2020-2021

EPP Bachelor Performance Report

Belmont Abbey College

North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and successful careers. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte. There are approximately 1,600 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to prepare candidates who are liberally educated, professionally competent, and builders of community. With this as our mission, the Sister Christine Beck Department of Education has a productive sequence of field experiences for

teacher candidates; continuous communication with, and feedback from, public school personnel; and numerous opportunities for Belmont Abbey students to interact with public school educators. In addition, various brief and extensive internships are provided for non-licensure students. Belmont Abbey's elementary education major with licensure is designed for both traditional students and adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates. We also serve individuals pursuing Residency Licensure. Our courses are also open to lateral entry teachers who have programs of study calling for courses similar to Abbey courses. Program components include flexible scheduling options, (afternoon, evening, and summer school classes), hybrid courses, and the opportunity for frequent, individualized advising sessions with education faculty.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education for students who desire to pursue K-6 licensure and a non-licensure B.A. in Educational Studies designed for students with career interests in fields closely aligned to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of education. Students coming to Belmont Abbey College already holding baccalaureate degrees have the opportunity to pursue a second degree while fulfilling the requirements for progam completion. Those holding baccalaureate degrees who are pursuing Residency Licensure may enroll in the BAC K-6 Residency Program.

Pathways Offered

Traditional	Lateral Entry	Residency
X		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Our program includes a 3-hour course ED305 Introduction to Children with Exceptionalities. In ED310 Educational Psychology and Development, much of the content serves to explain and describe a wide variety of exceptionalities and methods to effectively assist with teaching and learning.

All lesson plans written in all courses require a section addressing modifications/accommodations used to meet the needs of students with exceptionalities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

In each chapter in the text used for ED407 Literacy and Assessment, there is a section dedicated to working with limited English proficiency students titled "Engaging English Learners." The text offers strategies to help English learners with the subject being taught in the corresponding chapter, often including video clips to illustrate concepts. Methods students are required to complete at least 12 of these special segments.

Our K-6 teacher preparation department places extra emphasis on STEM initiatives. We regularly support STEM events on school campuses by requiring teacher candidates to participate in, and often lead, sessions for both students and families. On these occasions we fully recognize the need to communicate with English learners. Our teacher candidates often create conversion charts of key phrases and concepts for native Spanish speakers, along with pictures and other graphics to encourage participation of all students and their families.

In ED408 Teaching Social Studies, students read, discuss, and engage in application assignments. To emphasize Culturally Responsive Teaching, students complete personal and class-wide culture maps to discover: communication styles, language needs, sociolinguistic structures, sociocultural influences and backgrounds, and cultural bias in curriculum materials and pedagogy.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

Our instructors use, and encourage teacher candidates to use, SMART technology in our methods classes. Units they write must include tech integration and activities. In ED402 Instructional and

Curricular Design, students complete an assignment that requires students to build a website compilation that will help them integrate tech into the classroom as beginning teachers.

ED 310W Educational Psychology and Development prepares students to gain experience and confidence in the use of technologies by requiring a technology component for all presentations and assignments.

ED300 Introduction to Education utilizes the most recent Pearson platform, Revel, for online assignments.

Each Professional Sequence course (final 3 semesters of teacher preparation) familiarizes teacher candidates with the use of Google Classroom.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

We discuss the value of data-driven decision making in our methods courses. We regularly examine sample testing outcomes and help teacher candidates understand the value of both classroom assessment and standardized assessment. We have two courses that specifically address assessment, ED405 Educational Assessment and ED407 Literacy and Assessment.

