



# 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 First-year Teachers
- Surveys of First-year 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.

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

**Section 2. Workforce Data**

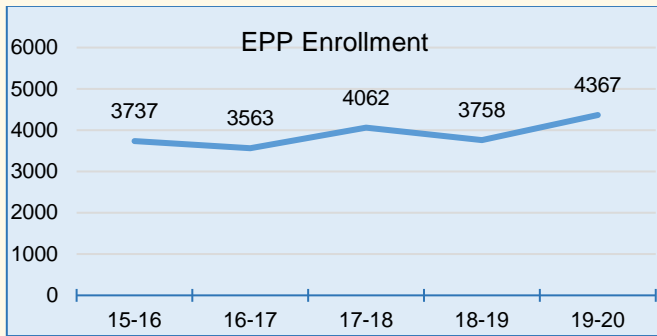
A. Program Completer Definitions – Arkansas EPPs adhere to one of the following definitions for “program completer” in their HEA Title II report. They either **require** or **do not require** passing licensure tests for candidates to be considered program completers. **EPPs that do not require passing 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	

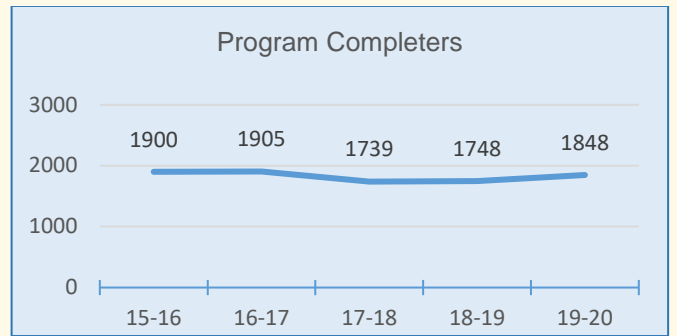
Source: Self-reported by the EPPs via survey response to the DESE Educator Preparation Unit.



B. Teacher – Arkansas EPP Enrollment\* and Program Completers

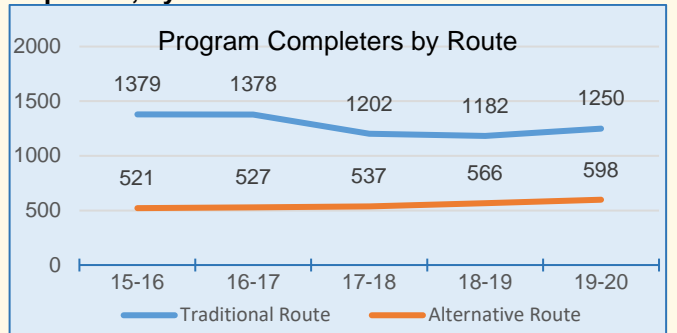
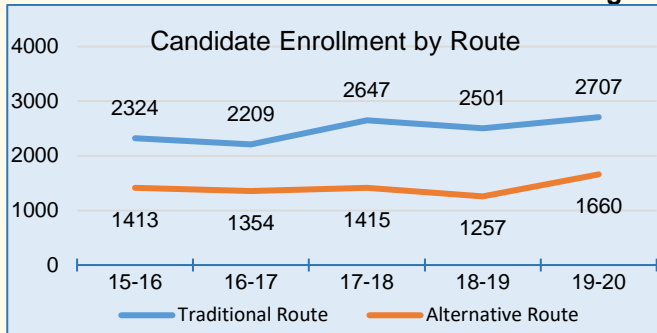


Source: HEA Title II IPRC, spring 2021  
\*Enrollment is defined as individuals who were enrolled and did not complete in the designated year



