



Impact Measures

- **Special Note:** Any data reported by an asterisk (*) was not collected during the 2019-2020 year due to the pandemic and data collection falling during periods of quarantine.
- **Measure 1: Impact on P-12 learning and development (Component 4.1)**
 The EPP has established a partnership with local area schools in an effort to establish a means to measure and better understand the impact program completers have on the academic success of P-12 students. The EPP completed an IRB in order to collect STAR data from program completer classes in three local schools.
 The data collected is provided in the table below:

Year	N of Students Impacted	Grade Level	Average Student Growth Percentile (SGP) Change	Average Scaled Score (SS) Change	Average Grade Equivalent (G.E.) Change
2019-2020**	35	4	55.92	+51	+0.99
2018-2019	20	1	61	+41	+0.4
2017-2018	IRB	IRB	IRB	IRB	IRB

*IRB: During the 2017-2018 school year, the EPP was developing a partnership with the local schools and completing the IRB process. IRB Approval Letter can be located [here](#).

**2019-2020: Data reported from beginning of the school year to middle. End of the school year data was not reported due to quarantine.

STAR Reading reports measure the progress between two testing sessions. The data can be used to evaluate students' improvement during the year or over many school years. Based on the data provided by the local area school during this reporting

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year, the group of 20 students scaled scored improved from one testing date (September 2018) to the second testing date (December 2018) by 41 points. In addition, their grade equivalent improved by 0.4, or almost half of a school year.

The Student Growth Percentile (SGP) was developed by Dr. Damian Betebenner and provides the latest in growth projections. It is measured on a 1-99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For example, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her peers. In the data provided by the local school, as a collective group, the students scored better than 61 percent of their peers.

- **Measure 2: Indicators of teaching effectiveness (Component 4.2)**

The Teacher Leader Effectiveness (TLE) data are provided as evidence which demonstrates that program completers had an effective impact on P-12 student learning and development during the reporting period. The TLE evaluations are approved by the Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA). Each year OSDE provides the TLE data to OEQA which OEQA in turn shares the data through a confidential portal with the data stewards at each EPP.

The TLE Rubric ([here](#)) uses the following scale: 1 - ineffectiveness, 2 - need improvement, 3 - effective, 4- highly effective, 5- superior. In addition, the TLE measures 5 domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership.

Classroom Teachers Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2019-2020	*	*	*	*	*
2018-2019	336	3.54	2.53	5.00	2.47
2017-2018	284	3.53	2.50	5.00	2.50
2016-2017	277	3.51	2.45	5.00	2.55
Total	897	3.52	2.49	5.00	2.50

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Within each of the domains, specific indicators are assessed by trained evaluators from within the district. Indicators rating scales range from 1 to 5 with 5 being superior.

Classroom Teachers Domain Evaluation Scores 2019-2018					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Classroom Management	Instructional Effectiveness	Professional Growth & Continuous Learning	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for managing behavior, establishing positive climates, and building student relationships.	Application of professional knowledge and skills needed for lesson implementation that is based on academic standards, inclusive of all learners, and responsive to assessment.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in contributions to the profession and increased growth among colleagues, the school, and students.
Mean Score	*	*	*	*	*
Minimum Score	*	*	*	*	*
Maximum Score	*	*	*	*	*
Range (Max-Min)	*	*	*	*	*

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School Leaders Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2019-2020	*	*	*	*	*
2018-2019	13	3.61	3.00	4.14	1.14
2017-2018	20	3.78	2.90	5.00	2.10
2016-2017	24	3.60	2.95	4.30	1.35
Total	57	3.66	2.95	4.48	1.53

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School Leaders Domain Evaluation Scores 2019-2020					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Data Driven Focus on Student Achievement	Continuous Improvement of Instruction	A Guaranteed and Viable Curriculum	Cooperation and Collaboration	School Climate
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for establishing and monitoring data driven school, classroom, and student achievement.	Application of professional knowledge and skills needed to evaluate teacher ability and embed professional development. As well as presentation of dispositions which support and retain those highly effective.	Application of professional knowledge and skills needed to ensure curriculum and assessments adhere to standards, reasonable in relation to instructional time, and available to all students.	Presentation of attributes and characteristics which underlie observable, professional dispositions needed for open, sensitive communication and input from and among families, teachers, and students.	Demonstrate attributes and characteristics, dispositions, of personal growth garnering constituent trust. Professional knowledge and skills create a safe, fiscally sound, and operational environment.
Mean Score	*	*	*	*	*
Minimum Score	*	*	*	*	*
Maximum Score	*	*	*	*	*
Range (Max-Min)	*	*	*	*	*

