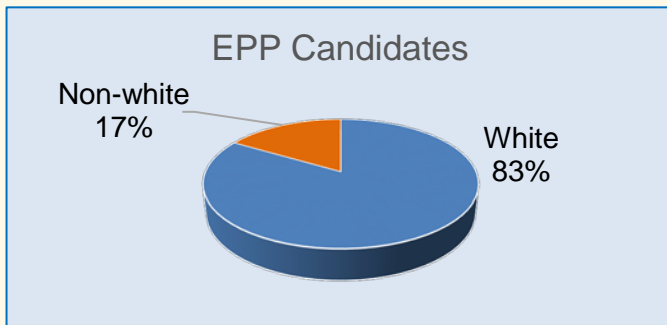
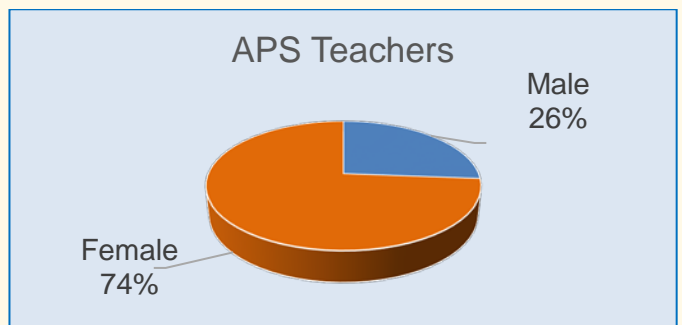
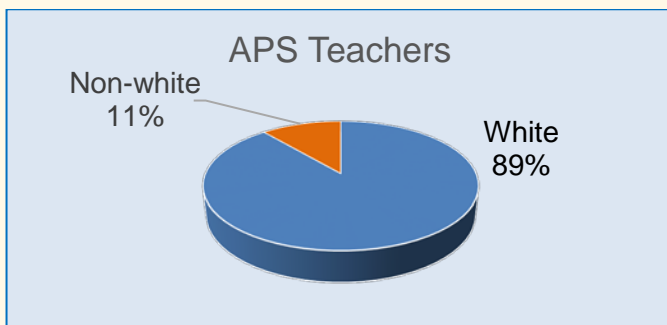
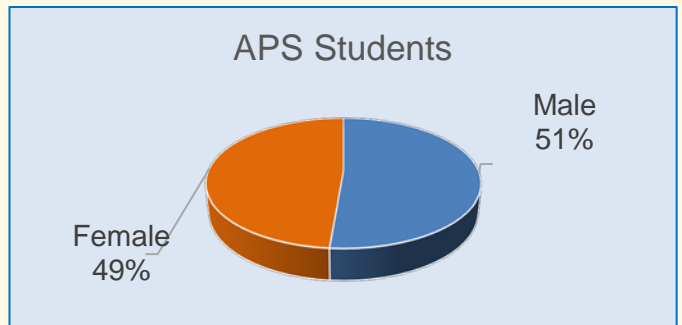
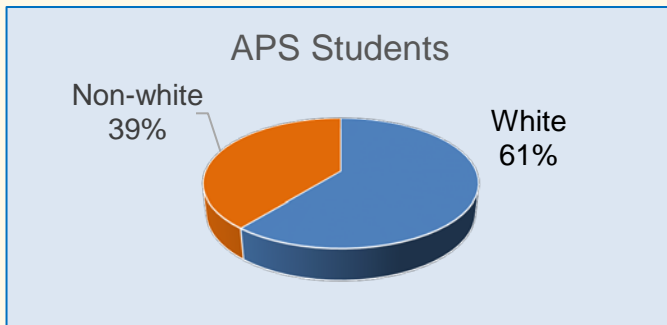