Source: HEA Title II IPRC, spring 2021

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



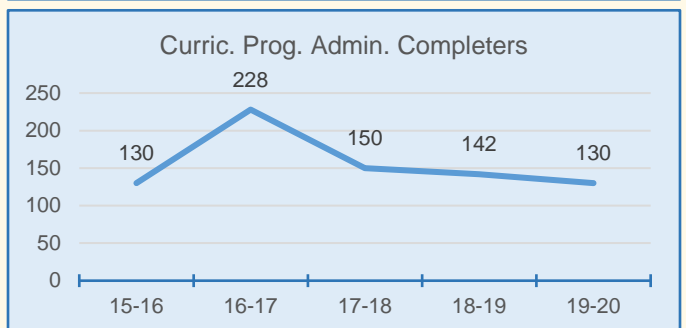
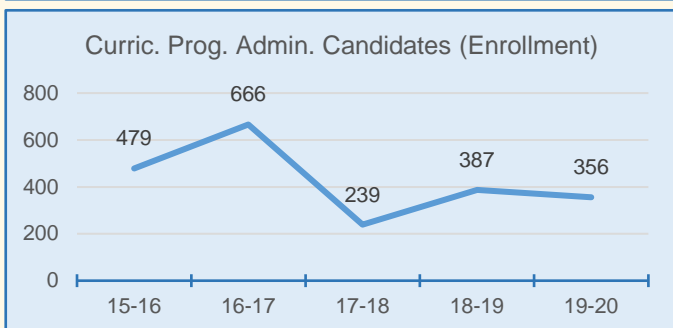
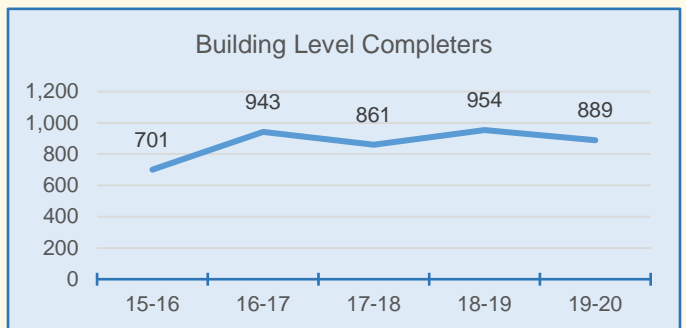
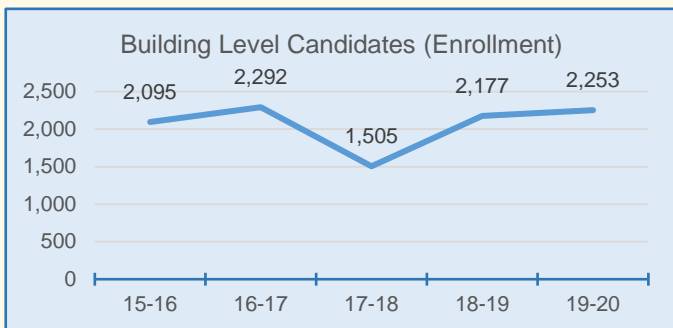
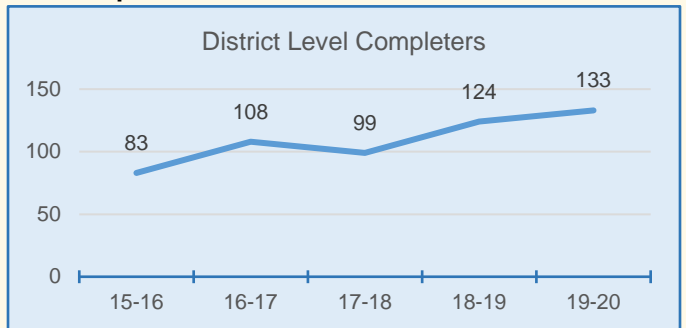
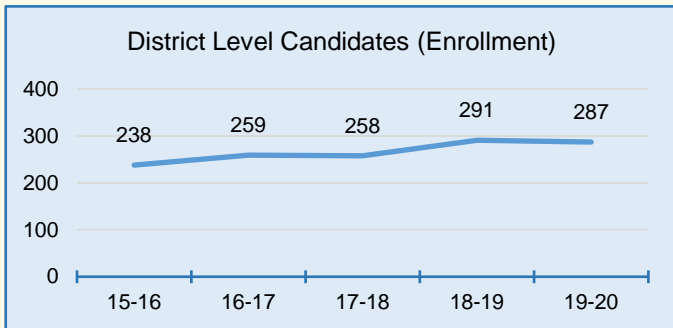
Click [Here to view Teacher enrollment data.](#)

Source: HEA Title II IPRC, spring 2021  
\*Enrollment is defined as individuals who were enrolled and did not complete in the designated year

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

Source: HEA Title II IPRC, spring 2021

D. Administrator – Arkansas EPP Enrollment and Program Completers



Source: Self-reported by EPPs via survey responses  
Click [HERE to view administrator program data.](#)



