



District of Columbia
Office of the State
Superintendent of Education



Moreland University TEACH-NOW Graduate School of Education 2021 Education Preparation Provider Report



Introduction

This report examines the supply of future educators (candidates and program completers) from District of Columbia (DC)-approved Education Preparation Providers (EPPs) and follows those program completers into DC local education agencies (LEAs). It includes data from five sources:

- 1) EPP candidate and program completer rosters for Sept 1, 2017 to Aug. 31, 2020, provided by EPPs via an Excel template.
- 2) LEA Faculty and Staff data collected from October 2017 to October 2020.
- 3) DC student enrollment data from October 2017 to October 2020.
- 4) PRAXIS data from Educational Testing Service (ETS) from Sept. 1, 2017 to Aug. 31, 2020.
- 5) Educator credentialing data from the Office of the State Superintendent of Education (OSSE) educator credentialing data system.

These reports are intended to inform EPPs and OSSE regarding curricular, programmatic, and policy decisions and to provide evidence aligned to accreditation and approval standards for EPPs.

Key Terms:

- **Candidate:** An individual enrolled in an educator preparation program who is preparing for or serving in a position as a teacher of record in a school that may serve students from pre-school through adult education.
- **Citywide:** A designation to describe the aggregate data for all EPPs in DC.
- **Completer:** An individual who has met all the requirements of a state-approved EPP.
- **First year teacher:** An individual who has been hired as the teacher of record in a DC LEA within one year of completing a program.
- **Initial Teaching Credential:** A nonrenewable educator certification that is issued to an applicant who meets certain requirements but does not meet the requirements for a standard teaching credential.
- **Standard Teaching Credential:** A renewable educator certification that is issued to an applicant who has successfully completed all requirements associated with the credential.
- **Subject Area Program:** A program that provides a sequence of required courses and experiences for the preparation of candidates to become educators in a specific area, subject, or category and that operates: (i) within an educator preparation program; or (ii) within an Institution of Higher Education but not under the auspices of an educator preparation program.
- **Teacher:** A school-based employee who instructs any core or non-core academic subject (e.g., general or special education teachers instructing students in the “core” subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education).

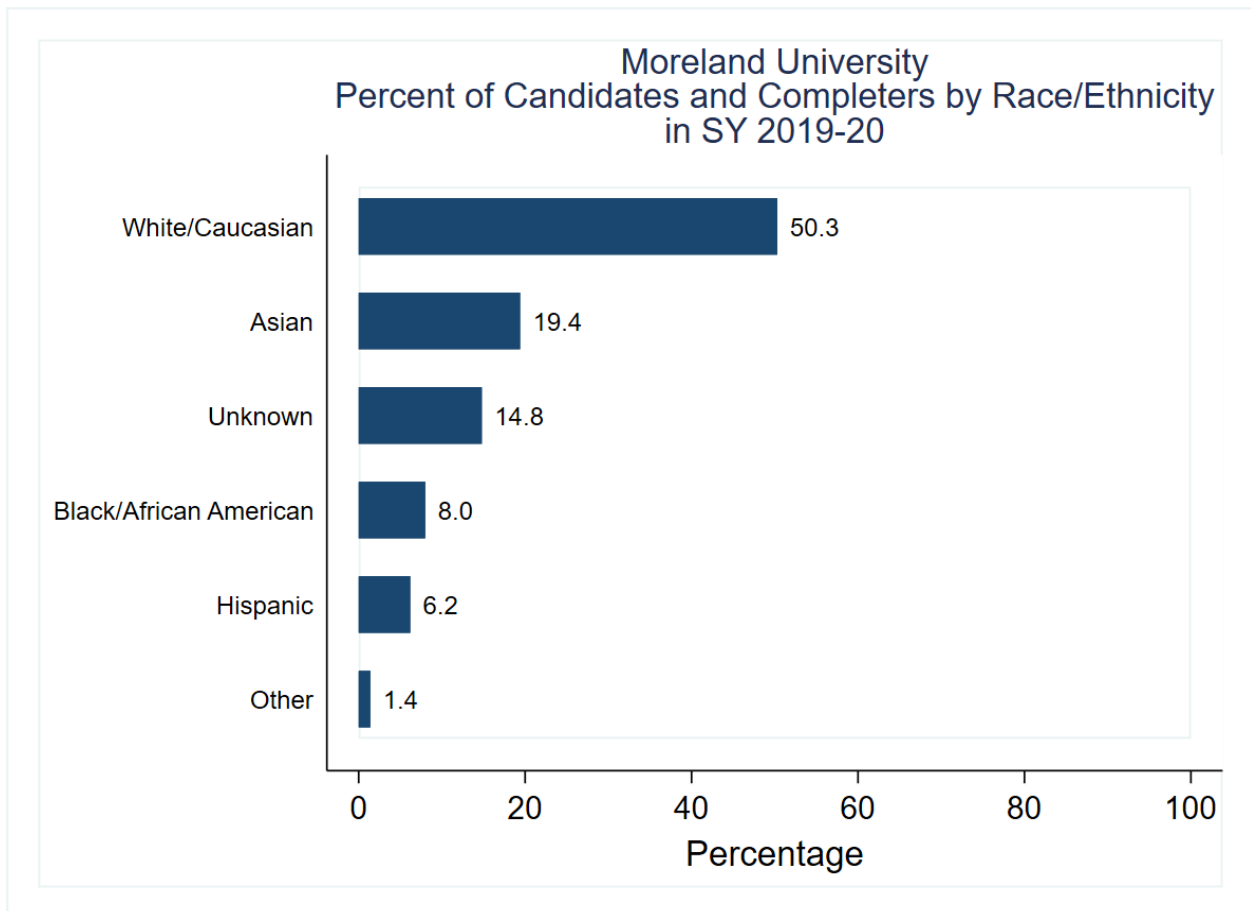
Section I: Overview

This section provides information regarding the program of study, certification, and demographic (race, ethnicity, and gender) information for the 1905 candidates and program completers at Moreland University TEACH-NOW Graduate School of Education from the 2019-20 school year.

