Arkansas State University

College of Education and Behavioral Science

EPP Assessment Day

One-Year Data Reports for 2020-2021

Fall Assessment Day
November 12, 2021

Name of Assessment: edTPA

Year: 2020-2021

Standard #:4

Disaggregated Data

edTPA Performance Summary (July 2020 -June 2021)									
	Arkansas State University			Arkansas			National		
	# Tests Taken - EPP	% Pass - EPP	Total Score Mean EPP	# Tests Taken - State	% Pass - State	Total Score Mean State	# Tests Taken - National	% Pass - National	Total Score Mean - National
All 15-Rubric Handbooks	73	72%	40.9	324	76%	40.9	21142		43.1

Overall EPP -

        # Passed – 45 (AR – passing score is 37)
        # Not Passed – 18
        # Incomplete – 7 (not included in Overall Mean)

Task 1 – Mean 13.7

Task 1	Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5
Mean	2.9	2.8	2.8	2.5	2.7

Task 2 – Mean 13.7

Task 2	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10
Mean	3.0	2.7	2.6	2.9	2.5

Task 3 – Mean 12.8

Task 3	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Mean	2.7	2.9	2.4	2.4	2.6

Data Summary

Overall, the Arkansas State University EPP has a Mean score of 40.9 on the edTPA for a passing rate of 72% of the 63 assessments that were graded. The students at Arkansas State University are performing at similar rates as others completing the edTPA in Arkansas, but below the National Mean Score by approximately 2.2 raw points.

For Task 1, the EPP collectively scored lower in Rubric 4: Identifying and Supporting Language Demands, than the other rubrics in planning. In Task 2, Rubric 10: Analyzing Teacher Effectiveness was the lowest scoring rubric. The lowest scoring Task as a whole was Task 3:

Assessment. Rubrics 13 and 14 each had a mean of 2.4 while Task 3's overall mean was 0.9 points lower than Task 1 and Task 2.

One of the main areas of concern that impacts the low scores in Task 3 (and the other Tasks as well) are the number of condition Codes impacting overall passing rate. For this past academic year of 2020-2021, 34 out of the 53 Condition Codes that were assessed are from Task 3. These Condition Codes are due to missing artifacts, incorrect files, or assessment submitted not being the same assessment, or simply not responding. This can be attributed to lack of knowledge on expectations and/or requirements for submissions. These requirements can vary depending on the content being assessed.

Several programs within the EPP did well. Elementary Education students taking the Mathematics assessment had an 85.7% passing rate. K-12 Performing Arts had a passing rate of 80% and Special Education MAT program had a passing rate of 92.3%.

Other notable performances were in Secondary ELA with a mean score of 47 while Visual Arts had a mean of 46.3. Of the programs that submitted with enough data, Secondary Mathematics shows an area of concern with low scores in the sections requiring substantial writing.

Overall, lack of understanding of the requirements for submissions by students seems to be the area needing immediate attention in order to reduce the number of condition codes. The other main area for all programs needing improvement is within Rubric 4: Identifying and Supporting Language Demands.

Team SMART Goal and Action Steps

In general, students' scores are lower due to poor writing skills (except for secondary ELA) in congruence with edTPA guidelines. Offering writing help sessions and utilizing the A-State writing center will help students increase their scores by identifying areas they are not getting credit in due to poor writing.

Conduct edTPA information sessions that will help students identify the types of documents that are acceptable for submission to attempt to eliminate students receiving condition codes throughout the edTPA.

Notable performance above expectations across EPP

ELED Combined – 9/12 passed

K-12 Performing Arts - 12/15 Passed

SPED/SPED MAT - 14/15 Passed – Mean 44.2

Secondary ELA – Mean 47

Visual Arts – Mean 46.3

Notable performance below expectations across EPP

Number of Condition Codes in Task 3 (Rubrics 13 & 14)

Task 1 - Rubric 4: Identifying and Supporting Language Demands

Ways to prepare students to perform better/score higher

Continue to educate students on submission requirements (i.e., file types, templates, videos, etc.)

Provide Writing Seminars to help students do a better job documenting what they are doing.