

# Northwestern Oklahoma State University

## Annual Reporting Measures

2019 Report  
(Academic Year 2017-2018)

# **Education Preparation Provider Mission Statement:**

“We enlighten and empower our graduates through program excellence to educate those whom they serve.”

## Education Preparation Provider Goals Graduates will:

- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
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- Employ reflective practices. (InTASC #10; CAEP A.4)

# Accreditation

The following education programs at Northwestern Oklahoma State University are accredited by Specialized Professional Associations through CAEP and by the Oklahoma Office for Educational Quality and Accountability:

Program Name	Review by	Status
Agriculture Education	State	Recognized until Fall 2023
Early Childhood Education	NAEYC	Recognized until 8/1/2026
Educational Leadership	ELCC	Recognized until 2/1/2026
Elementary Education	ACEI	Recognized until 2/1/2026
Health and Physical Education	NASPE	Recognized until 2/1/2026
Instrumental Music Education	State	Recognized until Fall 2023
Math Education	State	Recognized until Fall 2023
Mild/Moderate Disabilities	CEC	Recognized until 2/1/2026
Reading Specialist	ILA/IRA	Recognized until 8/1/2027
School Counseling	State	Recognized until Fall 2023
Science-Natural	NSTA	Recognized until 8/1/2027
Science-Chemistry	NSTA	Recognized w/conditions (data)
Science-Physics	NSTA	Recognized w/conditions (data)
Social Science Education	NCSS	Recognized until 8/1/2027
Vocal Music Education	State	Recognized until Fall 2023

# **Impact on P-12 Student Learning and Development**

# P-12 Benchmark Data: Provided by Partner Schools

RIT Score - MAPS Benchmark Data				
Program Completer	Subject	Beginning Average RIT	Ending Average RIT	Net Gain or Loss
Teacher 1 - Elem	Reading	200.0	207.0	7.0
	Science	202.0	213.0	11.0
Teacher 2 - Elem	Reading	200.0	207.0	7.0
	Science	197.0	202.0	5.0
Teacher 3 - Elem	Reading	205.0	209.0	4.0
	Science	199.0	207.0	8.0
Teacher 4 - Secondary	Math	217.0	219.0	2.0

STAR Raw Score - Benchmark Data				
Program Completer	Subject	Beginning Raw Score	Ending Raw Score	Net Gain or Loss
Teacher 5 - Early Childhood	Reading	44.3	65.0	20.7
Teacher 6 - Early Childhood	Reading	47.9	62.1	14.2

Alpha Plus Percentages - Benchmark Data				
Program Completer	Subject	Beginning Alpha Plus Percentage Average	Ending Alpha Plus Percentage Average	Net Gain or Loss
Teacher 7 - Elementary	Reading	61.6	73.1	11.6
	Math	44.1	64.1	20

# P-12 Benchmark Data

The EPP partnered with area schools to obtain student benchmark data. This data provide multiple sources of benchmark data showing a gain for each program completer's P-12 student average.

The multiple sources of benchmark data include results from Measures of Academic Progress (MAPs), Standardized Test for Assessment of Reading (STAR), and Alpha Plus. The partner districts provided data on benchmark assessments for Reading, Science, and Math. The seven program completers represent a sampling of early childhood (n=2), elementary (n=4), and secondary (n=1) certification areas.

The districts utilizing MAPs and Alpha Plus had recently implemented these assessments; only 2017-2018 data was provided to the EPP, so no comparisons can be drawn across time.

The secondary math completer only shows fall to winter 2018 benchmark data. This teacher had the smallest net gain, explained by the short duration between pre- and post-assessment available at the time of data collection. The district utilizing STAR employs two first-year teachers, so again, no comparisons can be drawn across time. Due to the small sample size and the limited certification areas represented, the positive growth findings cannot be generalized to all program completers.

# Indicators of Teaching Effectiveness



# Teacher Leader Effectiveness

Teacher Leader Effectiveness (TLE) aggregate data are submitted as evidence that program completers effectively apply professional knowledge, skills and dispositions. The TLE instruments are approved by the Oklahoma State Department of Education (OSDE), and the Office of Educational Quality and Accountability (OEQA). The OSDE provided the TLE data for 2017-2018 school year to EPPs.

The Tulsa TLE Rubric uses the scale 1=ineffective, 2=needs improvement, 3=effective, 4=highly effective, 5=superior. The Tulsa TLE measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership. A score of 3 is the expected rating for teachers; a score of M=3 is the EPP's expected target score. For 17-18 (n=23; M=3.4) the average scores are above M=3 target. All program completers scored "effective" or "highly effective".

# Teacher Leader Effectiveness: Tulsa Model

Aggregate scores from the TLE instrument\* broken down by levels of effectiveness:

TLE Evaluation Year	Number of Completers Evaluated	Average of Scores	Range of Averages	Ineffective 1.00 - 1.80	Improvement Needed 1.81-2.60	Effective 2.61-3.40	Highly Effective 3.41-4.20	Superior 4.21-5.00
2017-18	23	3.4	3.0 – 4.0	0	0	11	12	0

\*Data provided by the Oklahoma State Department of Education also included a fraction of completers evaluated by using the Marzano instrument. However, Marzano data sets were incomplete and inconsistent per completer across items reported. Therefore, completers evaluated using the Marzano instrument have not been included in the analysis above. One completer reported in the data set evaluated by the TLE instrument had no data associated. This completer was not included in the analysis above.

In this table, the ratings correspond to ranges that are evenly spread across the five possible scores: Ineffective, Improvement Needed, Effective, Highly Effective, and Superior. This flat, linear spreading yields ranges of 0.80 for each category.

# Teacher Leader Effectiveness

According to the Oklahoma State Department of Education's InTASC Crosswalk document, the Tulsa TLE aligns with all InTASC standards. Using this alignment, the EPP was able to disaggregate data aligned to InTASC standards using average evaluation scores. In AY 17-18, the EPP's program completers scored above the average target of M=3.0. Comparing average and range scores across the years, the EPP's program completers are strong in the areas of InTASC 9 – Professional Learning and Ethical Practice and InTASC 3 – Learning Environments.

