

Arkansas Educator Preparation Provider Quality Report

Table of Contents

1. Overview
 - A. Introduction
 - B. Definitions
 - C. Arkansas Educator Preparation Providers (EPPs)
2. Workforce Data
 - A. Teacher - Arkansas EPP Enrollment and Program Completers
 - B. Administrator – Arkansas EPP Enrollment and Program Completers
 - C. First-year Program Completers Employed in Arkansas Public Schools (APS)
 - D. Race and Gender of Students and Teachers
 - E. Teacher Retention Rates
3. Quality Factors to be scored as Standard Met or Not Met
 - A. Accreditation
 - B. Licensure Assessment Summary Pass Rates
 - C. Novice Teacher Survey Data - Perceptions of Preparation
 - D. Novice Teacher Supervisor Statewide Survey Data
4. Ancillary Information - Data Submitted for the Title II Report and CAEP
 - A. Shortage Areas
 - B. Minorities
 - C. Partnerships
 - D. Incorporating Science of Reading

Section 1. Overview

A. Introduction

- A. The Arkansas Department of Education (ADE), 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 ADE and the PLSB would like to caution over emphasis on sole measures or generalization to overall program quality. The data and the EPPQR contain valuable information but should not be used to speculate on the ranking of educator preparation programs within the state.
- B. 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 ADE 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.
- C. 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.
- D. 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 in Arkansas public schools the following year (Section 2.C.) do not include teachers in private schools or schools outside of Arkansas.
- E. The EPPQR was designed and developed by a working group comprised of representatives from ADE 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 a guideline for setting the standard to be met. Section 4 utilized a rubric that was devised by the group.
- F. Throughout the report, data is not exhibited if $n < 10$.

B. Definitions

- A. 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.
- B. 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.
- C. Educator Preparation Programs – individual license areas offered under the auspices of each EPP.
- D. 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.
- E. IHE – Institution of Higher Education (college or university).
- F. Licensure Tests – examinations taken by educator candidates before entering the teaching profession (required by many states, including Arkansas) as part of the licensure process.
- G. Program Candidate – an individual who has been admitted into an educator preparation program.
- H. 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.



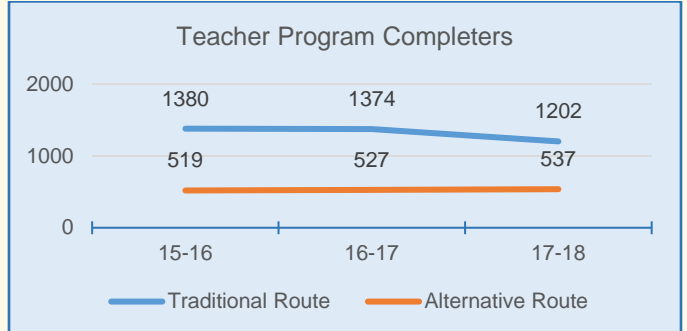
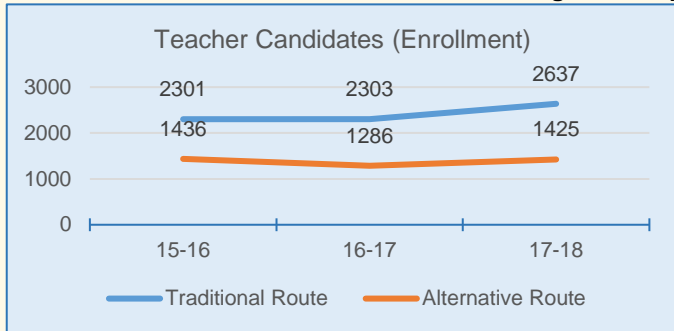
- I. **Traditional Educator Preparation Program** – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching).

