

ETS

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### 1.3 ETS Praxis PLT and Praxis II Content Scores ETS Praxis PLT Scores 13-17

#### **Title of Assessment: Praxis Principles of Learning and Teaching (PLT)**

**Exam Scores Program:** All Initial Programs TAG: CAEP 1.1, 1.3, 2.3, 3.4, 3.5, 5.3

**Purpose of the Assessment:** The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional teacher. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology and professional issues.

In addition to the one of the Praxis Content exams, passing of the Praxis Principles of Learning and Teaching (PLT) exams is a Kansas state requirement for licensure. Successful completion (meeting the cut score) for the exam is also an EPP requirement for program completion. Administration: Candidates must meet the cut score for this exam to become licensure eligible in the state of Kansas. Most candidates take this exam near the end or at the end of their Bachelor's degree program. Candidates must schedule testing through ETS, taking the exam specifically required by the state of Kansas. Kansas Minimum Level of Proficiency: 160

**Reliability/Validity:** ETS Technical Manual for The Praxis Series® & Related Assessments (2015) (located at [https://www.ets.org/s/praxis/pdf/technical\\_manual.pdf](https://www.ets.org/s/praxis/pdf/technical_manual.pdf))

**How are data analyzed and interpreted?** Data from the Praxis PLT exam are aligned to individual program content standards within the individual KSDE program reports. Data are disaggregated annually by program and shared with program coordinators. Program coordinators use this data to prepare the annual program reports, which monitor program completion progress on KSDE program standards. National data comparisons are shared with program coordinators.

**Data Analysis:** The Praxis II and Principles of Learning and Teaching (PLT) Exam data of **497** candidates (in the Academic Years of **2017-18, 2018-19 and 2019-20**) were analyzed using both descriptive statistics and inferential statistical tests. Means and standard deviations of the PLT Exam total score and subscores were calculated to evaluate the degree of the candidates' knowledge and understanding of educational practices foundational to beginning a career as a professional teacher by academic year and teaching field. The 2x2 factorial analysis of variance (ANOVAs) were conducted to determine if there are systematic significant differences among the mean Praxis PLT exams total scores by demographic characteristics of gender and race. Praxis II exams have different qualifying score depending on the content so unit level analysis of candidate performance are conducted by comparing candidates' percent of total score possible.

1.3—ETS Praxis II Content Scores Key findings include the following:

### **Praxis II Content Exam**

**Content exams may not have the same number of possible points or same qualifying score so unit level analysis of candidate performance will be conducted using the percent earned of total possible score.**

- Across the academic years 2017-18, 2018-19, 2019-20 the licensure candidates earned, on average, 75.4% of total points possible for initial licensure (504 initial candidates) and 78.9% for advanced licensure (141 advanced candidates).
- EPP candidates scored at a level consistent with national peers.
- Initial group comparisons:
  - There is no statistical difference in the overall percent earned of total score possible between female (Mean 75.3%, SD 0.1, 417 candidates) and male candidates (Mean 75.6%, SD 0.1, 87 candidates).
  - There is a statistical difference in the total mean score between non-minority (Mean 75.5%, SD 0.1, 405 candidates) and minority candidates (Mean 73.2%, SD .1, 82 candidates). However, the effect size was small ( $\eta^2 = .01$ ).
- Advanced group comparisons:
  - There is no statistical difference in the overall percent earned of total score possible between female (Mean 78.3%, SD 0.1, 141 candidates) and male candidates (Mean 78.5%, SD 0.1, 28 candidates).
  - There is no statistical difference in the total mean score between non-minority (Mean 78.3%, SD 0.1, 118 candidates) and minority candidates (Mean 77.3%, SD .1, 21 candidates).

**EPP Response to Data:** PRAXIS II data from **2017-18, 2018-19, 2019-20** provide evidence that candidates have consistently achieved mean scores above the range required for licensure. The percent earned of total score possible for the three-year cycle for **638 EPP candidates was 75.7%**. Within their individual content area exams, EPP program mean scores are consistent with national mean scores. The EPP has a limited number of candidates who do not pass the Content exam on the first attempt. Across the three years, **67 of 638 (10.5%)** candidates failed the Praxis II content exam on the first attempt. In 2019-20, there was an increase in the number of required exams for Elementary candidates (4) and Early Childhood candidates (2). Ultimately, **97.3%** completers passed the Praxis II.

