Fall 2020 Enrollment Numbers *(Reported March 2021, updated March 2022)*

EARLY CHILDHOOD
Block I – 73
Block II – 37
Block III – 38
Block IV – 19
Spring 2020 ECE Grads – 48

SECONDARY EDUCATION
PES I – 23 (2 biology, 2 chemistry, 6 English, 10 history, & 3 math)
PES III – 17 (4 biology, 0 chemistry, 5 English, 5 history, & 3 math)
Spring 2020 PES Grads – 18

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
F13	3.37	3.54	Sp15
Sp14	3.21	3.47	F15
F14	3.18	3.42	Sp16
Sp15	3.32	3.50	F16
F15	3.30	3.51	Sp17
Sp16	3.36	3.53	F17
F16	3.44	3.66	Sp18
Sp17	3.39	3.57	F18
F17	3.34	3.59	Sp19
Sp18	3.23	3.46	F19
F18	3.32	3.53	Sp20
Sp19	3.34	3.48	F20
F19	3.34	---	Sp21
Sp20	3.38	---	F21
F20	3.29	---	Sp22

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
F13	3.29	3.37	Sp15	3.31
Sp14	n/a	n/a	n/a	n/a
F14	3.24	3.42	Sp16	3.38
Sp15	n/a	n/a	n/a	n/a
F15	3.25	3.43	Sp17	3.41
Sp16	n/a	n/a	n/a	n/a
F16	3.35	3.34	Sp18	3.27
Sp17	n/a	n/a	n/a	n/a
F17	3.36	3.46	Sp19	3.26
Sp18	n/a	n/a	n/a	n/a
F18	3.34	3.41	Sp20	3.37
Sp19	n/a	n/a	n/a	n/a
F19	3.36	---	Sp21	---
Sp20	n/a	n/a	n/a	n/a
F20	3.47	---	Sp22	---

GACE Test Passing Rates – ECE graduates

ACADEMIC YEAR	CONTENT AREA	#PASSED	#TEST TAKERS	PASS RATE %	TEST I PASS %	TEST II PASS %	STATE PASS RATE %
2014-2015	ECE-Old GACE	1	1	100	100	100	98
	ECE-New GACE	64	66	97	97 *Professional: 74.4* *Induction: 22.1*	97 *Professional: 75.6* *Induction: 22.1*	99
2015-2016	ECE-Old GACE	1	1	100	100	100	*100*
	ECE-New GACE	49	49	100	100 *Professional: 74* *Induction: 22.1*	100 *Professional: 69* *Induction: 22.1*	

2016-2017	ECE-New GACE	61	61	100	100 *Professional: 88.5* *Induction: 11.5*	100 *Professional: 72.1* *Induction: 27.9*	*99*
2017-2018	ECE-New GACE	60	60	100	100 *Professional: 86.7* *Induction: 13.3*	100 *Professional: 68.3* *Induction: 31.3*	*99*
2018-2019	ECE-New GACE	87	88	98.8	98.8 *Professional: 76.1* *Induction: 22.7*	98.8 *Professional: 69.3* *Induction: 29.5*	*100*
2019-2020	ECE-New GACE	97	98	99	100 *Professional: 80.6* *Induction: 19.4*	99 *Professional: 72.4* *Induction: 26.5*	*100*

Old & new GACE minimum passing score: 220   New GACE only: ➢**Induction level: Scores of 220-249** ➢**Professional level: Score of 250+**

GACE Test Passing Rates - Secondary graduates

GACE test passing rates for secondary education students are not disaggregated to protect the anonymity of individual test takers.

GACE – Students Earning Professional Level at Graduation
(Passing both Test I & II at professional level)

Spring 2020	
ECE	**PES***
36 of 48	11 of 18
75%	61.1%
All content areas combined for anonymity.	

