Impact on P-12 Student Learning and Development

To explore possible measures and processes that will allow the EPP to assess completers’ impact on P-12 student learning and development, case studies were conducted for completers in school districts in the Southern Wesleyan University Partnership area were contacted for participation in the first wave of efforts around compliance with Standard 4 expectations. The EPP received student impact data representative of three districts in various forms and from a variety of instruments. The representative EPP completers were contacted directly and asked to voluntarily share their state-mandated Student Learning Outcome reports. Although these efforts are still in their infancy these are initial steps in exploring possible, long-term strategies for compliance with Component 4.1. In addition to targeted efforts with pilot districts, the EPP maintains with other South Carolina Schools of Education discussions with the State Department of Education to explore ways to expediently track completers’ employment in P-12 institutions across the state. As of spring 2019, the SC Legislature is exploring comprehensive legislation that would require state EPPs to report information on completers’ place of employment, retention, and promotion. This legislation would help meet accreditation standards as well as use the outcomes to provide state EPPs a mechanism for meeting expectations defined by CAEP Standard 4.

Student Learning Outcomes

General state expectations SLOs, as defined by the South Carolina Department of Education documentation, “are teacher driven, student-centered, data-informed, standards-based goals that measure an educator’s impact on student learning growth within a given interval of instruction” (https://www.spart5.net/cms/lib07/SC01000802/Centricity/Domain/1208/SLOGuidebook.pdf, p. 4). Districts and schools have flexibility in how the SLOs are generated, reported, and tracked, although the state provides a sample template for reporting. Within the EPP’s exploration of SLO processes, there are multiple reporting formats and many teachers appear to be encouraged to create common SLOs at a grade or course level to provide opportunities for comparing learners’ outcome data. Research has indicated that learners whose teachers created SLOs showed significant academic growth compared to those whose teachers did not create SLOs. Due to the importance of learner’s continual growth, not just mastering specific skill sets, the state of South Carolina requires teachers who have successfully completed their first year of teaching to create SLOs that:

• Define the standards for exploration;

• Describe how the teacher will facilitate his/her students’ growth towards these ends;

• Identify learner differences and apply this knowledge to the process of effectively differentiating instruction;

• Assess learners’ construct-relevant growth over time;

• Make the appropriate modifications to instruction, as per assessment data; and,

• Reflect upon the most and least effective practices. This final point is focused on the intersection between practice and students’ relative assets/strengths, and ways to increase student growth over time in the coming year.

District One in Study

With an annual enrollment of about 16,300 students, District is the 15th largest **school district** in

South Carolina, and their students consistently rank near the top of the state in academic

achievement. District One’s vision is to provide a quality 21st century education that prepares all

students for success beyond the classroom.

Table 1 Demographics for District One

|  |
| --- |
| Schools |
| Total Schools | 24 |
| Elementary Schools | 14 |
| Middle Schools | 5 |
| High Schools (including Career & Technology Center | 5 |
| Special Programs (Project GO, Adult Learning Center, and Parenting & Family Literacy Center) | 3 |
| Student Demographics |
| Total Enrollment | 16,409 |
| White | 77.6% |
| Hispanic/Latino | 8.7% |
| Black | 7% |
| Two or More Races | 5.2% |
| Asian | 1.4% |
| Other | 0.3% |
| Free/Reduced Lunch | 47% |
| Graduates |
| # of 2019 Graduates | 1,110 |
| On-time Graduation Rate | 85% |
| Student Nutrition |
| Breakfasts served daily | 4,302 |
| Lunches served daily | 9,238 |
| Transportation |
| Buses operated | 115 |
| Miles traveled daily | 11,440 |
| Other |
| Total Employees | 2,227 |
| 2019-2020 General Fund Budget | $129,219,233 |

Report from Student One

Completer One is a second year teacher in an elementary school in District One. The EPP has Student

Learning Outcomes (SLO) for 2019-2020. The EPP will work with Completer One to secure data for 2020-

2021.

Completer One is a teacher in an Elementary School in District One which has an overall Rating on the

District Report Card of Good.

The School Report Card is in Table 2.