# Teacher Leader Effectiveness

## TLE items clustered per InTASC standard:

InTASC 1	InTASC 2	InTASC 3	InTASC 4	InTASC 5	InTASC 6	InTASC 7	InTASC 8	InTASC 9	InTASC 10
TLE Dimensions 4, 5, 13, 19	TLE Dimensions 16	TLE Dimensions 6, 9, 10	TLE Dimensions 5, 10, 12, 13, 15	TLE Dimensions 7, 10, 12, 15	TLE Dimensions 5, 13, 14	TLE Dimensions 1, 2, 3, 4	TLE Dimensions 5, 6, 8, 10, 11, 12, 13, 14, 15	TLE Dimensions 17, 18	TLE Dimensions 20

TLE item clusters were assembled using the Oklahoma State Department of Education InTASC Crosswalk document dated 4/12/13:

[https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/InTASC\\_Crosswalk.pdf](https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/InTASC_Crosswalk.pdf)

## Completer performance averages and ranges per InTASC standards:

Evaluation Year	InTASC 1 TLE Cluster	InTASC 2 TLE Cluster	InTASC 3 TLE Cluster	InTASC 4 TLE Cluster	InTASC 5 TLE Cluster	InTASC 6 TLE Cluster	InTASC 7 TLE Cluster	InTASC 8 TLE Cluster	InTASC 9 TLE Cluster	InTASC 10 TLE Cluster
<b>2017-18</b> N=23 <average> range	<3.4> 3.0 – 5.0	<3.3> 3.0 – 4.5	<3.5> 3.0 – 5.0	<3.3> 3.0 – 4.0	<3.3> 3.0 – 4.0	<3.3> 3.0 – 4.5	<3.4> 2.0 – 5.0	<3.4> 3.0 – 5.0	<3.5> 3.0 – 5.0	<3.4> 3.0 – 4.0

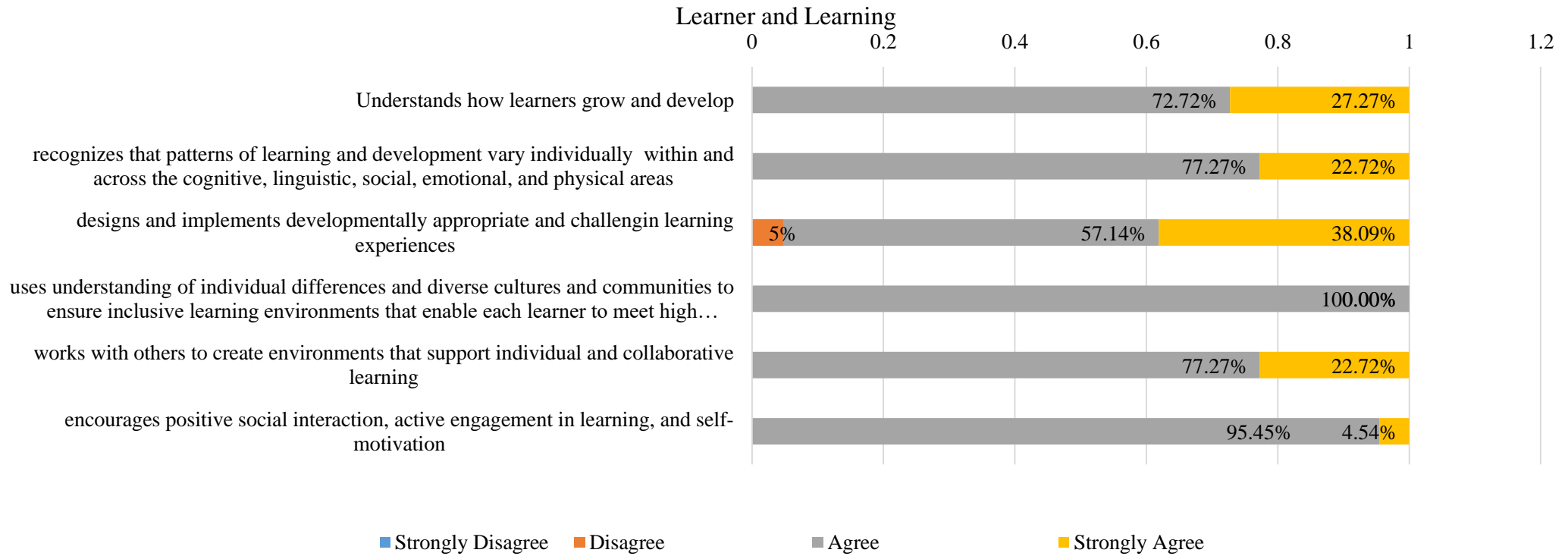
Decimal values in ranges are due to completers being evaluated multiple times in a single year. In these cases, evaluation scores were averaged to report a single score per completer for equal weighting in the final analysis.