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
Quachita 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**

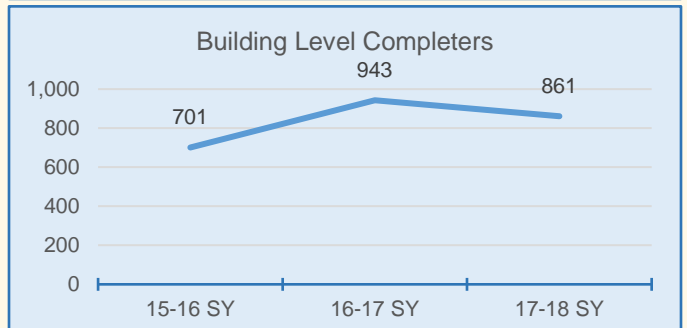
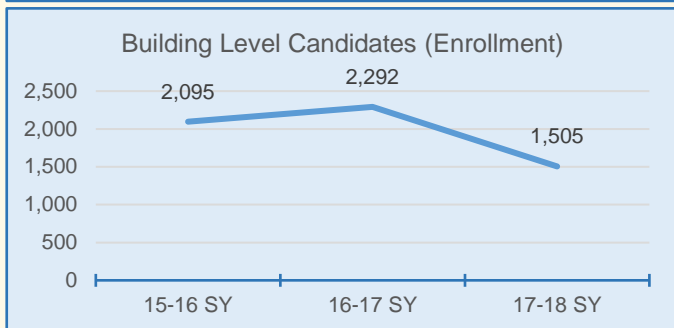
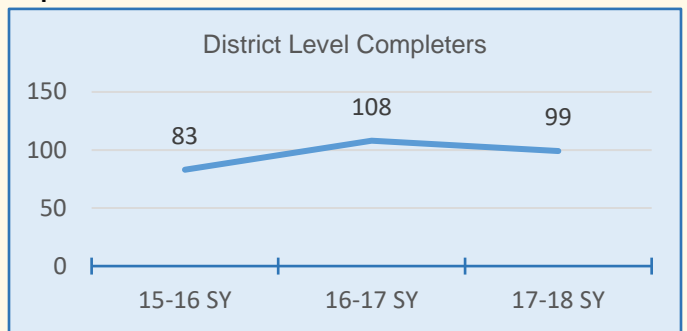
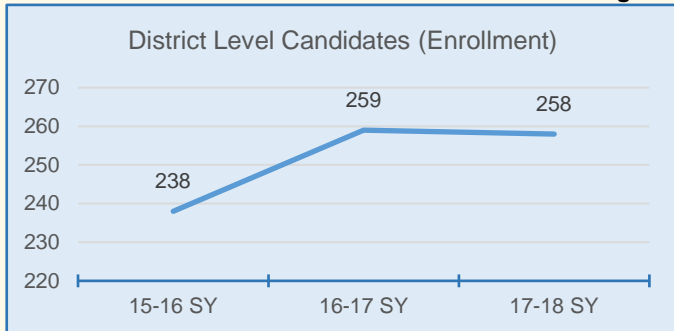
A. **Teacher – Arkansas EPP Enrollment and Program Completers**

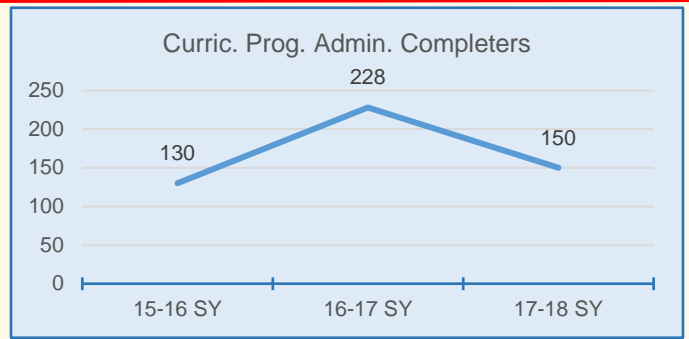
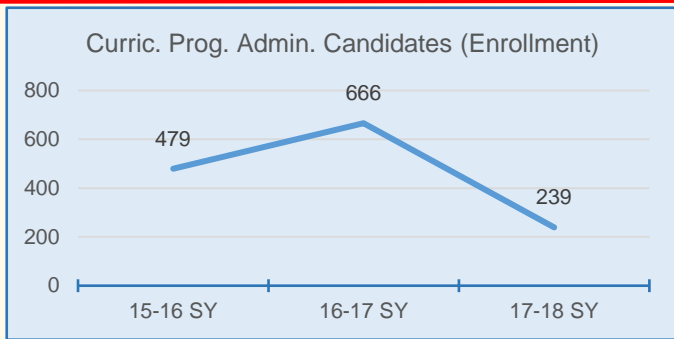


Click [HERE](#) to view Teacher enrollment data.

