



Ruth S. Ammon College of
Education and Health Sciences

**EDUCATING ALL STUDENTS (EAS) LICENSURE SCORES
TAKEN BY INITIAL PROGRAMS
2021 – 2024 Academic Years**

PURPOSE

This EAS exam is designed to assess if an individual possesses the professional and pedagogical knowledge and skills to teach **all** students (including students with disabilities, students in diverse populations, and English language learners) effectively in New York state public schools.

ADMINISTRATION

As a proprietary exam, EAS is administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment. The exam is required for initial programs as part of their program of study.

INSTRUMENT

The Educating All Students (EAS) Exam is a computer-based test that assesses candidates' competencies on diverse student populations, English language learners, students with disabilities and other special learning needs, teacher responsibilities, and school-home relationships. Currently, there is a safety-net in place for the EAS that allows candidates to receive a passing score of 500-519, instead of 520.

Exam competencies are aligned with CAEP, InTASC, and Culturally Responsive-Sustaining Education Framework standards.

VALIDITY AND RELIABILITY

The New York State Teacher Certification Examinations (NYSTCE) were validated in accordance with professionally accepted procedures for the validation of certification tests and was monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98.

(http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf)

ANALYSIS

EPP: The EAS pass rate for Adelphi candidates seeking initial certification during the 21-22, 22-23, and 23-24 academic years were 96%, 99%, and 96% respectively. The pass rate was higher than the minimum threshold of 80% across all programs.

Demographics: White student representation decreased from 79% (2022-2023) to 73% (2023-2024). People of color increased from 14% to 20% during the same period. The "not reported" category remained relatively stable between 6-8%. The 2022-2023 year had less diversity (79% white) compared to both 2021-2022 (75% white) and 2023-2024 (73% white).

DATA TABLE

PROGRAM	2021-2022 AY						2022-2023 AY						2023-2024 AY					
	# of Takers	# Pass	% Pass	white	people of color	not reported	# of Takers	# Pass	% Pass	white	people of color	not reported	# of Takers	# Pass	% Pass	white	people of color	not reported
EPP	187	179	96%	75%	20%	6%	158	157	99%	79%	14%	7%	213	204	96%	73%	20%	8%
Early Childhood Special Education	4	4	100%	50%	50%	0%	2	2	100%	100%	0%	0%	5	5	100%	60%	40%	0%
Childhood Special Education	4	3	75%	33%	67%	0%	7	7	100%	57%	29%	14%	3	2	67%	33%	67%	0%
Adolescent Special Education	2	2	100%	50%	50%	0%	4	4	100%	100%	0%	0%	2	2	100%	0%	100%	0%
Childhood Education	58	57	98%	70%	19%	11%	5	5	100%	100%	0%	0%	9	9	100%	78%	22%	0%
STEP Childhood Education							39	39	100%	85%	10%	5%	38	37	97%	82%	13%	5%
Adolescent English	12	12	100%	75%	25%	0%	1	1	100%	100%	0%	0%	1	1	100%	100%	0%	0%
STEP English							5	5	100%	60%	20%	20%	2	2	100%	50%	50%	0%
Adolescent Math	11	11	100%	100%	0%	0%	1	1	100%	100%	0%	0%	0	---	---	---	---	---
STEP Math							9	9	100%	89%	11%	0%	8	8	100%	88%	13%	0%
STEAM Math	0	—	—	—	—	—	2	2	100%	50%	50%	0%	1	1	100%	0%	100%	0%
Adolescent Science	3	3	100%	67%	0%	33%	1	1	100%	100%	0%	0%	0	---	---	---	---	---
STEP Science							5	5	100%	80%	0%	20%	9	8	89%	67%	22%	11%
STEAM Science	0	—	—	—	—	—	3	3	100%	67%	33%	0%	7	7	100%	71%	14%	14%
Adolescent Social Studies	8	8	100%	75%	13%	13%	6	6	100%	83%	17%	0%	2	2	100%	100%	0%	0%
STEP Social Studies							5	5	100%	80%	20%	0%	13	13	100%	69%	31%	0%
STEAM Computer Science	0	---	---	---	---	---	0	---	---	---	---	---	2	1	50%	0%	100%	0%
Art Education UG	5	4	80%	75%	25%	0%	3	3	100%	100%	0%	0%	6	5	83%	83%	17%	0%
Art Education Grad	21	21	100%	67%	29%	5%	20	20	100%	70%	20%	10%	33	32	97%	73%	12%	15%
Educational Theatre	7	7	100%	86%	14%	0%	7	7	100%	100%	0%	0%	3	3	100%	100%	0%	0%
Music Education	3	3	100%	33%	67%	0%	1	1	100%	0%	0%	100%	7	7	100%	71%	29%	0%
TESOL	4	3	75%	67%	33%	0%	2	2	100%	50%	0%	50%	3	3	100%	33%	67%	0%
TESOL STEP	0	—	—	—	—	—	0	---	---	---	---	---	0	---	---	---	---	---
Physical Education UG	17	14	82%	86%	7%	7%	13	13	100%	92%	8%	0%	31	31	100%	74%	16%	10%
Physical Education Grad	27	26	96%	88%	12%	0%	15	14	93%	60%	27%	13%	28	25	89%	75%	11%	14%
Health Education	1	1	100%	100%	0%	0%	2	2	100%	50%	50%	0%	0	---	---	---	---	---

Note: Reported pass rates include safety net. Test scores are retrieved from NYS Education Reports (Pearson) and TEACH.

EDUCATING ALL STUDENTS STANDARDS ALIGNMENT

[Click here to view Culturally Responsive-Sustaining Education Framework standards](#)

Standards	Competency	Performance Expectations
CAEP R1.1 InTASC 1,2,3 CR-S 1	0001 Diverse Student Populations	The New York State educator understands the characteristics, strengths, and needs of all student populations and effectively uses knowledge of diversity within the school and the community to address the needs of all students, to create a sense of community among students, and to promote students' appreciation of and respect for all students in their diversity.
CAEP R1.1, R1.2 InTASC 1,2,3,5 CR-S 1,2,3	0002 English Language Learners	The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.
CAEP R1.2, R1.3 InTASC 4,6 CR-S 1,2	0003 Students With Disabilities And Other Special Learning Needs	The New York State educator understands the characteristics, strengths, and needs of students with disabilities and other special learning needs and effectively uses this knowledge to help students reach their highest levels of achievement and independence.
CAEP R1.4 InTASC 9,10 CR-S 4	0004 Teacher Responsibilities	The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.
CAEP R1.4 InTASC 9,10 CR-S 4	0005 School-Home Relationships	The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.