# **Satisfaction of Employers and Employment Milestones**

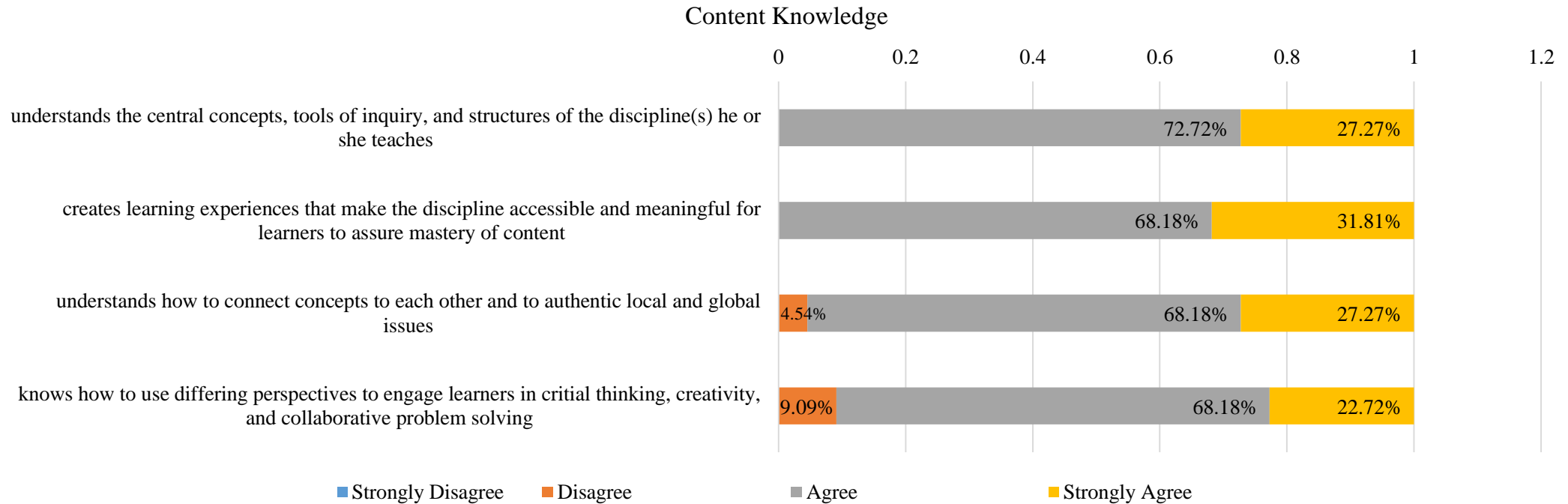
# Administrator/Mentor Survey

The Oklahoma Office of Educational Quality and Accountability (OEQA) creates and administers the First Year Teacher Administrator/Mentor Survey to mentors/administrators within the state who have hired the EPP's graduates as first year teachers. The survey is aligned to InTASC standards and seeks information from mentors/administrators about the EPP's program completers preparedness and overall satisfaction with NWOSU graduates.

