Section 1. EPP Profile
After reviewing and/or updating the Educator Preparation Provider’s (EPP’s) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

<table>
<thead>
<tr>
<th>1.1.1 Contact person</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.1.2 EPP characteristics</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.1.3 Program listings</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).
https://www.highpoint.edu/education/program-completion/

Section 2. Program Completers
2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

63

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

36

Total number of program completers 99

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1 For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual
2 For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

3.5 A contract with other providers for direct instructional services, including any teach-out agreements
Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

### Section 4. Display of Annual Reporting Measures.

| **Annual Reporting Measures (CAEP Component 5.4 | A.5.4)** |
|--------------------------------------------------|
| **Impact Measures (CAEP Standard 4)** | **Outcome Measures** |
| 1. Impact on P-12 learning and development (Component 4.1) | 5. Graduation Rates (initial & advanced levels) |
| 2. Indicators of teaching effectiveness (Component 4.2) | 6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels) |
| 3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1) | 7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels) |
| 4. Satisfaction of completers (Component 4.4 | A.4.2) | 8. Student loan default rates and other consumer information (initial & advanced levels) |

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

**Link:** [https://www.highpoint.edu/education/program-completion/](https://www.highpoint.edu/education/program-completion/)

**Description of data accessible via link:** Accreditation Data

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

<table>
<thead>
<tr>
<th>Level \ Annual Reporting Measure</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial-Licensure Programs</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Advanced-Level Programs</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

**What has the provider learned from reviewing its Annual Reporting Measures over the past three years?**

*DRAFT* Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

*Draft* Are benchmarks available for comparison?

*Draft* Are measures widely shared? How? With whom?

In reviewing the pass rates of our program completers we continue to work on improving the pass rates for Pearson Reading and CKT for elementary education and special education (general curriculum) test takers. Thus far, edTPA portfolio scores are quite good in all areas with the exception of Secondary subjects and we have added two courses (fall and spring of the final year) to assist students in meeting the deadlines for uploading various components of the portfolio. The EPP has developed a 1 credit course, EDU 4002, for any candidate who must resubmit a part of the edTPA portfolio to allow him/her opportunities to go back into the clinical internship classroom and to receive additional supervision from a designated faculty member. To date, feedback from employers is consistently excellent and this sees to reflect evaluations completed by principals within North Carolina and outside the state. The EPP notes employment data for program completers that is near 100%. The EPP also currently has a statewide grant that is used to prepare beginning principals and notes several awards and distinctions for graduates from the advanced M.Ed. program in Educational Leadership as well as a hiring percentage of Assistant Principals and Principals of 97%. The EPP’s accountability data has resulted in additional grant funding for a cohort 4 and 5 that will extend the Leadership Academy until summer 2022. It is of interest to note that this M.Ed. program is delivered based on a competency model and has received excellent feedback from both program completers and superintendents. The EPP is in the process of applying for a new grant, North Carolina Principal Fellows Program, that will fund additional cohort participation in this M.Ed. Program.
Finally, to date the EPP currently has three program completers from its Ed.D. program in Educational Leadership who are currently serving as North Carolina School Superintendents and three who are serving as Assistant/Associate Superintendents. One graduate from the EPP program has been hired as a full-time faculty member in the Special Education Department of the EPP. As with many EPPs we continue to work on recruiting and retention efforts. Enrollment data at the initial level has declined over the last three years and the School of Education has implemented many initiatives to attempt to increase student interest in education including EDU-Fellows, a liberal arts education major and minor in Education Studies and the securing of a US Department of Education grant to begin a teacher residency program in Guilford County. All three of these strategies have resulted in notable improvements in enrollments at both the initial and advanced levels.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

CAEP: Areas for Improvement (ITP)

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators

Ongoing, sustained P-12 faculty professional development is limited.

