

Graduate Program Data Analysis Report

Program Name: Ed Leadership - District

Date: May 19, 2014

Contact Person: Dr. Andrew Pushchak

Directions:

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
 - o What does the data indicate for your program?
 - o What areas of concern if any do you have regarding this assessment?
 - o What recommendations do have regarding any revisions for this assessment?
 - o What program changes if any does this data suggest?
3. Save the template as a Word document and submit it to the NCATE Assessment Committee via a D2L dropbox provided in the Accreditation-NCATE link by April 9th.

Graduate Unit Data

Program Assessment	Data Analysis	Recommendations
Personal Leadership Vision Essay	Data for this assessment from the 2013 Educational Leadership Constituent Council (ELCC) District Final Report were analyzed. The data reveal that all Educational Leadership graduate students pursuing the Pennsylvania Letter of Eligibility necessary to serve as a Superintendent of Schools are meeting the standards established by ELCC. There were no students that received a score ‘does not meet expectations’ for any standards in this assessment.	Building upon the high scores achieved by all students, program faculty will discuss possible opportunities for students to facilitate the development, articulation, implementation, and stewardship of a district vision. Program faculty will continue to discuss possible ways to move more students from ‘meets expectations’ to ‘target.’
Course Grades	Data for this assessment from the 2013 ELCC District Final Report were analyzed. The	Building upon the high grades achieved by all students, program faculty will discuss possible opportunities for students to continue

	<p>content objectives for each course cross-reference the ELCC standard elements and provide sufficient detail as to where in the course each standard element is addressed.</p>	<p>to demonstrate exemplary performance. Course grades continue to be analyzed to ensure the alignment between what is taught related to each ELCC standard element.</p>
<p>Contract Reviews</p>	<p>Data for this assessment from the 2013 ELCC District Final Report were analyzed. The data reveal a high number of graduate students performing at the 'target' expectations level when addressing these particular standards. There were no students that received a score 'does not meet expectations' for any standards for this assessment.</p>	<p>Building upon the high scores achieved by all students, program faculty will discuss possible opportunities for students to review professional and support service contracts and make recommendations for future planning. Program faculty will continue to discuss possible ways to move more students from 'meets expectations' to 'target.'</p>
<p>Internship Final Assessment</p>	<p>Data for this assessment from the 2013 ELCC District Final Report were analyzed. The data for Standard 5 reflecting acting with integrity, fairness, and in an ethical manner received the highest scores for all superintendent interns. The data for Standard 6 reflecting understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context received lower scores for this assessment.</p>	<p>Building upon the high scores reflected in Standard 5 program faculty will discuss possible opportunity for interns to exercise ethical behaviors in new or unfamiliar settings. Participation in regional showcases continues to address the larger context and provides opportunities for interns to report out to a broader audience.</p>
<p>Focus Project on Student Achievement</p>	<p>Data for this assessment from the 2013 ELCC District Final Report were analyzed. One hundred percent of the district level interns scored 'target' or 'meets expectations.' There were no interns that received a score 'does not meet expectations' for any standards for this assessment.</p>	<p>Building upon the high scores achieved by all district level interns, program faculty will discuss possible opportunities for interns to analyze data in greater depth and to have an increased impact on student achievement. Program faculty will continue to discuss possible ways to move more students from 'meets expectations' to 'target.' Program faculty's effort in this regard is reflected in all students scoring at</p>

		the target level. Program faculty has incorporated the American Education Research Association (AERA) guidelines into the student's presentation of their Focus Project for Student Achievement.
Facilities Project	Data for this assessment from the 2013 ELCC District Final Report were analyzed. The data reveal a high number of graduate students performing at target expectations level when addressing these particular standards. There were no interns that received a score 'does not meet expectations' for any standards for this assessment.	Building upon the high scores achieved by all students, program faculty will discuss possible opportunities for students to apply content knowledge and skills applicable to the school district superintendency. Program faculty will continue to discuss possible ways to move more students from 'meets expectations' to 'target.'
District-based Strategic Plan	Data for this assessment from the 2013 ELCC District Final Report were analyzed. The data reveal show a high number of graduate students performing at target expectations level when addressing these particular standards. There were no interns that received a score does not meet expectations for any standards for this assessment.	Building upon the high scores achieved by all students, program faculty will continue to discuss designing opportunities pertaining to the standards that all graduate students must address while pursuing the Pennsylvania Letter of Eligibility necessary to serve as a Superintendent of Schools. Program faculty will continue to discuss possible ways to move more students from meets expectations to target.
School Superintendent Assessment (SSA) The test is 1021 (paper version) or 6021 (computerized version).	As of Jan 1, 2013 the Pennsylvania Department of Education (PDE) now requires Superintendent candidates to achieve a passing score on the School Superintendent Assessment (SSA) exam prior to receiving their Letter of Eligibility.	Program faculty will continue to monitor and analyze results from the SSA to make program adjustments as needed. PDE changed the testing requirements as follows: