Measure 1 - Completer Impact and Effectiveness

EVAAS Data

Introduction

The NC Department of Public Instruction (NCDPI) reports on the performance of beginning teachers from EPPs in terms of their impact on student growth. One way to measure this is NC's Education Value-Added Assessment System (EVAAS). Teachers receive one of three ratings based on the degree to which their student meet their growth targets on standardized tests: "Does Not Meet Expected Growth, "Meets Expected Growth," or "Exceeds Expected Growth." NCDPI has begun visually displaying annual EVAAS data through its EPP Performance Dashboards.

Data Notes

- Due to COVID-19 NC DPI did not collect the Spring 2020 student assessment data that underlies this analysis; therefore, P-12 Impact Data is not available for 2019-20.
- Beginning 2020-21 NC began reporting EVAAS data based only on program completers that are teaching in an area where EVAAS data is collected.

EPP Level Student Growth Data for Traditional Undergraduates

The first image below shows EVAAS results for ECU's Traditional Undergraduates over the three-year period from 2019 to 2022. The second image shows results for ECU's Traditional Undergraduates for only the 2021-22 academic year. Subject-level data is not currently available for the 2021-22 data cycle.

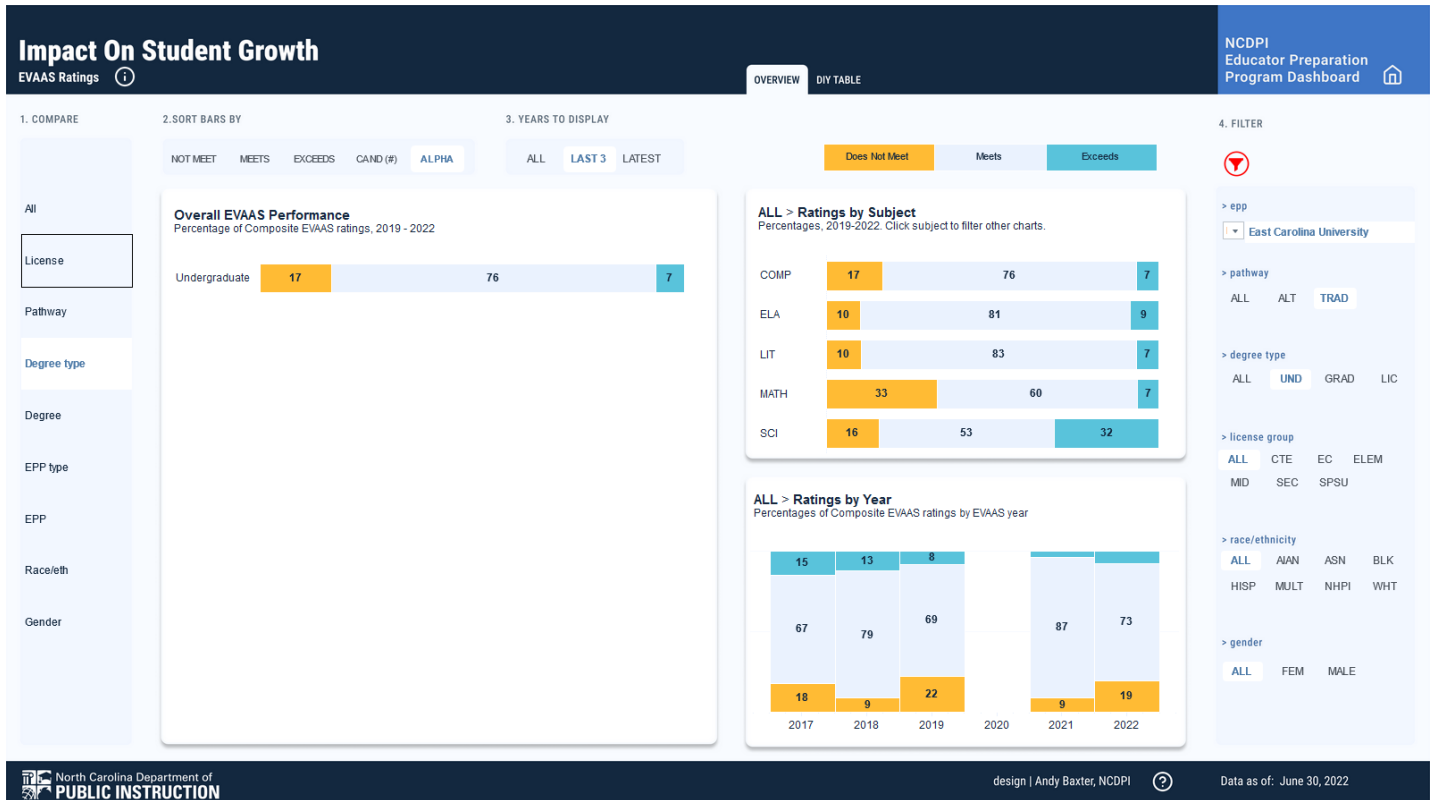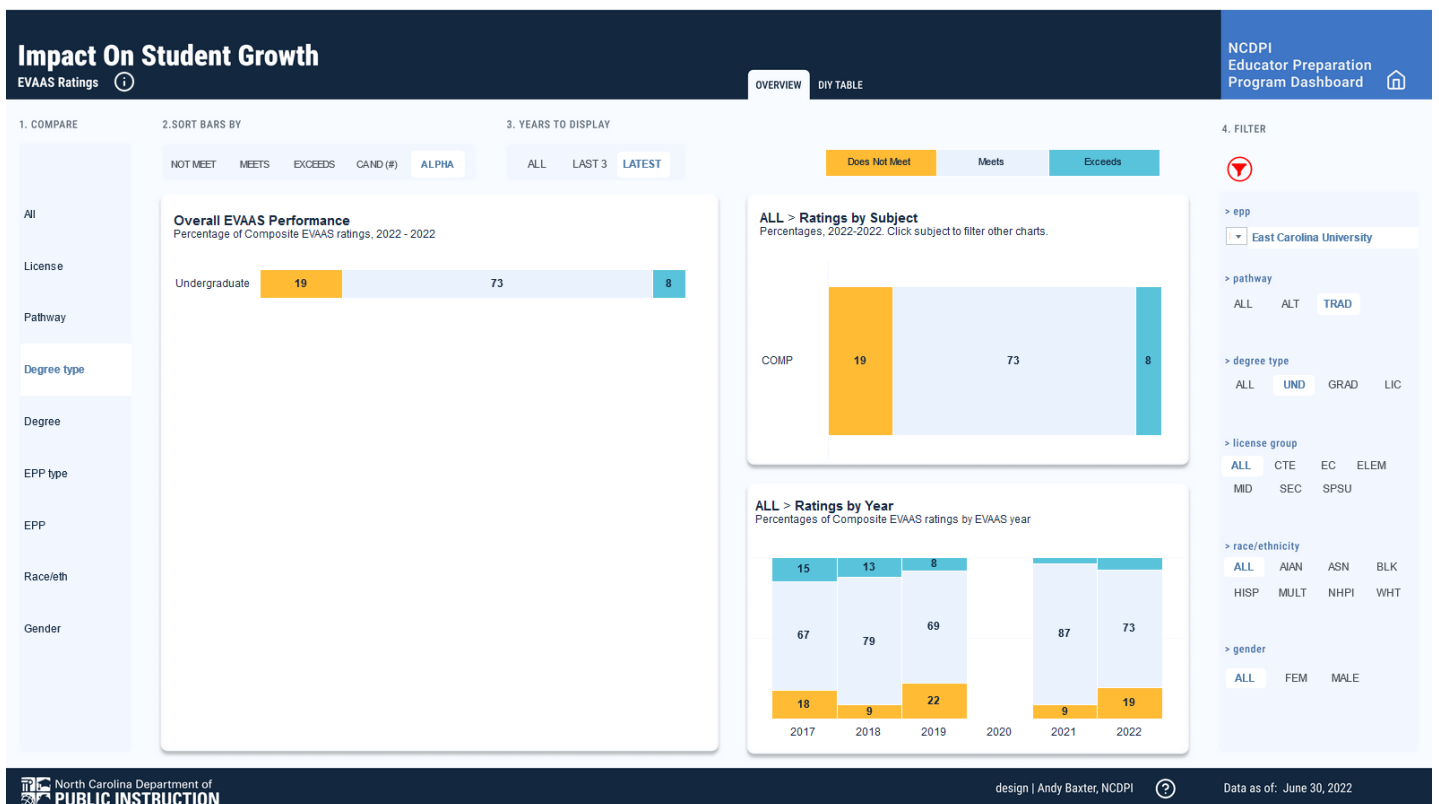*Image 1a. ECU Traditional Undergraduate EVAAS Data 2019-2022*