	# Completers 16-17	# Employed in APS 17-18	% Employed in APS 17-18	# Completers 17-18	# Employed in APS 18-19	% Employed in APS 18-19	# Completers 18-19	# Employed in APS 19-20	% Employed in APS 19-20
HU	189	89	47%	178	82	46%	157	67	43%
HSU	104	80	77%	104	66	63%	106	84	79%
JBU	19	6	32%	23	13	57%	41	12	29%
LC	1	1	100%	9	7	78%	5	0	0%
OBU	31	14	45%	24	11	46%	36	18	50%
PSC	0	0	0%	0	0	0%	3	3	100%
Prism	0	0	0%	0	0	0%	0	0	0%
SAU	89	57	64%	83	50	60%	93	61	66%
TFA	36	17	47%	27	12	44%	23	8	35%
UAF	260	114	44%	187	87	47%	190	75	39%
UAFS	103	67	65%	70	37	53%	82	49	60%
UALR	92	61	66%	72	50	69%	88	60	68%
UAM	71	56	79%	92	77	84%	28	22	79%
UAPB	15	9	60%	12	7	58%	15	9	60%
UCA	272	163	60%	281	176	63%	237	151	64%
U O	9	8	89%	10	5	50%	12	9	75%
WBU	18	10	56%	12	8	67%	16	9	56%
State	1,885	1,155	61%	1,710	1,023	60%	1,698	1,029	61%

Shaded is \geq the state average.

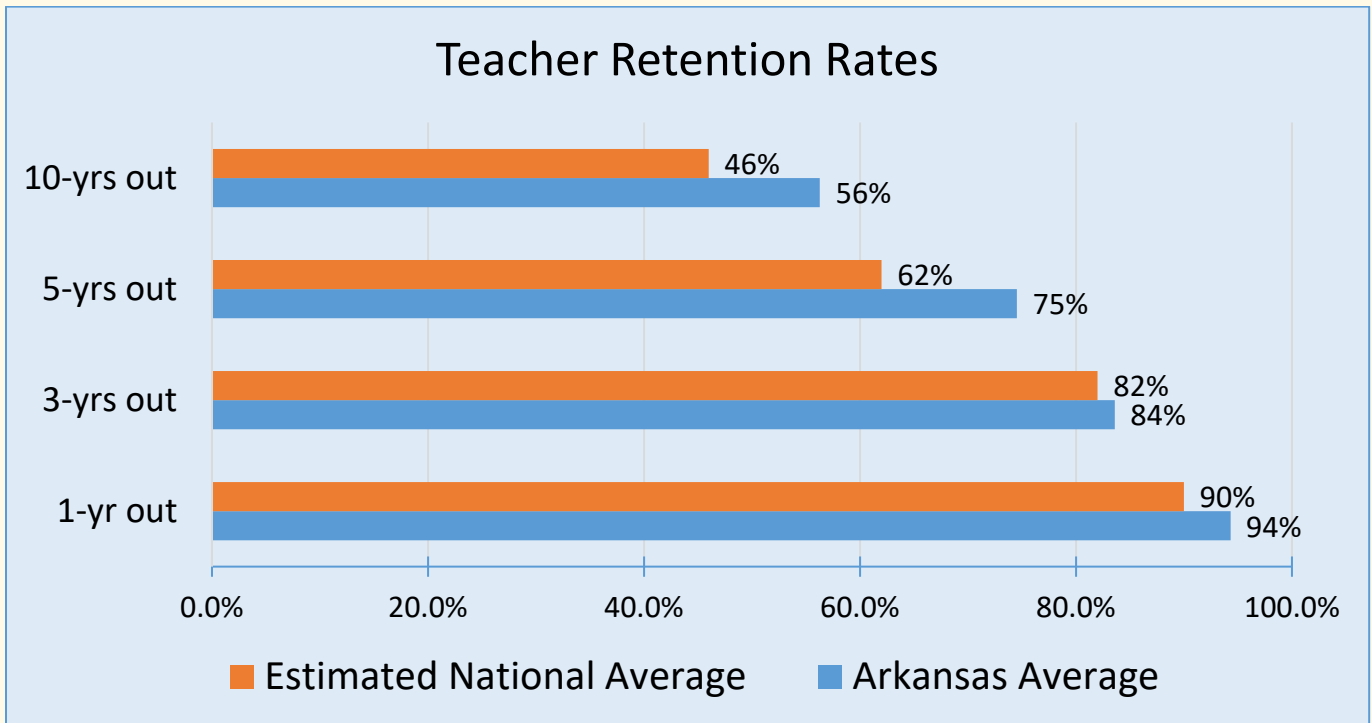
Source: ETS Title II and DESE APSCN

F. Race and Gender of Arkansas Public School (APS) Students, Teachers, EPP Candidates and EPP Completers - 18-19 SY



Click [HERE](#) to view EPP race and gender data.