Demographics

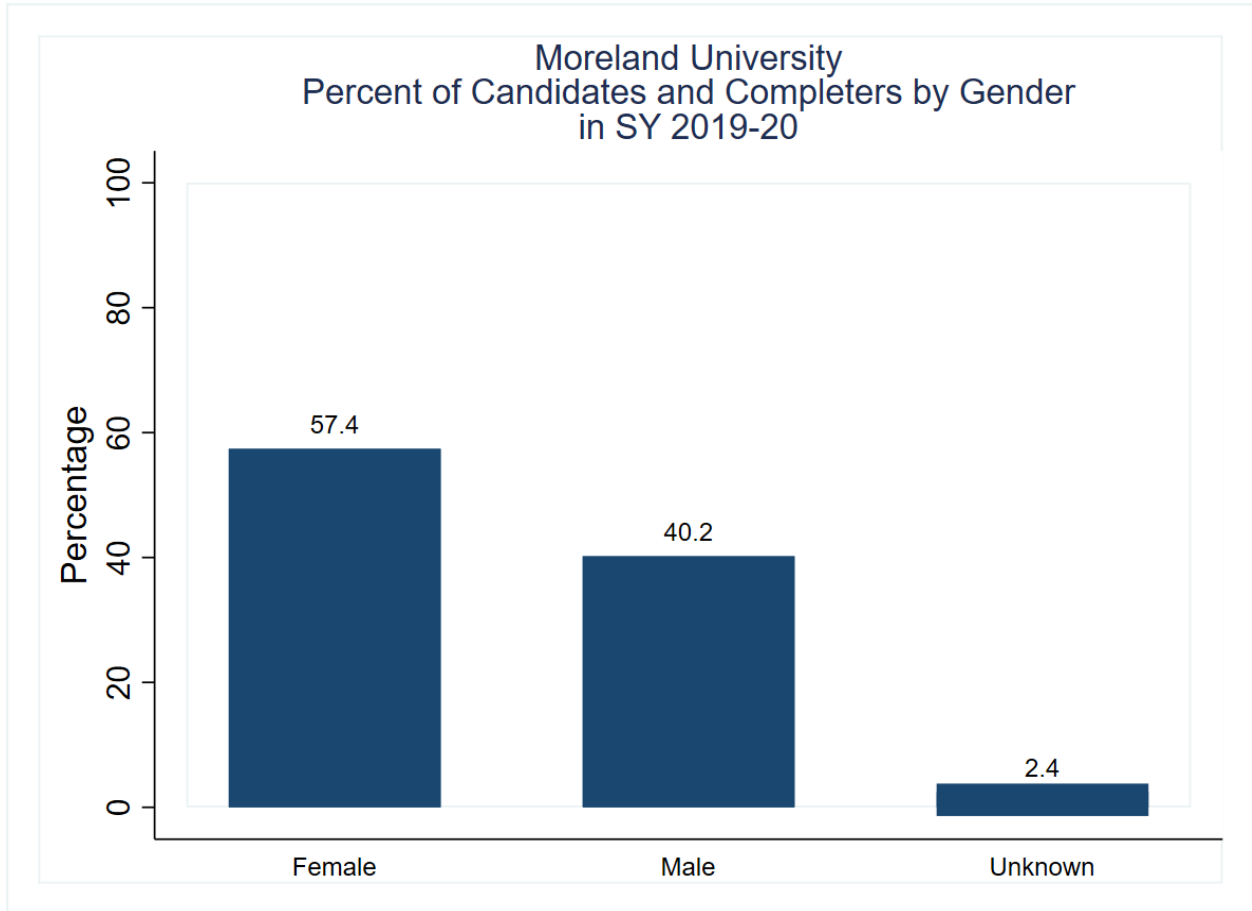
This section provides the race, ethnicity, and gender information for all candidates and completers for Moreland University TEACH-NOW Graduate School of Education for the 2019-20 school year.

Percent of Candidates and Completers by Race/Ethnicity



The graph shows the percent of candidates and completers by race and ethnicity at Moreland University TEACH-NOW Graduate School of Education for the 2019-20 school year.

Percent of Candidates and Completers by Gender



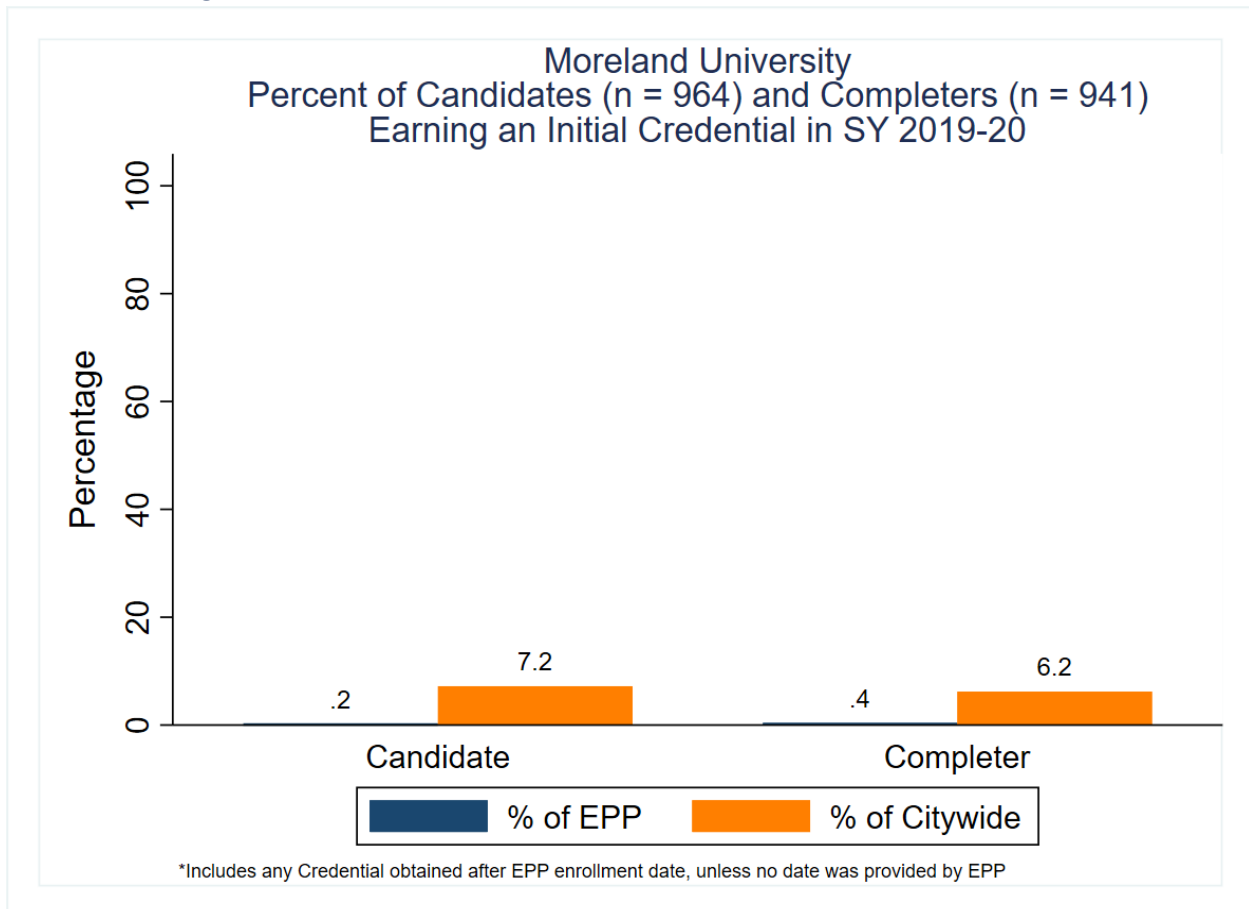
The graph shows the percent of candidates and completers by gender at Moreland University TEACH-NOW Graduate School of Education for the 2019-20 school year.

Credentials

This section provides the educator credential information for all 1905 candidates and completers for Moreland University TEACH-NOW Graduate School of Education for the 2019-20 school year. It also provides aggregate data for all EPPs in the District of Columbia, under the “citywide” designation. An *Initial Teaching Credential* is a nonrenewable credential that is issued to applicants who meet certain requirements, but do not yet qualify for a standard teaching credential. A *Standard Teaching Credential* is a renewable credential that is issued to applicants who have successfully completed all requirements for the subject area of the credential.