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

B. **Administrator – Arkansas EPP Enrollment and Program Completers**





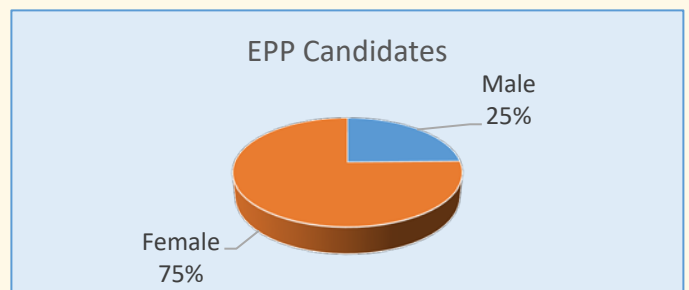
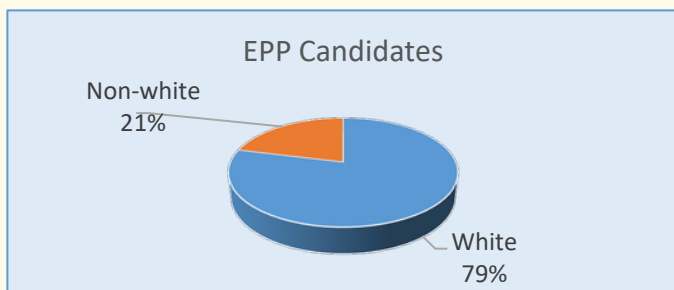
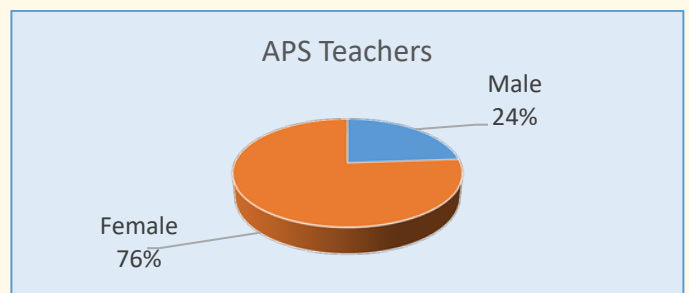
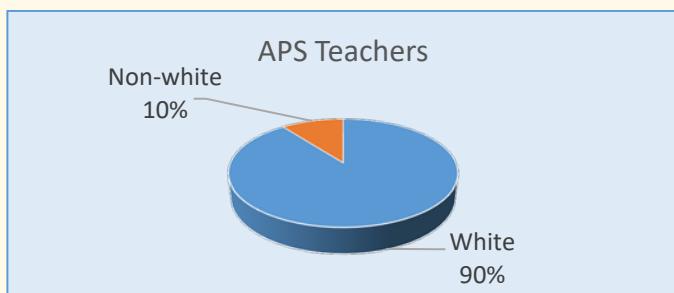
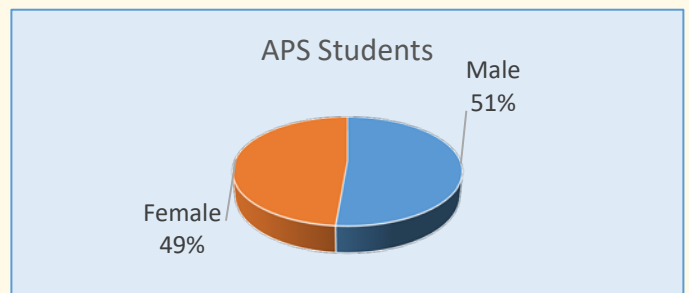
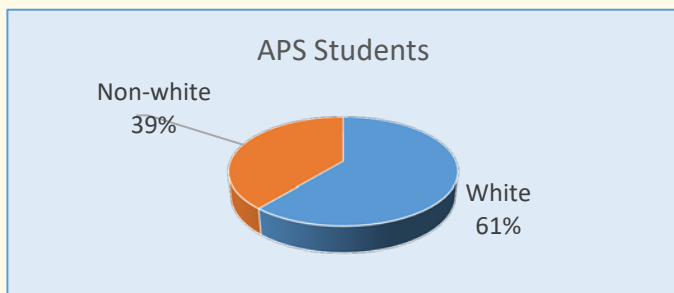
Click [HERE](#) to view Administrator program data.