G. Teacher Retention Rates – For each of the last ten years teacher retention rates in Arkansas have been higher than the national average.



Click [HERE](#) to view retention data.

Section 3. Factors Scored as Standard Met or Standard Not Met

A. Accreditation - CAEP (or equivalent) accreditation is the State Standard.

In 1986 the Arkansas Board of Education mandated state approval of all educator licensure programs, requiring each to demonstrate characteristics of quality preparation. **Arkansas IHE programs meet this requirement via accreditation** by a national accrediting body. 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). **EPPs that are not IHE-based have been approved by the state.** These programs may choose to seek CAEP accreditation, however, in lieu of accreditation they are reviewed to ensure preparation is in accordance with state statutes and formal agreements.

EPP	Accreditation	Standard Met	Not Met
ABCTE	Not Accredited		√
APPEL	Not Accredited		√
ASU	CAEP, Current	√	
ATC	Not Accredited		√
ATU	NCATE, Current	√	
CBC	CAEP, Current	√	
CRC	CAEP (Stipulations)	√	
eStem	Not Accredited		√
HU	CAEP, Current	√	
HSU	CAEP, Current	√	
JBU	CAEP (Stipulations)	√	
LC	CAEP, Current	√	
OBU	CAEP, Current	√	

EPP	Accreditation	Standard Met	Not Met
PSC	CAEP, Current	√	
Prism	Not Accredited		√
SAU	CAEP, Current	√	
TFA	Not Accredited		√
UAF	CAEP, Current	√	
UAFS	CAEP, Current	√	
UALR	CAEP, Current	√	
UAM	NCATE, Current	√	
UAPB	CAEP, Current	√	
UCA	NCATE, Current	√	
U O	CAEP, Current	√	
WBU	NCATE, Current	√	

Source: NCATE, CAEP and DESE Office for Educator Preparation

B. Licensure Assessment Summary Pass Rates

Summary Pass Rates as established within the HEA Title II Report. Summary Pass Rates reflect the percentage of 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. No pass rate is calculated if test takers < 10.

More information regarding these pass rates can be found [by clicking here](#) for the HEA Title II report.

Summary Pass Rate State Standard = 87.75% (1SD below prior year mean)

EPP	Program Type	18-19 school year			Combined prior 3 years			Standard Met	Standard Not Met
		# Test Takers	# Passed All	Pass Rate %	# Test Takers	# Passed All	Pass Rate %		
ABCTE	Alt. Rte.	8			21	21	100.00%	√	
APPEL	Alt. Rte.	165	154	93.33%				√	
ASU	Alt. Rte.	7*							
	Traditional	206	161	78.16%					√
ATC	Alt. Rte.	12	12	100.00%				√	
ATU	Alt. Rte.	13	11	84.62%					√
	Traditional	134	131	97.76%				√	



EPP	Program Type	18-19 school year			Combined prior 3 years			Standard Met	Standard Not Met
		# Test Takers	# Passed All	Pass Rate %	# Test Takers	# Passed All	Pass Rate %		
CBC	Traditional	6			16	16	100.00%	√	
CRC	Traditional	3*			21	18	85.71%		√
eStem	Alt. Rte.	0*			8*				
HU	Alt. Rte.	61	60	98.36%				√	
	Traditional	93	78	83.87%					√
HSU	Alt. Rte.	40	39	97.50%				√	
	Traditional	66	66	100.00%				√	
JBU	Alt. Rte.	11	11	100.00%				√	
	Traditional	30	30	100.00%				√	
LC	Traditional	5			15	12	80.00%		√
OBU	Traditional	36	36	100.00%				√	
PSC	Traditional	3							
Prism	Alt. Rte.	2*							
SAU	Alt. Rte.	42	40	95.24%				√	
	Traditional	49	37	75.51%					√
TFA	Alt. Rte.	23	22	95.65%				√	
UAF	Traditional	181	169	93.37%				√	
UAFS	Traditional	82	81	98.78%				√	
UALR	Alt. Rte.	27	26	96.30%				√	
	Traditional	59	58	98.31%				√	
UAM	Alt. Rte.	28	15	53.57%					√
	Traditional	0*							
UAPB	Alt. Rte.	1*			2*				
	Traditional	14	14	100.00%				√	
UCA	Alt. Rte.	74	70	94.59%				√	
	Traditional	163	143	87.73%					√
U O	Traditional	12	12	100.00%				√	
WBU	Alt. Rte.	5*							
	Traditional	11	5	45.45%					√

* = test takers < 10.