Image 1b. ECU Traditional Undergraduate EVAAS Data 2021-2022

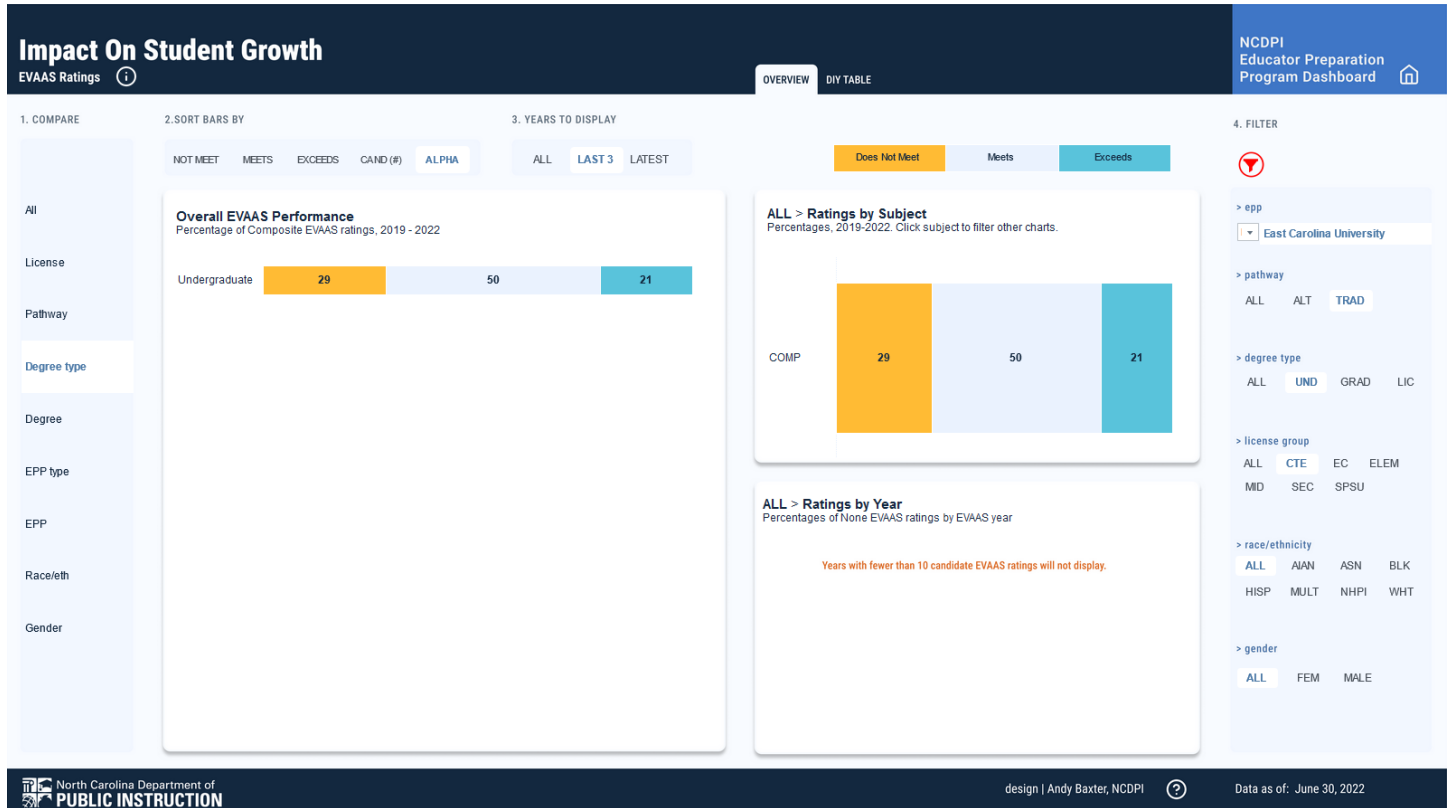**Student Growth Data for Traditional Undergraduates by Licensure Group**

The images in this section reflect EVAAS data for the EPP's Traditional Undergraduates in specific licensure groups, for both the three-year period from 2019-2022 and for the 2021-2022 academic year alone. The table below provides descriptions of the license group abbreviations used in the NCDPI dashboards and lists ECU's EPP programs that are included in each license group. Data is not provided through the dashboards for subjects with fewer than ten candidates.

Table 1. NCDPI License Area Descriptions and ECU EPP Program Alignment

