

Western Oregon University CAEP Annual Report, Eight Annual Report Measures

Measure 1: Impact on P-12 Learning and Development

Oregon does not have a comprehensive statewide data system that allows for tracking over time of (a) hiring for EPP completers nor (b) how effective teachers are relative to supporting P-12 learning and development. This fact makes it challenging for Oregon EPPs to prepare evidence in support of this CAEP annual reporting measure.

Recently, Western Oregon University worked in collaboration with the 2nd largest school district in the state and identified a list of EPP completers hired in that district over a three year period of time. Then Western Oregon University worked with a third-party firm who manages a data tracking system that includes student achievement information for several districts in Oregon. Through this process, we were able to match some subset of Western Oregon University prepared teachers to the percentage of P-12 students who passed Oregon statewide achievement tests. The information reported is based on this work.

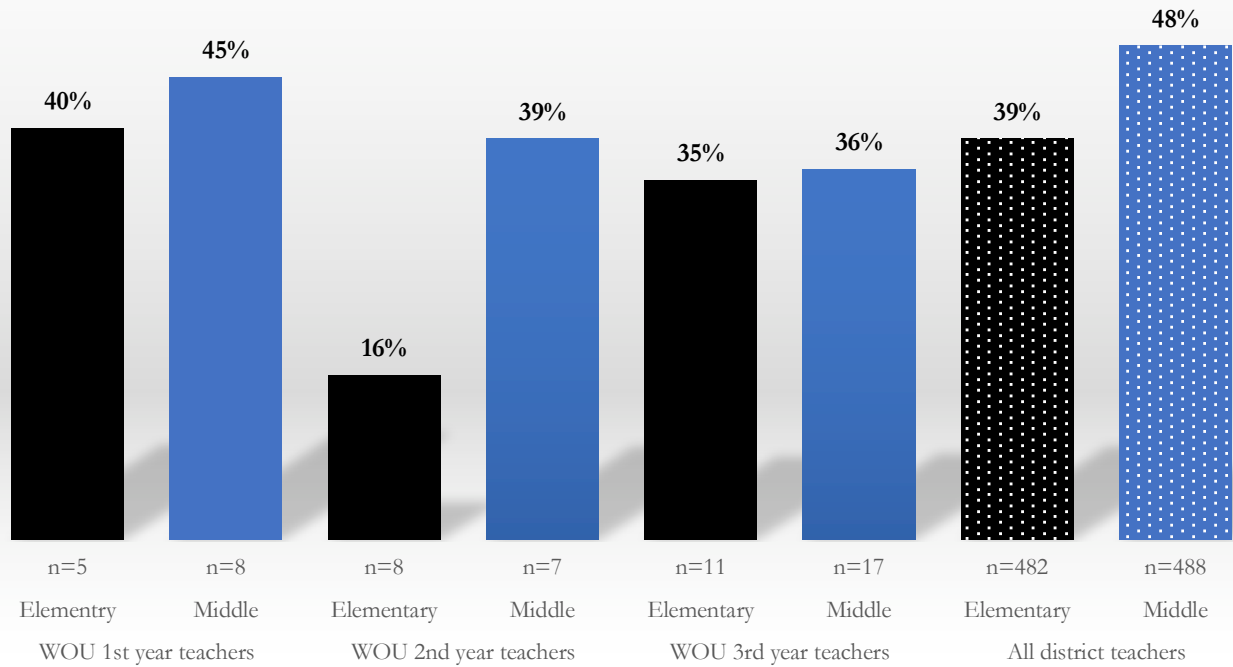
There are several weak links in the inference chain seeking to connect quality of the EPP preparation program through to the percentage of P-12 students passing statewide achievement tests. Important district-level, school-level, and classroom-level effects are ignored and many outside factors also weaken the inferential connection. For these reasons, this inquiry examined elementary grade teachers and statewide achievement test performance for elementary grade children as we believe the inference chain is strongest at this level. We also examined middle grade teachers and statewide achievement test performance for middle grade children though for most middle grades students multiple teachers likely contribute to their ability to pass statewide tests. Though we examined high school teacher performance, the inference chain here was believed to be simply too weak to have any confidence at all in a quality inference and, for this reason, this data is not reported here.

At this time, we are unable to separate completers into program preparation pathways and only know that completers were prepared at Western Oregon University through an initial licensure program pathway. Sample sizes are modest because not all teachers were able to be matched based on changes in names over time and attrition within groups of years of experience. The charts below summarize information for three cohorts of completers meeting the annual reporting criteria.

