



# PROGRAM SPONSOR ALERT

Date: May 10, 2019

Number: 19-04

Subject: Information for California Institutions seeking Joint Accreditation from the Commission and CAEP

## Summary

The alert addresses two topics related to Commission-approved institutions seeking joint accreditation from the Commission and the Council for the Accreditation of Educator Preparation (CAEP).

1. Completion of the CBEST Study identifying the group average performance requirements to use CBEST Scores to address CAEP Standard 3.2
2. Addressing CAEP Standard 4.1 in California

## Background

### ***CAEP Standard 3.2 - Candidates Demonstrate Academic Achievement***

CAEP Standard 3.2 requires institutions seeking CAEP accreditation to show that the group average performance of their enrolled candidates is in the top 50% of those assessed on nationally normed assessments at either admission or at some other time prior to candidate completion. Many states use candidate SAT scores for this nationally normed assessment, but CAEP allows states to petition for the use of a valid and reliable substantially equivalent alternative assessment of academic achievement on a case by case basis. Such petition requires submission of an equivalency study. Given that the majority of California educator preparation

program candidates complete preparation programs subsequent to earning a bachelor's degree, Commission staff, at the request of a number of Commission-approved institutions seeking CAEP Accreditation, contracted with *Evaluation Systems group of Pearson* to conduct an equivalency study of California Basic Educational Skills Test (CBEST) scores to be used in lieu of SAT scores. The study has been accepted by CAEP, and there are now published CBEST scores that identify the CBEST score that is equivalent to the top 50% of scores on the SAT. They are as follows:

- CBEST Reading 50.24
- CBEST Mathematics 52.22

Institutions seeking CAEP accreditation may use the average CBEST scores of their candidates as evidence for CAEP Standard 3.2. Specific information on how this information should be included in the CAEP Submission and in what format the data should be provided must be directed to CAEP.

#### ***CAEP Standard 4.1 - Impact on P-12 Student Learning and Development***

CAEP Standard 4.1 requires institutions to document, using multiple measures, that "...program completers contribute to an expected level of student-learning growth." While institutions outside of California often use value-added measures to demonstrate this student-learning growth, the State Partnership agreement between the Commission and CAEP specifies that a Commission approved institution may not be required to use value-added measures to address CAEP Standard 4.1. However, it essential to understand that California institutions seeking CAEP accreditation are still required to provide data other than value-added measures to demonstrate that "...program completers contribute to an expected level of student-learning growth."

CAEP has developed resources for institutions seeking CAEP accreditation including documents that can be found on the *Commission on Standards and Performance Reporting* webpage (see References below). A specific resource that should assist California institutions seeking CAEP accreditation to demonstrate student-learning growth is the *When States Provide Limited Data: Guidance on Using Standard 4 to Drive Program Improvement* (see References below).

#### **References**

[CAEP Standards](#)

[CAEP Standard 3, Component 3.2 Measures of Academic Proficiency](#)

[Commission on Standards and Performance Reporting](#)

[When States Provide Limited Data: Guidance on Using Standard 4 to Drive Program Improvement](#)

[Commission and CAEP State Partnership Agreement](#)

#### **Contact Information**

The Professional Services Division provides a full list of topic- and program- specific dedicated email addresses at: <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.