AGENDA
STATE BOARD OF EDUCATION

June 12, 2015

Arkansas Department of Education

PCSSD Administration Building, 925 East Dixon Road, Little Rock, AR 72206

9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Sam Ledbetter*

Report-2 Commissioner's Report

Presenter: *Johnny Key*

Report-3 Recognition of Mrs. Dorothy Gillam

Mrs. Dorothy Gillam celebrates 50 years as an employee of the Arkansas Department of Education.

Presenter: *Commissioner Johnny Key and Ivy Pfeffer*

Report-4 Recognition of Mrs. Joyce L. Vaught

Mrs. Joyce L. Vaught, Superintendent of Lakeside School District in Lake Village, has been an educator for 69 years. She is retiring June 2015.

Presenter: *Toyce Newton*

Report-5 Update on ForwARd Report

ForwARd is a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education that aims to prepare all Arkansas students for success in college and the workplace. To accomplish its vision, ForwARd is creating a holistic plan for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts. The ForwARd steering committee has conducted significant research, input gathering and stakeholder engagement to help craft its plan and lay the groundwork for implementation of its recommendations.

Presenter: *Kathy Smith, Senior Program Officer - Walton Family Foundation; Sherece West-Scantlebury, president and CEO – Winthrop Rockefeller Foundation; Jared Henderson, managing director – ForwARd Arkansas*

Report-6 Arkansas Educator Preparation Performance Report

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with the educator preparation performance report (EPPR).

Presenter: *Ivy Pfeffer and Dr. Frank Servedio*

Report-7 Update on Content Standards and Assessment

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: *Dr. Debbie Jones*

Report-8 2014 Arkansas Teacher of the Year Report

Presenter: *Jonathan Crossley*

Arkansas Educator Preparation Performance Report

Table of Contents

I. Introduction 2
II. Enrollment and Demographic Data 6
III. Program Completers from Arkansas EPPs 9
IV. Three-year Average Number of Teachers Prepared By Subject Area 12
V. Number of Program Completers Working in Arkansas Public Schools (first-year) 15
VI. Supervised Clinical Experience and Faculty Numbers 17
VII. Praxis® Licensure Test Pass Rates 19
VIII. Praxis® Licensure Test Summary Pass Rates 38
IX Surveys of Novice Teacher Perceptions of Preparation 40
X. Glossary 45

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) is working collaboratively with the institutions of higher education (IHE) and the Arkansas Department of Higher Education (ADHE) to report data through **Educator Preparation Performance Report (EPPR)**.

The intent of the report is two-fold: 1) to report information on enrollees and graduates at the institutions and 2) to report demographic and statistical data to inform policy decisions. The commitment of EPPs to providing accurate, relevant data in a timely manner demonstrates their dedication and contribution to the success of this effort. All parties involved share an interest in preparing the best possible educators to provide a quality education to all Arkansas students. Identification of the metrics and the report format were developed in collaboration with a representative committee from all Arkansas EPPs (Table 1).

Table 1. Arkansas EPPs

EPP	IHE Type	Program Type	EPP	IHE Type	Program Type
AR Prof. Pathway to Ed. Licensure (**APPEL**)	Public	Nontraditional	Southern Arkansas University (**SAU**)	Public	Both
Arkansas State University (**ASU**)	Public	Both	Teach For America – AR (**TFA**)	Public	Nontraditional
Arkansas Tech University (**ATU**)	Public	Both	U of A – Fayetteville (**UAF**)	Public	Traditional
Central Baptist College (**CBC**)	Independent	Traditional	U of A - Fort Smith (**UAFS**)	Public	Traditional
Harding University (**HU**)	Independent	Both	U of A - Little Rock (**UALR**)	Public	Both
Henderson State University (**HSU**)	Public	Both	U of A – Monticello (**UAM**)	Public	Both
Hendrix College (**HC**)	Independent	Traditional	U of A - Pine Bluff (**UAPB**)	Public	Both
John Brown University (**JBU**)	Independent	Traditional	University of Central Arkansas (**UCA**)	Public	Both
Lyon College (**LC**)	Independent	Traditional	University of The Ozarks (**UO**)	Independent	Traditional
Ouachita Baptist University (**OBU**)	Independent	Traditional	Williams Baptist College (**WBC**)	Independent	Traditional
Philander Smith College (**PSC**)	Independent	Traditional			

The abbreviations above are utilized throughout this document.

Metrics include:

- Data submitted to HEA Title II (The HEA Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at https://title2.ed.gov/Public/Home.aspx.)
  - Program Requirements, Enrollment, and Completers
  - EPP Race and Ethnicity data
  - Program Field Experiences, Clinical Practice, and Faculty data
- Data submitted to ADE
  - Numbers of teachers prepared, licensed, and working in AR public schools
  - Novice Teacher Perception of EPP Surveys
- Data submitted to Educational Testing Service (ETS®) for Title II Pass Rate reporting
  - Licensure Exam Pass Rates

Limitations of the EPPR

- The most recent data reported for these metrics are not all representative of the same years. For example, licensure exam pass rates represent the 2013-14 academic year; while Title II data usually represents the previous year (2012-13 data is included in the 2014 report).
- Data reported for graduates who were teaching the following year only represent graduates who were teaching in Arkansas public schools. The data do not include teachers who teach in private schools or schools outside the state.
- Data reported do not distinguish between those with an AAT (Associate of Arts in Teaching) or other students who transfer into the institutions.
- Institutions having both traditional educator preparation programs and nontraditional programs (e.g. MAT programs) may have combined data in some areas for those respective institutions.

Uses of the EPPR

- The EPPR allows the public to view aggregate data for Arkansas's EPP graduates by institution and program area.
- School districts and charter 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 which program to attend.
- Institutions may use the data to support continuous improvement efforts.
- Data will assist state and institutional policy makers in identifying future needs and targeted improvements.

Arkansas Public Schools (APS) employ over 2,000 new teachers each year. Table 2 demonstrates that many teachers return and continue to teach, but some do not. Since 2005 approximately 14 percent of new teachers do not return to APS after one (1) year of teaching. Twenty-eight percent do not return after three (3) years, and 34 percent are lost after five (5) years. These state numbers are far below the often-reported national average of 50% after five (5) years; however, the ADE is committed to keeping as many effective teachers in classrooms as possible.

Table 2. Teacher Attrition

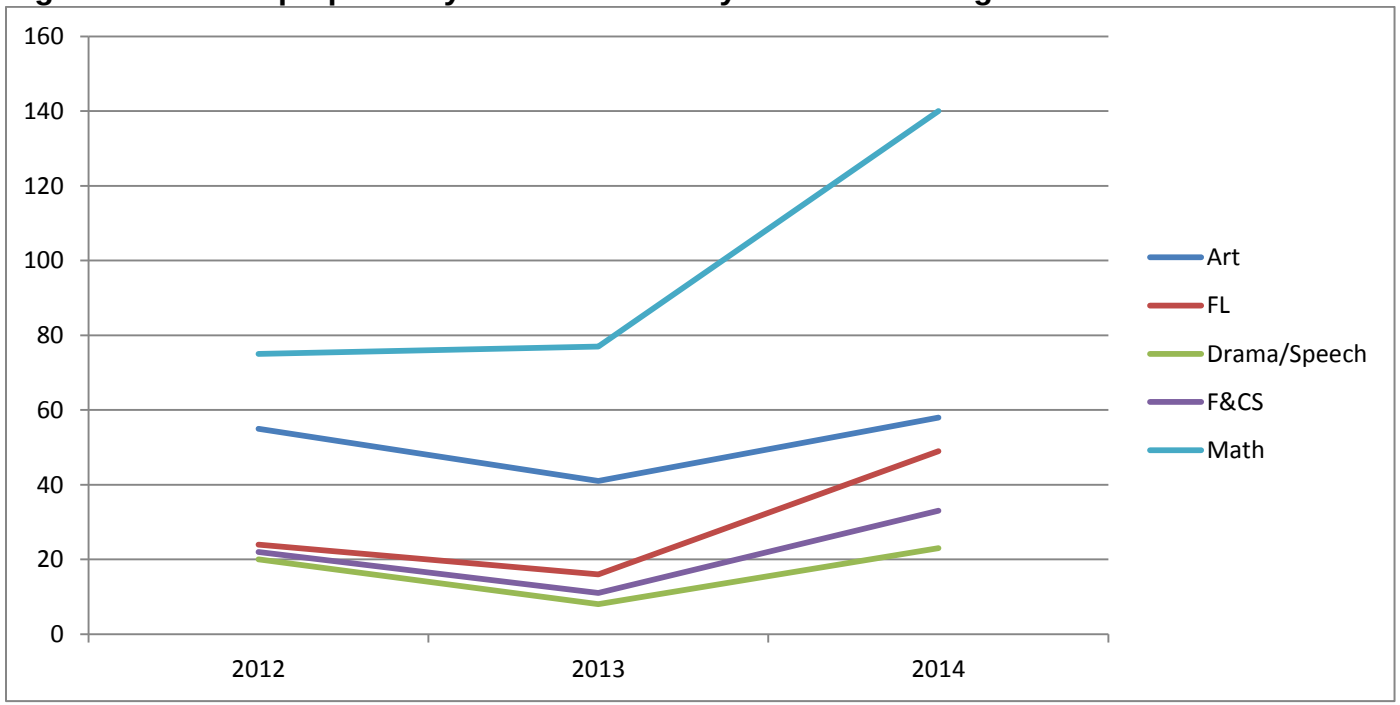
Year	# New Teachers	# attrition after 1 year	% attrition after 1 year	# attrition after 3 years	% attrition after 3 years	# attrition after 5 years	% attrition after 5 years
2005-06	2,304	148	6.42%	589	25.56%	757	32.86%
2006-07	2,504	173	6.91%	613	24.48%	798	31.87%
2007-08	2,507	342	13.64%	672	26.80%	861	34.34%
2008-09	2,284	326	14.27%	641	28.06%	798	34.94%
2009-10	2,413	326	13.51%	728	30.17%	961	39.83%
2010-11	2,266	343	15.14%	709	31.29%		
2011-12	2,432	403	16.57%	849	34.91%		
2012-13	2,959	697	23.56%				
2013-14	2,937	469	15.97%				
2014-15	3,524						
1-yr attrition (2005-2014)	22,606	3227	Avg = 14.27%				
3-yr attrition (2005-2012)	16,710			4801	Avg = 28.73%		
5-yr attrition (2005-2010)	12,012					4175	Avg = 34.76%

1-yr attrition = the average % of teachers not returning in Arkansas Public Schools after one year
3-yr attrition = the average % of teachers not returning in Arkansas Public Schools after three years
5-yr attrition = the average % of teachers not returning in Arkansas Public Schools after five years
Source: ADE Data Administration

Another issue that requires attention is teacher licensure shortage areas. Currently the state has identified shortage areas in first-time license areas of Art, Foreign Language (FL), Drama/Speech, Family & Consumer Science (F&CS), and Mathematics.

Examining these data annually will help the state to address areas of need. Figure 1 is an example of some changes that are evident as a result of efforts to address shortage areas. Although it is not the only factor involved, increasing the numbers of teachers prepared in these areas over time is surely a step in the right direction.

Figure 1. Number prepared by AR EPPs over 3 years in 5 shortage areas



Source: HEA Title II Reports – 2012, 2013, 2014

II. Enrollment and Demographic Data

Each year EPPs report enrollment, race, ethnicity, and gender of students in their programs to HEA Title II. Data from the 2014 HEA Title II Report is presented in Table 3. These are the number of students in first-time licensure programs in 2012-2013.

Table 3. EPP Enrollment and Demographic Data

EPP	Program Type	Male	Female	Total	Hispanic	Amer. Indian/ Alaskan	Asian	Black	Pacific Islander	White	Multi-racial
APPEL	Nontraditional	174	246	**420**	11	6	10	29	0	360	4
ASU	Traditional	84	305	**389**	1	1	1	26	2	351	7
ASU	Nontraditional	0	31	**31**	0	0	0	4	0	27	0
ATU	Traditional	70	206	**276**	4	6	4	6	0	256	0
ATU	Nontraditional	58	140	**198**	3	1	4	11	0	176	3
CBC	Traditional	2	2	**4**	0	0	0	0	0	4	0
HU	Traditional	49	224	**273**	4	1	3	5	0	253	6
HU	Nontraditional	30	113	**143**	1	3	3	10	0	126	0
HSU	Traditional	53	151	**204**	5	2	1	16	0	177	3
HSU	Nontraditional	22	7	**29**	0	1	0	2	0	25	1
HC	Traditional	1	3	**4**	0	0	0	1	0	3	0
JBU	Traditional	27	163	**190**	11	1	3	0	0	169	6
LC	Traditional	3	4	**7**	1	0	0	0	0	6	0
OBU	Traditional	15	69	**84**	2	1	0	1	0	80	0
PSC	Traditional	1	7	**8**	0	0	0	8	0	0	0
SAU	Traditional	81	195	**276**	9	1	0	29	2	235	0
SAU	Nontraditional	60	105	**165**	0	2	4	15	0	144	0
TFA	Nontraditional	31	61	**92**	3	0	0	4	4	79	2
UAF	Traditional	119	651	**770**	31	14	4	29	0	655	14
UAFS	Traditional	284	844	**1128**	56	25	17	31	2	951	46
UALR	Traditional	54	190	**244**	8	0	1	10	0	224	1
UALR	Nontraditional	66	191	**257**	2	1	6	55	0	182	0
UAM	Traditional	18	64	**82**	0	0	0	7	0	75	0

EPP	Program Type	Male	Female	Total	Hispanic	Amer. Indian/ Alaskan	Asian	Black	Pacific Islander	White	Multi-racial
UAM	Nontraditional	28	50	**78**	2	0	0	2	0	73	1
UAPB	Traditional	25	28	**53**	0	0	0	40	0	12	1
UAPB	Nontraditional	3	2	**5**	0	0	0	5	0	0	0
UCA	Traditional	107	300	**407**	9	1	5	27	1	362	2
UCA	Nontraditional	61	228	**289**	1	4	4	47	0	230	3
UO	Traditional	2	17	**19**	0	0	0	0	0	19	0
WBC	Traditional	7	29	**36**	1	0	0	1	0	33	0

Note: Individuals can belong to one or more racial groups. The sum of each category may not add up to the total students enrolled. For Title II reporting, an enrolled student is a student who has been admitted to a teacher preparation program but who has not yet completed the program.

