

**Missouri Content Assessment
Advanced Programs
Building Level Administrator**

Alignment

Alignment to National Standards

The Building Level Administrator assessment 072 was aligned to previous versions of standards and alignment tables were no longer available.

The new Building Level Administrator assessment 080 is aligned to the Missouri Leader Development Standards (MLDS) and the National Educational Leadership Preparation (NELP) Standards. The alignment table is included below..

How Alignment is Assured

The exam is developed directly from the MLDS standards which are directly aligned to the NELP standards. Alignment is assured through a third party, Pearson Education, Inc.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

The purpose of the assessment is to measure educator candidates' content knowledge, pedagogical knowledge, dispositions, and work styles. Building level administrators, including Principals and CTE Administrators, must pass the exam to earn certification.

The test was developed by Pearson Education, Inc. During development, key state and national documents were consulted. Committees of Missouri educators reviewed the test competencies to ensure that these were accurate, free of bias, job-related, and important for the position. Content validation was conducted using sampled practicing Missouri educators and educator preparation program faculty to ensure that the test competencies reflect the knowledge and skills considered to be important for performing the job in Missouri.

Details of Assessment Administration

Students seeking to become certified building-level administrators (principals or CTE administrators) complete the exam at the end of their program of study. The test is administered at computer-based testing centers, located throughout Missouri and nationwide. There is a \$73 fee to take the exam.

How the Evaluation is used to Measure Candidate Progress

This evaluation is used as a summative assessment to measure whether candidates have achieved the entry-level knowledge to be certified as a building-level administrator in Missouri. This data is a final evaluation

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The disaggregated data by gender revealed more females than males took the assessment. Females, n = 91 and males, n = 55. Males had higher pass rates than females in 2021 (80%) and 2020 (94.11%). The race/ethnicity data is somewhat skewed by the low number of diverse students. The three year averages for African American (n = 12) and Caucasian students (n = 124) are similar at 75% and 75.81% respectively.

of the candidate's ability to be employed. Advanced programs monitor data to ensure coursework adequately prepares students for these entry-level competencies.

Evidence and Analysis

Directions Delivered to Candidates

Extensive instructions are provided online for candidates to review prior to reporting to a testing center through "The Day of the Test" page. A pdf of this page is provided in ADV A.1.1.d BLA MOCA Day of the Test.

Evaluation Instrument

The measurement tool is proprietary and not available. Test Frameworks are available online. Test Frameworks are attached as ADV A.1.1.a BLA MOCA Evidence Test Design Framework 072 and ADV A.1.1.b BLA MOCA Evidence Test Design Framework 080.

Assurance of Reliability and Validity

This is a proprietary instrument. The MoCA assessments are part of the Missouri Educator Gateway Assessment (MEGA) program offered through Pearson Education.

Presentation of Data

Pass rates for years 2019, 2020, and 2021

2021	2020	2019	Three Years Combined
N = 36 Pass rate = 27/36 75.00%	N = 41 Pass rate = 36/41 87.80%	N = 74 Pass rate = 51/74 68.92%	N = 151 Pass rate = 114/151 75.50%
Females n = 25 - 18/25 = 72.00% Males n = 10 - 8/10 = 80.00% Not Given n = 1 - 1/1 = 100%	Females n = 21 - 17/21 = 80.95% Males n = 17 - 16/17 = 94.11% Not Given n = 3 - 3/3 = 100%	Females n = 45 - 32/45 = 71.11% Males n = 28 - 18/28 = 64.29% Not Given n = 1 - 1/1 = 100%	Females n = 91 - 67/91 = 73.63% Males n = 55 - 42/55 = 76.36% Not Given n = 5 - 5/5 = 100%
African Americans n = 1 - 1/1 = 100% Caucasian n = 26 - 21/26 = 80.77% Other Race n = 5 - 1/5 = 20% Not Given n = 4 - 4/4 = 100%	African Americans n = 4 - 4/4 = 100% Caucasian n = 33 - 28/33 = 84.85% Not Given n = 4 - 4/4 = 100%	African Americans n = 7 - 4/7 = 57.14% Caucasian n = 65 - 45/65 = 69.23% Other Race n = 1 - 1/1 = 100% Not Given n = 1 - 1/1 = 100%	African Americans n = 12 - 9/12 = 75% Caucasian n = 124 - 94/124 = 75.81% Other Race n = 10 - 6/10 = 60% Not Given n = 5 - 5/5 = 100%

Analysis and Interpretation

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The data from N = 151 students for the years 2019, 2020, and 2021 was collected and analyzed for this summative assessment. The data were disaggregated by gender and race/ethnicity for the same three years. Over the three-year period, the pass rate was 75.50% with 2019 as the lowest (68.92%) and 2020 as the highest (87.80%).

Continuous Improvement

Focus Area(s) (Discuss identified areas of challenge and plans for adjustments to improve program elements, as well as how those adjustments will be monitored)

Results from this summative assessment will be reviewed by education administration and career and technical education administration faculty. From these annual reviews, areas needing improvement will be identified and a plan to include goals and strategies for improvement will be implemented. Mid-year department meetings to review progress towards the goals will take place. The low number of diverse students in our programs is a concern across all departments. Recruitment efforts will be focused on this issue.

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MISSOURI EDUCATOR GATEWAY ASSESSMENTS
Field 080 Building-Level Administrator
Content Alignment Table

The Content Alignment Study below provides information about the alignment of knowledge and skills described in the competencies that make up the test framework for this licensure test with the state and national standards designated by the Department of Elementary and Secondary Education for this field. The table indicates those portions of the relevant state and/or national standards that are addressed -- in whole or in part -- by each competency.

Test Competency	Missouri Leadership Development System (MLDS). <i>Aspiring Principal Competencies</i>	National Policy Board for Educational Administration (NPBEA). <i>National Educational Leadership Preparation (NELP) Program Recognition Standards: Building Level</i>
Visionary Leadership		
0001 Understand how to develop and implement a vision for the school to guide the learning of all students and promote continuous school improvement.	1-3	1.1-1.2
Instructional Leadership		
0002 Understand how to ensure a guaranteed and viable curriculum, recognize effective instructional practice, and coordinate the use of effective assessments.	4-5, 7-8	3.3; 4.1-4.4
0003 Understand how to promote ongoing professional learning for school faculty and staff.	6, 8-9, 14, 21-23, 26, 28-29	7.2-7.3
0004 Understand how to create and sustain a positive school culture and equitable learning environment that promote success for all students, including legal requirements related to school administration.	11, 13, 18-20	2.2; 3.1, 3.3

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Managerial Leadership		
0005 Understand how to implement operational systems, including policies and procedures for ensuring a safe, functional school environment.	2, 10–11, 13, 18–20, 30	3.2; 6.1, 6.3
0006 Understand how to oversee personnel, including strategies for supervising, observing, and coaching teachers.	9, 12, 14–15, 18, 27–29	7.1, 7.3–7.4
0007 Understand how to ensure equitable and strategic use of fiscal and non-fiscal school resources.	16–17	3.2; 6.2–6.3
Relational Leadership		
0008 Understand how to interact professionally and develop positive, supportive relationships with students and school staff.	18–23	2.1–2.3; 3.1; 5.3; 6.3; 7.2–7.3
0009 Understand how to interact professionally and build positive relationships with parents/guardians and other stakeholders in the community.	18, 24–25	2.2; 3.1; 5.1–5.3; 6.3

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Innovative Leadership		
0010 Understand how to continue personal professional growth, actively engage in reflective practice, and apply new knowledge and understanding to drive appropriate change.	26–32	1.2; 2.1, 2.3; 7.3