

## Fayetteville State University Educator Preparation Program NCEES Data

### Data Description

The data presented is a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by Fayetteville State University. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Detailed student performance data is provided in Evidence 4.1.A EVAAS Data.

### Data Notes:

- Sample Size represents the number of teachers that obtained educator effectiveness data during a given school year.
- Blank cells represent no data available.
- 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.

Table 1. EPP and State-Level NCEES Data by Standard and Data Cycle

EPP and State-Level NCEES Data by Data Cycle Data Cycles 2017 – 2018, 2018 – 2019, 2020 - 2021							
<b>Standard 1: Teachers Demonstrates Leadership</b>							
Data Cycle	Data Level	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
2021-22	EPP	46	-	-	37	8	1
	State	3247	-	100	2320	784	42
2020-21	EPP	60	-	3	47	10	-
	State	4800	-	90	3149	1489	72
2018-19	EPP	29	-	1	34	4	-
	State	2252	-	106	1610	506	28
<b>Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>							
2021-22	EPP	44	-	2	30	11	1
	State	3022	-	112	1890	975	44
2020-21	EPP	60	-	3	42	15	-
	State	4507	-	89	2544	1793	80
2018-19	EPP	29	-	-	22	7	-
	State	2156	-	105	1407	607	35
<b>Standard 3: Teachers Know the Content They Teach</b>							
2021-22	EPP	44	-	3	33	7	1
	State	3022	-	159	2279	557	27
2020-21	EPP	60	-	4	46	10	-
	State	4507	-	140	3198	1129	38
2018-19	EPP	39	-	2	34	3	1
	State	2156	-	129	1617	387	22
<b>Standard 4: Teachers Facilitate Learning for Their Students</b>							
2021-22	EPP	46	-	5	32	9	-
	State	3247	-	156	2222	837	32
2020-21	EPP	60	-	3	43	14	-
	State	4800	-	145	3026	1581	47
2018-19	EPP	29	-	1	22	6	-
	State	2252	-	148	1572	507	23
<b>Standard 5: Teachers Reflect on Their Practice</b>							
2021-22	EPP	44	-	1	34	8	1
	State	3022	-	123	2283	584	32
2020-21	EPP	60	-	4	49	7	-
	State	4507	-	120	3151	1183	52
2018-2019	EPP	29	-	1	24	4	-
	State	2156	-	109	1604	423	19