# Administrator/Mentor Survey

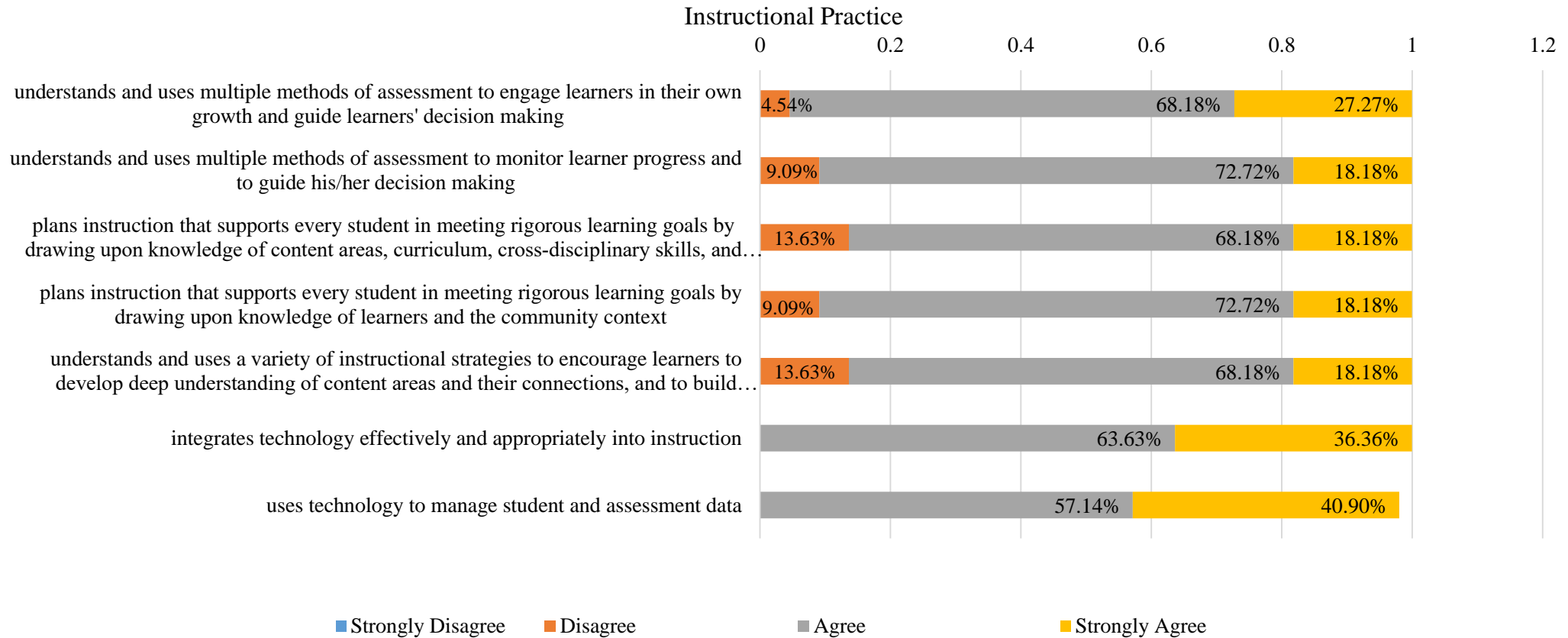


# Administrator/Mentor Survey

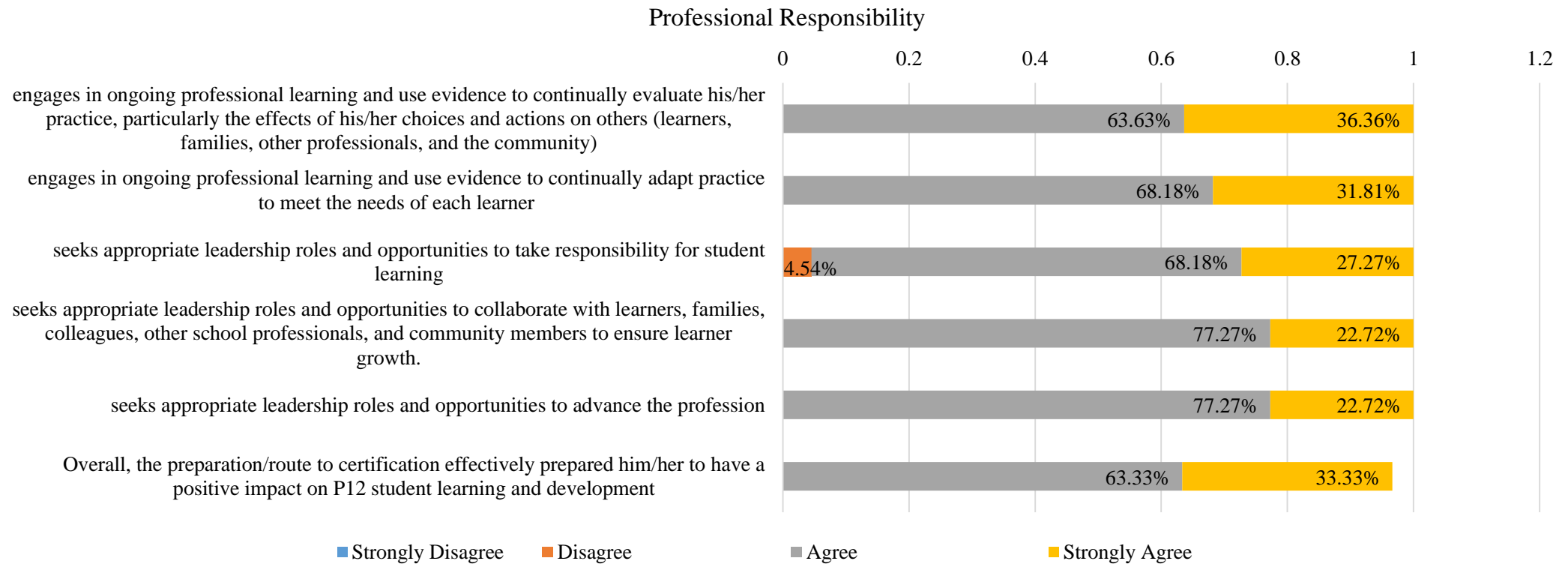




# Administrator/Mentor Survey



# Administrator/Mentor Survey



# Analysis of Data:

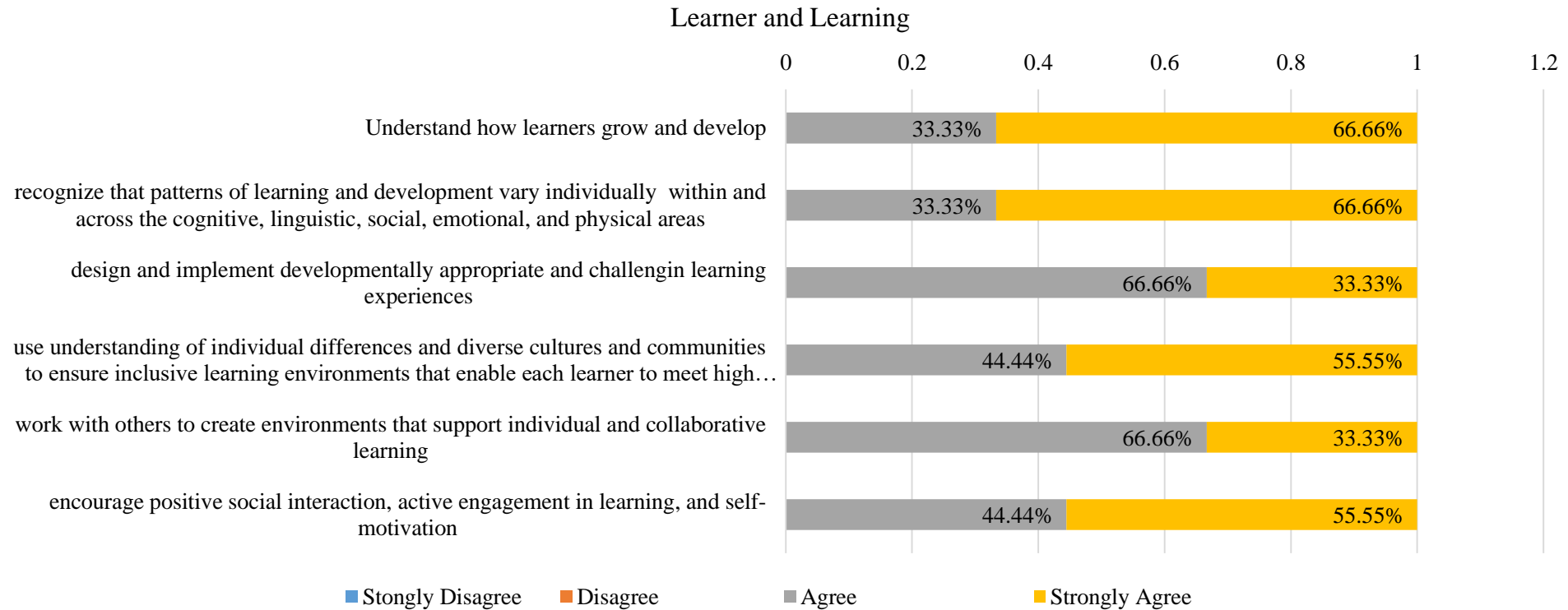
- The survey was redeveloped with a new rating scale for AY17-18. The survey has 23 questions with a scale of 1-4 of 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree. The EPP added a question “uses technology to manage student and assessment data”.
- The data range was 3.0-3.5 showing a weakness in the area of InTASC 2 (uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards) and InTASC 3 (encourages positive social interaction, active engagement in learning, and self-motivation).
- Strengths indicated include overall preparation and InTASC 9 (engages in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others).