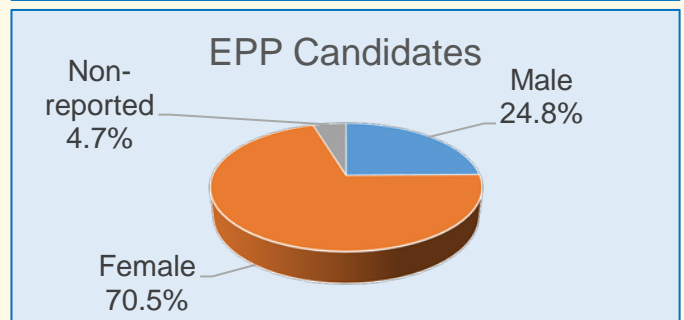
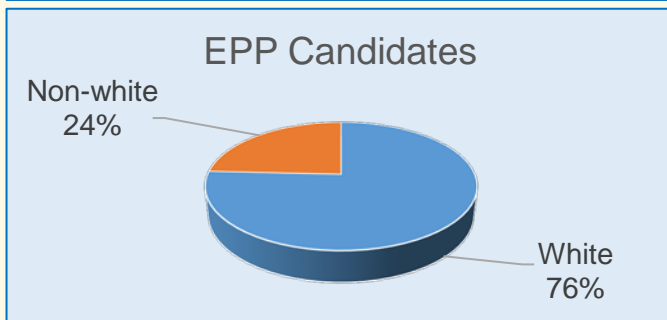
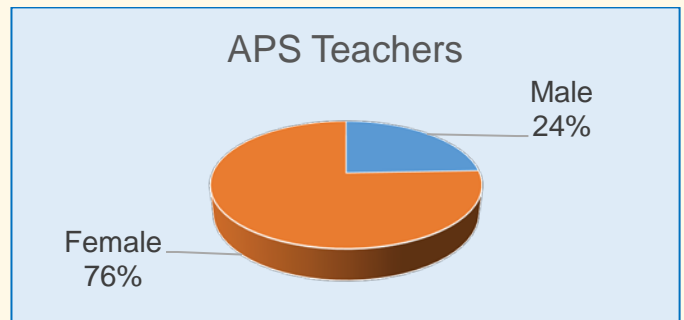
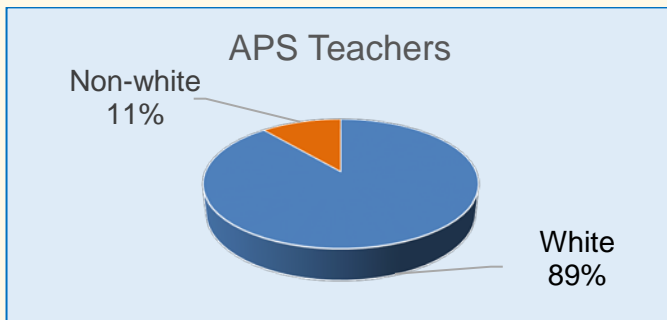
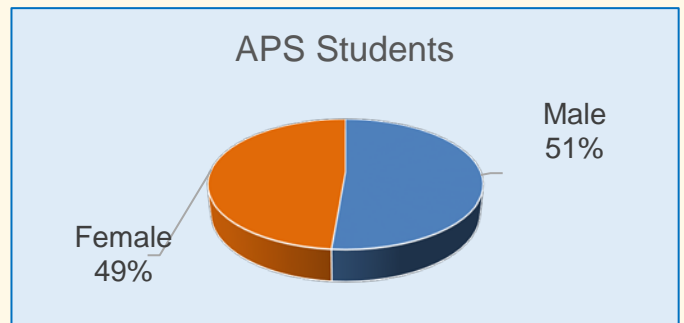
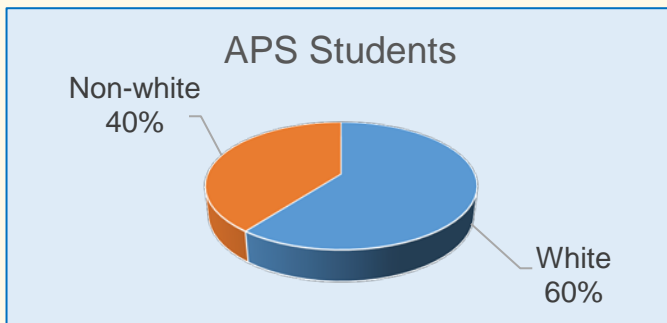
**E. First-year Program Completers Employed in Arkansas Public Schools (APS)**

