



Council for the
Accreditation of
Educator Preparation

Data Conventions & Making the Case

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Conventions for CAEP Data Charts

- All data must be disaggregated by specialty licensure area – Scale 1 through 4 (1=unacceptable, 2=Developing, 3=Sufficient, and 4=Above Sufficient with 3 being the required level)

Item on Instrument	EPP Mean		Elementary		Early Childhood		Music Education	
	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>	<u>2014</u>
Develops learning experiences which are appropriate for the subject and grade level and are connected appropriately to the standards. (CAEP 1.1/InTASC 1)	N = 240 M = 3.2 R = 1-4	N = 235 M = 3.1 R = 1-4	N = 126 M = 3.4 R = 2-4	N = 126 M = 3.59 R = 3-4	N = 96 M = 3.1 R = 2-4	N = 93 M = 2.9 R = 2-4	N = 11 M = 3.2 R = 2-4	N = 16 M = 3.1 R = 2-4
Uses discussion strategies to promote high-level thinking through accountable talk and academic conversation. (CAEP 1.1/InTASC 8)	N = 240 M = 3.0 R = 1-4	N = 235 M = 2.9 R = 1-4	N = 126 M = 2.8 R = 2-4	N = 126 M = 2.9 R = 1-4	N = 96 M = 3.2 R = 2-4	N = 93 M = 3.0 R = 2-4	N = 11 M = 2.7 R = 1-3	N = 16 M = 3.0 R = 2-4

Conventions for CAEP Data Charts

- If there are less than 10 candidates in the individual cycle of data for a licensure area, EPPs can aggregate data over the three cycles for the low enrollment specialty licensure area and report one aggregated data point over the three cycles.

(See next slide for an example)

GPA Content – Sample Data Chart

Appendix B (cont.)

Guidelines for Using and Reporting GPAs as Evidence

Sample of Data Table for Discipline Specific Content Courses Mean GPAs

Cluster 2 - Secondary

Content Area	N for Teacher Candidates by Year			Mean GPA for Teacher Candidates By Year			N for Non-Teacher Candidates by Year			Mean GPA for Non-teacher Candidates by Year		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2014	2015
History	7	8	6	3.1	3.0	3.3	127	99	145	2.8	2.6	2.9
English	12	13	15	2.5	2.7	2.4	104	72	98	3.3	3.5	3.2
Math	4	1	1	Aggregated for 3 yrs. 3.2			61	45	51	2.5	2.1	2.6
Science/Physics	1	0	2	Aggregated for 3 yrs. 3.0			56	22	25	2.3	2.7	3.3

Conventions for CAEP Data Charts

- If the EPP is reporting a mean score for the individual indicator, a measure of variability needs to be included (range or standard deviation), If percentage is being used, no measure of variability is required, but the percentages should be reported by level for each indicator in the instrument.



Academic Years	Number of Students	Qualifying Score	Mean	National Median	Range EPP	% of Candidates Passing
Early Childhood						
2011-2012	N = 35	160	172	177	152-186	100%
2012-2013	N = 33	160	169	176	158-172	100%
2013-2014	N = 31	160	168	176	152-183	100%
Elementary Education (sub-test listed below)						
Reading and Language Arts						
2011-2012	N = 22	157	165	No data	153-174	100%
2012-2013	N = 27	157	160	No data	157-172	100%
2013-2014	N = 25	157	162	No data	155-170	100%
Mathematics						
2011-2012	N = 22	157	165	No data	153-171	100%
2012-2013	N = 27	157	162	No data	155-170	100%
2013-2014	N = 25	157	158	No data	150-162	100%
Social Studies						
2011-2012	N = 22	155	158	No data	149-162	100%
2012-2013	N = 27	155	157	No data	150-162	100%
2013-2014	N = 25	155	159	No data	146-169	100%
Science						
2011-2012	N = 22	159	161	No data	149-168	100%
2012-2013	N = 27	159	164	No data	151-170	100%
2013-2014	N = 25	159	163	No data	155-169	100%

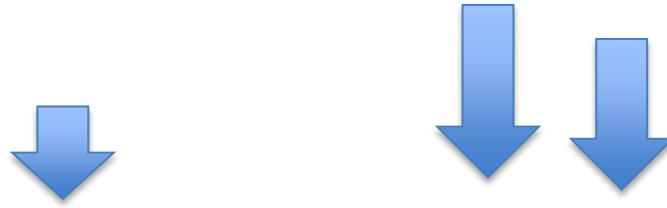
Data for the Year 2013
Level 3 = Sufficiency

Item on Instrument	EPP % at each level (N = 240)				Elementary (N = 126)				Early Childhood (N = 96)				Music Education (N = 11)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develops learning experiences which are appropriate for the subject and grade level and are connected appropriately to the standards. (CAEP 1.1/InTASC 1)	12%	22%	52%	14%	0%	11%	79%	21%	5%	9%	62%	14%	0%	27%	73%	0%

Conventions for CAEP Data Charts

- All data charts must be clearly labeled and include an overall n for the data set or specialty licensure area.
- In possible, data charts should include comparison points. For example, if state or national data are available, those data should be included in the chart. EPPs should use the same data conventions as used by the state or national data set to allow for comparisons. Any missing data should be addressed in the narrative.

