

Arkansas Educator Preparation Provider Report

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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) works collaboratively with Arkansas’s institutions of higher education (IHE) and other providers to report data via the **Educator Preparation Provider Report (EPPR)**.

The EPPR contains demographic and statistical information on EPP enrollees and completers 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 strive to prepare the best possible educators to provide a quality education to Arkansas students. Identification of the metrics and the report format were developed in collaboration with a representative committee from all Arkansas EPPs.

EPPR data are collected from the following sources:

- Data are submitted directly to the ADE in response to a data request. Data that is submitted directly to ADE includes:
 - Educator license areas
 - Numbers of teachers or administrators prepared, licensed, and/or working in AR public schools
 - Surveys - Novice Teacher Perception of EPP Preparation
- Data are submitted to the U.S. Dept. of Education via the annual Higher Education Act (HEA) Title II reports. HEA Title II is a national data collection for states and EPPs that is related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>. HEA Title II data includes:
 - Program Enrollment and Program Completers
 - Race and Ethnicity data
 - Licensure Test Results and Pass Rates

Data reported for program completers who were teaching the following year only represents completers who were teaching in Arkansas public schools. The data do not include teachers who teach in private schools or schools outside of Arkansas. The EPPR allows the public to view aggregate data for Arkansas EPP completers 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 EPP choice. Institutions may use the data to support continuous improvement efforts. These data assist state and institutional policy makers in identifying future needs and targeted improvements.



In 1986 the State Board of Education mandated state approval of all education programs, requiring each to demonstrate characteristics of quality preparation. All Arkansas EPPs were accredited by the National Council for Accreditation of Teacher Education (NCATE). In 2013 NCATE merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). Review and accreditation follows a seven-year cycle. Those EPPs that hold NCATE accreditation will transition to CAEP standards at the end of the program's seven-year accreditation cycle. State review is applied to EPPs that are not required to be nationally accredited. These programs are reviewed to ensure quality preparation in accordance with state statutes and formal agreements.

Table 1. Arkansas EPPs	Abbrev.*	EPP Type	Program Type	Accreditation Status
American Bd. for Cert'n of Teacher Excellence	ABCTE	Public	Nontraditional	State Reviewed
AR Prof. Pathway to Ed. Licensure	APPEL	Public	Nontraditional	State Reviewed
Arkansas State University	ASU	Public	Both	NCATE Accredited
Arkansas Teacher Corps	ATC	Public	Nontraditional	State Reviewed
Arkansas Tech University	ATU	Public	Both	NCATE Accredited
Central Baptist College	CBC	Independent	Traditional	Initial CAEP Application
Crowley's Ridge College	CRC	Independent	Traditional	Initial CAEP Application
Harding University	HU	Independent	Both	CAEP Accredited
Henderson State University	HSU	Public	Both	NCATE Accredited
Hendrix College	HC	Independent	Traditional	NCATE Accredited
John Brown University	JBU	Independent	Traditional	NCATE Accredited
Lyon College	LC	Independent	Traditional	NCATE Accredited
Ouachita Baptist University	OBU	Independent	Traditional	NCATE Accredited
Philander Smith College	PSC	Independent	Traditional	NCATE Accredited
Southern Arkansas University	SAU	Public	Both	NCATE Accredited
Teach For America - AR	TFA	Public	Nontraditional	State Reviewed
U of A – Fayetteville	UAF	Public	Traditional	NCATE Accredited
U of A - Fort Smith	UAFS	Public	Traditional	NCATE Accredited
U of A - Little Rock	UALR	Public	Both	NCATE Accredited
U of A – Monticello	UAM	Public	Both	NCATE Accredited
U of A - Pine Bluff	UAPB	Public	Both	NCATE Accredited
University of Central Arkansas	UCA	Public	Both	NCATE Accredited
University of The Ozarks	UO	Independent	Traditional	NCATE Accredited
Williams Baptist College	WBC	Independent	Traditional	NCATE Accredited

* These abbreviations are used throughout this report.

II. Definitions

Educator Preparation Provider (EPP) – institutions or organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs, IHEs offering nontraditional (alternate route) programs, or organizations not based at IHEs offering nontraditional programs.

Educator Preparation Programs – individual license area tracks offered under the auspices of each EPP.

ETS® (Educational Testing Services) – the testing company that produces educator licensure exams for Arkansas.

Initial License – the first teaching license that a candidate receives.

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

IHE – Institution of Higher Education (college or university).

Nontraditional Program – 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.

Praxis® Licensure Tests – examinations offered by Educational Testing Service (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.

Traditional Program – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching). Candidates do not serve as teacher of record while enrolled in the program of study.



III. Educator Workforce Data

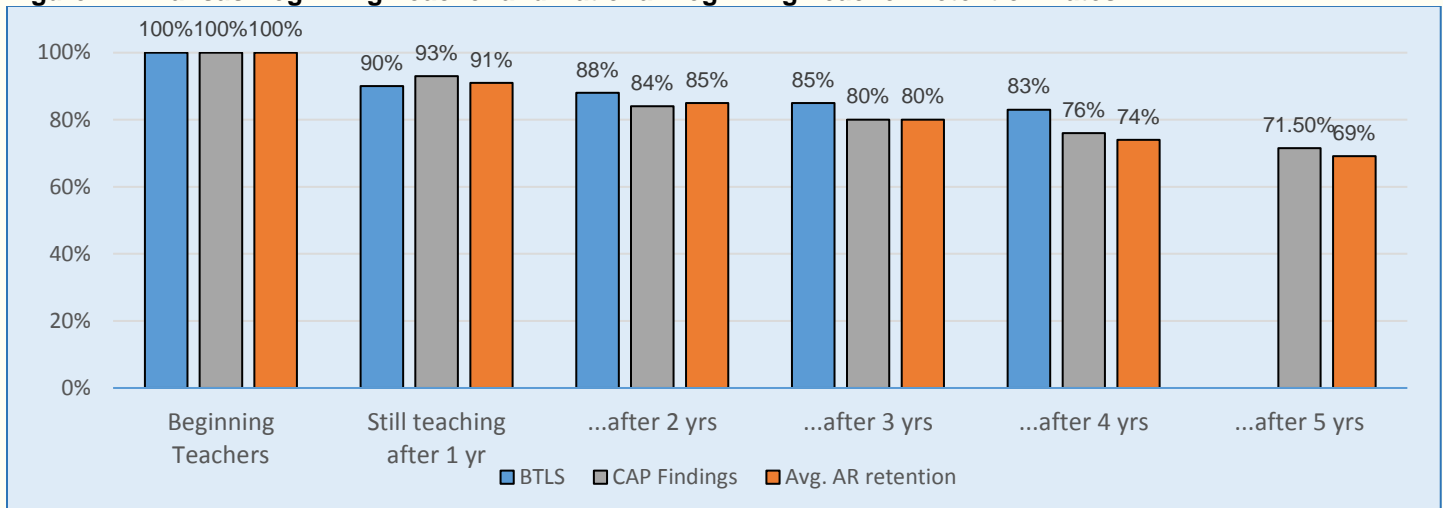
Arkansas Public Schools (APS) employ over 2,000 new teachers each year. Table 2 demonstrates the number of beginning teachers who return each year and continue to teach in APS. Since 2006 approximately 90% of new teachers returned to APS after one (1) year of teaching. More than 76% were still employed in APS after three (3) years, and 69% remained in APS after five (5) years. These numbers are comparable to the national averages evident in Figure 1.