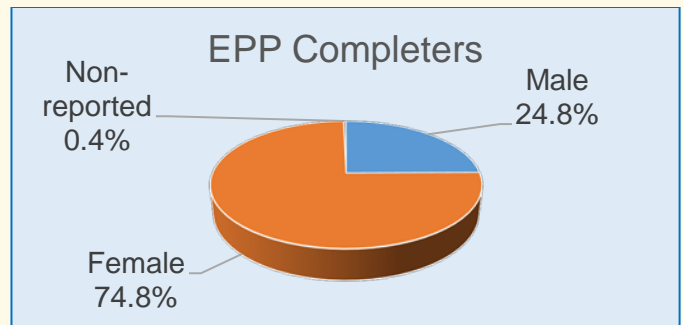
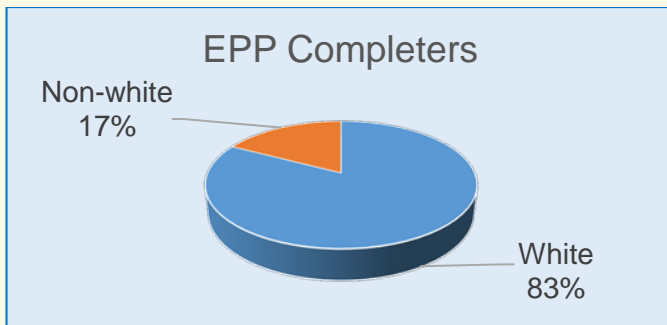
	Completers In 17-18	Employed in APS In 18-19		Completers In 18-19	Employed in APS In 19-20		Completers In 19-20	Employed in APS In 20-21	
		#	%		#	%		#	%
ABCTE	4	2	50%	8	6	75%	2	0	0%
APPEL	134	95	71%	165	135	82%	166	126	76%
ASU	202	124	61%	214	141	66%	198	135	68%
ATC	13	8	62%	12	8	67%	14	10	71%
ATU	158	95	60%	158	97	61%	177	124	70%
CBC	3	2	67%	6	4	67%	10	6	60%
CRC	7	4	57%	3	1	33%	2	0	0%
eStem	5	5	100%	0	0		0	0	
HU	178	82	46%	157	67	43%	155	65	42%
HSU	104	66	63%	106	84	79%	117	79	68%
JBU	23	13	57%	41	12	29%	3	1	33%
LC	9	7	78%	5	0	0%	7	4	57%
OBU	24	11	46%	36	18	50%	31	7	23%
PSC	0	0		3	3	100%	0	0	
Prism	0	0		0	0		1	0	0%
SAU	83	50	60%	93	61	66%	148	91	61%
TFA	27	12	44%	23	8	35%	14	8	57%
UAF	187	87	47%	190	75	39%	212	82	39%
UAFS	70	37	53%	82	49	60%	62	41	66%
UALR	72	50	69%	88	60	68%	96	60	63%
UAM	92	77	84%	28	22	79%	76	67	88%
UAPB	12	7	58%	15	9	60%	15	7	47%
UCA	281	176	63%	237	151	64%	254	171	67%
U O	10	5	50%	12	9	75%	7	5	71%
WBU	12	8	67%	16	9	56%	22	10	45%
<b>State</b>	<b>1,710</b>	<b>1,023</b>	<b>60%</b>	<b>1,698</b>	<b>1,029</b>	<b>61%</b>	<b>1,789</b>	<b>1,099</b>	<b>61%</b>

Shaded is ≥ the state average.