Table 2 Academic Achievement of School One

**SC Ready English Language Arts and Mathematics**

English Language Arts (Reading and Writing) - % Met or Exceeding 52.7%   (96 / 182)

52.7%

Mathematics - Percent Met or Exceeding 52.7%    (96 / 182)

52.7%

Additional Information

|  | **School One** | **Change from Last Year** |
| --- | --- | --- |
| **Prime instructional time** |
| School One | 92.7 | Up from 88.5 |

Table 3 Delineating Completer One’s SLOs

SLO 2019-2020 3rd Grade Fluency Progress

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Baseline | Fall (11/13) | Winter (12/10) | Spring | Goal |
| Student 1 | 13 | 24 | 19 | 33 | 33 |
| Student 2 | 22 | 31 | 34 | 40 | 42 |
| Student 3 | 36 | 74 | 74 | 79 | 56 |
| Student 4 | 48 | 76 | 75 | 78 | 68 |
| Student 5 | 28 | 64 | 69 | 93 | 48 |
| Student 6 | 27 | 35 | 32 | 49 | 47 |
| Student 7 | 20 | 43 | 39 | 43 | 40 |
| Student 8(New 11/5) |  | 90 | 89 | 110 | 110 |
| Student 9(New 11/1)(moved 12/9) |  | 26 |  |  | 49 |

**SLO:** By the end of the interval of instruction, students will demonstrate word growth in oral reading fluency as measured by easy CBM oral reading fluency through progress monitoring.

**Outcome: 86% of the students met the growth target goal. 6 out of the 7 students monitored either met or exceeded their goal.**

**Student population**: The 3rd grade reading resource class at School One has 7 students. There are 3 girls and 4 boys in the class. There is 1 African American student and 6 Caucasian students. 4 students receive free lunch, 1 student receives a reduced price for lunch, and 2 students pay the full price for lunch. 5 out of the 7 students have learning disabilities. 2 out of the 7 are developmentally delayed. 2 out of the 7 receive speech services. Each student has an IEP and receives 30 minutes of special education individualized services daily in reading. All of the students receive 20 minutes of specialized writing instruction. 5 out of the 7 students receive specialized math services for 30 minutes daily. 6 out of the 7 students receive oral administration. All students receive extended time and small group for quizzes and test. 4 out of the 7 students get copies of the teacher’s notes and preferential seating. 1 student can have multiple or frequent breaks.

**Baseline:** A reading fluency passage was used for a baseline measurement. The passage and program being used will be easy CBM. This program shows the percentile in relation to non-disabled peers and if the student is at risk. In the fall, non-disabled 3rd graders should be able to read 70 words a minute. The lowest student read 13 words a minute and is in the 1st percentile. This student has high risk. The highest student read 48 words a minute and is in the 12 percentile. The student has some risk. On average the class can read 28 words a minute and has very high risk. The students will read for fluency every 2 weeks to monitor growth. Student reads 13 words a minute. Student 2 read 22 words a minute. Student 3 read 36 words a minute. Student 4 read 48 words a minute. Student 5 read 28 words a minute. Student 6 read 27 words a minute. Student read 20 a minute

**Plan for progress monitoring:** Each student will read a passage testing fluency every 2 weeks. 4 out of the 5 days a week the class uses a direct instruction program. The McGraw Hill Education program created an SRA corrective reading decoding strategies in which students are learning from daily. The program focuses students with learning disabilities. Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Students will be encouraged to improve their reading fluency through a reading progress board. Every 2 weeks the students will color in how many words they read a minute to see their growth.

**Instructional Strategy:** The SRA Corrective Reading program I am using suggest students will have the opportunity to show growth weekly in their reading ability. Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program will help my students with learning disabilities get on grade level and improve word fluency.

District Two in Study

School District Two is an above average, public school district located in SC. It has 2,843 students in grades PK, K-12 with a student-teacher ratio of 14 to 1. According to state test scores, 58% of students are at least proficient in math and 58% in reading.

Table 4 Demographics for School District Two

|  |
| --- |
| **District Details** (2018-2019 school year; |
|

|  |  |
| --- | --- |
| [**Characteristics**](https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=2&ID2=4500870&DistrictID=4500870&details=1)**and Staff** |   |

 |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
| Average Total Teacher(FTE):       District: 200.50   State: 516.96   National: 169.90 |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|

|  |
| --- |
| **Teachers** (FTE) |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|   | **Total:** | **200.50** |   |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif | **Prekindergarten:** | 3.50 | https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **Kindergarten:** | 6.00 |  |
|  | **Elementary:** | 134.50 |  |
|  | **Secondary:** | 56.50 |  |
|  | **Ungraded:** | † |  |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |

 |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|

|  |  |
| --- | --- |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif | **Total Staff** (FTE): 358.84 |