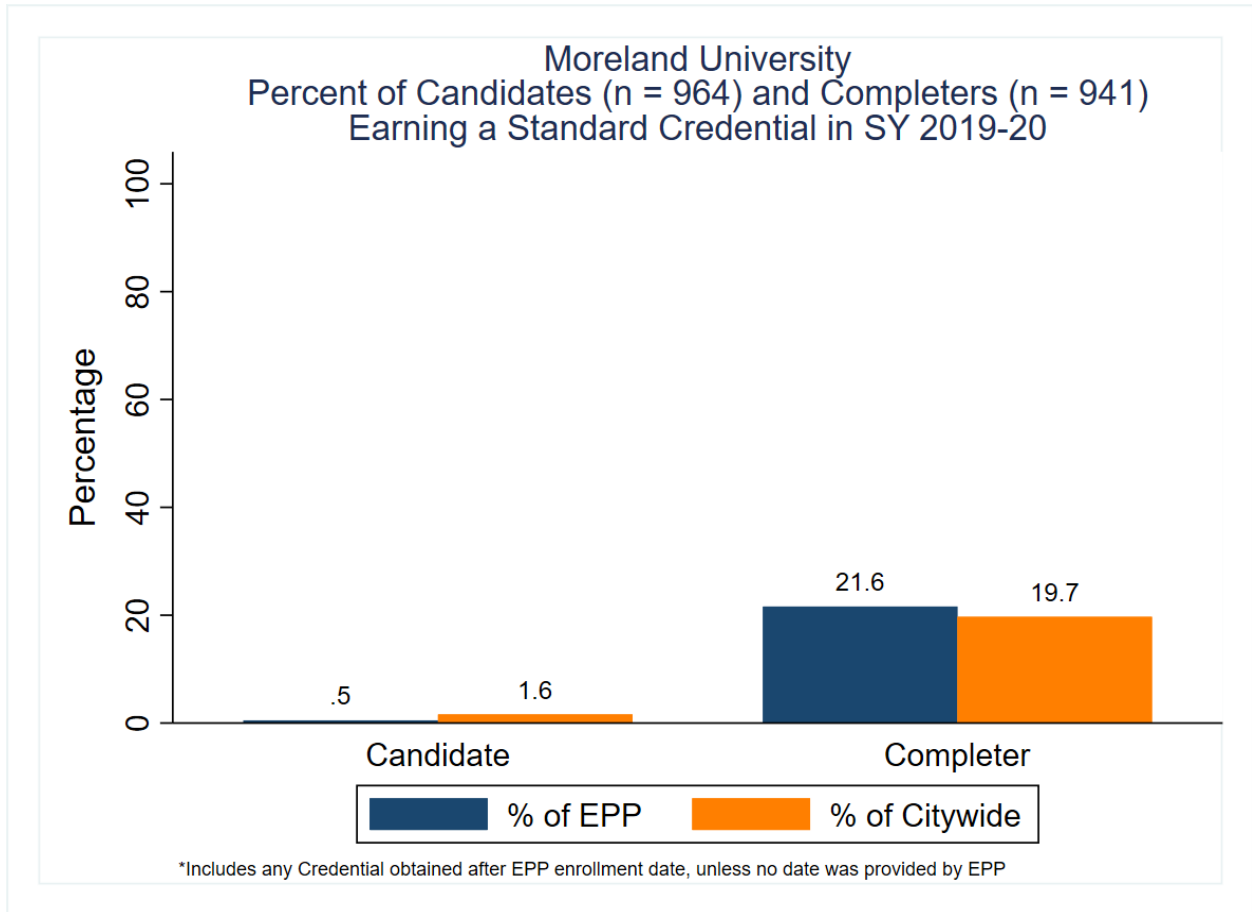
Teaching credential rates include only those program candidates and completers for which the EPP provided sufficient identifying information to be matched to OSSE educator credentialing data.

Overall teaching credential rates: Initial Teacher Credential



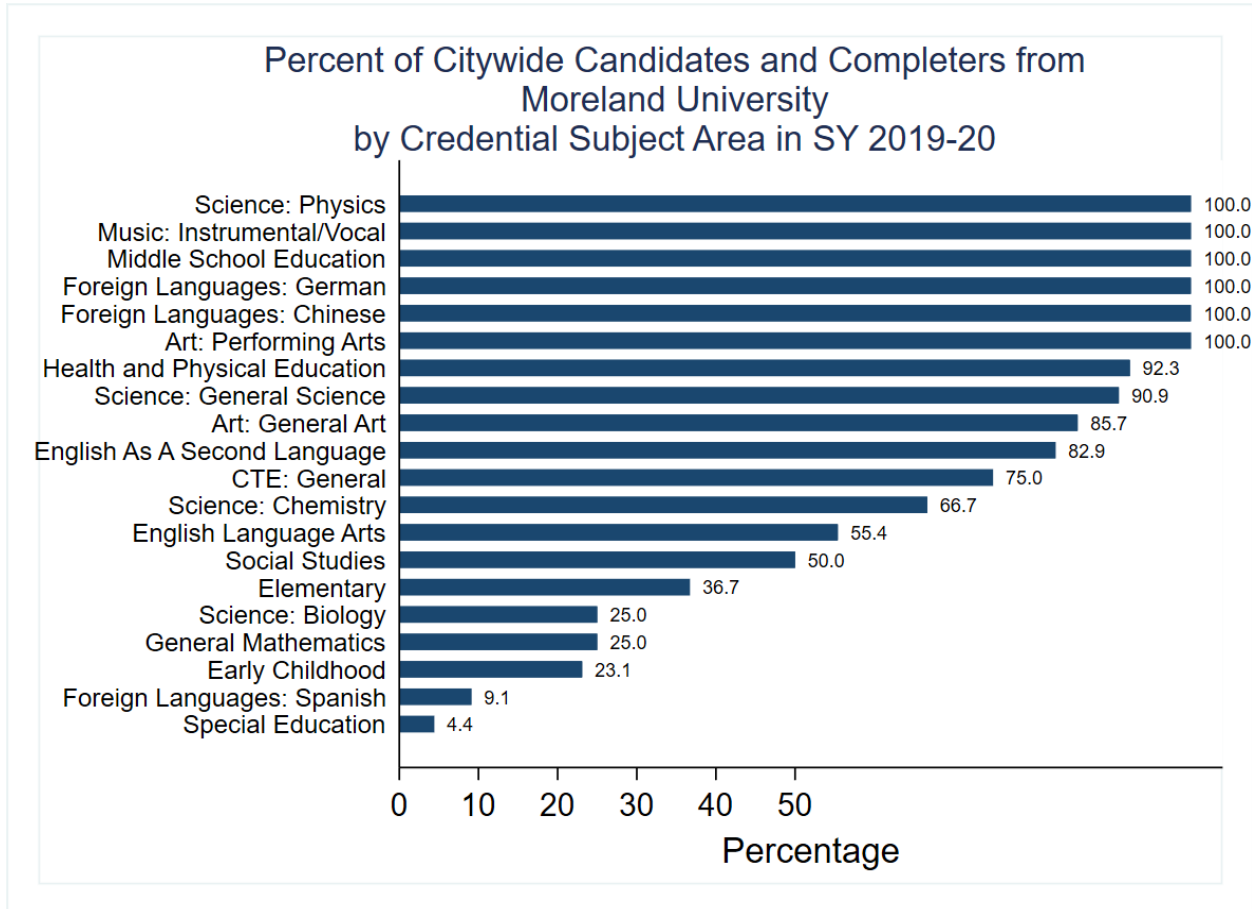
The graph shows the percent of candidates and completers at Moreland University TEACH-NOW Graduate School of Education that earned an initial teaching credential, compared to the percent of candidates and completers that earned an initial teaching credential citywide.

Overall teaching credential rates: Standard Teaching Credential



The graph shows the percent of candidates and completers at Moreland University TEACH-NOW Graduate School of Education that earned a standard teaching credential compared to the percent of candidates and completers that earned a standard teaching credential citywide.

Teacher Credential by Subject Area



The graph shows the proportion of all citywide candidates and completers during the 2019-20 school year that were candidates and completers at Moreland University TEACH-NOW Graduate School of Education, by subject area of the teaching credential.

Subject Area Program

This section provides the count and percentage of EPP candidates and completers by each subject area program for Moreland University TEACH-NOW Graduate School of Education for the 2019-20 school year. The citywide percentage column indicates the distribution of all candidates and completers in a specific subject area program for all EPPs.

