

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: 2021 – 2022, 2022 – 2023, 2023 – 2024						
Standard 1: Teachers Demonstrates Leadership						
Data Cycle	Data Level	Sample Size	Developing	Proficient	Accomplished	Distinguished
2023 – 2024	EPP	57	2%	67%	30%	2%
	State	2374	3%	68%	27%	1%
2022 – 2023	EPP	52	2%	71%	27%	-
	State	4828	3%	69%	27%	1%
2021 – 2022	EPP	46	-	80%	17%	2%
	State	7337	3%	70%	26%	1%
Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students						
2023 – 2024	EPP	54	4%	59%	35%	2%
	State	2180	4%	62%	33%	2%
2022 – 2023	EPP	47	2%	62%	36%	-
	State	4442	4%	62%	33%	1%
2021 – 2022	EPP	44	5%	68%	25%	2%
	State	6756	4%	62%	33%	1%
Standard 3: Teachers Know the Content They Teach						
2023 – 2024	EPP	54	4%	72%	24%	-
	State	2180	5%	74%	20%	1%
2022 – 2023	EPP	47	6%	72%	21%	-
	State	4442	4%	75%	20%	1%
2021 – 2022	EPP	44	7%	75%	16%	2%
	State	6756	5%	75%	19%	1%
Standard 4: Teachers Facilitate Learning for Their Students						
2023 – 2024	EPP	57	2%	72%	25%	2%
	State	2374	5%	66%	28%	1%
2022 – 2023	EPP	52	6%	65%	29%	-
	State	4826	5%	67%	28%	1%
2021 – 2022	EPP	46	11%	70%	20%	-
	State	7335	5%	67%	27%	1%
Standard 5: Teachers Reflect on their Practice						
2023 – 2024	EPP	44	4%	69%	24%	4%
	State	2180	5%	72%	22%	1%
2022 – 2023	EPP	47	2%	77%	21%	-
	State	4442	4%	73%	22%	1%
2021 – 2022	EPP	44	2%	77%	18%	2%
	State	6756	4%	74%	21%	1%