

Academic Year 2025-2026
NDGD Superintendent Certification - NDGD-ASUP Learning Outcomes

Student Learning Outcome 1 MET

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) District Standard 7: Policy, Governance, & Advocacy.

Learning Outcome: Candidates who successfully complete the superintendent certification program shall understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: EDLD 5396 Module 3 Assignment Part B Rubric Row 4 This assessment measures candidate's proficiency in knowledge, skills, and mindsets aligned with Texas Superintendent Standards and NELP District Standard 7. The candidate shall complete a reading assignment regarding the role of the superintendent in leading the board and the district to respond to complaints, allegations, and challenges brought to the board of trustees. Using the reading assignment as well as past experience and knowledge gained from other district leaders candidates will be required to assess and evaluate district policies and procedures designed to guide the superintendent and the board in responding to such issues. Candidates assume the role of superintendent in reviewing district policies and practice regarding the censorship of books and materials available to students in a simulation exercise assignment. Candidates are also directed to prepare a slide presentation illustrating a mental model for responding to challenges and issues described in this learning outcome. Direct - Assignment <i>Internship in Administration: EDLD 5396</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. FinalSACS_Report_25-26_All_Courses_Digital_Learning.docx	MET Assessment 1 Exceeded 0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 100% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance reflects near-universal mastery of competencies aligned to NELP Standard 7. Across all assessments, nearly all candidates met proficiency, demonstrating strong ability to evaluate policy, respond to district challenges, and communicate with boards. Compared to 2024–2025, performance remains consistently high (previously 98–100%), with slight variation in one cohort (≈95%). This consistency confirms program stability and effective alignment between curriculum and assessment. However, the concentration of perfect or near-perfect scores suggests a ceiling effect, limiting differentiation among high-performing candidates. The small number of non-proficient students indicates occasional difficulty in applying policy analysis and communication strategies in complex scenarios. Improvement Plan (2026–2027) - Revise rubrics to increase performance differentiation (add advanced criteria) - Incorporate more complex, case-based policy simulations - Require explicit justification of decisions using law and policy frameworks - Add structured feedback cycles prior to final submission - Maintain interrater calibration to ensure scoring consistency Summary	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

	SLO #1 results demonstrate exceptionally high performance, with nearly all candidates meeting proficiency. Outcomes align with prior-year results, confirming program effectiveness. Improvements will focus on increasing rigor and distinguishing advanced levels of mastery.	
Assessment 2 Assessment 2: EDLD 5396 Module 4 Assignment Part B Rubric Row 4 This assessment measures candidate's proficiency in knowledge, skills, and mindsets aligned with Texas Superintendent Standards and NELP District Standard 7. The candidate shall complete a reading assignment regarding the role of the superintendent in leading the board and the district to respond to complaints, allegations, and challenges brought to the board of trustees. Using the reading assignment as well as past experience and knowledge gained from other district leaders candidates will be required to assess and evaluate district policies and procedures designed to guide the superintendent and the board in responding to such issues. Candidates assume the role of superintendent in reviewing district policies and practice regarding the censorship of books and materials available to students in a simulation exercise assignment. Candidates are also directed to prepare a slide presentation illustrating a mental model for responding to challenges and issues described in this learning outcome. Direct - Assignment <i>Internship in Administration: EDLD 5396</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. FinalSACS Report 25-26 All Courses Digital Learning.docx	MET Assessment 2 ■ Exceeded  0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 100% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance reflects near-universal mastery of competencies aligned to NELP Standard 7. Across all assessments, nearly all candidates met proficiency, demonstrating strong ability to evaluate policy, respond to district challenges, and communicate with boards. Compared to 2024–2025, performance remains consistently high (previously 98–100%), with slight variation in one cohort (~95%). This consistency confirms program stability and effective alignment between curriculum and assessment. However, the concentration of perfect or near-perfect scores suggests a ceiling effect, limiting differentiation among high-performing candidates. The small number of non-proficient students indicates occasional difficulty in applying policy analysis and communication strategies in complex scenarios. Improvement Plan (2026–2027) • Revise rubrics to increase performance differentiation (add advanced criteria) • Incorporate more complex, case-based policy simulations • Require explicit justification of decisions using law and policy frameworks • Add structured feedback cycles prior to final submission • Maintain interrater calibration to ensure scoring consistency Summary SLO #1 results demonstrate exceptionally high performance, with nearly all candidates meeting proficiency. Outcomes align with prior-year results, confirming program effectiveness. Improvements will focus on increasing rigor and distinguishing advanced levels of mastery.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