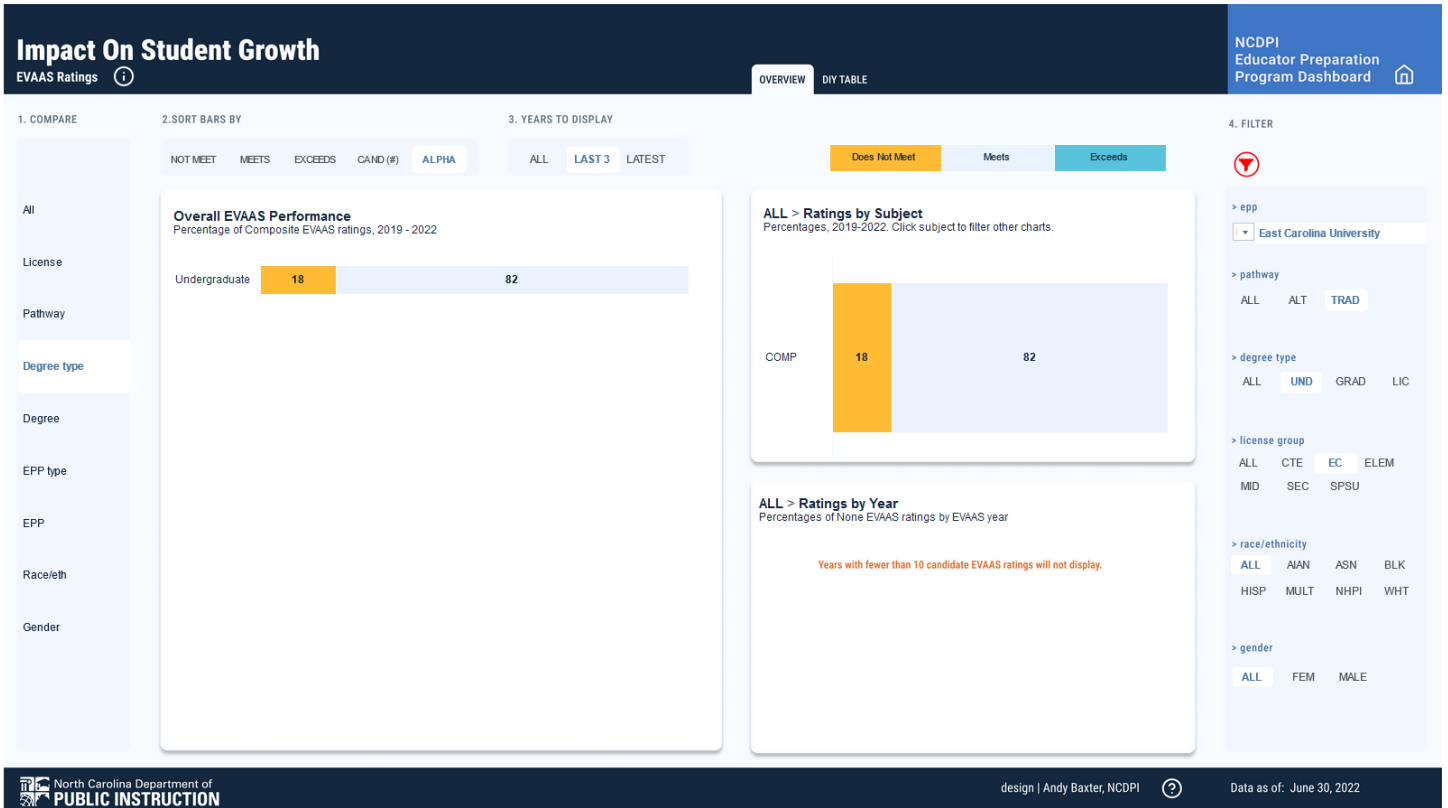| NCDPI Abbreviation	License Group Description	EPP Programs
CTE	Career and Technical Education	Birth-Kindergarten Education Family and Consumer Sciences
EC	Special Education	Special Education – GC Special Education – AC
ELEM	Elementary Education	Elementary Education
MID	Middle Grades Education	Middle Grades Education (ELA, Math, Science, History/Social Studies)
SEC	Secondary Education	English Education History Education Math Education Science Education
SPSU	K-12 Special Subjects	Art Education Dance Education Foreign Languages and Literatures (Spanish, German, French) Music Education Physical Education Theater Education

