Public Abstract
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Title: Quantitative Analysis of Elementary Pre-Service Teacher and Educator Preparation Program Performance on the Missouri Content Assessments by Race, Ethnicity, Gender, Program Selectivity and Minority-Serving Institution Status

There was a lack of knowledge on whether differences existed in new Missouri Content Assessments scores and passage rates for elementary teacher candidates based on: race; ethnicity; gender; preparation program selectivity; or preparation program status as a Minority Serving Institution. If differences existed in these scores, there was also a lack of knowledge on whether alternative cut scores removed these differences. This research was a quantitative analysis of Missouri Content Assessment scores to search for differences based on teacher candidate demographics and the attributes of their preparation programs. There were significant differences in the passage rates of these teacher certification exams based on the test taker’s race and ethnicity. However, a slight adjustment in the cut scores of these exams would remove all significant differences in the passage rates. This policy change would help ensure equal access to the teaching profession for new Missouri teachers of all races and ethnicities.