

# CAEP ANNUAL REPORT 2023-24



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## CAEP ACCOUNTABILITY MEASURES

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- Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3|RA4.1) Data provided should be collected on employers' satisfaction with program completers.
- Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3) Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure (e.g. EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements, or other measures the EPP uses to determine candidate competency at completion).
- Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

## COMPLETER EFFECTIVENESS (R4.2|R5.3|RA4.1)

### 1. Active Educators [CAEP R4, RA4.1]:

- **Retention as an Indicator:** The ability of program completers to remain in the education field is a strong indicator of their effectiveness and the value employers place on their skills.
- **Application of Knowledge and Skills:** Retention suggests that completers successfully apply the knowledge, skills, and dispositions they gained during their preparation.
- **P-12 student learning growth:** While not a direct measurement, consistent employment means educators are constantly impacting P-12 students.
- **Some of the areas decreased** due to low enrollment numbers, which impacted the number of active educators.

### Data Analysis:

- **Reading Specialists (33.33% decrease):** This decline raises concerns about the program's effectiveness in preparing reading specialists or the demand for these roles.
- **Special Education (74% active):** The high retention rate among GYO initiative completers is a positive sign.
- **The TN Compass system,** a hub for educator resources and tracking, currently holds records for 186 individuals. A closer look, however, reveals

a disparity in activity. While the system reflects the presence of all 186 educators, only 106 are actively engaged. The remaining 80, though listed, are marked as inactive. This paints a picture where, out of the total educator population within the system, a little over half remain actively involved. To quantify this, we find that approximately 57% of the educators are active. This highlights a need to investigate the reasons behind the inactivity of the other 43% and to determine how to better engage and support all educators within the system.

## 2. TVAAS [CAEP R4, RA4]

The distribution of teachers across effectiveness levels over three years provides a trend analysis of completer impact. The increase in the number of teachers at the higher levels shows the program's positive impact. The high number of teachers in level one shows a possible weakness in the program. The differences in the data between single-year and multi-year composites show the need for further investigation.

While TVAAS data presents limitations due to low values, the team utilizes it to the fullest extent possible to inform program performance analysis. The number of teachers in each effectiveness level has varied over the 3 years from 2021 to 2023. In 2021, there were 4 teachers in Level 5 (Most Effective), 7 in Level 4, 17 in Level 3, 10 in Level 2, and 10 in Level 1. In 2022, the number of teachers in Level 5 remained the same, but the number in Level 4 increased to 11, the number in Level 3 increased to 41, the number in Level 2 decreased to 7, and the number in Level 1 remained at 10. In 2023, there was a significant jump, with 24 teachers in Level 5, 28 in Level 4, 66 in Level 3, 45 in Level 2, and 30 in Level 1. The data shows an overall positive trend in the effectiveness of EPP teachers at Tennessee State University from 2021 to 2023. The number of teachers in the higher effectiveness levels (Levels 5 and 4) increased, indicating that more teachers demonstrate significant or moderate evidence of their students exceeding expected growth. However, there are some areas for potential improvement. The number of teachers in the lower effectiveness levels (Levels 1 and 2) also increased in 2023, suggesting that a significant portion of teachers are still not meeting the desired standards for student growth. It is important to note that the TVAAS data represents only one aspect of teacher effectiveness. Other factors, such as classroom observations, student feedback, and professional development, should also be considered when evaluating the overall performance of EPP teachers at Tennessee State University. Overall, there has been an increasing trend in the number of teachers in the higher effectiveness levels (Levels 5 and 4) and a general increase in the total number of teachers evaluated over the 3 years.

- **Predominance of Level 1:** Many educators across subjects and grades, including single-year and multi-year composites, are classified as Level 1. This suggests that a notable proportion of educators might not meet the expected growth targets in student achievement.
- **Limited Representation in Higher Levels:** Fewer educators are in Levels 4 and 5, especially in single-year composites. This indicates a smaller pool of consistently high-performing educators who exceed student growth expectations.