Career and Technical Education (CTE)

Image 2a. EVAAS Data for Traditional Undergraduates by Licensure Group – CTE (2019-2022)

*Due to a low N, NCDPI did not publish 2021-22 EVAAS data for this licensure group.

Special Education (EC)

Image 2b. EVAAS Data for Traditional Undergraduates by Licensure Group – EC (2019-2022)

*Due to a low N, NCDPI did not publish 2021-22 EVAAS data for this licensure group.

Elementary Education (ELEM)

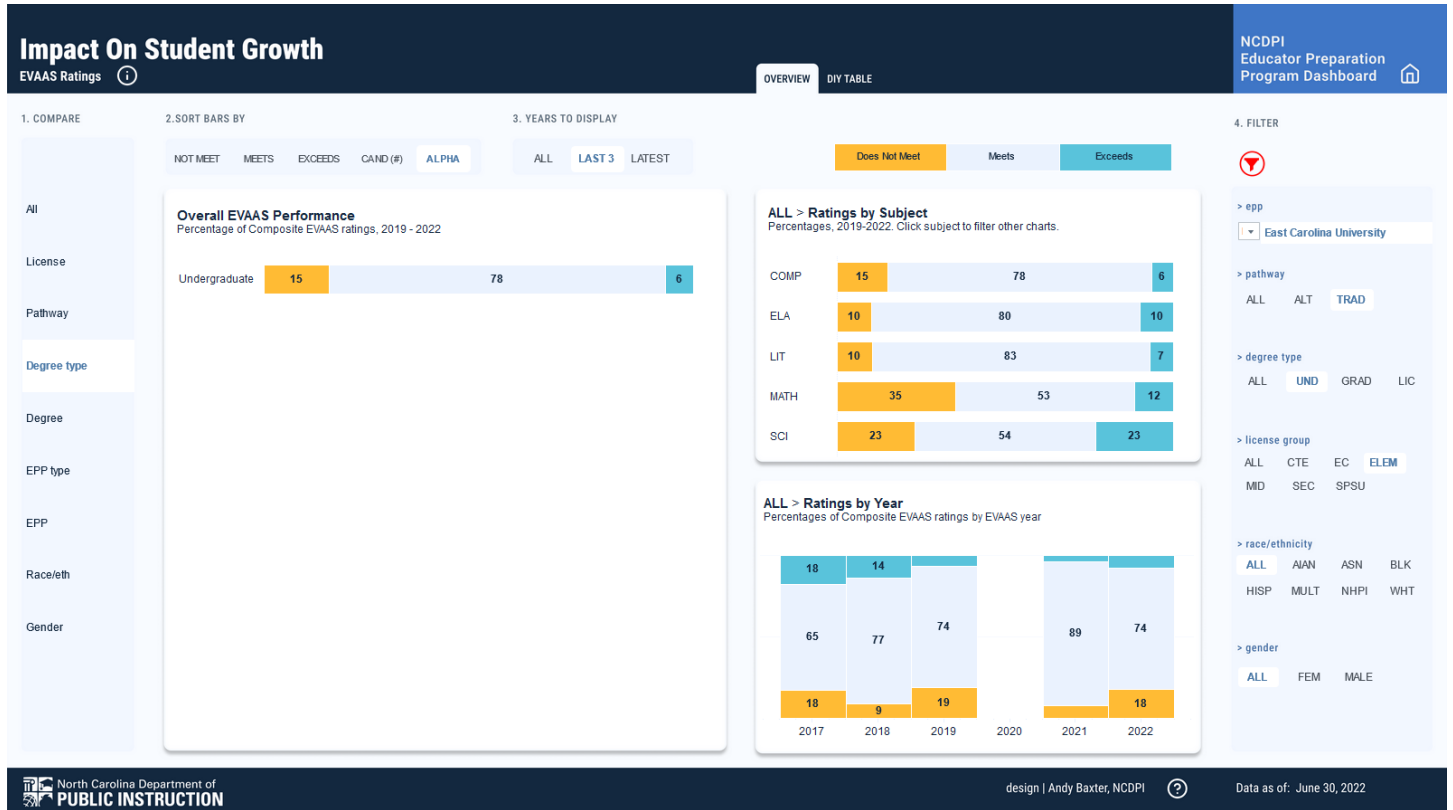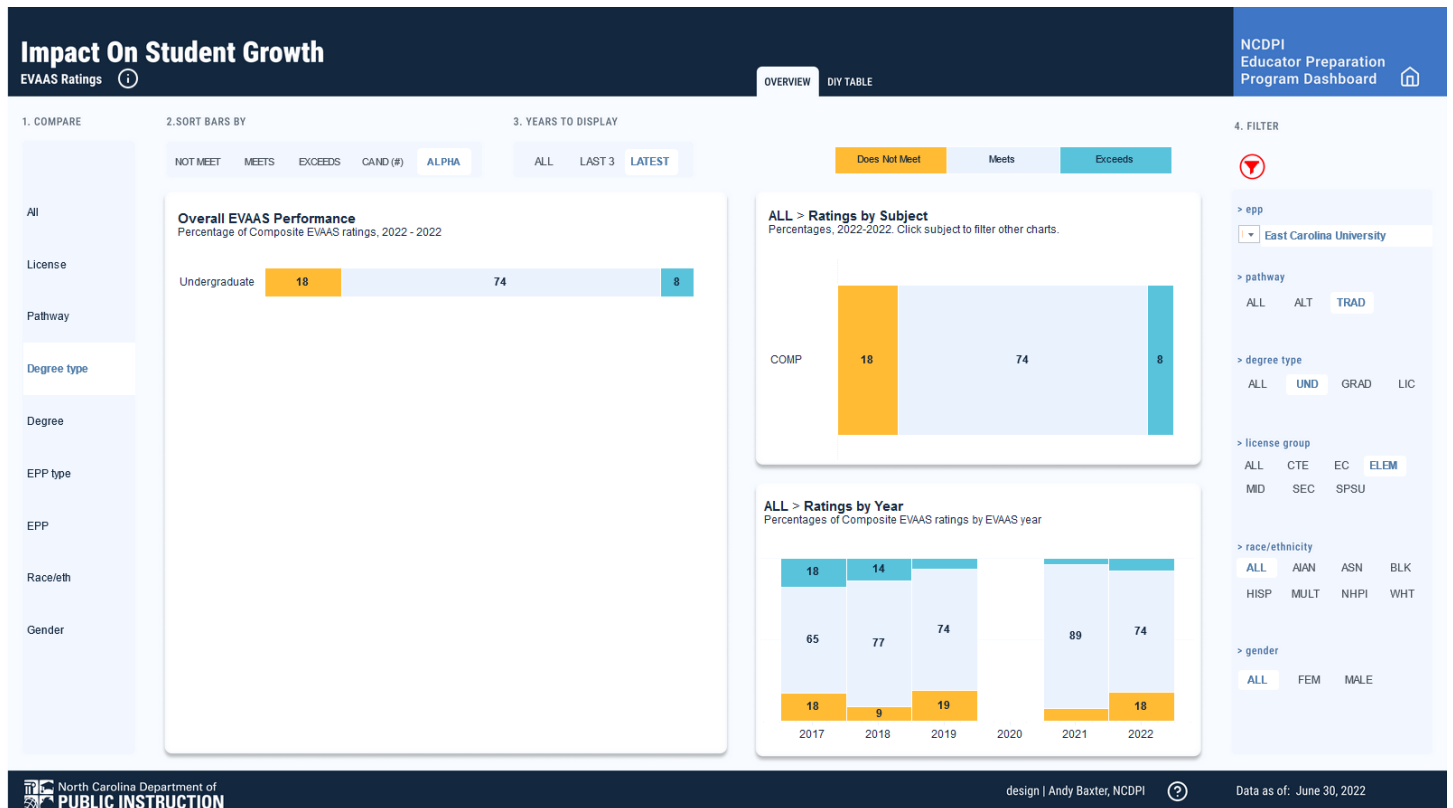*Image 2c. EVAAS Data for Traditional Undergraduates by Licensure Group – ELEM (2019-2022)*

Image 2d. EVAAS Data for Traditional Undergraduates by Licensure Group – ELEM (2021-2022)

Middle Grades Education (MID)