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Library Media / Library Management Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2019-2020	*	*	*	*	*
2018-2019	13	3.73	3.00	4.14	1.14
2017-2018	10	3.90	3.35	4.33	0.98
2016-2017	10	4.05	3.45	5.00	1.55
Total	33	3.89	3.27	4.49	1.24

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Library Media Domain Evaluation Scores 2019-2020					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Library Management	Instructional Effectiveness	Professional Growth & Continuous Improvement	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for delivering guidance curriculum and establishing safe, orderly environments as well as presentation of dispositions contributing to a positive school climate.	Application of professional knowledge and skills for assessing and monitoring student and school progress toward established goals. Dispositions and skills encourage social, emotional growth of students and handles crisis interventions effectively and professionally.	Presentation of attributes and characteristics which underlie observable, professional dispositions leading to engagement professional development to increase professional knowledge and skills.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in increased equity, family and community involvement, respect among faculty for sharing in school responsibilities.
Mean Score	*	*	*	*	*
Minimum Score	*	*	*	*	*
Maximum Score	*	*	*	*	*
Range (Max-Min)	*	*	*	*	*

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School Counselors Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2019-2020	*	*	*	*	*
2018-2019	31	3.89	3.00	4.93	1.93
2017-2018	29	3.83	3.00	5.00	2.00
2016-2017	26	3.97	3.52	4.9	1.38
Total	86	3.90	3.17	4.94	1.77

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School Counselors Domain Evaluation Scores 2019-2020					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Counselor Center Management	School Counseling Effectiveness	Professional Growth & Continuous Improvement	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for delivering guidance curriculum and establishing safe, orderly environments as well as presentation of dispositions contributing to a positive school climate.	Application of professional knowledge and skills for assessing and monitoring student and school progress toward established goals. Dispositions and skills encourage social, emotional growth of students and handles crisis interventions effectively and professionally.	Presentation of attributes and characteristics which underlie observable, professional dispositions leading to engagement professional development to increase professional knowledge and skills.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in increased equity, family and community involvement, respect among faculty for sharing in school responsibilities.
Mean Score	*	*	*	*	*
Minimum Score	*	*	*	*	*
Maximum Score	*	*	*	*	*
Range (Max-Min)	*	*	*	*	*

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School Psychometry Total Evaluation Scores					
Year	n	Mean Score	Minimum Score (Min)	Maximum Score (Max)	Score Range (Max-Min)
2019-2020	*	*	*	*	*
2018-2019	8	3.96	3.00	4.85	1.85
Total	8	3.96	3.00	4.85	1.85

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Within each of the domains, specific indicators are assessed by trained evaluators from within the district. Indicators rating scales range from 1 to 5 with 5 being superior.

School Psychometry Domain Evaluation Scores 2019-2020					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Organization and Management	Instructional Support	Professional Growth & Continuous Improvement	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for delivering guidance curriculum and establishing safe, orderly environments as well as presentation of dispositions contributing to a positive school climate.	Application of professional knowledge and skills for assessing and monitoring student and school progress toward established goals. Dispositions and skills encourage social, emotional growth of students and handles crisis interventions effectively and professionally.	Presentation of attributes and characteristics which underlie observable, professional dispositions leading to engagement professional development to increase professional knowledge and skills.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in increased equity, family and community involvement, respect among faculty for sharing in school responsibilities.
Mean Score	*	*	*	*	*
Minimum Score	*	*	*	*	*
Maximum Score	*	*	*	*	*
Range (Max-Min)	*	*	*	*	*

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- **Measure 4: Satisfaction of employers and employment milestones (Component 4.3 / A4.1)**

The Oklahoma Office of Educational Quality and Accountability (OEQA) annually administers the Administrator/Mentor Survey to mentors/administrators with Oklahoma who have hired the EPP's completers as first year teachers. The survey is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and it is used to evaluate the preparedness and overall satisfaction local area administrators/mentors have in regard to the EPP's completers.

- 2019-2020 Administrator/Mentor Survey Results- undergraduate (OSDE disseminated)*
- 2019-2020 Administrator/Mentor Survey Results- graduate (EPP created)*
- [2018-2019 Administrator/Mentor Survey Results](#)- graduate (EPP created)

- **Measure 5: Satisfaction of completers (Component 4.4 / A4.2)**

The Oklahoma Office of Educational Quality and Accountability also administers the First Year Teacher survey every spring to recent completers who are employed in an Oklahoma school. This survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and data collected examines how prepared recent completers feel their preparation was at the EPP.