Table 2. Statewide Teacher Retention Rates

	Beginning Teachers	Retention after 1 year	%	Retention after 3 years	%	Retention after 5 years	%
2007-2008	2,189	1,989	90.9%	1,748	79.9%	1,580	72.2%
2008-2009	1,966	1,791	91.1%	1,561	79.4%	1,420	72.2%
2009-2010	2,164	1,998	92.3%	1,670	77.2%	1,493	69.0%
2010-2011	2,296	2,047	89.2%	1,724	75.1%	1,529	66.6%
2011-2012	2,282	2,062	90.4%	1,708	74.8%	1,515	66.4%
2012-2013	2,681	2,389	89.1%	2,003	74.7%		
2013-2014	3,037	2,731	89.9%	2,320	76.4%		
2014-2015	3,111	2,772	89.1%				
2015-2016	2,887	2,648	91.7%				
2016-2017	2,924						
	Avg. Beg. Teachers	Avg. 1-yr Retention	%	Avg. 3-yr Retention	%	Avg. 5-yr Retention	%
2007-2016	2,513	2,270	90.3%	1,819	76.6%		
2007-2014	2,374						
2007-2012	2,179					1,507	69.2%

Source: ADE Data Administration

Figure 1. Arkansas Beginning Teacher and National Beginning Teacher Retention Rates



Sources:

ADE Data Administration

BTLS - Beginning Teacher Longitudinal Study, U.S. Dept. of Education NCES Public School Attrition and Mobility in the First Five Years (April, 2015)

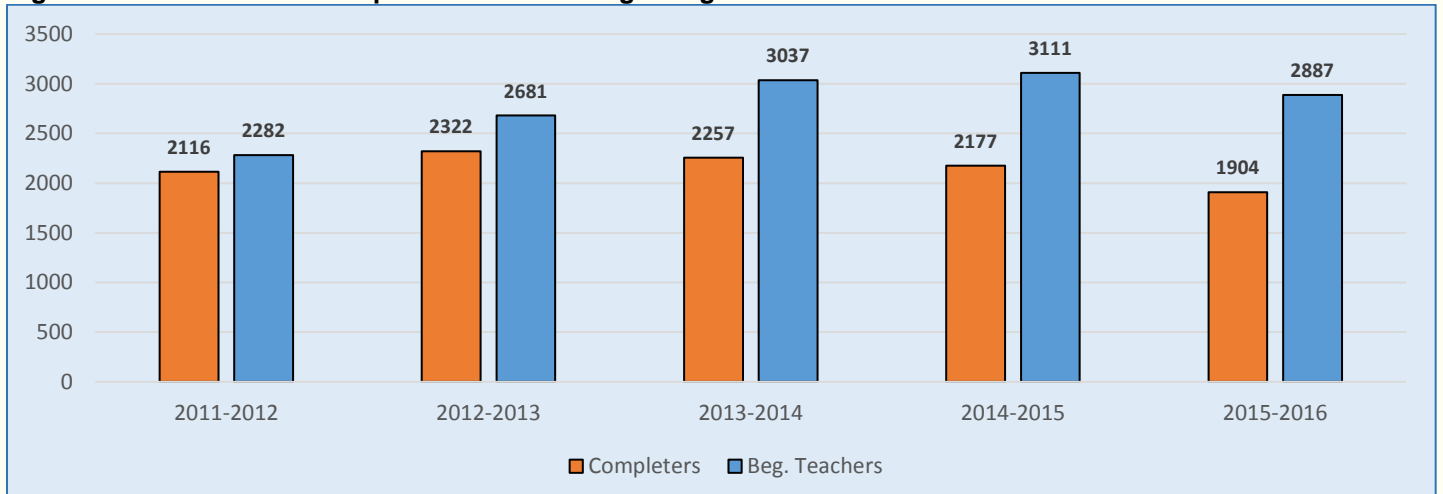
<https://nces.ed.gov/pubs2015/2015337.pdf> Table 3 - Current Teachers

CAP (Center for American Progress) Findings - Calculations based on the Schools and Staffing Surveys (07-08 and 11-12) and the BTLS.

<https://www.americanprogress.org/issues/education/news/2015/01/08/103421/despite-reports-to-the-contrary-new-teachers-are-staying-in-their-jobs-longer/>

Figure 2 demonstrates that the number of teachers produced by Arkansas EPPs falls short of the number of teachers hired in APS each year.

Figure 2. Arkansas EPP Completers and APS Beginning Teachers



Source: ADE Data Administration and HEA Title II data.



Over the last five years the distribution of teachers is trending younger (Figure 3). In addition to the expected high attrition rate in the older teacher population, there is also a relatively high attrition rate among younger teachers (Figure 4).

Figure 3. Change in age of teacher workforce 2010-2015.

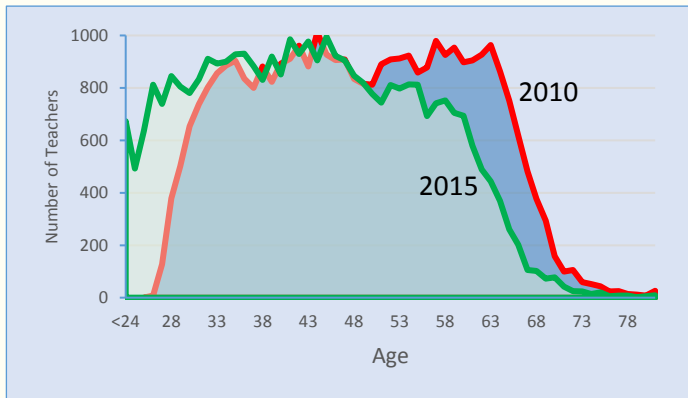
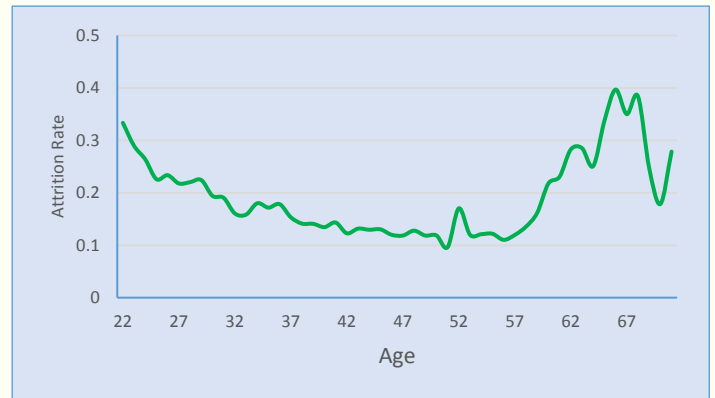


Figure 4. Average attrition related to age of Arkansas teachers, 2010-2015.



Source: ADE Research and Technology.

IV. EPP Teacher Program Enrollment Data

Each year EPPs report program completers, enrollment, race, ethnicity, and gender of their candidates to the U.S. Dept. of Education via the HEA Title II Reports. The data presented below represent candidates preparing for their first educator license.

Table 3. Teacher Program Enrollees (traditional and non-traditional programs)

EPP	2015 Title II		2016 Title II		2017 Title II		3-yr Average		% of State	
	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional
ABCTE		*		*		40		40.0		0.9%
APPEL		532		365		350		415.7		9.6%
ASU	360	13	301	11	423	12	361.3	12.0	8.3%	0.3%
ATC		30		42		23		31.7		0.7%
ATU	238	134	158	159	133	176	176.3	156.3	4.1%	3.6%
CBC	8		14		14		12.0		0.3%	
CRC	0		23		30		17.7		0.4%	
HU	211	125	223	93	236	128	223.3	115.3	5.1%	2.7%
HSU	197	12	163	20	150	50	170.0	27.3	3.9%	0.6%
HC	8		6		7		7.0		0.2%	
JBU	189		119	13	48	13	118.7	13.0	2.7%	0.3%
LC	5		2		1		2.7		0.1%	
OBU	54		60		65		59.7		1.4%	
PSC	10		1		0		3.7		0.1%	
SAU	301	174	183	71	60	91	181.3	112.0	4.2%	2.6%
TFA		63		53		83		66.3		1.5%
UAF	852		415		293		520.0		12.0%	
UAFS	257		239		198		231.3		5.3%	
UALR	244	106	187	129	195	120	208.7	118.3	4.8%	2.7%
UAM	92	85	65	90	34	44	63.7	73.0	1.5%	1.7%
UAPB	50	10	24	0	13	0	29.0	3.3	0.7%	0.1%
UCA	426	419	366	318	384	283	392.0	340.0	9.0%	7.8%
UO	22		16		17		18.3		0.4%	
WBC	31		15		23		23.0		0.5%	
Subtotal	3,555	1,703	2,580	1,364	2,324	1,413	2819.7	1493.3	64.9%	35.1%
Total	5,258		3,944		3,737		4,313		100%	

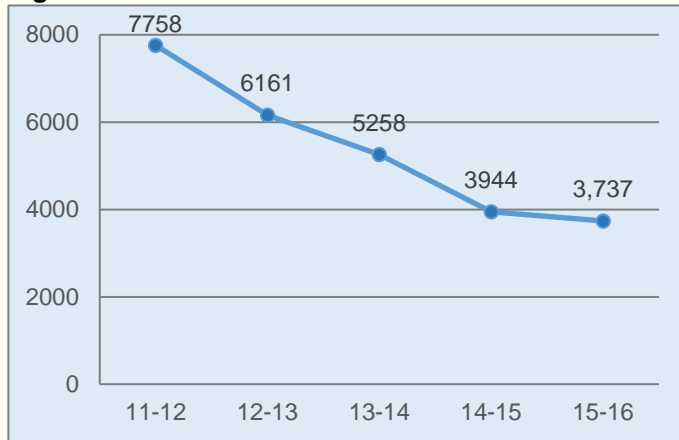
Source: 2015, 2016, 2017 HEA Title II Reports

* EPP not active in Arkansas these years.