Source: HEA Title II Report – 2014

As a point of comparison, Figures 2, 3, and 4 demonstrate the racial and ethnic makeup of all Arkansas EPPs, AR public school students, and AR public school teachers during 2012-2013.

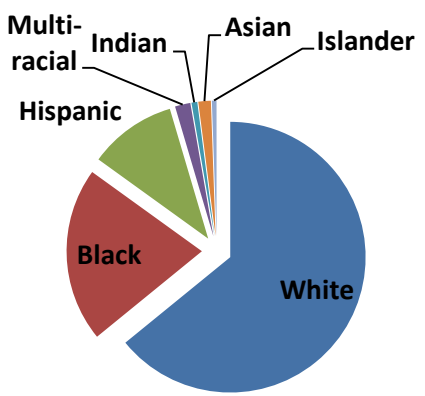


Fig. 2. AR Students 12-13

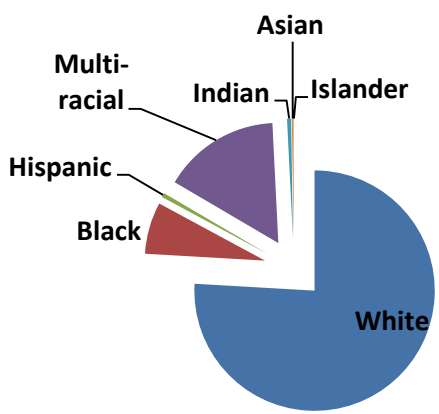


Fig. 3. AR Teachers 12-13

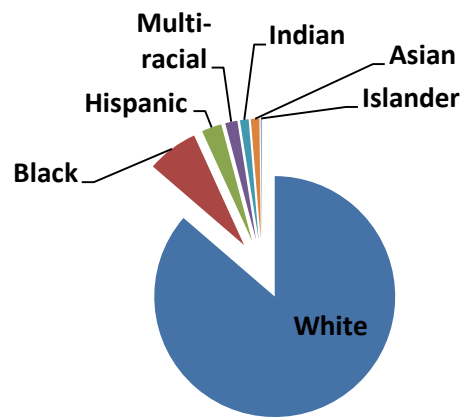
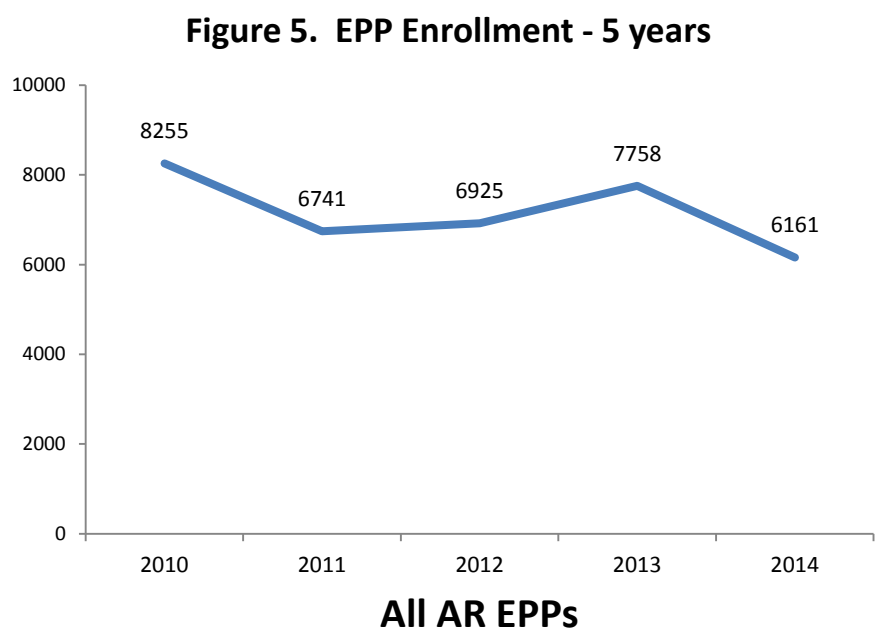
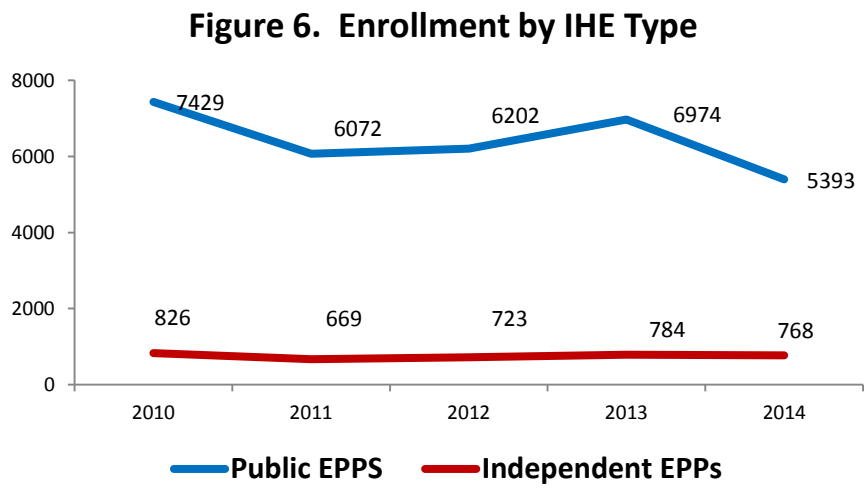


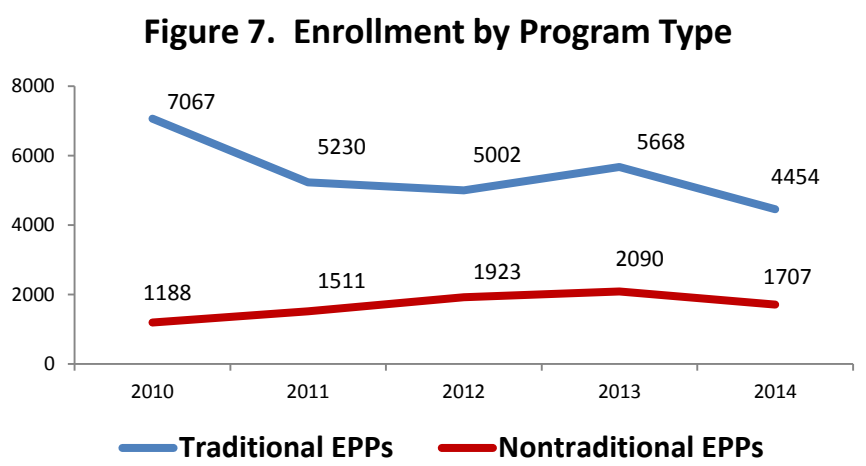
Fig. 4. AR EPP Enrollees12-13

Source: AR Data Center (ADE)

The following figures represent the **numbers of students enrolled** in educator preparation programs in Arkansas institutions. Figure 5 reflects all EPPS. Figure 6 compares public and independent institutions, and Figure 7 compares traditional and nontraditional routes.







III. Program Completers from Arkansas EPPs

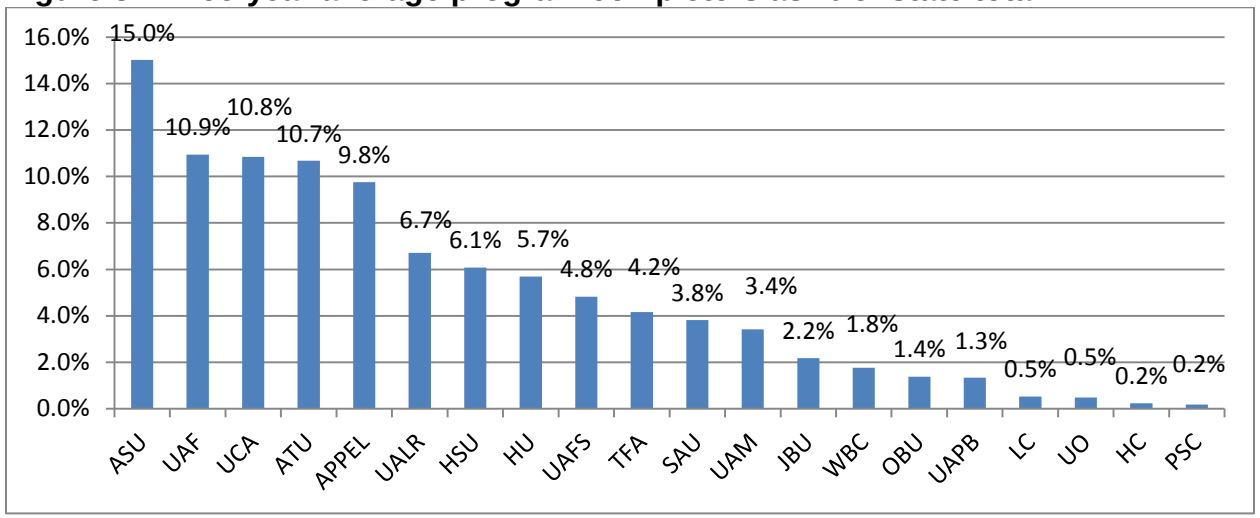
Table 4 represents the numbers of program completers reported to Title II by each of the EPPS in the last three reports.

Table 4. Program completers reported to Title II over last three years

EPP	Type	Completers 10-11	Completers 11-12	Completers 12-13	3-yr Average	% of State Total
APPEL	Nontraditional	242	226	173	214	9.76%
ASU	Both	315	342	329	329	15.01%
ATU	Both	200	189	312	234	10.68%
CBC	Traditional	0	0	0	0	NA
HU	Both	99	122	153	125	5.70%
HSU	Both	114	144	141	133	6.07%
HC	Traditional	5	4	6	5	0.23%
JBU	Traditional	51	44	48	48	2.19%
LC	Traditional	8	10	16	11	0.50%
OBU	Traditional	25	37	29	30	1.37%
PSC	Traditional	3	4	5	4	0.18%
SAU	Both	87	80	84	84	3.83%
TFA	Nontraditional	81	74	118	91	4.15%
UAF	Traditional	243	232	244	240	10.95%
UAFS	Traditional	105	87	125	106	4.84%
UALR	Both	135	145	161	147	6.71%
UAM	Both	81	62	82	75	3.42%
UAPB	Both	25	33	30	29	1.32%
UCA	Both	232	230	250	237	10.81%
UO	Traditional	19	8	5	11	0.50%
WBC	Traditional	34	43	39	39	1.78%
Totals		**2104**	**2116**	**2350**	**2192**	**100.00%**

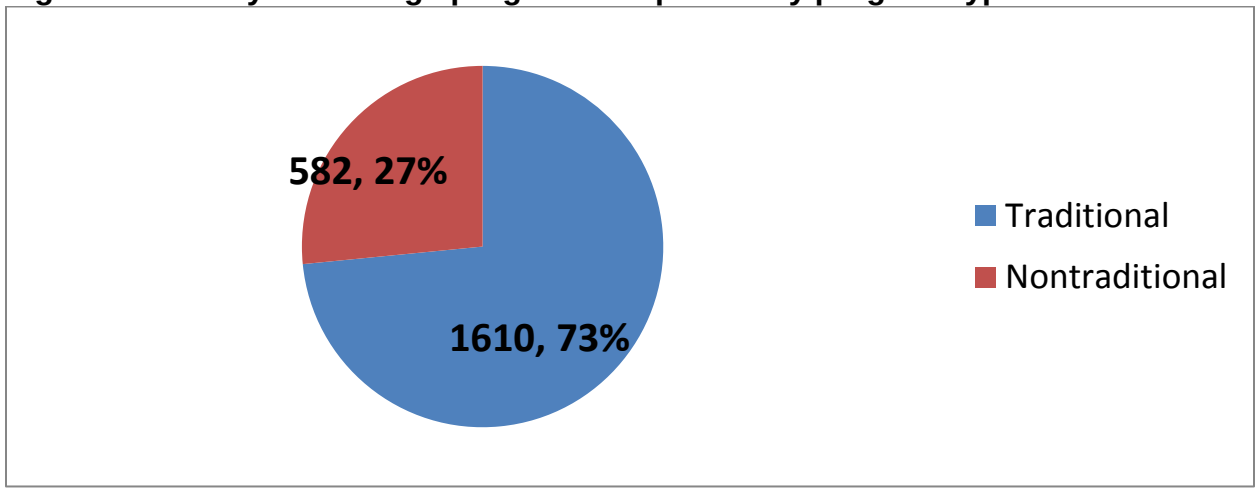
Source: HEA Title II Reports - 2012, 2013, 2014

