

Measure 1: Completer Impact and Effectiveness

EVASS 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 Education Value-Added Assessment System (EVASS). Teachers receive one of three ratings based on the degree to which their students meet their growth targets on standardized tests: “Does Not Meet Expected Growth”, “Meets Expected Growth”, or “Exceeds Expected Growth”. The data provided in this evidence packet details the percentage and number of Fayetteville State University completers who earned ratings in recent years.

Table 1. EPP and State Level Student Growth Data by Data Cycle

EPP and State-Level Student Growth Data by Data Cycle					
Standard 6: Student Growth					
Data Cycle	Data Level	Sample Size	% Not Meeting Expected Growth	% Meeting Expected Growth	% Exceeding Expected Growth
2021 – 22	EPP	44	23%	61%	16%
	State	2872	19%	71%	10%
2020 – 21	EPP	12	8.5%	83%	8.5%
	State	1296	11%	82%	66%
2019 – 20	N/A				
2018 – 19	EPP	11	27%	73%	
	State	755	20%	72%	14%
2017 – 18	EPP	15	47%	53%	
	State	910	20%	66%	14%

*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.