Source: Completers submitted to ETS for Title II in fall of 2020, and DESE APSCN for “working in APS”

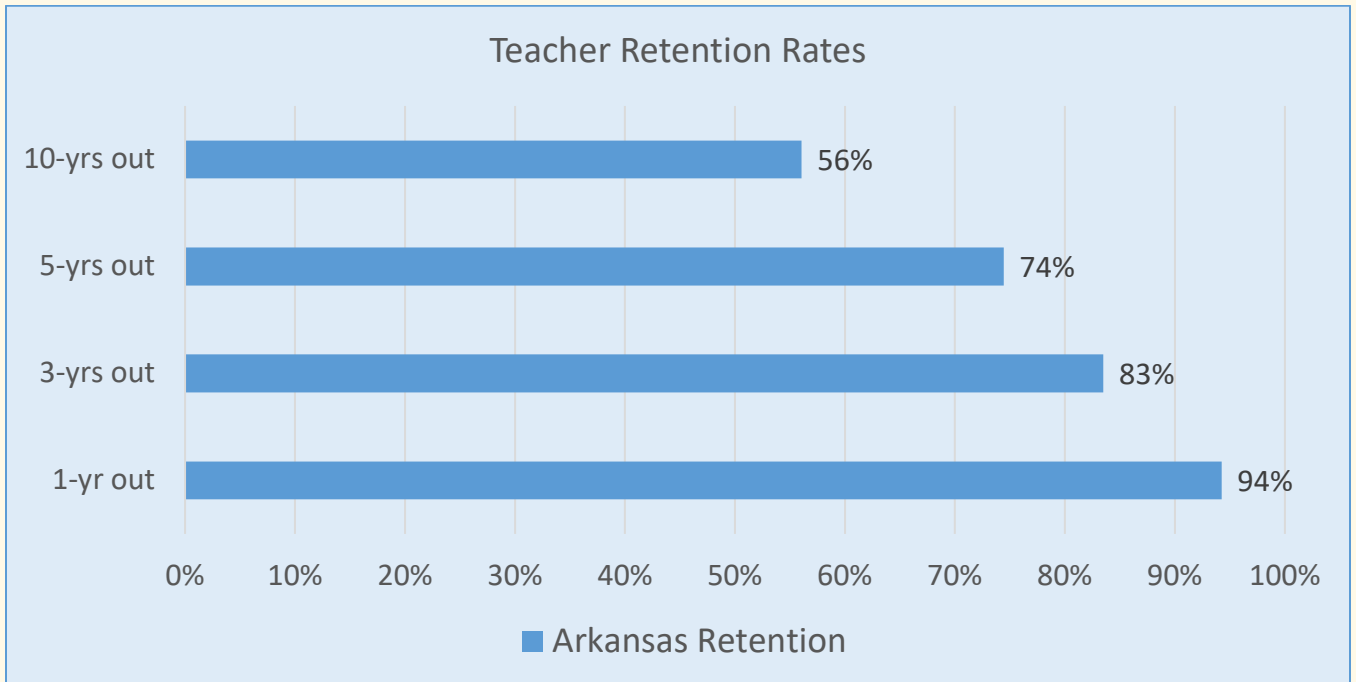
**F. Race and Gender of Arkansas Public School (APS) Students, Teachers, EPP Candidates and EPP Completers – 19-20 SY**





Source: DESE Data Center and IPRC, spring 2021  
Click [HERE](#) to view race and gender data.

**G. Teacher Retention Rates**



Source: DESE Data Center  
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, if not accredited 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	CAEP, Current	√	
CBC	CAEP, Current	√	
CRC	CAEP (Stipulations)	√	
eStem	Not Accredited		√
HU	CAEP, Current	√	
HSU	CAEP, Current	√	
JBU	CAEP (Current)	√	
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	CAEP, 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 are established within the HEA Title II Report. Summary Pass Rates reflect the percentage of educator preparation program completers who passed all assessments required for their area of specialization among those who took all required assessments in their specialization areas. No pass rate is calculated if test takers < 10. Review Section 2.A. to determine which EPPs require passing scores on required licensure assessments to be identified as completers.

