5.4.1. Completer Impact.

Evidence and Analysis of Completer Impact for Continuous Improvement:

The cycle of assessment for the EPP to measure completer impact and available outcome data on P-12 student growth and development are summarized, analyzed, shared widely, and are acted upon for decision-making related to programs, resource allocation, and future direction. Through multiple venues such as electronic communications on our Department of Education website, our dissemination through collaborative and interactive meetings and focus groups, the EPP continually collects, analyzes, and monitors completer impact on P-12 student learning and development. These collaborative meetings and focus groups include education faculty and program level meetings; College of Education and Social Sciences (COESS) Advisory Council Meetings; Teacher Educator Unit (TEU); Educator Preparation Program (EPP) Advisory Council; the Dean, Leadership, and Superintendent meetings and focus groups, and the EPP’s review of the Proximal Zone of Professional Impact (PZPI) available evidence [See 2.1.2; 2.1.3; 5.4.1a; 5.4.1b; and 5.4.1c].

Performance Analysis.

The Proximal Zone of Professional Impact (PZPI): A Contextual Framework for Assessing Long-Term Influence and Impact of Colleges of Education.

To facilitate consistent long-term assessment of program impact, and afford comparative analysis, the Center for Research, Evaluation, and Advancement of Teacher Education (CREATE) has established a Proximal Zone of Professional Impact (PZPI) for CREATE institutions. Our EPP’s department head and director of accreditation attended the CREATE conference in 2015 to review assessment data performance analysis for WTAMU. The PZPI is comprised of our university and all school districts and campuses within a seventy-five mile radius of our campus. This proximal zone describes a “P-16” professional community in the immediate vicinity of the university and provides each College or Department of Education a professional laboratory setting in which to collaboratively design and implement program improvements over time and to gauge our long-term success.

While this Proximal Zone of Professional Impact does not convey the complete impact scenario of the university’s teacher preparation program, it does provide a common and consistent setting in which the EPP may measure program effects over time.

Analysis of Trends and Program Impact.

Impact on P-12 Student Learning and Teaching Effectiveness.

In the EPP’s analysis of P-12 student outcome performance data by ethnicity (in the PZPI) in the targeted area of STAAR Performance in Writing, the EPP recognized trends as demonstrated in Table 1.

(Continued).
5.4.1. Completer Impact.

Table 1. Student Academic Performance in the Proximal Zone of Professional Impact. STAAR Performance in Writing by Ethnicity (Middle Schools).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Level II: Satisfactory</td>
<td>N</td>
</tr>
<tr>
<td>African American</td>
<td>283</td>
<td>52.7</td>
<td>271</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,598</td>
<td>61.7</td>
<td>2,524</td>
</tr>
<tr>
<td>White</td>
<td>2,226</td>
<td>75.8</td>
<td>2,218</td>
</tr>
<tr>
<td>Asian</td>
<td>150</td>
<td>34.0</td>
<td>160</td>
</tr>
<tr>
<td>Native American</td>
<td>30</td>
<td>0.0</td>
<td>26</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>111</td>
<td>54.1</td>
<td>85</td>
</tr>
</tbody>
</table>

*STAAR percent passing at Phase-in I Level II or above aggregated by subject and grade for campuses designated by the state as middle level. STAAR writing test is administered in grades 4 and 7.

These data indicate student growth in writing for Hispanic, White, Asian, Native American, and Two or More Races ethnic groups from 2012 to 2014. The African American subgroup had a slight decline in the number of students tested from 283 in 2012 to 258 in 2014 and had a decrease in the Level II Satisfactory category by 0.4%.

Trend evidence suggests that EPP-prepared teachers are making an impact on student performance in writing in five ethnic groups over time. The evidence supports teacher effectiveness in the teaching of writing for grade 7 students.

Table 2 presents student academic performance in the PZPI on STAAR Performance in elementary schools. The core areas of reading, mathematics, and science are presented, including the targeted area of writing in grade 4.

Table 2. Student Academic Performance in the Proximal Zone of Professional Impact STAAR Performance Summary Elementary Schools.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77.1</td>
<td>75.6</td>
<td>76.2</td>
<td>74.5</td>
<td>75.5</td>
<td>74.9</td>
</tr>
<tr>
<td>Writing</td>
<td>71.6</td>
<td>69.9</td>
<td>70.9</td>
<td>68.2</td>
<td>73.4</td>
<td>72.8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.3</td>
<td>71.7</td>
<td>71.0</td>
<td>72.3</td>
<td>73.0</td>
<td>75.5</td>
</tr>
<tr>
<td>Science</td>
<td>73.1</td>
<td>69.5</td>
<td>73.2</td>
<td>71.6</td>
<td>73.8</td>
<td>73.3</td>
</tr>
</tbody>
</table>

* STAAR percent passing at Phase-in Level II or above aggregated by subject and grade for campuses designated by the state as elementary.
5.4.1. Completer Impact.