1.3—ETS Praxis PLT Scores Key findings include the following:

**Praxis Principles of Learning and Teaching (PLT) Exam**

- The overall mean total score (M =177.5, SD =8.8) of the 495 candidates substantially exceeds Minimum Level of Proficiency score of 160.
- 98 % of the 495 candidates exceeds the Minimum Level of Proficiency score of 160 points.
- EPP candidates scored at a level consistent with national peers.
- The teaching fields with mean PLT scores higher than 180 **include Foreign Language (183.6, SD=9.5, 9 candidates), Chemistry (M =183.5, SD =3.9, 4 candidates), English (182.1, SD =8.0, 52 candidates), General Science (182.3, SD=9.8, 3 candidates), Mathematics (181.6, SD=7.2, 87 candidates), Biology (180.1, SD 6.1, 10 candidates).**
- There is no significant difference in the mean total score between female (Mean 177.7, SD=9.1, 406 candidates) and male candidates (Mean 176.5, SD=6.8, 92 candidates).
- There is a significant difference in the total mean score between White (**M=178.1, SD 8.7, 399 candidates**) and minority candidates (**M=175.0, SD 9.3, 78 candidates**). Pass rate for minority candidates was 94.9% (74 out of 78 candidates) as compared to 98.3% for White candidates (392 out of 399 candidates).

**EPP Response to Data:** PLT data from **2017-18, 2018-19, 2019-20** provide evidence that candidates have consistently achieved mean scores well above the 160 passing score required for licensure. The mean score for the three-year cycle for **495 EPP candidates was 177.5**. All program three-year mean scores during this time period indicate individual program mean scores are well above the 160 required score as well. EPP mean scores are consistent with national mean scores. The EPP has a limited number of candidates who do not pass the PLT exam on the first attempt. Across the three years, **15 of 495 (3.0%)** candidates failed the PLT on the first attempt. Ultimately, 97.8% completers passed the PLT.

## Initial Programs: Praxis Principles of Learning and Teaching (PLT) Pass Rates by Unit and Content Area

	Program Completion Year															
	2019-20				2018-19				2017-18				3 Year			
	Passed Praxis				Passed Praxis				Passed Praxis				Passed Praxis			
	No		Yes		No		Yes		No		Yes		No		Yes	
Program	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Art	2	14%	12	86%	0	0%	8	100%	0	0%	20	100%	2	5%	40	95%
Biology (STEMTeach)	0	0%	6	100%	0	0%	5	100%	0	0%	9	100%	0	0%	20	100%
Chemistry (STEMTeach)	0	0%	0	0%	0	0%	0	0%	0	0%	9	100%	0	0%	9	100%
Earth & Space Science (STEMTeach)	0	0%	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	6	100%
Early Childhood Unified (Graduate)	0	0%	29	100%	0	0%	25	100%	4	10%	36	90%	4	4%	90	96%
Early Childhood Unified (Undergraduate)	6	16%	32	84%	4	7%	55	93%	1	3%	30	97%	11	9%	117	91%
Elementary	2	4%	48	96%	0	0%	62	100%	1	1%	129	99%	3	1%	239	99%
English	0	0%	37	100%	0	0%	31	100%	0	0%	37	100%	0	0%	105	100%
Foreign Language	1	13%	7	88%	0	0%	0	0%	1	10%	10	90%	2	11%	17	89%
History & Government (Secondary)	1	3%	30	97%	1	3%	29	97%	2	7%	27	93%	4	4%	86	96%
Mathematics (Secondary)	1	8%	11	92%	0	0%	6	100%	0	0%	22	100%	1	3%	39	98%
Mathematics (Middle)	0	0%	0	0%	0	0%	4	100%	0	0%	7	100%	0	0%	11	100%
Science (Middle)	0	0%	2	100%	0	0%	2	100%	0	0%	2	100%	0	0%	6	100%
Music	1	3%	35	97%	0	0%	30	100%	0	0%	36	100%	1	1%	101	99%
Physical Education	0	0.00%	8	100%	0	0%	14	100%	0	0%	8	100%	0	0%	30	100%