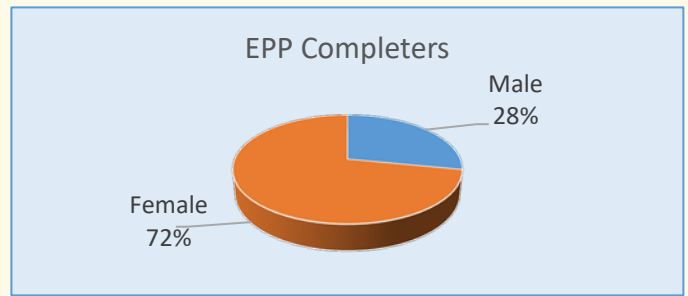
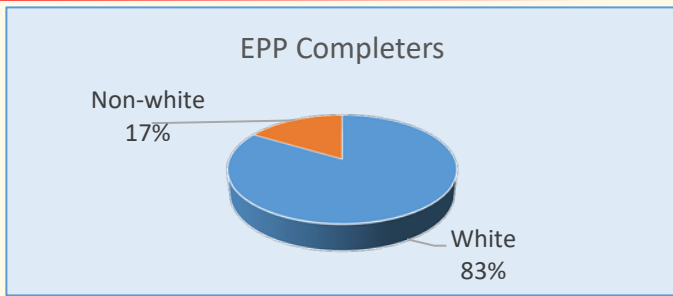
C. First-year Program Completers Employed in Arkansas Public Schools (APS)

	2015-2016 Completers	Employed in APS 2016-2017	% Employed	2016-2017 Completers	Employed in APS 2017-2018	% Employed	2017-2018 Completers	Employed in APS 2018-2019	% Employed
ABCTE	6	2	33.0%	9	5	55.6%	4	2	50%
APPEL	138	113	82.0%	127	104	81.9%	134	95	71%
ASU	256	171	67.0%	217	147	67.7%	202	124	61%
ATC	15	14	93.0%	9	2	22.2%	13	8	62%
ATU	195	120	62.0%	193	131	67.9%	158	95	60%
CBC	4	3	75.0%	7	7	100.0%	3	2	67%
CRC	11	7	64.0%	11	5	45.5%	7	4	57%
eStem	No data available			3	2	66.7%	5	5	100%
HU	184	82	45.0%	189	89	47.1%	178	82	46%
HSU	100	72	72.0%	104	80	76.9%	104	66	63%
JBU	30	10	33.0%	19	6	31.6%	23	13	57%
LC	2	1	50.0%	1	1	100.0%	9	7	78%
OBU	34	14	41.0%	31	14	45.2%	24	11	46%
PSC	0	0	0.0%	0	0	0.0%	0	0	0%
Prism	No data available								
SAU	74	45	61.0%	89	57	64.0%	83	50	60%
TFA	54	54	100.0%	36	17	47.2%	27	12	44%
UAF	229	112	50.0%	260	114	43.8%	187	87	47%
UAFS	104	63	61.0%	103	67	65.0%	70	37	53%
UALR	100	72	72.0%	92	61	66.3%	72	50	69%
UAM	65	41	63.0%	71	56	78.9%	92	77	84%
UAPB	13	9	69.0%	15	9	60.0%	12	7	58%
UCA	255	167	65.0%	272	163	59.9%	281	176	63%
U O	14	10	71.0%	9	8	88.9%	10	5	50%
WBU	16	7	44.0%	18	10	55.6%	12	8	67%
State	1,904	1,189	62.0%	1,891	1,157	61.2%	1,710	1,023	59.8%