# Satisfaction of Completers

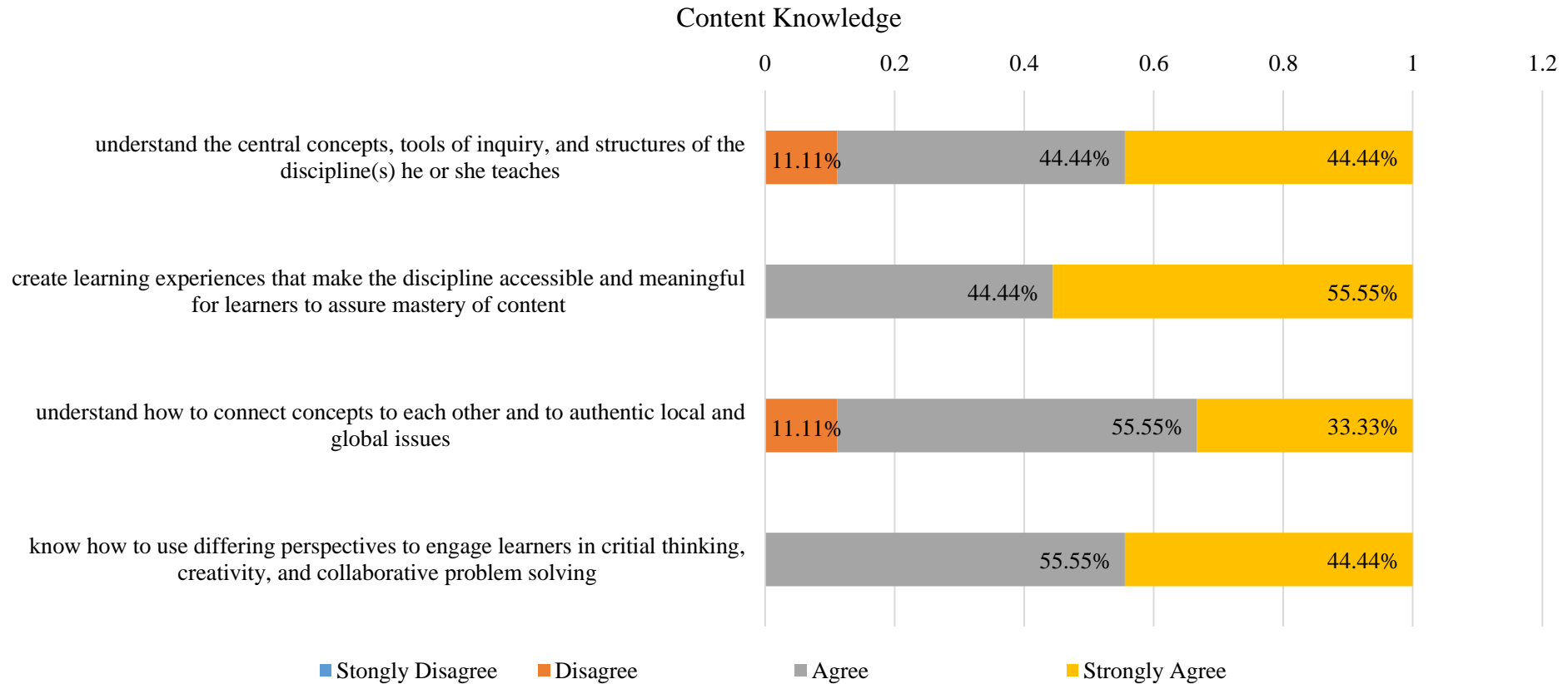
# First Year Teacher Survey

The Office of Educational Quality and Accountability creates and administers a survey to all first year teachers every spring. The survey is aligned to the InTASC standards and seeks information from program completers about the preparation provided by the EPP.