- 2019-2020 First Year Teacher Survey Results- undergraduate (OSDE disseminated)*
- [2018-2019 First Year Teacher Survey Results](#)- undergraduate (OSDE disseminated)

In addition, the EPP surveys students during their final semester. The Satisfaction survey is aligned to InTASC Standards and given to undergraduate students during their student teaching semester. In addition a Satisfaction survey as well as Internship/Practicum students.

- [2018-Current Student Teacher Satisfaction Survey Results](#)- undergraduate
- [2019-Current Internship/Practicum Satisfaction Survey Results](#)- graduate

Outcome Measures

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- **Measure 6: Graduate Rates (Initial & Advanced Levels)**
Initial Level Graduate Rates

Year	# of Student Teachers	Graduated/ # of Completers	Graduation Rate	# Taking Certification Tests	% Passing Certification Tests
2019-2020	61	60	98%	60	75%*
2018-2019	60	59	98%	58	83%
2017-2018	62	62	100%	64	78%
2016-2017	73	73	100%	72	82%

*One certification ODW for OPTE and now PPAT attempted.

Advanced Level Graduation Rates

Year	# of Internship/Practicum Students	Graduated/ # of Completers	Graduation Rate
2019-2020	107	85	83%
2018-2019	93	82	88%
2017-2018	90	78	87%
2016-2017	99	90	91%

- **Measure 7: Ability of completers to meet licensing (certification) and any additional state requirements; Title II (Initial & Advanced Levels)**

- **Certification Examinations of Oklahoma Educators (CEOE)**

The Oklahoma Department of Education (OSDE) and Oklahoma Educational Quality and Accountability (OEQA) require educators to pass three exams to receive teacher certification. During the reporting year (2018-2019), applicants were required to pass the Oklahoma General Education Assessment (OGET), Oklahoma Subject-Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE). Oklahoma is in the process of phasing out the OPTE and replacing it with the Praxis Performance Assessment for Teachers (PPAT). The EPP required two out of the three examinations during a candidate's progression through the undergraduate program- OGET, for admission into the program, and the PPAT during student teaching. Students were also highly encouraged to take the OSAT the semester before student teaching. Advanced level students must pass the OSAT in order to be recommended for certification.

- [Cumulative CEOE Data](#)

- **Praxis Performance Assessment for Teachers (PPAT)**

The EPP began requiring the PPAT as a pilot for the state in the Fall of 2017. The PPAT is a performance-based assessment that all undergraduate student teachers complete and submit nationally. This assessment has been phased in by the state and will officially take the place of the OPTE beginning August 2021.

- [Cumulative PPAT data](#)

- **Title II**

Each spring the Title II reports are submitted. All of the reports can be found in this [drive](#) or individually below.

- [2019-2020 Title II Report](#)
- [2018-2019 Title II Report](#)
- [2017-2018 Title II Report](#)
- [2016-2017 Title II Report](#)

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- Measure 8: Ability of completers to be hired in education positions for which they have prepared (Initial & Advanced Levels)**

While there is currently a huge teacher shortage in Oklahoma, which is being filled with emergency and alternatively certified pathways, the EPP developed the following report to examine the retention of completers in the career field.

East Central University Retention of Completers 2014-2018						
Academic Year Completed Program	Number of Completers Reported to Title II	Academic Year First Year Teaching	Total Number of First Year Teachers in Oklahoma Reported for EPP by OSDE	Number of First Year Teachers Employed in Position Aligning with Area of Certification	Number of First Year Teachers Employed in Position other than Area of Certification	Average Number of Years in Current Position
2018-2019						
2017-2018	64	2018-2019	36 (56%)	36 (100%)	0	In Progress
2016-2017	72	2017-2018	40 (56%)	36 (89%)	4 (11%)	1.7
2015-2016	61	2016-2017	42 (69%)	38 (90%)	4 (10%)	1.6
2014-2016	76	2015-2016	58 (76%)	57 (98%)	1 (2%)	2.4

- Student loan default rates and other consumer information (Initial & Advanced Levels)**

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East Central University School Default Rates FY 2017, 2016, and 2015								
OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
003154	East Central University 1100 East 14th Ada, OK 74820-6999	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	10.3	11.6	11.7
					No. in Default	93	115	129
					No. in Repay	898	989	1101
					Enrollment Figures	5450	5458	5690
					Percentage Calculation	16.4	18.1	19.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Date Report was pulled from https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search2017_cohortCy.cfm: 01/22/2021