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

We recognized the value of integrating the arts into elementary curriculum long before it became a state initiative. We have required **ED315 Arts Integration** for almost a decade. In this course teacher candidates learn the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (visual arts, music, drama, and dance). Course assignments and final projects require students to develop integrated arts lessons and instructional units intertwining visual, performing, and literary arts across the curriculum in the elementary grades. Students also participate in, critique, and revise integrated arts lessons from open-source lesson plan websites/databases to demonstrate thorough understanding of creative problem solving, the foundational tenets of arts integration, and purposeful differentiation for diverse learners. The capstone assignment involves designing an integrated arts curriculum unit that provides students opportunities to use their knowledge and skills to integrate arts

instruction with other subject areas and to extend and support instruction conducted by certified arts educators.

Explain how your program(s) and unit conduct self-study.

We rely heavily on feedback from cooperating teachers and principals. During the full school year experience of methods and student teaching (total of 700 hours of field), teacher candidates are in the same classroom setting. We ask for structured feedback from the LEA four times during the nine-month period of time that they host our candidates. Our licensure officer, field director, and college supervisors promptly respond to all concerns through counseling, modeling, writing individual contracts with teacher candidates, and, in rare cases, removing the teacher candidate if the issues need to be addressed for an extended timeframe or out-of-field.

At Belmont Abbey we use Student Learning Outcomes as our unit assessment. All of the SLOs are used to modify our program structure and expectations as needed.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

ED400 Classroom Management

Teacher candidates spend 30 hours in 3 levels of school, primary (K-2), intermediate (3-5), and middle (6-8) in structured observation of classroom management skills. We primarily choose Title I schools for this experience.

ED407 Literacy and Assessment

Teacher candidates spend 15 hours tutoring an at-risk student in reading, while diagnosing difficulties and tailoring individual instruction for the child.

ED408 Teaching Social Studies

Teacher candidates spend 15 hours teaching social studies in the same classroom in which they will student teach the following semester.

ED409 Teaching Science

Teacher candidates spend 15 hours teaching science in the same classroom in which they will student teach the following semester.

ED410 Teaching Math

Teacher candidates spend 15 hours teaching math in the same classroom in which they will student teach the following semester.

ED475 Student Teaching

16 weeks in a school (640 hours)

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

Teacher candidates spend an entire semester prior to the official student teaching experience in the same school and with the same teacher during their 60 hours of methods field experiences. If methods are in fall, they may see the beginning, and then the end, with their student teaching in spring. If methods are in spring, they may see the end, and then the beginning with student teaching. While this sounds ideal, the start and end dates of the public schools rarely coincide with college semesters and dormitory openings. If teacher candidates live in our community, they often have opportunities to see the beginning and the end of a school year. If they are only on campus for the regular college school year, they may miss both. It all depends on calendars and home towns.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

15 % of candidates in the EPP that are first generation college attendees

22 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

Education majors experience the foundational concepts as related to the science of reading as they examine and apply the theory and practice of phonemic awareness, phonics, fluency, vocabulary and comprehension. Embedded in required coursework are the evidenced-based practices which lead to successful literacy instruction for both typical and atypical learners. To ensure that teacher candidates are exposed to the essential factors associated with expert reading instruction, instructors utilized case studies, field experience, targeted assessment and progress monitoring to facilitate the learning of literacy methods and assessment.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte Mecklenburg Schools, Gaston County Schools
Start and End Dates	September-November, 2020 and January-April, 2021
Priorities identified in Collaboration with LEAs/Schools	Address needs of below-grade-level readers
Number of Participants	29 teacher candidates, 29 children

Activities and/or Programs Implemented to Address Priorities	Teacher candidates in their methods semester tutored individual students for a total of 15 hours each. The students were identified by the schools and partnerships were formed. Because of Covid restrictions, the tutoring was virtual and, unfortunately, was not consistent enough to analyze outcomes.
Summary of the Outcome of the Activities and/or Programs	Because of Covid restrictions, the tutoring was virtual and, unfortunately, was not consistent enough to analyze outcomes.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte Mecklenburg School District (Renaissance West Elementary)
Start and End Dates	April 22, 2021
Priorities identified in Collaboration with LEAs/Schools	Increase engagement in, and understanding of, concepts of STEAM
Number of Participants	14 teacher candidates, 4 classroom teachers, 30-35 students
Activities and/or Programs Implemented to Address Priorities	Teacher candidates planned and led the school's STEAM Virtual Night.
Summary of the Outcome of the Activities and/or Programs	The evening was enjoyed by all. The classroom teachers praised the creativity and professionalism of our teacher candidates.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte Mecklenburg School District
Start and End Dates	February and March, 2021
Priorities identified in Collaboration with LEAs/Schools	BAC instructors judged the first virtual North Carolina Charlotte Regional Science Olympiad.

