

Assessment: P-12 Student Achievement Data for Moreland University Completers**Introduction**

The District of Columbia Office of the State Superintendent of Education (OSSE) does not have a system in place at this time that tracks or aggregates student growth data to determine teacher contribution to P-12 learning growth. To address CAEP Standard 4.1 and provide a data-driven measure of program impact, Moreland University collects P-12 student achievement data from completers of the University's teacher certification program. Based upon CAEP definition, a program completer is a candidate who has successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure.

Purpose of Data Collection

The purpose of the data collection is to ensure completers have a positive impact on P-12 student-learning growth.

Analysis Summary

EPP completers demonstrate mastery of effective P-12 teaching techniques and data collection and analysis supported by the evidence provided. Completers demonstrate the ability to use data from assessments to monitor progress and make appropriate adjustments to their instruction.

Administration of Data Collection

The P-12 student achievement data was collected via email as a follow-up to Moreland University's employer survey which was administered through Qualtrics. This survey was issued to Employers/Supervisors of Moreland University program completers. The EPP requested evidence of P-12 student academic achievement from 2020-2022 to measure the EPP completer impact on K-12 students' academic achievement.

Assessment Description

The P-12 Student Achievement data was collected from three participants/employers who were willing to provide data regarding the success of the Moreland candidates placed on their campuses. A single cycle of data was collected between 4/1/2024 and 4/15/2024.

Participants

Participant	Grade Level	Subject Teaching
Completer 1	5	Elementary Education
Completer 2	7	Modern Foreign Language
Completer 3	9 & 10	Secondary Mathematics

P-12 Summary

EPP candidates demonstrate mastery of effective P-12 teaching techniques and data collection and analysis through this evidence. Candidates demonstrate the ability to use data from assessments to monitor progress and make appropriate adjustments to their instruction.

P-12 Data	Sample Size	Indicator of Positive Impact
Completer 1		
Mid-Term Assessment	n=15	86.6% of students achieved a passing score on the exam
Completer 2		
Unit Exam	n=21	85.7% of students achieved a passing score on the exam
Completer 3		
End-of-unit Exam	n=15	93.3% of students achieved a passing score on the exam

P-12 Narrative Summary:

Across all three assessments, a majority of students demonstrated proficiency in the subject matter, as indicated by passing scores. While there were variations in performance between assessment phases and completers, the overall trend suggests a positive impact of instructional interventions on student learning outcomes. The collected data affirms the effectiveness of EPP candidates in employing pedagogical strategies and data-driven practices to enhance P-12 student learning outcomes. Completers demonstrate proficiency in utilizing assessment data to inform instructional decisions, thereby fostering a positive impact on student academic achievement.

Application of Results

Moreland University remains committed to preparing educators who demonstrate a positive P-12 student impact. As a result of the data examples from the three completers, in the next year, Moreland University plans is increasing its focus on:

- Collaboration with both program completers and their supervisors through the Moreland Advisory Council and surveys
- Implementation of new P-12 student data tracking activities during and after clinical practice
- Revision to the candidate completer survey