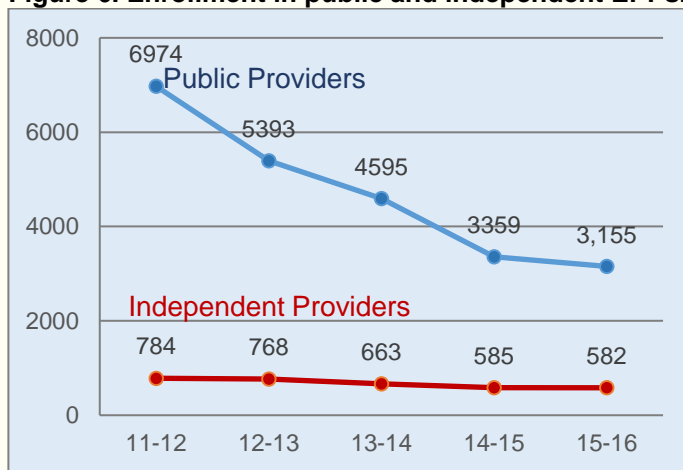
The figures below represent the numbers of candidates enrolled in programs at Arkansas EPPs for the past 5 years. Figures reflect all EPPs (Figure 5), public vs. independent EPPs (Figure 6), and traditional vs. nontraditional provider types (Figure 7).

Figure 5. Candidates enrolled in all Arkansas EPPs



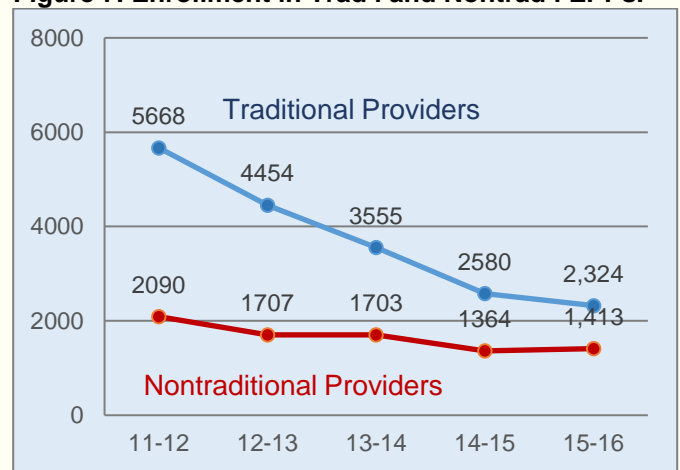
Source: 2013 - 2017 HEA Title II Reports

Figure 6. Enrollment in public and independent EPPs.



Source: 2013 - 2017 HEA Title II Reports

Figure 7. Enrollment in Trad'l and Nontrad'l EPPs.



Source: 2013 - 2017 HEA Title II Reports

V. EPP Teacher Program Completer Data

Each year EPPs report program completers to the U.S. Dept. of Education via the HEA Title II Reports. The data presented below represent candidates preparing for their first educator license.

Table 4. Teacher Program Completers (traditional and non-traditional programs)

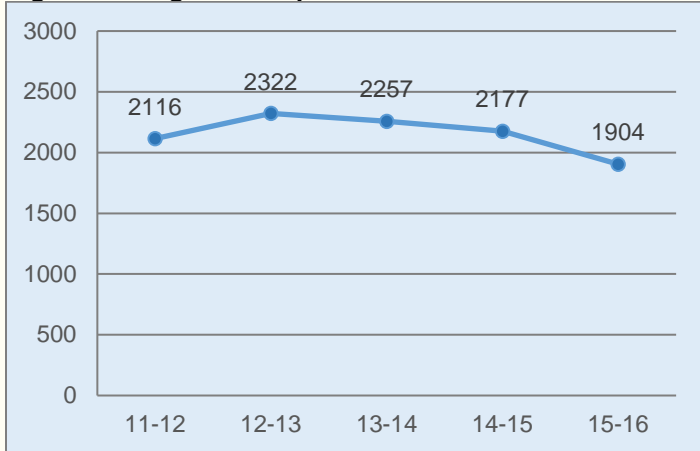
EPP	2015 Title II (13-14 SY)		2016 Title II (14-15 SY)		2017 Title II (15-16 SY)		Average		% of State Average	
	Trad'l	Non-Trad'l	Trad'l	Non-Trad'l	Trad'l	Non-Trad'l	Trad'l	Non-Trad'l	Trad'l	Non-Trad'l
ABCTE						6		6.0		0.3%
APPEL		178		172		138		162.7		7.7%
ASU	334	30	292	6	249	7	291.7	14.3	13.8%	0.7%
ATC		0		0		15		5.0		0.2%
ATU	213	27	216	34	168	27	199.0	29.3	9.4%	1.4%
CBC	1		3		4		2.7		0.1%	
CRC	0		5		11		5.3		0.3%	
HU	121	66	117	75	129	55	122.3	65.3	5.8%	3.1%
HSU	127	15	102	11	95	5	108.0	10.3	5.1%	0.5%
HC	3		5		5		4.3		0.2%	
JBU	29		25		30	0	28.0	0.0	1.3%	0.0%
LC	7		5		2		4.7		0.2%	
OBU	40		33		34		35.7		1.7%	
PSC	3		1		0		1.3		0.1%	
SAU	77	20	63	27	46	28	62.0	25.0	2.9%	1.2%
TFA		91		101		54		82.0		3.9%
UAF	221		250		229		233.3		11.0%	
UAFS	114		105		104		107.7		5.1%	
UALR	52	75	76	43	67	33	65.0	50.3	3.1%	2.4%
UAM	35	44	37	41	21	44	31.0	43.0	1.5%	2.0%
UAPB	11	3	11	1	13	0	11.7	1.3	0.6%	0.1%
UCA	176	88	170	107	148	107	164.7	100.7	7.8%	4.8%
UO	24		16		14		18.0		0.9%	
WBC	32		27		16		25.0		1.2%	
Subtotal	1620	637	1559	618	1385	519	1521.3	591.3	72.0%	28.0%
Total	2,257		2,177		1,904		2,112		100%	

Source: 2015, 2016, 2017 HEA Title II Reports
EPP not active in Arkansas these years.



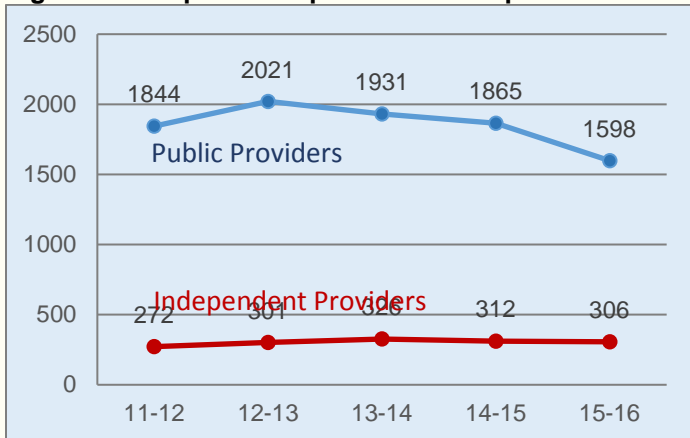
The figures below represent the numbers of program completers from Arkansas EPPs for the past 5 years. Figures reflect all EPPs (Figure 8), public vs. independent EPPs (Figure 9), and traditional vs. nontraditional provider types (Figure 10).

Figure 8. Program completers in all Arkansas EPPs



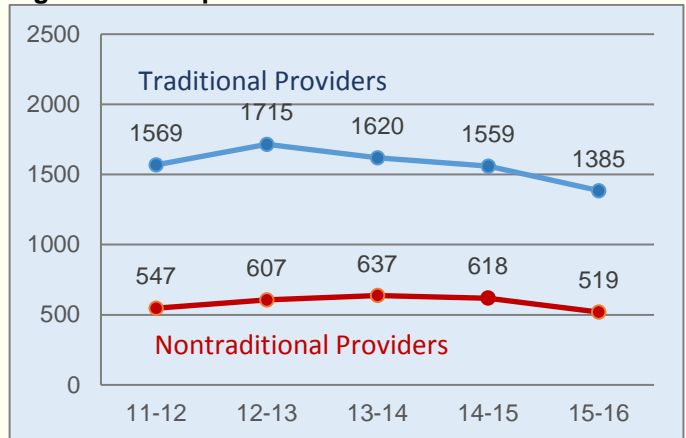
Source: 2013 - 2017 HEA Title II Reports

Figure 9. Completers in public and independent EPPs.