Figure 8. Three-year average program completers as % of state total



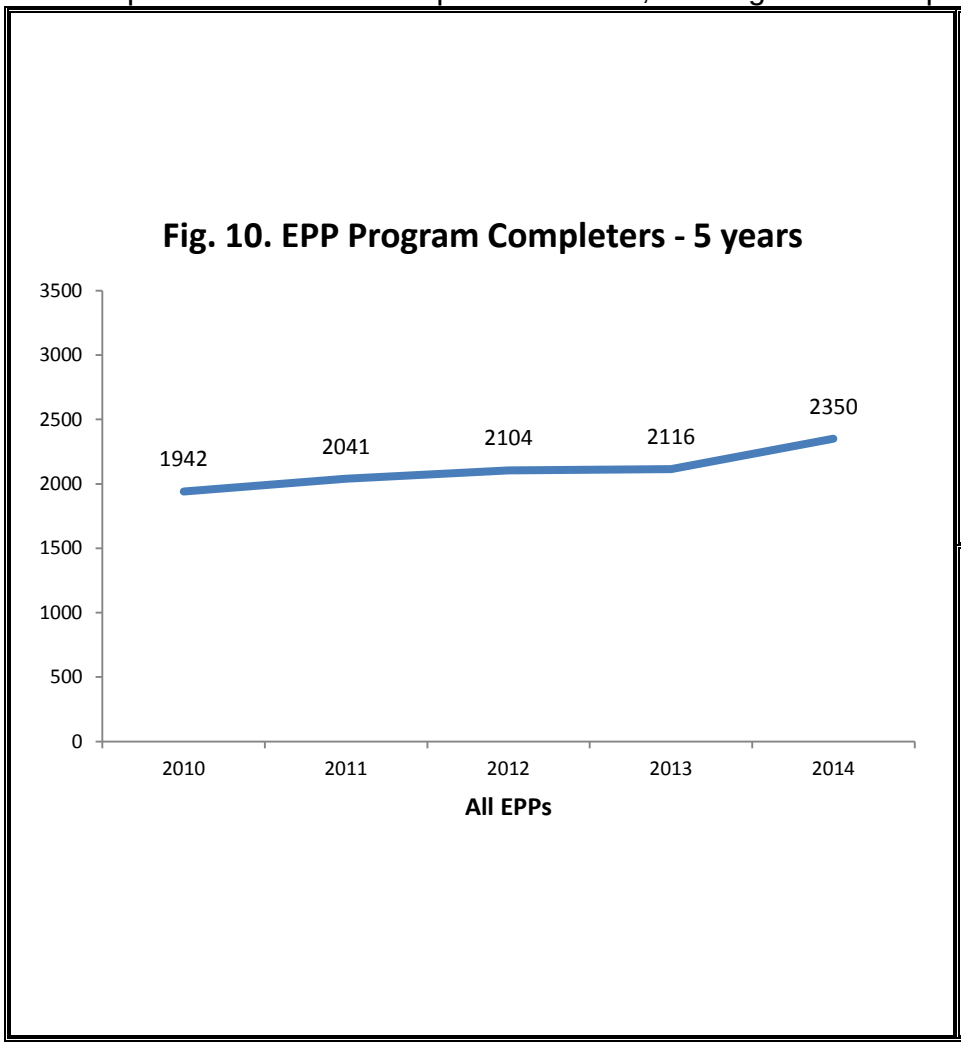
Source: HEA Title II Reports - 2012, 2013, 2014

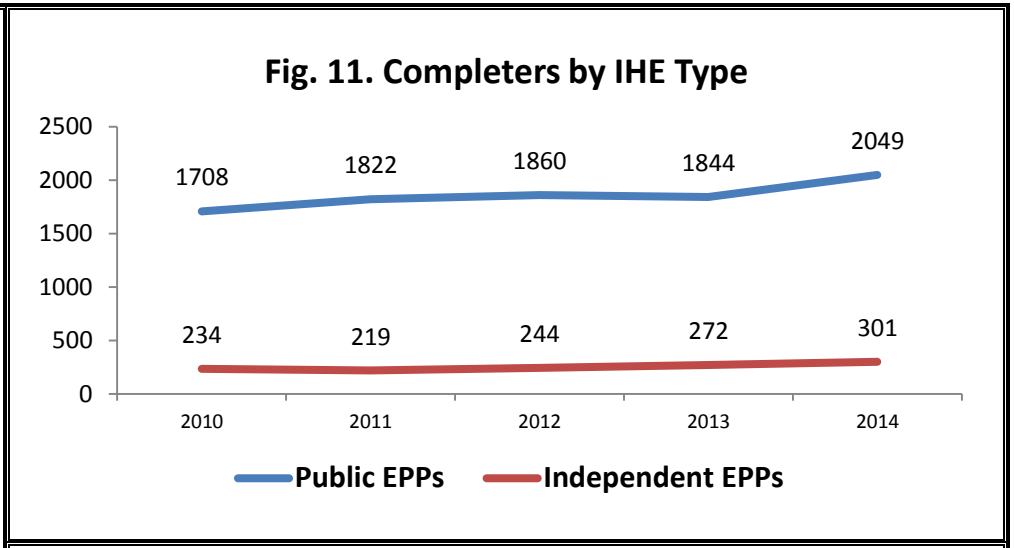
Figure 9. Three-year average program completers by program type

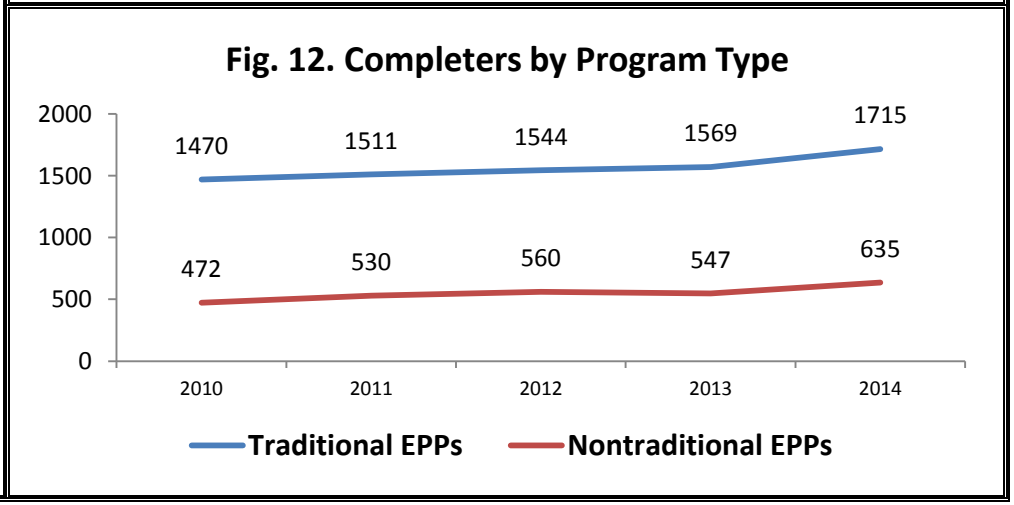


Source: HEA Title II Reports - 2012, 2013, 2014

The following figures represent the numbers of EPP program completers from Arkansas institutions. Figure 10 reflects all EPPS, Figure 11 compares Public and Independent EPPs, and Figure 12 compares traditional and nontraditional routes.







Source: HEA Title II Reports - 2012, 2013, 2014

IV. Three-year Average Number of Teachers Prepared By Subject Area

The tables below represent the **average** number of teachers prepared in each area as reported to Title II **over three years.**

Table 5. Three-year average number prepared via both traditional and nontraditional routes

EPP	Agriculture	Art	Business	Chinese	Drama/ Speech	Early Childhood	English	Fam. & Cons. Sci.	French	German	Life Science	Math	Middle Childhood	Music	Physical Education	Physical Science	Social Studies	Spanish
APPEL	2.3	11.7	10.0	3.3	4.7	44.7	23.7	3.7	0.7	0.3	19.7	22.7	45.0	3.3	14.3	16.0	14.3	7.7
ASU	3.3	4.7	3.0	0.0	0.0	130.3	11.0	0.3	0.0	0.0	2.3	5.7	64.0	1.7	12.7	1.0	16.0	1.7
ATU	1.0	8.3	4.0	0.0	2.7	80.0	14.3	0.0	0.0	0.3	2.7	5.7	10.7	10.3	23.3	0.0	10.3	0.7
CBC	No teachers prepared over the three years.																	
HU	0.0	2.0	0.0	0.0	0.7	51.0	9.3	1.0	1.0	0.0	3.7	9.3	17.3	3.7	6.0	3.3	12.0	2.7
HSU	0.0	4.3	1.7	0.0	1.0	46.3	5.0	2.0	0.0	0.0	0.7	3.0	20.0	4.7	18.0	0.7	7.0	0.3
HC	0.0	0.0	0.0	0.0	0.0	2.0	0.7	0.0	0.0	0.0	0.3	0.3	0.0	0.0	1.0	0.3	0.7	0.3
JBU	0.0	0.0	0.0	0.0	0.0	18.3	2.7	0.0	0.0	0.0	0.0	1.3	2.0	0.7	0.0	0.0	2.3	0.0
LC	0.0	0.0	0.0	0.0	0.3	5.3	1.3	0.0	0.0	0.0	0.0	2.7	0.0	0.7	0.0	0.0	0.7	0.0
OBU	0.0	1.0	0.0	0.0	0.7	11.0	0.3	0.0	0.0	0.0	0.0	1.7	0.7	6.0	1.3	0.0	1.3	0.0
PSC	0.0	0.0	0.3	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0
SAU	3.7	0.3	3.3	0.0	0.3	35.3	4.7	0.3	0.0	0.0	2.0	1.7	0.3	2.0	13.3	2.0	3.3	0.3
TFA	0.0	3.3	0.7	0.0	0.7	4.3	9.7	0.0	0.0	0.0	5.0	13.0	10.7	2.3	0.0	3.7	1.3	2.3
UAF	8.3	6.7	8.3	0.0	2.7	89.7	10.3	9.3	2.7	0.3	2.3	9.3	7.7	8.0	27.0	2.0	9.3	3.7
UAFS	0.0	0.0	0.0	0.0	0.0	56.3	9.3	0.0	0.0	0.0	2.0	1.7	15.7	2.0	0.0	0.0	7.0	0.3
UALR	0.0	5.0	2.0	0.0	3.7	40.0	14.7	0.0	0.7	0.0	3.7	3.7	14.7	0.3	3.0	2.3	7.0	0.7
UAM	0.0	1.7	2.0	0.0	0.3	23.3	3.7	0.0	0.0	0.0	3.7	4.3	13.0	1.3	5.0	0.7	2.3	0.0
UAPB	0.0	0.0	1.0	0.0	0.0	11.3	1.0	0.0	0.0	0.0	0.7	2.3	4.0	2.7	4.0	1.0	0.3	0.0
UCA	0.7	9.0	4.0	0.0	0.0	84.0	13.3	7.3	0.3	0.0	2.7	11.0	30.7	7.7	10.0	1.7	11.7	1.0
UO	0.0	1.0	0.0	0.0	0.0	5.3	0.7	0.0	0.0	0.0	0.7	1.0	0.3	0.0	1.7	0.0	0.3	0.0
WBC	0.0	0.7	0.0	0.0	0.0	14.0	3.3	0.0	0.0	0.0	1.0	1.0	4.7	0.7	7.0	0.0	3.3	0.0
Total	**19.3**	**59.7**	**40.3**	**3.3**	**17.8**	**753.7**	**139.0**	**23.9**	**5.4**	**0.9**	**53.2**	**101.4**	**262.8**	**58.1**	**147.6**	**34.7**	**110.4**	**21.7**

Source: HEA Title II Reports - 2012, 2013, 2014

Table 6. Three-year average number prepared via traditional routes only

EPP	Agriculture	Art	Business	Chinese	Drama/ Speech	Early Childhood	English	Fam. & Cons. Sci.	French	German	Life Science	Math	Middle Childhood	Music	Physical Education	Physical Science	Social Studies	Spanish
ASU	3.3	4.7	3.0	0.0	0.0	125.6	10.7	0.3	0.0	0.0	2.3	5.4	63.0	1.7	12.7	1.0	16.0	1.7
ATU	1.0	8.0	3.3	0.0	2.7	78.0	12.0	0.0	0.0	0.3	1.0	4.7	8.0	10.0	23.3	0.3	9.3	0.7
CBC	No teachers prepared over three years																	
HU	0.0	1.3	0.0	0.0	0.4	47.0	7.3	1.0	1.0	0.0	2.7	7.3	14.0	3.4	4.3	2.6	9.0	2.7
HSU	0.0	3.3	1.4	0.0	0.7	46.0	3.0	2.0	0.0	0.0	0.4	2.7	16.3	4.7	17.0	0.0	5.7	0.3
HC	0.0	0.0	0.0	0.0	0.0	2.0	0.7	0.0	0.0	0.0	0.3	0.3	0.0	0.0	1.0	0.3	0.7	0.3
JBU	0.0	0.0	0.0	0.0	0.0	18.3	2.7	0.0	0.0	0.0	0.0	1.3	2.0	0.7	0.0	0.0	2.3	0.0
LC	0.0	0.0	0.0	0.0	0.3	5.3	1.3	0.0	0.0	0.0	0.0	2.7	0.0	0.7	0.0	0.0	0.7	0.0
OBU	0.0	1.0	0.0	0.0	0.7	11.0	0.3	0.0	0.0	0.0	0.0	1.7	0.7	6.0	1.3	0.0	1.3	0.0
PSC	0.0	0.0	0.3	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0
SAU	3.7	0.0	1.0	0.0	0.0	35.3	2.7	0.0	0.0	0.0	0.0	1.4	0.3	1.7	13.3	0.0	0.3	0.0
UAF	8.3	6.7	8.3	0.0	2.7	89.7	10.3	9.3	2.7	0.3	2.3	9.3	7.7	8.0	27.0	2.0	9.3	3.7
UAFS	0.0	0.0	0.0	0.0	0.0	56.3	9.3	0.0	0.0	0.0	2.0	1.7	15.7	2.0	0.0	0.0	7.0	0.3
UALR	0.0	1.3	0.0	0.0	0.4	32.7	7.7	0.0	0.4	0.0	1.4	2.0	7.4	0.3	1.7	0.6	4.3	0.4
UAM	0.0	1.0	0.7	0.0	0.0	23.0	0.0	-0.3	0.0	0.0	2.0	0.0	4.7	1.0	3.3	0.0	2.0	0.0
UAPB	0.0	0.0	1.0	0.0	0.0	11.3	1.0	0.0	0.0	0.0	0.4	2.0	2.7	2.7	3.7	0.7	0.0	0.0
UCA	0.0	6.7	1.3	0.0	0.0	63.0	10.3	6.3	0.3	0.0	2.4	9.0	18.0	7.7	8.7	0.7	8.0	0.3
UO	0.0	1.0	0.0	0.0	0.0	5.3	0.7	0.0	0.0	0.0	0.7	1.0	0.3	0.0	1.7	0.0	0.3	0.0
WBC	0.0	0.7	0.0	0.0	0.0	14.0	3.3	0.0	0.0	0.0	1.0	1.0	4.7	0.7	7.0	0.0	3.3	0.0
Total	**16.3**	**35.7**	**20.3**	**0.0**	**7.9**	**665.1**	**83.3**	**18.6**	**4.4**	**0.6**	**18.9**	**53.5**	**166.8**	**51.3**	**126.0**	**7.6**	**79.5**	**10.4**