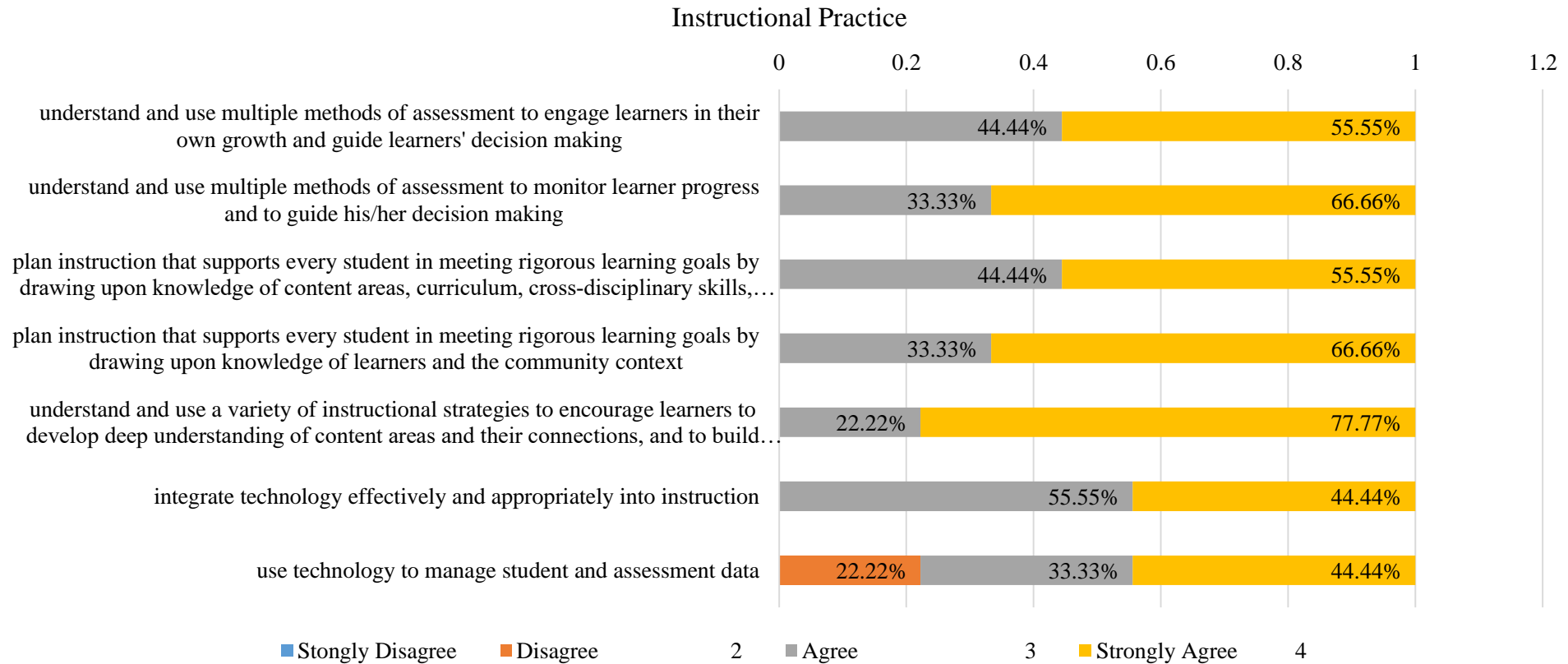
# First Year Teacher Survey



# First Year Teacher Survey

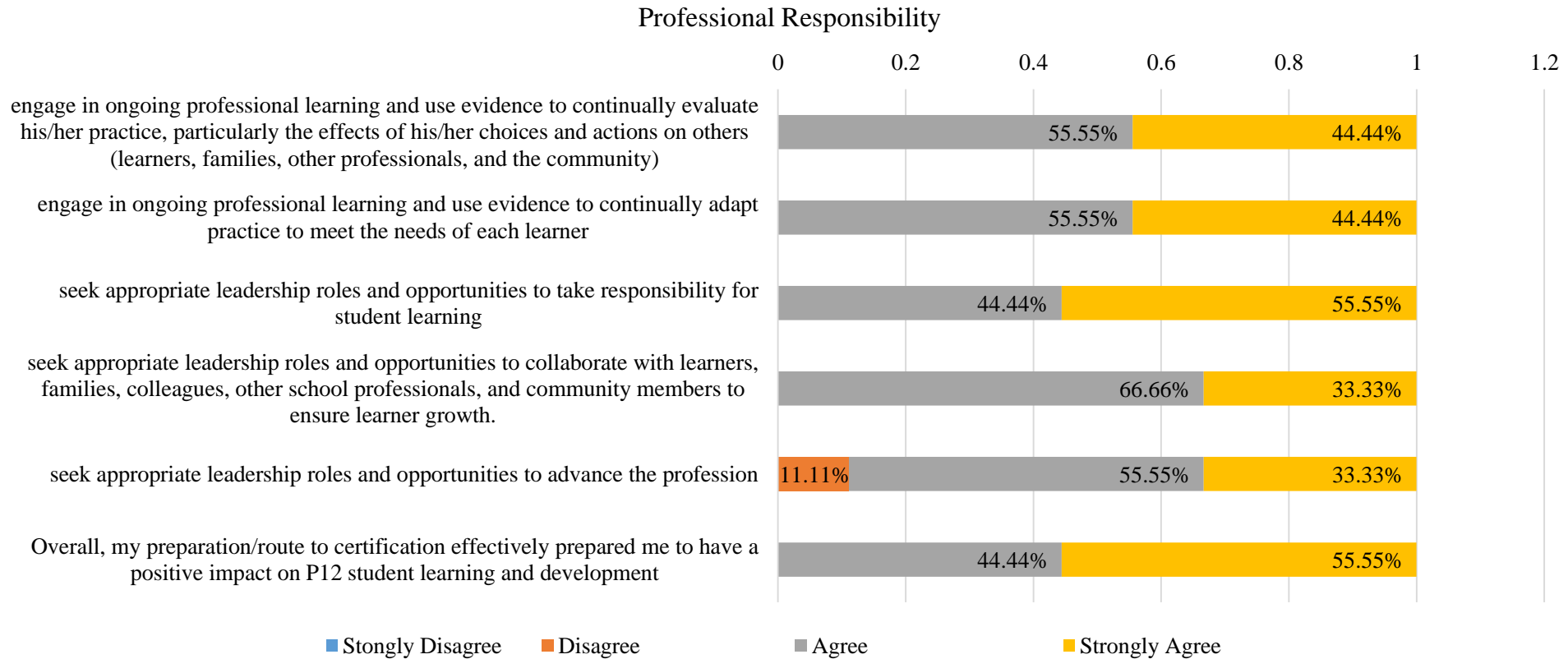


# First Year Teacher Survey





# First Year Teacher Survey



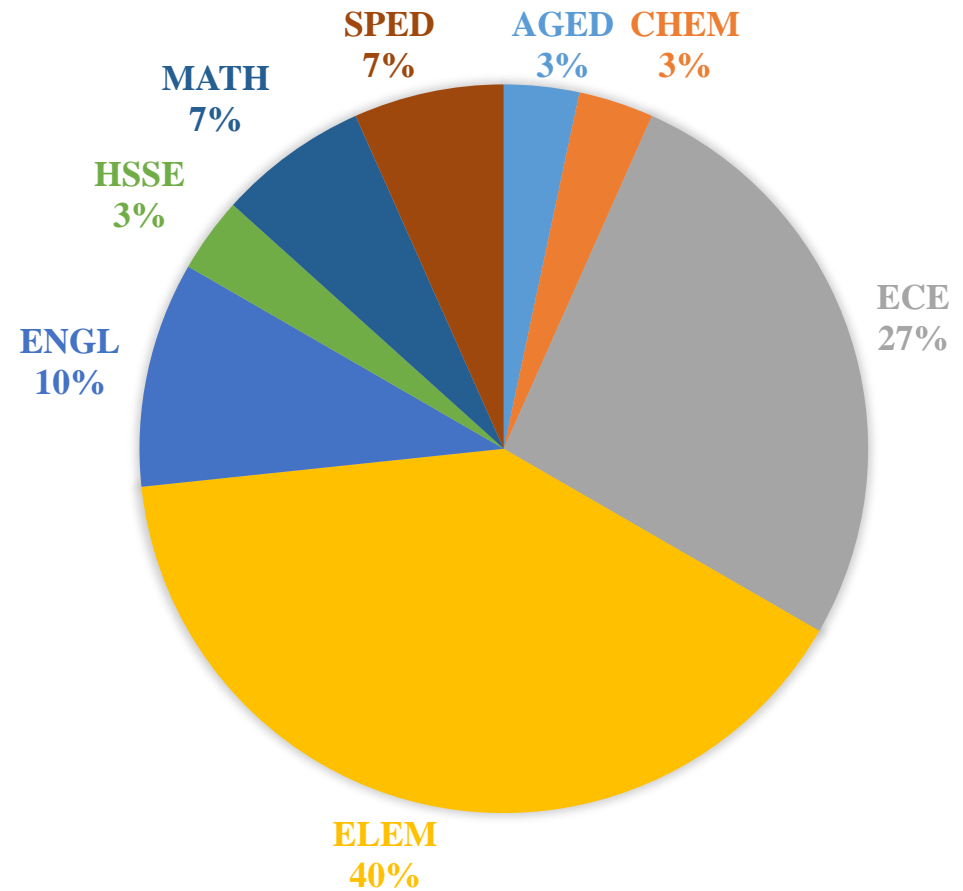
# Analysis of Data:

- The survey was redeveloped with a new rating scale for AY17-18. The survey has 23 questions with a scale of 1-4 of 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree. The EPP added question “uses technology to manage student and assessment data”.
- The data range was 3.2-3.7 showing a weakness in the area of InTASC 5 (understanding how to connect concepts to each other and to authentic local and global issues) InTASC 8 (using technology to manage student and assessment data), and InTASC 10 (seeking appropriate leadership roles and opportunities to advance the profession).
- Areas of strength include InTASC 1 (understand how learners grow and develop) and (recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas) and InTASC 7 (plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context).
- The final question for this survey asked program completers to indicate areas in which they could have used more preparation. The areas indicated by NWOSU program completers include classroom management (31.25%) and technology in the classroom(18.75%).