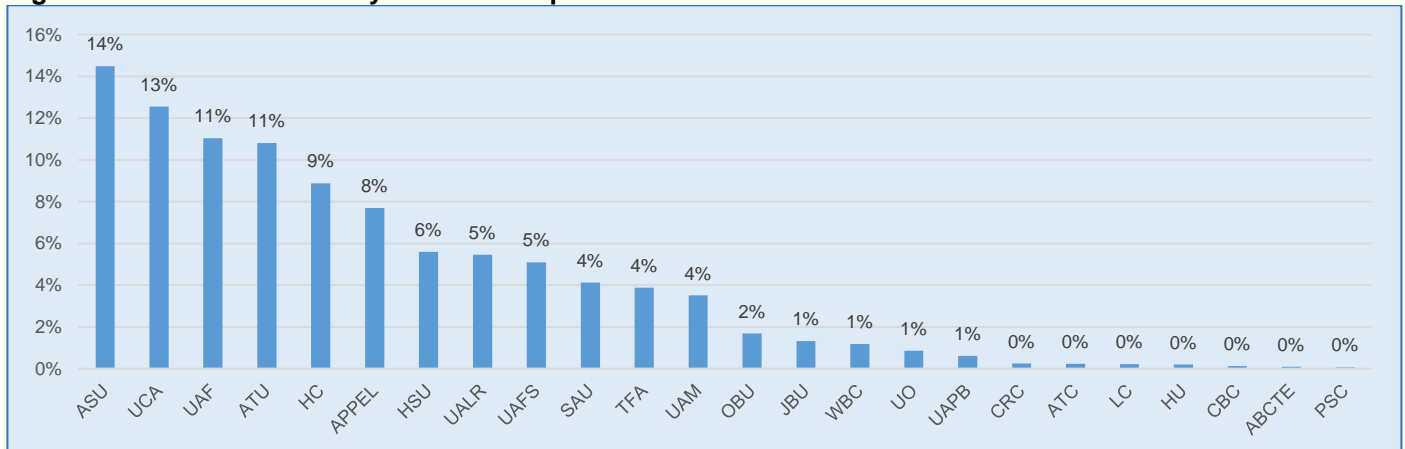
Source: 2013 - 2017 HEA Title II Reports

Figure 10. Completers in trad'l and nontrad'l EPPs.



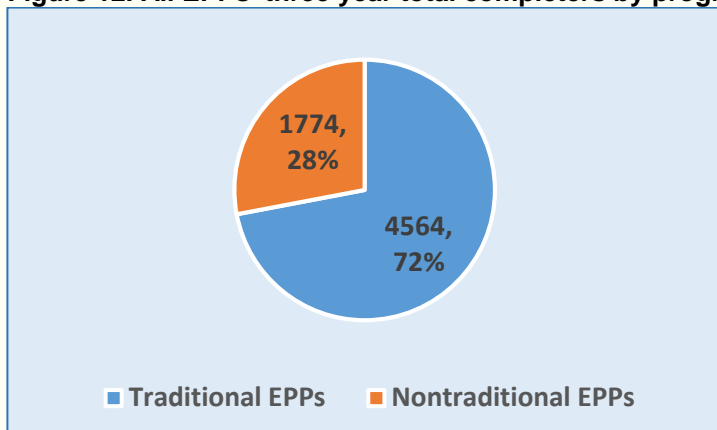
Source: 2013 - 2017 HEA Title II Reports

Figure 11. Each EPP's three-year total completers as % of state total



Source: HEA Title II Reports – 2015, 2016, 2017

Figure 12. All EPPs' three year total completers by program type



Source: HEA Title II– 2015, 2016, 2017.



VI. Administrator - Enrollment and Completer Data

Table 5. Administrator Program Enrollment

	14-15	15-16	16-17	Annual Avg.	% of State Avg.
District Level					
ASU	104	465	174	247.7	74.6%
ATU	6	7	10	7.7	2.3%
HU	25	22	15	20.7	6.2%
HSU	29	16	22	22.3	6.7%
SAU	2	6	0	2.7	0.8%
UAF	24	22	3	16.3	4.9%
UALR	3	3	1	2.3	0.7%
UAM	0	1	1	0.7	0.2%
UCA	9	14	12	11.7	3.5%
Total	202	556	238	332	100%
Building Level					
ASU	1,080	599	1,899	1,192.7	79.7%
ATU	59	66	39	54.7	3.7%
HU	68	79	51	66.0	4.4%
HSU	76	52	47	58.3	3.9%
SAU	28	20	1	16.3	1.1%
UAF	41	48	5	31.3	2.1%
UALR	16	20	12	16.0	1.1%
UAM	7	13	9	9.7	0.6%
UCA	77	47	32	52.0	3.5%
Total	1,452	944	2,095	1,497.0	100%
Curriculum Program Administrator					
ASU	264	140	441	281.7	82.7%
ATU	3	6	5	4.7	1.4%
HU	12	10	10	10.7	3.1%
HSU	20	12	4	12.0	3.5%
SAU	4	5	0	3.0	0.9%
UAF	16	2	0	6.0	1.8%
UALR	6	5	4	5.0	1.5%
UAM	0	0	0	0.0	0.0%
UCA	17	21	15	17.7	5.2%
Total	342	201	479	340.7	100%

Source: Data submitted by EPPs directly to ADE

Table 6. Administrator Program Completers

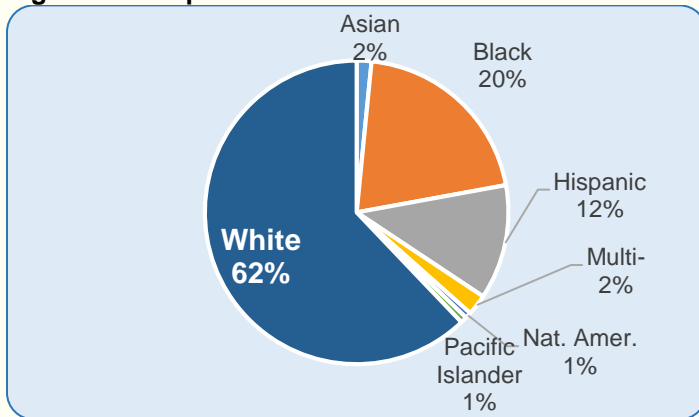
	13-14	14-15	15-16	Annual Avg.	% of State Avg.
District Level					
ASU	79	300	52	143.7	81.5%
ATU	12	6	2	6.7	3.8%
HU	8	16	6	10.0	5.7%
HSU	5	4	11	6.7	3.8%
SAU	1	1	2	1.3	0.8%
UAF	5	1	2	2.7	1.5%
UALR	0	1	1	0.7	0.4%
UAM	0	0	0	0.0	0.0%
UCA	5	2	7	4.7	2.6%
Total	115	331	83	176	100%
Building Level					
EPP	13-14	14-15	15-16	Annual Avg.	% of State Avg.
ASU	152	288	568	336.0	76.3%
ATU	21	20	31	24.0	5.5%
HU	36	24	27	29.0	6.6%
HSU	11	9	22	14.0	3.2%
SAU	5	8	13	8.7	2.0%
UAF	2	6	5	4.3	1.0%
UALR	2	5	1	2.7	0.6%
UAM	2	3	14	6.3	1.4%
UCA	11	15	20	15.3	3.5%
Total	242	378	701	440.3	100%
Curriculum Program Administrator					
EPP	13-14	14-15	15-16	Annual Avg.	% of State Avg.
ASU	47	69	109	75.0	78.1%
ATU	8	5	2	5.0	5.2%
HU	5	2	3	3.3	3.5%
HSU	10	2	5	5.7	5.9%
SAU	0	3	2	1.7	1.7%
UAF	1	0	0	0.3	0.3%
UALR	0	1	1	0.7	0.7%
UAM	0	0	0	0.0	0.0%
UCA	1	4	8	4.3	4.5%
Total	72	86	130	96.0	100%

Source: Data submitted by EPPs directly to ADE

VII. Race/Ethnicity Data

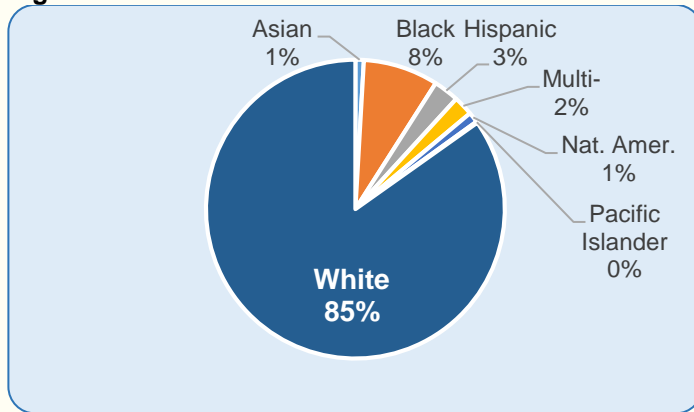
Figures 13-17 demonstrate the demographic makeup of AR educators and students during the 15-16 school year.

