

ARS MEASURE 6: STATE CERTIFICATION PASS RATES

Table 6.0: Comparison of All Students and by Degree Program across EAS, Students w/ Disabilities, CST Multisubject, and edtPA for Completers Graduating in 2019.

| All Candidates | Program Completers N | Test Takers N | Pass N | Pass Rate | Mean Overall Pass Rate | Range of Passing Score |
|------------------------------------|----------------------|------------------------|---|-------------------|--|------------------------|
| EAS | | | | | | |
| All Candidates | 21 | 14 | 13 | 93% | 518 | 500-546 |
| CSE | 8 | 4 | 4 | 100% | 511 | 502-515 |
| ECSE | 13 | 10 | 9 | 90% | 521 | 50-546 |
| CST STUDENTS W/DISABILITIES | | | | | | |
| All Candidates | 21 | 9 | 8 | 89% | 541 | 525-557 |
| CSE | 8 | 3 | 3 | 100% | 534 | 525-550 |
| ECSE | 13 | 6 | 5 | 83% | 545 | 526-557 |
| CST MULTI-SUBJECT | | | | | | |
| All Candidates | 21 | 11 | 7 | 91% | 535 | 520-569 |
| CSE | | | | | | |
| Pt 1 Language Arts | 8 | 3 | 2 | 66% | 533 | 524-544 |
| Pt 2 | 8 | 2 | 2 | 100% | 532 | 529-533 |
| Pt 3 | 8 | 3 | 3 | 100% | 532 | 524-539 |
| ECSE | | | | | | |
| Pt 1 | 13 | 7 | 6 | 86% | 543 | 531-550 |
| Pt 2 | 13 | 7 | 6 | 86% | 529 | 520-557 |
| Pt 3 | 13 | 7 | 7 | 100% | 544 | 534-569 |
| edtPA | | | | | | |
| All Candidates | 21 | 8 | 8 | 100% | 44 | 39-49 |
| CSE | 8 | 3 | 3 | 100% | 45 | 39-49 |
| ECSE | 13 | 5 | 5 | 100% | 43 | 40-49 |
| CERTIFICATION | | | | | | |
| All Candidates | Total | Started Taking Exams N | % of Candidates that Began Taking Exams | Fully Certified N | % of Candidates who Began Exams Resulting in Certification | |
| | 21 | 11 | 52% | 5 | 45% | |
| CSE | 8 | 4 | 50% | 1 | 25% | |
| ECSE | 13 | 7 | 54% | 4 | 57% | |

Pattern of Taking Teacher Certification Exams

The EPP's completers for 2019 represented two degrees offered in the Department of Development and Special Education. It is the Early Childhood Special Education (ECSE) and Childhood Special Education (CSE). Of the 2019 graduating teacher candidates (21), fifty-two percent of them took at least one teacher certification exam resulting in five fully certified teacher candidates upon graduation. Although ECSE candidates attempted more exams than CSE candidates, the majority of candidates that took exams irrespective of degree program successfully passed exams. The recommended pattern for taking exams would naturally result in more candidates taking the EAS, CST Students w/ Disabilities, and separately taking sub-sections of the CST Multisubject exam resulting in the varied number of candidates taking all exams. The fewest number of candidates completed the edTPA, the last exam that is taken during the last semester of preparation – Clinical Practice II.

Teacher Certification Exam Results

Overall teacher candidates in both degree programs maintained an 80% or better pass rate with the exception of the CSE teacher candidates wherein 2 of the 3 teacher candidates that attempted the Language Arts (Part 1) section of the CST Multisubject passed representing 66% sub-section pass rate.

Certification

The certification process continues beyond graduation because only 52% of candidates attempted exams prior to graduation. There is a unique balance between candidates void of preparation taking exams and passing the exams that are attempted.

Recommendations

The EPP is exploring using different modalities to better fit tutoring into candidates work and school schedules. We will pilot offering online and face to face tutoring in order to support the continued development of teacher candidates' content and pedagogical content knowledge and skills. The Department needs to increase its monitoring of teacher candidates' participation in tutoring.