Source: HEA Title II 2020 IPRC

C. Novice Teacher Survey Data - Perceptions of Preparation

Novice teachers complete the Novice Teacher Survey at the end of their first year of teaching to identify perceptions of their educator preparation based on the four TESS domains. On a scale of 1-4 (Ineffective to Highly Effective) the average Likert scale scores are presented below.

Novice Teacher Survey State Standard = 2.99 (1SD below prior year mean)

EPP	Novice Teacher Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
State (All)	1,578	3.29	√	
ABCTE	13	3.15	√	
APPEL	176	3.18	√	
ASU (All)	230	3.27	√	
ASU (Trad'l)	180	3.26	√	
ASU (Alt.)	50	3.33	√	
ATC	20	3.47	√	
ATU (All)	193	3.15	√	
ATU (Trad'l)	152	3.13	√	
ATU (Alt.)	41	3.21	√	
CBC	8*			
CRC	1*			
eStem	0*			
HU (All)	66	3.40	√	
HU (Trad'l)	43	3.37	√	
HU (Alt.)	23	3.44	√	
HSU (All)	132	3.40	√	
HSU (Trad'l)	72	3.41	√	
HSU (Alt.)	60	3.40	√	
JBU (All)	11	3.64	√	
JBU (Trad'l)	5*			
JBU (Alt.)	6*			
LC	8*			
OBU	17	3.63	√	

EPP	Novice Teacher Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
PSC	5*			
Prism	0*			
SAU (All)	99	3.36	√	
SAU (Trad'l)	44	3.28	√	
SAU (Alt.)	55	3.42	√	
TFA	4*			
UAF	55	3.29	√	
UAFS	85	3.35	√	
UALR (All)	66	3.37	√	
UALR (Trad'l)	47	3.32	√	
UALR (Alt.)	19	3.50	√	
UAM (All)	129	3.23	√	
UAM (Trad'l)	19	3.50	√	
UAM (Alt.)	110	3.18	√	
UAPB (All)	9*			
UAPB (Trad'l)	4*			
UAPB (Alt.)	5*			
UCA (All)	232	3.30	√	
UCA (Trad'l)	151	3.27	√	
UCA (Alt.)	81	3.34	√	
UO	9*			
WBU (All)	10	3.55	√	
WBU (Trad'l)	6*			
WBU (Alt.)	4*			

* = n < 10.

Source: DESE Novice Teacher Surveys

D. Novice Teacher Supervisor Survey Data - Perceptions of Preparation

The supervisors of 1st-year novice teachers complete the Supervisor Survey of Novice Teacher Preparation at the end of the academic year to rate their perceptions of how well the novice teacher was prepared based on the four TESS domains. On a scale of 1-4 (Ineffective to Highly Effective) the average Likert scale scores are presented below.

Novice Teacher Supervisor Survey State Standard = 2.91 (1SD below prior year mean)

EPP	Novice Teacher Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
State (All)	543	3.15	√	
ABCTE	0*			
APPEL	55	3.00	√	
ASU (All)	77	3.15	√	
ASU (Trad'l)	53	3.13	√	
ASU (Alt.)	24	3.23	√	
ATC	2*			
ATU (All)	55	3.26	√	
ATU (Trad'l)	35	3.25	√	
ATU (Alt.)	20	3.27	√	
CBC	4*			
CRC	1*			
eStem	0*			
HU (All)	26	3.25	√	
HU (Trad'l)	15	3.42	√	
HU (Alt.)	11	3.02	√	
HSU (All)	53	3.13	√	
HSU (Trad'l)	28	3.30	√	
HSU (Alt.)	25	2.93	√	
JBU (All)	4*			
JBU (Trad'l)	3*			
JBU (Alt.)	1*			
LC	3*			
OBU	10	3.4	√	