Shaded green = > state average

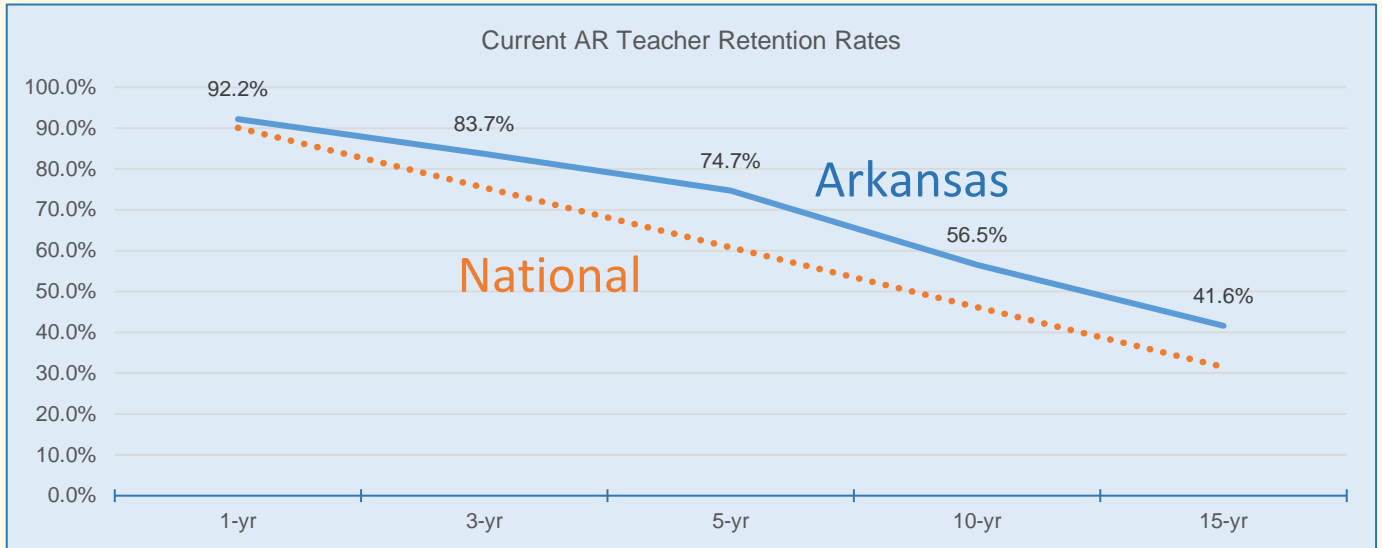
D. Race and Gender of Students and Teachers 17-18 SY





Click [HERE](#) to view EPP Race and Gender data.

E. Teacher Retention Rates



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

Section 3. **Quality Factors – Standard Met or 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	Standard Not Met
ABCTE	Not Accredited		√
APPEL	Not Accredited		√
ASU	CAEP, Current	√	
ATC	Not Accredited		√
ATU	NCATE, Current	√	
CBC	CAEP, Current	√	
CRC	Initial CAEP Application Pending	√	
eStem	Not Accredited		√
HU	CAEP, , Current	√	
HSU	NCATE, Current	√	
JBU	NCATE, Current	√	
LC	CAEP, Current	√	
OBU	CAEP, Current	√	

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

B. **Licensure Assessment Summary Pass Rates**

Summary Pass Rates as established within the HEA Title II Report. Summary Pass Rates reflect the percentage of all 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 in the Title II report at <https://title2.ed.gov/Public/Home.aspx>.

Summary Pass Rate State Standard = 88.15%.