- **Subject-Specific Patterns:** For Grades 3–8, subjects like English Language Arts and Math show many educators with Level 1 effectiveness. However, Science and Social Studies have slightly more representation in Level 2 and Level 3, hinting at variations in subject-specific teaching effectiveness.
- **Multi-Year Trends:** Most multi-year composites (up++ to 3 years and without 2021) for educators remain at Level 1. This reflects consistent challenges in improving growth measures over time. Even educators with Level 5 single-year scores show variability when analyzed through multi-year trends.

### 3. Tennessee State Board Report Card [CAEP R4, RA4, R5, RA5]:

The report card provides a holistic view of completer effectiveness, encompassing employment, retention, and impact on student learning. Data on classroom observation scores and TVAAS scores directly demonstrates completer impact on 12 students. Employment and retention rates indicate the successful application of professional knowledge and skills.

- **Data Analysis:**
  - **Employment Rates:** High employment rates demonstrate that completers find jobs and contribute to the education system.
  - **Retention Rates:** Strong retention rates indicate that completers are successful in their roles.
  - **Classroom Observation Scores:** High observation scores demonstrate the effective application of teaching skills.
  - **TVAAS Scores:** These scores provide direct evidence of completer impact on student growth. LOE scores show the effectiveness of the completers.

### 4. Observation [CAEP R1, R3, R4, R5]:

**The TEAM examines Professional Knowledge, Skills, and Dispositions.** Classroom observations provide direct evidence of how students apply their knowledge and skills in real-world settings. The observation data reveal student performance strengths and weaknesses across different teaching competencies.

- **Data Analysis (low N):**
  - Performance by major (e.g., Biology, English, Music-Instrumental) reveals variations in the effectiveness of different programs.
  - Performance by skill (e.g., "Questioning," "Academic Feedback") highlights areas where completers may need additional support.
  - These observations show the effectiveness of the program in preparing teachers for their professional knowledge, skills, and dispositions.

# SATISFACTION OF EMPLOYERS AND STAKEHOLDERS' INVOLVEMENT

Multiple data sources demonstrate that the EPP is committed to ensuring graduate success and fostering strong stakeholder partnerships. Collectively, these sources provide a comprehensive understanding of employer satisfaction and our program's impact on the field.

## 1. Graduate Employment and Retention (Active Educators & Tennessee State Board Report Card):

- **Positive Employment Outcomes:** The Tennessee State Board Report Card (2023) indicates that the EPP exceeds state averages in graduate employment, with 86.4% of graduates securing positions in Tennessee public schools within one year, compared to the state average of 80.3%.
- **Strong Retention Rates:** Retention rates for EPP graduates are also robust, with 100% retention in the second year (state average: 93.6%) and 80.6% in the third year (state average: 78.8%).
- **Active Educator Analysis:**
  - Retention data from TNCompass reveals a stable program for School Counselors, with 67% of graduates remaining active.
  - Special Education demonstrates strong retention with 74% of completers active following the Grow Your Own (GYO) initiative.
  - However, some areas of concern will be investigated. The percentage of active Administrators and reading specialists has decreased by 33%.
- These data points suggest that employers are generally satisfied with the preparedness of our graduates, as evidenced by their willingness to hire and retain them.

## 2. Stakeholder Engagement and Feedback (EPP Council & Partnership):

- **EPP Council Collaboration:** The EPP Council, comprising in-college and out-of-college faculty, community partners, and key stakeholders, plays a vital role in analyzing program effectiveness.
- **Real-World Perspectives:** Partners provide invaluable insights into candidate performance in field placements and subsequent employment, offering qualitative data that complements quantitative measures.
- **Direct Feedback and Analysis:** The Council serves as a forum for gathering direct feedback from employers and stakeholders, analyzing data related to graduate performance, and informing program improvements.
- This direct involvement of stakeholders ensures that the program remains responsive to the needs of the field and that graduates are well-prepared for the demands of their roles.

### 3. Satisfaction Domain (Tennessee State Board Report Card):

- The Tennessee State Board Report Card contains a satisfaction domain that is measured. This adds an additional layer of direct feedback from employers.