EPP	Novice Teacher Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
PSC	2*			
Prism	0*			
SAU (All)	30	3.23	√	
SAU (Trad'l)	11	3.29	√	
SAU (Alt.)	19	3.20	√	
TFA	0*			
UAF	25	3.14	√	
UAFS	26	3.12	√	
UALR (All)	26	3.04	√	
UALR (Trad'l)	17	2.94	√	
UALR (Alt.)	9*			
UAM (All)	47	3.01	√	
UAM (Trad'l)	11	2.74		√
UAM (Alt.)	36	3.10	√	
UAPB (All)	5*			
UAPB (Trad'l)	3*			
UAPB (Alt.)	2*			
UCA (All)	82	3.15	√	
UCA (Trad'l)	50	3.13	√	
UCA (Alt.)	32	3.18	√	
UO	4*			
WBU (All)	6*			
WBU (Trad'l)	4*			
WBU (Alt.)	2*			

* = n < 10.

Source: DESE Novice Teacher Supervisor Surveys

E. Program Information – Narrative Responses Addressing the Shortage Areas, Minorities, Partnerships and the Science of Reading. EPPs were asked to submit their activities and strategies, and were rated as either “Exceeds”, “Meets”, or “Does Not Meet” the state standard as is described below.

- i. Describe what the EPP is doing to address Geographic or Academic Shortage Areas.
State standard: Response includes Strategies, Resources, Goals, Data, and a Communication Plan.
- ii. Describe what the EPP is doing to increase the number of Minority Teachers.
State standard: Response includes Activities, Resources, Goals, Data and a Communication Plan.
- iii. Describe what the EPP is doing to increase P-12 School and/or Community Partnerships.
State standard: Response includes Strategies, Resources, Goals, Data, and a Communication Plan.
- iv. What is the EPP doing within the program to monitor the effectiveness of the changes made to meet the Science of Reading requirements? Were any changes made to the program in the last year? And if so, what is the data on which these changes were based?
State standard: EPPs ensure that candidates for an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction, and all other program areas demonstrate awareness in knowledge and practices of scientific reading instruction.

<u>EPP *</u>	<u>i. Shortage Areas</u>	<u>ii. Minorities</u>	<u>iii. Partnerships</u>	<u>iv. Reading</u>
ABCTE	Does Not Meet	Does Not Meet	Does Not Meet	Meets
APPEL	Meets	Meets	Meets	Meets
ASU	Exceeds	Exceeds	Exceeds	Meets
ATC	Meets	Exceeds	Exceeds	Meets
ATU	Exceeds	Exceeds	Exceeds	Exceeds
CBC	Meets	Meets	Meets	Meets
CRC	Meets	Meets	Exceeds	Meets
eStem	Meets	Meets	Meets	Meets
HU	Meets	Exceeds	Meets	Exceeds
HSU	Meets	Meets	Exceeds	Meets
JBU	Exceeds	Exceeds	Exceeds	Meets
LC	Exceeds	Exceeds	Exceeds	Meets
OBU	Exceeds	Exceeds	Exceeds	Exceeds
PSC	Meets	Exceeds	Meets	Meets
Prism	Meets	Meets	Meets	Meets



EPP *	<u>i. Shortage Areas</u>	<u>ii. Minorities</u>	<u>iii. Partnerships</u>	<u>iv. Reading</u>
SAU	Exceeds	Exceeds	Exceeds	Exceeds
TFA	Meets	Meets	Meets	Meets
UAF	Exceeds	Exceeds	Exceeds	Exceeds
UAFS	Meets	Meets	Exceeds	Exceeds
UALR	Exceeds	Exceeds	Exceeds	Exceeds
UAM	Meets	Exceeds	Meets	Meets
UAPB	Meets	Exceeds	Meets	Meets
UCA	Exceeds	Exceeds	Exceeds	Exceeds
UO	Meets	Exceeds	Meets	Meets
WBU	Exceeds	Meets	Meets	Exceeds

* EPP name is a link to the EPP's Narrative responses.