When tutoring is delivered in both online and face to face, sessions are recorded and referred to at a later time. Often candidates will attend tutoring in the beginning of the semester and during the intersession. This discontinuous or intermittent approach to tutoring results in a lack of efficacy and, therefore, some teacher candidates remain feeling ill-equipped to begin to take teacher certification exams. Workshops provided in the Summer and during Intersessions will continue to provide teacher candidates and graduates the opportunity to continue their march towards successfully completing teacher certification exams, which can take two years or more after graduation.

OMIT REMAINDER OF THIS SECTION WITH DISAGGREGATED SCORES UNTIL POST COVID-19

1. EDUCATING ALL STUDENTS TEST

Table 6.1a: Overall Completers Performance on the EAS: 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Test Takers Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-------------|---------------------|---------------|----------------------|-----------------------|----------------------------|-------------------------|
| 2019 | 21 | 14 | 13 | 93% | 518 | 500-546 |
| 2018 | 35 | 28 | 25 | 89% | 535 | 500-571 |
| 2017 | 13 | 11 | 11 | 100% | 527 | 505-554 |
| 2016 | 23 | 20 | 16 | 80% | 519 | 500-535 |
| 2015 | 16 | 15 | 14 | 93% | 516 | 500-529 |

Table 6.1b: Completers Performance by Program: CSE 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-------------|---------------------|---------------|----------------------|-------------|----------------------------|-------------------------|
| 2019 | 8 | 4 | 4 | 100% | 511 | 502-515 |
| 2018 | 18 | 14 | 12 | 86% | 514 | 505-554 |
| 2017 | 6 | 4 | 4 | 100% | 517 | 500-535 |
| 2016 | 14 | 11 | 11 | 100% | 520 | 515-518 |
| 2015 | 12 | 11 | 10 | 91% | 524 | 500-528 |

Table 6.1c: Completers Performance by Program: ECSE 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-------------|---------------------|---------------|----------------------|-------------|----------------------------|-------------------------|
| 2019 | 13 | 10 | 9 | 90% | 521 | 500-546 |
| 2018 | 15 | 12 | 11 | 92% | 525 | 508-542 |
| 2017 | 7 | 7 | 7 | 100% | 514 | 500-529 |
| 2016 | 8 | 8 | 4 | 50% | 517 | 507-527 |
| 2015 | 4 | 4 | 4 | 100% | 530 | 508-542 |

6.1d: Completers Performance by Program: CE 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-----------|---------------------|---------------|----------------------|-----------|----------------------------|-------------------------|
| 2019 | 0 | | | | | |
| 2018 | 2 | 2 | 2 | 100% | 551 | 531-571 |
| 2017 | 0 | | | | | |
| 2016 | 1 | 1 | 1 | 100% | 524 | 524 |
| 2015 | 0 | | | | | |

2. NYSTCE CST- MultiSubject Test

f. The scoring guide/rubric for the assessment;

The scoring rubric for constructed-response item is below.

| Score Point | Score Point Description |
|-------------|---|
| 1. | Performance on the skills and knowledge is well above the level represented by the minimum passing score. |
| 2. | Performance on the skills and knowledge is just at or above the level represented by the minimum passing score. |
| 3. | Performance on the skills and knowledge is just below the level represented by the minimum passing score. |
| 4. | Performance on the skills and knowledge is well below the level represented by the minimum passing score. |