 |

 |  |

|  |
| --- |
| **Other Staff** (FTE) |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|   | **Total:** | **158.34** |   |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif | **Instructional Aides:** | 55.30 | https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **Instruc. Coordinators & Supervisors:**    | 1.00 |  |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **Total Guidance Counselors:** | 9.00 |  |
|  |       Elementary Guidance Counselors: | 6.00 |  |
|  |       Secondary Guidance Counselors: | 3.00 |  |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **Librarians/Media Specialists:** | 6.00 |  |
|  | **Library/Media Support:** | 0.00 |  |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **District Administrators:** | 9.00 |  |
|  | **District Administrative Support:** | 16.00 |  |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **School Administrators:** | 11.00 |  |
|  | **School Administrative Support:** | 19.00 |  |
| https://nces.ed.gov/ccd/commonfiles/images/spacer.gif |
|  | **Student Support Services:** | 13.60 |  |
|  | **Other Support Services:** | 18.44 |  |

 |

 |

School Two in Study

School Two is an Elementary School is located in South Carolina.  School Two is a fairly new school since it opened its doors in August of 2007. In the description, School Two depicts the school as an inspirational place for students to learn.

Table 5 School Two’s Academic Achievement

**SC Ready English Language Arts and Mathematics**

English Language Arts (Reading and Writing) - % Met or Exceeding 65.1%   (188 /288)

65.1%

Mathematics - Percent Met or Exceeding 70.1%    (202 / 288)

70.1%

Additional Information

|  | **School One** | **Change from Last Year** |
| --- | --- | --- |
| **Prime instructional time** |
| School Two | 89.8% | Down from 91.1 |

Completer Two Expanded ADEPT (Assisting, Developing, Evaluating Professional Teaching) Evaluation

(Completer Two shared the Expanded ADEPT evaluations which indicated a score of Exemplary on the

SLOs.)

Table 5 Delineating Completer One’s SLOs

Student Two

2018-2019 Evaluation | District 2 and School 2

Expanded ADEPT (SCTS) | Classroom-Based Teacher | Formative | Induction 1

Evaluation Results



This evaluation has been completed and is unavailable for editing.



 The following requirements have not been met:

The minimum number of walkthrough(s) for the Preliminary Cycle have not been completed.

Educator Comments & Feedback

|  |  |  |
| --- | --- | --- |
| Educator CommentsFeedback and comments from the EducatorFinal Conference & Comments | [ no comments ] |  |
| Final Conference DateThe date of the final conference.Evaluator CommentsFeedback and comments from the Evaluator(s)Observations of Professional Practice | 3/18/2019 [ no comments ] |  |
| Domain | Score | Weighted Score | Performance Level |
| Planning (20 %) | 3.00 | 0.60 | Proficient |
| Instruction (50 %) | 3.17 | 1.58 | Proficient |
| Environment (20 %) | 3.50 | 0.70 | Proficient |
| Professionalism (10 %) Final Evaluation Ratings | 3.90 | 0.39 | Exemplary |
| Overall Composite Rating/ScoreThis is the composite score for observations and the professionalism rubric. | Proficient | 3.27 |
| Student Learning Objective Rating/ScoreThe score of the student learning objective. | Proficient | 0.00 |
| Final Overall Composite Rating/Score | Proficient | 3.27 |

The final score when the SLO score is added to (or subtracted from) the observation/professionalism composite

Overall Status Met

Recommendations for Next Year

|  |  |
| --- | --- |
| Next Evaluation LevelNext Contract LevelHire StatusSignatures | SummativeAnnual 1Rehired |
|  04/10/2019 11:57 AM - Evaluation Chair 04/22/2019 07:04 PM - Educator 05/07/2019 03:40 PM - District StaffCompletion |  |

Evaluation Complete?  Complete

The completion status of the evaluation. A signature from either the Evaluation Chair or principal must be present before an evaluation can be completed.

All of the EPP’s completers are on Probationary Status the first year. The second year, the Completers

compete the Expanded ADEPT and the scores are shared with the EPP.