# Graduation Rates

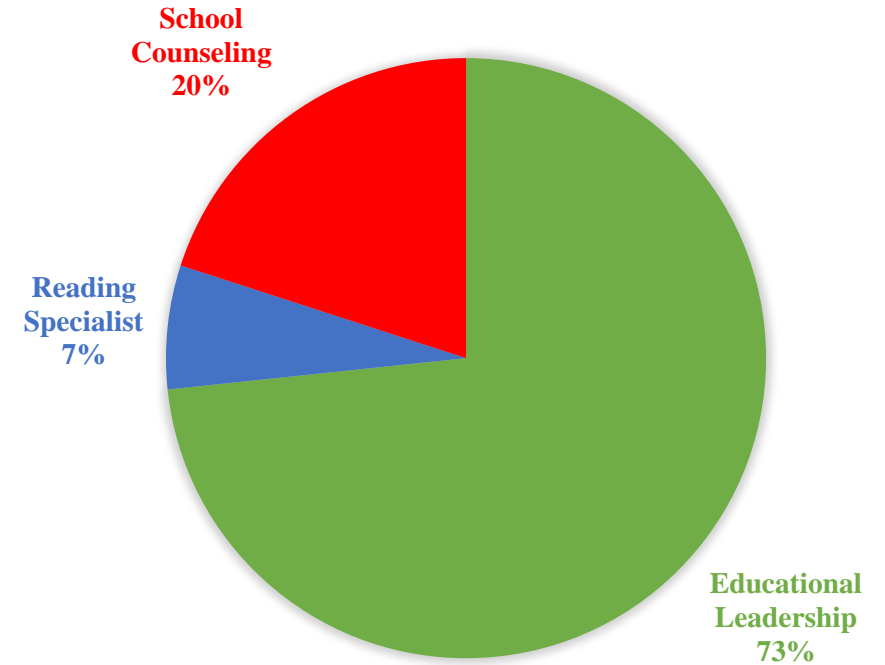
# Initial Level Graduation Rates

In 2017-2018, Northwestern Oklahoma State University prepared 30 teachers in 8 academic majors.



# Advanced Level Graduation Rates

In 2017-2018, Northwestern Oklahoma State University prepared 15 candidates for an advanced degree.



# **Ability to Meet Licensing Requirements**

# Certification Exams

In addition to completing an accredited university program, Oklahoma requires three tests with passing scores in order to receive a teaching certificate. The tests are the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE).

The Office of Educational Quality and Accountability (OEQA) is responsible for the development and implementation of the competency-based assessment system for educator licensure/certification in the state of Oklahoma.

- The **Oklahoma General Education Test (OGET)** designed to assess state core general education knowledge and skills, including critical thinking, computation, and communications.
- The **Oklahoma Subject Area Tests (OSAT)** designed to assess subject matter knowledge and skills.
- The **Oklahoma Professional Teaching Examination (OPTE)** designed to assess professional knowledge and skills needed by entry-level Oklahoma educators.

# Oklahoma General Education Test (OGET)

Year	NWOSU *N =	NWOSU % Pass	State N =	State % Pass	Benchmark 2/Transition 1 – Admitted to Teacher Education Program				
					N =	% Pass	Elementary/ Early Childhood Education	Secondary/ Elementary Education	Secondary Education
2017-2018	24	70.8	1632	87.1	49	100	22	12	15

\*N = State report reflect candidates who completed general education courses at NWOSU and does not show transfer students.

Benchmark 2/Transition 1 N = Candidates who interviewed for the Teacher Education Program; candidates may have taken the OGET in a prior testing year or were transfer students.

Candidates must have a passing score of 240 or higher in order to be admitted to the Teacher Education Program.



# Oklahoma Subject Area Test (OSAT)

2017-18 OSAT SCORES				
TEST	NWOSU		STATE	
	N	%Pass	N	%Pass
Advanced Math	-		43	72.1%
Agric. Educ.	4	100.0%	37	89.2%
Biological Sciences	-		18	72.2%
Chemistry	-		9	66.7%
Early Childhood	7	57.1%	297	67.3%
Elem. Subtest 1	14	92.8%	548	91.4%
Elem. Subtest 2	15	86.6%	565	84.8%
English Education	3	0.3%	113	72.6%
Mid/Interm. Math	1	100.0%	27	66.7%
Physics	-		2	50.0%
Instrum./Gen. Music	-		61	90.2%
Vocal/Gen. Music	1	100.0%	41	82.9%
US/OK Hist./Econ/Gov	1	100.0%	96	78.1%
World Hist./Geog.	-		42	57.1%
Reading Specialist	-		38	92.1%
School Counselor	7	100.0%	75	80.0%
Elementary Principal	11	81.8%	218	69.3%
Secondary Principal	5	100.0%	189	64.0%
<b>TOTAL</b>	<b>69</b>	<b>83.5%</b>	<b>2,419</b>	<b>74.8%</b>

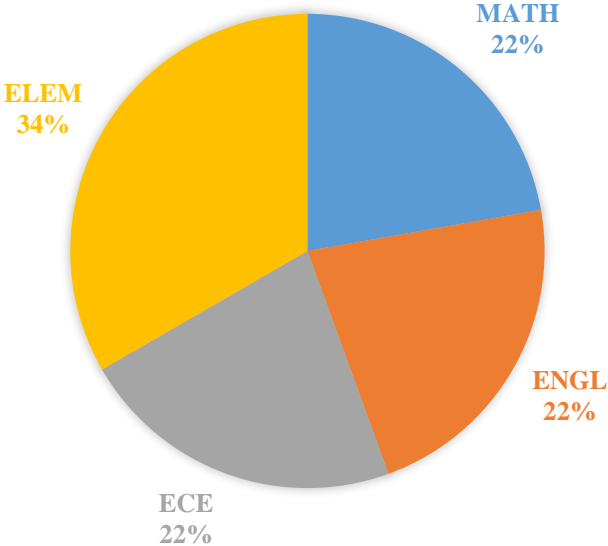
# Oklahoma Professional Teaching Examination Subject Area Test (OPTe)