These data inform the EPP that the lowest scores over time for elementary students in the four core areas is writing in grade 4. Sharing these trends with our faculty, partners, and stakeholders, the EPP has undertaken steps and strategies to improve writing and the teaching of writing in our programs [See 5.3.1].

Program Outcomes (Completer Rates, Certification Rates).

As previously reported in 1.1.7, the EPP has provided evidence of the EPP having met Standard 1 of the Texas State Board for Educator Certification Accountability System for Educator Preparation (ASEP). The numbers of “finishers” of all test takers of female, male, African American, Hispanic, Other, and White groups are reported. The collection of the ASEP Reports Trend Data from 2012-2015 demonstrates the deep understanding of our candidates’ content knowledge of their disciplines by the increased pass rates of the state content certification exams. The state licensure or certification pass rates for candidate test takers in all demographic groups increased dramatically from 2012 to 2015 with the “Other” group maintaining 100% passing rate for all four years. These significantly high pass rate percentages demonstrate candidates have deep understanding of the concepts and principles of their disciplines and are certified to teach.

In 2012, the “Hispanic” demographic group increased from 60 test takers to 87 in 2015 with an increasing pass rate from 94% in 2012 to 99.3% in 2015; and the “African American” group increased from three in 2012 to 13 in 2015 with the pass rate increasing from 84% in 2012 to 93.8% in 2015. Each of the trend averages over the last four years from 2012 to 2015 in all demographic groups range ten to 20 percent higher than the 80% required percentage by the State of Texas.

The EPP has provided ASEP Reports for completer rates and the LBB Reports for certification rates in 1.1.7. However, in summary, an analysis of the LBB trend certification rates ranged from 84.0% in August 2012 to 84.1% in August 2015 with a mean of 78.5% certification rate over the last four years. The average of completers ranged from 214 to 244 completers with a mean of 219.75 completers.

District Hiring Patterns of EPP-Prepared Teachers in the PZPI.

In 2014-2015, our major employing district of Amarillo ISD hired 45 of our EPP-prepared teachers out of 171 new teachers hired with a 26.3% percentage of EPP-prepared teachers employed in the district.

Canyon ISD employed 11 EPP-prepared teachers out of 38 new hires with a 28.9% percentage of EPP newly certified compared to new teachers employed.

Many of our small, rural school districts in the PZPI employed our EPP-prepared teachers ranging from 50% to 100% of new teachers employed in the districts.

(Continued).
5.4.1. Completer Impact.

Eight Annual Performance Measures.

It is important to note that the CAEP site visit scheduled for November 13-16, 2016 for West Texas A&M University is our first visit in the CAEP accreditation process. To this point, CAEP has required limited information from the EPP in our annual reports. The EPP has not been asked to report data on the eight annual performance measures in our annual reports since the EPP began the process in 2013. Our understanding is once we have completed our Self Study Report and complete our Off-Site and On-Site visits, the EPP will begin reporting on these measures in 2017.

All available data trends and current reporting measures are and will continue to be reported on our WTAMU Department of Education website for public review and consistently shared with our partners and stakeholders through regular, ongoing meetings and focus groups.

In summary, the evidence provided by the EPP for CAEP Standards 1 through 5 demonstrate that the EPP examines and uses data on completers’ performance for continuous improvement in all our programs and at all levels.

Multiple Evidence Sources:

- 5.4.1a. Education Faculty Meetings Summaries.
- 5.4.1b. West Texas A&M University Department of Education Website for Accreditation. [See www.wtamu.edu/education].
- 5.4.1c. Proximal Zone of Professional Impact (PZPI) Evidence.
- [See 1.1.7. ASEP and LBB Performance Measures 2012-2015].
- [See 2.1.2. Teacher Educator Unit (TEU) Meetings and Educator Preparation Program Advisory Council Meetings].
- [See 2.1.3. Dean, Leadership, and Superintendent Meetings and Focus Groups].
- [See 5.3.1. Continuous Improvement of the EPP].