The 2019-2020 school year included the additional challenges of COVID-19 in achieving our goal of expanding ongoing and sustained P-12 faculty professional development. Despite these challenges, the following initiatives continued in a variety of face-to-face and virtual formats:
- STEM Saturdays for candidates and practitioners
- Coaching and supervision training for cooperating teachers
- Leadership development training for multiple LEA’s connected with HPU Leadership Academy graduates
- Invitations to P-12 faculty to join EDU Fellows Seminars and Author Talks
- GoReact, virtual coaching software training for candidates and practitioners
- STEM-In-A-Box Virtual Summer Camp
- LEGO Education Partnership
- PREPARE (TQP Grant) Seminars for practitioners at a local charter school

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?
The EPP focused primarily on three major improvements designed to strengthen the quality of the initial middle grades (6-8) program (Standard 1), the successful progression of candidates to completion (Standard 4) and the ability for the EPP to increase its efforts at meeting the needs of high needs districts and preparing diverse candidates (Standard 3). In partnership with N.C. A&T State University and Guilford County Schools the EPP is delivering a teacher residency program that is designed to attract diverse candidates to teach in a high-need Title-I school district (Guilford County Schools). The PREPARE Residency program is significant in that it allows for a partnership in which all stakeholders work together to design the clinical residency and provide opportunities for current Teacher Assistants to advance their careers while committing to teach in the school district for a minimum of three years following program completion. The EPP is delivering the MAT licensure program in Elementary Education with a STEM focus, A&T State University is delivering the MAT in Secondary Mathematics to 20 Title-I schools in Guilford County. The grant will cover the PREPARE Teacher Residency program for five years (four cohorts each of 25 teacher residents) for a total of 100 candidates. To date, the EPP has successfully graduated 24 candidates from Cohort I and has 20 active candidates in Cohort II. Screening for Cohort II candidates will occur during the first week of May, 2021. PREPARE Teacher Residents currently are comprised of 37% Caucasian, 53% African American, 10% Hispanic. The ability for the EPP to recruit diverse candidates into its programs has allowed for improvement in one of its areas of weakness that has been consistently noted in prior CAEP visits. An additional benefit to the PREPARE Teacher Residency program is that the EPPs traditional students are interacting and collaborating with a more diverse student population and therefore there have been noted benefits to all programs. The PREPARE Residency program also provides grant funding for professional development and seminars in both STEM and Culturally Relevant Pedagogy which both PREPARE and traditional students have been able to participate in.

Finally, based on EPP pass rates in required teacher examinations the EPP developed multiple new testing requirement policies that impacted a candidate's progression through the program during the 2019-2020 academic year. Specifically, the EPP has purchased the Longsdale Publishing online test preparation for Praxis Core and has embedded the modules in a required freshman-level Introduction to Teaching course. The course is now offered in the spring of freshmen year with the requirement that candidates must register and take Praxis Core during the summer in between freshman and sophomore year. Additionally, candidates majoring in elementary or special education (General Curriculum) are now required to show documentation that they have taken the Pearson Reading and Math (or Praxis CKT) prior to being permitted to enroll in the first semester of the final clinical internship. The EPP has also purchased CKT test preparation software and thus far there has been a noted increase in the pass rates % for those candidates taking the CKT and using the software provided as compared to the Pearson Math. The EPP is committed to increasing the number of program completers who are also eligible to receive their initial teaching licenses.

Tag the standard(s) or component(s) to which the data or changes apply.

| 1.1 Understanding of InTASC Standards |
| 1.3 Application of content and pedagogical knowledge |
| 2.1 Partners co-construct mutually beneficial P-12 partnerships |
| 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators |
| 2.3 Partners design high-quality clinical experiences |
| 3.1 Recruits and supports high-quality and diverse candidate pool |
| 3.2 Sets selective admission requirements |
| 3.4 Creates and monitors candidate progress |
| A.2.1 Partnerships for Clinical Preparation |
| A.2.2 Clinical Experiences |
| A.3.1 Admission of Diverse Candidates who Meet Employment Needs |
| A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully |
| A.4.1 Satisfaction of Employers |
| x.1 Diversity |
| x.4 Previous AFI / Weaknesses |
6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?

☑️ Yes  ☐ No

6.3 Optional Comments

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Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2021 EPP Annual Report.

☑️ I am authorized to complete this report.

Report Preparer's Information

Name: Amy Holcombe
Position: Dean, Stout School of Education
Phone: 336-841-9575
E-mail: aholcomb@highpoint.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site reviews.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site review report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

☑️ Acknowledge