	NWOSU		State	
	Taken	Pass Rate	Taken	Pass Rate
<b>OPTe PK-8</b>	25	88%	890	90%
<b>OPTe 6-12</b>	9	89%	490	96%

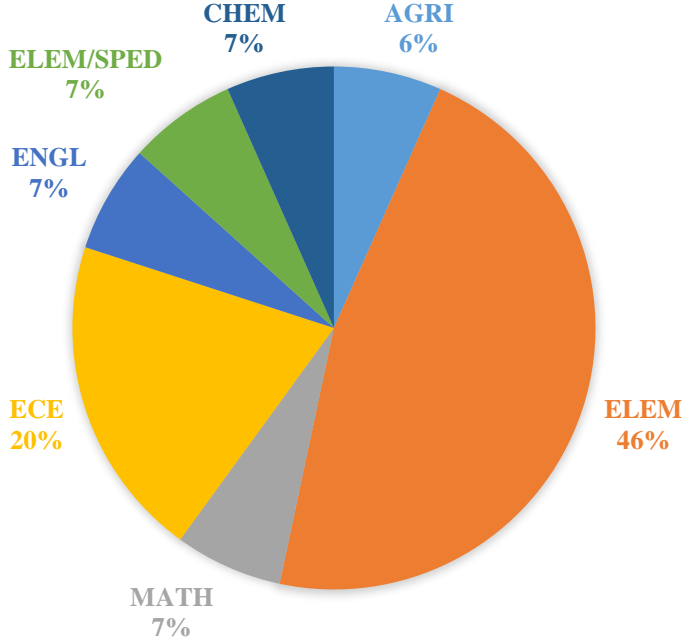
# **Ability of Completers to be Hired**

# NWOSU Graduates hired in Education Positions

FALL 2017 GRADUATES



SPRING 2018 GRADUATES

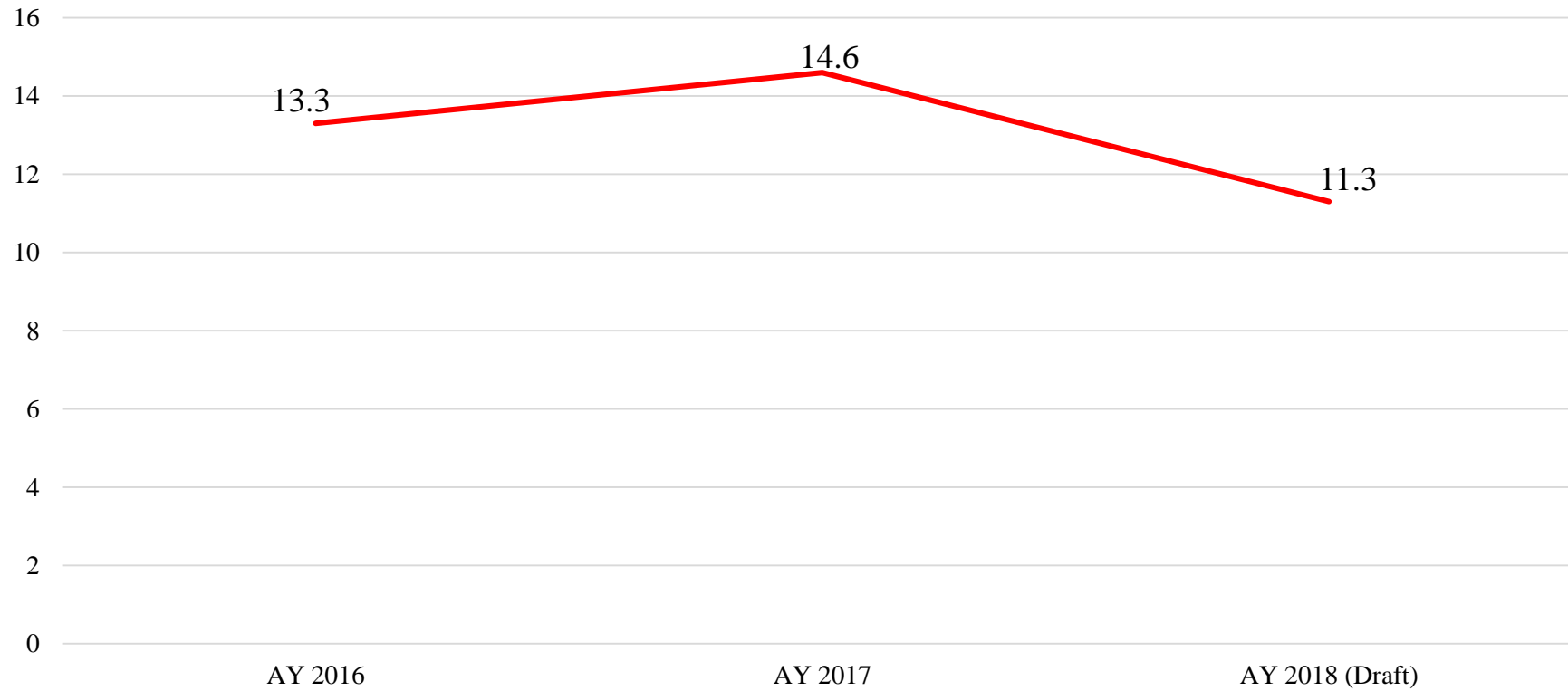


## Percentage of NWOSU Graduates Employed by Four Largest P-12 Partner Schools

School District	# of NWOSU Graduates Teaching in District	# of Total Teachers in District	Percentage of NWOSU Graduates in District
Alva Public Schools	73	105	70%
Enid Public Schools	133	530	25%
Ponca City Public Schools	66	352	19%
Woodward Public Schools	68	186	37%

# Consumer Information

# Institutional Loan Default Rate Initial/Advanced 3 Year Cohort



**Northwestern Oklahoma State University** provides additional consumer information on its website:

[Title II Report](#)

[CAEP Annual Report](#)

[Assessment and Institutional Effectiveness](#)

[Factbook for Northwestern Oklahoma State University](#)



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