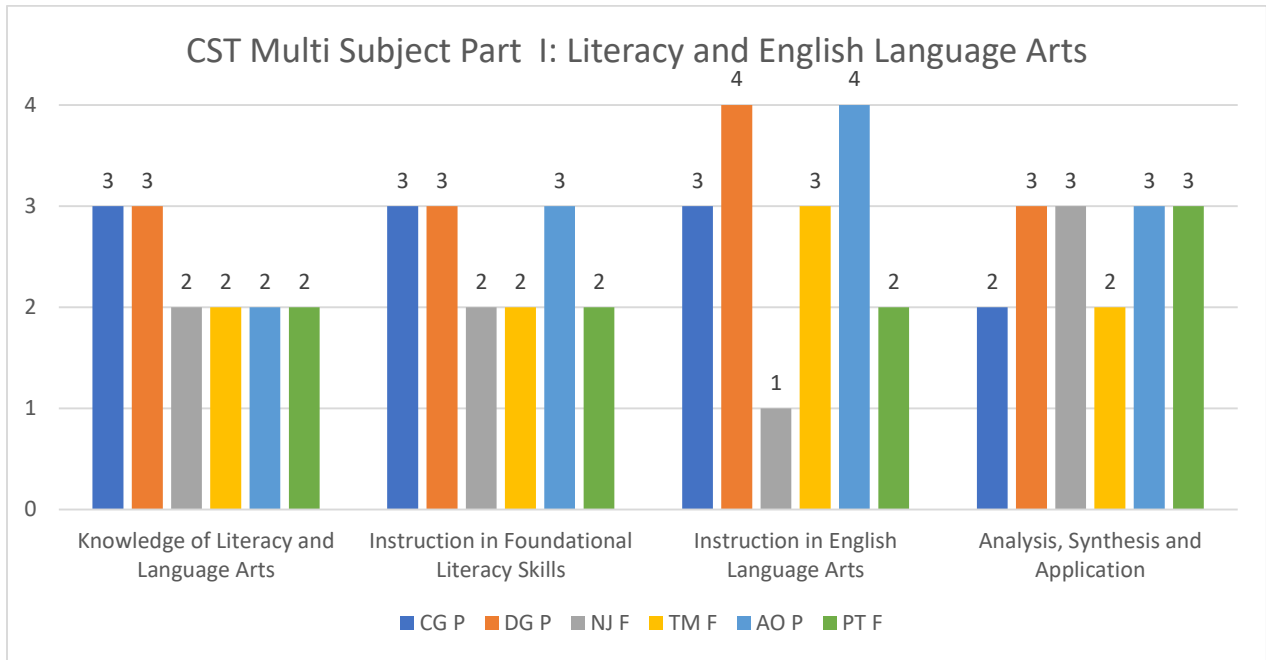
Charts that provide candidate data derived from the assessment.

Table 6.2: Overall Performance Outcomes on CST Multisubject

| Examinee | Program | Test | Test Date | P/ F Status | Total Score | Subareas | | | | |
|--------------------------------------|---------|-------------------|------------|-------------|-------------|----------|---|---|---|---|
| | | | | | | 1 | 2 | 3 | 4 | 5 |
| Total N=25; Passing rate= 64% (N=16) | | | | | | | | | | |
| CB | CSE | Part 3 Arts & Sci | 2019-05-01 | P | 560 | 3 | 4 | 4 | - | - |
| EC | CSE | Part 3 Arts & Sci | 2019-07-01 | P | 534 | 2 | 3 | 4 | - | - |
| CD | CSE | Part 2 Math | 2019-07-05 | F | 491 | 1 | 2 | 2 | 2 | 1 |
| JF | CSE | Part 2 Math | 2018-12-09 | P | 522 | 4 | 3 | 2 | 3 | 3 |
| CG | CSE | Part 1 Lit/ELA | 2019-04-27 | P | 524 | 3 | 3 | 3 | 2 | - |