Figure 13. AR public school students 15-16



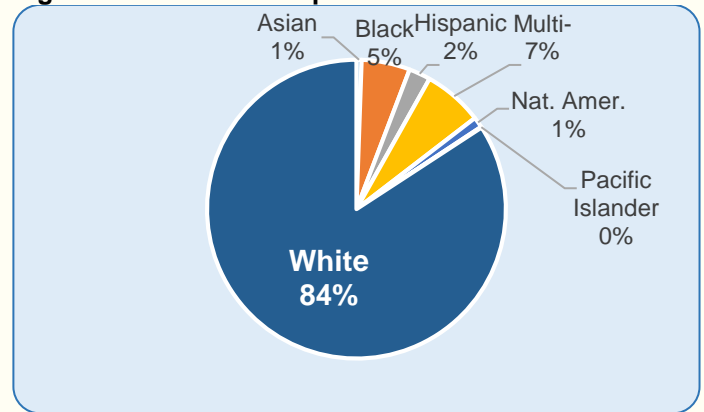
Source: AR Data Center (ADE)

Figure 14. AR EPP Enrollees 15-16



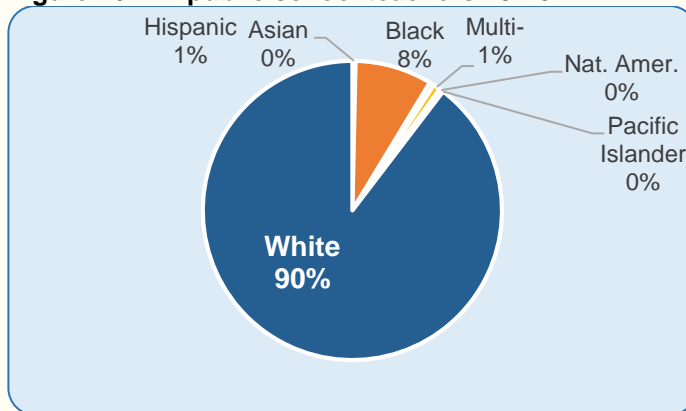
Source: 2017 HEA Title II Report

Figure 15. AR EPP Completers 15-16



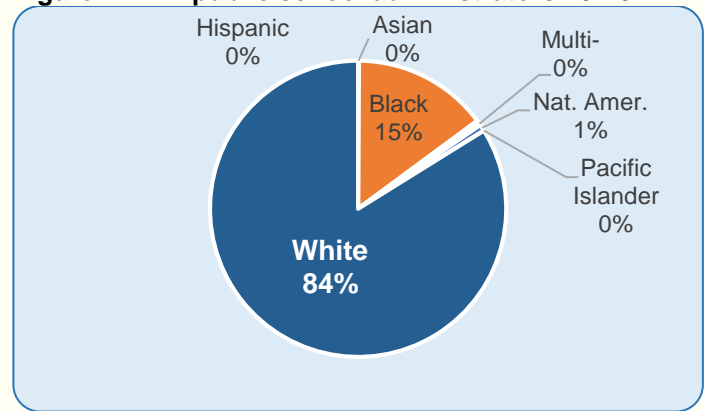
Source: Data submitted directly to ADE (not via Title II)

Figure 16. AR public school teachers 15-16



Source: ADE Data Center

Figure 17. AR public school administrators 15-16



Source: ADE Data Center

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

Arkansas teacher program completers (both traditional and nontraditional) were reported by the EPPs 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 7. Completers working by subject area are shown in Table 8.

Table 7. Completers employed in APS in their first year of teaching

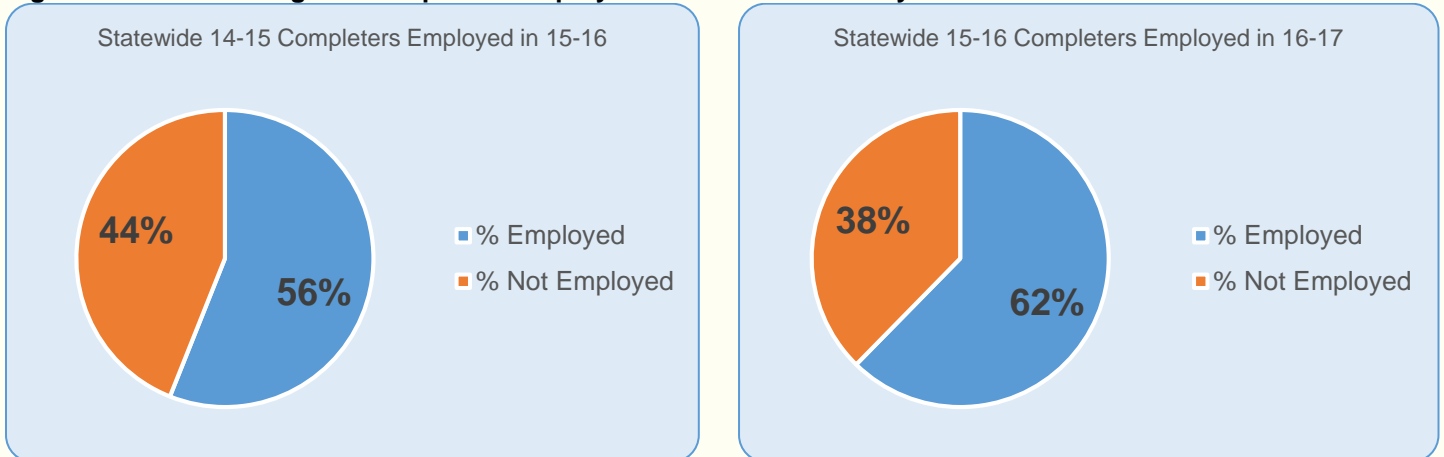
	Completers 2014-2015	Employed in APS 2015-2016	% Employed	Completers 2015-2016	Employed in APS 2016-2017	% Employed
ABCTE	EPP not active 2014-2015			6	2	33%
APPEL	172	119	69%	138	113	82%
ASU	298	183	61%	256	171	67%
ATC	EPP not active 2014-2015			15	14	93%
ATU	250	138	55%	195	120	62%
CBC	3	1	33%	4	3	75%
CRC	5	3	60%	11	7	64%
HU	192	85	44%	184	82	45%
HSU	113	67	59%	100	72	72%
HC	5	2	40%	5	0	0%
JBU	25	7	28%	30	10	33%
LC	5	0	0%	2	1	50%



OBU	33	9	27%	34	14	41%
PSC	1	1	100%	0	0	0%
SAU	90	65	72%	74	45	61%
TFA	101	38	38%	54	54	100%
UAF	250	117	47%	229	112	50%
UAFS	105	62	59%	104	63	61%
UALR	119	73	62%	100	72	72%
UAM	78	57	73%	65	41	63%
UAPB	12	6	50%	13	9	69%
UCA	277	171	62%	255	167	65%
U O	16	7	44%	14	10	71%
WBC	27	9	33%	16	7	44%
State	2,177	1,220	56%	1,904	1,189	62%

Source: Data supplied by ADE Data Administration

Figure 18. AR EPP Program Completers employed in APS in their first year.