Subject Area Program	SY 2019-20				
	Candidates		Completers		Percent of Candidates and Completers from All EPPs, Citywide
	Number of EPP Candidates in this Subject	Percent of EPP Candidates in this Subject	Number of EPP Completers in this Subject	Percent of EPP Completers in this Subject	
Art	2	6.5%	29	93.5%	1.2%
Drama/Theater	0	0.0%	4	80.0%	0.2%
Early Childhood Education	10	2.9%	127	36.8%	12.9%
Elementary Education	20	2.4%	286	33.8%	31.7%
English as a Second Language	10	8.8%	95	83.3%	4.3%
Foreign Language (Chinese)	1	2.9%	29	85.3%	1.3%
Foreign Language (French)	0	0.0%	3	60.0%	0.2%
Foreign Language (German)	1	33.3%	2	66.7%	0.1%
Foreign Language (Spanish)	1	4.0%	13	52.0%	0.9%
Health and Physical Education	4	8.0%	45	90.0%	1.9%
Middle School General Education	0	0.0%	19	100.0%	0.7%
Middle School Mathematics	0	0.0%	1	100.0%	0.0%
Music Instrumental	0	0.0%	1	50.0%	0.1%
Secondary Biology	0	0.0%	18	48.6%	1.4%
Secondary Chemistry	1	12.5%	5	62.5%	0.3%
Secondary Computer Science	0	0.0%	14	100.0%	0.5%
Secondary Education	2	9.5%	10	47.6%	0.8%
Secondary English	7	3.1%	95	41.7%	8.5%
Secondary General Science	4	10.0%	26	65.0%	1.5%
Secondary Mathematics	3	2.3%	48	36.6%	4.9%
Secondary Physics	1	12.5%	5	62.5%	0.3%
Secondary Social Studies	1	1.1%	45	47.4%	3.6%
Special Education (Non-Categorical)	0	0.0%	26	23.2%	4.2%
Total	68		946		

Section 2: PRAXIS pass rates

This section provides the pass rates of the Praxis Core, Content, and Pedagogy assessments for the 2019-20 school year for candidates and completers at Moreland University TEACH-NOW Graduate School of Education, and provides comparisons to the citywide pass rates for all test takers within the District. Citywide Praxis pass rate data are suppressed when the total number of test takers is less than ten or the pass rate is near 100 or zero percent.

PRAXIS pass rates by Program Study Area and Testing Area

Subject Area	SY 2019-20						
	Testing Area	Total Candidates and Completers in this Subject Area	EPP Total Attempted	EPP Total Passed	EPP First Time Pass Rate	EPP Overall Pass Rate	Overall Pass Rate for All Test Takers, Citywide
Art	Art: Content Knowledge (134/5134)	31	1	1	100%	100%	n<10
Art	Elem Ed: MS Reading & Language Arts Subtest (5002/5032)	31	1	1	100%	100%	n<10
Art	Theatre (641/5641)	31	1	1	100%	100%	n<10
Drama/Theater	English Language Arts: Content Knowledge (5038)	4	1	1	100%	100%	n<10

Early Childhood Education	Core Academic Skills for Educators: Reading (5712/5713)	137	2	2	100%	100%	n<10
Early Childhood Education	Early Childhood Education (5025)	137	14	13	85.7%	92.9%	94.1%
Elementary Education	Art: Content Knowledge (134/5134)	306	1	1	100%	100%	n<10
Elementary Education	Core Academic Skills for Educators: Reading (5712/5713)	306	3	3	100%	100%	n<10
Elementary Education	Core Academic Skills for Educators: Writing (5722/5723)	306	8	8	100%	100%	>=90%
Elementary Education	Elem Ed: MS Reading & Language Arts Subtest (5002/5032)	306	9	9	100%	100%	>95%
Elementary Education	English to Speakers of Other Languages (360/5362)	306	2	2	100%	100%	n<10
Elementary Education	Principles of Learning & Teaching: Grades K-6 (622/5622)	306	21	21	95.2%	100%	>95%
Elementary Education	Spanish: World Language (5195)	306	1	1	100%	100%	n<10

Elementary Education	Theatre (641/5641)	306	1	1	100%	100%	n<10
English as a Second Language	Core Academic Skills for Educators: Math (5732/5733)	105	1	1	100%	100%	n<10
English as a Second Language	Core Academic Skills for Educators: Reading (5712/5713)	105	1	1	100%	100%	n<10
English as a Second Language	English Language Arts: Content Knowledge (5038)	105	1	1	100%	100%	n<10
English as a Second Language	English to Speakers of Other Languages (360/5362)	105	7	7	100%	100%	n<10
English as a Second Language	Principles of Learn & Teaching: Grades 7-12 (624/5624)	105	1	1	100%	100%	n<10
English as a Second Language	Principles of Learn & Teaching: Grades K-6 (622/5622)	105	1	1	100%	100%	n<10
English as a Second Language	Social Studies: Content Knowledge (81/5081)	105	1	1	100%	100%	n<10
Foreign Language (Chinese)	Chinese (Mandarin): World Language (5665)	30	1	1	100%	100%	n<10

Foreign Language (German)	German: World Language (5183)	3	2	2	100%	100%	n<10
Foreign Language (German)	Principles of Learn & Teaching: Grades 7-12 (624/5624)	3	1	1	100%	100%	n<10
Health and Physical Education	Core Academic Skills for Educators: Reading (5712/5713)	49	2	2	100%	100%	n<10
Health and Physical Education	Core Academic Skills for Educators: Writing (5722/5723)	49	2	2	100%	100%	n<10
Health and Physical Education	Principles of Learn & Teaching: Grades 7-12 (624/5624)	49	1	1	100%	100%	n<10
Health and Physical Education	Principles of Learn & Teaching: Grades K-6 (622/5622)	49	2	2	100%	100%	n<10
Middle School General Education	Middle School English Language Arts (49/5047)	19	1	1	100%	100%	n<10
Middle School General Education	Middle School Science (439/5440)	19	1	1	100%	100%	n<10
Middle School General Education	Middle School Social Studies (89/5089)	19	1	1	100%	100%	n<10

Middle School General Education	Middle School: Content Knowledge (5146)	19	1	1	100%	100%	n<10
Secondary Biology	Biology: Content Knowledge (235/5235)	18	1	1	100%	100%	n<10
Secondary Biology	Core Academic Skills for Educators: Reading (5712/5713)	18	2	2	100%	100%	n<10
Secondary Biology	Core Academic Skills for Educators: Writing (5722/5723)	18	1	1	100%	100%	n<10
Secondary Biology	English to Speakers of Other Languages (360/5362)	18	1	1	100%	100%	n<10
Secondary Biology	Principles of Learn & Teaching: Grades 7-12 (624/5624)	18	2	2	100%	100%	n<10
Secondary Computer Science	Business Education: Content Knowledge (5101)	14	1	1	100%	100%	n<10
Secondary Computer Science	Core Academic Skills for Educators: Writing (5722/5723)	14	1	1	100%	100%	n<10
Secondary Computer Science	English Language Arts: Content Knowledge (5038)	14	1	1	100%	100%	n<10

