Valdosta State University
Traditional Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Valdosta State University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Georgia

Address: 1500 N. Patterson Street

Valdosta, GA, 31698

Contact Name: Dr. Lynn Minor
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art	No
Biology	No
Chemistry	No
Early Childhood Education (ECE)	No
Earth/Space Science	No
English	No
French	No
Health and Physical Education	No
Healthcare Science Technology Education	No
History	No
Mathematics	No
Mathematics	No
Middle Grades	No
Middle Grades M.A.T.	No
Music	No
Political Science	No
Science Education	No
Spanish	No
Special Education Adapted Curriculum	No
Special Education Deaf Education	No
Special Education General Curriculum	No
Special Education General Curriculum	No

Special Education General Curriculum/ECE	No
Special Education/ECE General Curriculum	No
Trade and Industrial Education	No
Total number of teacher preparation programs: 25	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other   junior year for bachelor's; postgraduate for others

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.valdosta.edu/colleges/education/advising/admission-criteria.php

Please provide any additional comments about or exceptions to the admissions information provided above:

Rarely, a student may be admitted on appeal through our Undergraduate and Initial Preparation Policies Committee or the Dean. For students in the Middle or Secondary Education MAT program, either a minimum GRE or MAT score is required. For one MAT program, students must be working as a teacher.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.1

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.17

Please provide any additional comments about the information provided above:

Three programs require a minimum GPA of 2.75 for program completion. In Fall 2014, the EPP transitioned to a 2.75 minimum admission GPA for candidates who declared their major in Fall 2014 or later. Candidates admitted under this policy change are required to maintain a 2.75 GPA for program progression and completion.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.1

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.73

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	497

Unduplicated number of males enrolled in 2014-15:	123
Unduplicated number of females enrolled in 2014-15:	374

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	16
Race	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	114
Native Hawaiian or Other Pacific Islander:	0
White:	350
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	28
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	10
Number of students in supervised clinical experience during this academic year	234

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	66
Teacher Education - Early Childhood Education	

Teacher Education - Elementary Education	81
Teacher Education - Junior High/Intermediate/Middle School Education	90
Teacher Education - Secondary Education	22
Teacher Education - Multiple Levels	111
Teacher Education - Agriculture	
Teacher Education - Art	7
Teacher Education - Business	
Teacher Education - English/Language Arts	15
Teacher Education - Foreign Language	7
Teacher Education - Health	17
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	31
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	17
Teacher Education - Reading	6
Teacher Education - Science Teacher Education/General Science	34
Teacher Education - Social Science	26
Teacher Education - Social Studies	
Teacher Education - Technical Education	15
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	5
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	66
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	81
Teacher Education - Junior High/Intermediate/Middle School Education	90
Teacher Education - Secondary Education	22
Teacher Education - Agriculture	
Teacher Education - Art	7
Teacher Education - Business	
Teacher Education - English/Language Arts	15
Teacher Education - Foreign Language	7
Teacher Education - Health	17
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	31
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	17
Teacher Education - Reading	6
Teacher Education - Science	34
Teacher Education - Social Science	26
Teacher Education - Social Studies	

Teacher Education - Technical Education	15
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	5
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	

Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 237

2013-14: 318

2012-13: 319

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

25

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Students participate in a clinical model for program courses, which prepare them to exit the program understanding all the demands of the teaching profession. This focus on student centered opportunities could support retention of qualified teachers in their respective fields.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Moving the programs to include a clinical model with partnership agreements with local middle and high schools, provided the program faculty with on-site classrooms and mentor teachers to support candidate growth and real world experiences.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

20

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

20

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing

professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

25

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Students participate in a clinical model for program courses, which prepare them to exit the program understanding all the demands of the teaching profession. This focus on student centered opportunities could support retention of qualified teachers in their respective fields.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Moving the programs to include a clinical model with partnership agreements with local middle and high schools, provided the program faculty with on-site classrooms and mentor teachers to support candidate growth and real world experiences.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

