

## Advanced Program Licensure Test Data – M.A. in Educational Leadership

### Description

The data reflected in this table reflect those candidates who were granted a Master of Arts in Educational Leadership (MAEL) degree from the EPP as part of their preparation for state licensure. This data does not include program completers who already held a Master’s Degree and were merely pursuing an “add-on” state licensure (per CAEP definition).

Table 1: The N for each cycle of data is the number of MAEL completers and unique test takers in each Title II reporting cycle (September 1 – August 31) and reflects their best test attempt during that cycle. This is the same formula used by the state Department of Education reporting, as state average scores and passing rates are calculated and published based on each tester’s best test score.

Table 2: The N for each cohort is the number of MAEL completers and testers from that cohort, regardless of when the licensure test was actually taken and reflects each completer’s best test attempt.

### Data

Table 1: Test Scores by Title II Reporting Cycle

Pearson Test 039 School Administration – Building Level						
	2018-2019 Cycle N=13		2019-2020 Cycle N=5		2020-2021 Cycle N=6	
	Avg. Scale Score (Passing =220)	% Passing	Avg. Scale Score (Passing =220)	% Passing	Avg. Scale Score (Passing =220)	% Passing
EPP	246	85%	221	80%	219	50%
STATE (source: <a href="#">IDOE website</a> )	240.2	85%	238.9	84%	<i>Not Yet Published</i>	<i>Not Yet Published</i>

Table 2: Test Scores by Program Cohort

Pearson Test 039 School Administration – Building Level						
	Cohort 8 (2019 Completers) N=6		Cohort 9 (2020 Completers) N=3		Cohort 10 (2021 Completers) N=4	
	Avg. Scale Score (Passing =220)	% Passing	Avg. Scale Score (Passing =220)	% Passing	Avg. Scale Score (Passing =220)	% Passing
EPP	261	100%	213	67%	232	75%

## **Analysis**

- The number of completer test takers has decreased over the last two cycles and cohorts.
- Test scores by title year indicate an overall decreasing trend in average score and passing rates.
- Scores by cohort show a dip in the average test score and passing rate for 2020 completers (cohort 9), but that the average score and passing rate increased again with the 2021 completers (cohort 10).

## **Interpretation**

Average scores from low sample sizes should always be viewed and interpreted with caution. The decreasing number of MAEL completers and test takers in each cycle and cohort makes average scores more susceptible to skewing from individual high or low scores. While Table 1 (Title II cycle) provides a comparison to state averages, Table 2 (by cohort) more accurately reflects the impact of changes to the program curriculum.