Source: HEA Title II Reports - 2012, 2013, 2014

Table 7. Three-year average number prepared via nontraditional routes only

EPP	Agriculture	Art	Business	Chinese	Drama/ Speech	Early Childhood	English	Fam. & Cons. Sci.	French	German	Life Science	Math	Middle Childhood	Music	Physical Education	Physical Science	Social Studies	Spanish
APPEL	2.3	11.7	10.0	3.3	4.7	44.7	23.7	3.7	0.7	0.3	19.7	22.7	45.0	3.3	14.3	16.0	14.3	7.7
ASU - MAT	0.0	0.0	0.0	0.0	0.0	4.7	0.3	0.0	0.0	0.0	0.0	0.3	1.0	0.0	0.0	0.0	0.0	0.0
ATU - MAT, MTLL	0.0	0.3	0.7	0.0	0.0	2.0	2.3	0.0	0.0	0.0	1.7	1.0	2.7	0.3	0.0	0.3	1.0	0.0
HU - MATL	0.0	0.7	0.0	0.0	0.3	4.0	2.0	0.0	0.0	0.0	1.0	2.0	3.3	0.3	1.7	0.7	3.0	0.0
HSU - MAT	0.0	1.0	0.3	0.0	0.3	0.3	2.0	0.0	0.0	0.0	0.3	0.3	3.7	0.0	1.0	0.7	1.3	0.0
SAU - MAT	0.0	0.3	2.3	0.0	0.3	0.0	2.0	0.3	0.0	0.0	2.0	0.3	0.0	0.3	0.0	2.0	3.0	0.3
TFA	0.0	3.3	0.7	0.0	0.7	4.3	9.7	0.0	0.0	0.0	5.0	13.0	10.7	2.3	0.0	3.7	1.3	2.3
UALR - M.Ed.	0.0	3.7	2.0	0.0	3.3	7.3	7.0	0.0	0.3	0.0	2.3	1.7	7.3	0.0	1.3	1.7	2.7	0.3
UAM - MAT	0.0	0.7	1.3	0.0	0.3	0.3	3.7	0.3	0.0	0.0	1.7	4.3	8.3	0.3	1.7	0.7	0.3	0.0
UAPB - MAT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	1.3	0.0	0.3	0.3	0.3	0.0
UCA - MAT	0.7	2.3	2.7	0.0	0.0	21.0	3.0	1.0	0.0	0.0	0.3	2.0	12.7	0.0	1.3	1.0	3.7	0.7
Total	**3.0**	**24.0**	**20.0**	**3.3**	**9.9**	**88.6**	**55.7**	**5.3**	**1.0**	**0.3**	**34.3**	**47.9**	**96.0**	**6.8**	**21.6**	**27.1**	**30.9**	**11.3**

Source: HEA Title II Reports - 2012, 2013, 2014

V. Number of Program Completers Working in Arkansas Public Schools (first-year)

Arkansas EPP program completers (both traditional and nontraditional) were reported by the IHEs to the ADE Office of Research and Technology. The number found as employed in Arkansas Public Schools (APS) the following year are shown in Table 8.

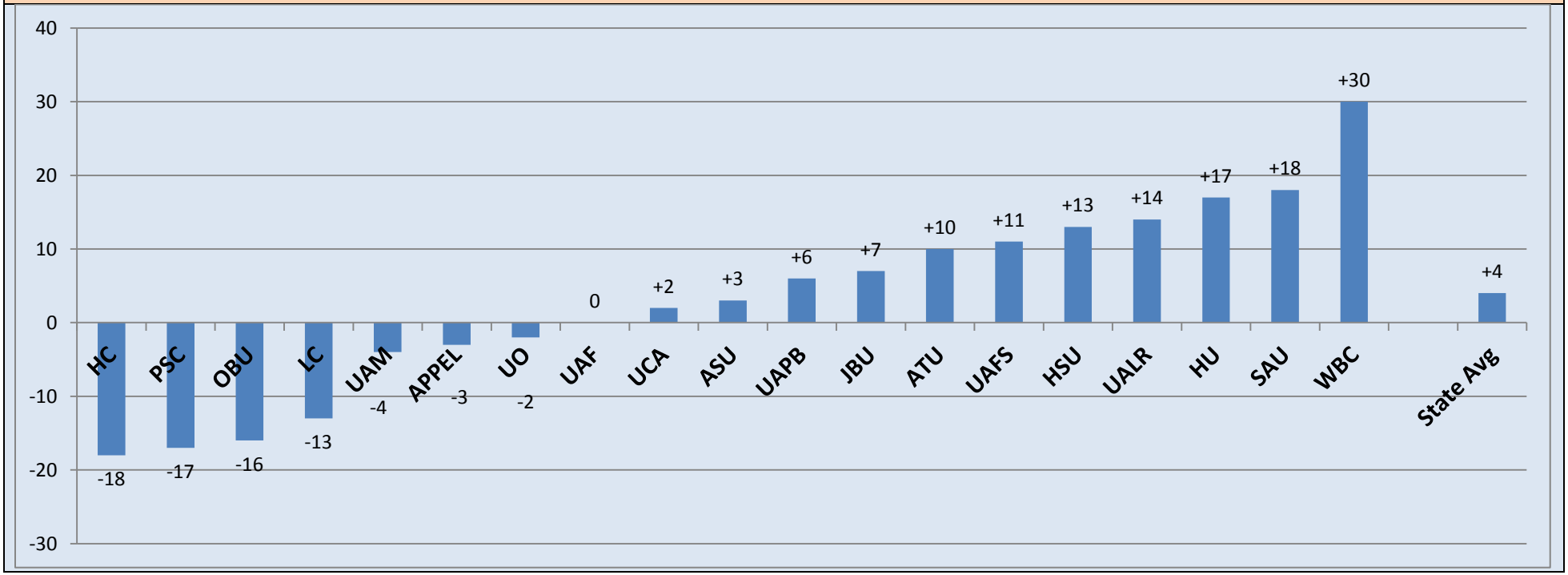
Table 8. Completers working in APS in their first year of teaching

EPP	Completers 2011-2012	Employed in APS 12-13	%	Completers 2013-2014	Employed in APS 14-15	%	Change
APPEL	247	188	76%	183	134	73%	-3%
ASU	342	194	57%	363	218	60%	+3%
ATU	177	97	55%	230	149	65%	+10%
CBC	data unavailable			1	1	100%	N/A
HU	124	31	25%	187	78	42%	+17%
HSU	144	81	56%	142	98	69%	+13%
HC	4	1	25%	14	1	7%	-18%
JBU	37	14	38%	29	13	45%	+7%
LC	10	7	70%	7	4	57%	-13%
OBU	37	20	54%	40	15	38%	-16%
PSC	4	2	50%	3	1	33%	-17%
SAU	70	37	53%	77	58	75%	+18%
TFA	data unavailable			79	24	30%	N/A
UAF	205	102	50%	222	111	50%	0%
UAFS	89	35	39%	113	56	50%	+11%
UALR	167	106	63%	221	171	77%	+14%
UAM	65	52	80%	79	60	76%	-4%
UAPB	32	26	81%	15	13	87%	+6%
UCA	230	135	59%	263	161	61%	+2%
UO	9	4	44%	24	10	42%	-2%
WBC	43	11	26%	32	18	56%	+30%
State	2,036	1,143	56%	2,324	1,394	60%	+4%

Source: Program completers supplied by IHEs. Number of teachers found in APS supplied by ADE Research and Technology
Data for the 12-13 completers employed in 13-14 was unavailable for this report. Indicates increase from previous years.

The change in percentage (from 2012-13 to 2014-15) of completers found as employed in APS in their first year of teaching are represented below in Figure 13 (see Table 8).

Figure 13. Change in % of 1st-yr teachers employed in APS 2012-13 to 2014-15 (from Table 8)



Source: Program completers supplied by IHEs. Number of teachers found in APS supplied by ADE Research and Technology.
Data for the 12-13 completers employed in 13-14 was unavailable for this report.

VI. Supervised Clinical Experience and Faculty Numbers

The table below contains Information about the program's supervised clinical experience (SCE, also known as student teaching) during the 2012-2013 academic year. This table was reproduced from the 2014 HEA Title II Report.

Table 9. Supervised clinical experience and faculty numbers

EPP	Program Type	Hours required prior to SCE	Hours required in SCE	# FTE faculty in SCE	# adjunct faculty in SCE	# of students in SCE
ASU	Traditional	185	600	36	319.5	315
ASU	Nontraditional	0	600	4	14	14
ATU	Traditional	62	560	11	126	222
ATU	Nontraditional	17	560	8	13	36
CBC	Traditional	180	500	0	0	0
HU	Traditional	56	640	18	209	125
HU	Nontraditional	0	640	4	49	43
HSU	Traditional	55	640	18	23	138
HSU	Nontraditional	0	1400	12	5	35
HC	Traditional	0	480	2	1	6
JBU	Traditional	190	600	3	3	30
LC	Traditional	80	480	2	0	23
OBU	Traditional	100	490	9	41	29
PSC	Traditional	120	480	2	0	5
SAU	Traditional	70	525	7	3	359
SAU	Nontraditional	0	1350	1	4	25
UAF	Traditional	77	748	25	4	268
UAFS	Traditional	148	525	8	5	125
UALR	Traditional	60	690	8	11	222
UALR	Nontraditional	30	480	2	9	77

EPP	Program Type	Hours required prior to SCE	Hours required in SCE	# FTE faculty in SCE	# adjunct faculty in SCE	# of students in SCE
UAM	Traditional	48	1080	9	5	44
UAM	Nontraditional	0	1200	2	8	56
UAPB	Traditional	110	585	18	0	27
UAPB	Nontraditional	0	0	1	0	4
UCA	Traditional	168	600	22	174	165
UCA	Nontraditional	75	600	8	91	85
UO	Traditional	60	560	1	0	6
WBC	Traditional	0	640	4	2	39

Source: HEA Title II Report - 2014

VII. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for teacher licensure in Arkansas. EPPs with approved programs for that particular subject area are listed beneath each test. Pass rates reflect the number of students taking each test for the first time between 9/1/13 and 8/31/14, and the numbers passing each test. Highest and lowest scores on each test are also included. IHEs had the opportunity to verify their students took the tests listed for their institution. Data include both traditional and nontraditional routes.