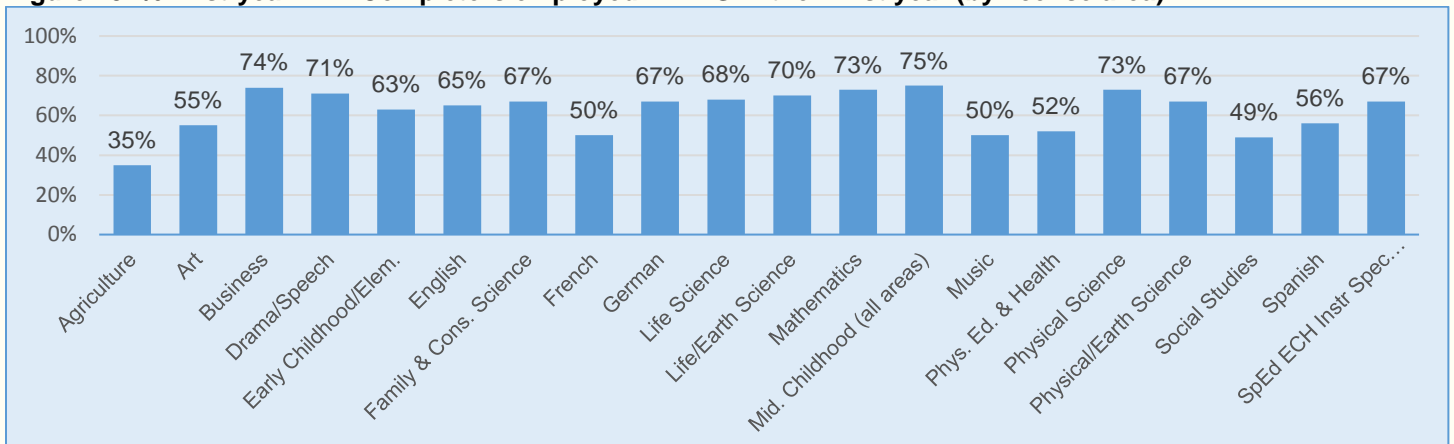
Source: Table 7 (above)

Table 8. Completers employed (first year) in APS by subject area

License Area	# Completers 2015-2016	# Employed in APS 2016-2017	% Employed
Agriculture	20	7	35%
Art	38	21	55%
Business	54	40	74%
Drama/Speech	24	17	71%
Early Childhood/Elem.	732	463	63%
English	132	86	65%
Family & Cons. Science	24	16	67%
French	4	2	50%
German	3	2	67%
Life Science	69	47	68%
Life/Earth Science	20	14	70%
Mathematics	98	72	73%
Mid. Childhood (all areas)	271	203	75%
Music	121	61	50%
Phys. Ed. & Health	194	100	52%
Physical Science	30	22	73%
Physical/Earth Science	9	6	67%
Social Studies	118	58	49%
Spanish	16	9	56%
SpEd ECH Instr Spec (P-4)	9	6	67%

Source: Data supplied by ADE Data Administration

Figure 19. % First-year EPP Completers employed in APS in their first year (by license area).



Source: Table 8 (above)



IX. Three-year Average Number of Teachers Prepared By License Area

The tables below represent the average number of teachers prepared (by license area) as reported in Title II over the last three years.

Table 9. Three-year average number prepared via traditional routes only.

	Agriculture	Art	Business	Drama / Speech	Elementary / Early Ch.	English	FACS	Foreign Lang.	Life Science*	Math	Middle Ch. Ed.	Music	Phys. Ed. / Health	Physical Science**	Social Studies	All
ASU	2.3	5.3	4.3	0.3	128.0	19.3	0.0	2.7	4.7	7.0	73.3	8.7	23.3	1.3	17.3	298
ATU	2.3	5.3	5.3	3.7	95.7	13.3	0.0	1.3	1.0	6.3	11.0	17.3	32.7	0.7	13.7	210
CBC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	1.0	1
CRC	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	5
HC	0.0	0.0	0.3	0.0	1.0	0.7	0.3	0.0	2.0	0.7	0.0	0.0	0.3	0.3	0.7	6
HSU	0.0	4.7	2.0	0.3	51.7	6.7	2.0	0.0	0.3	3.0	11.3	10.7	20.3	0.3	5.0	118
HU	0.0	0.3	0.0	1.0	59.0	10.0	2.0	2.7	2.3	8.7	16.3	7.3	5.0	2.0	10.7	127
JBU	0.0	0.0	0.0	0.0	23.3	5.3	0.0	0.0	0.3	1.7	0.7	0.7	0.3	0.0	2.0	34
LC	0.0	0.3	0.0	0.0	4.0	2.0	0.0	0.0	0.0	2.0	0.0	0.3	0.0	0.0	1.7	10
OBU	0.0	0.0	0.0	0.7	18.3	1.3	0.0	0.3	0.7	2.0	1.3	6.0	1.3	0.0	3.3	35
PSC	0.0	0.0	0.0	0.0	2.7	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	4
SAU	4.0	0.0	0.7	0.0	37.0	1.0	0.0	0.3	0.0	2.0	3.3	3.0	17.3	0.0	0.3	69
UAF	8.7	7.0	7.3	3.7	109.7	11.3	11.3	5.3	3.3	13.7	5.7	14.7	30.0	6.0	11.3	249
UAFS	0.0	0.7	0.3	0.0	53.3	14.7	0.0	1.0	3.3	4.7	23.3	5.3	0.0	0.0	7.7	114
UALR	0.0	2.7	0.3	0.0	39.3	8.3	0.7	1.3	2.7	3.0	8.3	1.7	7.7	0.7	4.3	81
UAM	0.0	1.0	1.0	0.0	25.3	0.0	0.3	0.3	2.0	0.0	4.7	2.0	6.0	0.0	2.3	45
UAPB	0.0	0.3	0.7	0.0	3.7	1.7	0.3	0.0	0.7	2.0	1.3	2.3	2.0	0.3	0.7	16
UCA	0.0	6.0	0.3	0.0	78.7	10.0	9.7	1.3	3.0	8.7	15.0	13.7	13.7	0.7	11.0	172
UO	0.0	0.7	0.3	0.0	8.3	0.3	0.0	0.0	0.7	1.0	0.0	0.0	3.3	0.0	0.0	15
WBC	0.0	1.7	0.0	0.0	12.3	4.7	0.0	0.0	1.0	1.7	6.3	1.3	5.3	0.3	2.7	37
	17.3	36.0	23.0	9.7	754.3	110.7	26.7	16.7	28.0	68.0	183.0	95.0	171.0	12.7	95.7	1648

Source: HEA Title II Reports - 2014, 2015, 2016

* includes Life/Earth

** includes Physical/Earth

Table 10. Three-year average number prepared via nontraditional routes only.

	Agriculture	Art	Business	Drama / Speech	Elementary / Early Ch.	English	FACS	Foreign Lang.	Life Science*	Math	Middle Ch. Ed.	Music	Phys. Ed. / Health	Physical Science**	Social Studies	All
APPEL	3.0	7.3	14.0	6.0	10.0	23.3	7.3	14.3	20.3	23.0	23.0	1.7	9.3	14.0	14.0	191
ASU	0.3	0.0	0.0	0.0	11.7	0.3	0.0	0.0	0.0	0.0	4.7	0.0	0.3	0.0	0.0	17
ATC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
ATU	1.3	1.0	1.3	0.0	9.3	5.7	0.7	0.0	3.0	2.0	7.0	0.7	1.3	1.0	2.3	37
HSU	0.0	1.0	1.0	0.0	0.3	3.7	0.3	0.7	1.0	0.0	3.3	0.0	1.0	0.7	0.7	14
HU	0.0	1.3	0.0	0.3	25.3	3.7	0.0	0.7	3.3	2.7	16.3	0.7	2.3	0.7	5.7	63
JBU	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
SAU	0.7	2.3	2.7	0.7	0.0	4.7	1.0	0.0	1.3	3.0	1.0	0.7	2.3	1.3	4.0	26
TFA	0.0	3.7	0.7	0.0	8.7	9.7	0.0	3.0	7.3	17.0	12.3	2.0	0.0	4.7	1.7	71
UALR	0.0	3.0	5.0	3.7	11.3	8.0	0.0	0.7	3.7	3.0	11.3	1.3	2.7	3.3	4.3	61
UAM	0.0	1.3	2.0	0.0	4.7	7.0	0.3	0.3	3.3	5.0	8.7	2.3	3.7	0.3	2.0	41
UAPB	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	1.0	0.3	0.7	0.0	0.0	0.7	0.3	5
UCA	1.3	4.7	5.0	0.3	38.0	4.7	1.7	1.0	5.7	2.3	22.0	0.7	3.0	2.7	5.7	99
	6.7	25.7	31.7	11.0	121.3	71.0	11.3	20.7	50.0	58.3	110.3	10.0	26.0	29.3	40.7	624