Table 6 2019-2020: EPP’s ADEPT Pass Rate for Classroom Based Teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Provider Results | Statewide Results |
|  | Number | Percentage | Number | Percentage |
| Graduates Evaluated with CBT | 0 | 100% | 0 | 100% |
| Graduates Passing with CBT | 0 | 0% | 0 | 0% |
| Total Graduates Evaluated | 21 | 100% | 2024 | 100% |
| Total Graduates Passing | 20 | 95.24% | 1874 | 92.59% |
| Total Graduate SLO Average | 0.04 | 0.04 |
| Graduates Evaluated with CBT SLO Average | 0 | 0 |

Table 7 2018-2019: EPPs ADEPT Pass Rate for Classroom Based Teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Provider Results | Statewide Results |
|  | Number | Percentage | Number | Percentage |
| Graduates Evaluated with CBT | 0 | 100% | 1 | 100% |
| Graduates Passing with CBT | 0 | 0% | 1 | 100% |
| Total Graduates Evaluated | 18 | 100% | 1935 | 100% |
| Total Graduates Passing | 18 | 100% | 1836 | 94.88% |
| Total Graduate SLO Average | 0.06 | 0.06 |
| Graduates Evaluated with CBT SLO Average | 0 | 0.00 |

Table 8 2017-2018: EPP’s ADEPT Pass for Classroom Based Teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Provider Results | Statewide Results |
|  | Number | Percentage | Number | Percentage |
| Graduates Evaluated with CBT | 0 | 100% | 276 | 100% |
| Graduates Passing with CBT | 0 | 0% | 197 | 71.38% |
| Total Graduates Evaluated | 19 | 100% | 2056 | 100% |
| Total Graduates Passing | 18 | 94.74% | 1887 | 91.78% |
| Total Graduate SLO Average | 0.00 | 0.00 |
| Graduates Evaluated with CBT SLO Average | 0 | 0.00 |

The South Carolina Department of Education also releases the EPP’s annual ADEPT pass rate by categories which help the EPP to drill down and find areas of improvement so the completers can be successful.

Table 9 2019-2020 Completers’ ADEPT Pass Rate by Majors

Early Childhood

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **2 | 100.00 %** | **0 | 0.00 %** | **2 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 2 | 100.00 % | 0 | 0.00 % | 2 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Elementary Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **5 | 100.00 %** | **0 | 0.00 %** | **5 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 5 | 100.00 % | 0 | 0.00 % | 5 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Mathematics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Music Education - Choral

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Sp. Ed. - Learning Disabilities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % |

Sp. Ed. Mental (Intellectual) Disabilities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % |

Sp. Ed. - Multi-Categorical

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **5 | 100.00 %** | **0 | 0.00 %** | **5 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 5 | 100.00 % | 0 | 0.00 % | 5 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Physical Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **7 | 100.00 %** | **0 | 0.00 %** | **6 | 85.71 %** | **1 | 14.29 %** | **0 | 0.00 %** |

Table 10 2018-2019 Completers’ ADEPT Pass Rate by Majors

|  |
| --- |
| Early Childhood Education |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **2 | 100.00 %** | **0 | 0.00 %** | **2 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 2 | 100.00 % | 0 | 0.00 % | 2 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Elementary Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **5 | 100.00 %** | **0 | 0.00 %** | **5 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 5 | 100.00 % | 0 | 0.00 % | 5 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

English

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Mathematics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **0 | 0.00 %** | **0 | 0.00 %** | **0 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 0| 00.00 % | 0 | 0.00 % | 0| 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Music Education - Choral

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Music Education - Instrumental

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **5 | 100.00 %** | **0 | 0.00 %** | **5 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 5 | 100.00 % | 0 | 0.00 % | 5 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Sp. Ed. - Multi-Categorical

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **3 | 100.00 %** | **0 | 0.00 %** | **3| 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 3 | 100.00 % | 0 | 0.00 % | 3 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Table 1 2017-2018 Completers’ ADEPT Pass Rate by Majors

Early Childhood

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **2 | 100.00 %** | **0 | 0.00 %** | **2 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 2 | 100.00 % | 0 | 0.00 % | 2 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Elementary Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **5 | 100.00 %** | **0 | 0.00 %** | **5 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 5 | 100.00 % | 0 | 0.00 % | 5 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Mathematics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Music Education - Choral

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Sp. Ed. - Learning Disabilities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % |

Sp. Ed. Mental (Intellectual) Disabilities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **1 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** | **1 | 100.00 %** | **0 | 0.00 %** |
| Annual 1 | 1 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % | 1 | 100.00 % | 0 | 0.00 % |

Sp. Ed. - Multi-Categorical

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **5 | 100.00 %** | **0 | 0.00 %** | **5 | 100.00 %** | **0 | 0.00 %** | **0 | 0.00 %** |
| Annual 1 | 5 | 100.00 % | 0 | 0.00 % | 5 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % |

Physical Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | No Data | Met | Not Met | Incomplete |
| **Total** | **7 | 100.00 %** | **0 | 0.00 %** | **6 | 85.71 %** | **1 | 14.29 %** | **0 | 0.00 %** |