Certification *(Submitted for certification after meeting all requirements.)*

A/Y 2016-2017		*A/Y 2017-2018*		*A/Y 2018-2019*		*A/Y 2019-2020*	
ECE *n=61*	100%	**ECE** *n=61*	94%	**ECE** *n=84*	98.8%	**ECE** *n=94*	95.7%
PES *n=15*	87%	**PES** *n=18*	89%	**PES** *n=18*	90%	**PES** *n=19*	94.7%

Reported Job Placement Rates

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated *(since last report)*
Fall 2014	57%	n/a	
Spring 2015	51%	56%	
Fall 2015	78%	n/a	
Spring 2016	86%	85%	
Fall 2016	96%	n/a	

Spring 2017	97%	87%	
Fall 2017	100%	n/a	
Spring 2018	94%	78%	
Fall 2018	63%	n/a	
Spring 2019	70%	68%	
Fall 2019	17%	n/a	
Spring 2020	47%	50%	

Survey of Induction Teachers Results

4= Strongly Agree   3= Agree   2= Disagree   1= Strongly Disagree

- 2020 (2019 Graduates) *n=14*
  - Individual inductee overall averages ranged from 1.38 to 3.89
  - Area where inductee teachers feel **least** confident:
    - Engage learners in monitoring their own progress *(avg. 2.62)*
  - Area where the inductee teachers feel **most** confident:
    - Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction *(avg. 3.43)*

Survey of Employers of Induction Teachers Results

4= Strongly Agree   3= Agree   2= Disagree   1= Strongly Disagree

- 2020 (2019 Graduates) *n=41 employers*
  - Individual inductee employer overall averages ranged from 1.15 to 4.00
  - Area employers feel **least** confident with inductee teachers' abilities:
    - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students *(avg. 3.03)*.
  - Area employers feel **most** confident with inductee teachers' abilities:
    - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *avg. 3.75)*

Early Childhood Education (ECE) Graduate Completers' Survey Results Spring 2020
50 respondents

- **97.6%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - *Graduates were most confident in all markers but one in this section (98%). Areas included:*
    - ✓ *in being prepared to demonstrate broad, current, and specialized knowledge in their field(s)*
    - ✓ *in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners*

- ✓ *in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards*
- ✓ *in their plans to stay current in their field(s) of expertise as an engaged learner*
- ✓ *in their plans to relate their field to other areas of the school and to everyday life*
  - o *Graduates were least confident*
    - ➢ *that their field placement helped them gain the expertise in content and curriculum (96%)*
    - ❖ *20% increase from Fall 2019 (76.7%)*
    - ❖ *3.8% increase from Spring 2019 (92.9%)*

- **98%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - o *Graduates were most confident in*
    - ✓ *their ability to effectively communicate with students from diverse cultural backgrounds (100%)*
    - ✓ *their plans to use the best professional practices to meet the needs of diverse learners (100%)*
  - o *Graduates were least confident in*
    - ➢ *their ability to work with students identified as needing special education services (94%)*
    - ❖ *20.7% increase from Fall 2019 (77.3%)*
    - ❖ *4.1% increase from Spring 2019 (93.9%)*

- **98.3%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
  - o *Graduates were most confident*
    - ✓ *in their ability to implement effective classroom management strategies in all school spaces (100%)*
    - ✓ *that their field placement helped them gain the expertise in learning environments being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks; in their ability to implement effective classroom management strategies in all school spaces; and, in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (100%)*
  - o *Graduates were least confident*
    - ➢ *in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (96%)*
    - ❖ *21.8% increase from Fall 2019 (76.5%)*
    - ❖ *5.3% increase from Spring 2019 (93%)*
- **98%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - o *Graduates were most confident in*
    - ✓ *their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (100%)*
  - o *Graduates were less confident*
    - ➢ *that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment (96%)*
    - ❖ *22.7% increase from Fall 2019 75.3%)*

- ❖ *5% increase from Spring 2019 (93%)*
- **100%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - o *Graduates were most confident in all of the following markers in this category (100%):*
    - ✓ *in their ability to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data*
    - ✓ *in their plans to keep up with and use methods consistent with current theory, research, and practice*
    - ✓ *in reflecting on their practice and making necessary adjustments to enhance learning*
    - ✓ *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students*
    - ✓ *that their field placement helped them gain the expertise in planning and instruction*
    - ❖ *24% in/decrease from Fall 2019 (76%)*
    - ❖ *6% increase from Spring 2019 (94%)*
- **99.3%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - o *Graduates were most confident in all of the following markers in this category (100%):*
    - ✓ *in being able to work collaboratively with colleagues and other professionals*
    - ✓ *in being able to communicate respect and concern for all students*
    - ✓ *in being prepared to follow established codes of conduct, including school and district policies*
    - ✓ *in being prepared to treat students equitably*
    - ✓ *in their plans to seek opportunities to learn based on reflection, input from others, and career goals*
    - ✓ *in being prepared to participate in mentoring of future educators*
    - ✓ *that their field placement helped them gain the expertise in professionalism*
  - o *Graduates were less confident in*
    - ➢ *being prepared to play a leadership role in the school community (96%)*
    - ❖ *24.3% increase from Fall 2019 (75%)*
    - ❖ *5.3% increase from Spring 2019 (94%)*

