

**University of Science and Arts of Oklahoma
Teacher Education
2026 EPP Annual Accreditation Report**

CAEP Accountability Measures (for CHEA Requirements) |2024-2025 Academic Year|

Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Completer Impact in Contributing to P-12 Student-Learning Growth

USAO’s EPP utilizes the annual First Year Teacher Survey results from surveys administered by the Office of Educational Quality and Accountability (OEQA) to **administrators/mentors** of First Year Teachers/USAO EPP Program Completers and to our **First Year Teachers/USAO EPP Program Completers** themselves. The following survey items directly assess the survey respondents’ analysis of how the EPP prepared Program Completers to have a positive impact on P-12 student learning and development.

Administrator/Mentor Survey on First Year Teachers 2024-2025, EPP Program Completers
Survey Item Q9 – Overall, the First Year Teacher’s preparation/route to certification effectively prepared him/her to have a positive impact on P12 student learning and development.

Strongly Disagree	00.00%	N = 0
Disagree	00.00%	N = 0
Agree	00.00%	N = 0
Strongly Agree	100.00%	N = 1

Total N=1 Administrator/Mentor Surveys on our First Year Teachers for Verified EPP recent Program Completers. The highest score of Strongly Agree was selected on this one survey. Note - OEQA Survey Results included 1 additional Mentor Survey on a FYT who is not one of our USAO EPP Program Completers.

First Year Teacher Survey 2024-2025, Verified EPP Program Completers

Survey Item Q18 – Overall, my educator preparation effectively prepared me to have a positive impact on P12 student learning and development.

Strongly Disagree	00.00%	N = 0
Disagree	12.50%	N = 1
Agree	62.50%	N = 5
Strongly Agree	25.00%	N = 2

Total N=8 First Year Teacher Surveys 2024-2025, Verified EPP Program Completers.
3.13 is the average score on Q18 with a scale of 1 to 4 with 1 = Strongly Disagree to 4 = Strongly Agree. 87.5% of Program Completers (all but one) completing the survey scored this item positively. The EPP would like to note that data from other additional FYT Surveys was received in the EPP’s initial FYT survey data, but those were completed by individuals who are not our EPP Program Completers. One additional FYT Survey was incomplete. The overall high ratings of Agree & Strongly Agree as noted in the results of the FYT Administrator/Mentor and Program Completer Surveys provide evidence that our EPP is effectively preparing candidates to have a positive impact on their future P-12 students’ learning and development.

Benchmark Assessments

Our EPP continues to work to enhance data collection for Impact on P-12 Learning and Development. The EPP has continued reaching out to partnering school districts and EPP Program Completers to collect and analyze data from various benchmark assessment scores of P-12 students taught by our EPP Program Completers in order to provide further evidence of positive impact on P-12 learning and development. We have obtained the following data for the 2024-2025 Academic Year.

Early Childhood Education EPP Program Completers – STAR Early Literacy Assessment Growth Report for 2024-2025

STAR Early Literacy Growth Report	Count and % of Students in the Class Showing Growth from Pretest (Fall) to Posttest (Spring)	Count and % of Students in the Class Showing Growth from Pretest (Fall) to Posttest (Spring)	
	% of Students with Scaled Score Growth	% of Students with Grade Equivalent Growth	Count and % of Students in the Class with <u>High</u> Growth
USAO EPP Completer #1	17/17 (100%)	17/17 (100%)	7/17 (41%)
USAO EPP Completer #2	21/21 (100%)	21/21 (100%)	9/21 (43%)

Elementary Education EPP Program Completers – STAR Growth Report in Reading for 2024-2025

Teacher	Reading % of students meeting 40% or above in your class (State Goal) Ex: 19/23=83%				% of students meeting 60% or above in your class (District Goal) Ex: 19/23=83%				**Percentile Individual Student Growth
	Screener #1	Screener #2	Screener #3	Growth Fall-Spring	Screener #1	Screener #2	Screener #3	Growth Fall-Spring	
USAO Elem. Completer #1	18/25=72%	21/25=84% (+12)	20/26=77%	+5%	14/25=56%	14/25=56% (+0)	15/26=58%	+2%	14/25=56%

STAR Reading Growth Report	Count and % of Students in the Class Showing Growth from Pretest (Fall) to Posttest (Spring)	Count and % of Students in the Class Showing Growth from Pretest (Fall) to Posttest (Spring)
	Count and % of Students in the Class with Lower Growth	Count and % of Students in the Class with <u>High</u> Growth
USAO Elem. Completer #2	9/24 (38%)	15/24 (63%)

Measure 1 Continued: Completer effectiveness in applying professional knowledge, skills, and dispositions

Teacher Leader Effectiveness (TLE) evaluation scores provide evidence of the teaching effectiveness of our program completers for P-12 student learning and development. TLE evaluations are approved by the Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA). The OSDE provides the TLE data to OEQA and OEQA shares the data with the EPP.

The TLE Tulsa Model Rubric uses the following rating scale:

1 = ineffective, 2 = needs improvement, 3 = effective, 4 = highly effective, and 5 = superior

The TLE Tulsa Model measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership.

The data charts below show the Mean Scores for recent EPP Completers evaluated through the TLE Tulsa Model Evaluation. N indicates the total number of TLE Tulsa Model Evaluations in 2024-2025 for USAO EPP Verified Program Completers.

The 2024-2025 TLE Tulsa Model Evaluation Scores provide evidence of overall EPP Completer effectiveness in applying professional knowledge, skills, and dispositions. No Completers had a score below 3.00/effective in any of the Domain Scores. Note – scores of 5/superior are not generally given unless the Completer being evaluated is definitively considered superior in that evaluation area, and scores of 5.00 were noted for each domain. The evaluation scores are impressive overall.

**TLE Tulsa Model Evaluation Scores Reported for USAO Completers
Teaching 2024-2025 Academic Year**

Overall TLE Evaluation Scores	Domain 1 – Classroom Management	Domain 2 – Instructional Effectiveness	Domain 3 – Professional Growth & Continuous Learning	Domain 4 – Interpersonal Skills	Domain 5 – Leadership
N = 38	N = 38	N = 38	N = 38	N = 38	N = 47
Mean Score = 3.57	Mean Score = 3.60	Mean Score = 3.53	Mean Score = 3.71	Mean Score = 3.61	Mean Score = 3.42
Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00	Minimum Score = 3.00
Maximum Score = 4.95	Maximum Score = 5.00	Maximum Score = 5.00	Maximum Score = 5.00	Maximum Score = 5.00	Maximum Score = 5.00