Assessment 3 Assessment 3: EDLD 5371 Module 5 Assignment Part II Rubric Row 2 This assessment measures candidate's proficiency in knowledge, skills, and mindsets aligned with Texas Superintendent Standards and NELP District Standard 7. The candidate shall complete a reading assignment regarding the role of the superintendent in leading the board and the district to respond to complaints, allegations, and challenges brought to the board of trustees. Using the reading assignment as well as past experience and knowledge gained from other district leaders candidates will be required to assess and evaluate district policies and procedures designed to guide the superintendent and the board in responding to such issues. Candidates assume the role of superintendent in reviewing district policies and practice regarding the censorship of books and materials available to students in a simulation exercise assignment. Candidates are also directed to prepare a slide presentation illustrating a mental model for responding to challenges and issues described in this learning outcome. Direct - Assignment <i>School Superintendent: EDLD 5371</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. FinalSACS_Report_25-26_All_Courses_Digital_Learning.docx	MET Assessment 3 ■ Exceeded ■ Met  0%100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 98% Met: 2% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance reflects near-universal mastery of competencies aligned to NELP Standard 7. Across all assessments, nearly all candidates met proficiency, demonstrating strong ability to evaluate policy, respond to district challenges, and communicate with boards. Compared to 2024–2025, performance remains consistently high (previously 98–100%), with slight variation in one cohort (~95%). This consistency confirms program stability and effective alignment between curriculum and assessment. However, the concentration of perfect or near-perfect scores suggests a ceiling effect, limiting differentiation among high-performing candidates. The small number of non-proficient students indicates occasional difficulty in applying policy analysis and communication strategies in complex scenarios. Improvement Plan (2026–2027) • Revise rubrics to increase performance differentiation (add advanced criteria) • Incorporate more complex, case-based policy simulations • Require explicit justification of decisions using law and policy frameworks • Add structured feedback cycles prior to final submission • Maintain interrater calibration to ensure scoring consistency Summary SLO #1 results demonstrate exceptionally high performance, with nearly all candidates meeting proficiency. Outcomes align with prior-year results, confirming program effectiveness. Improvements will focus on increasing rigor and distinguishing advanced levels of mastery.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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Conclusion

Analysis of Results

Student performance reflects near-universal mastery of competencies aligned to NELP Standard 7. Across all assessments, nearly all candidates met proficiency, demonstrating strong ability to evaluate policy, respond to district challenges, and communicate with boards.

Compared to 2024–2025, performance remains consistently high (previously 98–100%), with slight variation in one cohort (≈95%). This consistency confirms program stability and effective alignment between curriculum and assessment.

However, the concentration of perfect or near-perfect scores suggests a ceiling effect, limiting differentiation among high-performing candidates. The small number of non-proficient students indicates occasional difficulty in applying policy analysis and communication strategies in complex scenarios.

Improvement Plan (2026–2027)

- Revise rubrics to increase performance differentiation (add advanced criteria)
- Incorporate more complex, case-based policy simulations
- Require explicit justification of decisions using law and policy frameworks
- Add structured feedback cycles prior to final submission
- Maintain interrater calibration to ensure scoring consistency

Summary

SLO #1 results demonstrate exceptionally high performance, with nearly all candidates meeting proficiency. Outcomes align with prior-year results, confirming program effectiveness. Improvements will focus on increasing rigor and distinguishing advanced levels of mastery.

Student Learning Outcome 2 MET

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) District Standard 5: Community and External Leadership and it includes all components of that standard.