Table 10. Praxis® Licensure Test Pass Rates

EPP	N	Mean	Min	Max	# Pass	% Pass
AGRICULTURE (0700)						
All National Test Takers	370	556	260	760		
All Arkansas Test Takers	23	564	420	700	17	74
Arkansas State University	4	*			*	*
Arkansas Tech University	4	*			*	*
Southern Arkansas University	3	*			*	*
University of Arkansas Fayetteville	11	544	420	640	7	64
University of Arkansas Pine Bluff	0	*	*	*	*	*
ART: CONTENT AND ANALYSIS (5135)						
All National Test Takers	732	167	112	197	§	§
All Arkansas Test Takers	57	164	131	189	37	65
Arkansas State University	5	166	159	176	3	60
Arkansas Tech University	5	172	164	183	5	100
Harding University	4	*	*	*	*	*
Henderson State University	5	158	144	176	1	20
Hendrix College	1	*	*	*	*	*
Ouachita Baptist University	2	*	*	*	*	*
University of Arkansas Fayetteville	11	173	161	189	11	100
University of Arkansas Little Rock	4	*	*	*	*	*
University of Central Arkansas	7	166	144	181	5	71

EPP	N	Mean	Min	Max	# Pass	% Pass
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	4	*	*	*	*	*
BIOLOGY: CONTENT KNOWLEDGE (5235)						
All National Test Takers	4029	162	100	200	§	§
All Arkansas Test Takers	95	155	116	196	72	76
APPEL	3	*			*	*
Arkansas State University	7	154	120	183	5	71
Arkansas Tech University	7	144	121	176	3	43
Harding University	3	*	*	*	*	*
Henderson State University	6	148	129	170	3	50
Hendrix College	4	*	*	*	*	*
Ouachita Baptist University	3	*	*	*	*	*
University of Arkansas Fayetteville	21	156	116	187	18	86
University of Arkansas Fort Smith	2	*	*	*	*	*
University of Arkansas Little Rock	5	156	150	167	5	100
University of Arkansas Pine Bluff	2	*	*	*	*	*
University of Central Arkansas	16	161	141	186	15	94
University of the Ozarks	2	*	*	*	*	*
BUSINESS ED: CONTENT KNOWLEDGE (5101)						
All National Test Takers	2036	172	105	200	§	§
All Arkansas Test Takers	52	168	139	188	47	90
Arkansas State University	7	165	148	178	5	71
Arkansas Tech University	7	166	152	188	6	86
Henderson State University	3	*	*	*	*	*
Philander Smith College	0	*	*	*	*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
Southern Arkansas University	6	171	157	181	6	100
University of Arkansas Fayetteville	11	168	139	183	10	91
University of Arkansas Little Rock	4	*	*	*	*	*
University of Arkansas Pine Bluff	1	*	*	*	*	*
University of the Ozarks	1	*	*	*	*	*
EARLY CHILDHOOD: CONTENT KNOWLEDGE (5022)						
All National Test Takers	5491	175	113	199	§	§
All Arkansas Test Takers	912	178	145	197	905	99
Arkansas State University	138	177	157	192	138	100
Arkansas Tech University	124	177	152	193	123	99
Harding University	74	179	151	195	72	97
Henderson State University	58	176	155	196	57	98
John Brown University	17	182	171	195	17	100
Lyon College	2	*	*	*	*	*
Ouachita Baptist University	25	181	168	196	25	100
Philander Smith College	2	*	*	*	*	*
University of Arkansas Fayetteville	123	179	162	193	123	100
University of Arkansas Fort Smith	82	178	157	197	82	100
University of Arkansas Little Rock	65	176	162	190	65	100
University of Arkansas Monticello	25	174	158	183	25	100
University of Arkansas Pine Bluff	3	*	*	*	*	*
University of Central Arkansas	118	179	145	194	117	99
University of the Ozarks	12	182	172	197	12	100
Williams Baptist College	12	170	148	180	11	92
ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS (5044)						

ARKANSAS DEPARTMENT OF EDUCATION

2015
Educator Preparation Performance Report
Arkansas

EPP	N	Mean	Min	Max	# Pass	% Pass
All National Test Takers	1075	176	110	200	§	§
All Arkansas Test Takers	164	176	129	200	129	79
Arkansas State University	20	166	129	196	12	60
Arkansas Tech University	17	175	135	196	13	76
Harding University	10	181	163	193	9	90
Henderson State University	10	175	163	195	8	80
Hendrix College	1	*	*	*	*	*
John Brown University	8	181	163	196	7	88
Lyon College	3	*	*	*	*	*
Ouachita Baptist University	4	*	*	*	*	*
Southern Arkansas University	7	170	151	191	5	71
University of Arkansas Fayetteville	18	184	158	200	16	89
University of Arkansas Fort Smith	16	172	153	190	11	69
University of Arkansas Little Rock	17	173	132	196	14	82
University of Arkansas Pine Bluff	1	*	*	*	*	*
University of Central Arkansas	23	177	146	200	19	83
University of the Ozarks	1	*	*	*	*	*
Williams Baptist College	8	175	156	196	6	75
FAMILY AND CONSUMER SCIENCES (5121)						
All National Test Takers	1058	168	125	198	§	§
All Arkansas Test Takers	49	166	139	188	41	84
Harding University	3	*	*	*	*	*
Henderson State University	4	*	*	*	*	*
University of Arkansas Fayetteville	18	166	148	188	16	89
University of Arkansas Pine Bluff	0	*	*	*	*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
University of Central Arkansas	18	168	148	187	15	83
FRENCH: WORLD LANGUAGE (5174)						
All National Test Takers	484	168	110	200	§	§
All Arkansas Test Takers	2	*	*	*	*	*
Arkansas State University	0	*	*	*	*	*
Arkansas Tech University	0	*	*	*	*	*
Harding University	1	*	*	*	*	*
University of Arkansas Fayetteville	0	*	*	*	*	*
University of Arkansas Little Rock	1	*	*	*	*	*
University of Central Arkansas	0	*	*	*	*	*
GERMAN: WORLD LANGUAGE (5183)						
All National Test Takers	111	169	105	200	§	§
All Arkansas Test Takers	0	*	*	*	*	*
Arkansas Tech University	0	*	*	*	*	*
University of Arkansas Fayetteville	0	*	*	*	*	*
University of Arkansas Little Rock	0	*	*	*	*	*
HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE (5856)						
All National Test Takers	1979	161	114	190	§	§
All Arkansas Test Takers	211	161			203	96
Arkansas State University	25	158			24	96
Arkansas Tech University	33	161			33	100
Central Baptist College	1	*			*	*
Harding University	10	167			10	100
Henderson State University	25	158			24	96
Hendrix College	1	*			*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
Ouachita Baptist University	4	*			*	*
Southern Arkansas University	15	158			14	93
University of Arkansas Fayetteville	53	162			53	100
University of Arkansas Little Rock	13	159			12	92
University of Arkansas Monticello	3	*			*	*
University of Arkansas Pine Bluff	2	*			*	*
University of Central Arkansas	20	164			19	95
University of the Ozarks	2	*			*	*
Williams Baptist College	4	*			*	*
MARKETING EDUCATION (5561)						
All National Test Takers	242	169	121	198	§	§
All Arkansas Test Takers	7	167			6	86
University of Central Arkansas	1	*			*	*
MATHEMATICS: CONTENT KNOWLEDGE (5061)						
All National Test Takers	2919	144	100	200	§	§
All Arkansas Test Takers	74	141	100	183	56	76
Arkansas State University	18	139	100	183	14	78
Arkansas Tech University	4	*	*	*	*	*
Harding University	4	*	*	*	*	*
Henderson State University	4	*	*	*	*	*
Hendrix College	0	*	*	*	*	*
John Brown University	1	*	*	*	*	*
Lyon College	0	*	*	*	*	*
Ouachita Baptist University	0	*	*	*	*	*
Southern Arkansas University	7	141	122	167	6	86

EPP	N	Mean	Min	Max	# Pass	% Pass
University of Arkansas Fayetteville	17	155	105	183	16	94
University of Arkansas Fort Smith	3	*	*	*	*	*
University of Arkansas Little Rock	4	*	*	*	*	*
University of Arkansas Pine Bluff	3	*	*	*	*	*
University of Central Arkansas	6	132	115	174	2	33
University of the Ozarks	0	*	*	*	*	*
MIDDLE SCHOOL: MS ENGLISH LANGUAGE ARTS subtest (5142)						
All National Test Takers	125	165	108	200	§	§
All Arkansas Test Takers	51	166	108	196	51	100
Arkansas State University	7	162	138	188	7	100
Arkansas Tech University	5	161	140	178	5	100
Central Baptist College	0	*	*	*	*	*
Harding University	4	*	*	*	*	*
Henderson State University	7	167	144	181	7	100
Ouachita Baptist University	2	*	*	*	*	*
Philander Smith College	0	*	*	*	*	*
Southern Arkansas University	2	*	*	*	*	*
University of Arkansas Fort Smith	2	*	*	*	*	*
University of Arkansas Little Rock	5	159	145	196	5	100
University of Arkansas Monticello	1	*	*	*	*	*
University of Arkansas Pine Bluff	2	*	*	*	*	*
University of Central Arkansas	5	175	164	185	5	100
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	0	*	*	*	*	*
MIDDLE SCHOOL: MS MATHEMATICS subtest (5143)						

ARKANSAS DEPARTMENT OF EDUCATION

2015
Educator Preparation Performance Report
Arkansas

EPP	N	Mean	Min	Max	# Pass	% Pass
All National Test Takers	128	136	100	200	§	§
All Arkansas Test Takers	52	137	100	189	52	100
Arkansas State University	7	140	121	151	7	100
Arkansas Tech University	5	139	114	171	5	100
Central Baptist College	0	*	*	*	*	*
Harding University	4	*	*	*	*	*
Henderson State University	7	129	104	154	7	100
Ouachita Baptist University	2	*	*	*	*	*
Philander Smith College	0	*	*	*	*	*
Southern Arkansas University	2	*	*	*	*	*
University of Arkansas Fort Smith	2	*	*	*	*	*
University of Arkansas Little Rock	6	126	107	143	6	100
University of Arkansas Monticello	1	*	*	*	*	*
University of Arkansas Pine Bluff	2	*	*	*	*	*
University of Central Arkansas	5	149	118	182	5	100
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	0	*	*	*	*	*
MIDDLE SCHOOL: MS SOCIAL STUDIES subtest (5144)						
All National Test Takers	130	137	100	191	§	§
All Arkansas Test Takers	52	140	106	183	52	100
Arkansas State University	7	136	120	156	7	100
Arkansas Tech University	5	133	114	147	5	100
Central Baptist College	0	*	*	*	*	*
Harding University	4	*	*	*	*	*
Henderson State University	7	133	114	154	7	100

EPP	N	Mean	Min	Max	# Pass	% Pass
Ouachita Baptist University	2	*	*	*	*	*
Philander Smith College	0	*	*	*	*	*
Southern Arkansas University	2	*	*	*	*	*
University of Arkansas Fort Smith	3	*	*	*	*	*
University of Arkansas Little Rock	5	141	130	163	5	100
University of Arkansas Monticello	1	*	*	*	*	*
University of Arkansas Pine Bluff	2	*	*	*	*	*
University of Central Arkansas	5	147	121	176	5	100
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	0	*	*	*	*	*
MIDDLE SCHOOL: MS SCIENCE subtest (5145)						
All National Test Takers	127	138	102	190	§	§
All Arkansas Test Takers	53	142	102	171	53	100
Arkansas State University	7	137	127	155	7	100
Arkansas Tech University	5	144	131	164	5	100
Central Baptist College	0	*	*	*	*	*
Harding University	4	*	*	*	*	*
Henderson State University	7	136	105	162	7	100
Ouachita Baptist University	2	*	*	*	*	*
Philander Smith College	0	*	*	*	*	*
Southern Arkansas University	2	*	*	*	*	*
University of Arkansas Fort Smith	2	*	*	*	*	*
University of Arkansas Little Rock	7	143	117	169	7	100
University of Arkansas Monticello	1	*	*	*	*	*
University of Arkansas Pine Bluff	2	*	*	*	*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
University of Central Arkansas	5	147	117	171	5	100
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	0	*	*	*	*	*
MUSIC: CONTENT AND INSTRUCTION (5113)						
All National Test Takers	2252	168	118	200	§	§
All Arkansas Test Takers	71	163	140	185	56	79
Arkansas State University	5	163	153	175	4	80
Arkansas Tech University	11	162	151	173	8	73
Harding University	7	163	155	171	6	86
Henderson State University	5	169	162	183	5	100
John Brown University	0	*	*	*	*	*
Lyon College	0	*	*	*	*	*
Ouachita Baptist University	7	166	152	173	6	86
Southern Arkansas University	1	*	*	*	*	*
University of Arkansas Fayetteville	8	166	160	172	8	100
University of Arkansas Fort Smith	3	*	*	*	*	*
University of Arkansas Little Rock	5	161	144	171	4	80
University of Arkansas Monticello	3	*	*	*	*	*
University of Arkansas Pine Bluff	1	*	*	*	*	*
University of Central Arkansas	14	165	140	185	11	79
MUSIC: CONTENT AND INSTRUCTION (5114)						
All National Test Takers	1544	163	111	195	§	§
All Arkansas Test Takers	107	159	118	190	69	64
Arkansas State University	10	152	142	166	4	40
Arkansas Tech University	23	162	141	178	18	78

EPP	N	Mean	Min	Max	# Pass	% Pass
Harding University	7	168	152	181	6	86
Henderson State University	13	160	138	174	7	54
John Brown University	0	*	*	*	*	*
Ouachita Baptist University	6	153	136	168	1	17
Southern Arkansas University	1	*	*	*	*	*
University of Arkansas Fayetteville	14	163	138	190	11	79
University of Arkansas Fort Smith	8	163	143	181	7	88
University of Arkansas Little Rock	4	*	*	*	*	*
University of Arkansas Monticello	1	*	*	*	*	*
University of Arkansas Pine Bluff	3	*	*	*	*	*
University of Central Arkansas	14	160	118	180	9	64
PHYSICAL EDUCATION: CONTENT AND DESIGN (5095)						
All National Test Takers	1359	167	100	200	§	§
All Arkansas Test Takers	233	166	136	193	92	39
Arkansas State University	45	167	145	185	16	36
Arkansas Tech University	34	168	155	193	16	47
Central Baptist College	1	*	*	*	*	*
Harding University	10	166	150	176	5	50
Henderson State University	24	165	149	181	7	29
Hendrix College	1	*	*	*	*	*
Ouachita Baptist University	6	174	160	187	4	67
Southern Arkansas University	21	159	136	184	5	24
University of Arkansas Fayetteville	44	167	141	189	20	45
University of Arkansas Little Rock	15	166	150	179	6	40
University of Arkansas Monticello	2	*	*	*	*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
University of Arkansas Pine Bluff	2	*	*	*	*	*
University of Central Arkansas	21	168	146	188	10	48
University of the Ozarks	2	*	*	*	*	*
Williams Baptist College	4	*	*	*	*	*
PHYSICAL SCIENCE: CONTENT KNOWLEDGE (0481)						
All National Test Takers	342	165	100	197	§	§
All Arkansas Test Takers	68	165	124	195	61	90
APPEL	1	*	*	*	*	*
Arkansas State University	6	161	146	168	6	100
Arkansas Tech University	3	*	*	*	*	*
Harding University	0	*	*	*	*	*
Hendrix College	1	*	*	*	*	*
Ouachita Baptist University	3	*	*	*	*	*
University of Arkansas Fayetteville	17	173	147	195	17	100
University of Arkansas Fort Smith	2	*	*	*	*	*
University of Arkansas Little Rock	10	167	136	188	9	90
University of Arkansas Pine Bluff	2	*	*	*	*	*
University of Central Arkansas	12	159	124	180	9	75
PRINCIPLES OF LEARNING AND TEACHING: EARLY CHILDHOOD (5621)						
All National Test Takers	4052	168	118	198	§	§
All Arkansas Test Takers	865	168	132	194	732	85
Arkansas State University	147	165	142	192	122	83
Arkansas Tech University	91	168	139	191	78	86
Harding University	86	169	142	194	74	86
Henderson State University	61	165	132	188	46	75