The combined evidence from graduate employment and retention data, stakeholder engagement through the EPP Council, and the satisfaction domain of the state report card demonstrates a strong alignment with Measure 2, indicating positive employer and stakeholder satisfaction. The EPP continuously strives to strengthen these partnerships and utilize feedback to enhance program quality and graduate success.

### 4. EPP Council

The EPP council strongly supports the "stakeholder involvement" aspect of Measure 2. However, simply being involved in the process is not direct evidence of their *satisfaction*. While their participation implies a level of engagement and provides a mechanism for feedback, it doesn't replace data explicitly collected *about* their satisfaction with completers (e.g., surveys, focus group results, documented feedback specifically on satisfaction levels).

### 5. Employer Feedback

Direct measures of employer satisfaction are currently limited due to a low survey response rate (n=5). However, the qualitative data from these responses is positive, indicating satisfaction with completer collaboration, professionalism, and overall strength, supported by anecdotal hiring evidence. These positive, albeit limited, direct findings are triangulated with stronger indirect evidence from high initial employment and retention rates and documented, active employer involvement in EPP governance and feedback processes. The EPP recognizes the need to implement strategies to increase employer survey participation for future cycles to obtain more robust, generalizable, direct evidence of satisfaction.

### Individual Program Survey – Speech Pathology

**Note:** Few programs create and disburse their respective survey for employers.

Despite the low response rate, the survey data suggests that employers generally view TSU speech pathology graduates positively, particularly regarding professionalism, ethics, diversity awareness, collaboration, and core clinical functions such as measuring progress and adapting evaluations. However, areas like counseling, integrating research into practice, and specific skill sets like feeding therapy and potentially clinical writing emerge as potential areas for program review and enhancement based on this feedback.

- **Positive Comments:** Employers expressed general satisfaction, noting they were "always pleased" with TSU graduates and praising specific individuals as "one of the best employees."
- **Providing Counseling:** This area showed the lowest agreement (56%) and highest neutral/disagreement rates (26% neutral, 18% disagree), suggesting graduates may be less prepared or confident in this skill, according to employers.
- **Areas for Improvement Comments:** Specific concerns were raised regarding:
  - Poor writing skills impacting clinical documentation.
  - Graduates feel underprepared in feeding therapy, requiring significant employer-provided training.

## CANDIDATE COMPETENCY AT COMPLETION (R3.3|RA3.4)

These data points prove how well candidates meet program expectations and whether they are prepared for licensure. They assess theoretical knowledge (Praxis) and practical skills (observation, TVAAS, and report card assessment). They offer insights into candidate strengths and weaknesses, allowing the EPP to make data-driven improvements to its program.

### 1. Praxis Analysis by Program [CAEP R1, RA1, R4, RA5]:

This directly assesses candidate competency by analyzing their performance on Praxis exams, which are often required for licensure. It indicates whether candidates are meeting state requirements for licensure.

**Variable Pass Rates:** Pass percentages vary considerably depending on the specific Praxis test and the year.

- The Core Academic Skills tests show fluctuating results. Math pass rates went from 56.52% to 76%, then to 46.15%. Reading went from 54.55% to 65.38%, then down to 42.11%. Writing ranged from 24.14% to 40.74%.
- Elementary Education subtests also show variability across years: Mathematics ranged from 58% to 69%, Reading/Language Arts from 47% to 76%, Science from 44% to 57%, and Social Studies from 39% to 70%.
- Some tests, like the **Instructional Leadership Assessment** (6990), consistently show high pass rates, generally above 90% in these cycles].
- Special Education Core Knowledge tests varied; one (5543) had pass rates of 73%, 54%, and 26% across the three years, while another (5354) was around 80% in the years shown.
- **Masked Data:** In instances where the number of test-takers is very small, an asterisk (\*) is used instead of specific numbers or percentages, likely to protect privacy. Thus, some programs are not included in the analysis.



- **Speech Pathology:** The specific pass rates for both Residential (95% in 21/22, 100% in 22/23, 100% in 23/24; 97.92% 3-year average) and Distance Education programs (100% in 21/22, 90% in 22/23, 100% in 23/24; 93% 3-year average).