Learning Outcome: Candidates who complete the certification program shall understand and demonstrate the capacity to represent and support district schools in engaging diverse families and demonstrate the capacity to effectively communicate through oral, written, and digital means with diverse stakeholders including families, community partners, business and industry partners, and taxpayers.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: EDLD 5371 Module 1 Assignment--Rubric Row # 3 This assessment measures candidates' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 5. The candidate reviews written policy and protocol regarding school district-community relations, gathers information from each school in the district, and considers resources that are budgeted for this purpose in order to assess the district program and plan to engage diverse families, learners, and community stakeholders. Direct - Assignment School Superintendent: EDLD 5371 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. FinalSACS_Report_25-26_All_Courses_Digital_Learning.docx	MET Assessment 1 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 96% Met: 4% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #2 indicates strong mastery of NELP Standard 5, including communication with diverse stakeholders and community engagement. Nearly all candidates met proficiency across assessments. Compared to 2024–2025 (98–100%), results remain stable with slight variability. This consistency supports the effectiveness of course design in developing communication and engagement competencies.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

	Strengths include: • Clear written and digital communication • Strong understanding of stakeholder engagement strategies Minor gaps appear in: • Depth of analysis in community program evaluation • Stronger alignment between communication strategies and district outcomes The small proportion of non-proficient students suggests limited challenges in fully synthesizing communication strategies with broader district goals. Improvement Plan (2026–2027) • Strengthen analytical components of assignments (evaluation of impact) • Add structured prompts linking communication to measurable outcomes • Provide exemplars of high-quality stakeholder engagement plans • Include checkpoints and formative feedback • Continue rubric calibration for consistency Summary SLO #2 results demonstrate consistently high performance, with 95–100% of candidates meeting proficiency. Results align with prior-year outcomes and confirm program effectiveness. Future improvements will emphasize deeper analysis and stronger connections between communication strategies and district impact.									
Assessment 2 Assessment 2: EDLD 5371 Module 2—Rubric Row # 2 This assessment measures candidates’ proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 5. The candidate reviews written policy and protocol regarding school district-community relations, gathers information from each school in the district, and considers resources that are budgeted for this purpose in order to assess the district program and plan to engage diverse families, learners, and community stakeholders. Direct - Assignment <i>School Superintendent: EDLD 5371</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. FinalSACS_Report_25-26_All_Courses_Digital_Learning.docx	MET Assessment 2 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> <table><tr><td>Exceeded:</td><td>98%</td></tr><tr><td>Met:</td><td>2%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis Analysis of Results Student performance on SLO #2 indicates strong mastery of NELP Standard 5, including communication with diverse stakeholders and community engagement. Nearly all candidates met proficiency across assessments. Compared to 2024–2025 (98–100%), results remain stable with slight variability. This consistency supports the effectiveness of course design in developing communication and engagement competencies.	Exceeded:	98%	Met:	2%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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Assessment 3 Assessment 3: EDLD 5371 Module 3 Discussion—Rubric Row # 1 This assessment measures candidates’ proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 5. The candidate reviews written policy and protocol regarding school district-community relations, gathers information from each school in the district, and considers resources that are budgeted for this purpose in order to assess the district program and plan to engage diverse families, learners, and community stakeholders. Direct - Assignment <i>School Superintendent: EDLD 5371</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. FinalSACS_Report_25-26_All_Courses_Digital_Learning.docx	MET Assessment 3 ■ Exceeded ■ Met 0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> <table><tr><td>Exceeded:</td><td>98%</td></tr><tr><td>Met:</td><td>2%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis Analysis of Results Student performance on SLO #2 indicates strong mastery of NELP Standard 5, including communication with diverse stakeholders and community engagement. Nearly all candidates met proficiency across assessments. Compared to 2024–2025 (98–100%), results remain stable with slight variability. This consistency supports the effectiveness of course design in developing communication and engagement competencies.	Exceeded:	98%	Met:	2%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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Student Learning Outcome 3 **MET**

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) District Standard 4: Learning and Instruction and it includes all components of that standard.

Learning Outcome: Candidates who complete the certification program shall understand and demonstrate the capacity to work collaboratively to evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators and shall demonstrate the capacity to use research and evidence to propose designs and implementation strategies for improving coherence, instructional technologies and other supports.