EPP	N	Mean	Min	Max	# Pass	% Pass
John Brown University	23	174	136	192	21	91
Lyon College	2	*	*	*	*	*
Ouachita Baptist University	26	172	149	185	23	88
Philander Smith College	3	*	*	*	*	*
Southern Arkansas University	29	162	147	176	20	69
University of Arkansas Fayetteville	90	173	148	192	86	96
University of Arkansas Fort Smith	81	168	150	185	68	84
University of Arkansas Little Rock	50	165	147	183	38	76
University of Arkansas Monticello	18	160	142	183	9	50
University of Arkansas Pine Bluff	1	*	*	*	*	*
University of Central Arkansas	117	170	140	187	104	89
University of the Ozarks	19	168	152	184	18	95
Williams Baptist College	16	171	156	187	15	94
PRINCIPLES OF LEARNING AND TEACHING: GRADES K-6 (5622)						
All National Test Takers	16573	174	100	200	§	§
All Arkansas Test Takers	52	168	109	187	41	79
Arkansas State University	1	*	*	*	*	*
Arkansas Tech University	1	*	*	*	*	*
Harding University	10	175	162	185	10	100
Henderson State University	1	*	*	*	*	*
John Brown University	0	*	*	*	*	*
Lyon College	1	*	*	*	*	*
Ouachita Baptist University	0	*	*	*	*	*
Philander Smith College	0	*	*	*	*	*
Southern Arkansas University	3	*	*	*	*	*

ARKANSAS DEPARTMENT OF EDUCATION

2015
Educator Preparation Performance Report
Arkansas

EPP	N	Mean	Min	Max	# Pass	% Pass
University of Arkansas Fayetteville	16	170	143	187	12	75
University of Arkansas Fort Smith	1	*	*	*	*	*
University of Arkansas Little Rock	5	157	109	176	4	80
University of Arkansas Monticello	2	*	*	*	*	*
University of Central Arkansas	5	173	163	181	5	100
PRINCIPLES OF LEARNING AND TEACHING: GRADES 5-9 (5623)						
All National Test Takers	2725	174	125	200	§	§
All Arkansas Test Takers	299	172	144	194	260	87
Arkansas State University	76	171	144	187	62	82
Arkansas Tech University	14	173	155	186	13	93
Harding University	31	176	144	194	28	90
Henderson State University	20	173	161	189	20	100
Ouachita Baptist University	1	*	*	*	*	*
Philander Smith College	1	*	*	*	*	*
Southern Arkansas University	4	*	*	*	*	*
University of Arkansas Fort Smith	45	175	150	190	41	91
University of Arkansas Little Rock	19	174	155	190	17	89
University of Arkansas Monticello	9	169	150	189	7	78
University of Arkansas Pine Bluff	5	160	149	170	3	60
University of Central Arkansas	42	172	150	185	37	88
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	6	165	145	175	5	83
PRINCIPLES OF LEARNING AND TEACHING: GRADES 7-12 (5624)						
All National Test Takers	14077	174	100	200	§	§
All Arkansas Test Takers	809	171	140	197	712	88

ARKANSAS DEPARTMENT OF EDUCATION

2015
Educator Preparation Performance Report
Arkansas

EPP	N	Mean	Min	Max	# Pass	% Pass
Arkansas State University	116	167	140	196	94	81
Arkansas Tech University	93	169	142	192	85	91
Central Baptist College	1	*	*	*	*	*
Harding University	53	176	148	194	50	94
Henderson State University	66	171	145	187	59	89
Hendrix College	4	*	*	*	*	*
John Brown University	9	183	175	193	9	100
Lyon College	5	177	172	189	5	100
Ouachita Baptist University	11	180	174	190	11	100
Southern Arkansas University	41	165	141	191	28	68
University of Arkansas Fayetteville	131	173	140	196	113	86
University of Arkansas Fort Smith	47	175	150	195	45	96
University of Arkansas Little Rock	83	172	144	193	75	90
University of Arkansas Monticello	33	167	142	191	26	79
University of Arkansas Pine Bluff	8	165	156	178	7	88
University of Central Arkansas	89	172	142	197	82	92
University of the Ozarks	8	179	163	192	8	100
Williams Baptist College	10	170	156	180	9	90
SCHOOL LEADERS LICENSURE ASSESSMENT (6011)						
All National Test Takers	6993	175	127	198	§	§
All Arkansas Test Takers	355	174	131	194	314	88
Arkansas State University	256	173	131	194	227	89
Arkansas Tech University	1	*	*	*	*	*
Harding University	41	175	151	191	35	85
Henderson State University	12	170	145	183	10	83

EPP	N	Mean	Min	Max	# Pass	% Pass
Southern Arkansas University	10	167	160	187	6	60
University of Arkansas Fayetteville	13	182	174	190	13	100
University of Arkansas Little Rock	7	180	170	189	7	100
University of Arkansas Monticello	1	*	*	*	*	*
University of Central Arkansas	12	178	169	194	12	100
SCHOOL SUPERINTENDENT ASSESSMENT (6021)						
All National Test Takers	570	167	129	190	§	§
All Arkansas Test Takers	46	167	142	190	36	78
Arkansas State University	25	168	155	178	22	88
Arkansas Tech University	1	*	*	*	*	*
Harding University	5	166	154	190	2	40
Henderson State University	4	*	*	*	*	*
Southern Arkansas University	1	*	*	*	*	*
University of Arkansas Fayetteville	5	171	164	180	5	100
University of Arkansas Little Rock	1	*	*	*	*	*
University of Central Arkansas	4	*	*	*	*	*
SOCIAL STUDIES: CONTENT AND INTERPRETATION (5086)						
All National Test Takers	1573	159	105	200	§	§
All Arkansas Test Takers	178	154	112	189	96	54
Arkansas State University	14	150	130	169	6	43
Arkansas Tech University	20	157	134	186	11	55
Central Baptist College	1	*	*	*	*	*
Harding University	10	163	133	183	8	80
Henderson State University	6	150	136	171	3	50
Hendrix College	4	*	*	*	*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
John Brown University	5	152	140	169	2	40
Lyon College	3	*	*	*	*	*
Ouachita Baptist University	5	159	130	176	4	80
University of Arkansas Fayetteville	32	155	127	183	16	50
University of Arkansas Fort Smith	15	153	136	167	9	60
University of Arkansas Little Rock	9	160	139	182	7	78
University of Arkansas Pine Bluff	3	*	*	*	*	*
University of Central Arkansas	31	156	129	189	19	61
University of the Ozarks	0	*	*	*	*	*
Williams Baptist College	2	*	*	*	*	*
SPANISH: WORLD LANGUAGE (5195)						
All National Test Takers	2358	170	103	200	§	§
All Arkansas Test Takers	22	169	118	199	12	55
APPEL	0	*	*	*	*	*
Arkansas State University	2	*	*	*	*	*
Arkansas Tech University	1	*	*	*	*	*
Harding University	4	*	*	*	*	*
Henderson State University	3	*	*	*	*	*
Hendrix College	0	*	*	*	*	*
Lyon College	0	*	*	*	*	*
Ouachita Baptist University	2	*	*	*	*	*
Southern Arkansas University	1	*	*	*	*	*
University of Arkansas Fayetteville	3	*	*	*	*	*
University of Arkansas Fort Smith	3	*	*	*	*	*
University of Arkansas Little Rock	0	*	*	*	*	*

EPP	N	Mean	Min	Max	# Pass	% Pass
University of Central Arkansas	1	*	*	*	*	*
SPEECH COMMUNICATION: CONTENT KNOWLEDGE (5221)						
All National Test Takers	395	160	123	190	§	§
All Arkansas Test Takers	38	160	127	181	33	87
Arkansas Tech University	2	*	*	*	*	*
Harding University	1	*	*	*	*	*
Henderson State University	4	*	*	*	*	*
Ouachita Baptist University	2	*	*	*	*	*
University of Arkansas Fayetteville	12	168	152	181	12	100
University of Arkansas Little Rock	4	*	*	*	*	*
TECHNOLOGY EDUCATION (5051)						
All National Test Takers	668	180	117	200	§	§
All Arkansas Test Takers	6	184			6	100
University of Arkansas Fayetteville	5	183			5	100
THEATRE (5641)						
All National Test Takers	300	167	107	197	§	§
All Arkansas Test Takers	15	162	136	176	13	87
Arkansas Tech University	0	*	*	*	*	*
Harding University	1	*	*	*	*	*
Henderson State University	1	*	*	*	*	*
Hendrix College	1	*	*	*	*	*
University of Arkansas Fayetteville	7	170	159	176	7	100
University of Arkansas Little Rock	2	*	*	*	*	*
WORLD LANGUAGE PEDAGOGY (5841)						
All National Test Takers	233	182	122	200	§	§

ARKANSAS DEPARTMENT OF EDUCATION

2015
Educator Preparation Performance Report
Arkansas

EPP	N	Mean	Min	Max	# Pass	% Pass
All Arkansas Test Takers	28	183	163	195	28	100
Arkansas State University	2	*	*	*	*	*
Arkansas Tech University	1	*	*	*	*	*
Harding University	5	187	183	191	5	100
Henderson State University	2	*	*	*	*	*
Hendrix College	0	*	*	*	*	*
Lyon College	0	*	*	*	*	*
Ouachita Baptist University	3	*	*	*	*	*
Southern Arkansas University	1	*	*	*	*	*
University of Arkansas Fayetteville	7	179	167	188	7	100
University of Arkansas Fort Smith	2	*	*	*	*	*
University of Arkansas Little Rock	4	*	*	*	*	*
University of Central Arkansas	1	*	*	*	*	*

Source: ETS Data Manager via ADE Program Advisor * indicates < 5 test takers

N = number of test takers
Mean = mean score
Min = lowest score recorded
Max = highest score recorded
# Pass = number of passing scores
% Pass = Pass rate percentage
§ = No national cut score; no national pass rate

VIII. Praxis® Licensure Test Summary Pass Rates

Tables 11 and 12 on Summary Pass Rates reflect the percentage of all **program completers** (**PCs**) 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 PCs per year were combined (over three years) for a pass rate.

Table 11. Summary pass rates for traditional routes

	2010-11				2011-12				2012-13				Combined 3 years		
EPP	# PCs	# Passed	%	State Avg	# PCs	# Passed	%	State Avg	# PCs	# Passed	%	State Avg	# PCs	# Passed	%
ASU	315	278	88%	96%	322	274	85%	95%	315	264	84%	93%			
ATU	73	69	95%		129	125	97%		65	58	89%				
HU	96	95	99%		111	107	96%		118	106	90%				
HSU	105	105	100%		125	125	100%		124	122	98%				
HC	5	*	*		4	*	*		6	*	*		15	15	100%
JBU	32	32	100%		39	39	100%		45	44	98%				
LYON	8	*	*		10	10	100%		16	13	81%				
OBU	25	24	96%		37	37	100%		29	29	100%				
PSC	3	*	*		4	*	*		5	*	*		12	12	100%
SAU	77	68	88%		64	54	84%		64	50	78%				
UAF	243	243	100%		231	231	100%		244	242	99%				
UAFS	107	107	100%		87	87	100%		125	124	99%				
UALR	58	58	100%		74	74	100%		73	72	99%				
UAM	19	19	100%		45	44	98%		40	36	90%				
UAPB	22	21	95%		30	30	100%		27	26	96%				
UCA	153	152	99%		143	143	100%		165	164	99%				
UO	19	19	100%		9	*	*		5	*	*		33	33	100%
WBC	35	32	91%		42	35	83%		39	29	74%				

Indicates pass rate higher than the state average.

Source: HEA Title II Reports - 2012, 2013, 2014 * indicates < 10 test takers

Table 12. Summary pass rates for nontraditional routes

	2010-11				2011-12				2012-13				Combined 3 years		
EPP	# PCs	# Passed	%	State Avg	# PCs	# Passed	%	State Avg	# PCs	# Passed	%	State Avg	# PCs	# Passed	%
APPEL	241	239	99%	99%	206	206	100%	99%	154	148	96%	96%			
ASU					20	20	100%	99%	14	14	100%	98%			
ATU					2	*	*	99%	1	*	*	98%	3	*	*
HU	4	*	*	100%	12	12	100%	99%	35	35	100%	98%			
HSU	9	*	*	100%	18	17	94%	99%	18	16	89%	98%			
SAU	7	*	*	100%	7	*	*	99%	20	20	100%	98%	34	33	97%
TFA	90	89	99%	99%	68	66	97%	99%	273	260	95%	96%			
UALR	60	60	100%	100%	67	67	100%	99%	74	74	100%	98%			
UAM	62	61	98%	100%	19	19	100%	99%	43	39	93%	98%			
UAPB					3	*	*	99%	2	*	*	98%	5	*	*
UCA	79	79	100%	100%	86	86	100%	99%	84	84	100%	98%			

Indicates pass rate higher than the state average.