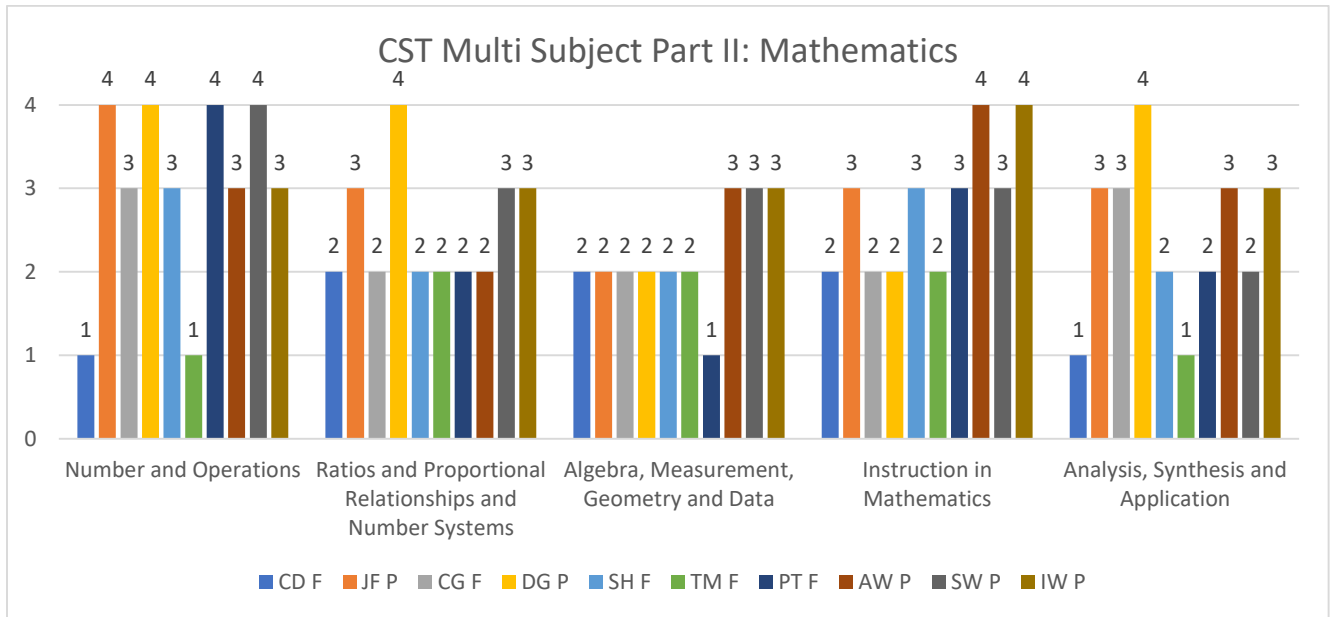
| | | | | | | | | | | |
|------|-----|-------------------|------------|---------|-------------|---|---|---|---|---|
| | | Part 2 Math | 2019-06-17 | F | 511 | 3 | 2 | 2 | 2 | 3 |
| | | Part 3 Arts & Sci | 2018-11-11 | P | 525 | 2 | 3 | 2 | - | - |
| DG | CSE | Part 1 Lit/ELA | 2019-07-27 | P | 532 | 3 | 3 | 4 | 3 | - |
| | | Part 2 Math | 2019-08-21 | P | 541 | 4 | 4 | 2 | 2 | 4 |
| | | Part 3 Arts & Sci | 2019-08-02 | P | 567 | 3 | 4 | 4 | - | - |
| SH | CSE | Part 2 Math | 2019-08-28 | F | 508 | 3 | 2 | 2 | 3 | 2 |
| NJ | CSE | Part 1 Lit/ELA | 2019-07-15 | F | 505 | 2 | 2 | 1 | 3 | - |
| TH | CSE | Part 1 Lit/ELA | 2019-01-26 | F | 508 | 2 | 2 | 3 | 2 | - |
| | | Part 2 Math | 2019-01-26 | F | 493 | 1 | 2 | 2 | 2 | 1 |
| AO | CSE | Part 1 Lit/ELA | 2019-03-09 | P | 535 | 2 | 3 | 4 | 3 | - |
| | | Part 3 Arts & Sci | 2019-03-23 | P | 573 | 4 | 3 | 3 | - | - |
| AM | CSE | Part 3 Arts & Sci | 2019-06-03 | P | 539 | 2 | 3 | 4 | - | - |
| | | Part 3 Arts & Sci | 2019-04-12 | F | 501 | 2 | 2 | 2 | - | - |
| PT | CSE | Part 1 Lit/ELA | 2019-06-01 | F | 516 | 2 | 2 | 2 | 3 | - |
| | | Part 2 Math | 2019-06-02 | F | 500 | 4 | 2 | 1 | 3 | 2 |
| AW | CSE | Part 2 Math | 2019-06-23 | P | 532 | 3 | 2 | 3 | 4 | 3 |
| SW | CSE | Part 2 Math | 2019-07-21 | P | 529 | 4 | 3 | 3 | 3 | 2 |
| | | Part 3 Arts & Sci | 2018-10-06 | P | 535 | 3 | 4 | 2 | - | - |
| IW | CSE | Part 2 Math | 2019-04-06 | P | 547 | 3 | 3 | 3 | 4 | 3 |
| | | Part 3 Arts & Sci | 2018-12-14 | P | 553 | 3 | 4 | 3 | - | - |
| N=15 | | | | Freq=25 | Average=527 | | | | | |