MEASURES	RESULTS	ACTIONS								
Assessment 1 Assessment 1: EDLD 5387 Module 3 Assignment Rubric Row # 1 This assessment measures candidates' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. The candidate must design and develop a district-level professional development plan that visibly describes a vision which reveals the direct alignment of all top prioritized goals, identifies findings from district and campus improvement committees, provides adequate resources for implementation, promotes the use of technology, and includes a variety of strategies. The professional development	MET Assessment 1 ■ Exceeded ■ Met 0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> <table><tr><td>Exceeded:</td><td>97%</td></tr><tr><td>Met:</td><td>3%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis	Exceeded:	97%	Met:	3%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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Met:	3%									
Met Total:	100%									
Not Met Total:										

plan must clearly relate to one identified district educational goal. Direct - Assignment <i>Seminar School Administration: EDLD 5387</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. Learning Outcome 3 EDLD 5387 (1).docx	<u>ASSESSMENT GLITCHES</u> In reference to the originally planned Assessment to measure performance on Student Learning Outcome # 3 (NELP Standard 4), there were two glitches in the data collection and final assessment. Both glitches were successfully identified and addressed in the review process. However, in the interest of full disclosure, both issues are described below: In order to exploit increased enrollment in each section of all courses taught in the Lamar Superintendent Certification Program and thereby maximize scarce available resources, a new course pattern was implemented in the fall of 2025. Therefore, one iteration of EDLD 5387 was implemented under the previous course pattern in the Summer II session of 2025. Forty-six candidates were enrolled in that class. The originally scheduled Fall II 2025 and Spring 2 2026 sections were combined into one section of seventy-four candidates. This combined section was offered during Fall 3 of 2025. This combined section of seventy-four candidates and the previous section of forty-six candidates resulted in a total enrollment of 120 candidates which is very comparable to the total enrollment that we would have expected from the originally scheduled three iterations of EDLD 5387. We have analyzed the data from 120 candidates in two iterations of the course rather than the original plan to analyze approximately 120 candidate performance scores from three iterations of the course. Performance scores for each candidate in both iterations of the course were entered by hand and were not placed in the EAC Visual Data Tool. Therefore, performance scores and candidate feedback was analyzed by hand for each candidate in both iterations of the course. While this process did require additional time and individual candidate performance review, the task was not excessive due to the relatively small number of candidates in the superintendent certification program as compared to the very large number of candidates enrolled in the Lamar Principal Certification Program. We are confident that we have captured an accurate measurement of candidate knowledge and skill in reference to the NELP Standard 4. <u>ANALYSIS:</u> Arithmetic analysis of the total number of candidates (120) in two iterations of the course reflect a mastery score of 90% or better demonstrated by 119 of the 120 candidates. 99.2% of candidates demonstrated mastery in Student Learning Outcome # 3—NELP Standard 4 as shown in candidate performance scores from Module 3, Rubric Rows 1, 2, & 3 of the Course. In addition to scores assigned to each candidate, the written feedback posted for candidates was also
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reviewed and considered. 100% of the candidate assignments in these two iterations of the course were graded by the same grader. Therefore, grader interrater reliability is not an issue in the data.

CONCLUSIONS: INTERPRETATION AND LIMITATIONS

Using the performance reports and data generated from the identified course iterations, it appears that candidates in the program have overwhelmingly demonstrated proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. This assignment is a comprehensive project designed to approximate the real-world challenge of current superintendents in developing a vision for academic success in a school district and ensuring that academic goals throughout the district are then prioritized and aligned with the district vision to the campus level and to the individual classroom level resulting in a viable comprehensive professional development plan for the district. The assignment requires candidates to identify findings from district and campus level improvement committees and calls for the plan developed by the candidate (acting as the superintendent of a school district) to provide adequate resources to support a program of development and the use of technology. The assignment is also evaluated to ensure that there is a clear link between the provisions of the plan and the district budget. The plan must also demonstrate the implementation of a variety of strategies such as mentoring, coaching, simulation, on-line instruction, and other effective approaches known to enhance adult learning and best practices. The assignment also requires the superintendent candidate to clearly demonstrate the protocol and procedures to implement the professional development across the district, to sustain the professional development program, to evaluate the program and make adjustments, and to ensure that the program becomes part of the district culture. Finally, the entire plan is evaluated against a standard of graduate level discourse that considers spelling, grammar, presentation, and references linked to all outside sources with appropriate citations for outside and internal sources.