**Summary Pass Rate State Standard = 77.2% (1SD below prior year mean)**

2021 IPRC		19-20 School Year			Combined Prior 3 Years			Standard (77.2%) Met	Standard (77.2%) Not Met
EPP	ProgramType	# Test Takers	# Passed All	Pass Rate %	# Test Takers	# Passed All	Pass Rate %		
ABCTE	Alt. Rte.	2		*	14	14	100.0%	√	
APPEL	Alt. Rte.	153	148	96.7%				√	
ASU	Alt. Rte.	18	13	72.2%					√
	Traditional	169	129	76.3%					√
ATC	Alt. Rte.	14	13	92.9%				√	
ATU	Alt. Rte.	17	17	100.0%				√	
	Traditional	159	140	88.1%				√	
CBC	Traditional	9		*	18	18	100.0%	√	
CRC	Traditional	2		*	12	9	75.0%		√
eStem	Alt. Rte.				5		*		
HU	Alt. Rte.	48	47	97.9%				√	
	Traditional	95	77	81.1%				√	
HSU	Alt. Rte.	45	42	93.3%				√	
	Traditional	72	67	93.1%				√	
JBU	Alt. Rte.	1		*	16	16	100.0%	√	
	Traditional	2		*					
LC	Traditional	7		*	21	15	71.4%		√
OBU	Traditional	31	30	96.8%				√	
PSC	Traditional				3		*		
Prism	Alt. Rte.	1		*	3		*		
SAU	Alt. Rte.	69	68	98.6%				√	
	Traditional	78	49	62.8%					√
TFA	Alt. Rte.	12	12	100.0%				√	
UAF	Traditional	196	178	90.8%				√	
UAFS	Traditional	62	59	95.2%				√	
UALR	Alt. Rte.	23	16	69.6%					√
	Traditional	66	41	62.1%					√
UAM	Alt. Rte.	56	44	78.6%				√	
	Traditional	10	8	80.0%				√	
UAPB	Alt. Rte.	3		*	5		*		
	Traditional	12	12	100.0%				√	
UCA	Alt. Rte.	54	49	90.7%				√	
	Traditional	199	163	81.9%				√	
UO	Traditional	7		*					
WBU	Alt. Rte.	7		*	12	10	83.3%	√	
	Traditional	14	10	71.4%					√

\* = no pass rate if test takers < 10.  
Source: HEA Title II IPRC, spring 2021





**C. Novice Teacher Survey Data - Perceptions of Preparation**

Novice 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 average Likert Scale Scores are presented below.

**Novice Teacher Survey State Standard = 3.19 (1SD below prior year mean)**

EPP	Program Type	(n)	Average Survey Score	Standard Met	Standard Not Met
State	All	1,863	3.30	-----	-----
ABCTE	Alt. Rte.	18	3.33	√	
APPEL	Alt. Rte.	220	3.27	√	
ASU	All	271	3.27	√	
	Alt. Rte.	67	3.23	√	
	Trad'l	204	3.29	√	
ATC	Alt. Rte.	17	3.22	√	
ATU	All	178	3.27	√	
	Alt. Rte.	27	3.27	√	
	Trad'l	151	3.27	√	
CBC	Trad'l	5	*		
CRC	Trad'l	4	*		
eStem	Alt. Rte.	3	*		
HU	All	72	3.42	√	
	Alt. Rte.	24	3.44	√	
	Trad'l	48	3.41	√	
HSU	All	147	3.31	√	
	Alt. Rte.	69	3.40	√	
	Trad'l	78	3.23	√	
JBU	All	7	*		
	Alt. Rte.	2	*		
	Trad'l	5	*		
LC	Trad'l	6	*		
OBU	Trad'l	18	3.56	√	

EPP	Program Type	(n)	Average Survey Score	Standard Met	Standard Not Met
PSC	Trad'l	1	*		
Prism	Alt. Rte.	0	*		
SAU	All	153	3.37	√	
	Alt. Rte.	87	3.45	√	
	Trad'l	66	3.27	√	
TFA	Alt. Rte.	10	2.81		√
UAF	Trad'l	51	3.35	√	
UAFS	Trad'l	91	3.22	√	
UALR	All	81	3.39	√	
	Alt. Rte.	27	3.37	√	
	Trad'l	54	3.34	√	
UAM	All	221	3.20	√	
	Alt. Rte.	190	3.15		√
UAPB	All	9	*		
	Alt. Rte.	4	*		
UCA	All	251	3.36	√	
	Alt. Rte.	84	3.36	√	
	Trad'l	167	3.36	√	
UO	Trad'l	8	*		
WBU	All	21	3.64	√	
	Alt. Rte.	6	*		
	Trad'l	15	3.72	√	

\* = n < 10.