### Initial Program: Praxis II Content Area Exam Pass Rates by Unit and Content Area

	Program Completion Year															
	2019-20				2018-19				2017-18				3 Year			
	Passed Praxis				Passed Praxis				Passed Praxis				Passed Praxis			
	No		Yes		No		Yes		No		Yes		No		Yes	
Program	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Art	2	14%	12	86%	0	0%	8	100%	0	0%	20	100%	2	5%	40	95%
Biology (STEMTeach)	0	0%	6	100%	0	0%	5	100%	0	0%	9	100%	0	0%	20	100%
Chemistry (STEMTeach)	0	0%	0	0%	0	0%	0	0%	0	0%	9	100%	0	0%	9	100%
Earth & Space Science (STEMTeach)	0	0%	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	6	100%
Early Childhood Unified (Graduate)	0	0%	29	100%	0	0%	13	100%	4	10%	36	90%	4	5%	78	95%
Early Childhood Unified (Undergraduate)*	6	16%	32	84%	1	7%	18	93%	1	3%	30	97%	8	9%	80	91%
Elementary**	4	7%	50	93%	0	0%	64	100%	1	1%	129	99%	5	2%	243	98%
English	0	0%	37	100%	0	0%	31	100%	0	0%	37	100%	0	0%	105	100%
Foreign Language	1	13%	7	88%	0	0%	0	0%	1	10%	10	90%	2	11%	17	89%
History & Government (Secondary)	1	3%	30	97%	1	3%	29	97%	2	7%	27	93%	4	4%	86	96%
Mathematics (Secondary)	1	8%	11	92%	0	0%	6	100%	0	0%	22	100%	1	3%	39	98%
Mathematics (Middle)	0	0%	0	0%	0	0%	4	100%	0	0%	7	100%	0	0%	11	100%
Science (Middle)	0	0%	2	100%	0	0%	2	100%	0	0%	2	100%	0	0%	6	100%
Music	1	3%	35	97%	0	0%	30	100%	0	0%	36	100%	1	1%	101	99%
Physical Education	0	0%	8	100%	0	0%	14	100%	0	0%	8	100%	0	0%	30	100%

Advanced Programs: Praxis II Pass Rates by Unit and Content Area

	Program Completion Year															
	2019-20				2018-19				2017-18				3 Years Combined			
	Passed Praxis				Passed Praxis				Passed Praxis				Passed Praxis			
	No		Yes		No		Yes		No		Yes		No		Yes	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Unit Level</b>	<b>0</b>	<b>0.0%</b>	<b>29</b>	<b>100.0%</b>	<b>1</b>	<b>1.8%</b>	<b>56</b>	<b>98.2%</b>	<b>0</b>	<b>0.0%</b>	<b>86</b>	<b>100%</b>	<b>1</b>	<b>0.6%</b>	<b>171</b>	<b>99.4%</b>
Building Leader	0	0.0%	9	100.0%	1	9.1%	10	90.9%	0	0.0%	31	100.0%	1	2.0%	50	98.0%
District Leader	0	0.0%	0	100.0%	0	0.0%	4	100.0%	0	0.0%	5	100.0%	0	0.0%	9	100.0%
ESOL	0	0.0%	4	100.0%	0	0.0%	13	100.0%	0	0.0%	6	100.0%	0	0.0%	23	100.0%
High Incidence	0	0.0%	5	100.0%	0	0.0%	6	100.0%	0	0.0%	18	100.0%	0	0.0%	29	100.0%
Low Incidence	0	0.0%	2	100.0%	0	0.0%	8	100.0%	0	0.0%	13	100.0%	0	0.0%	23	100.0%
Reading	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	4	100.0%	0	0.0%	10	100.0%
School Psychologist	0	0.0%	6	100.0%	0	0.0%	12	100.0%	0	0.0%	9	100.0%	0	0.0%	27	100.0%