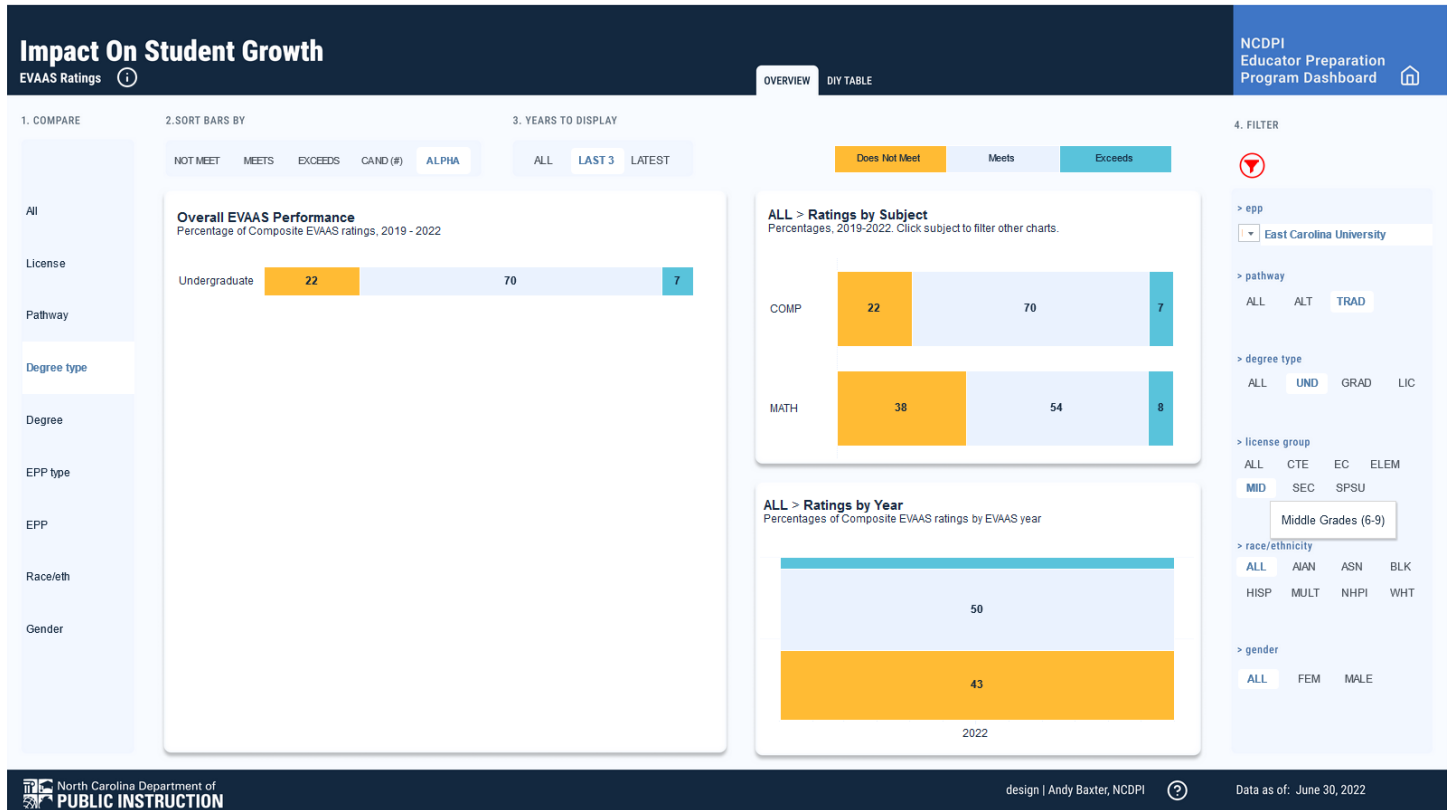*Image 2e. EVAAS Data for Traditional Undergraduates by Licensure Group – MID (2019-2022)*
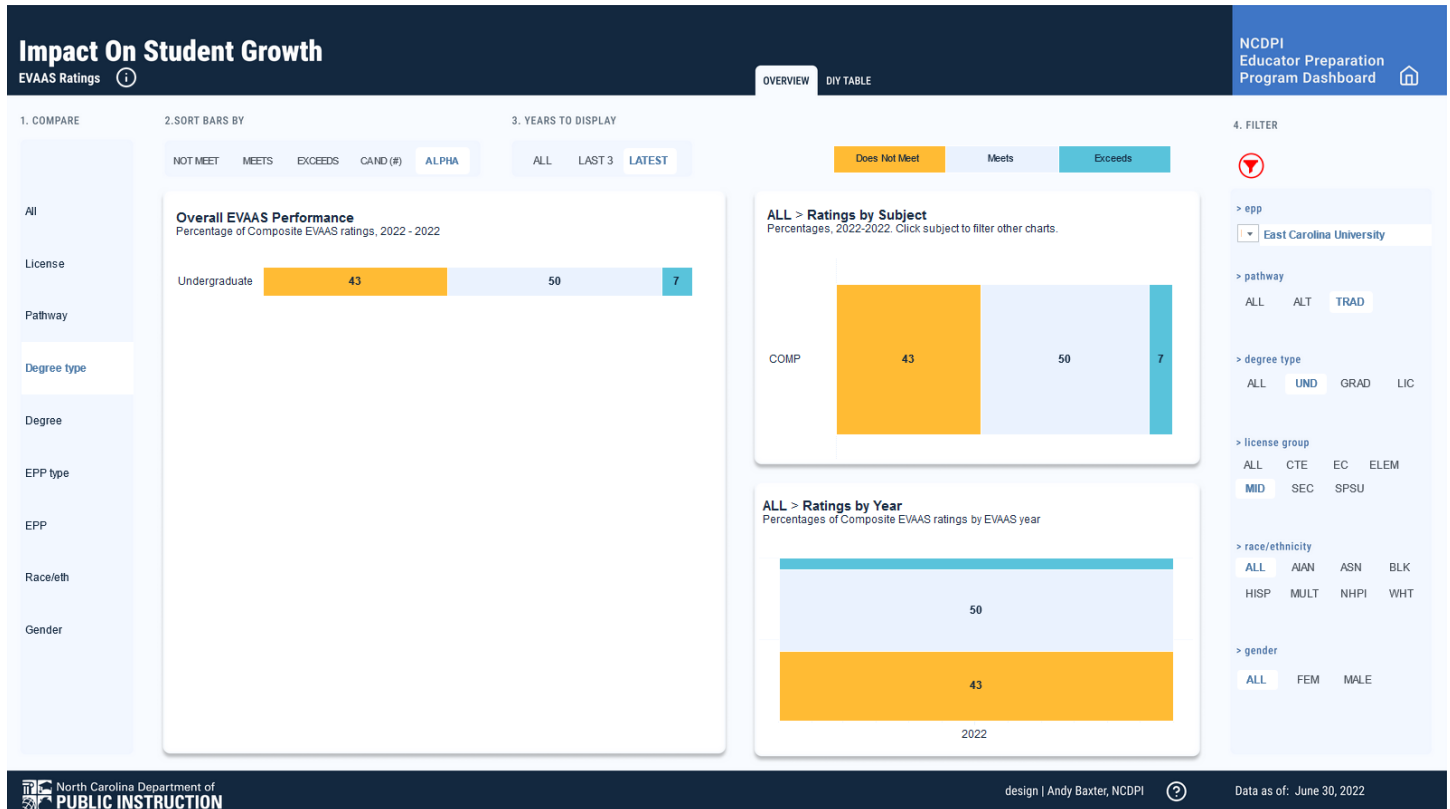