EPP	Program Type	17-18 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.	4			17	17	100%	√	
APPEL	Alt. Rte.	133	123	92.5%				√	
ASU	Alt. Rte.	11	11	100%				√	
	Traditional	191	167	87.4%					√
ATC	Alt. Rte.	13	13	100%				√	



ATU	Alt. Rte.	28	27	96.4%				√	
	Traditional	129	126	97.7%				√	
CBC	Traditional	3			14	14	100%	√	
CRC	Traditional *	7							
eStem	Alt. Rte. *	5			8				
HU	Alt. Rte.	59	58	98.3%				√	
	Traditional	118	111	94.1%				√	
HSU	Alt. Rte.	27	25	92.6%				√	
	Traditional	77	76	98.7%				√	
JBU	Alt. Rte. *	4			9				
	Traditional	19	19	100%				√	
LC	Traditional	9			12	11	91.7%	√	
OBU	Traditional	24	24	100%				√	
SAU	Alt. Rte.	27	26	96.3%				√	
	Traditional	54	43	79.6%					√
TFA	Alt. Rte.	27	24	88.9%				√	
UAF	Traditional	185	168	90.8%				√	
UAFS	Traditional	70	70	100%				√	
UALR	Alt. Rte.	11	10	90.9%				√	
	Traditional	61	61	100%				√	
UAM	Alt. Rte.	76	55	72.4%					√
	Traditional	14	13	92.9%				√	
UAPB	Alt. Rte. *	1			2				
	Traditional	11	11	100%				√	
UCA	Alt. Rte.	85	84	98.8%				√	
	Traditional	196	182	92.9%				√	
U O	Traditional	10	10	100%				√	
WBU	Traditional	12	10	83.3%					√

* = test takers < 10.

Source: HEA Title II Reports

C. 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 based on the four TESS "Framework for Teaching" domains. On a scale of 1-4 (Ineffective to Highly Effective) the average Likert Scores are presented below.

Novice Teacher Survey State Standard = 2.6

EPP	Novice Teacher Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
STATE	1,061	3.23		
ABCTE	9 *			
APPEL	1,22	3.19	√	
ASU Alt. Rte.	15	3.08	√	
ASU Trad'l	81	3.25	√	
ATC	16	2.75	√	
ATU Alt. Rte.	26	3.12	√	
ATU Trad'l	76	3.06	√	
CBC	3 *			
CRC	3 *			
eStem	0 *			
HU Alt. Rte.	43	3.43	√	
HU Trad'l	39	3.37	√	
HSU Alt. Rte.	45	3.42	√	
HSU Trad'l	39	3.31	√	
JBU Alt. Rte.	2 *			
JBU Trad'l	13	3.36	√	
LC	5 *			
OBU	9 *			

* = respondents < 10.

EPP	Novice Teacher Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
PSC	1 *			
Prism	0 *			
SAU Alt. Rte.	38	3.35	√	
SAU Trad'l	31	3.45	√	
TFA	4 *			
UAF	68	3.19	√	
UAFS	31	3.38	√	
UALR Alt. Rte.	10	3.23	√	
UALR Trad'l	18	3.26	√	
UAM Alt. Rte.	133	3.11	√	
UAM Trad'l	23	3.46	√	
UAPB Alt. Rte.	3 *			
UAPB Trad'l	2 *			
UCA Alt. Rte.	41	3.18	√	
UCA Trad'l	90	3.21	√	
UO	8 *			
WBU Alt. Rte.	4 *			
WBU Trad'l	10	3.64	√	

D. 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. On a scale of 1-4 (Ineffective to Highly Effective) the average Likert Scores are presented below.

Novice Teacher Supervisor Survey State Standard = 2.7

EPP	Novice Teacher Supervisor Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
STATE	457	3.04	√	
ABCTE	4 *			
APPEL	60	2.94	√	
ASU Alt. Rte.	16	3.13	√	
ASU Trad'l	33	3.11	√	
ATC	3 *			
ATU Alt. Rte.	11	3.16	√	

EPP	Novice Teacher Supervisor Survey Data			
	(n)	Average Survey Score	Standard Met	Standard Not Met
PSC	-	-		
Prism	-	-		
SAU Alt. Rte.	14	3.18	√	
SAU Trad'l	16	2.91	√	
TFA	-	-		
UAF	28	3.14	√	
UAFS	20	3.26	√	



ATU Trad'l	35	3.07	√	
CBC	1 *			
CRC	1 *			
eStem	-	-		
HU Alt. Rte.	13	3.16	√	
HU Trad'l	20	3.27	√	
HSU Alt. Rte.	15	3.08	√	
HSU Trad'l	21	2.80	√	
JBU Alt. Rte.	1 *			
JBU Trad'l	2 *			
LC	4 *			
OBU	6 *			

* = respondents < 10.