In the current year iterations of the course, 116 candidates scored more than ninety points on the comprehensive assignment. In the feedback provided to candidates, twenty-two candidates were cited for a need to include or improve references for sources and appropriate citations under the rubric row for writing mechanics. Sixteen candidate assignments were flagged for inadequate links to the district budget and resources to implement the plan. Statistical analysis

	of these numbers reinforces the observation that candidates in the program have overwhelmingly demonstrated proficiency in this NELP Standard. 96.6 % of candidates in these iterations of the course demonstrated an overall performance above the 90% mark. 18.3% of candidate submissions warranted a statement from the single grader in the program indicating a need to improve or add appropriate references and citations under the category of graduate level writing mechanics. 13.3% of candidates who submitted the assignment in these iterations received an admonishment to improve the correlation to the district budget and to ensure adequate resources are allocated in the plan.									
Assessment 2 Assessment 2: EDLD 5387 Module 3 Assignment Rubric Row # 2 This assessment measures candidates' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. The candidate must design and develop a district-level professional development plan that visibly describes a vision which reveals the direct alignment of all top prioritized goals, identifies findings from district and campus improvement committees, provides adequate resources for implementation, promotes the use of technology, and includes a variety of strategies. The professional development plan must clearly relate to one identified district educational goal. Direct - Assignment <i>Seminar School Administration: EDLD 5387</i> Target 90% of Candidates will meet mastery level expectations. 90% of Candidates will meet mastery level expectations. Learning Outcome 3 EDLD 5387 (1).docx	MET Assessment 2 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> <table><tr><td>Exceeded:</td><td>97%</td></tr><tr><td>Met:</td><td>3%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis ASSESSMENT GLITCHES In reference to the originally planned Assessment to measure performance on Student Learning Outcome # 3 (NELP Standard 4), there were two glitches in the data collection and final assessment. Both glitches were successfully identified and addressed in the review process. However, in the interest of full disclosure, both issues are described below: In order to exploit increased enrollment in each section of all courses taught in the Lamar Superintendent Certification Program and thereby maximize scarce available resources, a new course pattern was implemented in the fall of 2025. Therefore, one iteration of EDLD 5387 was implemented under the previous course pattern in the Summer II session of 2025. Forty-six candidates were enrolled in that class. The originally scheduled Fall II 2025 and Spring 2 2026 sections were combined into one section of seventy-four candidates. This combined section was offered during Fall 3 of 2025. This combined section of seventy-four candidates and the previous section of	Exceeded:	97%	Met:	3%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
Exceeded:	97%									
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forty-six candidates resulted in a total enrollment of 120 candidates which is very comparable to the total enrollment that we would have expected from the originally scheduled three iterations of EDLD 5387. We have analyzed the data from 120 candidates in two iterations of the course rather than the original plan to analyze approximately 120 candidate performance scores from three iterations of the course.

Performance scores for each candidate in both iterations of the course were entered by hand and were not placed in the EAC Visual Data Tool. Therefore, performance scores and candidate feedback was analyzed by hand for each candidate in both iterations of the course. While this process did require additional time and individual candidate performance review, the task was not excessive due to the relatively small number of candidates in the superintendent certification program as compared to the very large number of candidates enrolled in the Lamar Principal Certification Program. We are confident that we have captured an accurate measurement of candidate knowledge and skill in reference to the NELP Standard 4.

ANALYSIS:

Arithmetic analysis of the total number of candidates (120) in two iterations of the course reflect a mastery score of 90% or better demonstrated by 119 of the 120 candidates. 99.2% of candidates demonstrated mastery in Student Learning Outcome # 3—NELP Standard 4 as shown in candidate performance scores from Module 3, Rubric Rows 1, 2, & 3 of the Course. In addition to scores assigned to each candidate, the written feedback posted for candidates was also reviewed and considered. 100% of the candidate assignments in these two iterations of the course were graded by the same grader. Therefore, grader interrater reliability is not an issue in the data.

CONCLUSIONS: INTERPRETATION AND LIMITATIONS

Using the performance reports and data generated from the identified course iterations, it appears that candidates in the program have overwhelmingly demonstrated proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. This assignment is a comprehensive project designed to approximate the real-world challenge of current superintendents in developing a vision for academic success in a school district and ensuring that academic goals throughout the district are then prioritized and aligned with the district vision to the campus level and to the individual classroom level resulting in a viable comprehensive professional development plan for the district. The assignment requires candidates to identify findings