Table 1.1 CSE Performance Outcomes on CST Multisubject **Part 1: Literacy and English Language Arts**



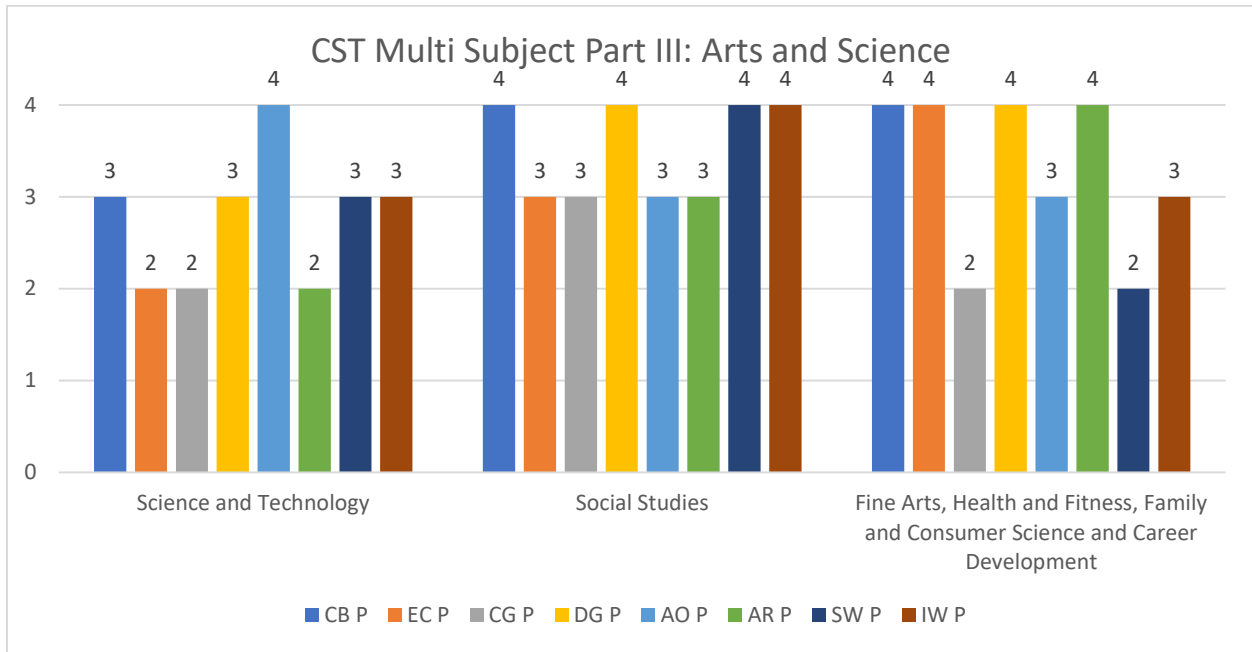
| Part I Overall performance | Competency 1 | Competency 2 | Competency 3 | Competency 4 |
|----------------------------|---------------------------|--------------------------|---------------------------|---------------------------|
| | | | Score of 1: N=1; 16.6% | |
| Total N=6 Pass=3 50% | Score of 2: N=4; 66.6% | Score of 2: N= 3; 50% | Score of 2: N=1; 16.6% | Score of 2: N=2 33.3% |
| | Score of 3: N=2; 33.3% | Score of 3: N= 3; 50% | Score of 3: N=2; 33.3% | Score of 3: N=4; 66.6% |
| | | | Score of 4: N=2; 33.3% | |