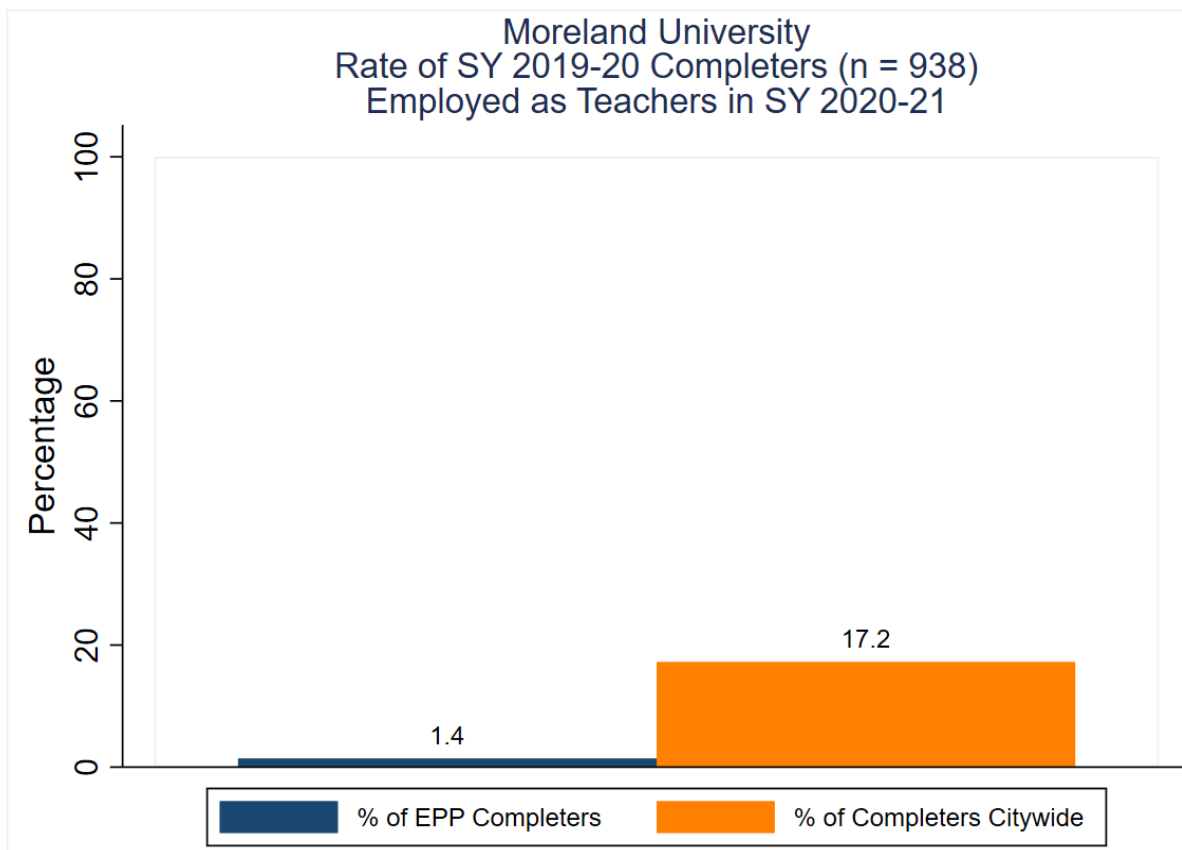
Secondary Computer Science	Social Studies: Content Knowledge (81/5081)	14	1	1	100%	100%	n<10
Secondary English	English Language Arts: Content Knowledge (5038)	102	6	6	83.3%	100%	>95%
Secondary English	Middle School English Language Arts (49/5047)	102	2	1	50.0%	50.0%	n<10
Secondary English	Principles of Learn & Teaching: Grades 5-9 (5623)	102	1	1	100%	100%	n<10
Secondary English	Principles of Learn & Teaching: Grades 7-12 (624/5624)	102	1	1	100%	100%	n<10
Secondary General Science	Core Academic Skills for Educators: Reading (5712/5713)	30	1	1	100%	100%	n<10
Secondary General Science	Middle School Science (439/5440)	30	1	1	100%	100%	n<10
Secondary Mathematics	Mathematics: Content Knowledge (61/5161)	51	2	2	100%	100%	45.5%
Secondary Social Studies	Core Academic Skills for Educators: Math (5732/5733)	46	1	1	100%	100%	n<10

Secondary Social Studies	Core Academic Skills for Educators: Reading (5712/5713)	46	1	1	100%	100%	n<10
Secondary Social Studies	Social Studies: Content Knowledge (81/5081)	46	4	4	100%	100%	>=90%
Special Education (Non-Categorical)	Principles of Learning & Teaching: Grades K-6 (622/5622)	26	1	1	100%	100%	n<10
Special Education (Non-Categorical)	Reading Specialist (5301)	26	1	1	100%	100%	n<10
Special Education (Non-Categorical)	Special Ed: Teaching Students with LD (5383)	26	1	1	100%	100%	n<10

Section 3: Employment Outcomes

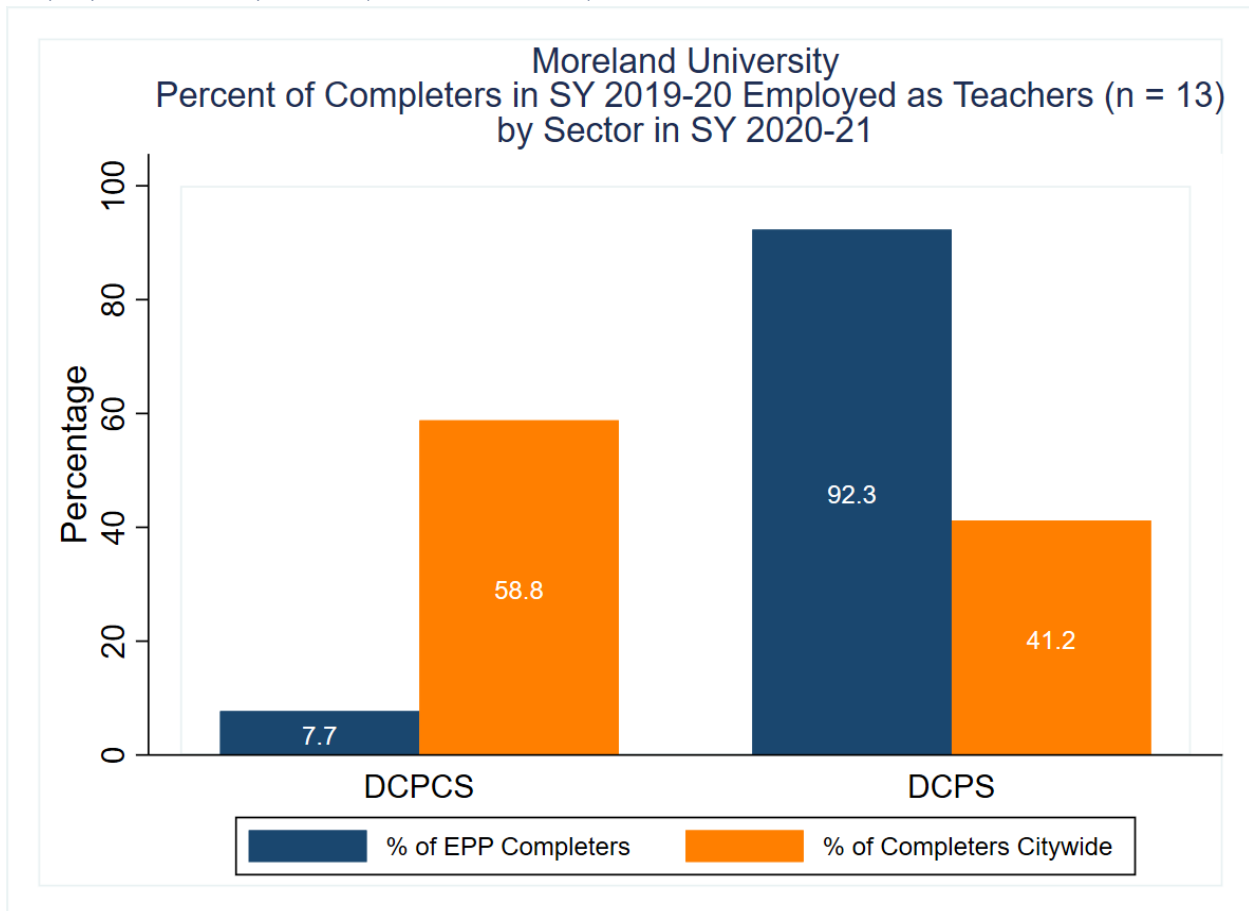
This section focuses on data from the 13 2019-20 program completers from Moreland University TEACH-NOW Graduate School of Education that went on to teach in DC public schools (DCPS) and DC public charter schools (DCPCS) in the 2020-21 school year. “First-year teacher” is defined as an individual that has been hired as the teacher of record in a DC LEA within one year of program completion. Employment data were gathered from employment rosters in the annual [LEA Faculty and Staff data collection](#). Employment outcome data are presented only for those program candidates and completers for whom there was sufficient data to match them to the LEA Faculty and Staff dataset.