	from district and campus level improvement committees and calls for the plan developed by the candidate (acting as the superintendent of a school district) to provide adequate resources to support a program of development and the use of technology. The assignment is also evaluated to ensure that there is a clear link between the provisions of the plan and the district budget. The plan must also demonstrate the implementation of a variety of strategies such as mentoring, coaching, simulation, on-line instruction, and other effective approaches known to enhance adult learning and best practices. The assignment also requires the superintendent candidate to clearly demonstrate the protocol and procedures to implement the professional development across the district, to sustain the professional development program, to evaluate the program and make adjustments, and to ensure that the program becomes part of the district culture. Finally, the entire plan is evaluated against a standard of graduate level discourse that considers spelling, grammar, presentation, and references linked to all outside sources with appropriate citations for outside and internal sources. In the current year iterations of the course, 116 candidates scored more than ninety points on the comprehensive assignment. In the feedback provided to candidates, twenty-two candidates were cited for a need to include or improve references for sources and appropriate citations under the rubric row for writing mechanics. Sixteen candidate assignments were flagged for inadequate links to the district budget and resources to implement the plan. Statistical analysis of these numbers reinforces the observation that candidates in the program have overwhelmingly demonstrated proficiency in this NELP Standard. 96.6 % of candidates in these iterations of the course demonstrated an overall performance above the 90% mark. 18.3% of candidate submissions warranted a statement from the single grader in the program indicating a need to improve or add appropriate references and citations under the category of graduate level writing mechanics. 13.3% of candidates who submitted the assignment in these iterations received an admonishment to improve the correlation to the district budget and to ensure adequate resources are allocated in the plan.	
Assessment 3 Assessment 3: EDLD 5387 Module 3 Assignment Rubric Row # 3	MET Assessment 3 ■ Exceeded ■ Met	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates

This assessment measures candidates' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. The candidate must design and develop a district-level professional development plan that visibly describes a vision which reveals the direct alignment of all top prioritized goals, identifies findings from district and campus improvement committees, provides adequate resources for implementation, promotes the use of technology, and includes a variety of strategies. The professional development plan must clearly relate to one identified district educational goal.

Direct - Assignment

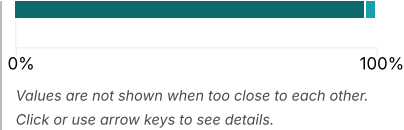
Seminar School Administration: EDLD 5387

Target

90% of Candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

[Learning Outcome 3 EDLD 5387 \(1\).docx](#)



Exceeded: 97%
Met: 3%

Met Total: 100%
Not Met Total:

Analysis

ASSESSMENT GLITCHES

In reference to the originally planned Assessment to measure performance on Student Learning Outcome # 3 (NELP Standard 4), there were two glitches in the data collection and final assessment. Both glitches were successfully identified and addressed in the review process. However, in the interest of full disclosure, both issues are described below:

In order to exploit increased enrollment in each section of all courses taught in the Lamar Superintendent Certification Program and thereby maximize scarce available resources, a new course pattern was implemented in the fall of 2025. Therefore, one iteration of EDLD 5387 was implemented under the previous course pattern in the Summer II session of 2025. Forty-six candidates were enrolled in that class. The originally scheduled Fall II 2025 and Spring 2 2026 sections were combined into one section of seventy-four candidates. This combined section was offered during Fall 3 of 2025. This combined section of seventy-four candidates and the previous section of forty-six candidates resulted in a total enrollment of 120 candidates which is very comparable to the total enrollment that we would have expected from the originally scheduled three iterations of EDLD 5387. We have analyzed the data from 120 candidates in two iterations of the course rather than the original plan to analyze approximately 120 candidate performance scores from three iterations of the course. Performance scores for each candidate in both iterations of the course were entered by hand and were not placed in the EAC Visual Data Tool. Therefore, performance scores and candidate feedback was analyzed by hand for each candidate in both iterations of the course. While this process did require additional time and individual candidate performance review, the task was not excessive due to the relatively small number of candidates in the superintendent certification program as compared to the very large number of candidates enrolled in the Lamar Principal Certification Program. We are confident that we have captured an accurate measurement of candidate knowledge

reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

and skill in reference to the NELP Standard 4.

ANALYSIS:

Arithmetic analysis of the total number of candidates (120) in two iterations of the course reflect a mastery score of 90% or better demonstrated by 119 of the 120 candidates. 99.2% of candidates demonstrated mastery in Student Learning Outcome # 3—NELP Standard 4 as shown in candidate performance scores from Module 3, Rubric Rows 1, 2, & 3 of the Course. In addition to scores assigned to each candidate, the written feedback posted for candidates was also reviewed and considered. 100% of the candidate assignments in these two iterations of the course were graded by the same grader. Therefore, grader interrater reliability is not an issue in the data.