UALR Alt. Rte.	8 *			
UALR Trad'l	6 *			
UAM Alt. Rte.	34	2.76	√	
UAM Trad'l	20	2.85	√	
UAPB Alt. Rte.	1 *			
UAPB Trad'l	2 *			
UCA Alt. Rte.	26	3.13	√	
UCA Trad'l	27	3.04	√	
UO	4 *			
WBU Alt. Rte.	4 *			
WBU Trad'l	1 *			

Section 4. Ancillary Information - Data Submitted for the Title II Report and CAEP

- A. Academic Shortage Areas** - "Does the EPP have a plan for addressing geographic or academic shortage areas? If so, what are the goals in that regard?"

Click [HERE to see EPP Shortage Area responses.](#)

Beginning in 2020 EPPs will be expected to meet the following State Standard - Plan contains: (1) well-defined goals and strategies, (2) evidence that resources are allocated to implement the strategies, (3) evidence the plan is communicated to prospective and current candidates, (4) data to demonstrate changes.

- B. Minority Teachers** - "Are there strategies in place to increase the number of minority teachers? If so, please describe these strategies."

Click [HERE to see EPP Minority Teacher responses.](#)

Beginning in 2020 EPPs will be expected to meet the following State Standard - There is evidence of: (1) multiple specific strategies described, (2) resources allocated specifically for minority recruitment, (3) evidence of communication to prospective candidates, (4) data to show evidence of an increase in minority enrollees and/or completers.

- C. Partnerships** - "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?"

Click [HERE to see EPP Partnerships responses.](#)

Beginning in 2020 EPPs will be expected to meet the following State Standard - There is evidence of: (1) - communication to all entities involved in the partnership, (2) demonstration of resources allocated to support partnerships, (3) data to show evidence is used for improvements in partnerships and accountability.

- D. Incorporating Science of Reading** - "Describe what the EPP has done or will do to meet the requirements below."

- As required by Act 416 of 2017 and Act 1063 of 2017 scientific reading instruction will be required for all educator preparation programs.
- An applicant for an Elementary Education (K-6) or a Special Education (K-12) license who began a program of study during or after the fall semester of the 2017-2018 academic year shall be required to pass a stand-alone reading assessment.
- Completers of Ed Prep programs leading to K-6 or Special Education K-12 licensure cannot receive a standard license in spring 2021 or thereafter if a Prescribed Pathway for Proficiency Credential has not been completed. Completers of educator preparation programs leading to all other licensure areas cannot receive a standard license if a Prescribed Pathway for Awareness Credential has not been completed.
- Beginning with the 2022-2023 school year, an educator preparation program shall publish on its website information describing its program to prepare teachers in applicable licensure areas to teach reading using scientific reading instruction.
- In spring 2023 and thereafter, EPPs cannot distinguish K-6 or SpEd K-12 licensure candidates as completers if they have not completed a proficiency pathway. Candidates licensing in all other areas must demonstrate awareness in order to be distinguished as completers.
- A provider of a state-approved educator preparation program shall include in its annual report to the Department of Education a description of the provider's program to prepare educators to teach reading using scientific reading instruction.

EPP Reading Responses should reflect the EPP's progress in revising K-6 and Special Education K-12 programs to include a Prescribed Pathway for Proficiency and revising all other programs to include a Prescribed Pathway for Awareness.

Click [HERE to see EPP Reading responses.](#)

Beginning in 2020 EPPs will be expected to meet the following State Standard -

- All programs licensing in K-6 and Special Education K-12 include an ADE approved proficiency pathway.
- Each EPP has submitted a plan for incorporating an awareness pathway into all other programs.