## 2. Teacher Observation [CAEP R1, R3, R4, R5]:

This provides data on candidate performance in real-world teaching scenarios. It evaluates their competency in various teaching skills and competencies, such as "Standards and Objectives," "Teacher Content Knowledge," "Questioning," "Academic Feedback," and "Grouping Students." It highlights areas where candidates are strong and areas needing improvement.

The observation data indicates that candidates demonstrate a solid foundation in many key areas. Average scores across most observation components are favorable, with particular strengths noted in "Standards and Objectives" and "Teacher Content Knowledge." However, the analysis also highlights areas where targeted attention and program refinement are warranted. Specifically, the data reveals a need for enhanced focus on "Problem Solving," which exhibits the lowest average score among all components. Additionally, variability and generally lower performance are observed in "Questioning," "Academic Feedback," and "Grouping Students." These competencies require further examination and strategic intervention to ensure that all candidates achieve a high level of proficiency.

A more detailed examination of candidate performance reveals major-specific patterns that influence program improvement. Prior analysis indicated that candidates in Biology, English, and Special Education generally perform well. Conversely, Music-Instrumental candidates have consistently scored lower, suggesting a need for targeted review and support within that particular program.

## 3. TVAAS [CAEP R4, RA4]:

- While TVAAS measures teacher effectiveness after employment, it can indirectly reflect the program's success in preparing competent candidates.
- The data provided gives a number of teachers at each level of effectiveness from 2021-2023.
- For example in 2023, there were 24 teachers in level 5, 28 in level 4, 66 in level 3, 45 in level 2, and 30 in level 1.

The EPP utilizes TVAAS data to analyze program performance, acknowledging its limitations due to potentially low values. Despite these limitations, the data reveals some trends over the three-year period from 2021 to 2023:

- **Positive Trend in Higher Effectiveness:** The number of teachers in the higher effectiveness levels (Levels 5 and 4) has generally increased from 2021 to 2023, indicating a growing number of teachers demonstrating

significant or moderate evidence of their students exceeding expected growth.

- **Increase in Lower Effectiveness:** However, the number of teachers in the lower effectiveness levels (Levels 1 and 2) also increased in 2023, suggesting that a significant portion of teachers may not meet desired student growth standards.
- **Overall:** There is an overall increase in the number of teachers evaluated and a positive trend in the number of teachers at higher effectiveness levels.

#### 4. Tennessee State Board Report Card [CAEP R4, RA4, R5, RA5]:

This report card features a "Candidate Assessment" domain that directly measures candidate competency. It also includes employment data, which, while not a direct measure of competency, can indicate that the candidates possess sufficient competence to be employed.

- For example, in 2023, the EPP [initial] exceeded expectations in the employment domain. A high percentage of graduates found employment in Tennessee public schools within one year (86.4% compared to the state average of 80.3%). Furthermore, the retention rates for these educators in their second and third years of teaching were also strong, with a 100% retention rate for the second year (state average: 93.6%) and 80.6% for the third year (state average: 78.8%).
  - **Candidate Profile:** "Meets Expectations" with 43.2% cohort racial diversity but lower high-demand endorsements (11%) than the state average.
  - **Provider Impact:** "Exceeds Expectations" with strong classroom observation and LOE scores, but TVAAS scores show strength in Level 3 and weakness in Level 4.
  - **Candidate Assessment:** "Meets Expectations" with pedagogical assessment pass rates slightly below the state average, and content and literacy assessment pass rates also below the state average.
  - **Satisfaction:** Clinical experience preparation is rated positively, but coursework preparation less so, with a low survey response rate (18.5%).
  - **Employment:** The EPP exceeded expectations with high employment rates (86.4%) and strong teacher retention in years two and three.
- The **Instructional Leadership** report indicated:
  - **Cohort Size:** The number of leaders in the 3-year cohort is 148. The cohort sizes for the individual years are as follows: 2020 had 2 members, 2021 had 53 members, and 2022 had 93 members.
  - **Racial and Ethnic Composition:** The cohort is predominantly White (69.6%), followed by Black (25.7%). Other groups are represented in smaller percentages: American Indian or Alaska Native (0.7%), Asian (0.7%), and Hispanic (3.4%).