Employment Rate of EPP Program Completers



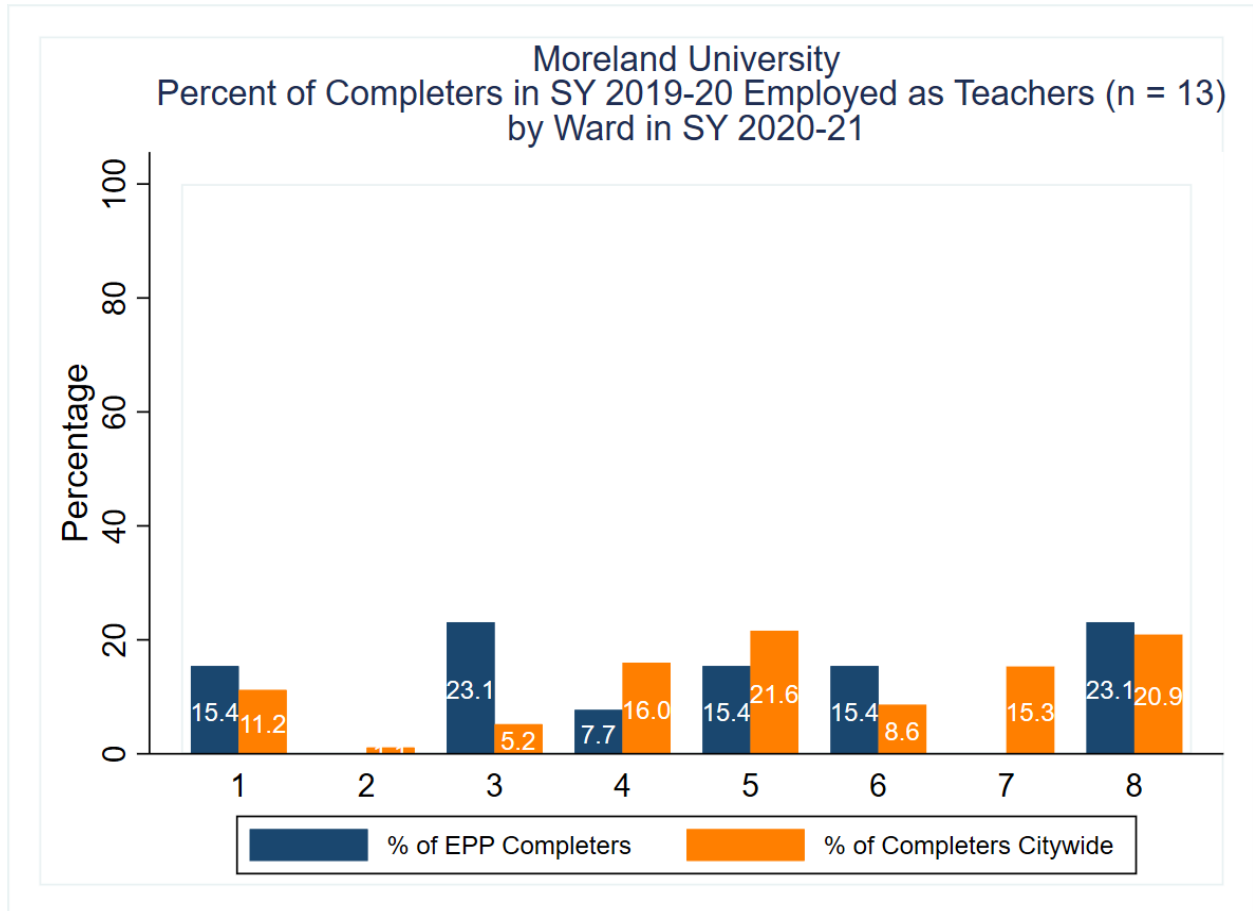
The graph compares the percent of 2019-20 completers from Moreland University TEACH-NOW Graduate School of Education that were employed within one year of program completion, compared with the percent of 2019-20 EPP program completers citywide.

Employment rate by sector (DCPS and DCPCS)



The graph explores whether the percent of Moreland University TEACH-NOW Graduate School of Education program completers employed in DC varies by sector (DCPS and DCPCS).

Employment rate by ward



The graph explores whether the percent of Moreland University TEACH-NOW Graduate School of Education program completers employed in DC varies by the school's ward.

Employment rate by student/ teacher demographic percentages

Race/Ethnicity	SY 2019-20		
	Percent of Students Enrolled in All DC Schools	Percent of EPP Completers Employed as Teachers at All DC Schools	Percent of EPP Completers Employed as Teachers, Citywide
American Indian/Alaska Native	0.0%	0.0%	0.0%
Asian	1.6%	1.7%	2.6%
Black/African American	64.5%	32.8%	44.7%
Hispanic/Latino	18.6%	13.8%	8.9%
Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%
Other	0.0%	5.2%	0.9%
Two or More Races	2.8%	0.0%	2.6%
Unknown	0.0%	15.5%	9.1%
White	12.3%	31.0%	31.2%

The table explores whether the racial and ethnic diversity of Moreland University TEACH-NOW Graduate School of Education program completers employed in DC reflect the racial and ethnic diversity of DC's student population.

Employment rate by students in special populations

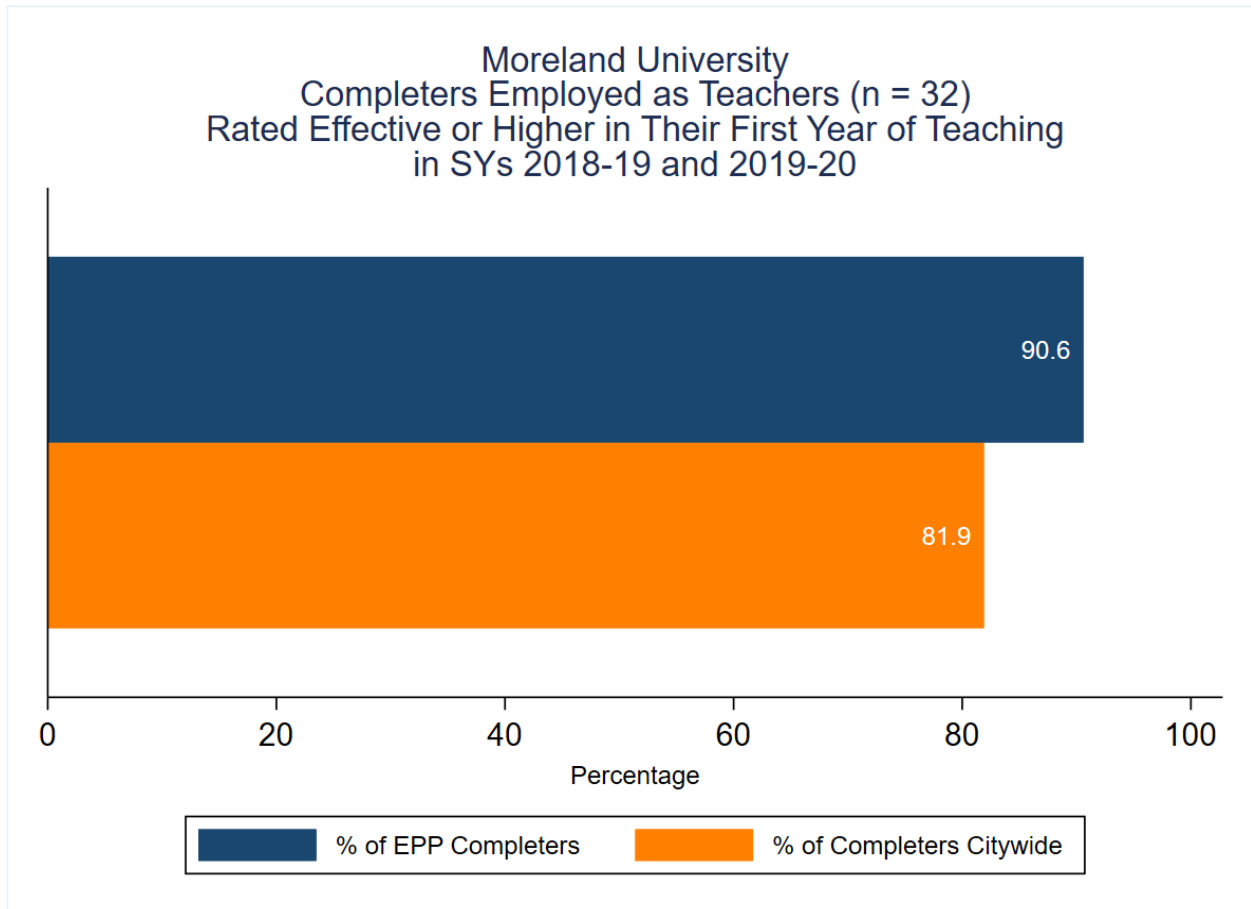
Student Group	SY 2020-21		
	Percent of all DC Students in Student Group	Percent of Teachers from this EPP who Teach Students from Student Group	Percent of Teachers from all EPPs Citywide who Teach Students from Student Group
English Learners	11.5%	12.3%	6.2%
Students with Disabilities	15.2%	19.3%	23.5%