Source: DESE Novice Teacher Surveys, spring 2021

**D. Novice Teacher Supervisor Survey Data - Perceptions of Preparation**

The supervisors of first-year teachers complete the First-year Teacher Supervisor Survey at the end of the academic year to rate their perceptions of how well the first-year 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 = 3.14 (1SD below prior year mean)**

EPP	Program Type	(n)	Average Survey Score	Standard Met	Standard Not Met
State	All	555	3.19	-----	-----
ABCTE	Alt. Rte.	8	*		
APPEL	Alt. Rte.	69	3.15	√	
ASU	All	77	3.16	√	
	Alt. Rte.	17	3.27	√	
	Trad'l	60	3.12		√
ATC	Alt. Rte.	4	*		
ATU	All	66	3.13		√
	Alt. Rte.	11	3.34	√	
	Trad'l	55	3.09		√
CBC	Trad'l	2	*		
CRC	Trad'l	2	*		
eStem	Alt. Rte.	1	*		
HU	All	27	3.36	√	
	Alt. Rte.	11	3.15	√	
	Trad'l	16	3.50	√	
HSU	All	39	3.26	√	
	Alt. Rte.	16	3.44	√	
	Trad'l	23	3.14	√	
JBU	All	3	*		
	Alt. Rte.	0	*		
	Trad'l	3	*		
LC	Trad'l	1	*		
OBU	Trad'l	7	*		

EPP	Program Type	(n)	Average Survey Score	Standard Met	Standard Not Met
PSC	Trad'l	0	*		
Prism	Alt. Rte.	0	*		
SAU	All	35	3.21	√	
	Alt. Rte.	21	3.24	√	
	Trad'l	14	3.16	√	
TFA	Alt. Rte.	2	*		
UAF	Trad'l	19	3.25	√	
UAFS	Trad'l	25	3.02		√
UALR	All	27	3.18	√	
	Alt. Rte.	14	3.39	√	
	Trad'l	13	2.97		√
UAM	All	53	3.14	√	
	Alt. Rte.	43	3.07		√
	Trad'l	10	3.46	√	
UAPB	All	5	*		
	Alt. Rte.	1	*		
UCA	All	69	3.34	√	
	Alt. Rte.	18	3.40	√	
	Trad'l	51	3.31	√	
UO	Trad'l	5	*		
WBU	All	9	*		
	Alt. Rte.	1	*		
	Trad'l	8	*		

\* = n < 10.

Source: DESE Novice Teacher Supervisor Surveys, spring 2021



- E. Program Information – Narrative Responses Addressing 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. Include Strategies, Resources, Goals, Data (if available), and a Communication Plan.
  - ii. Describe what the EPP is doing to increase the number of Minority Teachers. Include Activities, Resources, Goals, Data (if available), and a Communication Plan.
  - iii. Describe what the EPP is doing to increase P-12 School and/or Community Partnerships. Include 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 the meet the Science of Reading requirements? What changes were made to the program in 2020-2021? And what is the data on which these changes were based?

<b>EPP *</b>	<b><u>i. Shortage Areas</u></b>	<b><u>ii. Minorities</u></b>	<b><u>iii. Partnerships</u></b>	<b><u>iv. Reading</u></b>
ABCTE	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
APPEL	Meets	Meets	Meets	Meets
ASU	Exceeds	Exceeds	Exceeds	Exceeds
ATC	Exceeds	Exceeds	Exceeds	Meets
ATU	Meets	Exceeds	Meets	Exceeds
CBC	Meets	Meets	Meets	Meets
CRC	Meets	Exceeds	Exceeds	Meets
eStem	Meets	Exceeds	Meets	Meets
HU	Meets	Exceeds	Meets	Exceeds
HSU	Meets	Exceeds	Meets	Meets
JBU	Exceeds	Exceeds	Meets	Meets
LC	Meets	Exceeds	Meets	Meets
OBU	Meets	Exceeds	Exceeds	Exceeds
PSC	Meets	Exceeds	Meets	Meets
Prism	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
SAU	Meets	Meets	Exceeds	Exceeds
TFA	Exceeds	Exceeds	Exceeds	Meets
UAF	Exceeds	Exceeds	Exceeds	Meets
UAFS	Meets	Exceeds	Exceeds	Meets
UALR	Meets	Meets	Meets	Meets
UAM	Exceeds	Exceeds	Exceeds	Meets
UAPB	Meets	Meets	Exceeds	Meets
UCA	Exceeds	Exceeds	Exceeds	Exceeds
UO	Meets	Exceeds	Exceeds	Exceeds
WBU	Meets	Exceeds	Exceeds	Exceeds