Source: HEA Title II Reports - 2012, 2013, 2014 * indicates < 10 test takers

IX Surveys of Novice Teacher Perceptions of Preparation

First year teachers complete the "Novice Teacher Survey" at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation provider prepared them for teaching. The questions and results from spring 2014 are indicated below.

Table 13. Survey results for both traditional and nontraditional routes

Instructions were: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."

SCALE: **1.** Not at all prepared **2.** Inadequately prepared **3.** Adequately prepared **4.** Well prepared **5.** Very well prepared

(n = number of respondents)	APPEL (n=204)	ASU (n=161)	ATU (n=110)	HU (n=69)	HSU (n=93)	HC (n=2)	JBU (n=20)	LC (n=1)	OBU (n=7)	PSC (n=2)	SAU (n=75)	UAF (n=147)	UAFS (n=54)	UALR (n=56)	UAM (n=89)	UAPB (n=7)	UCA (n=125)	UO (n=5)	WBC (n=18)	Item Avg. (n=1,245)
Knowledge of learner development	3.89	4.07	4.29	4.13	4.16	4.00	4.20	4.00	4.86	5.00	4.11	4.23	4.31	4.27	4.13	4.29	4.16	4.40	4.28	4.14
Content knowledge preparation	3.84	4.11	4.41	4.16	4.35	4.50	3.95	2.00	4.57	5.00	4.09	4.31	4.26	4.25	4.18	4.43	4.26	4.20	4.61	4.18
Lesson planning skills	3.82	4.07	4.30	4.06	4.22	4.00	4.10	5.00	4.71	4.50	3.93	4.45	4.41	4.27	4.13	4.43	4.35	4.80	4.11	4.17
Instructional strategies and skills	4.02	3.99	4.18	4.25	4.20	4.00	3.90	5.00	4.43	5.00	4.07	4.34	4.26	4.16	4.21	4.29	4.26	4.60	4.22	4.16
Use of instructional technology	3.84	3.98	4.04	4.03	3.99	3.50	3.45	4.00	3.86	5.00	3.93	3.91	4.17	3.98	4.16	4.43	4.15	3.80	4.28	3.99
Consideration of diversity among your students	4.06	4.07	4.19	4.14	4.30	4.00	3.80	4.00	4.57	5.00	4.05	4.36	4.33	4.41	4.24	4.14	4.34	4.60	4.00	4.20
Establishing a culture for learning	4.08	4.13	4.24	4.33	4.34	4.50	4.00	4.00	4.43	5.00	4.15	4.36	4.43	4.14	4.22	4.57	4.38	4.40	4.22	4.24
Creating an effective learning environment (classroom management)	4.04	3.83	4.19	4.06	4.19	4.00	3.80	4.00	4.43	5.00	4.05	4.15	4.09	3.80	4.00	4.43	4.22	4.60	4.06	4.06
Managing student behavior	3.81	3.68	3.91	3.78	4.00	4.00	3.60	5.00	4.43	5.00	3.84	3.94	3.93	3.61	3.83	4.57	3.97	3.80	3.94	3.86
Assessment of student learning	3.86	3.91	4.12	4.04	3.95	4.00	3.80	3.00	4.43	4.50	3.95	4.25	4.13	4.11	4.10	4.29	4.14	4.00	4.11	4.04
Communicating with families	3.80	3.73	3.94	3.64	4.06	4.50	3.60	4.00	4.29	5.00	3.93	3.73	4.24	3.84	3.97	3.71	3.98	4.20	4.22	3.87
Leadership, collaboration and professional growth	4.01	3.98	4.17	4.13	4.18	4.50	3.95	4.00	4.71	5.00	4.07	4.20	4.44	4.11	4.07	4.14	4.17	4.60	4.28	4.12
Extent that your instructors modeled best teaching practices	3.85	3.96	3.95	4.28	3.84	4.00	3.90	4.00	3.86	5.00	4.07	4.10	4.24	4.05	3.98	4.29	4.26	3.80	4.33	4.03

and use of technology																				
Availability of resources to support instruction and research	3.81	4.00	4.09	4.36	4.18	3.50	3.85	4.00	4.29	5.00	3.99	4.28	4.31	4.04	3.96	4.43	4.32	4.20	4.17	4.09
Quality of student teaching experience	3.56	4.12	4.38	4.38	4.22	4.00	4.20	4.00	4.43	5.00	4.23	4.42	4.43	4.11	4.01	4.57	4.33	4.60	4.56	4.16
Avg. of all 15 items	3.89	3.98	4.16	4.12	4.15	4.07	3.87	4.00	4.42	4.93	4.03	4.20	4.27	4.08	4.08	4.33	4.22	4.31	4.23	

Source: ADE Novice Teacher Surveys - 2014

First year teachers complete the "Novice Teacher Survey" at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below.

Table 14. Survey results for traditional routes only

Instructions were: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."

SCALE: **1.** Not at all prepared **2.** Inadequately prepared **3.** Adequately prepared **4.** Well prepared **5.** Very well prepared

(n = number of respondents)	ASU (n=148)	ATU (n=90)	HU (n=43)	HSU (n79)=	HC (n=2)	JBU (n=20)	LC (n=1)	OBU (n=7)	PSC (n=2)	SAU N=44)	UAF (n=147)	UAFS (n=54)	UALR (n=18)	UAM (n=34)	UAPB (n=6)	UCA (n=74)	UO (n=5)	WBC (n=18)	Item Avg (n=792)
Knowledge of learner development	4.09	4.37	4.16	4.18	4.00	4.20	4.00	4.86	5.00	4.00	4.23	4.31	4.22	3.97	4.17	4.09	4.40	4.28	4.19
Content knowledge preparation	4.15	4.51	4.28	4.39	4.50	3.95	2.00	4.57	5.00	4.00	4.31	4.26	4.39	3.97	4.33	4.43	4.20	4.61	4.29
Lesson planning skills	4.11	4.38	3.93	4.23	4.00	4.10	5.00	4.71	4.50	3.84	4.45	4.41	4.00	4.06	4.33	4.31	4.80	4.11	4.24
Instructional strategies and skills	4.03	4.20	4.21	4.22	4.00	3.90	5.00	4.43	5.00	4.05	4.34	4.26	4.11	4.18	4.33	4.18	4.60	4.22	4.19
Use of instructional technology	3.99	4.02	3.84	3.97	3.50	3.45	4.00	3.86	5.00	3.84	3.91	4.17	4.00	4.09	4.33	4.14	3.80	4.28	3.98
Consideration of diversity among your students	4.09	4.26	3.95	4.35	4.00	3.80	4.00	4.57	5.00	4.00	4.36	4.33	4.33	4.32	4.33	4.28	4.60	4.00	4.22
Establishing a culture for learning	4.14	4.30	4.26	4.33	4.50	4.00	4.00	4.43	5.00	4.16	4.36	4.43	4.33	4.21	4.67	4.34	4.40	4.22	4.28
Creating an effective learning environment (classroom management)	3.84	4.22	4.05	4.15	4.00	3.80	4.00	4.43	5.00	3.93	4.15	4.09	3.72	3.97	4.50	4.18	4.60	4.06	4.06
Managing student behavior	3.70	3.93	3.84	3.94	4.00	3.60	5.00	4.43	5.00	3.66	3.94	3.93	3.67	3.79	4.50	3.95	3.80	3.94	3.86
Assessment of student learning	3.93	4.17	3.98	3.89	4.00	3.80	3.00	4.43	4.50	3.86	4.25	4.13	4.11	3.94	4.33	4.05	4.00	4.11	4.05
Communicating with families	3.74	3.98	3.44	4.08	4.50	3.60	4.00	4.29	5.00	3.93	3.73	4.24	3.83	4.00	3.67	3.89	4.20	4.22	3.87
Leadership, collaboration and professional growth	3.99	4.21	4.00	4.19	4.50	3.95	4.00	4.71	5.00	4.09	4.20	4.44	4.17	4.12	4.17	4.20	4.60	4.28	4.16
Extent that instructors modeled best teaching practices and use of technology	3.98	4.00	4.19	3.84	4.00	3.90	4.00	3.86	5.00	4.02	4.10	4.24	4.06	3.97	4.33	4.27	3.80	4.33	4.06
Availability of resources to support instruction and research	4.00	4.14	4.40	4.18	3.50	3.85	4.00	4.29	5.00	3.95	4.28	4.31	3.94	3.88	4.50	4.31	4.20	4.17	4.16
Quality of student teaching experience	4.12	4.46	4.35	4.28	4.00	4.20	4.00	4.43	5.00	4.36	4.22	4.43	4.44	4.26	5.00	4.42	4.60	4.56	4.34
Avg. of all 15 items	3.99	4.21	4.06	4.15	4.07	3.87	4.00	4.42	4.93	3.98	4.20	4.27	4.09	4.05	4.37	4.20	4.31	4.23	

Source: ADE Novice Teacher Surveys - 2014

First year teachers complete the "Novice Teacher Survey" at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below.

Table 15. Survey results for nontraditional routes only

Instructions were: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."

SCALE: **1.** Not at all prepared **2.** Inadequately prepared **3.** Adequately prepared **4.** Well prepared **5.** Very well prepared

(n = number of respondents)	APPEL (n=204)	ASU (n=13)	ATU (n=20)	HU (n=26)	HSU (n=14)	SAU (n=31)	UALR (n=38)	UAM (n=55)	UAPB (n=1)	UCA N=51)	Item Avg (n=453)
Knowledge of learner development	3.89	3.77	3.95	4.08	4.07	4.26	4.29	4.24	5.00	4.25	4.05
Content knowledge preparation	3.84	3.69	3.95	3.96	4.14	4.23	4.18	4.31	5.00	4.00	3.99
Lesson planning skills	3.82	3.69	3.95	4.27	4.14	4.06	4.39	4.18	5.00	4.41	4.04
Instructional strategies and skills	4.02	3.62	4.10	4.31	4.14	4.10	4.18	4.24	4.00	4.37	4.12
Use of instructional technology	3.84	3.92	4.10	4.35	4.07	4.06	3.97	4.20	5.00	4.18	4.00
Consideration of diversity among your students	4.06	3.85	3.90	4.46	4.00	4.13	4.45	4.18	3.00	4.43	4.16
Establishing a culture for learning	4.08	4.08	3.95	4.46	4.43	4.13	4.05	4.24	4.00	4.45	4.17
Creating an effective learning environment (classroom management)	4.04	3.77	4.05	4.08	4.43	4.23	3.84	4.02	4.00	4.27	4.07
Managing student behavior	3.81	3.46	3.80	3.69	4.36	4.10	3.58	3.85	5.00	4.00	3.84
Assessment of student learning	3.86	3.69	3.90	4.15	4.29	4.06	4.11	4.20	4.00	4.25	4.01
Communicating with families	3.80	3.62	3.75	3.96	4.00	3.94	3.84	3.95	4.00	4.10	3.87
Leadership, collaboration and professional growth	4.01	3.85	4.00	4.35	4.14	4.03	4.08	4.04	4.00	4.12	4.05
Extent that instructors modeled best teaching practices and use of technology	3.85	3.77	3.75	4.42	3.86	4.13	4.05	3.98	4.00	4.25	3.97
Availability of resources to support instruction and research	3.81	4.00	3.85	4.31	4.21	4.03	4.08	4.00	4.00	4.33	3.98
Quality of student teaching experience	3.56	4.15	4.05	4.42	3.86	4.03	3.95	3.85	2.00	4.20	3.83
Avg. of all 15 items	3.89	3.79	3.94	4.22	4.14	4.10	4.07	4.10	4.13	4.24	

Source: ADE Novice Teacher Surveys - 2014

First year teachers complete the "Novice Teacher Survey" at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below.

Table 16. Comparison of survey results by routes

Instructions were: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."			
SCALE: **1.** Not at all prepared **2.** Inadequately prepared **3.** Adequately prepared **4.** Well prepared **5.** Very well prepared			
(n = number of respondents)	**All Routes (n = 1,245)**	**Traditional Routes (n = 792)**	**Nontraditional Routes (n = 453)**
Knowledge of learner development	4.14	4.19	4.05
Content knowledge preparation	4.18	4.29	3.99
Lesson planning skills	4.16	4.24	4.04
Instructional strategies and skills	4.16	4.19	4.12
Use of instructional technology	3.99	3.98	4.00
Consideration of diversity among your students	4.20	4.22	4.16
Establishing a culture for learning	4.24	4.28	4.17
Creating an effective learning environment (classroom management)	4.06	4.06	4.07
Managing student behavior	3.85	3.86	3.84
Assessment of student learning	4.03	4.05	4.01
Communicating with families	3.87	3.87	3.87
Leadership, collaboration and professional growth	4.12	4.16	4.05
Extent that your instructors modeled best teaching practices and use of technology	4.03	4.06	3.97
Availability of resources to support instruction and research	4.09	4.16	3.98
Quality of student teaching experience	4.16	4.34	3.83
Avg. of all 15 items	4.09	4.13	4.01

Source: ADE Novice Teacher Surveys - 2014

X. Glossary

Educator Preparation Provider (EPP) – Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (traditional route to licensure), IHEs offering alternative programs (nontraditional route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation **'programs'** are those individual tracks offered under the auspices of each provider.