Source: HEA Title II Reports - 2014, 2015, 2016

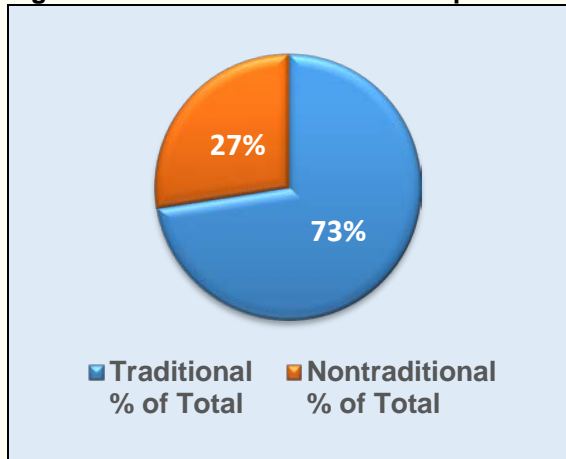
* includes Life/Earth

** includes Physical/Earth

Table 11. Three-year average number prepared via Traditional and Nontraditional Routes

2017	Agriculture	Art	Business	Drama / Speech	Elementary / Early Ch.	English	FACS	Foreign Lang.	Life Science*	Math	MCE	Music	Phys. Ed. / Health	Physical Science**	Social Studies	All
Three year average	24.0	61.7	54.7	20.7	875.7	181.7	38.0	37.3	78.0	126.3	293.3	105.0	197.0	42.0	136.3	2271.7
Traditional % of Total	72%	58%	42%	47%	86%	61%	70%	45%	36%	54%	62%	90%	87%	30%	70%	73%
Nontraditional % of Total	28%	42%	58%	53%	14%	39%	30%	55%	64%	46%	38%	10%	13%	70%	30%	27%

Figure 20. Percent of license areas produced via traditional and nontraditional programs.



X. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for educator licensure in Arkansas. Pass rates reflect the tests taken between 9/1/15 and 8/31/16, and the numbers passing each test. If a candidate took a test more than once, only the highest score is reported. Arkansas EPPs had the opportunity to verify that their candidates took the tests listed for their institution. Data include both traditional and nontraditional routes. **Pass Rate results for individual EPPs (those with approved programs for that particular subject area) can be found in that institution’s EPPR on the ADE website at [EPPRs](#).**

Table 12. Praxis® Licensure Test Pass Rates

Test #	Test Name	Arkansas Test Takers			National Test Takers		
		# Tests	# Pass	% Pass	Mean Score	# Tests	Mean Score
5701	Agriculture	26	26	100.00	166.96	398	168.69
5135	Art: Content and Analysis	49	31	63.27	163.63	855	164.49
5235	Biology: Content Knowledge	75	62	82.67	155.67	3,556	163.10
5101	Business Ed: Content Knowledge	52	52	100.00	171.50	1,821	169.89
5022	Early Childhood: Content Knowledge	456	455	99.78	177.88	1,086	174.23
5003	Elem Ed: MS Mathematics Subtest	287	247	86.06	172.13	18,843	170.48
5002	Elem Ed: MS Reading Language Arts Subtest	270	244	90.37	169.69	17,583	168.14
5005	Elem Ed: MS Science Subtest	267	194	72.66	165.13	18,128	166.53
5004	Elem Ed: MS Social Studies Subtest	268	192	71.64	161.16	18,170	163.85
5039	English Language Arts: Content and Analysis	142	115	80.99	172.56	2,943	173.51
5361	English to Speakers of Other Languages	271	252	92.99	158.31	4,037	158.80
5122	Family and Consumer Sciences	21	19	90.48	162.81	1,049	160.84
5174	French: World Language	4	*	*	*	407	168.57
5183	German: World Language	2	*	*	*	116	171.88
5358	Gifted Education	84	70	83.33	162.45	411	163.91
5857	Health and Physical Ed: Content Knowledge	262	215	82.06	162.61	2,375	163.58
5311	Library Media Specialist	60	56	93.33	163.07	1,260	162.95
5561	Marketing Education	2	*	*	*	246	165.83
5161	Mathematics: Content Knowledge	147	60	40.82	148.26	7,962	153.77
5047	Middle School English Language Arts	194	94	48.45	160.86	3,288	162.51
5169	Middle School Mathematics	224	130	58.04	163.99	5,918	166.60
5440	Middle School Science	219	140	63.93	151.11	3,015	156.19
5089	Middle School Social Studies	161	120	74.53	158.68	2,260	164.79
5113	Music: Content Knowledge	131	110	83.97	164.76	2,403	167.21



Test #	Test Name	Arkansas Test Takers			National Test Takers		
		# Tests	# Pass	% Pass	Mean Score	# Tests	Mean Score
0481	Physical Science: Content Knowledge	58	54	93.10	164.05	117	162.28
5621	Principles of Learning and Teaching: Early Childhood	614	579	94.30	168.70	3,570	167.90
5623	Principles of Learning and Teaching: Grades 5-9	279	265	94.98	174.02	2,352	173.97
5624	Principles of Learning and Teaching: Grades 7-12	781	740	94.75	172.19	13,697	174.63
5622	Principles of Learning and Teaching: Grades K-6	198	184	92.93	173.98	15,711	175.10
5421	Professional School Counselor	114	107	93.86	169.31	3,327	168.90
5301	Reading Specialist	32	30	93.75	180.66	1,605	182.34
6011	School Leaders Licensure Assessment	502	453	90.24	173.58	6,422	174.08
5402	School Psychologist	8	8	100.00	172.25	2,586	169.36
6021	School Superintendent Assessment	43	36	83.72	167.72	658	168.32
5086	Social Studies: Content and Interpretation	161	98	60.87	155.24	1,655	157.51
5195	Spanish: World Language	29	12	41.38	160.72	2,450	168.17
5354	Special Education: Core Knowledge Applications	184	183	99.46	174.82	5,979	171.97
5221	Speech Communication: Content Knowledge	34	32	94.12	159.56	261	158.74
5641	Theatre	15	12	80.00	164.87	329	167.63
5841	World Language Pedagogy	23	22	95.65	179.09	281	178.71

Source: ETS Data Manager
 # Tests = number of tests taken
 # Pass = number of passing scores
 % Pass = pass rate percentage
 * = at ETS no data if # Tests < 5

XI. Praxis® Licensure Test Summary Pass Rates

Table 13 (Summary Pass Rates) reflects the percentage of all **Traditional Route** teacher candidates 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 test takers per year were combined (over three years) for a pass rate. **Nontraditional route test takers are not reported here since nontraditional EPPs are not responsible for content knowledge preparation.**

Table 13. Licensure Tests Summary Pass Rates (Traditional EPPs only)

EPP	2015 Title II Report				2016 Title II Report				2017 Title II Report				Combined 3 years		
	# Tests	# Pass	% Pass	State Avg.	# Tests	# Pass	% Pass	State Avg.	# Tests	# Pass	% Pass	State Avg.	# Tests	# Pass	% Pass
ASU	333	293	88	94%	291	270	93	97%	245	232	95	96%			
ATU	197	190	96		216	209	97		168	164	98				
CBC	1	*	*		3	*	*		4				8	*	*
CRC					5	*	*		11	9	82				
HU	120	110	92		117	112	96		128	122	95				
HSU	127	125	98		102	101	99		95	94	99				
HC	3	*	*		5	*	*		6	*	*		14	14	100
JBU	26	26	100		27	26	96		29	27	93				
LC	7	*	*		5	*	*		2	*	*		14	14	100
OBU	39	37	95		33	33	100		33	33	100				
PSC	6	*	*		1	*	*		1	*	*		8	*	*
SAU	68	58	85		63	59	94		45	42	93				
UAF	221	211	95		250	244	98		229	224	98				
UAFS	114	108	95		107	107	100		104	102	98				
UALR	93	91	98		76	75	99		67	66	99				
UAM	36	34	94		37	35	95		21	20	95				
UAPB	11	10	91		11	11	100		11	11	100				
UCA	175	172	98		170	169	99		148	148	100				
UO	15	15	100		16	16	100		14	14	100				
WBC	32	28	88		27	23	85		14	13	93				

Green = pass rate ≥ state average.
 Shade = program did not exist during that year.

Source: HEA Title II Reports - 2015, 2016, 2017
 # Tests = number of tests taken
 # Pass = number of passing scores
 % Pass = pass rate percentage
 * = in Title II no data if # Tests < 10
 State Avg. includes only scores from test takers in traditional programs with 10 or more test takers.