25

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

20

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

35

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Our Special Education/Deaf Education program has been working extensively to offer a deaf education program in states that currently do not offer these programs. Our program has established a partnership with the state of Kansas to train teachers and joined the Michigan Consortium for the same reason. In addition, faculty in the program recently applied for a grant (unsure of grant approval status yet) to form an agreement with Texas Women's University to award degrees from either VSU or TWU in states without deaf programs. Faculty in our other special education programs have been working to improve recruiting efforts for the program by attending in- and out-of-state marketing events, on-campus events for VSU and prospective students, VSU open house events, and developing additional and updated marketing material for these events. In addition, ensuring prospective majors understand the differences and benefits of a dual early childhood education and special education certification versus only an early childhood certification is also key to recruiting for one program. Lastly, for the online special education programs, referrals from program completers and ensuring these programs are represented on online course offering resource websites such as SREB's electronic campus were also strategies used to achieve goal.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

For our special education program faculty at VSU, the most important step is educating students about the programs. This entails ensuring high school students

understand the viability of deaf education programs and the need. In addition, clarifying the different types of special education certifications available and which ones are offered at VSU as well as ensuring prospective students understand the increasing need to not only be certified in early childhood education, for instance, but also in special education. Marketing these programs appropriately is one component of this education. Lastly, retaining students within the field of special education is also important and for our Special Education/Deaf Education program some students do not do well on the sign language test. These students are counseled by the program faculty who try to retain these students by suggesting they move toward our Early Childhood Special Education General Curriculum program.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

45

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

60

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

We continued to revise and expand the field experiences to allow candidates more time in the P-12 classrooms prior to clinical practice. Some programs have adopted a clinical model in which professors and P-12 faculty teach methods courses in the P-12 schools. Our programs have continued to work closely with their advisory councils to ensure that our stakeholders are involved in the co-design of experiences and requirements for our candidates and that we have strong reciprocal relationships with our P-12 partners.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0109 -ART EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	8			
ESP0110 -ART EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	8			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	7			
GAT109 -ART EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	3			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	7			

GAT110 -ART EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	3			
ESP0026 -BIOLOGY TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0026 -BIOLOGY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
ESP0027 -BIOLOGY TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0027 -BIOLOGY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT026 -BIOLOGY TEST I Educational Testing Service (ETS) All program completers, 2014-15	3			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT027 -BIOLOGY TEST II Educational Testing Service (ETS) All program completers, 2014-15	3			
ESP0043 -BUISNESS EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	5			
ESP0042 -BUSINESS EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			

ESP0042 -BUSINESS EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	5			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT042 -BUSINESS EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2012-13	2			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT043 -BUSINESS EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2012-13	2			
ESP0028 -CHEMISTRY TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0029 -CHEMISTRY TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT028 -CHEMISTRY TEST I Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) Other enrolled students	1			

GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT029 -CHEMISTRY TEST II Educational Testing Service (ETS) All program completers, 2013-14	1			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	12	236	12	100
ESP5001 -EARLY CHILDHOOD EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	74	234	70	95
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	12	241	12	100
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	72	238	70	97
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	49	261	48	98
GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	77	265	77	100

GAT001 -EARLY CHILDHOOD EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2012-13	9			
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	49	259	48	98
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	77	261	77	100
GAT002 -EARLY CHILDHOOD EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2012-13	9			
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2014-15	31	273	31	100
GAT003 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST I Educational Testing Service (ETS) All program completers, 2013-14	25	266	25	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2014-15	31	255	31	100
GAT004 -EARLY CHILDHOOD SPECIAL EDUCATION G C TEST II Educational Testing Service (ETS) All program completers, 2013-14	25	245	24	96
ESP5003 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	13	237	13	100
ESP5003 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	40	247	40	100
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	13	229	13	100
ESP5004 -EARLY CHILDHOOD SPECIAL EDUCATION GC TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	40	238	40	100

ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0020 -ENGLISH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0021 -ENGLISH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT020 -ENGLISH TEST I Educational Testing Service (ETS) All program completers, 2014-15	1			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT021 -ENGLISH TEST II Educational Testing Service (ETS) Other enrolled students	1			