It is noted that 48.8% of ECE graduates for Spring 2020 obtained the ESOL endorsement (down 9.3% from Fall 2019).

Secondary (PES) Education Graduate Completers' Survey Results Spring 2020
18 respondents

- **95.7%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - o *Graduates were most confident in*
    - ✓ *being prepared to demonstrate broad, current, and specialized knowledge in their field(s) (100%)*

     ✓ *their plans to stay current in their field(s) of expertise as an engaged learner (100%)*
-     o *Graduates were least confident*
  - ➢ *that their field placement helped them gain the expertise in content and curriculum (89%)*
  - ❖ *2.1% decrease from Spring 2019 (97.8%)*

- **95%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - o *Graduates were most confident*
    - ✓ *in their ability to effectively communicate with students from diverse cultural backgrounds 100%)*
    - ✓ *in their understanding of how factors in environment inside and outside of school may influence students' lives and learning (100%)*
    - ✓ *in their plans to establish respectful and productive relations with families and communities to support student learning (100%)*
  - o *Graduates were least confident*
    - ➢ *in their ability to work with students identified as needing special education services (89%)*
    - ➢ *in their plans to use the best professional practices to meet the needs of diverse learners (89%)*
  - ❖ *0.5% increase from Spring 2019 (94.5%)*

- **93.7%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
  - o *Graduates were most confident*
    - ✓ *in their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually (100%)*
    - ✓ *that their field placement helped them gain the expertise in learning environments being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks; in their ability to implement effective classroom management strategies in all school spaces; and, in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (100%)*
  - o *Graduates were least confident*
    - ➢ *in their ability to implement effective classroom management strategies in all school spaces (89%)*
    - ➢ *in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (89%)*
    - ➢ *in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools (89%)*
  - ❖ *5.6% decrease from Spring 2019 (99.3%)*

- **95%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - o *Graduates were most confident in all markers in this category (95%). Areas included:*
    - ✓ *in their ability to choose, develop, and use assessment methods appropriate for instructional programmatic decisions*

- ✓ *in their plans to use resources including available technology to keep accurate and up-to-date records*
- ✓ *in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel*
- ✓ *that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment*
  - ❖ *4% decrease from Spring 2019 (99%)*

- **97.8%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - o *Graduates were most confident*
    - ✓ *in their ability to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data (100%)*
    - ✓ *in reflecting on their practice and making necessary adjustments to enhance learning (100%)*
    - ✓ *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students (100%)*
  - o *Graduates were less confident*
    - ➢ *that their field placement helped them gain the expertise in planning and instruction 94%)*
  - ❖ *0.4% decrease from Spring 2019 (98.2%)*

- **97%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - o *Graduates were most confident*
    - ✓ *in being able to work collaboratively with colleagues and other professionals (100%)*
    - ✓ *in being able to communicate respect and concern for all students (100%)*
    - ✓ *in their understanding and belief they can implement laws related to rights and responsibilities of students, educators, and families (100%)*
    - ✓ *in being prepared to follow established codes of conduct, including school and district policies (100%)*
    - ✓ *in being prepared to treat students equitably (100%)*
    - ✓ *in their plans to seek opportunities to learn based on reflection, input from others, and career goals (100%)*
  - o *Graduates were less confident*
    - ➢ *in being prepared to play a leadership role in the school community (89%)*
  - ❖ *1% decrease from Spring 2019 (98%)*

It is noted that no PES graduates for Spring 2020 obtained the ESOL endorsement. This is a decrease of 15% from Spring 2019.