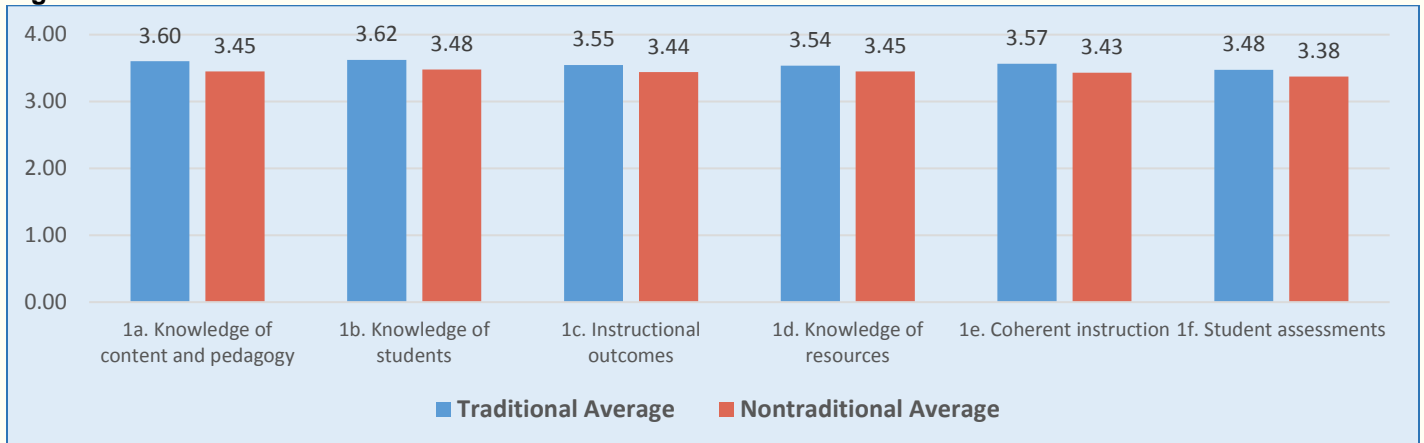


XII. Novice Teacher Survey Data - Perceptions of Preparation

First-year teachers complete a “Novice Teacher Survey” in the spring at the end of their first year of teaching. The purpose of the survey is to identify novice teachers’ perceptions of their educator preparation experience base on the four TESS ‘Framework for Teaching’ domains. The spring 2015 questions and results are presented below for traditional and nontraditional programs combined. Instructions were as follows: **“Please rate the following statements based on how well you feel your educator preparation provider (EPP) prepared you in each category for your first year of teaching.”**

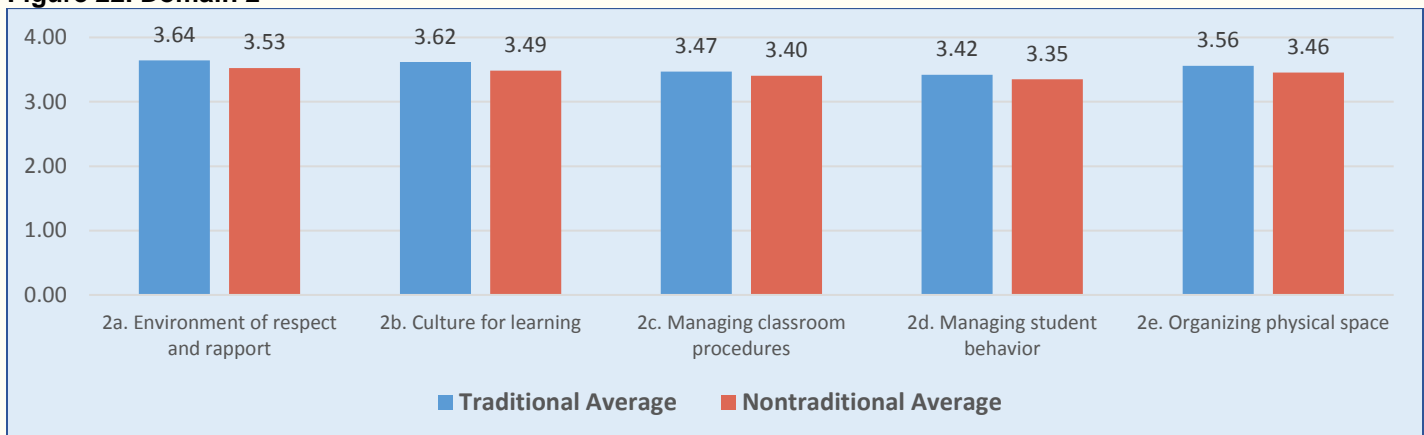
SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Figure 21. Domain 1



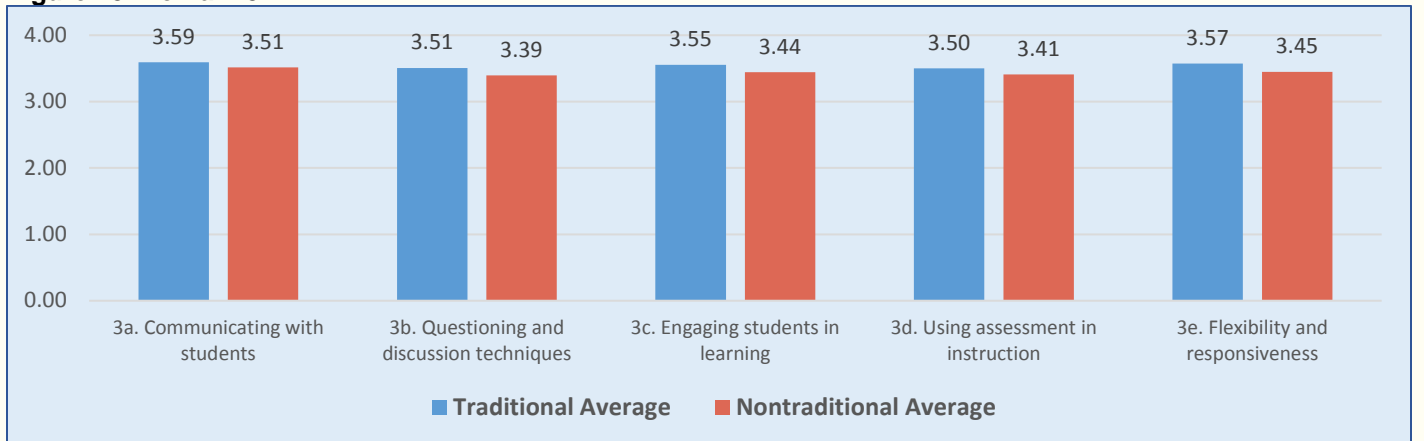
Source: ADE Novice Teacher Surveys

Figure 22. Domain 2



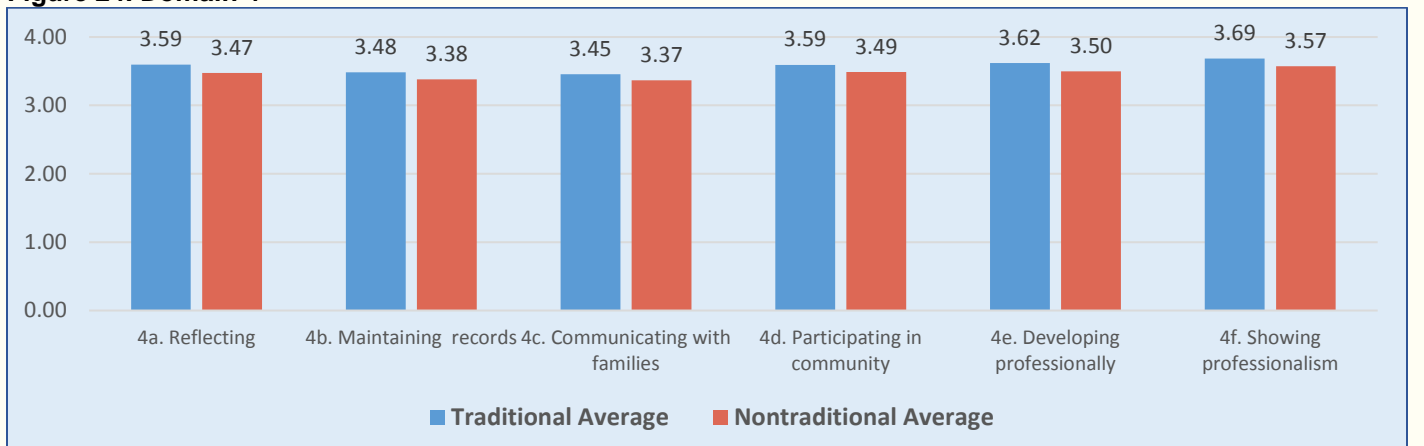
Source: ADE Novice Teacher Surveys

Figure 23. Domain 3



Source: ADE Novice Teacher Surveys

Figure 24. Domain 4



Source: ADE Novice Teacher Surveys