Table 1.2 Performance Outcomes on CST Multisubject **Part 2: Mathematics**



| Part 2 Overall performance | Competency 1 Numbers and Operations | Competency 2 Ratios and Proportional Relationships and Number Systems | Competency 3 Algebra, Measurement, Geometry and Data | Competency 4 Instruction in Mathematics | Competency 5 Analysis, Synthesis and Application |
|-----------------------------|--|--|---|--|---|
| N=10; Passing = 50%; N=5 | Score of 1: N=2; 20% | Score of 1: None | Score of 1: N=1; 10% | Score of 1: None | Score of 1: N=2; 20% |
| | | Score of 2: N=6; 60% | Score of 2: N=6; 60% | Score of 2: N=4; 40% | Score of 2: N=3; 30% |
| | Score of 3: N=4; 40% | Score of 3: N=3; 30% | Score of 3: N=3; 30% | Score of 3: N=4; 40% | Score of 3: N=4; 40% |
| | Score of 4: N=4; 40% | Score of 4: N=1; 10% | | Score of 4: N=2; 20% | Score of 4: N=1; 10% |

Table 1.3 Performance Outcomes on CST Multisubject **Part 3: Arts and Science**



| | | | |
|--|---|---|--|
| Part 3 Overall performance N=8 Passing=100% (N=8) | Competency 1: Science and Technology | Competency 2: Social Studies | Competency 3: Fine Arts, Health and Fitness, Family and Consumer Science and Career Development |
| | Score of 1: None | Score of 1: None | Score of 1: None |
| | Score of 2: N=3; 37.5% | Score of 2: None | Score of 2: N=2; 25% |
| | Score of 3: N=4 50% | Score of 3: N=4; 50% | Score of 3: N=2 25% |
| | Score of 4: N= 1; 12.5% | Score of 4: N=4; 50% | Score of 4: N= 4; 50% |

3. STUDENTS WITH DISABILITIES TEST (CSE & ECSE Only)

Overall Completers Performance on the SwD: 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Test Takers Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-----------|---------------------|---------------|----------------------|-----------------------|----------------------------|-------------------------|
| 2019 | 21 | 9 | 8 | 89% | 541 | 525-557 |
| 2018 | 33 | 23 | 22 | 96% | 540 | 520-560 |
| 2017 | 13 | 13 | 10 | 77% | 536 | 522-563 |
| 2016 | 23 | 17 | 14 | 82% | 539 | 537-563 |
| 2015 | 16 | 16 | 14 | 87.5% | 535 | 520-537 |

Completers Performance by Program: CSE 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-----------|---------------------|---------------|----------------------|-----------|----------------------------|-------------------------|
| 2019 | 8 | 3 | 3 | 100% | 534 | 525-550 |
| 2018 | 18 | 12 | 12 | 100% | 532 | 520-543 |
| 2017 | 6 | 6 | 4 | 67% | 545 | 522-563 |
| 2016 | 14 | 11 | 10 | 91% | 544 | 532-563 |
| 2015 | 12 | 12 | 11 | 92% | 527 | 520-537 |

Completers Performance by Program: ECSE 2015-2019

| Data Year | N Program Completer | N Test Takers | N Test Takers Passed | Pass Rate | Mean Overall Passing Score | Range of passing Scores |
|-----------|---------------------|---------------|----------------------|-----------|----------------------------|-------------------------|
| 2019 | 13 | 6 | 5 | 83% | 545 | 526-557 |
| 2018 | 15 | 11 | 10 | 91% | 541 | 522-560 |
| 2017 | 7 | 7 | 6 | 86% | 526 | 520-549 |
| 2016 | 8 | 6 | 4 | 67% | 533 | 527-540 |
| 2015 | 4 | 4 | 3 | 75% | 543 | 529-554 |