CONCLUSIONS: INTERPRETATION AND LIMITATIONS

Using the performance reports and data generated from the identified course iterations, it appears that candidates in the program have overwhelmingly demonstrated proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. This assignment is a comprehensive project designed to approximate the real-world challenge of current superintendents in developing a vision for academic success in a school district and ensuring that academic goals throughout the district are then prioritized and aligned with the district vision to the campus level and to the individual classroom level resulting in a viable comprehensive professional development plan for the district. The assignment requires candidates to identify findings from district and campus level improvement committees and calls for the plan developed by the candidate (acting as the superintendent of a school district) to provide adequate resources to support a program of development and the use of technology. The assignment is also evaluated to ensure that there is a clear link between the provisions of the plan and the district budget. The plan must also demonstrate the implementation of a variety of strategies such as mentoring, coaching, simulation, on-line instruction, and other effective approaches known to enhance adult learning and best practices. The assignment also requires the superintendent candidate to clearly demonstrate the protocol and procedures to implement the professional development across the district, to sustain the professional development program, to evaluate the program and make adjustments, and to ensure that the program becomes part of the district culture. Finally, the entire plan is evaluated against a standard of graduate level discourse that considers spelling, grammar, presentation, and references

	linked to all outside sources with appropriate citations for outside and internal sources. In the current year iterations of the course, 116 candidates scored more than ninety points on the comprehensive assignment. In the feedback provided to candidates, twenty-two candidates were cited for a need to include or improve references for sources and appropriate citations under the rubric row for writing mechanics. Sixteen candidate assignments were flagged for inadequate links to the district budget and resources to implement the plan. Statistical analysis of these numbers reinforces the observation that candidates in the program have overwhelmingly demonstrated proficiency in this NELP Standard. 96.6 % of candidates in these iterations of the course demonstrated an overall performance above the 90% mark. 18.3% of candidate submissions warranted a statement from the single grader in the program indicating a need to improve or add appropriate references and citations under the category of graduate level writing mechanics. 13.3% of candidates who submitted the assignment in these iterations received an admonishment to improve the correlation to the district budget and to ensure adequate resources are allocated in the plan.	
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General Outcome Actions

ACTIONS
Revise Measurement / Assessment IN PROGRESS Here is a more succinct version (well under 2000 characters): *** ## Improvement Plan for 2026–2027 Consistently high scores across SLO #3 assessments indicate a ceiling effect limiting differentiation in candidate performance. To address this, the 2026–2027 plan focuses on rubric recalibration to improve score discrimination while maintaining alignment with NELP Standard 4. The revised rubric expands assessment criteria to better differentiate proficiency levels across key components, including vision alignment, use of data and resources, implementation, sustainability, and professional development design. The updated assessment structure includes: Assessment 1 (Row 1 – Vision Alignment, 16 points): Alignment of district goals from system to classroom Assessment 2 (Rows 2–3 – Data and Resources, 32 points): Use of improvement data and budget alignment Assessment 3 (Row 5 – Implementation, 26 points): Planning for execution, evaluation, and sustainability Additional criteria address strategy variety and writing quality to strengthen overall measurement. All instructors will complete rubric training and interrater calibration (≥80%) to ensure scoring consistency. Rubrics will be embedded in the LMS, and data will be tracked for ongoing analysis. Proficiency remains 80%, with a 90% benchmark. The course will be offered in Summer and Fall 2026, allowing two evaluation cycles.

These revisions are designed to enhance measurement precision and better distinguish levels of candidate performance.

Conclusion

ANALYSIS:

Arithmetic analysis of the total number of candidates (120) in two iterations of the course reflect a mastery score of 90% or better demonstrated by 119 of the 120 candidates. 99.2% of candidates demonstrated mastery in Student Learning Outcome # 3—NELP Standard 4 as shown in candidate performance scores from Module 3, Rubric Rows 1, 2, & 3 of the Course. In addition to scores assigned to each candidate, the written feedback posted for candidates was also reviewed and considered. 100% of the candidate assignments in these two iterations of the course were graded by the same grader. Therefore, grader interrater reliability is not an issue in the data.