The table explores whether Moreland University TEACH-NOW Graduate School of Education program completers employed in DC are working with English learners and students with disabilities.

Section 4: Teacher Performance

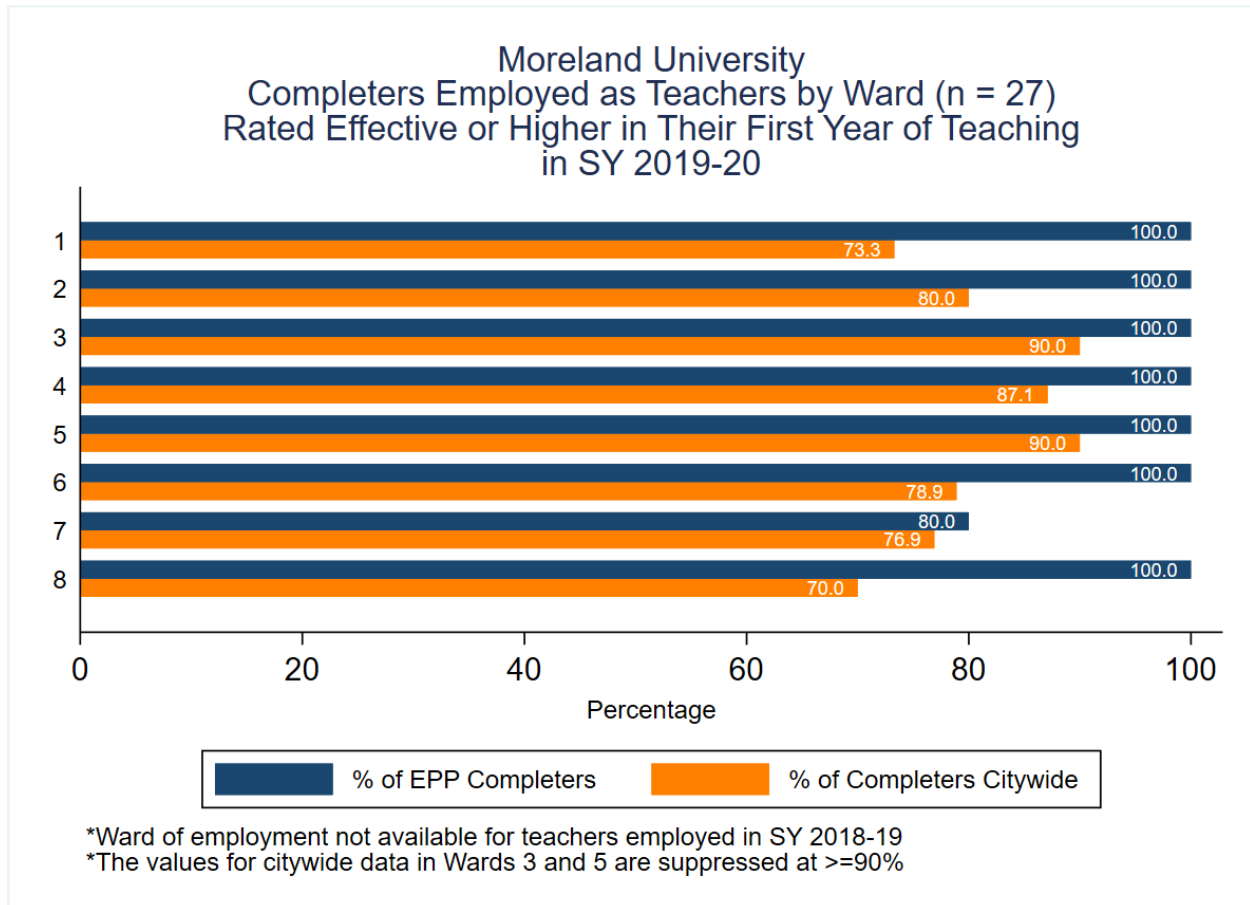
This section shows the percentage of program completers employed as first-year teachers in DC LEAs during school years 2018-19 and 2019-20 who earned ratings of effective or higher for 2017-18 and 2018-19. In DC, LEAs have the autonomy to define “effective teaching” under their teacher evaluation system. Candidates, first-year teachers, program completers that were unable to be matched to the LEA Faculty and Staff dataset and other teachers in schools and LEAs impacted by the public health emergency in the 2019-20 school year may not have effectiveness ratings available.

EPP and Citywide Comparison of Teachers Who Were Rated Effective



The graph explores the first year effectiveness of program completers at Moreland University TEACH-NOW Graduate School of Education compared to all EPP completers citywide. Note, all teachers did not receive an effectiveness rating.

Percent of Effective Teachers by Ward



The graph explores whether the effectiveness of Moreland University TEACH-NOW Graduate School of Education program completers varies by the school's ward. Note, all teachers did not receive an effectiveness rating.