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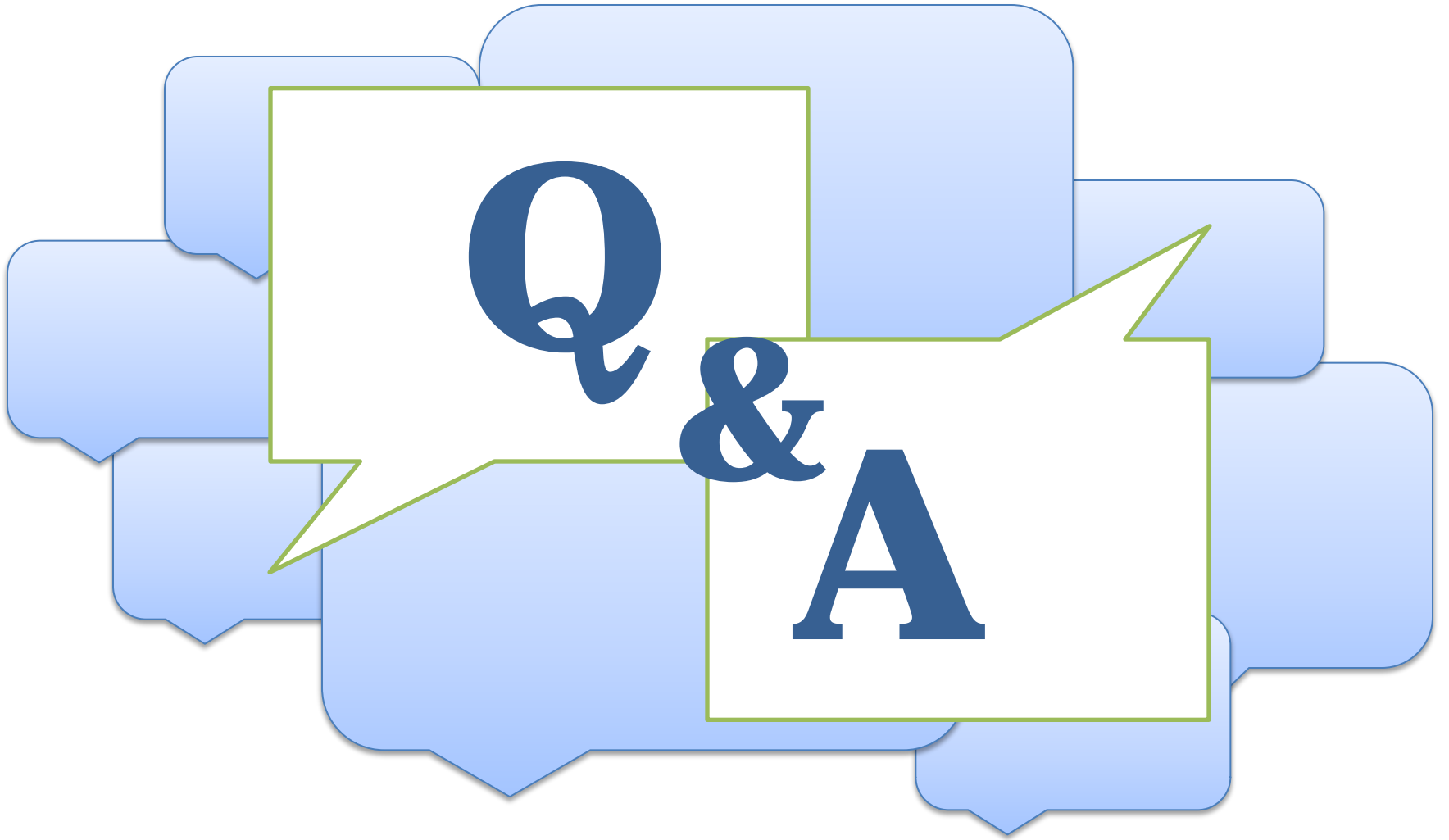
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2013-2014	N = 25	157	158	No data	150-162	100%
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2013-2014	N = 25	155	159	No data	146-169	100%
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2012-2013	N = 27	159	164	No data	151-170	100%
2013-2014	N = 25	159	163	No data	155-169	100%

Conventions for CAEP Data Charts

- Clearly identify any required benchmarks for data sets. This includes benchmarks determined by the EPP, CAEP, state, or others.
- A key should be provided for any symbols or abbreviations used in the data chart.
- All indicators on data charts should be tagged to CAEP standard/component or InTASC or state when appropriate.
- The minimal level of competency should be identified on the data chart.



Academic Years CAEP 1.1/InTASC 2	Number of Students	Qualifying Score	Mean	National Median	Range EPP	% of Candidates Passing
Early Childhood						
2011-2012	N = 35	160	172	177	152-186	100%
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