- **Praxis Leader Licensure Pass Rate:** 100% of the cohort members passed the Praxis School Leaders Licensure Assessment within two attempts.
- **Rate of Employment as Administrators:** 27% of the cohort members were employed as administrators in Tennessee public schools, which is higher than the state average of 24.8%.

## 5. Knowledge and Skills Acquisition (KASA) – Advanced Speech Pathology

The KASA forms are a direct measure of candidate competency at completion. They document the acquisition of specific knowledge and skills required for professional practice and ASHA certification, showing how the program ensures candidates meet expectations and requirements for licensure/certification. The primary outcome gained from the KASA document is the detailed evidence of how the program provides and documents that its students acquire the specific knowledge and skills required for professional certification and practice, mapping these competencies directly to curriculum components.

- **Curriculum Alignment Verification:** It explicitly maps specific courses (like SPTH 5520, SPTH 6540) and practicum experiences (like SPTH 5510A, SPTH 5510E) to the detailed knowledge and skill standards ASHA requires. This shows how the program's curriculum is designed to cover all necessary competencies.
- **Individual Student Competency Documentation:** For each student included, the form acts as a checklist confirming that they have successfully met each required standard (indicated by an "X") through the listed academic and clinical activities. This provides evidence of individual student achievement against national benchmarks.
- **Identification of Learning Opportunities:** The document lists the multiple courses or practicum settings where specific skills or knowledge points (like understanding etiologies of fluency disorders or performing assessment procedures for receptive/expressive language) are addressed, demonstrating the breadth of learning opportunities provided to students.

## CANDIDATE'S ABILITY TO BE EMPLOYED

1. **Active Educators:** This data source explicitly tracks "the proportion of program completers who remain active in the field," indicating whether they have been hired and retained in relevant positions. The description notes specific percentages for different program areas (School Counselor, Reading Specialist, Speech Pathology, Special Education GYO, and Instructional Leaders), providing concrete data on this measure. Examples include:
  - a. **School Counselor:** Analysis of TNCompass data indicates no change (0.00%) in the percentage of active school counselors (Authorization Type Codes 487 and 086) between the 2020-2023 and 2021-2024 data cycles. While limitations exist, such as potential small sample sizes or missing educator renewal information, 67% of educators with School Counselor PreK-

- 12 (487) or School Counselor K-8 (086) authorizations are active in education. This demonstrates a stable program.
- b. **Reading Specialist:** Data analysis reveals a 33.33% decrease in the percentage of active Reading Specialists (Authorization Type Code 486) between 2020-2023 and 2021-2024. This program has historically had low enrollment and is set for closure.
  - c. **Speech Pathology and Special Education:** TNCompass data shows a 33% decrease in the percentage of active Speech Language Teachers (Authorization Type Code 458) between 2020-2023 and 2021-2024. For Special Education, data indicates that 74% of 257 completers who completed the program in its entirety during the Grow Your Own (GYO) initiative remain active in the system.
  - d. **Instructional Leaders:** Analysis suggests a 33% decrease in the percentage of active Administrators (Authorization Type Codes 441, 442, and 443) between 2020-2023 and 2021-2024. This decrease warrants further investigation, and feedback will be gathered from program completers to understand the factors contributing to this trend.
2. **Tennessee State Board Report Card:** The description states this report card includes an "Employment" domain. Data within this domain would pertain to the hiring of program completers.
- a. The EPP (initial) can ascertain that the EPP exceeded expectations in the employment domain. A high percentage of graduates found employment in Tennessee public schools within one year (86.4% compared to the state average of 80.3%). Furthermore, the retention rates for these educators in their second and third years of teaching were also strong, with a 100% retention rate for the second year (state average: 93.6%) and 80.6% for the third year (state average: 78.8%).
3. **Speech Pathology:** Employment in Profession" for program completers. The rates for Residential (94% in 21/22, 94% in 22/23, 93% in 23/24; 94% 3-year average) and Distance Education programs (100% each year; 100% 3-year average).