Impact on P-12 learning and development (Component 4.1)

EVAAS—EPP Level Data

Statement of the Data

In relation to the language of CAEP component 4.1, the SAS® EVAAS data presented in the UNC Dashboard (2015, 2016, 2017) , 2018 and 2019 data shared by UNC System provides direct documentation of how well UNC-CH completers contribute to the expected level of student-learning growth. As described previously, the SAS® EVAAS data document the percentage of UNC-CH completers who meet expected student-learning outcomes, those who exceed expectations, and those who do not meet expectations. Ideally, all UNC-CH completers will meet expectations, at a minimum.

Data Tables

The table below outline the EVAAS data collected from program and licensure areas for the EPP for 2015 - 2019; EVAAS analyses are produced and shared with UNC System Institutions via the UNC Dashboard. Table 1 provides an EPP-level summary of SAS® EVAAS data for all subject areas over the four-year period of available data. Data at the EPP level are provided for all available test areas included in the SAS® EVAAS analyses by year. Year-to-year comparison are presented in the sections for each grade level; for example, all Elementary level tests are grouped together.

Table 1: Summary of SAS® EVAAS Data (2015-2019) Percent of K-12 students Meet or Exceed growth expectation.

Grade Level	Test	2015	2016	2017	2018	2019	3-Year Average
Elementary	Math	88.9%	95.0%	85.0%	88.0%	81.3%	84.8%
	Reading	96.1%	98.4%	96.8%	97.6%	93.3%	95.9%
	Fifth Grade Science	79.0%	87.5%	76.5%	NA	NA	NA
	K-2 Reading	82.9%	84.9%	84.5%	88.1%	90.0%	87.5%
Middle	Math	77.8%	70.0%	75.9%	68.4%	88.9%	77.7%
	Reading	95.8%	95.0%	93.3%	93.1%	100.0%	95.5%
	Science	75.0%	75.0%	92.3%	100.0%	100.0%	97.4%
	Social Studies	73.3%	No data	100.0%	86.7%	NA	93.4%
Secondary	English	87.0%	83.3%	92.5%	100.0%	100.0%	97.5%
	Math	81.0%	91.2%	84.0%	82.5%	86.5%	84.3%
	Science	91.2%	96.8%	92.1%	84.6%	91.2%	89.3%
	Social Studies	88.9%	100.0%	94.9%	100.0%	96.3%	97.1%

VAM—EPP Level Data

Statement of the Data

The table below outlines the VAM (Value Added Model) data generated for program and licensure areas for the EPP for 2013 2015 and 2017; VAM analysis are produced and shared with UNC EPPs in alternating years. As of the submission of the 2021 CAEP Annual Report, these are the three cycles of data available. The table will be updated once data 2019 data became available.

Table 2 is based on individual value-added measures, rather than individual teachers, so teachers who receive more than one value-added report (say, a middle school teacher who teaches both 6th and 7th grade math) could be included more than once in the university's average, depending on what has been selected to view. Data are only reported if more than 10 teachers contribute to the EPP's data on a particular assessment. Shaded cells in Table 1 indicated subject areas with significant findings.

Table 2: *2013, 2015 and 2017 UNC VAM Standard Deviation and Overall Teacher Count Table*

UNC VAM by Licensure		**2013**		**2015**		**2017**	
		Standard Deviation	**Overall Teacher Count**	**Standard Deviation**	**Overall Teacher Count**	**Standard Deviation**	**Overall Teacher Count**
Elementary School	**Math**	**1.29%**	164	**2.60%**	136	**4.9%**	111
	Reading	**-1.04%**	164	**0%**	141	**0%**	117
	Science	**4.17%**	43	**2.40%**	74	**6.6%***	58
Middle School	**Algebra**	**No Data**	No Data	**-11% ***	17	**6.6%**	19
	Math	**6.80% ***	40	**4.60% ***	58	**4.4%***	62
	Reading	**-0.05%**	41	**0.20% ***	65	**0.1%**	66
	Science	**6.51%**	12	**2.80% ***	15	**5.7%**	19
High School	**Algebra**	**No Data**	No Data	**2.70%**	31	**-0.7%**	30
	Algebra 1 & Algebra 2	**No Data**	No Data	**No Data**	No Data	**No Data**	No Data
	Biology	**No Data**	No Data	**0.90%**	36	**3.8%**	40
	English	**No Data**	No Data	**0.80%**	64	**0.6%**	42
	English 1	**No Data**	No Data	**No Data**	No Data	**No Data**	No Data
	Science	**No Data**	No Data	**No Data**	No Data	**No Data**	No Data
	Social Studies	**No Data**	No Data	**No Data**	No Data	**No Data**	No Data

* indicates statistically significant findings.