Section 5: Citywide Supply and Demand

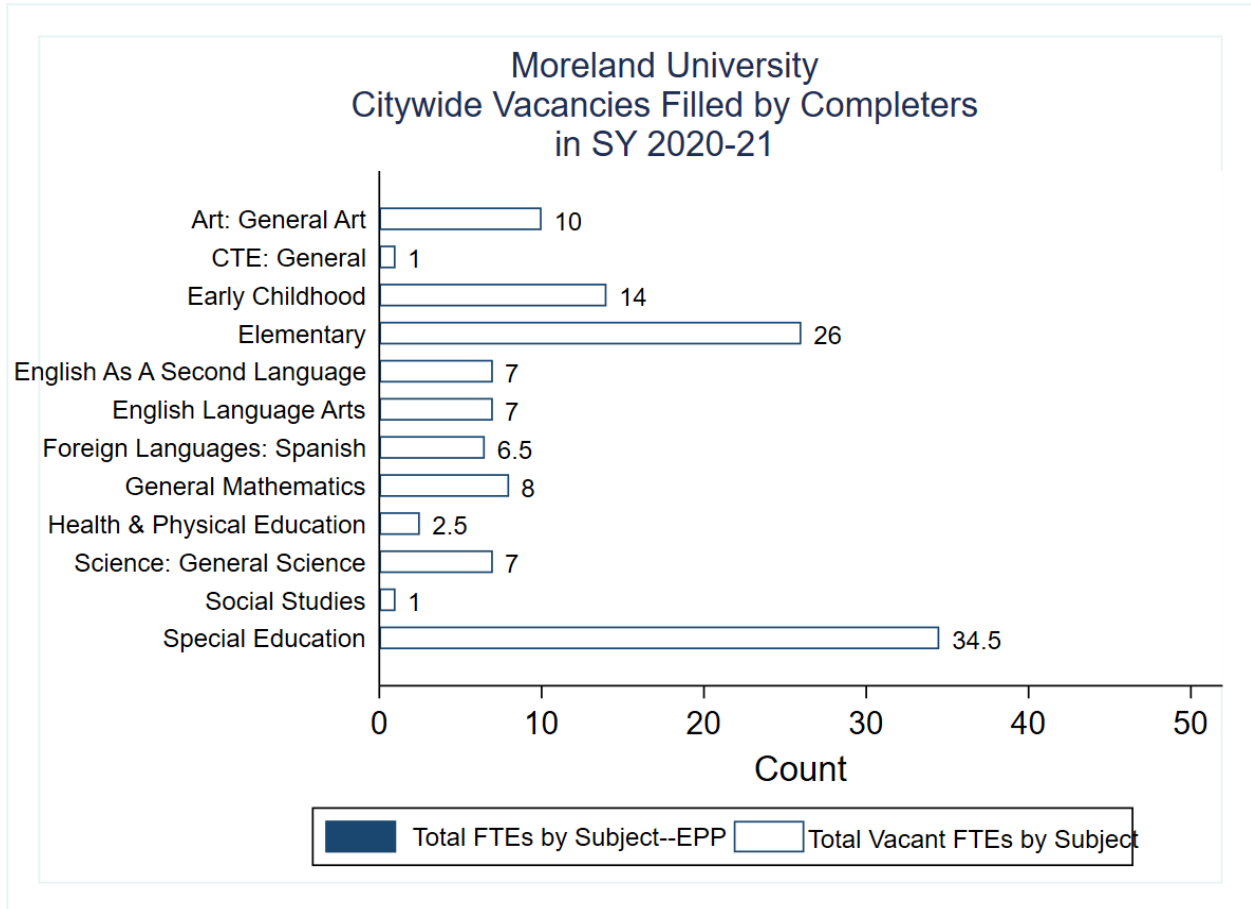
This section displays the extent to which Moreland University TEACH-NOW Graduate School of Education and DC EPPs are preparing future teachers (candidates and program completers) to fill DC teaching vacancies.

Supply and Demand of EPP Completers Employed as Teachers by Subject Area

Subject	Citywide Vacancies (SY 2019-20)		Positions Filled by EPP Completers (SY 2020-21)	
	Number of Vacancies	Percent of Vacancies	Number of Positions Filled	Percent of Positions Filled
Art: General Art	10	8.0%	0	0%
CTE: General	1	0.8%	0	0%
Early Childhood	14	11.2%	0	0%
Elementary	26	20.9%	0	0%
English As A Second Language	7	5.6%	0	0%
English Language Arts	7	5.6%	0	0%
Foreign Languages: Spanish	6.5	5.2%	0.5	7.1%
General Mathematics	8	6.4%	0	0%
Health & Physical Education	2.5	2.0%	0	0%
Science: General Science	7	5.6%	0	0%
Social Studies	1	0.8%	0	0%
Special Education	34.5	27.7%	0	0%

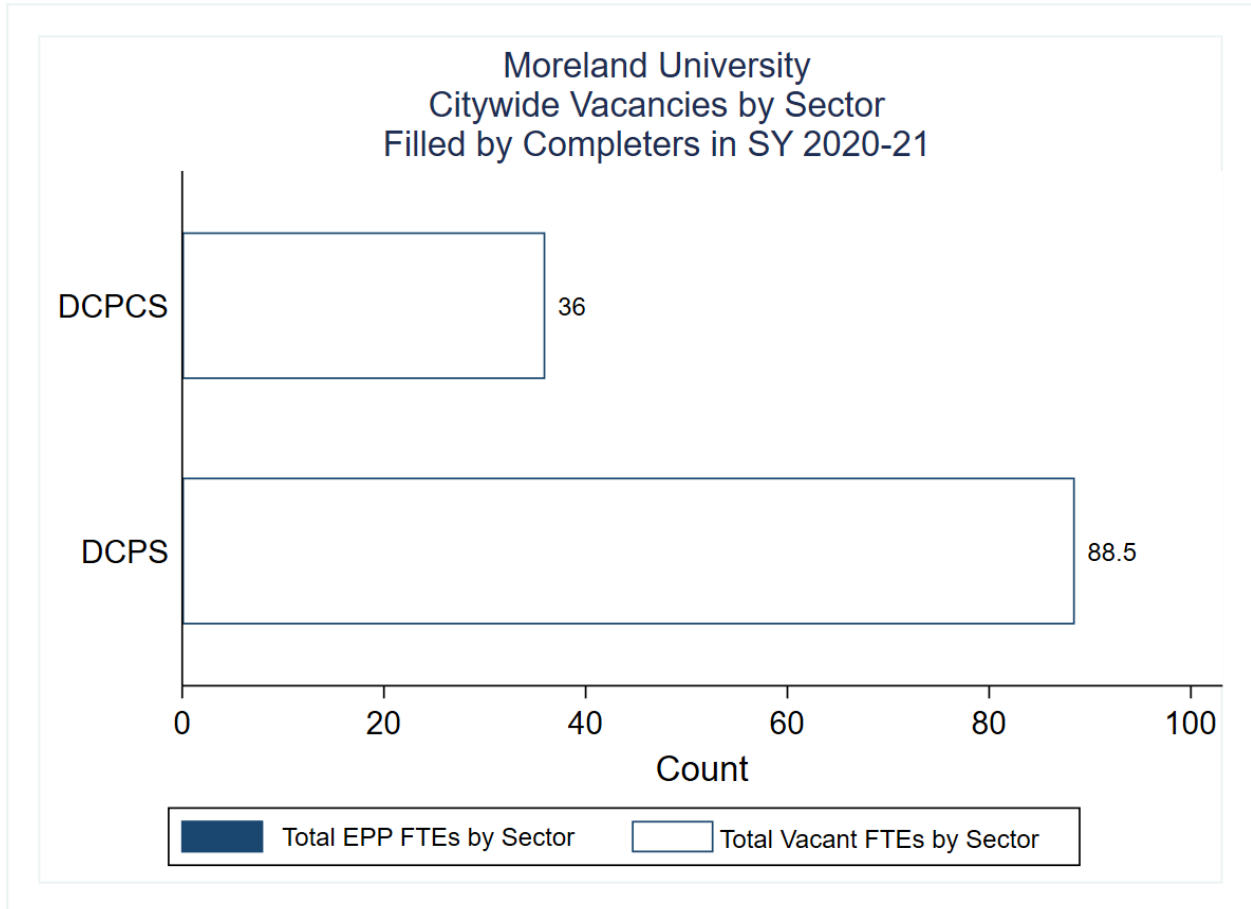
The table displays the number and percentage of citywide vacancies by subject area in the 2019-20 school year as of October 5, 2019, compared to the number and percentage of 2019-20 completers at the Moreland University TEACH-NOW Graduate School of Education that were new employees and employed as a teacher at DCPS or DCPCS in the 2020-21 school year.

Supply and Demand of EPP Completers Employed as Teachers by Subject Area



The graphs explore whether Moreland University TEACH-NOW Graduate School of Education program completers filled the vacant teaching positions in DC by subject area.

Supply and Demand of EPP Completers Employed as Teachers by Sector



The graph explores whether Moreland University TEACH-NOW Graduate School of Education program completers filled the vacant teaching positions in DC by sector.