

M.Ed. in Educational Equity

(May 2021)

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

(Report results of your assessment for the past year. These should be related to the plan that was provided last year in the annual assessment report and plan.)

- 41 Equity Fellows completed the Equity Fellowship course work with the grades and comprehensive examination results required to graduate with their Master's in Educational Equity degree; one additional Equity Fellow will graduate in Summer 2021
- The Academy identified 42 teachers to participate in the third cohort of the Equity Fellowship serving in partner school districts throughout Arkansas; admitting 10 for 2020-2021 school year and deferring the remaining to the 2021-2022 school year due to COVID-19
- According to the Academy's partnership with Inverness Research
 - 87% of school leaders agree or strongly agree with the statement "Instructional Coaching offered by the Arkansas Academy for Educational Equity improves teaching practices at your school"
 - 74% of school leaders would recommend the Arkansas Academy for Educational Equity to a colleague
 - 87% of school leaders agree or strongly agree with the statement "Instructional Coaching offered by the Arkansas Academy for Educational Equity impacts student learning at your school"

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

(Provide a description of any changes to the degree/certificate program that is being reported as a result of findings from the program assessment. For example, was there a new course introduced, were there changes in course sequence, was advising restructured, and so forth?)

N/A

Any changes to the assessment process made or planned.

(Again, returning to the assessment plan submitted last year, describe with rationale any changes that were made to the assessment process. Any changes may show up in the actual assessment plan for the coming year.)

N/A

Academic Assessment Plan

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university, college, and department. Depending on the program goals for CAEP accreditation purposes might be listed here as well. Note: some of these goals for the coming year may well be related to or the same as goals from the past year.)

1. Identify and recruit teachers to serve in partner school districts throughout Arkansas
2. Design Programs that retain early-career teachers with partner districts throughout Arkansas
3. Equip teachers with the tools and resources to be successful in partner districts throughout Arkansas

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

1. Best Practices for Teaching in High-Needs Schools
2. Classroom Mechanics and Content
3. Gathering and Analyzing Student Data
4. Reflecting and Planning for Substantial Content Delivery
5. Understanding and Exploring Community Context
6. Teaching Content Practicum

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

1. Timeline for assessment and analysis
(Must include specific timeline for collection and analysis of assessment data.)
 - Equity Fellows are assessed:
 - Each semester through their course work
 - Quarterly through professional development
 - Monthly through coaching sessions with their Content Director
 - At the culmination of the program through their Comprehensive Examination
 - The Equity Fellowship is assessed:
 - Annually through survey data collection
 - Annually through our budgeted to actual expense report
 - Annually through our Walton Report submitted to our funder
2. Means of assessment and desired level of student achievement

(Must include at least one direct and one indirect method of assessment for each learning outcome.)

- Equity Fellows are assessed in the following ways:
 - Course grades (learning outcomes 1-5)
 - Interactions with their assigned Content Directors (learning outcomes 2-6)
 - Participation in the Academy's PD sessions (learning outcomes 1-6)
 - Comprehensive examinations (learning outcomes 1-6)
- The Equity Fellowship is assessed through:
 - Equity Fellow (participant) surveys
 - Principal (partnership) surveys
 - Partnership with Inverness Research to conduct a program data review
 - Available student achievement data

3. Reporting of results

(Must at least report annually to the Dean of college/school.)

- Equity Fellows receive results:
 - Each semester
 - Quarterly
 - Monthly (at a minimum) through feedback with Content Directors
 - Cumulatively through the Comprehensive Examination
- The Equity Fellowship reports results:
 - Annually to the Dean, college, and our funder through our Walton Report