It is important to understand that years experience for non-Western Oregon University prepared educators was not available and so the comparison group contains teachers of all years experience. Direct comparison between newly prepared educators and the available comparison group representing this wide experience band must be considered carefully.

Figure 1. WOU prepared teachers by years experience vs. all teachers by percentage of students able to pass the statewide mathematics test.

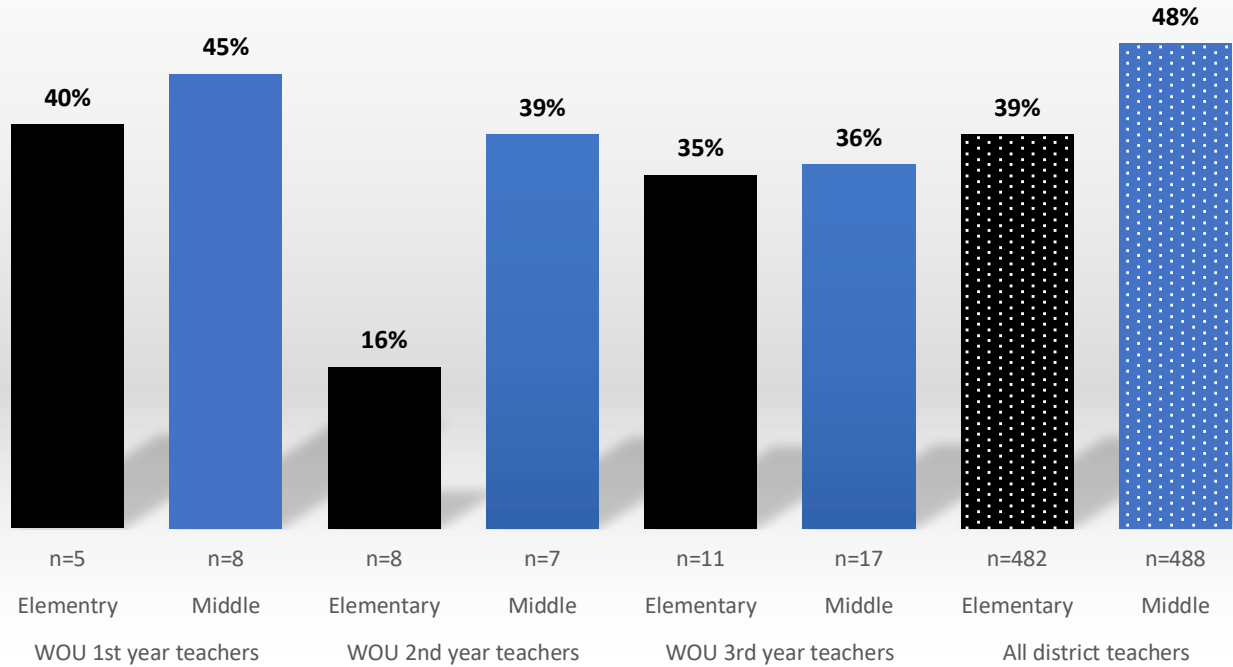
Western Oregon University prepared teachers by years experience and student pass rates on the mathematics statewide achievement test against all teachers by grade band working in this one collaborating school district



Examination of figure 1 above indicates that Western Oregon University prepared elementary teachers seem able to facilitate pass rates for the statewide mathematics test at rates roughly equivalent to all elementary teachers in the district. Similarly, Western Oregon University prepared middle level teachers also seem able to facilitate pass rates roughly equivalent to all middle levels teachers in the district. This is remarkable and should be considered cautiously due to small sample sizes and the inability to control for student-level characteristics. Regardless, we find this information encouraging.

Figure 2. WOU prepared teachers by years experience vs. all teachers by percentage of students able to pass the statewide English language arts test.

Western Oregon University prepared teachers by years experience and student pass rates on the English Language Arts statewide achievement test against all teachers by grade band working in this one collaborating school district



Examination of figure 2 above indicates that Western Oregon University prepared elementary teachers seem able to facilitate pass rates for the statewide English language arts test at rates roughly equivalent to all elementary teachers in the district. Similarly, Western Oregon University prepared middle level teachers also seem able to facilitate pass rates roughly equivalent to all middle levels teachers in the district. This is remarkable and should be considered cautiously due to small sample sizes and the inability to control for student-level characteristics. Regardless, we find this information encouraging.

Western Oregon University plans to conduct a similar follow-up study just prior to submission of the Self Study Report and hope to have more and more accurate data available at the time of the site visit in 2022.