Image 2f. EVAAS Data for Traditional Undergraduates by Licensure Group – MID (2021-2022)

Secondary Education (SEC)

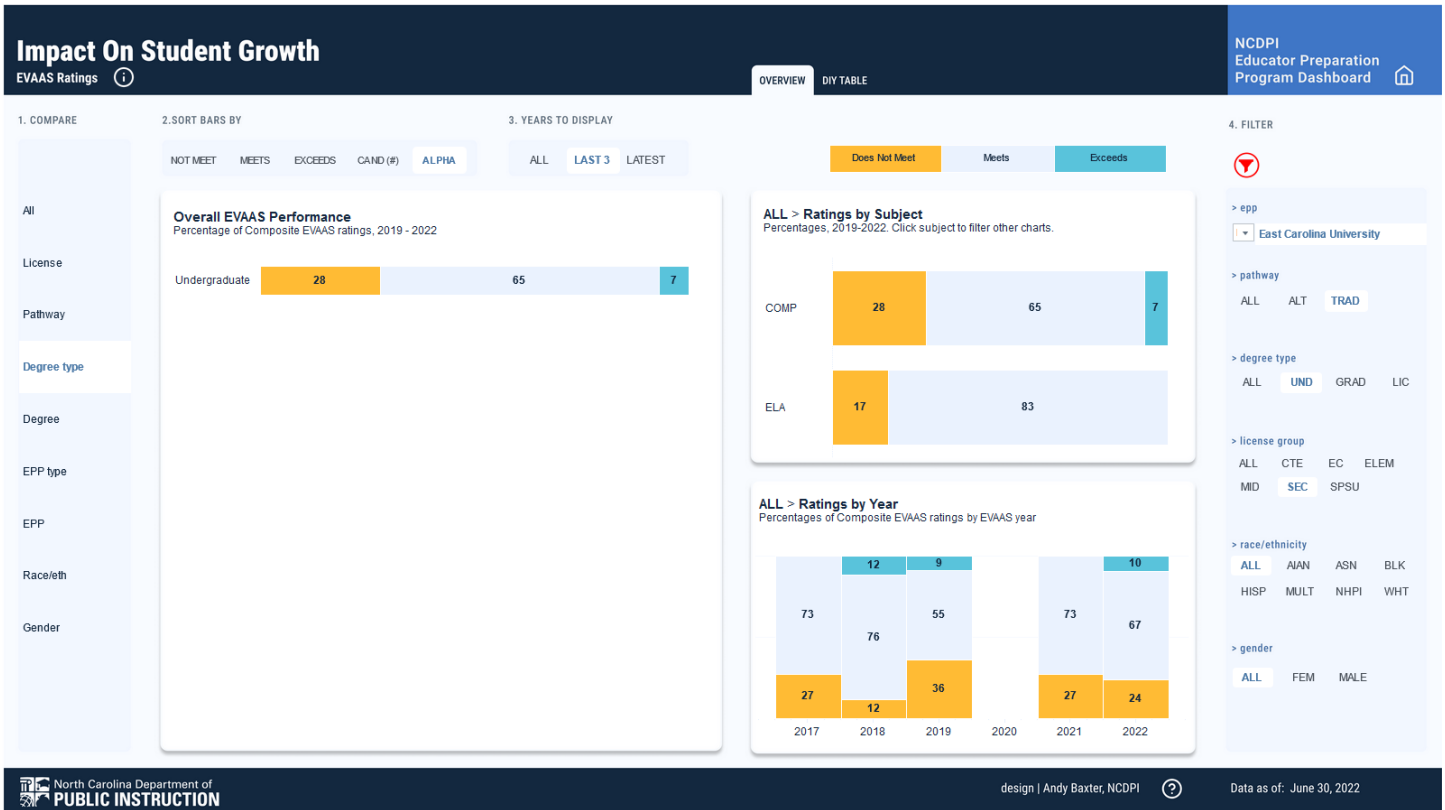*Image 2g. EVAAS Data for Traditional Undergraduates by Licensure Group – SEC (2019-2022)*
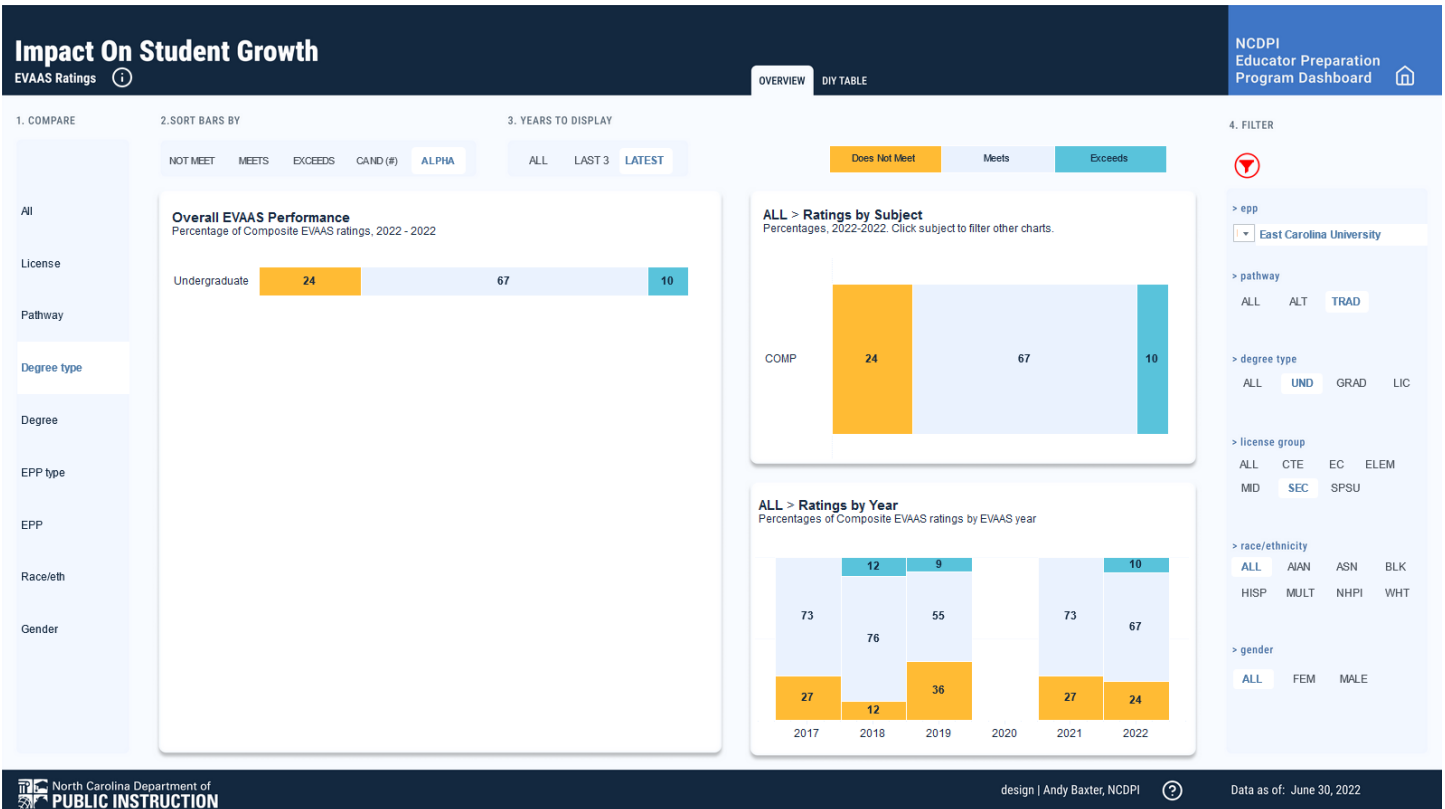

Image 2h. EVAAS Data for Traditional Undergraduates by Licensure Group – SEC (2021-2022)

K-12 Special Subjects (SPSU)

*Due to a low N, NCDPI did not publish 2019-22 or 2021-22 EVAAS data for this licensure group.