	The theme was building a Bridge for middle and high school students.
Number of Participants	Over 100 students, their classroom teachers, and BAC instructors
Activities and/or Programs Implemented to Address Priorities	BAC instructors talked virtually with students about their projects and collaborated with others to determine winners.
Summary of the Outcome of the Activities and/or Programs	Charlotte Mecklenburg School District science teachers and coordinators expressed their appreciation.

II.   CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	1
Female	19
Gender Neutral	
Gender Not Provided	
Total	**20**
Race/Ethnicity	**Number**
African-American	3
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	16
Two or More Races	1
Race Not Provided	
Total	**20**

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	38	White	0
	Two or More Races	1	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**2**	**Total**	**44**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0

	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**

Part-Time					
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	3	White	0

	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**2**	**Total**	**4**	**Total**	**0**

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license. **LC-completed program and applied for license.**	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten	0	0	0	0	0	0
Elementary	0	25	0	0	0	4
Middle Grades	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	**0**	**25**	**0**	**0**	**0**	**4**
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	**N**	**%**	**N**	**%**
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	23	21	91.30	17	73.91
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available   * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.

- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.

- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at EPP Performance | NC DPI .

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Gaston County Schools	249
Charlotte-Mecklenburg Schools	78
Cleveland County Schools	31
Lincoln County Schools	26
Piedmont Community Charter	10
Winston Salem / Forsyth County Schools	6
Mountain Island Charter	6
Lincoln Charter School	6
Union County Public Schools	6
Wake County Schools	5

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,158.75
MEAN SAT Math	*

MEAN SAT Verbal	614.00
MEAN ACT Composite	25.00
MEAN ACT Math	24.50
MEAN ACT English	25.80
MEAN CORE Combined	520.77
MEAN CORE Reading	178.88
MEAN CORE Writing	167.06
MEAN CORE Math	168.90
MEAN GPA	3.62
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

G. Scores of student teachers on professional and content area examinations.
Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	11	72.73	17	76.47	18	77.78	18	77.78
2017	Institution Summary	11	72.73	17	76.47	18	77.78	18	77.78
2018	Elementary (grades K-6)	15	73.33	18	83.33	20	85		
2018	Institution Summary	15	73.33	18	83.33	20	85		
2019	Elementary (grades K-6)	14	78.57	16	100				
2019	Institution Summary	14	78.57	16	100				
2020	Elementary (grades K-6)	11	81.82						

2020	Institution Summary	11	81.82						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
5	0	4

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:4

J. Teacher Effectiveness.

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a 'beginning teacher' as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of 'Developing' to 'Distinguished'. Effective 2020-21, at the end of their third year beginning teachers must be rated 'Proficient' on Standards 1-5 on the most recent 'Teacher Summary Rating Form' in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included 'Does Not Meet Expected Growth', 'Meets Expected Growth, and 'Exceeds Expected Growth'. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .
- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.
- Blank cells represent no data available.
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.
Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	87.50%	12.50%	0.00%	16	1
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	93.75%	6.25%	0.00%	16	1
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	12.50%	87.50%	0.00%	0.00%	16	1
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197

Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	6.25%	93.75%	0.00%	0.00%	16	1
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89

Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	93.75%	6.25%	0.00%	16	1
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

Student Growth: Teachers Contribute to the Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	6.25%	87.50%	6.25%	16	1
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.