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

IHE – Institution of Higher Education; college or university.

Nontraditional route to licensure – A post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy – The art or science of teaching; education; instructional methods.

Praxis® licensure tests – Examinations offered by ETS® taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

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.

Supervised clinical experience (SCE) – Pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. This is completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional route to licensure – An undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional. These programs include a supervised clinical experience (student teaching) but the students do not serve as teacher of record while enrolled in the program of study.

ARKANSAS DEPARTMENT OF EDUCATION

2015
Educator Preparation Performance Report

EPPR

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) has created the **Educator Preparation Performance Report** (EPPR).

The EPPR has two purposes:

1. to report information on enrollees and graduates that can be utilized by the public, and
2. to report graphic, tabular and statistical data that will help inform policy decisions by the EPPs and the state.

The commitment of EPPs to providing accurate, relevant data in a timely manner demonstrates their dedication and contribution to the success of this effort. All parties involved share an interest in preparing the best possible educators to provide a quality education to all Arkansas students.

Attached is the second annual statewide EPPR. It includes EPP program information, completer, enrollment and demographic data, as well as licensure test pass rates, and the results of novice teacher surveys.
Much of the information in the EPPR is derived from data that is submitted to HEA Title II (https://title2.ed.gov/Public/Home.aspx) or Educational Testing Service (ETS®) (http://www.ets.org/praxis/ar?WT.ac=praxishome_states_121126). The HEA Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. Licensure exam pass rates are calculated by ETS®. Other information is received either directly from the EPPs, or as the result of surveys.

Additions and enhancements to the report this year include:

- Comparisons of demographic data between students, teachers, and potential teachers
- Representations of trends in program completers and program enrollment (both traditional routes and nontraditional routes)
- Minimum and maximum test scores, and state and national pass rates
- Percentages of program completers employed in Arkansas Public Schools

The statewide report is a compilation of all of the individual institutions that have approved educator preparation programs. Individual EPPRs have also been updated and detail performance for institution.

There are limitations associated with the EPPR. Data reported for graduates who were teaching in their first year only represent graduates who were teaching in Arkansas public schools. The data do not include teachers who teach in private schools or schools outside the state. Data do not distinguish between those with an AAT (Associate of Arts in Teaching) or other students who transfer into the institutions. Institutions that have both traditional educator preparation programs and nontraditional programs (e.g. MAT programs) may have combined data in some areas for those respective institutions.

The Statewide and Individual Institution reports can be found on the ADE Data Center at:

https://adedata.arkansas.gov/eppr/

State Board of Education
Learning Services Update
June 2015

Schools of Innovation

Act 601 of 2013 allowed schools to apply for approval to be a School of Innovation in turn receiving flexibility from certain standards to allow for innovative educational approaches. Ten schools applied to be recognized as Schools of Innovation for the 2015-2016 school year and four were approved by the Commissioner. The following schools will be designated for a period of four years and may be renewed thereafter at the Commissioner's discretion. The following are recognized as 2015-2016 Schools of Innovation:

Fayetteville High East ALE

Fayetteville High School East is a large alternative school that petitioned to offer an innovative schedule with a four day instructional week and the fifth day of the week dedicated to remediation, college planning, community service programs and more. The schedule would also serve to incentivize improved attendance, behavior and performance. Those students eligible for the four day week shall have completed all week's assignments, had perfect attendance, and good behavior.

White County Central Elementary School

This innovative application embeds art and music instruction throughout the curriculum in hopes of improving academic performance and engagement of the students. They have partnered with the Thea Foundation of Arkansas and A+ Arkansas to participate in the extensive professional development training and support and have been engaged with the development throughout the 2015 school year.

Bentonville Cooper Elementary

This innovative application embeds physical education throughout the curriculum. The students participate in daily physical fitness activity which serves not only to engage students in learning but also to attend to the whole child and provide necessary fitness needs. A primary component of their application is to expand special education inclusion within the regular classroom to address special education performance scores.

Sonora Middle School

This School of Innovation plan is written to provide more than one year's growth with each student's performance because of the great needs of their student population, many of whom are faced with language barriers. They want to develop readers, writers and mathematicians by individualized education aimed at exploring each student's unique skills. The program proposes using team teachers: math/science and literacy/social studies to better integrate instruction for the students.

Health Services

The State employs a State School Nurse Consultant as a result of Act 1220 of 2003 and is supported with the State's Tobacco Master Settlement monies received by the Arkansas Department of Health. This position is a shared position between the Arkansas Department of Education (ADE) and the Arkansas Department of Health, as required by Act 1220. The State School Nurse Consultant provides guidance and leadership to district administration and school nurses regarding professional development and school nursing mandates.

In Arkansas, 28% of children live in poverty, and 24% of children have a special health care need.[1] 37.5% of Arkansas school children are overweight or obese, putting them at risk for long term, costly chronic conditions such as diabetes and heart disease.[2]

Complex and interrelated medical and social issues, such as chronic disease, poor nutrition and poverty, impact educational success. Chronic conditions place children at risk for absenteeism and poor academic outcomes, and poorly managed chronic conditions often result in hospitalizations, emergency department visits, and lost time from work for parents. Having a full-time registered nurse (RN) in schools has been shown to improve attendance and health outcomes for children with chronic conditions. A recent cost-benefit study of school nursing services estimated millions of dollars of savings from medical costs, and parents' and teachers' productivity loss with an estimated $2.20 gain to society for every dollar spent on the school nurse program.

The State Legislature passed Act 414 of 2013, to create the Public School Health Services Advisory Committee to survey the health needs of student in Arkansas. Below are some of the key findings from the Study, based on the 2013-14 Arkansas School Nurse Survey representing 453,697 students in 95.7% of districts and charter schools:

- 119,118 children were identified with chronic conditions. The most frequently occurring chronic conditions in students were (top 13):
    - ADD/ADHD; Obesity; Asthma; Life-threatening allergies; Psychiatric disorders; Depression; Autism; Seizure disorders; Migraine Headaches with Rx; Blind/Visually impaired; Cardiovascular; Deaf/Hearing Impaired; Type 1 Diabetes
- 1,918 children required medical procedures. The most frequently occurring procedures performed in schools for students were:
    - OT; Blood Glucose Testing; Diapering/Personal Toileting; Counting Carbohydrates; Urine Ketone Checks; Range of Motion exercises; Bladder Program; Nebulizer Treatments; 92 Feeding Assistance; Subcutaneous Medications; Bowel Program; Hearing Aid Checks: Insulin Pumps; Tube Feedings; Stoma Care (Colon and Urine)
- 28,149 acute illnesses and injuries required EMS or immediate care
- 92,811 medications were administered at school
- 13,196 students received long-term meds (longer than 3 weeks)
- 9,263 students received short-term meds (less than 3 weeks)
- 70,352 students received over-the-counter (OTC) meds

- 28,149 emergencies required 911 or immediate care by MD or Dentist. These emergencies included respiratory, head injuries, back injuries, eye injuries, fractures, sprains/strains, lacerations, dental injuries, anaphylaxis, psychiatric emergencies and heat related emergencies.
- 314 emergencies on the bus
- 1,241 emergencies in the hallway
- 3,909 emergencies in the classroom
- 12,675 emergencies on the playground
- 3,521 emergencies in athletics
- 5,487 emergencies in PE
- 256 emergencies in Agri shop
- 228 emergencies in the restroom
- 359 emergencies in the lunchroom
- 159 emergencies in the parking lot
- 107,388 doses of emergency medications were administered to students. 911 was called 236 times.
- Epinephrine is for life-threatening allergies/anaphylaxis.
- Glucagon is for an insulin reaction/severely low blood sugar.
- Albuterol is for asthma episodes.
- Diazepam, midazolam, and lorazepam are for prolonged seizures.

The Public School Health Services Advisory Committee was renewed during the 2015 legislative session through Act 935 to continue the work of this committee to further research school nursing in Arkansas and the health needs of students.

The State School Nurse Consultant provides leadership at the local, regional, state and national levels for school districts, administrators, faculty, school nurses, staff and students with professional development offerings, as legislative committee work, as well as providing a means of communication between education and health professionals. She has collaborated with the School Board Association and provided guidance related to immunizations, medication administration, and communicable diseases policy development. Mandated workshops, including Child Maltreatment, Youth Suicide Prevention, and CardioPulmonary Resuscitation, are provided. Collaboration occurs with many other state agencies and organizations to further the mission of every child healthy and ready to learn, ready to live.

ADE-Special Education Unit
Finance Update
The ADE Special Education Unit (SEU) will be changing the process by which districts submit their Local Application for Part B funds and the process by which ADE reviews and approves the Local Applications. There are two primary reasons for these changes. First, ADE SEU must comply with federal requirements, which specify Part B award funds may not be released until the recipient of the award has a “substantially approvable” application for such funds on file with the ADE SEU (this requirement may be found at EDGAR 34 CFR 76.708 (State Administered Programs - Subpart B). The second primary reason for these changes is so that ADE SEU can streamline the grant application and approval process, separate from the local budget review process.

In order to accomplish these two objectives, ADE SEU has introduced a new Part B Local Application, a new submission process, and a new state review process to 18 pilot districts. This new streamlined process becomes effective immediately and will be used for the FY 2015-2016 school year for pilot districts. The purpose of the pilot us to ensure the process will run smoothly before introducing it to all districts in the state.

The new application includes the Statement of Intent and Assurances signed by the Superintendent and the School Board. The budget narrative explains how the district plans to spend the VI-B funds for the upcoming year based on the current year allocations. The district also promises to meet its Maintenance of Effort by spending as much State and Local money as was spent the previous year.

Training for this new process was held for the pilot schools at the ADE-SEU on May 6. The morning session was a review of the changes that will occur. The afternoon session included a training webinar on using the Indistar system to submit the VI-B Applications.

ADE SEU will provide on-site trainings sessions, webinar sessions and individual technical assistance through this first year. The current plan is to roll the new procedure out to all districts in the 2016-17 school year.

Professional Development

<u>Science</u>

On April 30, teams of administrators and science teachers from several school districts met at AETN for the filming of *Shifts in Science Education*. This ADE science professional development focused on increasing the understanding of the big shifts in science curriculum and instruction. It will be available on ArkansasIDEAS. School administrators can also request *Shifts in Science Education* as an onsite PD opportunity by contacting Catherine Mackey at ADE.

Educational Cooperative and University STEM Center science specialists have finalized three new multi-day professional development (PD) opportunities that will be available for teachers this summer.

- 2 days - introduction to the new standards for teachers K-12
- 2 days - deeper dive into science and engineering practices for teachers 5-12
- 3 days - for elementary teachers with a focus on the connections between literacy and science

Educational Cooperative and University STEM Center science and literacy specialists are also collaborating on providing three PD opportunities.

- Disciplinary Literacy in Science – Grades 4-5
- Disciplinary Literacy in Science – Grades 6-8
    - These opportunities emphasize literacy as an instructional tool that maximizes the learning of science content.
- Picture Book Science - opportunity for K-6 teachers that supports the use of engaging, science-related picture books to create hands-on science lessons

- Filming for a video titled *Science Safety in the Elementary Classroom* is planned for later this month. The film will be made into a PD opportunity available through the ArkansasIDEAS professional development portal.

Literacy

The ADE Literacy Unit in collaboration with committees of literacy specialists from the education service cooperatives have developed several new professional learning opportunities for Arkansas educators to be offered this summer.

Implementing a Comprehensive Literacy Framework (Series to launch Summer 2015)

This new series of modules is offered to provide guidance and support in building and sustaining a comprehensive literacy system at the local level. As a series, these modules serve as a complete course of study for reading and writing teachers in the following grade bands: K-1, 2-3, 4-5, and 6-8. Each of the modules focuses on key components of a comprehensive system. Educators may register for individual modules to meet specific needs or complete the entire set of modules to gain in-depth understanding of all the components. Follow-up support and coaching for implementation is available through the services of the ESC literacy specialists. This summer, two multi-day modules will be available for teachers at each grade band:

- K-1 – Module 1: Overview and Assessment System; Module 2: Phonics/Word Study
- GR 2-3 – Module 1: Overview and Assessment System; Module 2: Word Study
- GR 4-5 - Module 1: Overview and Assessment System; Module 2: Word Study
- GR 6-8 - Module 1: Overview and Assessment System; Module 2: Word Study

Understanding by Design (UbD) Institute

The ADE partnered with the Education Renewal Zones, the Arkansas Educational Television Network, and local Educational Service Cooperatives in hosting a four-day workshop series focusing on UbD. "What now?" was a common question asked by teachers and administrators after completing the first year of Literacy Design Collaborative (LDC) training. UbD provides a three-stage design process of planning along with a set of helpful design tools to create one unit of instruction or a series of units that would make a course.

Schools participating in the institute sent teams of at least four participants, consisting of teacher leaders and administrators. Teams worked to develop at least one unit of study using the UbD framework.

ADE Guidance and School Counseling

The ARSCA and ADE Summer Conference will be held at the Hot Springs Convention Center in July.

A focus this year by the ADE Guidance and School Counseling Unit has been on increasing the number of presentations for school counselors regarding College and Career Readiness. To make this happen, unit staff collaborated with the Department of Career Education, the Department of Higher Education, and local educators to provide sessions on topics that include career action planning, Arkansas Career Pathways, concurrent credit, apprenticeships, financial aid, using technology including Google in school counseling.

Six Gatekeeper Training of Trainers two-day workshop sessions will be offered at five Educational Service Cooperatives in June and July by ADE Guidance and Counseling staff. Materials for these sessions are being developed to provide the tools and training for participants to implement required suicide prevention PD in their local school districts.