Assessment Report Summary

Analysis of student learning outcomes for the 2025–2026 academic year indicates that candidates enrolled in the Superintendent Certification Program consistently demonstrated high levels of mastery across NELP Standards 4, 5, and 7. Across Student Learning Outcomes (SLOs 1–3), nearly all candidates met or exceeded the program benchmark of 90% proficiency.

For SLO #1 (NELP Standard 7: Governance and Policy), performance was exceptionally strong across all assessment points. In EDLD 5396, 41 of 41 candidates in Summer 2025, 36 of 36 in Fall 2025, and 32 of 32 in Spring 2026 met proficiency (100%). In EDLD 5371, 41 of 43 candidates (approximately 95%) met proficiency in Summer 2025, and 47 of 47 candidates (100%) met proficiency in Spring 2026. These findings indicate strong candidate ability to analyze policy, respond to district-level challenges, and engage effectively with boards of trustees.

For SLO #2 (NELP Standard 5: Communication and Community Engagement), results similarly exceeded the benchmark, with 41 of 43 candidates (approximately 95%) meeting proficiency in Summer 2025 and 47 of 47 candidates (100%) in Spring 2026. These outcomes indicate that candidates are well prepared to engage diverse stakeholders and demonstrate effective communication across oral, written, and digital modalities.

For SLO #3 (NELP Standard 4: Instructional Leadership and Systems Design), results demonstrate consistently high levels of performance across a large sample (n=120), with 119 candidates (99.2%) meeting proficiency. While overall mastery remains strong, detailed feedback indicates that approximately 18.3% of candidates required improvement in writing mechanics and citations, and 13.3% demonstrated weaker alignment between plans and district resources.

Comparison with the 2024–2025 assessment cycle indicates continued stability and consistency, as prior-year results ranged from 98% to 100% proficiency across all learning outcomes. The minor variation observed in 2025–2026 (approximately 95% in select cohorts) reflects normal fluctuations associated with cohort size and assessment complexity rather than declines in program effectiveness.

Across all outcomes, candidate performance demonstrates strong alignment between curriculum, assessments, and NELP standards. However, the prevalence of near-perfect scores suggests a ceiling effect, limiting the program's ability to differentiate levels of advanced performance among candidates.

Program Improvement Plan for 2026–2027

Based on the analysis of results, the program will implement targeted improvements focused on increasing rigor, enhancing measurement precision, and supporting deeper levels of candidate performance.

The primary initiative is the recalibration of assessment rubrics, particularly for SLO #3 (NELP Standard 4). The revised rubric will expand performance criteria across additional rubric rows to better differentiate levels of proficiency in vision alignment, use of data, resource allocation, implementation, and sustainability of district-level professional development plans. This adjustment is intended to address the ceiling effect and improve discrimination between proficient and advanced performance levels.

In addition, the program will:

- Incorporate more complex, case-based and scenario-driven assessments, particularly in policy and governance simulations, to strengthen higher-order analytical skills
- Require explicit justification of decisions using legal, policy, and data frameworks across assessments
- Strengthen expectations for graduate-level writing, including proper citation and documentation practices
- Emphasize alignment between proposed initiatives and district resources, including budget considerations
- Maintain interrater reliability calibration ($\geq 80\%$) to ensure scoring consistency across instructors

Rubrics will be embedded within the learning management system, and performance data will continue to be collected and analyzed to support ongoing program evaluation.

Faculty Discussion and Continuous Improvement Considerations

Faculty are encouraged to consider the following areas for ongoing program refinement:

- Strategies for improving differentiation of high-level performance within assessments
- Methods for strengthening candidate ability to integrate data, policy, and resource allocation
- Consistent reinforcement of writing expectations across courses
- Opportunities to increase rigor in already high-performing assessments
- Approaches to maintain consistency across growing enrollment and course sections

Conclusion

NDGD Superintendent Certification - NDGD-ASUP

Overall, the Superintendent Certification Program demonstrates highly effective student outcomes, with consistent evidence that candidates are achieving mastery of the knowledge, skills, and dispositions required for district leadership. The program maintains strong alignment with NELP standards and demonstrates sustained performance across multiple assessment cycles.

The 2026–2027 improvement plan reflects a shift toward enhancing rigor and measurement precision, ensuring that the program not only maintains high levels of proficiency but also effectively distinguishes advanced levels of candidate performance and readiness for leadership roles.