Enrollment Numbers *(Reported March 2018)*

EARLY CHILDHOOD
Block I – 49
Block II – 59
Block III – 26
Block IV – 36
Fall 2017 ECE Grads – 25

SECONDARY EDUCATION
PES II – 27 (7 biology, 1 chemistry, 7 English, 10 history, & 2 math)
PES IV – 17 (5 biology, 0 chemistry, 3 English, 6 history, & 3 math)
Spring 2017 PES Grads – 14

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
F10	3.26	3.38	Sp12
Sp11	3.07	3.30	F12
F11	3.12	3.38	Sp13
Sp12	3.26	3.44	F13
F12	3.24	3.48	Sp14
Sp13	3.18	3.52	F14
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	3.52	F17
F16	3.44	---	Sp18
Sp17	3.39	---	F18
F17	3.34	---	Sp19

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
F10	3.39	3.46	Sp12	3.37
Sp11	n/a	n/a	n/a	n/a
F11	3.33	3.43	Sp13	3.29
Sp12	n/a	n/a	n/a	n/a
F12	3.25	3.36	Sp14	3.33
Sp13	n/a	n/a	n/a	n/a
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	---	Sp18	---
Sp17	n/a	n/a	n/a	n/a
F17	3.36	---	Sp19	---

GACE Test Passing Rates – ECE graduates

ACADEMIC YEAR	CONTENT AREA	#PASSED	#TEST TAKERS	PASS RATE %	TEST I PASS %	TEST II PASS %	STATE PASS RATE %
2009-2010	Early Childhood	79	80	98.7	---	---	93
2010-2011	Early Childhood	68	71	95.7	---	---	91
2011-2012	Early Childhood	58	59	98.0	---	---	92
2012-2013	Early Childhood	57	59	96.6	---	---	96
2013-2014	ECE-Old GACE	38	41	92.7	92.7	100	*99*
	ECE-New GACE	17	17	100	100 *Professional: 82.4 Induction: 17.6*	100 *Professional: 52.9 Induction: 47.1*	*99*
	ECE-Old GACE	1	1	100	100	100	98/99

2014-2015	ECE-New GACE	64	66	97	97 *Professional: 74.4* *Induction: 22.1*	97 *Professional: 75.6* *Induction: 22.1*	99/96
2015-2016	ECE-Old GACE	1	1	100	100	100	100/100
	ECE-New GACE	49	49	100	100 *Professional: 74* *Induction: 22.1*	100 *Professional: 69* *Induction: 22.1*	
2016-2017* *unofficial*	ECE-New GACE	61	61	100	100 *Professional: 88.5* *Induction: 11.5*	100 *Professional: 72.1* *Induction: 27.9*	100/100

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)

ECE	PES*
39 of 61	9 of 14
58.2%	64.3%
All content areas combined for anonymity.	

Certification

A/Y 2016-2017	
ECE *n=61*	100%
PES *n=15*	86.6%

edTPA

A/Y 2016-2017	
ECE *n=61*	100%
PES *n=15*	100%

Reported Job Placement Rates *(in teaching-related field)*

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated *(since last report)*
Spring 2009	71%	n/a	
Spring 2010	86%	n/a	
Spring 2011	82%	n/a	
Fall 2011	70%	n/a	
Spring 2012	67%	69%*	
Fall 2012	61%	n/a	
Spring 2013	58%	67%	
Fall 2013	52%	n/a	
Spring 2014	84%	88%	
Fall 2014	57%	n/a	
Spring 2015	51%	56%	
Fall 2015	78%	n/a	√
Spring 2016	86%	85%	
Fall 2016	92%	n/a	√
Spring 2017	76%	71%	
Fall 2017	20%	n/a	

* First Secondary Grads

Survey of Induction Teachers Results

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

- 2017 (2016 Graduates) *n=11*
  - Inductee overall averages ranged from 2.11 to 4.00
  - Areas where inductee teachers feel **least** confident include:
    - Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities *(avg. 3.09)*
    - Engage learners in monitoring their own progress *(avg. 3.09)*
    - Develop flexible learning environments that foster discovery, exploration, and expression *(avg. 3.09)*
    - Use formative and summative data to adjust instruction to enhance learning *(avg. 3.10)*
  - Areas where the inductee teachers feel **most** confident include:
    - Plan instruction incorporating the basic theories of student development appropriate to my students *(avg. 3.55)*
    - Deliver instruction incorporating the basic theories of student development appropriate to my students *(avg. 3.55)*
    - Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction *(avg. 3.64)*
    - Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications *(avg. 3.55)*

- Create opportunities for students to learn, practice, and master academic language *(avg. 3.55)*

Survey of Employers of Induction Teachers Results

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

- 2017 (2016 Graduates) *n=33 employers*
  - Inductee employer overall averages ranged from 1.12 to 4.00
  - Employers feel <u>**least**</u> confident with inductee teachers' abilities include:
    - 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. 2.96)*
  - Areas where the employers feel <u>**most**</u> confident with inductee teachers' abilities include:
    - Works collaboratively with colleagues and other professionals *(avg. 3.45)*
    - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *avg. 3.45)*

Early Childhood Education (ECE) Graduate Completers' Survey Results Fall 2017

19 respondents

- **78%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - *3.7% decrease from Spring 2017 (81.7%)*
  - *16% decrease from Fall 2016 (94%)*
  - *79% of the respondents scored 5 of the 6 markers in this category positively (strongly agree/agree)*
  - *Graduates were least positive about planning to relate their field to other areas of the school and to everyday life. (74%).*
- **77%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - *5% decrease from Spring 2017 (82%)*
  - *16% decrease from Fall 2016 (93%)*
  - *79% of the respondents scored 6 of 8 markers in this category positively (strongly agree/agree)*
  - *Graduates were least positive about planning to establish respectful and productive relationships with families and communities to support student learning (73%) and in feeling confident in their ability to work with students identified as needing special education services (74%).*
- **79%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
  - *4.5% decrease from Spring 2017 (83.5%)*
  - *13% decrease from Fall 2016 (92%)*
  - *79% of the respondents scored 5 of the 6 markers in this category positively (strongly agree/agree)*
  - *Graduates were least positive that their field placement experience helped them gain the expertise in learning environments (74%).*

- **79%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - *3.8% decrease from Spring 2017 (82.8%)*
  - *5% decrease from Fall 2016 (84%)*
  - *79% of the respondents scored all four markers in this category positively (strongly agree/agree)*
- **77%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - *6% decrease from Spring 2017 (83%)*
  - *16% decrease from Fall 2016 (93%)*
  - *79% of the respondents scored 4 of 5 markers in this category positively (strongly agree/agree)*
- **78%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - *14% decrease from Spring 2017 (92%)*
  - *14% decrease from Fall 2016 (92%)*
  - *79% of the respondents scored 8 of 9 markers in this category positively (strongly agree/agree)*
  - *Graduates were least positive about being prepared to participate in mentoring of future educators (74%).*

It is noted that 80% of graduates for Fall 2017 obtained the ESOL endorsement (up 12.4% from Spring 2017).