

## Fayetteville State University Educator Preparation Program NCEES Data

### Data Description

The data presented herein is a summary derived from the North Carolina Educator Evaluation System (NCEES) and the Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by Fayetteville State University. In North Carolina, a beginning teacher is defined as one who is within the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards delineate the knowledge, skills, and dispositions expected of teachers. School administrators assess the extent to which teachers meet standards 1-5, with ratings progressing from “developing” to “distinguished.”

Effective from the 2010-2011 academic year, beginning teachers must achieve a rating of “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form by the end of their third year to be eligible for the Standard Professional 2 License. Student growth is evaluated using a value-added measure calculated by the statewide growth model for educator effectiveness. The possible ratings for student growth are “does not meet expected growth,” “meets expected growth,” and “exceeds expected growth.” Comprehensive 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.

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

EPP and State-Level NCEES Data by Data Cycle Data Cycles 2020 – 2021, 2021 – 2022, 2022 - 2023							
<b>Standard 1: Teachers Demonstrates Leadership</b>							
Data Cycle	Data Level	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
2022-2023	EPP	56	1	1	39	14	1
	State	3190	3	99	2187	859	42
2021-2022	EPP	46	-	-	37	8	1
	State	3246	-	100	2320	784	42
2020-2021	EPP	60	-	3	47	10	-
	State	4800	-	90	3149	1489	72
<b>Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>							
2022-2023	EPP	51	1	2	30	17	1
	State	2945	3	98	1793	1008	43
2021-2022	EPP	44	-	2	30	11	1
	State	3022	-	112	1890	975	44
2020-2021	EPP	60	-	3	42	15	-
	State	4507	-	89	2544	1793	80
<b>Standard 3: Teachers Know the Content They Teach</b>							
2022-2023	EPP	51	1	4	35	11	-
	State	2945	3	115	2209	596	22
2021-2022	EPP	44	-	3	33	7	1
	State	3022	-	159	2279	557	27
2020-2021	EPP	60	-	4	46	10	-
	State	4507	-	140	3198	1129	38
<b>Standard 4: Teachers Facilitate Learning for Their Students</b>							
2022-2023	EPP	56	1	4	35	16	-
	State	3190	6	127	2132	896	29
2021-2022	EPP	46	-	5	32	9	-
	State	3247	-	156	2222	837	32
2020-2021	EPP	60	-	3	43	14	-
	State	4800	-	145	3026	1581	47
<b>Standard 5: Teachers Reflect on Their Practice</b>							
2022-2023	EPP	51	1	2	37	11	-
	State	2945	3	117	2128	670	27
2021-2022	EPP	44	-	1	34	8	1
	State	3022	-	123	2283	584	32
2020-2021	EPP	60	-	4	49	7	-
	State	4507	-	120	3151	1183	52