GAT021 -ENGLISH TEST II Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0143 -FRENCH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0144 -FRENCH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0115 -HEALTH AND PHYSICAL EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	19	243	19	100
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0116 -HEALTH AND PHYSICAL EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	19	239	19	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	16	259	16	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	15	255	15	100
GAT115 -HEALTH AND PHYSICAL EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2012-13	2			
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	16	260	16	100

Test				
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	15	260	15	100
GAT116 -HEALTH AND PHYSICAL EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2012-13	2			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
ESP0034 -HISTORY TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	10	241	10	100
ESP0035 -HISTORY TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT034 -HISTORY TEST I Educational Testing Service (ETS) All program completers, 2014-15	1			

GAT035 -HISTORY TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) Other enrolled students	1			
GAT035 -HISTORY TEST II Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	4			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	5			
ESP0022 -MATHEMATICS TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	5			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	4			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	5			
ESP0023 -MATHEMATICS TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	5			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT022 -MATHEMATICS TEST I Educational Testing Service (ETS) Other enrolled students	1			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT023 -MATHEMATICS TEST II Educational Testing Service (ETS) Other enrolled students	1			

GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	5			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	9			
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	10	247	9	90
GAT011 -MIDDLE GRADES LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	1			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2013-14	11	244	11	100
ESP5011 -MIDDLE GRADES LANGUAGE ARTS TEST Evaluation Systems group of Pearson All program completers, 2012-13	30	239	30	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	9			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	24	257	23	96

ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	21	239	21	100
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	9			
GAT013 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	2			
ESP5013 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	27	246	25	93
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) Other enrolled students	5			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2014-15	4			
GAT012 -MIDDLE GRADES READING Educational Testing Service (ETS) All program completers, 2013-14	2			
ESP5012 -MIDDLE GRADES READING TEST Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP5012 -MIDDLE GRADES READING TEST Evaluation Systems group of Pearson All program completers, 2013-14	6			
ESP5012 -MIDDLE GRADES READING TEST Evaluation Systems group of Pearson All program completers, 2012-13	11	250	11	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) Other enrolled students	11	250	11	100
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			

Test	1	2	3	4
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	25	255	25	100
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	20	239	20	100
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	5			
ESP5014 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	33	241	32	97
GAT014 -MIDDLE GRADES SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	2			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson Other enrolled students	2			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2013-14	14	231	14	100
ESP5015 -MIDDLE GRADES SCIENCE TEST Evaluation Systems group of Pearson All program completers, 2012-13	27	238	26	96
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) Other enrolled students	9			

GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	19	251	17	89
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	11	244	11	100
GAT015 -MIDDLE GRADES SOCIAL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	3			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0111 -MUSIC TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	11	253	11	100
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0112 -MUSIC TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	11	246	11	100
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2014-15	8			
GAT111 -MUSIC TEST I Educational Testing Service (ETS) All program completers, 2013-14	8			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2014-15	8			
GAT112 -MUSIC TEST II Educational Testing Service (ETS) All program completers, 2013-14	8			
ESP0032 -POLITICAL SCIENCE TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
ESP0032 -POLITICAL SCIENCE TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			

ESP0033 -POLITICAL SCIENCE TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
ESP0033 -POLITICAL SCIENCE TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
GAT032 -POLITICAL SCIENCE TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
GAT033 -POLITICAL SCIENCE TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ESP0117 -READING TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0118 -READING TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0024 -SCIENCE TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
ESP0025 -SCIENCE TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
GAT024 -SCIENCE TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT025 -SCIENCE TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ESP0141 -SPANISH TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0141 -SPANISH TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	8			
ESP0142 -SPANISH TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			

ESP0142 -SPANISH TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	8			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2014-15	7			
GAT141 -SPANISH TEST I READING-WRITING Educational Testing Service (ETS) All program completers, 2013-14	2			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2014-15	7			
GAT142 -SPANISH TEST II LISTENING-SPEAKING Educational Testing Service (ETS) All program completers, 2013-14	2			
ESP0083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESP0083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			
ESP0084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	8			
ESP0084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			

GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2014-15	2			
GAT083 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2013-14	1			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2014-15	2			
GAT084 -SPECIAL EDUCATION ADAPTED CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2013-14	1			
ESP0085 -SPECIAL EDUCATION DEAF EDUCATION TEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0085 -SPECIAL EDUCATION DEAF EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0085 -SPECIAL EDUCATION DEAF EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0085 -SPECIAL EDUCATION DEAF EDUCATION TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	13	228	10	77
ESP0086 -SPECIAL EDUCATION DEAF EDUCATION TEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0086 -SPECIAL EDUCATION DEAF EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESP0086 -SPECIAL EDUCATION DEAF EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			

ESP0086 -SPECIAL EDUCATION DEAF EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	12	239	11	92
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) Other enrolled students	3			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2014-15	8			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2013-14	6			
GAT085 -SPECIAL EDUCATION DEAF EDUCATION TEST I Educational Testing Service (ETS) All program completers, 2012-13	1			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) Other enrolled students	3			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2014-15	8			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2013-14	6			
GAT086 -SPECIAL EDUCATION DEAF EDUCATION TEST II Educational Testing Service (ETS) All program completers, 2012-13	1			
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson Other enrolled students	1			

Test				
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	12	240	12	100
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	20	247	20	100
ESP0081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	34	242	34	100
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	12	236	12	100
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	20	238	20	100
ESP0082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	35	237	35	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	257	10	100
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) Other enrolled students	2			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2014-15	3			
GAT081 -SPECIAL EDUCATION GENERAL CURRICULUM TEST I Educational Testing Service (ETS) All program completers, 2013-14	5			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	264	10	100

GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) Other enrolled students	2			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2014-15	3			
GAT082 -SPECIAL EDUCATION GENERAL CURRICULUM TEST II Educational Testing Service (ETS) All program completers, 2013-14	5			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	211	207	98
All program completers, 2013-14	285	280	98
All program completers, 2012-13	316	302	96

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Pre-service teachers in all of our programs complete at least one project designed to directly measure their impact on P-12 student learning; this project requires extensive use of technology to collect, manage, and analyze data and to report findings. The EPP has identified nine technology proficiencies that are aligned with InTASC, NETS-T, and state standards. These proficiencies are addressed within the program courses and assessed at the application and integration levels.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates in all programs are required to take a state-mandated course (SPEC 3000-Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities. Candidates are taught how to assess student learning and strategies for differentiating instruction to meet individual students' needs. The EPP has identified diversity proficiencies, assessment proficiencies, and proficiencies addressed in the context of field experiences that align with national and state standards. These proficiencies include planning and implementing instruction for diverse students, including those students with disabilities and limited English proficiency, and are developed within the courses and assessed through the theme proficiency level assessments.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates in all programs are required to take a state-mandated course (SPEC 3000-Serving Students with Diverse Needs) that addresses concepts related to identifying and teaching students with disabilities. Candidates in the Special Education MAT programs are required to complete a field-based assignment in which they complete an IRIS Center Module on instruction of students with ELL, an observation in a P-12 classroom with students who are limited English proficient, and a written reflection. The candidates in special education programs also complete action research projects in which they review a student's IEP, select a learning or behavioral objective, identify a research-based strategy as an intervention, and implement the intervention as a single-case design study with two phases of data collection as baseline data, intervention data, and maintenance data.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

We participated in continuing accreditation review as a pilot institution for the Council for the Accreditation of Educator Preparation (CAEP). We met all five standards and are accredited by CAEP. As part of the process, the Educator Preparation Provider (EPP) chose the Selected Improvement Pathway and the plan was approved by CAEP. Please find attached our Selected Improvement Plan.

Supporting Files

VSU Selected Improvement Plan_updated 09132015

Complete Report Card

AY 2014-15

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