

**Insert Academic Degree Name Here**

**Annual Program Report Template**

<b>Year:</b>	2021 - 2022
<b>Program:</b>	M.Ed. Educational Administration
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**Summary of Continuous Improvement Efforts since Last Report**

*Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

Respond here:

The TExES 268 – Principal as Instructional Leader certification exam was implemented in the 2019-2020 academic year. Significant data began to accrue during the 2020-2021 academic year. Though during the 2020-2021 academic year data on this assessment met the target expectation of an 80% passing rate, the data showed a downward trend. Improvement in preparation for increased success on this assessment became a primary goal. Actions taken to meet the stated goal included trustworthiness and validity tests for the new curriculum content and assessments/rubrics. These were done and improvements were made accordingly.

Though data show a decrease year-over-year from academic years 2020-2021 to 2021-2022, a deeper look into the data on a bi-monthly frequency show that the passing rate is now incrementally and consistently trending upward. The lowest passing rate in the 2021-2022 was 62% and increased to 67% at the end of the 2021-2022 reporting year. This suggests the data-driven changes made to the program over the past academic year is improving student success on the principal certification exam.

**Program Highlights Since Last Report**

*Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).*

Respond here:

Based on comprehensive data from the TExES 268 – Principal as Instructional Leader certification exam the following are course and program changes made to improve the passing rate on this exam:

- Improvements in the first course curriculum and activities to more explicitly orient students to
  - State and national principal standards

- Focused and rigorous expectations for work in the field throughout the program and during the practicum process
- Increased rigor and requirements within each of the core content courses, with particular attention to intentional writing activities aligned with tested competencies for principal certification
- Certify Teacher enrollment as a requirement for self-regulated assessment of proficiency in all tested competencies and state standards and to show readiness for approval to register for the principal certification exam
- Practicum process redesign team established to
  - Purposefully align activities to tested competencies and state standards
  - Design activities that are rigorous, focused on specific learning outcomes, require students' synthesis and application of knowledge and skills acquired in core content courses

**Table 1. Assessment Results and Analyses for Current Cycle.**

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Students will demonstrate knowledge and application of constructs of School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, and Ethics, Equity and Diversity.	Students will demonstrate knowledge and application of constructs of School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, and Ethics, Equity and Diversity. Rationale: These learning outcomes are aligned with Texas State Principal Standards and tested competencies for principal certification. The State Board for Educator Certification (SBEC) established standards for all professional State certifications. At the conclusion of the Masters of Administration program students must pass the Texas Examination of Educator Standards (TExES) in order to receive a Texas Principal Certificate. The TExES Principal	Principal as Instructional Leader Certification Exam: Students must score a minimum of 240 to pass the assessment. Rationale: A score of 240 of a possible 300 is the minimum passing score for the Principal as Instructional Leader Certification Exam. TExES 268 Principal as Instructional Leader Certification Exam	Official disaggregated results from Texas Education Agency	Eighty percent of program students who have completed the program, and have taken the state licensure exam, will attain a scaled score of 240 or higher on the exam. Rationale: The Texas State Agency (TEA) expected certification exam passing rate is 80%	Currently, overall passing rate for the academic year is 67%. This is well below the target passing rate, which indicates a need for program improvement, including investigation of curriculum alignment.	Data indicate a need for improvement in student success on the principal certification exam, particularly on the written component of the exam. Identified goal: Improve overall passing rate on this assessment. Actions: Investigate root causes for passing rate on this assessment not meeting benchmark expectations. 1) Faculty will ascertain fidelity and rigor of courses' curriculum and instruction alignment to the tested competencies. 2) Faculty will ascertain whether the program consistently provided application- and synthesis-level, relevant learning activities throughout. Changes will be implemented based on faculty root cause analysis for lower-than-expected passing rate on the principal certification exam. 3) Added Certify Teacher as a requirement for individuals' principal certification exam preparation and readiness.

	as Instructional Leader Certification Assessment (268) includes 70 selected-response questions (60% of test) and 4 constructed-response questions (40% of test) based on the test's domain and competency statements. The context of the questions will include early childhood, elementary, middle, and high school in rural, suburban, and urban settings.					
As aspiring principals students need to promote a vision that is articulated and stewarded in order to support student learning.	Students will demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the mission and vision of the school. Rationale: These learning outcomes are aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the role of a school principal in a hypothetical simulation and demonstrates the	Strategic Operations Assessment - Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the role of a school	EAC Visual Data tool is used to report rubric scores aligned with NELP 6.1 components. Additionally, we conducted an Inter Rater Reliability study with Instructional Associates and course professors on a selected course assignment.	85% of all candidates will score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 85% of students scoring at the Meets Criteria rubric level is a rigorous standard.	95% percent of students met or exceeded criteria. These data indicate instruction is aligned with the assessment. However, due to the lower-than-target scores on the principal certification exam, faculty will examine alignment with state standards.	Data indicate a need for improvement in student success on the principal certification exam, particularly for the written component. Identified goal: The content for this assessment will contribute to increase in the overall passing rate on the principal certification exam. Actions: 1) Faculty will ascertain fidelity and rigor of this assessment's alignment to state standards and tested competencies. 2) Faculty will ascertain whether the program consistently provided application- and synthesis-level, relevant learning activities throughout.

	capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school.	principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school. (NELP 6.1)				
	The candidate understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development; and to implement laws, rights, policies, and regulations to promote student and adult success and well-being. Rationale: These learning outcomes are aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the	Strategic Operations Assessment - Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the role of a school	EAC Visual Data tool is used to report rubric scores aligned with NELP 6.2 & 6.3 components. Additionally, we conducted an Inter Rater Reliability study with Instructional Associates and course professors on a selected course assignment.	85% of all candidates will score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 85% of students scoring at the Meets Criteria rubric level is a rigorous standard.	95% percent of students met or exceeded criteria. These data indicate instruction is aligned with the assessment. However, due to the lower-than-target scores on the principal certification exam, faculty will examine alignment with state standards.	Data indicate a need for improvement in student success on the principal certification exam, particularly for the written component. Identified goal: The content for this assessment will contribute to increase in the overall passing rate on the principal certification exam. Actions: 1) Faculty will ascertain fidelity and rigor of this assessment's alignment to state standards and tested competencies. 2) Faculty will ascertain whether the program consistently provided application- and synthesis-level, relevant learning activities throughout.

	role of a school principal in a hypothetical simulation and demonstrates the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school.	principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school. (NELP 6.2 & 6.3)				
An important function of a school leader is to develop the individual and collective professional capacity and community to support student learning. Building principals should know how to promote high quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. Once an applicant applies for the position, the principal needs to review and screen all applications and choose several of the applicants to	The student will demonstrate the knowledge, skills, and commitments a leader needs to engage staff in the development of a collaborative professional culture, build the school's professional capacity, and improve systems of staff supervision, evaluation, support, and professional learning. Rationale: These learning outcomes are aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 2 for Program National Recognition. Students evaluate the school's hiring practices and develop	Hiring Plan Assignment - Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 2 for Program National Recognition. The focus of this assessment is on recruitment and hiring and	EAC Visual Data tool is used to report rubric scores aligned with NELP 2.1 components. Additionally, we conducted an Inter Rater Reliability study with Instructional Associates and course professors on a selected course assignment.	85% of all candidates will score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 85% of students scoring at the Meets Criteria rubric level is a rigorous standard.	99% percent of students met or exceeded criteria. These data indicate instruction is aligned with the assessment. However, due to the lower-than-target scores on the principal certification exam, faculty will examine alignment with state standards.	Data indicate a need for improvement in student success on the principal certification exam, particularly for the written component. Identified goal: The content for this assessment will contribute to increase in the overall passing rate on the principal certification exam. Actions: 1) Faculty will ascertain fidelity and rigor of this assessment's alignment to state standards and tested competencies. 2) Faculty will ascertain whether the program consistently provided application- and synthesis-level, relevant learning activities throughout.

interview. In addition, principals know how to engage, model, and communicate ethics and professional norms related to recruitment, selection, and hiring.	a plan to support maintaining a healthy, positive building community. Students evaluate and prioritize how their campus promotes school improvement and student success.	<p>ethical practices. Candidates will develop campus norms/dispositions, create a teacher profile, and interview questions. In addition, candidates will develop a hiring plan ensuring that they are making ethical decisions.</p> <p>NELP 2.1 Candidates will review professional norms and demonstrate how to reflect on the standards, cultivate and communicate norms regarding hiring, selecting and retaining staff and model the professional norms to develop interview questions for hiring.</p>				

**Table 2. Continuous Improvement Results Since Last Report**

Stage 4: ACT		
Actions/Goals Based on Data Results	<b>Status</b> <i>C=Complete</i> <i>P=Progressing</i>	<b>Discussion of Status</b> <i>If C, describe efforts that led to accomplishment of actions/goals.</i>

<i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<i>N=No Action Taken</i>	<i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
This assessment was new to the previous academic year. Data from previous academic year show students met the benchmark expectations. The goal was to maintain and improve scores on the principal certification exam. Actions taken to meet the stated goal included trustworthiness and validity tests for the new curriculum content and assessments/rubrics. These were done and improvements were made accordingly. However, passing rates declined in the next academic year, nevertheless.	P	Missing the target on this assessment is attributed to a need for more rigorous preparation aligned with the exam design. Further, exam data show that the area of most need for improvement is with the writing component of the exam. Data also indicate African American and Hispanic males' passing rates are significantly lower than the state passing rate for these demographic groups (-15% and -19% respectfully). More attention to this need is required. An investigation of the root cause of these disparities will be conducted.
This assessment was new to the previous academic year. Data showed students met the benchmark expectations. The goal was to for this assessment to prepare students for successful application of the tested competencies on the principal certification exam. Actions taken to meet the stated goal included trustworthiness and validity tests for the new curriculum content and assessment/rubric. These were done and improvements were made accordingly.	P	Faculty investigation revealed that more opportunity for supervised practice of real-world, complex problem-solving situations must be provided for students to develop the skills and dispositions needed to become proficient in the state standards and tested competencies for principal certification. To accomplish this, the practicum process was redesigned to provide more direct instruction, accountability, and timely feedback. Revised practicum activities embed application and synthesis of learning from the content knowledge and skills measured in this signature assessment.
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application of the tested competencies on the principal certification exam. Actions taken to meet the stated goal included trustworthiness and validity tests for the new curriculum content and assessment/rubric. These were done and improvements were made accordingly.		needed to become proficient in the state standards and tested competencies for principal certification. To accomplish this, the practicum process was redesigned to provide more direct instruction, accountability, and timely feedback. Revised practicum activities embed application and synthesis of learning from the content knowledge and skills measured in this signature assessment.